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**Vocational Education Centre  
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## **CURRICULUM 2014**

Vocational Qualification in Social and  
Health Care,  
Practical Nurse, taught in English

Hyväksytty 45/2014, 26.6.2014

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apulaisjohtaja



Vocational Education Centre Sedu

# Vocational Qualification in Social and Health Care Practical Nurse Education

## Curriculum 2014

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## VOCATIONAL QUALIFICATION IN SOCIAL AND HEALTH CARE

### Practical Nurse

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## 1 DESCRIPTION AND VALUES OF THE SOCIAL AND HEALTH FIELD

Work in the social and health care means working with people and for people. Both wide-ranging and specialized skills are required. There are different groups of clients and the work with them takes place in a variety of settings. The clients also come from very different cultural backgrounds. The focus of the work is thus on vocational, ethical, human relations and interaction skills and on the mastery of information and other technology. The work in the social and health field calls for flexibility and ability to adjust to continuously changing situations, as well as preparedness to acquire new knowledge and skills.

In the social and health field, services are provided by the public, private and third sector. Practical nurses with a vocational qualification in social and health care work in multi-professional teams in a variety of settings and as independent practitioners.

Practical nurses engaged in primary social and health services implement health-promoting, preventive and rehabilitative education, nursing and care. Potential social welfare work settings involve early education services; child protection units; families with children; units providing services for the disabled and for people with mental health and intoxicant abuse problems; home care, as well as units of community and institutional care of aged people. In the areas of primary health care and specialized medical services, practical nurses work, for example, in health centre wards and outpatient clinics, mouth care units, emergency departments, perioperative units, emergency care or in home hospitals.

The work carried out in the social and health field aims at maintaining the clients' functional capacity and at promoting their holistic participation, wellbeing and health. In future, there will be an increasing need for social and health services for the aging population, for families with children, for people with intoxicant abuse or mental health problems and for people with other prevalent illnesses. There will also be more need for early intervention to fight social problems and public health risks by means of community-based practices and partnership within various networks. Increasingly, practical nurses will work with clients, patients and workers from different cultures. There will more and a greater variety of home-based nursing, care, rehabilitation, education and support for parenthood. Finally, entirely new forms of services will be developed to support the home living and independent coping of all population groups.

Graduates with a Vocational Qualification in Social and Health Care have good interaction, social and negotiation skills and ability to work in multi-professional teams and projects or as entrepreneurs. They know how to act in multi-cultural environments, also using languages other than their mother tongue. They have solid competences in nursing, care, rehabilitation, education and counselling in the social and health field. They avail of a rehabilitative approach to work and seek to promote their clients' wellbeing. Practical nurses master and apply to their work the knowledge base pertaining to the human being, to people's social and physical environment and to society. They observe data protection regulations, occupational safety and ergonomics. Their work calls for good physical and mental health and willingness to update one's competence and to maintain one's work ability and welfare.

Practical nurses approach their clients holistically, humanely and tolerantly. They apply a resource-oriented approach to their work, respecting their clients' and patients' convictions, values and experiences. The practical nurses' vocational and personal competence also involves tacit knowledge; a balance of emotions, values and attitudes, creative use of one's personality, personal life management and a sense of self-competence. Practical nurses

abide by the social and health care legislation and regulations to protect their patients' and clients' safety and rights.

The competence of the practical nurse comprises the following:

- professional ethical competence (identification, management and solving of ethical problems, responsible and just conduct and adherence to professional ethics)
- knowledge competence (mastering the vocational knowledge base, lifelong learning, ability to acquire and apply new information and argue for one's decisions; entrepreneurial thinking)
- skill competence (interaction and communication skills, social skills and vocational skills)
- aesthetic competence (observation of aesthetics in the work and living environment, creation of a positive atmosphere and consideration for other people)

The central guidelines for practical nurse's work involve respect for life and human dignity, self-determination, justice and equality. According to the codes of professional ethics, the practical nurses are primarily accountable to their clients, but also to society at large. This means that they need to keep up with the developments, continuously update their knowledge, and seek further and continuing education to ensure in-depth competence.

## 2 COMPOSITION OF THE VOCATIONAL QUALIFICATION IN SOCIAL AND HEALTH CARE 120 CR (PRACTICAL NURSE)

The vocational modules of the qualification include a minimum of 29 cr for on-the-job learning, 5 cr for entrepreneurship and 2 cr for the final project. The modules involve a minimum of 1.5 cr of student counselling.

### **Vocational Qualification in Social and Health Care, Practical Nurse 120 cr**

<b>Vocational modules of the qualification</b>	<b>90 cr</b>
Modules compulsory for all students	
Support and guidance of growth	15 cr
Nursing and care	20 cr
Rehabilitation support	15 cr
Study programme, Nursing and Care	30 cr
Optional modules for all students/Other optional modules	10 cr
<b>Modules complementing vocational competence (common core)</b>	<b>20 cr</b>
Compulsory modules	16 cr
Optional modules	4 cr
<b>Free-choice modules of the qualification</b>	<b>10 cr</b>

<b>3. VOCATIONAL MODULES OF THE QUALIFICATION</b>	<b>90 CR</b>
<b>3.1. Modules compulsory for all students</b>	50 CR
3.1.1. Support and guidance of growth, 15 cr	
3.1.2. Nursing and care, 20 cr	
3.1.3. Rehabilitation support, 15 cr	
<b>3.2. Qualification involves 1 compulsory study programme in Nursing and Care</b>	30 CR
<b>3.3. Optional modules for all students</b>	10 CR
<i>Students choose 10 cr from 3.3.1 - 3.4.4. These optional modules are mainly carried out during the study programmes.</i>	
3.3.1. Module from the Vocational Qualification in Social and Health Care 10 cr	
3.3.2. Modules from vocational qualifications, 5 – 10 cr	
3.3.3. Module from a further vocational qualification	
3.3.4. Modules from the Vocational Qualification in Social and Health Care offered locally 5 – 10 cr	
3.3.4.1. Communicable Diseases and Nursing 10 cr	
<b>3.4. Other optional modules</b>	
3.4.1. Modules complementing vocational competence, 0-10 cr (see 4.2.1. – 4.2.7.)	
3.4.2. Studies at upper secondary school, 0 – 10 cr	
3.4.3. Entrepreneurship, 10 cr	
3.4.4. Workplace instructor training, 2 cr	

<b>4. MODULES COMPLEMENTING VOCATIONAL COMPETENCE</b> Studies complementing the vocational competence (common core studies) include 16 cr of compulsory and 4 cr of optional studies.	<b>20 CR</b>
<b>4.1. Compulsory modules</b> 4.1.1. Mother tongue 4 cr 4.1.2. Mother tongue, Finnish as a second language 5 cr 4.1.3. Second domestic language, Swedish 1 cr, for Finnish speakers 4.1.4. Foreign language, English 2 cr 4.1.5. Mathematics 3 cr 4.1.6. Physics and chemistry 2 cr 4.1.7. Social, business and labour market studies 1 cr 4.1.8. Physical education 1 cr 4.1.9. Health education 1 cr 4.1.10. Arts and culture 1 cr	16 CR
<b>4.2. Optional modules 4 cr</b> 4.2.1. See 4.1.1. – 4.1.9., additional modules to compulsory modules 0 – 4 cr 4.2.2. Environmental studies 4.2.3. Information and communication technology 4.2.4. Ethics 4.2.5. Other cultures 4.2.6. Psychology 4.2.7. Entrepreneurship	4 CR
<b>5. FREE-CHOICE MODULES OF THE QUALIFICATION</b> Students will be provided with a list of available free-choice studies offered at their own school or at other schools of the Opilakeus Network	<b>10 CR</b>
<b>6. MODULES COMPLEMENTING VOCATIONAL COMPETENCE INDIVIDUALLY</b> (Beyond the vocational qualification of 120 cr)	<b>beyond 120 cr</b>

### 3 VOCATIONAL MODULES OF THE QUALIFICATION 90 CR

#### 3.1 Modules compulsory for all students 50 cr

##### 3.1.1 Support and guidance of growth 15 cr

#### PERFORMANCE AREAS

- |  |        |
|--|--------|
| 1. Growth into practical nurse's occupation                    | 2 cr   |
| 2. Education, counselling and creative activities              | 3.5 cr |
| 3. Psychology  | 1.5 cr |
| 4. Foundation of social and health care occupations in society | 1 cr   |
| 5. Care work   | 1 cr   |
| 6. On-the-job learning: Support and guidance of growth         | 6 cr   |

#### Vocational skills demonstration

##### 1. Growth into practical nurse's occupation 2 cr

<b>Competence requirements</b>	<p>In harmony with the national qualification requirements the students will know how to:</p> <ul style="list-style-type: none"> <li>• assume responsibility for their learning and evaluate their professional development</li> <li>• seek information and apply information technology and documentation tools</li> <li>• respect their clients' values and cultural backgrounds</li> <li>• observe the rules of the work group</li> <li>• follow the operating principles, statutes and provisions of the social and health field</li> </ul>
<b>Assessment targets</b>	<p>Key contents of the performance area:</p> <ul style="list-style-type: none"> <li>• Learning to learn             <ul style="list-style-type: none"> <li>○ defining learning objectives and responsibility for one's learning (self-awareness, self-direction, life management)</li> <li>○ learning conceptions, methods and styles</li> <li>○ basic skills in information seeking (use of library, introduction to PCs and basic applications, personal user names and passwords and documentation tools)</li> <li>○ Stages of professional growth and development</li> </ul> </li> <li>• Group development, working in a group and group dynamics</li> <li>• Interaction and collaboration skills:             <ul style="list-style-type: none"> <li>○ good manners and client service, entrepreneurial attitude</li> <li>○ listening and conversation skills</li> <li>○ knowledge acquisition methods (discussion, interview and observation skills)</li> <li>○ emotional skills</li> <li>○ being part of a work community, work life rules</li> <li>○ constructive feedback</li> </ul> </li> <li>• Value foundation and operating principles of the social and health field, professional ethics             <ul style="list-style-type: none"> <li>○ Vocational qualification in social and health care, competence requirements and values</li> <li>○ conception of human nature in the social and health</li> </ul> </li> </ul>

	<p>field(holistic and humanistic)</p> <ul style="list-style-type: none"> <li>○ approaching clients with appreciation and respect</li> <li>○ confidentiality, duty to report (early education and child protection aspect)</li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning:</b> Pass/fail, compiling a portfolio, active participation in exercises and completion of assignments as agreed, oral and written feedback</p> <p><b>Assessment of competence:</b> Grading 1 – 3 Vocational skills demonstration</p>
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration
<b>Learning environments and methods</b>	Portfolio: Growth into practical nurse's occupation Contact teaching, group development and interaction exercises, discussions, self-evaluation, learning style tests, practising different learning methods
<b>Learning material</b>	<p>Laine A., Ruishalme O., Salervo P., Sivén T. &amp; Välimäki P. Opi ja ohjaa sosiaali- ja terveysalalla. Latest edition. Helsinki: WSOY. ??</p> <p>Vuori-Kemilä A., Lindroos S., Nevala S. &amp; Virtanen J.A. 2005. Ihmisen hyvä - etiikka lähihoitotyössä. Helsinki: WSOY.??</p> <p>Fry S.T. &amp; Johnstone M-J. International council of nurses 2008. Ethics in nursing practice. A guide to ethical decision making. U.K: Blackwell.</p> <p>Super: Ethical Guidelines for Practical Nurses</p> <p>Other material provided by teacher</p>
<b>Counselling provided for students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	Beginning of studies, first semester

## 2. Education, counselling and creative activities 3.5 cr

<b>Competence requirements</b>	<p>In harmony with the national qualification requirements the students will know how to:</p> <ul style="list-style-type: none"> <li>• identify resources and needs in the growth and development of clients of different ages and backgrounds</li> <li>• define objectives for growth and development</li> <li>• apply plans designed for the growth and development of their clients</li> <li>• evaluate their own activities and the implementation of plans designed for growth and development</li> <li>• promote and support their clients' growth and development, health, safety and wellbeing</li> <li>• counsel and support clients in the activities of daily living</li> <li>• guide a variety of client groups</li> </ul>
<b>Assessment targets</b>	<p>Key contents in the performance area:</p> <p><b>Education and counselling 2 cr</b></p> <ul style="list-style-type: none"> <li>• The care and education process <ul style="list-style-type: none"> <li>○ basic concepts in education: teaching, education, care, educational consciousness, educational atmosphere, early edu-</li> </ul> </li> </ul>

