



Diak

DIAKONIA-AMMATTIKORKEAKOULU



LAUREA - AMMATTIKORKEAKOULU

---

Laurea University of Applied Sciences

Degree Programme in Health Promotion

Leadership in Family Work and Family

Health care

90 credit

Master's programmes

Curriculum 2011 - 2012

## Contents

Master's programmes .....	
1 BACKGROUND TO THE DEGREE PROGRAMME.....	
2 OBJECTIVES OF THE DEGREE PROGRAMME .....	
3 STUDIES IN THE DEGREE PROGRAMME .....	
3.1 Starting Points for Pedagogical Activities.....	
3.2 Learning Process and Implementation of Teaching .....	
4 STRUCTURE OF THE DEGREE PROGRAMME .....	
5. THEMES/MODULES AND STUDY UNITS OF CURRICULUM .....	
6 ASSESSMENT .....	

## 1 BACKGROUND TO THE DEGREE PROGRAMME

In recent years, the operating environment of social services and health care has undergone constant change. Changes are increasingly affected by international operating environments, international mobility, a growth in life expectancy and an increase in the number of healthy years. Thus, the social service and health care sector is faced with both challenges and new opportunities. The aging of the population and changes in municipal and service structure bring their challenges to the public economy. On the other hand, this enables to develop new types of innovative services, where health promotion should play a central role. In order to promote the welfare of the population, social and health impacts need to be considered extensively in the decision-making of different administrative fields. Supporting participation by residents can prevent social problems and promote health, functional ability and welfare.

The municipal and service structure reform requires developing new methods, solutions and knowledge base; evaluate service impact; prevent problems; improve customer processes; good management; and measures that promote coping at work. Versatile use of technology and R&D activities increase the prospects of the social service and health care sector. Service quality can be improved through research and development. Networking among different professional groups and instances provides a way to plan the distribution of work and services. Methods of early intervention should be developed and implemented when working with people of different ages.

The challenges and opportunities of the welfare sector apply to all operating environments in the social services and health care field. The welfare of families has been reduced by marginalisation, increased need for child protection, domestic violence, rise in substance abuse, lifestyle changes and mental health issues. In addition, the living conditions and situations of families are undergoing strong change. So far, social and health care services have not adequately managed to address the changing needs. Supporting the daily lives of families is a challenging task. Further challenges and opportunities include new operating

methods and services, such as developing low-threshold support services, increasing presence in encounters for adults and children, developing presence in encounters in interactive virtual environments and creating different support networks for everyday life.

The Degree Programme in Health Promotion seeks to address the challenges and opportunities of the health care and welfare field. The main focus of the Master's degree is on management skills in family health care. Graduates gain the degree title: Master of Health Care (Nurse), Master of Social Services, Master of Health Care (Public Health Nurse) or Master of Health Care (Physiotherapist, only at Laurea).

## 2 OBJECTIVES OF THE DEGREE PROGRAMME

The degree programme is founded on research knowledge on health promotion, family health care and social service and health care management. The Quality Recommendation of the Ministry of Social Affairs and Health (2008), the Finnish Government's Child and Youth Policy Programme 2007-2011 (2007) and Child and Youth Welfare Policy Programme (2010) as well as the Health 2015 public health programme serve as a background for the degree programme. The degree programme adopts a broad approach to health promotion and family and family care and its management.

The objective of the Degree Programme in Health Promotion is to enable students to become experts in the field. In addition, the studies enable students to become experts in issues relating to workplace development, service systems and social service and health care management. Graduates are able to develop and reform health promotion activities of organisations in the fields of social services, health care, sports and the church on both national and international levels. Graduates can work in management and development roles in the public sector, organisations and as entrepreneurs. The studies provide advanced skills in research competence and enable students to participate in different workplace development projects. Solving the challenges of the social service and health care sector requires multidisciplinary research, development activities, expertise and national and international cooperation.