	<p>cation</p> <ul style="list-style-type: none"> <li>○ system of services and support for early education</li> <li>● Planned and goal-oriented work: <ul style="list-style-type: none"> <li>○ provision of early education and pre-school services</li> <li>○ written education plan: early childhood education plan</li> <li>○ co-operation with clients: educational partnership and supporting families</li> </ul> </li> <li>● Supporting and counselling the growth and development of clients of different ages and backgrounds individually and in a goal-oriented manner <ul style="list-style-type: none"> <li>○ authoritative education, setting limits</li> <li>○ guiding, supporting and advising in daily situations and activities, securing safety</li> <li>○ leading groups(children, youth, adults, aged people) and small group activity</li> </ul> </li> </ul> <p><b>Creative activities 1.5 cr</b></p> <ul style="list-style-type: none"> <li>● methods and practices for creative activities <ul style="list-style-type: none"> <li>○ managing methods, materials and tools in crafts and visual expression</li> <li>○ physical exercise for people of all ages, instruction and application</li> <li>○ knowledge of various elements of music, performing arts/drama pedagogy and their application to support growth and development</li> </ul> </li> <li>● needs of various client groups in creative activities</li> <li>● appropriate and cosy environment (aesthetics)</li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning:</b> pass/fail, practical test/assignments, active classroom participation, planning and implementation of instruction, oral and written feedback</p> <p><b>Assessment of competence:</b> Grading 1-3 Vocational skills demonstration</p>
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration
<b>Learning environments and methods</b>	Contact teaching, group work, personal experimentation and exercises, familiarization with various materials, tools and facilities, planning and implementation of instruction and practicing how to apply various methods when leading groups of clients of different ages
<b>Learning material</b>	National Curriculum Guidelines on Early Childhood Education and Care in Finland. Other material provided by the teacher Hockenberry Marilyn, Wilson David 2012. Wong's Essentials of Pediatric Nursing, 9 <sup>th</sup> Edition. Mosby.
<b>Counselling provided for students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	First year, before on-the-job learning for support and guidance of growth and before Vocational skills demonstration

### 3. Psychology 1.5 cr

<b>Competence re-</b>	In harmony with the national qualification requirements the students will
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<b>quirements</b>	<p>know how to:</p> <ul style="list-style-type: none"> <li>• identify resources and needs in the growth and development of clients of different ages and backgrounds</li> <li>• promote and support their clients' growth and development, health, safety and wellbeing</li> </ul>
<b>Assessment targets</b>	<p>Key contents in the performance area:</p> <ul style="list-style-type: none"> <li>• mental, physical and social development of clients of different ages and backgrounds <ul style="list-style-type: none"> <li>○ factors influencing development: biological factors, social or environmental factors and individual psychological factors (neuropsychological perspective: development of the nervous system and brain, regulation of arousal)</li> <li>○ familiarity with developmental psychology across the lifespan: physical and motor development, cognitive development, mental and social development</li> <li>○ theories in developmental psychology: Erikson, Piaget and Kohlberg</li> <li>○ psychological factors contributing to the individual's actions: emotions, needs, motives, perception and memory</li> </ul> </li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning:</b> active classroom participation, oral feedback</p> <p><b>Assessment of competence:</b> Grading 1 – 3 Vocational skills demonstration and knowledge pertaining to human development will be assessed by an exam/assignment, grading 1 – 3.</p>
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration and exam and/or assignment
<b>Learning environments and methods</b>	Contact teaching Classroom discussions, exercises and assignments
<b>Learning material</b>	Nurmiraanta, H., Leppämäki, P. & Horppu, S. 2009. Kehityopsykologiaa lapsuudesta vanhuuteen. Helsinki: Kirjapaja. Other material provided by the teacher
<b>Counselling provided for students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	During the studies Support and guidance of growth (1. semester) before Vocational skills demonstration

#### 4. Foundation of social and health care occupations in society 1 cr

<b>Competence requirements</b>	<p>In harmony with the national qualification requirements the students will:</p> <ul style="list-style-type: none"> <li>• comply with the principles, statutes and provisions of the social and health field</li> <li>• comply with the operating principles and guidelines provided for various client groups</li> </ul>
<b>Assessment targets</b>	<p>Key contents in the performance area:</p> <ul style="list-style-type: none"> <li>• historical and social background of practical nurse's occupation</li> <li>• history, current situation and key future visions of social and health services <ul style="list-style-type: none"> <li>○ guidelines for various client groups</li> </ul> </li> <li>• service provision system in the social and health field</li> <li>• factors influencing health and wellbeing, providers of welfare services (public, private and third sector) and linking clients to ser-</li> </ul>

	<ul style="list-style-type: none"> <li>vices</li> <li>• principles of preventive child protection</li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning</b> active classroom participation, oral and written feedback</p> <p><b>Assessment of competence:</b> Grading 1 – 3 in Vocational skills demonstration and 1 – 3 for the following:</p> <ul style="list-style-type: none"> <li>• history of social and health services (exam or assignment)</li> <li>• tools for information seeking, communication and documentation (group work)</li> <li>• composition of the vocational qualification in social and health care (Portfolio: Growth into practical nurse's occupation)</li> </ul>
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration, exam/assignment, group work and portfolio assignment
<b>Learning environments and methods</b>	Contact teaching, study visits, assignments
<b>Learning material</b>	Forss, P. & Vatula-Pimiä, M-L. 2009. Sosiaalinen turva ja hyvinvointi. Helsinki: Edita. Handouts and other material provided by the teacher
<b>Counselling provided for students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	First year, before on-the-job learning for support and guidance of growth and before Vocational skills demonstration

## 5. Care work 1 cr

<b>Competence requirements</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>• promote and support their clients' growth and development, health, safety and wellbeing</li> </ul>
<b>Assessment targets</b>	Key areas in the performance area: <ul style="list-style-type: none"> <li>• knowledge of national nutritional guidelines</li> <li>• handling basic foodstuffs</li> <li>• planning and preparing basic meals and baked goods</li> <li>• food hygiene requirements</li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning:</b> active classroom participation, oral feedback</p> <p><b>Assessment of competence:</b> Grading 1 – 3</p> <ul style="list-style-type: none"> <li>• ability to plan and prepare basic meals and baked goods while following food hygienic requirements will be demonstrated at the school kitchen</li> <li>• exam/assignment on food hygienic requirements</li> </ul>
<b>Providing evidence of vocational competence</b>	Complementing the Vocational skills demonstration at the school teaching kitchen and exam/assignment
<b>Learning environments and methods</b>	Contact teaching Teaching of cooking at the kitchen
<b>Learning material</b>	Staci Nix 2012. Williams' Basic Nutrition & Diet Therapy 14 <sup>th</sup> Edition, Evolve
<b>Counselling provided for students</b>	The teacher of the performance area will inform the students of the assessment and implementation of the studies

<b>Timing of studies</b>	First year, before on-the-job learning for support and guidance of growth and before demonstration
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## 6. On-the-job learning for Support and guidance of growth 6 cr

- including Vocational skills demonstration

<b>Competence requirements</b>	<p>The students or other persons seeking qualification will now how to</p> <ul style="list-style-type: none"> <li>respect their clients' values and cultural backgrounds</li> <li>identify resources and needs in the growth and development of clients of different ages and backgrounds</li> <li>define objectives for growth and development</li> <li>apply plans designed for the growth and development of their clients</li> <li>evaluate their own activities and the implementation of plans designed for growth and development</li> <li>promote and support their clients' growth and development, health, safety and development</li> <li>counsel and support clients in the activities of daily living</li> <li>guide a variety of client groups</li> <li>comply with the principles, statutes and provisions of the social and health field</li> <li>comply with the operating principles and guidelines provided for various client groups</li> <li>assume responsibility for their learning and evaluate their professional development</li> <li>seek information and apply information technology and documentation tools</li> <li>observe the rules of the work group and follow guidelines provided to promote occupational safety and wellbeing at the workplace</li> </ul>
<b>Assessment targets</b>	<ul style="list-style-type: none"> <li>Command of the work process</li> <li>Command of the work methods, tools and materials</li> <li>Command of the knowledge underpinning practice</li> <li>Key skills of lifelong learning</li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning:</b> pass/fail for on-the-job learning</p> <p><b>Assessment of competence:</b> Excellent 3 - Good 2 - Passable 1 for the Vocational skills demonstration</p>
<b>Providing evidence of vocational competence</b>	<p>The Vocational skills demonstration takes place during three days at the end of the on-the-job learning period. Students will demonstrate their competence in the following areas: Goal-oriented work, attending to health, safety and functional capacity, and supporting and guiding growth. The students are also expected to master the knowledge pertaining to support and guidance of growth and to possess the key skills in lifelong learning.</p> <p>The students' learning of the contents pertaining to support and guidance of growth must be ensured before the Vocational skills demonstration.</p>
<b>Learning environments and methods</b>	<p>The on-the-job learning and Vocational skills demonstration will take place in early education settings, such as day care centres (primary setting) or group family day care, home help service or aged people's day activities, sheltered living facilities or elderly homes. Finnish-speaking</p>

	students will have placements in environments where English is spoken, whereas students with other mother tongues will have placements in Finnish-speaking environments. The on-the-job learning placements are located in South Ostrobothnia.
<b>Learning material</b>	Material pertaining to on-the-job learning The students will draw up a plan for the demonstration days
<b>Counselling provided for students</b>	<p>The Head of Education and the workplace coordinator/teacher in charge will inform students of the on-the-job learning and Vocational skills demonstration at the beginning of the studies.</p> <p>The teachers in charge of supervising on-the-job learning will inform students of the on-the-job learning, assignments, and planning, implementation and assessment of the Vocational skills demonstration included in the studies on Support and guidance of growth. Feedback sessions will be arranged at the school after the on-the-job learning and demonstration.</p> <p>The teacher supervising the on-the-job learning will visit the student at the placement and keep contact by telephone and e-mail. An evaluation discussion on the Vocational skills demonstration will be arranged after the demonstration days.</p> <p>The Student Counsellor and Head of Education are responsible for monitoring the students' situation and for the recognition of their learning.</p>
<b>Timing of studies</b>	First year

### 3 VOCATIONAL MODULES OF THE QUALIFICATION

#### 3.1 Modules compulsory for all students

##### 3.1.2 Nursing and care 20 cr

#### PERFORMANCE AREAS

1. Growth into practical nurse's occupation	1 cr
2. Provision of social and health services	2 cr
3. Care work	1.5 cr
4. Nursing	7 cr
5. Drug care	2 cr
6. First aid	0.5 cr
7. On-the-job learning: Nursing and care	6 cr
<b>Vocational skills demonstration</b>	

#### 1. Growth into practical nurse's occupation 1 cr

<b>Competence requirements</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>• comply with the statutes, provisions and ethical principles of the social and health field</li> <li>• follow the guidelines and regulations on occupational safety and wellbeing</li> <li>• evaluate their own actions and professional development, and make use of the feedback given to them</li> </ul>
<b>Assessment targets</b>	Key contents in the performance area: <ul style="list-style-type: none"> <li>• Ethical principles in the social and health field</li> <li>• Key legislation regulating the occupation (The Client Act and the Patient Act)</li> <li>• Wellbeing at work: being part of a work community, coping at work, work atmosphere and its maintenance, bullying at work</li> <li>• Occupational safety: labour protection/regulations for labour protection (Act on Occupational Safety and Health Enforcement and Cooperation on Occupational Safety and Health at Workplaces, Occupational Safety and Health Act, Occupational Health Care Act), occupational diseases, accidents and their prevention (Health Care Act)</li> </ul>
<b>Assessment</b>	<b>Assessment of learning:</b> pass/fail, compiling a portfolio, active participation and completion of portfolio assignments as agreed, written feedback <b>Assessment of competence:</b> Grading 1 -3 Vocational skills demonstration
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration
<b>Learning environments and methods</b>	Contact teaching Portfolio: Growth into practical nurse's occupation
<b>Learning material</b>	Laine, A., Ruishalme O., Salervo, P., Sivén, T. & Välimäki, P. Opi

	<p>ja ohjaa sosiaali- ja terveysalalla. Latest edition. Helsinki: WSOY.          Vuori- Kemilä A. , Lindoos S. ,Nevala S. &amp; Virtanen J.A. 2005          Ihmisen hyvä- etiikka hoitotyössä. Helsinki WSOY??          The Act on the Status and Rights of Patients          The Act on the Status and Rights of Social Welfare Clients          Super: Ethical Guidelines for Practical Nurses</p>
<b>Counselling provided for students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	1. or 2. year, before on-the-job learning and Vocational skills demonstration on Nursing and care