The Master's degree in Health Promotion is aimed at graduates of social services or health care or other applicable higher education institution degree in the field, and persons with work experience in the field of at least three years. In social sciences, health and sport, a polytechnic Master's degree title is linked to the polytechnic basic degree title (Decree on Polytechnics 423/2005)

### 3 STUDIES IN THE DEGREE PROGRAMME

#### 3.1 Starting Points for Pedagogical Activities

Pedagogical activities of the Degree Programme in Health Promotion are based on principles that have a student- and workplace-orientation. Students are active researchers, developers and evaluators of information structures, experiences and competence. Students examine and evaluate the practices of health promotion and management from different perspectives. In addition, R&D projects support both students' learning and the development of operating models and methods for social services, health and work of the church.

The curriculum has been drawn up in accordance with level 7 of the European Qualifications Framework(EQF, 2008). In the National Qualifications Framework, level 7 and the national generic competences describe the level of competence of Master's graduates.

- Understands comprehensive and highly specialised concepts, methods and knowledge corresponding to the special competence in his/her field, which are used as the basis for independent thought and/or research. Understands questions pertaining to the field and interfaces between various fields and evaluates them and new knowledge critically.
- Possesses the capability to solve demanding problems in research and innovation activities, where new methods and procedures are developed and knowledge from various fields is applied and combined
- Possesses the capability for independent work in demanding expert duties in the field or as an entrepreneur. Possesses the capability to manage and develop complex, unpredictable and new strategic approaches. Possesses the capability to manage work and/or people.
- Possesses the capability to evaluate the activities of individuals or groups. Possesses the capability to accumulate knowledge and practices in his/her field and/or take responsibility for the development of others.
- Possesses the capability for continuous learning. Knows how to communicate verbally and in writing both to audiences in the field and outside it.
- Possesses the capability to communicate at an advanced international level and to interact in one official language and at least one foreign language.

The generic competences lay a foundation for the person's participation and collaboration in working life as well as for his/her professional development. Generic competences include: learning competence, ethical competence, work community competence, innovative competence and international competence.

The basis for the professional growth of students lies in degree programme competences in health promotion (Table 1).

Table 1. Objectives of the Degree Programme in Health Promotion

Objectives of the Master's Degree Programme in Health Promotion	Competence description
1. Innovation competence in activities that promote health and wellbeing	<ul style="list-style-type: none"> <li>- Analyse, apply and integrate information on the health and welfare of people of different ages to activities that promote health</li> <li>- Apply health promotion strategies on community, family, regional and national levels</li> <li>- Develop and evaluate work methods and health competence in health promotion targeted at individuals of different ages as well as communities</li> <li>- Use health pedagogical work methods, cf. guidance and instruction</li> <li>- Develop and renew the health and welfare of their community or region in partner networks based on evidence</li> <li>- Forecast health impacts in a preventive way</li> <li>- Pay attention to those in risk of marginalisation through early intervention, cf. narrowing health inequalities</li> </ul>
2. Management and service innovation competence in health and welfare	<ul style="list-style-type: none"> <li>- Master multidisciplinary management in network-based operating environments</li> <li>- Understand national health and welfare analyses when drawing up strategies</li> <li>- Evaluate the field of social services, health and the work of the church as a whole as well as different processes, and apply the knowledge to strategic decision-making</li> <li>- Develop and renew structures that support the welfare of a work community (e.g. family centre work)</li> <li>- Master strategy evaluation and peer evaluation ( benchmarking)</li> <li>- Improve the impact of activities by developing evidence-based practices in working life</li> <li>- Understand the significance of age management in a work community</li> </ul>
3. Research and Development Competence in Health and Welfare	<ul style="list-style-type: none"> <li>- Identify, analyse and plan development needs</li> <li>- Apply appropriate R&amp;D methods</li> <li>- Carry out R&amp;D projects independently and in cooperation with others</li> <li>- Critically evaluate information and activities and identify potential risks</li> </ul>
4. Ethical Competence, Reflective Competence	<ul style="list-style-type: none"> <li>- Establish activities on legislation</li> <li>- Master the principles of ethical activities as experts and workplace developers</li> <li>- Take ethical responsibility in regional partner networks as experts in social services and health care</li> <li>- Develop and evaluate ethically sustainable solutions from the perspectives of individuals, organizations and society</li> </ul>