## 2. Provision of social and health services 2 cr

<b>Competence requirements</b>	<p><b>In harmony with the national framework for vocational qualification the students will know how to:</b></p> <ul style="list-style-type: none"> <li>• promote their clients' or patients' safety and welfare</li> <li>• link their clients and patients with social and health services and social security benefits</li> <li>• comply with the statutes and provisions of the social and health field</li> <li>• reflect on their potential future entrepreneurship</li> </ul>
<b>Assessment targets</b>	<p>Key contents of the performance area:</p> <ul style="list-style-type: none"> <li>• social problems, identifying them and assisting clients with seeking help             <ul style="list-style-type: none"> <li>○ loneliness, life management problems, abuse, domestic violence, violence from acquaintances, mental health and intoxicant abuse problems</li> </ul> </li> <li>• social and health services and income security and linking clients with them</li> <li>• legislation for social and health services</li> <li>• entrepreneurship in the social and health field             <ul style="list-style-type: none"> <li>○ the student's personal strengths and options</li> </ul> </li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning:</b> active participation, completion of assignments as agreed, and written feedback</p> <p><b>Assessment of competence:</b> grading 1 – 3 for Vocational skills demonstration and grading 1 - 3 for exam and/or assignment</p> <ul style="list-style-type: none"> <li>• knowledge base pertaining to social problems, abuse and domestic and non-domestic violence and dealing with the threat of domestic and non-domestic violence</li> <li>• Primary social and health services, providers of services, income security benefits and legislation</li> </ul>
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration, exam and/or assignments
<b>Learning environments and methods</b>	Contact teaching, group work, study visits
<b>Learning material</b>	<p>Forss, P. &amp; Vatula-Pimiä, M-L. 2009. Sosiaalinen turva ja hyvinvointi. Helsinki: Edita.</p> <p>Students will be informed by the teacher</p>
<b>Counselling pro-</b>	The teacher of the performance area will inform students of the assess-

<b>vided for students</b>	ment and implementation of the studies
<b>Timing of studies</b>	1. and/or 2. year, before on-the-job learning and demonstration of vocational qualification on Nursing and care

### 3. Care work 1.5 cr

<b>Competence requirements</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>• define objectives for their care work activities</li> <li>• implement client and patient-centred care work while making use of their knowledge base on care work</li> <li>• make use of assistive aids and technology in care work</li> <li>• observe the principles of sustainable development</li> </ul>
<b>Assessment targets</b>	Key contents of the performance area: <ul style="list-style-type: none"> <li>○ guiding clients and patients to choose healthy meals, including special diets, according to nutritional guidelines</li> <li>○ catering for special diets</li> <li>• attending to the waste management, cleaning, safety and clothes maintenance in the clients' or patients' living environment <ul style="list-style-type: none"> <li>○ cleaning equipment and detergents</li> <li>○ cleaning different areas in homes</li> <li>○ clothes maintenance in homes</li> </ul> </li> <li>• sustainable development</li> </ul>
<b>Assessment</b>	<b>Assessment of learning:</b> Oral and written feedback, active participation  <b>Assessment of competence:</b> Grading 1 – 3 Vocational skills demonstration, knowledge of special diets will be assessed at the school by an exam/assignment, grading 1 – 3.
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration, exam and/or assignment
<b>Learning environments and methods</b>	Contact teaching, group work, practising guidance on special diets
<b>Learning material</b>	Staci Nix 2012. Williams' Basic Nutrition & Diet Therapy 14 <sup>th</sup> Edition, Evolve. Students will be informed by the teacher
<b>Counselling provided for students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	1. year, before on-the-job learning and demonstration of vocational qualification on Nursing and care

#### 4. Nursing 7 cr

<p><b>Competence requirements</b></p>	<p>In harmony with the national qualification requirements the students will know how to:</p> <ul style="list-style-type: none"> <li>• define objectives for their nursing activities</li> <li>• draw up, implement and evaluate nursing and care plans based on the clients' and patients' needs and resources</li> <li>• support clients' and patients' coping in daily activities</li> <li>• observe, document and report on clients' and patients' vital signs and functional capacity</li> <li>• implement client and patient-centred nursing founded on the knowledge base of nursing</li> <li>• implement basic nursing care of people suffering from memory disorders, chronic illness and prevalent diseases and promote their rehabilitation</li> <li>• promote clients' and patients' physical and mental health, safety and wellbeing</li> <li>• approach clients and patients in a professional manner</li> <li>• make use of assistive aids and technology in nursing</li> <li>• follow the principles of sustainable development and comply with quality assurance guidelines</li> <li>• implement drug care, ensure correct dosages, administer medicines and observe their effects</li> </ul>
<p><b>Assessment targets:</b></p>	<p>Key contents of the performance area:</p> <ul style="list-style-type: none"> <li>• Defining objectives for learning and actions, and assuming responsibility. Evaluation of one's activity.</li> <li>• Identification of clients' and patients' needs and resources, and planning and implementation of a nursing and care plan.</li> <li>• Basic concepts in nursing</li> <li>• Cooperation with clients and patients and their networks</li> <li>• Work in harmony with quality guidelines</li> <li>• Asepsis; principles of aseptic practice and prevention of communicable diseases</li> <li>• Need and resource-oriented basic nursing care <ul style="list-style-type: none"> <li>○ Hygiene, skin care, hand and foot care, mouth care, dressing</li> <li>○ Eating, drinking, fluid balance</li> <li>○ Elimination</li> <li>○ Moving, rehabilitative approach to work, assistive aids, positioning and exercise therapy</li> <li>○ sleep and rest</li> <li>○ Measuring of temperature, respiratory rate, pulse, blood pressure and blood sugar</li> <li>○ Recognition and alleviation of pain</li> </ul> </li> <li>• Memory disorders, chronic diseases and prevalent diseases <ul style="list-style-type: none"> <li>○ Diabetes, dementing diseases, cerebrovascular disorders, arthrosis, osteoporosis</li> <li>○ Cardiovascular diseases, pulmonary diseases</li> <li>○ Public health risks</li> </ul> </li> <li>• Care of the dying patient</li> <li>• Observation of patient and client status, and reporting orally, in writing and electronically</li> </ul>

	<ul style="list-style-type: none"> <li>• Professional interaction and presence as a nursing intervention <ul style="list-style-type: none"> <li>○ Approaching challenging clients</li> </ul> </li> <li>• Resource-oriented promotion of health, safety and wellbeing in basic nursing</li> <li>• Encouraging clients' and patients' to undertake recreational activities and become socially active</li> <li>• Sustainable development in basic nursing care</li> <li>• Administration of medicines: e.g. SC, IM and inhalation</li> <li>• Normal structure and function of the human organism</li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning:</b> pass/fail, demonstration day and active classroom participation, oral feedback</p> <p><b>Assessment of competence:</b> Grading 1-3 for Vocational skills demonstration; mastering of the underpinning knowledge base pertaining to the following areas will be assessed by an exam or assignments at the school:</p> <ul style="list-style-type: none"> <li>• Concepts in nursing and care</li> <li>• Normal structure and function of the human organism</li> <li>• Public health risks, memory disorders, chronic diseases and prevalent diseases</li> <li>• Care of the dying patient, In study programme.</li> <li>• Principles of aseptic practice and statutes on the prevention of communicable diseases</li> <li>• Approaching challenging clients</li> </ul>
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration and exam/assignments
<b>Learning environments and methods</b>	Contact teaching, lectures, assignments, group work, practical exercises, study visits
<b>Learning material</b>	<p>Berman A., Snyder S.J., Kozier B. &amp; Erb G. 2013. Kozier &amp; Erb's Fundamentals of nursing: concepts, process and practice. Upper Saddle River (N.J.): Pearson Prentice Hall.</p> <p>Marieb E. 2013. Essential of human anatomy and physiology. San Francisco: Pearson Benjamin Cummings. 10<sup>th</sup> ed.</p> <p>Other material provided by the teacher</p>
<b>Counselling provided for students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	1. and 2. year, before on-the-job learning and demonstration of vocational qualification on Nursing and Care

## 5. Drug care 2 cr

<b>Competence requirements</b>	<p>In harmony with the national qualification requirements the students will know how to:</p> <ul style="list-style-type: none"> <li>• Implement drug care, ensure correct dosages and administer medication, and observe their effects</li> </ul>
<b>Assessment targets</b>	<p>Key contents of the performance area:</p> <ul style="list-style-type: none"> <li>• Forms of medicines and administration routes</li> <li>• Dosages: setting up medicines on trays and in tablet reminders</li> <li>• Prescriptions</li> </ul>

	<ul style="list-style-type: none"> <li>• Sources of information (Pharmaca Fennica, pharmacological databases)</li> <li>• Classes of drugs: Memory disorders, chronic diseases and prevalent diseases</li> <li>• Observation of drug impact, side effects, drug interactions and abuse of medicines. Effect of intoxicant use on medication</li> <li>• Drug service statutes (legislation, drug regulation and health insurance)</li> <li>• Informing people on drug care</li> <li>• Counselling patients/clients</li> <li>• Asepsis in drug care, occupational and environmental safety</li> <li>• Safe drug care, drug care plan, practical nurse's tasks, rights, duties and responsibility</li> <li>• Drug calculations</li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning:</b> based on a written exam and complementary assignments. The students will practise and receive oral feedback for administration of medicines. Active classroom participation.</p> <p><b>Assessment of competence:</b> grading 1 – 3</p> <ul style="list-style-type: none"> <li>• Vocational skills demonstration</li> <li>• test on drug calculations (no mistakes allowed)</li> <li>• exam: occupational and environmental safety in drug care, rights and duties in drug care</li> </ul>
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration, test on drug calculations and exam
<b>Learning environments and methods</b>	Contact teaching, laboratory teaching, independent preliminary assignment, independent assignment on drug calculations, group work
<b>Learning material</b>	<p>Downie G., Mackenzie J. &amp; Williams A. in association with Hind C. 2009. Pharmacology and medicines management for nurses. Edinburgh: Churchill Livingstone Elsevier. 4<sup>th</sup> ed.</p> <p>Gatford J. D. &amp; Phillips N. 2011. Nursing Calculations. Churchill Livingstone Elsevier. 8<sup>th</sup> ed.</p> <p>Material from Finnish Medicines Agency, <a href="http://www.fimea.fi">www.fimea.fi</a></p> <p>Handout on drug calculations</p> <p>Other material provided by the teacher</p>
<b>Counselling provided for students</b>	The teachers of the performance area will inform students of the assessment and implementation of the studies. The mathematics teacher or nursing teacher will give the information pertaining to drug calculations, and the mathematics teacher and the vocational counsellor will be responsible for informing on the remedial teaching in mathematics.
<b>Timing of studies</b>	1.-2. year. Drug care, 2 cr, must be completed before on-the-job learning and demonstration of vocational qualification on Nursing and Care

## 6. First aid I 0.5 cr

<b>Competence requirements</b>	<p>In harmony with the national qualification requirements the students will know how to:</p> <ul style="list-style-type: none"> <li>• promote clients' and patients' physical and mental health, safety and wellbeing</li> </ul>
<b>Assessment targets</b>	<p>Key contents of the performance area:</p> <ul style="list-style-type: none"> <li>• ability to administer level 1 first aid</li> </ul>

<b>Assessment</b>	<b>Assessment of learning:</b> oral feedback for the drills <b>Assessment of competence:</b> pass/fail, written exam and drills at the school
<b>Providing evidence for vocational competence</b>	Written exam and drills
<b>Learning environments and methods</b>	Contact teaching, practical exercises
<b>Learning material</b>	First aid manual: the step by step guide for everyone/St. John Ambulance, St. Andrew's Ambulance Association and the Irish Red Cross. 2012. London: Dorling Kindersley. Revised 9 <sup>th</sup> ed.
<b>Counselling provided for students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	1. year

## 7. On-the-job learning: Nursing and care 6 cr

- including Vocational skills demonstration

<b>Competence requirements</b>	<p>In harmony with the national qualification requirements the students will know how to:</p> <ul style="list-style-type: none"> <li>• define objectives for their actions in nursing and care work</li> <li>• draw up, implement and evaluate nursing and care plans based on the clients' and patients' needs and resources</li> <li>• support clients' and patients' coping with daily activities</li> <li>• observe, document and report on clients' and patients vital signs and functional capacity</li> <li>• implement client and patient-centred nursing founded on the knowledge base of nursing and care</li> <li>• implement basic nursing care of people suffering from memory disorders, chronic illness and prevalent diseases and promote their rehabilitation</li> <li>• promote clients' and patients' physical and mental health, safety and wellbeing</li> <li>• approach clients and patients in a professional manner</li> <li>• make use of assistive aids and technology in nursing and care work</li> <li>• link their clients and patients with social and health services and social security benefits</li> <li>• follow the principles of sustainable development and work in harmony with quality assurance guidelines</li> <li>• implement drug care, ensure correct dosages, administer medicines and observe their effects</li> <li>• evaluate their own actions and professional development, and make use of the feedback given to them</li> <li>• reflect on their potential future entrepreneurship</li> <li>• follow the guidelines and regulations on occupational safety and wellbeing</li> <li>• comply with the statutes, provisions and ethical principles of the social and health field</li> </ul>
<b>Assessment tar-</b>	<ul style="list-style-type: none"> <li>• Command of the work process</li> </ul>

<b>gets</b>	<ul style="list-style-type: none"> <li>• Command of the work methods, tools and materials</li> <li>• Command of the knowledge underpinning practice</li> <li>• Key skills in lifelong learning</li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning:</b> pass/fail for on-the-job learning</p> <p><b>Assessment of competence:</b> Excellent 3- Good 2-Passable 1 for Vocational skills demonstration</p>
<b>Providing evidence of vocational competence</b>	<p>The Vocational skills demonstration takes places in the following areas on three days at the end of the on-the-job learning: goal-oriented quality work, nursing and care practice and implementation of drug care. The students are also expected to master the knowledge pertaining to nursing and care and to possess the key skills in lifelong learning.</p> <p>The students' learning of the contents pertaining to nursing and care must be ensured before the Vocational skills demonstration.</p>
<b>Learning environments and methods</b>	<p>The on-the-job learning and Vocational skills demonstration take place in wards, nursing units, units of home care services, sheltered housing, service housing units, group homes or elderly homes in South Ostrobothnia. The student will participate in the daily nursing and care practices of the placement.</p>
<b>Learning material</b>	<p>During on-the-job learning, students will draw up a care and service plan for one client/patient.</p> <p>Students will draw up a plan for the demonstration days</p>
<b>Counselling provided for students</b>	<p>The teachers in charge of supervising on-the-job learning will inform students of the on-the-job learning, assignments, and planning, implementation and evaluation of the vocational competence included in the studies on Nursing and care. Feedback sessions will be arranged at the school after the on-the-job learning and demonstration. The teacher supervising the on-the-job learning will visit the student at the placement and keep contact by telephone and e-mail. An evaluation discussion on the Vocational skills demonstration will be arranged after the demonstration days.</p>
<b>Timing of studies</b>	<p>After the module Support and guidance of growth</p>

### 3 VOCATIONAL MODULES OF THE QUALIFICATION

#### 3.1 Modules compulsory to all students

##### 3.1.3 Rehabilitation support 15 cr

#### PERFORMANCE AREAS

- |  |        |
|--|--------|
| 1. Growth into practical nurse's occupation                        | 0.5 cr |
| 2. Foundation of rehabilitation and supporting functional capacity | 4.5 cr |
| 3. Mental health and intoxicant abuse work                         | 3 cr   |
| 4. Common special needs groups                                     | 1 cr   |
| 5. On-the-job learning: Rehabilitation support                     | 6 cr   |

#### Vocational skills demonstration

##### 1. Growth into practical nurse's occupation 0.5 cr

<b>Competence qualifications</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>• interact and communicate in a professional way</li> <li>• follow the principles of professional ethics</li> <li>• evaluate their professional development and make use of the feedback given to them</li> </ul>
<b>Assessment targets</b>	Key contents in the performance area: <ul style="list-style-type: none"> <li>• Professional ethical approach to work and professional ethical principles (client service orientation)</li> <li>• Diversity and responding to different life situations</li> <li>• Emotions in client work: friendship vs care relationship</li> <li>• Professional growth and development, reflection and evaluation on one's own activities</li> </ul>
<b>Assessment</b>	<b>Assessment of learning:</b> Pass/fail, compiling a portfolio, active classroom participation, oral feedback  <b>Assessment of competence:</b> grading 1 – 3 Vocational skills demonstration
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration
<b>Learning environments and methods</b>	Portfolio: Growth into practical nurse's occupation Contact teaching
<b>Learning material</b>	Ethical guidelines for practical nurse
<b>Counselling provided for students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	Before on-the-job learning and Vocational skills demonstration on Rehabilitation support, 1. or 2. year.

##### 2. Foundation of rehabilitation and supporting functional capacity 4.5 cr

<p><b>Competence requirements</b></p>	<p>In harmony with the national qualification requirements the students will know how to:</p> <ul style="list-style-type: none"> <li>• within the practical nurse's area of responsibility, draw up, implement and evaluate client-centred plans promoting rehabilitation, with the rehabilitants and multi-professional teams together</li> <li>• guide and support the rehabilitation of different clients of all ages</li> <li>• work economically, following the principles of sustainable development and the quality assurance guidelines provided</li> <li>• in their work, apply an approach that promotes functional capacity, rehabilitation, health and wellbeing</li> <li>• counsel different rehabilitants on daily activities</li> <li>• prevent risks and harmful effects pertaining to health and wellbeing and motivate people to change</li> <li>• counsel people on the use and maintenance of assistive aids and on the use of technology supporting rehabilitation</li> <li>• make use of the service provision system in rehabilitation work and comply with the statutes</li> <li>• work in multi-professional teams and networks</li> <li>• follow the guidelines on occupational safety and wellbeing at work, prevent accidents and attend to the rehabilitants' and their own safety and functional capacity</li> <li>• encourage people to engage in health-promoting exercise, stimulating activities and social interaction</li> </ul>
<p><b>Assessment targets</b></p>	<p>Key contents of the performance area:</p> <p><b>Foundation of rehabilitation 2 cr</b> (incl. occupational, social and educational rehabilitation, and the foundation of rehabilitation 1 cr, and medical rehabilitation and counselling 1 cr)</p> <ul style="list-style-type: none"> <li>• recognition of the clients' functional status <ul style="list-style-type: none"> <li>○ functional capacity and its assessment</li> <li>○ resource and client-centred approach</li> </ul> </li> <li>• rehabilitation plan <ul style="list-style-type: none"> <li>○ rehabilitation plan and process</li> <li>○ knowledge acquisition methods</li> </ul> </li> <li>• Supporting the rehabilitant's functional capacity <ul style="list-style-type: none"> <li>○ rehabilitative approach to work (including the preventive aspect)</li> </ul> </li> <li>• Physical, mental and social aging and supporting the rehabilitation of aging people</li> <li>• Counselling clients on the use of assistive aids and technology <ul style="list-style-type: none"> <li>○ assistive technology service process</li> <li>○ assistive aids</li> <li>○ health technology</li> </ul> </li> <li>• accidents at home and during free-time and their prevention</li> <li>• free-access environment</li> <li>• counselling and promotion of health and wellbeing</li> <li>• Subfields of rehabilitation <ul style="list-style-type: none"> <li>○ medical, social, educational and occupational rehabilitation</li> </ul> </li> <li>• Statutes, rules, guidelines and operating principles <ul style="list-style-type: none"> <li>○ service provision system and legislation</li> </ul> </li> <li>• Supporting daily activities</li> <li>• individual and group counselling process</li> <li>• sustainable development</li> </ul>

	<ul style="list-style-type: none"> <li>entrepreneurial attitude</li> </ul> <p><b>Physical education and creative activities 1 cr</b></p> <ul style="list-style-type: none"> <li>action methods and creative expression</li> <li>arts and culture as rehabilitative activities</li> <li>creativity</li> <li>aesthetics</li> <li>health-promoting exercise, stimulating activities and social interaction</li> </ul> <p><b>Care work 1.5 cr</b></p> <ul style="list-style-type: none"> <li>counselling on daily activities</li> <li>counselling on buying foodstuffs</li> <li>counselling on basic cooking</li> <li>nutritional counselling</li> <li>promotion of a healthy lifestyle and avoidance of risk behaviours</li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning:</b> Pass/fail, active participation, oral feedback</p> <p><b>Assessment of competence:</b> grading 1 - 3</p> <ul style="list-style-type: none"> <li>Vocational skills demonstration</li> <li>The students' knowledge of rehabilitation, service provision system and various groups of rehabilitants will be assessed by an exam or assignment at the school (included in the Foundation of rehabilitation)</li> </ul>
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration, exam or assignment
<b>Learning environments and methods</b>	Contact teaching, possibly learning in other environments (e.g. study visits), online learning, projects, group work, action methods
<b>Learning material</b>	Suvikas, Laurell & Nordman. 2010. Kuntouttava lähihoito. Helsinki: Edita. Other material provided by the teacher Aho-Himberg, K. & Karvinen-Hakala, E. 2010. Ruoanvalmistuksen taito. Staci Nix 2012. Williams' Basic Nutrition & Diet Therapy 14 <sup>th</sup> Edition, Evolve
<b>Counselling provided for students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	Before on-the-job learning and Vocational skills demonstration on Rehabilitation support, 1. or 2. year

### 3. Mental health and substance abuse welfare work 3 cr

<b>Competence requirements</b>	<p>In harmony with the national qualification requirements the students will know how to:</p> <ul style="list-style-type: none"> <li>counsel and support the rehabilitation of clients of all ages</li> <li>interact in a professional way</li> <li>in their work, apply an approach that promotes functional capacity, rehabilitation, health and wellbeing</li> </ul>
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	<ul style="list-style-type: none"> <li>• counsel different rehabilitants on their daily activities</li> <li>• prevent risks and harmful effects pertaining to health and wellbeing and motivate people to change</li> <li>• make use of the service provision system in rehabilitation and comply with the statutes</li> <li>• work in multi-professional teams and networks</li> <li>• follow the guidelines on occupational safety and wellbeing at work</li> </ul>
<b>Assessment targets</b>	<p>Key areas in the performance area:</p> <p><b>Mental health work 1.5 cr</b></p> <ul style="list-style-type: none"> <li>• Mental health disorders <ul style="list-style-type: none"> <li>○ concepts (mental health/illness, supporting mental health)</li> <li>○ disorders and diseases (anxiety, depression, psychosis, bipolar mood disorders, schizophrenia, eating disorders)</li> <li>○ aged people's psychosocial problems <ul style="list-style-type: none"> <li>▪ e.g. loneliness, depression, suicide, intoxicant abuse, acute confusion</li> </ul> </li> </ul> </li> <li>• Preventive mental health work</li> <li>• Knowledge of rehabilitation, functional capacity and rehabilitative approach to work <ul style="list-style-type: none"> <li>○ nursing forms and interventions (primary nurse relationships, group care, psychoeducation, main points in drug care)</li> <li>○ Psychosocial support for aging people</li> <li>○ use of one's own personality</li> <li>○ Statutes, rules, guidelines and operating principles</li> <li>○ Mental Health Act and service provision system</li> </ul> </li> <li>• Networking</li> <li>• Being part of a multi-professional team</li> <li>• Care and rehabilitation plan for the mental health rehabilitant</li> </ul> <p><b>Substance abuse welfare work 1 cr</b></p> <ul style="list-style-type: none"> <li>• Harmful effects of substance abuse and addiction <ul style="list-style-type: none"> <li>○ substance abuse welfare work and addictions</li> <li>○ basic knowledge (common substances, forms and levels of use, risks, harmful effects and means of reducing them)</li> <li>○ substance use in the students' own culture and living environment</li> </ul> </li> <li>• Preventive work</li> <li>• Knowledge of rehabilitation, functional capacity and rehabilitative approach to work</li> <li>• forms of treatment and rehabilitation <ul style="list-style-type: none"> <li>○ Statutes, rules, guidelines and operating principles</li> <li>○ basic knowledge of the multi-professional service network of substance abuse welfare work and legislation</li> </ul> </li> </ul> <p><b>Psychology 0.5 cr</b></p> <ul style="list-style-type: none"> <li>• approaches to personality (psychodynamic, cognitive and humanistic)</li> <li>• mental self-regulation, means of self-regulation and client work</li> <li>• stress and stages of crisis</li> </ul>
<b>Assessment</b>	<b>Assessment of learning:</b> Pass/fail, interview assignment psychology), active participation, oral and written feedback

	<p><b>Assessment of competence:</b> grading 1 - 3</p> <ul style="list-style-type: none"> <li>• Vocational skills demonstration</li> <li>• Students' knowledge of rehabilitation, the service provision system, networking and various groups of rehabilitants will be assessment by means of an exam or assignment at the school (Within the studies on Mental health work 1.5 cr and Substance abuse welfare work 1 cr)</li> </ul>
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration; exam or assignment
<b>Learning environments and methods</b>	Contact teaching, possibly learning in other environments (e.g. study visits), online learning, projects, group work, action methods
<b>Learning material</b>	Suvikas, Laurell & Nordman. 2010. Kuntouttava lähihoito. Helsinki: Edita. Other material provided by the teacher
<b>Counselling provided for the students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	Before on-the-job learning and Vocational skills demonstration on Rehabilitation support, 1. or 2. year

#### 4. Common special needs groups 1 cr

<b>Competence requirements</b>	<p>In harmony with the national qualification requirements the students will know how to:</p> <ul style="list-style-type: none"> <li>• guide and support the rehabilitation of different clients of all ages</li> <li>• use plain language and make use of communication means supporting and replacing speech</li> <li>• in their work, apply an approach that promotes functional capacity, rehabilitation, health and wellbeing</li> <li>• counsel different rehabilitants on daily activities</li> <li>• counsel people on the use and maintenance of assistive aids and on the use of technology supporting rehabilitation</li> <li>• make use of the service provision system in rehabilitation work and comply with the statutes</li> <li>• work in multi-professional teams and networks</li> <li>• follow professional ethical principles</li> </ul>
<b>Assessment targets</b>	<p>Key contents in the performance area:</p> <ul style="list-style-type: none"> <li>• Intellectual, motor and sensory disability, developmental disorders and learning disabilities <ul style="list-style-type: none"> <li>○ Knowledge of disabilities <ul style="list-style-type: none"> <li>▪ the concept of disability</li> </ul> </li> <li>○ intellectual disability</li> <li>○ autism</li> <li>○ sensory disability <ul style="list-style-type: none"> <li>▪ seeing and hearing disabilities</li> </ul> </li> <li>○ motor disability <ul style="list-style-type: none"> <li>▪ cerebral palsy</li> <li>▪ MS disease</li> <li>▪ Parkinson's disease</li> </ul> </li> <li>○ developmental disorders and learning disabilities <ul style="list-style-type: none"> <li>▪ language disorders</li> <li>▪ dyslexia</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ ADHD</li> <li>▪ epilepsy</li> <li>• Supporting daily activities <ul style="list-style-type: none"> <li>○ supporting everyday life</li> </ul> </li> <li>• plain language and communication means to support and replace speech</li> </ul>
<b>Assessment</b>	<p><b>Assessment of learning:</b> active participation, oral feedback</p> <p><b>Assessment of competence:</b> grading 1-3</p> <ul style="list-style-type: none"> <li>• Vocational skills demonstration</li> <li>• Students' knowledge of different groups of rehabilitants will be assessed by an exam or assignment at the school</li> </ul>
<b>Providing evidence of vocational competence</b>	Vocational skills demonstration; exam or assignment
<b>Learning environments and methods</b>	Contact teaching, possibly learning in other environments (e.g. study visits), online learning, projects, group work, action methods
<b>Learning material</b>	Malm, Matero, Repo & Talvela. 2012. Esteistä mahdollisuuksiin, vammaistyön perusteet. Helsinki: WSOY. Suvikas, Laurell & Nordman. 2010. Kuntouttava lähihoito. Helsinki: Edita. Other material provided by the teacher
<b>Counselling provided for students</b>	The teacher of the performance area will inform students of the assessment and implementation of the studies
<b>Timing of studies</b>	Before on-the-job learning and Vocational skills demonstration on Rehabilitation support, 1. or 2. year

### 5. On-the-job learning: Rehabilitation support 6 cr

- including Vocational skills demonstration

<b>Competence requirements</b>	<p>In harmony with the national qualification requirements the students will know how to:</p> <ul style="list-style-type: none"> <li>• within the practical nurse's area of responsibility, draw up, implement and evaluate client-centred plans promoting rehabilitation, with the rehabilitants and multi-professional teams together</li> <li>• guide and support the rehabilitation of different clients of all ages</li> <li>• work economically, following the principles of sustainable development and the quality assurance guidelines provided</li> <li>• interact and communicate in a professional way, use plain language and make use of communication means supporting and replacing speech</li> <li>• in their work, apply an approach that promotes functional capacity, rehabilitation, health and wellbeing</li> <li>• counsel different rehabilitants on daily activities</li> <li>• prevent risks and harmful effects pertaining to health and wellbeing and motivate people to change</li> <li>• encourage people to engage in health-promoting exercise, stimulating activities and social interaction</li> <li>• counsel people on the use and maintenance of assistive aids and on the use of technology supporting rehabilitation</li> <li>• make use of the service provision system in rehabilitation work and comply with the statutes</li> </ul>
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	<ul style="list-style-type: none"> <li>• evaluate their professional development and make use of the feedback given to them</li> <li>• work in multi-professional teams and networks</li> <li>• follow the guidelines on occupational safety and wellbeing at work, prevent accidents and attend to the rehabilitants' and their own safety and functional capacity</li> <li>• follow the professional ethical principles</li> </ul>
<b>Assessment targets</b>	<ol style="list-style-type: none"> <li>1. Command of the work process</li> <li>2. Command of the work methods, tools and materials</li> <li>3. Command of the knowledge underpinning practice</li> <li>4. Key skills in lifelong learning</li> </ol>
<b>Assessment</b>	<p><b>Assessment of learning:</b> pass/fail for on-the-job learning</p> <p><b>Assessment of competence:</b> Excellent 3 – Good 2 – Passable 1 for Vocational skills demonstration</p>
<b>Providing evidence of vocational competence</b>	<p>The Vocational skills demonstration takes place in the following areas on three days at the end of the on-the-job learning: goal-oriented work, economical quality work, professional interaction and communication, promotion of functional capacity and rehabilitation at work, counselling clients on daily activities, promotion of health and wellbeing and counselling clients on the use of assistive aids and technology. The students are also expected to master the knowledge pertaining to supporting rehabilitation and to possess the key skills in lifelong learning.</p> <p>The students' learning of the contents pertaining to Rehabilitation support must be ensured before the Vocational skills demonstration.</p>
<b>Learning environments and methods</b>	<p>The students or other persons seeking qualifications will demonstrate their vocational competence in Rehabilitation support in multi-professional institutional or community care units designed for rehabilitants of all ages: hospital rehabilitation departments, elderly homes, service housing units, nursing homes, units for disabled people (e.g. housing units, service housing units, family homes or sheltered work centres), units for people with mental health or substance abuse problems (rehabilitation or activity centres, housing units, rehabilitation homes or home rehabilitation), home care, child protection units, special needs day care centres or schools abroad.</p>
<b>Learning material</b>	<p>Material pertaining to on-the-job learning</p> <p>Students will draw up a plan for the demonstration days</p>
<b>Counselling provided for students</b>	<p>The teachers in charge of supervising on-the-job learning will inform students of the on-the-job learning, assignments, and of the planning, implementation and assessment of the vocational skills demonstration included in the studies on Rehabilitation support. Feedback sessions will be arranged at the school after the on-the-job learning and vocational skills demonstration. The teacher supervising the on-the-job learning will visit the students at the placement and keep contact by telephone and e-mail. An evaluation discussion on the Vocational skills demonstration will be arranged after the demonstration days.</p> <p>The Student Counsellor and Head of Education are responsible for monitoring the students' situation and for the recognition of their learning.</p>
<b>Timing of studies</b>	<ol style="list-style-type: none"> <li>1. or 2. year</li> </ol>

### 3.2 The qualification involves one compulsory study programme 30 cr

## **Study programme in nursing and care 30 cr**

Practical nurses graduating from the study programme or competence area of nursing and care are capable of planning, implementing and evaluating, both independently and in multi-professional teams, the nursing, care and rehabilitation of clients and patients in a variety of settings. In their work, they apply the multi-disciplinary knowledge base pertaining to nursing and care. The focus is on the promotion of the clients' and patients' health, functional capacity, safety and wellbeing and on the prevention and elimination of risks. Practical nurses graduating from the study programme or competence area of nursing and care counsel patients and clients on nutrition, healthy lifestyle and on physical exercise promoting functional capacity, and they know how to implement drug care. Practical nurses promote the clients' and patients' interaction with the environment and their coping in daily activities, counselling and supporting them in solving social problems. Practical nurses implementing nursing and care need to be able to make independent decisions and maintain their professional competence continuously. Typical workplace for graduates of this programme or competence area involve health centres, hospitals, private health services, elderly homes, service housing units and clients' homes.

### **3.3. Optional studies 10 cr**

Students will complete 10 cr Communicable Diseases and Nursing as an Optional studies

#### **3.3.1. Communicable Diseases and Nursing 10 cr**

#### **3.3.2 Modules from vocational qualifications 5 – 10 cr**

Students have, through personal curriculum planning, the possibility to include into their Vocational Qualification in Social and Health Care one or several vocational modules from the following vocational qualification programmes:

- Vocational Qualification in Beauty Care
- Vocational Qualification in Hairdressing
- Vocational Qualification in Pharmaceutics
- Vocational Qualification in Dental Technology
- Vocational Qualification in Physical Education
- Vocational Qualification in Child Care and Education and Family Welfare
- Vocational Qualification in Youth and Leisure Instruction
- Vocational Qualification in Sign Language Instruction
- Vocational Qualification in Household and Cleaning Services
- Vocational Qualification in Business and Administration
- Vocational Qualification in Crafts and Design
- Vocational Qualification in Wood Processing
- Vocational Qualification in Horticulture
- Vocational Qualification in Music
- Vocational Qualification in Circus Arts
- Vocational Qualification in Safety and Security

#### **3.3.3 Module from a further vocational qualification**

Students have, through personal curriculum planning, the possibility to include into their Vocational Qualification in Social and Health Care one vocational module from the following further vocational qualification programmes:

- Further Qualification for Chiropodists
- Further Qualification for Masseurs/Masseuses
- Further Qualification In Physical Education
- Further Qualification in Intellectual Disability Services
- Further Qualification for Autopsy Assistants
- Further Qualification in Substance Abuse Welfare Work
- Further Qualification in Equipment Maintenance
- Further Qualification in Special Needs Instruction for Children and Young People
- Further Qualification for Childminders
- Further Qualification in Special Needs and Morning and Afternoon Activity Instruction for Schoolchildren

### 3.3.4 Modules from the Vocational Qualification in Social and Health Care offered locally 5 – 10 cr

## 4 MODULES COMPLEMENTING VOCATIONAL COMPETENCE 20 cr

### 4.1 Compulsory modules 16 cr

#### 4.1.1 Mother tongue, Finnish 4 cr

##### Mother tongue 1, 1 cr

<b>Language</b>	Finnish
<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will <ul style="list-style-type: none"> <li>• prepare the most common written assignments for the social and health field</li> <li>• know the principles of using information sources</li> <li>• understand the key concepts, essential contents and meaning of texts related to the social and health field, for example instructions for products and equipment, guidebooks, manuals and articles</li> <li>• seek information from a variety of sources and convey it to others orally and in writing</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>• written communication: correct usage of language, use of information sources, various writing assignments, process writing</li> <li>• understanding texts</li> <li>• information seeking</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence</b>	Wide-ranging methods are applied to assess learning outcomes:

<b>of learning</b>	<ul style="list-style-type: none"> <li>written exam (correct usage)</li> <li>writing assignments supporting the portfolio "Growth into practical nurse's occupation"</li> <li>active participation</li> </ul>
<b>Learning environments and methods</b>	In contact teaching, individual or group work is applied. If needed, various forms of distance teaching can be applied. Online learning is another option.
<b>Learning material</b>	<ul style="list-style-type: none"> <li>Students will be informed by the teacher</li> </ul>
<b>Timing of studies</b>	1. year

### Mother tongue 2, 1 cr

<b>Language</b>	Finnish
<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>interpret different texts and literature</li> <li>make use of social and health care journals and other media</li> <li>make use of media critically</li> <li>maintain an active citizen role in communication and interaction</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>knowledge of language and culture: literary works and other forms of art</li> <li>media skills: media literacy</li> <li>interaction and language use in work life: arguing for one's opinion</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	Wide-ranging methods are applied to assess learning outcomes: <ul style="list-style-type: none"> <li>various assignments</li> <li>writing a letter to the editor</li> <li>analysis and interpretation of literary works and other forms of art</li> <li>active participation</li> </ul>
<b>Learning environments and methods</b>	In contact teaching, individual or group work is applied. If needed, various forms of distance teaching can be applied.
<b>Learning material</b>	<ul style="list-style-type: none"> <li>Students will be informed by the teacher</li> </ul>
<b>Timing of studies</b>	1. year

### Mother tongue 3, 1 cr

<b>Language</b>	Finnish
<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>act in multi-cultural and multi-lingual environments</li> <li>evaluate and continuously develop their mother tongue skills</li> <li>develop their communication and interactions skills and constructively contribute to the communication in their workplace</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>interaction and language use in work life: conforming to the needs of the target group, plain language</li> <li>knowledge of language and culture: child's language develop-</li> </ul>

	ment, meaning of mother tongue, features of spoken language, intercultural communication
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	Wide-ranging methods are applied to assess learning outcomes: <ul style="list-style-type: none"> <li>• various assignments</li> <li>• reading to elderly people</li> <li>• writing a text in plain language</li> <li>• active participation</li> </ul>
<b>Learning environments and methods</b>	In contact teaching, individual or group work is applied. If needed, various forms of distance teaching can be applied. Students will read to elderly people in nursing homes or service housing units.
<b>Learning material</b>	<ul style="list-style-type: none"> <li>• Students will be informed by the teacher</li> </ul>
<b>Timing of studies</b>	1. or 2. year

#### Mother tongue 4, 1 cr

<b>Language</b>	Finnish
<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>• act in job seeking situations and draw up documents for job seeking</li> <li>• interact in a variety of situations in the social and health field</li> <li>• communicate and interact so as to be able to practice their occupation, take part in work life, become active citizens and seek further education</li> <li>• master various oral communication situations in the social and health field, for example present their work contribution or final project</li> <li>• produce written material for social and health practice</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>• written communication: document models, application for work, resume, CV, minutes, information bulletin and other relevant texts</li> <li>• interaction and language use situations in work life: job interview, meeting and negotiation skills, presenting the final project</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1
<b>Providing evidence of learning</b>	Wide-ranging methods are applied to assess learning outcomes: <ul style="list-style-type: none"> <li>• written exam (meeting and negotiation skills)</li> <li>• various assignments</li> <li>• active participation</li> </ul>
<b>Learning environments and methods</b>	In contact teaching, individual or group work is applied. If needed, various forms of distance teaching can be applied.
<b>Learning material</b>	<ul style="list-style-type: none"> <li>• Students will be informed by the teacher</li> </ul>
<b>Timing of studies</b>	1. or 2. year

#### 4.1.2 Mother tongue, Finnish as a second language, 5 cr

##### Mother tongue, Finnish as a second language 1, 1 cr

If Finnish is not a student's mother tongue, the course "Second domestic language, Swedish" can be replaced by "Finnish, mother tongue" or by "Mother tongue, Finnish as a second language", as prescribed by the national core curriculum.

The courses "Mother tongue" and "Second domestic language" (4+1=5 cr) can be combined and further divided into studies in Finnish and second domestic language. If necessary, it is possible to undertake a basic level course on second domestic language, according to the needs of the student and the field. Students can study Finnish following the learning outcomes as defined for either Finnish as a second language or for Mother tongue Finnish.

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will be able to <ul style="list-style-type: none"> <li>• understand essential contents of oral communication in Finnish language, follow the topic under discussion without effort and participate in various activities</li> <li>• understand essential contents of written learning materials and use them to proceed in their studies</li> </ul>
<b>Assessment targets</b>	<ul style="list-style-type: none"> <li>• Interaction and communication in work life</li> <li>• Written communication</li> <li>• Understanding texts</li> <li>• Information seeking</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements
<b>Providing evidence of learning</b>	Oral and written evidence of learning Active classroom participation Responsibility for one's studies Self-evaluation
<b>Learning environments and methods</b>	Contact teaching and Web-based learning
<b>Learning material</b>	Students will be informed by the teacher
<b>Timing of studies</b>	Recommendation: 1. year

##### Mother tongue, Finnish as a second language 2, 1 cr

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will <ul style="list-style-type: none"> <li>• gain stimulation and experience by reading literature and various types of texts in Finnish and, as far as possible, in their mother tongue</li> <li>• seek information from various sources in their field of study, use dictionaries and make notes independently; use printed and online data to improve their language skills and to proceed in their studies</li> </ul>
<b>Assessment targets</b>	<ul style="list-style-type: none"> <li>• Language and cultural awareness</li> <li>• Information seeking</li> <li>• Understanding texts</li> <li>• Written communication</li> <li>• Studying the language</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements
<b>Providing evidence of learning</b>	<p>Oral and written evidence of learning</p> <p>Active classroom participation</p> <p>Responsibility for one's studies</p> <p>Self-evaluation</p>
<b>Learning environments and methods</b>	Contact teaching and Web-based learning
<b>Learning material</b>	Students will be informed by the teacher
<b>Timing of studies</b>	Recommendation: 1. -2. year

**Mother tongue, Finnish as a second language 3, 1 cr**

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will <ul style="list-style-type: none"> <li>• gain adequate communication and interaction skills required for employment</li> <li>• learn essential grammatical structures, professional vocabulary and expressions in Finnish language</li> </ul>
<b>Assessment targets</b>	<ul style="list-style-type: none"> <li>• Interaction and communication in work life</li> <li>• Language and cultural awareness</li> <li>• Written communication</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements
<b>Providing evidence of learning</b>	<p>Oral and written evidence of learning</p> <p>Active classroom participation</p> <p>Responsibility for one's studies</p> <p>Self-evaluation</p>
<b>Learning environments and methods</b>	Contact teaching and Web-based learning
<b>Learning material</b>	Students will be informed by the teacher
<b>Timing of studies</b>	Recommendation: 2.- 3. year

**Mother tongue, Finnish as a second language 4, 1 ov**

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will <ul style="list-style-type: none"> <li>• gain adequate communication and interaction skills required for employment, active citizenship and further studies</li> <li>• know how to produce texts for professional purposes</li> <li>• know how to follow common practices in Finnish work life and society</li> </ul>
<b>Assessment targets</b>	<ul style="list-style-type: none"> <li>• Interaction and communication in work life</li> <li>• Written communication</li> <li>• Language and cultural awareness</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements
<b>Providing evidence of learning</b>	<p>Oral and written evidence of learning</p> <p>Active classroom participation</p> <p>Responsibility for one's studies</p> <p>Self-evaluation</p>
<b>Learning environments and methods</b>	Contact teaching and Web-based learning
<b>Learning material</b>	Students will be informed by the teacher
<b>Timing of studies</b>	Recommendation: 2.- 3. year

**Mother tongue, Finnish as a second language 5 (replaces Second domestic language, 1 cr)**

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will <ul style="list-style-type: none"> <li>• gain adequate communication and interaction skills required for employment, active citizenship and further studies</li> <li>• seek information from various sources in their field of study, use dictionaries and make notes independently; use printed and online data to improve their language skills and to proceed in their studies</li> </ul>
<b>Assessment targets</b>	<ul style="list-style-type: none"> <li>• Interaction and communication in work life</li> <li>• Language and cultural awareness</li> <li>• Information seeking</li> <li>• Studying the language</li> <li>• Understanding texts</li> <li>• Written communication</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements
<b>Providing evidence of learning</b>	<p>Oral and written evidence of learning</p> <p>Active classroom participation</p> <p>Responsibility for one's studies</p> <p>Self-evaluation</p>
<b>Learning environments and methods</b>	Contact teaching and Web-based learning
<b>Learning material</b>	Students will be informed by the teacher
<b>Timing of studies</b>	Recommendation: 2.- 3. year

### 4.1.3 Second domestic language, Swedish 1 cr, for Finnish speaking students

<b>Language</b>	Finnish and Swedish
<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>• manage in common work duties and everyday situations in the second domestic language</li> <li>• understand the meaning of both national languages and cultures in multi-cultural Finland</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>• use of dictionaries and other sources of information (e.g. electronic sources, Internet) in information seeking</li> <li>• understanding and drawing up texts and messages related to one's own field</li> <li>• interaction and language use in work life</li> <li>• meaning of language and culture</li> <li>• language studies (development of one's learning skills)</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	<ul style="list-style-type: none"> <li>• Individual assignments: written and oral</li> <li>• Group work: written and oral</li> <li>• Ongoing assessment: exams and assignments for written skills, discussion exercises for oral skills</li> <li>• Other evidence if required</li> </ul>
<b>Learning environments and methods</b>	Contact teaching, written assignments, listening exercises, computer exercises, independent learning
<b>Learning material</b>	<ul style="list-style-type: none"> <li>• Study book and other material provided by the teacher</li> </ul>
<b>Timing of studies</b>	<ul style="list-style-type: none"> <li>• 1. or 2. year</li> </ul>

#### 4.1.4 Foreign language, English language A 2 cr

##### English 1, 1 cr

<b>Language</b>	English
<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will: <ul style="list-style-type: none"> <li>• communicate and interact so as to be able to practice their occupation, take part in work life, become active citizens and seek further education</li> <li>• have the language skills necessary in the social and health field</li> <li>• know how to act in multi-cultural and multi-lingual environments</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>• use of dictionaries and other sources of information (e.g. electronic sources, Internet) in information seeking</li> <li>• understanding and drawing up texts and messages related to one's own field</li> <li>• telling about oneself, one's significant others and the practical nurse's work and studies</li> <li>• interaction situations in work life, e.g. giving directions, asking, advising and responding to questions</li> <li>• active and creative contribution to classroom and individual learning</li> <li>• knowledge of language and culture</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	Wide-ranging methods are applied to assess learning outcomes, e.g. <ul style="list-style-type: none"> <li>• written or oral test</li> <li>• various assignments or demonstrations of skill</li> <li>• active participation</li> </ul>
<b>Learning environments and methods</b>	Contact teaching, individual or group work. If needed, various forms of distance teaching can be applied.
<b>Learning material</b>	Mommo Sari-Järvinen Mirja-Hirvinen Leena Get better, English for practical nurses, complemented by the material produced by the teacher <ul style="list-style-type: none"> <li>• English 1: chapters 1-4 and central grammatical structures (appendix to the study book: verb structures, questions, numbers, sentences starting with it and there, pronouns)</li> </ul>
<b>Timing of studies</b>	1. year

##### English 2, 1 cr

<b>Language</b>	English
<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will: <ul style="list-style-type: none"> <li>• communicate and interact so as to be able to practice their occupation, take part in work life, become active citizens and seek further education</li> <li>• have the language skills necessary in the social and health field</li> <li>• know how to act in multi-cultural and multi-lingual environments</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>• use of dictionaries and other sources of information (e.g. electronic sources, Internet) in information seeking</li> </ul>

	<ul style="list-style-type: none"> <li>• understanding and drawing up texts and messages related to one's own field</li> <li>• knowledge of language and culture</li> <li>• interaction situations in work life, e.g. giving directions, asking, advising and responding to questions</li> <li>• active and creative contribution to classroom and individual learning</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	Wide-ranging methods are applied to assess learning outcomes, e.g. <ul style="list-style-type: none"> <li>• written or oral test</li> <li>• various assignments or demonstrations of skill</li> <li>• active participation</li> </ul>
<b>Learning environments and methods</b>	Contact teaching, individual or group work. If needed, various forms of distance teaching can be applied.
<b>Learning material</b>	Mommo Sari-Järvinen Mirja-Hirvinen Leena Get better, English for practical nurses, complemented by material produced by the teacher English 2: chapters 5-8 and revision of central grammatical structures(appendix to study book: nouns, genitive, adjectives, adverbs, pronouns, prepositions)
<b>Timing studies</b>	1. year

#### 4.1.5 Mathematics 3 cr

##### Mathematics 1, 1 cr

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>perform basic calculations and convert units of measurements and apply them to calculations required in practical nurses' work</li> <li>apply suitable mathematic methods to solve problems in practical nurses' work</li> <li>formulate equation, formulas, tables and drawings, solve mathematical problems by means of equations and reasoning, and evaluate the correctness of the results</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>Basic calculations, converting units of measurement, basic concepts and forms of presentation in mathematics</li> <li>Mathematical methods and problem solving and evaluation of the results</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	Assessment methods involve: <ul style="list-style-type: none"> <li>performance in written exams</li> <li>active and regular completion of assignments</li> <li>active classroom participation</li> </ul>
<b>Learning environments and methods</b>	Contact teaching, individual, pair and group work
<b>Learning material</b>	Ernvall Sirpa-Pulli Antero- Salonen Anne-Marie Matematiikkaa lähihoitajalle, complemented by material produced by the teacher <ul style="list-style-type: none"> <li>Mathematics 1: chapters 1,2,4,5</li> </ul>
<b>Timing of studies</b>	1. year, before Mathematics 2

##### Mathematics 2, 1 cr

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>perform basic calculations, convert units of measurements, perform percentage calculations and apply them to calculations required in practical nurses' work</li> <li>apply suitable mathematical methods to solve problems in practical nurses' work</li> <li>express dependence among variables by means of mathematical formulas</li> <li>formulate equations, formulas, tables and drawings, solve mathematical problems by means of equations and reasoning, and evaluate the correctness of the results</li> <li>calculate areas and volumes and apply geometry as far as required in the social and health field</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>Basic calculations, converting units of measurements and percentage calculations, basic concepts and forms of presentation in mathematics</li> <li>Mathematical methods and problem solving and evaluation of the</li> </ul>

	results
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	Assessment methods involve: <ul style="list-style-type: none"> <li>• performance in written exams</li> <li>• active and regular completion of assignments</li> <li>• active classroom participation</li> </ul>
<b>Learning environments and methods</b>	Contact teaching, individual, pair and group work
<b>Learning material</b>	Ernvall Sirpa-Pulli Antero- Salonen Anne-Marie Matematiikkaa lähihoitajalle, complemented by material produced by the teacher <ul style="list-style-type: none"> <li>• Mathematics 2: chapters 8,9</li> </ul>
<b>Timing of studies</b>	1. year, after Mathematics 1 and before drug calculations included in Nursing and Care

### Mathematics 3, 1 cr

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will: <ul style="list-style-type: none"> <li>• master percentage calculations and conversion of units of measurements and apply them in calculations involved in the practical nurses' work</li> <li>• apply suitable mathematic methods to solve problems in practical nurses' work</li> <li>• express dependence among factors by means of mathematical formulas</li> <li>• formulate and draw up equations, formulas, tables and drawings, solve mathematical problems by means of equations, reasoning and graphs and evaluate the correctness of the results</li> <li>• use calculators, PCs and, if needed, other devices to help solve mathematical problems</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>• percentage calculations, converting units of measurements, basic concepts and forms of presentation in mathematics</li> <li>• mathematical methods and problem solving and evaluation of the results</li> <li>• use of calculators and PCs</li> <li>• Management, analysis and production of numerical information</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	Assessment methods involve: <ul style="list-style-type: none"> <li>• performance in written exams</li> <li>• active and regular completion of assignments</li> <li>• active classroom participation</li> </ul>
<b>Learning environments and methods</b>	Contact teaching, individual, pair and group work
<b>Learning material</b>	Ernvall Sirpa-Pulli Antero- Salonen Anne-Marie Matematiikkaa lähihoitajalle, complemented by material produced by the teacher <ul style="list-style-type: none"> <li>• Mathematics 3: chapters 6,7,10,11</li> </ul>
<b>Timing of studies</b>	1. or 2. year

### 4.1.6 Physics and chemistry 2 cr

**Physics and chemistry 1, 1 cr**

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>• apply physical and chemical phenomena, concepts and laws as far as required in their professional duties</li> <li>• take natural laws into consideration in their work, and save nature and energy</li> <li>• apply physical laws and concepts central to their profession</li> <li>• understand basic concepts and phenomena of mechanics and thermodynamics so as to be able to handle work equipment safely, economically and ergonomically</li> <li>• take into consideration environmentally and professionally significant chemical phenomena; for this purpose it is essential to understand the properties of common elements and organic and inorganic compounds</li> <li>• observe and measure professionally significant physical and chemical phenomena</li> <li>• gather, process and analyse observations and measurements</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>• understanding and application of thermodynamics and mechanics in practical nurse's work</li> <li>• understanding and application of chemical elements and compounds in practical nurse's work</li> <li>• making observations and measurements</li> <li>• safe and ergonomic practice</li> <li>• key skills in lifelong learning: learning and problem solving, health, safety and work capacity, sustainable development, mathematics and natural sciences, technology and information technology</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	Assessment methods involve: <ul style="list-style-type: none"> <li>• performance in written exams</li> <li>• active and regular completion of assignments</li> <li>• active classroom participation</li> </ul>
<b>Learning environments and methods</b>	Contact teaching, individual, pair and group work, Web-based learning environment
<b>Learning material</b>	Heikkinen Marjo- Lepola Reija – Raivio Liisa – Ylihärsilä Aila 7 askelta fysiikkaan ja kemiaan, complemented by material produced by the teacher <ul style="list-style-type: none"> <li>• Physics and chemistry 1:as far applicable, pages 12-148 and 163-175</li> </ul>
<b>Timing of studies</b>	1. year

**Physics and chemistry 2, 1 cr**

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will
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	<p>know how to:</p> <ul style="list-style-type: none"> <li>• apply professionally central physical and chemical phenomena, concepts and laws</li> <li>• take natural laws into consideration and save environment and energy in their work</li> <li>• consider central environmental problems from a natural scientific perspective</li> <li>• apply professionally significant physical laws and concepts</li> <li>• understand professionally significant basic concepts and phenomena in electronics, so as to be able to handle electrical equipment and systems safely, economically and ergonomically</li> <li>• decipher what the health and safety information of product descriptions involves and take the special properties of chemicals into consideration, to ensure their personal and other people's safety and environmental protection</li> <li>• take into consideration environmentally and professionally significant chemical phenomena; for this purpose it is essential to understand the properties of common elements and organic and inorganic compounds</li> <li>• store, use and eliminate correctly chemicals used in the field</li> <li>• observe and measure professionally significant physical and chemical phenomena</li> <li>• gather, process and analyse observations and measurements</li> </ul>
<b>Assessment targets</b>	<p>Key contents:</p> <ul style="list-style-type: none"> <li>• Electronic laws and their application at work</li> <li>• Knowledge of chemical elements and compounds and of their properties; their application at work</li> <li>• Making observations and measurements</li> <li>• Safe and ergonomic practice</li> <li>• key skills in lifelong learning: learning and problem solving, health, safety and work capacity, sustainable development, mathematics and natural sciences, technology and information technology</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	<p>Assessment methods involve:</p> <ul style="list-style-type: none"> <li>• performance in written exams</li> <li>• active and regular completion of assignments</li> <li>• active classroom participation</li> </ul>
<b>Learning environments and methods</b>	Contact teaching, individual, pair and group work, Web-based learning environment
<b>Learning material</b>	<p>Heikkinen Marjo- Lepola Reija – Raivio Liisa – Ylihärsilä Aila 7 askelta fysiikkaan ja kemiaan, complemented by material produced by the teacher</p> <ul style="list-style-type: none"> <li>• Physics and chemistry 2: as far as applicable pages 178-383</li> </ul>
<b>Timing of studies</b>	1. or 2. year

#### 4.1.7 Social, business and labour market studies 1 cr

<b>Learning outcomes</b>	<p>In harmony with the national qualification requirements the students will know how to:</p> <ul style="list-style-type: none"> <li>• contribute to the shared activities at the school and in the place-</li> </ul>
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	<p>ment</p> <ul style="list-style-type: none"> <li>• evaluate their potential as active citizens and consumers</li> <li>• use the services offered by society</li> <li>• draw up a plan for the management of their personal economy</li> <li>• evaluate the meaning of entrepreneurship and business activities for Finnish national economy</li> <li>• seek information about jobs in the social and health field and information pertaining to the European Union and citizenship</li> </ul>
<b>Assessment targets</b>	<p>Key contents:</p> <ul style="list-style-type: none"> <li>• the decision-making process in society</li> <li>• students' and citizens' possibilities to influence society, their rights, benefits and responsibilities</li> <li>• consumer rights and responsibilities</li> <li>• use of services in society, financing the services</li> <li>• management of personal economy: planning income and consumption, options for finding finance</li> <li>• entrepreneurship and business activities as part of the national economy</li> <li>• seeking information about jobs in one's own field</li> <li>• seeking information about the European Union</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	<ul style="list-style-type: none"> <li>• various assignments and/or exam</li> <li>• active participation</li> </ul>
<b>Learning environments and methods</b>	Contact teaching: individual and group work, possibly study visits
<b>Learning material</b>	Students will be informed by the teacher
<b>Timing of studies</b>	1. or 2. year

#### 4.1.8 Physical education 1, 1 cr

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will know how to: <ul style="list-style-type: none"> <li>• apply physical exercise to promote a healthy and active lifestyle within the practical nurse's area of responsibility, understanding the meaning of exercise for function and work capacity</li> <li>• gain wide-ranging knowledge of exercise promoting health, mental arousal and coping</li> <li>• maintain their physical function by means of exercise</li> <li>• exercise and act in a responsible way both independently and in groups</li> <li>• promote the group's function and safety</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>• Supporting and strengthening physical function</li> <li>• Maintaining and promoting physical, mental and social function by means of exercise</li> </ul> Key skills in lifelong learning: <ul style="list-style-type: none"> <li>• Interaction and collaboration: principles of fair play</li> <li>• Health, safety and functional capacity</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	Active participation  Part of the Skilled Professional's Work Ability Certificate
<b>Learning environments and methods</b>	A variety of sports facilities at the school or in the local area  Besides traditional sports, possibly also martial arts, contact or self defence sports, weight training disciplines, weight-lifting and power-lifting, body building, motor sports, climbing, scuba and free diving, freestyle skiing, speed skiing and downhill skiing
<b>Learning material</b>	Wide range of equipment
<b>Timing of studies</b>	1.-3. year

#### 4.1.9 Health education 1, 1 cr

<b>Learning outcomes</b>	<p>In harmony with the national qualification requirements the students will:</p> <ul style="list-style-type: none"> <li>• by their actions and knowledge, demonstrate willingness and ability to maintain and promote health</li> <li>• understand what factors in their lifestyle and environment contribute to their physical, mental and social function</li> <li>• understand the meaning of mental health, sexual health and social relationships for people's wellbeing</li> <li>• be aware of the harmful effects of tobacco and intoxicants and know how to prevent health-jeopardizing factors</li> <li>• have information about health-promoting lifestyle and habits</li> <li>• understand the interrelationships between exercise, nutrition, rest, sleep, recreation, social relationships and health and take them into consideration in their actions</li> <li>• recognize what factors might jeopardize practical nurses' health and work capacity and know how to develop their practices and the safety and healthiness of their working environment in co-operation with other people involved</li> <li>• know how to prevent accidents, how to deal with common first aid situations, where to seek help and how to work ergonomically</li> <li>• have knowledge about health differences within the population and about the risk factors and prevention of prevalent diseases</li> <li>• identify what factors contribute to their coping and know how to promote their coping</li> <li>• know how to use student health services and other health care services and how to undertake health-promoting exercise, understanding how these factors contribute to the maintenance of functional capacity</li> </ul>
<b>Assessment targets</b>	<ul style="list-style-type: none"> <li>• Maintenance and promotion of physical, mental and social health and wellbeing</li> <li>• Practices promoting physical, mental and social health and safety of the environment</li> <li>• Making use of health-promoting exercise and health services</li> <li>• Prevention of accidents, first aid and ergonomic practice</li> <li>• Knowledge base pertaining to factors promoting physical, mental and social health and function, to factors preventing prevalent diseases, to factors jeopardizing health and to the potential harmful effects of practicing a nursing occupation</li> </ul>
<b>Assessment</b>	<p>In harmony with the national qualification requirements excellent 3, good 2, passable 1.</p>
<b>Providing evidence of learning</b>	<p>Active participation, various assignments, exam</p> <p>Part of the Skilled Professional's Work Ability Certificate</p>
<b>Learning environments and methods</b>	<p>The school and other facilities, assignments and exercises</p>
<b>Learning material</b>	<p>Students will be informed by the teacher</p>
<b>Timing of studies</b>	<p>1.-3. year</p>

#### 4.1.10 Arts and culture 1 cr

<b>Learning outcomes</b>	In harmony with the national qualification requirements the students will: <ul style="list-style-type: none"> <li>• understand the meaning of arts and culture in their own life and apply their expression in multi-cultural communities</li> <li>• take part in artistic and cultural events, develop the school culture and maintain its aesthetic appearance</li> <li>• express thoughts, experiences and emotions for example by means of music, dance, theatre, literature or visual arts and appreciate other people's expression and opinions</li> <li>• follow the principles of sustainable development in work and in the selection of materials</li> </ul>
<b>Assessment targets</b>	Key contents: <ul style="list-style-type: none"> <li>• arts and culture in the practical nurse's occupation</li> <li>• producing a piece of art</li> <li>• nature and energy-saving materials</li> <li>• appreciating other people's expression and opinions</li> </ul>
<b>Assessment</b>	In harmony with the national qualification requirements excellent 3, good 2, passable 1.
<b>Providing evidence of learning</b>	<ul style="list-style-type: none"> <li>• assignments given by the teacher</li> <li>• products, planning and implementation of a work or presentation</li> <li>• active participation</li> </ul> Part of the Skilled Professional's Work Ability Certificate
<b>Learning environments and methods</b>	Contact teaching and/or virtual learning environments
<b>Learning material</b>	Students will be informed by the teacher
<b>Timing of studies</b>	1. or 2. year

## 4.2 Optional modules 4 cr

Within the Modules complementing vocational competence (20 cr), students can choose 4 cr of optional modules e.g. from the list of available online and contact studies offered jointly by the schools of the Opinlakeus Network. This co-operation gives the students in the schools of the network a wider selection of studies. The list of available courses can be found at [www.opinlakeus.fi](http://www.opinlakeus.fi)

Additional optional modules 0-4 cr within the Modules complementing vocational competence

Students can choose 0-4 cr from the following optional modules

Environmental studies

Information and communication technology

Ethics

Cultural studies

Psychology

Entrepreneurial activities

## **5 FREE-CHOICE MODULES OF THE QUALIFICATION 10 cr**

The free-choice modules of the qualification (10 cr) can involve vocational studies in the social and health field or other fields; studies complementing vocational studies (common core studies); upper secondary school studies or studies preparing for the matriculation examination or for further studies; work experience, or supervised hobbies supporting the generic and vocational objectives of the education and the students' personal growth.

Students can choose free-choice studies e.g. from the list of available online and contact studies offered jointly by the schools of the Opinlakeus Network. This co-operation gives the students in the schools of the network a wider selection of studies. The list of available courses can be found at [www.opinlakeus.fi](http://www.opinlakeus.fi)

Free-choice studies available at the students' own school will be listed on a separate yearly handout.

## **6 QUALIFICATION MODULES COMPLEMENTING VOCATIONAL COMPETENCE INDIVIDUALLY (>120 CR)**

Students or people seeking qualification can individually complement their studies by extra work, if it helps to meet the field-specific or local labour market demands and to consolidate the students' vocational competence.

The qualification modules complementing vocational competence should be undertaken, as far as possible, at workplaces in co-operation with the labour market.

## **7 FINAL PROJECT PERTAINING TO THE VOCATIONAL MODULES OF THE QUALIFICATION**

The vocational education programme includes a final project demonstrating vocational competence. Students will plan and implement a final project integrating their skills and knowledge; for example a product, work sample, portfolio or presentation. The final project must involve a practical and a written part. It is undertaken as part of the study programme.

During the final project, students are expected to identify their professional strengths and to further promote their creativity, innovation and professional growth. They will present and evaluate their final project, including its planning and implementation. One purpose of the final project is to help them seek employment.

## **8 SKILLED PROFESSIONAL'S WORK ABILITY CERTIFICATE**

At the Vocational Education Centre Sedu, students undergoing any vocational education programme have a possibility to obtain a Skilled professional's work ability certificate of five credits. The idea of the Certificate is to motivate and guide students' regular health exercise, self-directed maintenance of function and work capacity and health care. The Skilled professional's work ability certificate is evidence of the students' physical and social function, health competence, activity and range of interests. Obtaining the Certificate is voluntary.

Students can collect modules of the qualification and evidence of other activities for the Certificate.

By being active, students can demonstrate willingness to take care of their work and functional capacity during studies and later, when starting work life. The idea is that students could make use of the Certificate when seeking employment; convincing the employers of their physical and social function, health competence, activity and range of interests. The Skilled professional's work ability certificate informs the employers of the students' potential for work in the field.

Entries for the Skilled professional's work ability certificate are recorded onto the electronic maintenance book [www.alpo.fi](http://www.alpo.fi). There is no assessment, but the Certificate is mentioned as part of the Vocational Qualification and students are awarded a certificate of merit. For further information, contact the person in charge of the certificates at the school.

## **9 QUALIFICATION-SPECIFIC HEALTH REQUIREMENTS IN VOCATIONAL EDUCATION**

The regulations pertaining to student selection to initial vocational education can be found in the Act on Vocational Education, § 27, 27a and 27b. Before starting their studies, students are obligated to present an extract of their criminal records as decreed by the Act on Vocational Education § 32a and a drug test certificate as decreed by § 34 of the same Act.

The purpose of the qualification-specific health and functional capacity requirements is to promote safety in vocational education and later in work life. In general, factors related to the applicants' health or functional profile must not compromise their eligibility. However, the provider of education cannot admit students, whose health or functional profile does not allow them to carry out practical tasks or on-the-job learning periods involving requirements for the safety of minors, patients or clients, and whose eligibility cannot be improved by reasonable means. An earlier revocation of the right to study may compromise the student's eligibility, it necessary to ensure the safety of other people. Any practical problems caused by illness or disability should primarily be solved by alternative arrangements and student support services; revocation of the study of right should be a last resort.

Applicants must forward all the relevant health information to the providers of education. Secondly, the education providers must ensure that the students selected have adequate health to be able to complete the on-the-job learning in placements, as necessary in view of their future duties and the competence requirements of the qualification.

The students' legal protection requires that they are not selected to programmes involving duties their health would not allow them perform. In student selection, special attention must be paid to the wide-ranging tasks involved in the occupations and work. It is possible that a vocational qualification may involve modules with different health requirements, thus enabling individual solutions. Providers of education have to right to exchange essential information on students' health and functional profile and on any revocation of the study of right, along with the reasons, concerning applicants.

After starting their studies, students can be requested to present an extract of their criminal records, if their studies involve a significant amount of work among minors. Students will receive a guide, which involves information on to whom, when and how to present their criminal records extracts. Students themselves order the extract free of charge by addressing a free-form application, the filled-out application form or an electrical application to the Legal Register Centre (<http://www.oikeus.fi/oikeusrekisterikeskus>). The application must include the reason for which the extract is needed.

The provider of education has the right to request a drug test certificate if there is reasonable doubt that the student acts under the influence of drugs in practical work or on-the-job learning or is dependent on drugs. Other conditions for the request are that testing is necessary to ensure the student's functional capacity and that the student's contribution calls for special accuracy, reliability, independent discretion or fast response, whereas acting under the influence of drugs would put their and other people's safety and health at risk. The students' guide contains more information on the drug test certificate and related conditions.

In order to ensure optimal student selection, the providers of education must inform applicants of the health requirements and prerequisites in the Vocational Qualification and in the field, as well as of the potential health risks, in applicant's guides and during student selection events. The applicants' own description of their current health status and treatment of potential illness is in most cases adequate evidence in the student selection situations.

If the legislation or special features of the educational field or qualification require a medical certificate on the selected student's health, a medical certificate confirming the student's suitability for the field is required. Student selection is conditional until the medical certificate has been presented.

The student's illness or disability is no reason to discontinue studies or to change study programme or field without careful consideration. Any practical problems caused by illness or disability should primarily be solved by alternative individual arrangements and personal study plans. Student counselling and support, seeking ergonomic ways of working and use of assistive aids help can help students finish their studies. If a student gets ill or disabled, co-operation between students support services and student health care is necessary.

Whenever it is necessary to process and store personal data as defined by the Personal Data Act, for example health information, the providers of education must exercise special care and statutory processing practice.

Practical nurses with a Vocational Qualification in Social and Health Care have a protected occupational title, as defined by the Act on Health Care Professionals, and their education meets the qualification requirements for social services staff. The qualification involves a significant amount of on-the-job learning in real-life work situations in a variety of settings. The focus in the work is on the patient and client safety and responsible action. Students of social and health care must have adequate health for studies and practice in the field. Those interested in applying should be aware that the following health or functional capacity profiles might make them ineligible as students.

- Mental disorders, which make it impossible to undertake practical tasks or on-the-job learning periods, for example ongoing untreated psychosis or severe depression with impaired ability to function
- Any physical illness that restrict functional capacity so as to make it impossible to undertake practical tasks or on-the-job learning periods, for example musculo-skeletal diseases or injuries or chronic rash.
- Intoxicant abuse or drug dependence
- Blood-borne diseases may restrict participation in practical tasks or later employment

## **10 STUDENT COUNSELLING**

The Vocational Qualification in Social and Health Care includes 1.5 credits of student counselling. Students are offered counselling throughout their studies; even before starting their education and during their studies until graduation. All staff members participate in counsel-

ling the students. The main responsibility for planning and implementing counselling rests with Student Counsellors, the Head of Education and with Tutors and teachers in charge of specific areas. A Special Needs Teacher will be involved in drawing up personal curricula, especially if the student is aware of a need for extra support or if this need is recognized during the studies. A so-called Individual Educational Plan (HOJKS) will be drawn up for the student. Students may receive further support from Vocational Special Needs Assistants. There are various optional studies available to support students' obligatory professional studies, for example a course on drug calculation. More intensive teaching is also available in other subjects.

Student counselling is provided both in groups (in Student Counsellor and Tutor lessons, during the course *Growth into practical nurse's occupation*) and individually.

Before the semester starts, students receive information about their programme. The course *Growth into practical nurse's occupation* is designed to give them information about their future qualification, study modules and progress of studies. Students also practise study and interaction skills, learn to work in a group, learn more about themselves and of the assessment of their own actions and professional growth. Students are encouraged to monitor the allocation of study credits and to seek support for planning their studies. Students Counsellors are in charge of optional studies, assisting student in choosing suitable studies. Tutors conduct personal discussions with all students throughout the studies.

Students can get help with transcripts of records, student financial aid and other student social welfare benefits at the student affairs office of their school. The school also has a Student Welfare Team, which consists of Student Counsellors, the Head of Education and the School Nurse. If required, the team can invite Tutors, other teachers, Vocational Special Needs Assistants, Special Needs Teachers or outside experts into their meetings. Depending on the issue, the student will always be present, with the guardian attending if necessary. The Student Welfare Team meets regularly with the aim of supporting students in their studies or in problematic life situations.

The Tutor and Student Counsellors keep contact with the student's guardians, regularly informing them of the student's progress and, when required, seeking contact to ensure the student's welfare and to support the student undergoing life changes.

## **11 ON-THE-JOB LEARNING AND OCCUPATIONAL SAFETY**

On-the-job learning is a part of vocational education. It is one form of providing education and meeting competence requirements, based on learning by doing at work. On-the-job learning takes place in a real-life work environment according to pre-set objectives, under supervision and subject to assessment. The learning periods should be adequately long and wide-ranging to allow students obtain the competence required. Only in exceptional cases is it possible for students to undertake on-the-job learning periods in simulated environments at the school or by similar arrangements.

On-the-job placements and providers of education collaborate to ensure that on-the-job learning and other vocational education meet the demands of work life and are of high quality and up-to-date. The provider of education is responsible for ensuring that all stakeholders share a common view of how the on-the-job learning period is arranged. The provider of education also makes sure that students receive the necessary counselling and teaching during the on-the-job learning period and that teachers and other staff have the resources required to collaborate with work life. The provider of education and teachers, together with work life representatives and industries guarantee high-quality on-the-job learning experi-

ences to ensure that students will meet the national framework competence requirements of the qualification.

The provider of education is responsible for the implementation of on-the-job learning, including the planning, counselling and assessment of students. In addition, the provider of education has the task of ensuring that teachers have the necessary work life competence and training and that the work place instructors receive training for their task. Special attention is paid to how to counsel and give feedback to students at the workplace.

Students have generally no work contract with the employer and they receive no salary for the on-the-job learning period. Students are, however, entitled to student financial aid and other student social welfare benefits in accordance with the instructions provide on the on-the-job learning periods. For students undertaking such a period abroad, local regulations will also be applied.

Besides the current occupational safety legislation (Act 630/1998, 19 §, 28 §) and statutes, the following occupational safety rules must be followed:

A written agreement will be signed on how to arrange workplace education and vocational skills demonstrations in the context of practical work duties, including liabilities and insurances pertaining to safety, accidents and compensations. Before the work starts, the employer and provider of education together make sure that the student is capable and prepared to work safely, without risking her/his health and able to follow instructions.

## 12 INTERNATIONALITY

The International Coordinator and Tutor are in charge of international activities in the practical nurse education taught in English. International activity may involve:

- students' on-the-job learning periods abroad (mainly in the second year during the module Rehabilitation support or as part of the optional module)
- Web-based optional module with an international partner
- The teacher usually accompanies the students to an on-the-job placement abroad and collaborates with international partners to assess the on-the-job learning period and to help with the arrangements for vocational skills demonstration.
- Optional studies
- Various projects
- Theory taught mainly in English; 3 on-the-job learning periods and vocational skills demonstrations in English-speaking placements for Finnish speakers and 1 on the-the-job learning period and vocational skills demonstration in English-speaking placement for foreign students.

Finnish students with the necessary English proficiency and international students with the necessary English and Finnish proficiency are eligible to apply. The applicants will be tested for language skills as part of the aptitude test.

## REFERENCES

[http://www.oph.fi/koulutuksen\\_jarjestaminen/opetussuunnitelmien\\_ja\\_tutkintojen\\_perusteet/ammattilliset\\_perustutkinnot/sosiaali\\_terveys\\_ja\\_liikunta\\_ala](http://www.oph.fi/koulutuksen_jarjestaminen/opetussuunnitelmien_ja_tutkintojen_perusteet/ammattilliset_perustutkinnot/sosiaali_terveys_ja_liikunta_ala)

## VOCATIONAL QUALIFICATION IN SOCIAL AND HEALTH CARE, Practical Nurse

### Study Plan 120 cr

Module of the qualification	cr	Time	On-The-Job learning and vocational skills demonstration
Modules compulsory for all students 50 cr + 30 cr study programme in nursing and care			
Support and guidance of growth	15	1. year	On-the-job learning 6 cr takes place at the end of the studies of this module of qualification. The vocational skills demonstration takes place at the end of the on-the-job learning period.
Nursing and care	20	1. year	On-the-job learning 6 cr takes place at the end of the studies of this module of qualification. The vocational skills demonstration takes place at the end of the on-the-job learning period.
Rehabilitation support	15	1. year	On-the-job learning 6 cr takes place at the end of the studies of this module of qualification. The vocational skills demonstration takes place at the end of the on-the-job learning period.
Study programme in nursing and care	30	2. year	Contact teaching 19 cr and on-the-job learning 11 cr (4cr + 7cr) The vocational skills demonstration takes place at the end of the second on-the-job learning period.
Optional modules for all students 10 cr			
Communicable diseases and nursing	10	after the study programme	Web-based learning 4 cr and on-the-job learning 6 cr. The vocational skills demonstration takes place at the end of the on-the-job learning period.