<b>Learning Outcomes</b>	
Learning competence:	<ul style="list-style-type: none"> <li>- Diversely and systematically evaluate their own competence and expertise, and define their learning needs</li> <li>- Carry out continuous evaluation and learning and understand and guide their learning process in a target-oriented way</li> <li>- Carry out collaborative learning and sharing of knowledge in diverse expert communities</li> <li>- Act on their own initiative, and predict changes and change needs</li> <li>- Critically plan, organise and develop their work</li> </ul>
Communication and Interaction Skills	<ul style="list-style-type: none"> <li>- Listen and hear others</li> <li>- Participate in diverse communication and interaction situations, and organise and create professional networks</li> <li>- Understand the principles of group and team work, work with others in multidisciplinary teams and manage such teams</li> <li>- Utilise information and communication technology in their work</li> </ul>
International Competence	<ul style="list-style-type: none"> <li>- Possess spoken and written competence in one or two foreign languages</li> <li>- Identify cultural differences and work in an international work and operating environment</li> <li>- Apply international knowledge and competence in their field</li> <li>- Have general knowledge of the status and significance of the professional field in the international operating environment</li> <li>- Participate in international discourse (lit. presentation)</li> </ul>

### 3.2 Learning Process and Implementation of Teaching

The learning approach of the degree programme focuses on contextuality and social interaction. Learning can be described as the relationship between experience and context. Students are seen as self-directed, active participants, and learning targets correspond to workplace challenges. Learning is influenced by the way information is interpreted, reflection, selection and transference, as well as evaluation of learning and evaluation of the learning process as a whole. Continuous evaluation is a vital element of the learning process throughout the studies.

The studies are provided in the form of blended learning. Face-to-face instruction provides an opportunity for collaborative learning and emphasises the expertise of students. The work experience of students is benefited from, and their competence and experiences are transferred and cumulated into learning for the rest of the group. Collaborative learning is also implemented in accordance with the principles of e-learning in an online environment.

Collaborative learning can expand into communal learning in the work communities of students. This is sought through diverse assignments carried out in work communities. Development projects create innovative operating and service formats as well as work and evaluation methods, which should provide maximum usability.

The students' previous studies, work experience and professional competence are the foundation for creating a personal study plan (HOPS). Personal study planning takes place throughout the studies, as students can align assignments according to their learning, work community needs and personal development project. In addition, the degree programme provides a chance to advance and increase international and multicultural skills by using international sources for assignments and participation in student exchanges. There may also be international visiting lecturers and teachers.

#### 4 STRUCTURE OF THE DEGREE PROGRAMME

Management in Family Health Care (90 cr) of the Degree Programme in Health Promotion comprises advanced studies, elective studies and the thesis. Themes/ modules are divided into study units. ( Table 2). The aim of advanced studies is to deepen the students' substance and R&D competence in health promotion and in the management of family health care. (7 a § 16.6.2005/423). The thesis constitutes a vital development task, and the advanced and elective studies should be linked to the thesis in accordance with the students' personal study plan. Modules progress according to themes, and are integrated into R&D activities through the thesis. The thesis is a process that spans the entire duration of the studies. Some of the studies are elective studies in line with the student's personal study plan. (Decree 423/2005)

Table 2. Themes/Modules and Study Units

Professional Studies	Elective studies	Thesis
<b>Ethics and scientific approaches in family work and family health care and in leadership of it 15 credit</b> Ethics in family work and family health care 5 credit Scientific approaches in family work and family nursing 10 credit	Elective studies 10 credit	Thesis as a development Project 30 credit
<b>Promotion of the welfare and health of the family 5 credit</b>		
<b>Renewing Leadership 20 credit</b> Leadership and welfare of the work community 10 credit		

Ethics of leadership 5 credit Communication and interaction in the leadership 5 credit		
Research and development 10 credit Research and developing methods 5 credit Research and development in the promotion of the welfare and health of families 5 credit		

## 5. THEMES/MODULES AND STUDY UNITS OF CURRICULUM

Ethics and scientific approaches in family work and family health care and in leadership of it 15 credit

Themes/Modules and Study Units :

Ethics in family work and family health care 5 credit

Scientific approaches in family work and family nursing 10 credit

Ethics in family work and family health care 5 credit

Learning outcomes

Students will be able to:

- Reflect and develop the values and attitudes that steer their own work as well as their sensitivity in observing ethical questions and problems in family work
- Analyse their ethical activities in their work with individuals, families and work communities
- As workplace developers, master the principles of ethical activities in family health care
- Take ethical responsibility in regional partner networks as social service and health care experts

Contents:

- Values and attitudes
- Ethical activities in family health care
- Relationship of ethical theories towards family health care
- Ethics of fairness and caring in family health care

Implementation:

- Participatory work through face-to-face instruction, online learning, reflection diary and dialogue exam

Evaluation:

- 1-5

Literature:

- Announced on online learning platform

## Scientific approaches in family work and family nursing 10 credit

Learning outcomes

Students will be able to:

- Establish their activities on theoretical and scientific approaches in family health care
- Reflect on the role of family through various knowledge interests
- Function communally, taking into account different cultures and social changes in family health care
- See the resources of the customer and family as the starting point for health promotion activities
- Evaluate the impact of activities and develop evidence-based practices in the operating environments of family health care
- Establish their management activities on health promotion theory

Contents

- Scientific approaches in family health care
- Development theory, interaction and system theory as approaches
- Family health care concepts
- Internal and external structures and dynamics of a family
- Different cultures, communities and society as challenges for family health care
- Resource-orientation and empowerment in family health promotion (e.g. family centre work)
- Evaluation methods and evidence-based practices

Implementation:

- Participatory work through face-to-face instruction, online learning, written assignments/exam

Evaluation:

- 1-5

Literature:

- Announced on online learning platform

## **Promotion of the welfare and health of the family 5 credit**

Objectives of the theme/module

Students will be able to:

- Analyse, apply and integrate information on the health and wellbeing of people of different ages with health-promoting activities
- Apply health promotion strategies on community, family, regional and national levels
- Forecast health impacts in a preventive way
- Function in management tasks in a way that promotes health

Key contents:

- Health promotion approaches and methods
- Forecasting methods in health promotion and welfare
- Social and health policy strategies and development programmes

Implementation:

- - Participatory work through face-to-face instruction and small group presentations, written assignments

Evaluation:

- 1-5
- 

Literature:

- Announced on online learning platform

## **Renewing Leadership 20 credit**

Themes/Modules and Study Units :

Leadership and welfare of the work community 10 credit

Ethics of leadership 5 credit

Communication and interaction in the leadership 5 credit

### **Leadership and welfare of the work community 10 credit**

Learning outcomes

Students will be able to:

- Recognise their leadership skills and strengthen their management competence
- Participate in multidisciplinary organisations, work communities and networks in management tasks
- Evaluate the field of social services, health and the work of the church as a whole as well as its processes, and apply this knowledge to strategic decision-making
- Apply diverse competence management methods in work communities and organisations
- Develop structures and methods that support the welfare of a work community or organisation
- Improve the impact of activities by developing evidence-based practices for work, work communities and organisations
- Plan, implement and evaluate the economy of operating units in social service, health care and church organisations

#### Contents:

- Strategic thinking, and the starting points and challenges of change management
- Management in work communities and organisations
- Self-management at work and in the work community
- Management that supports the welfare of a work community
- Supervision in work communities and organisations
- Competence management in a diverse work community
- Performance reviews and building a feedback culture in a work community
- Applicable legislation
- Financial management, economy of social services and health care in practice
- Management thinking in family health care

#### Implementation:

- Participatory work through face-to-face instruction, assignments and presentations, workshops, management portfolio.
- Participation in work supervision in student groups for the duration of the studies

#### Evaluation:

- 1 - 5

#### Literature:

- Announced on online learning platform

## Ethics of leadership 5 credit

### Learning outcomes

Students will be able to:

- Reflect on the values that steer their work and work community, and observe and solve ethical questions and problems in supervision and management work
- Possess self-motivation and motivate the work community and team to analyse ethical activities from the perspectives of employee, work community and society
- Be aware of their social responsibility, develop and evaluate ethically sustainable solutions from the perspectives of both individuals, organisation and society

### Contents:

- Management ethics and values - diversity management
- Fairness, equality and power in management
- Ethical activities and law in family health care management
- Ethical dimension of social responsibility
- Study group as work community development method

### Implementation

- Participatory work through face-to-face instruction, reflection diary and dialogue exam, starting a study group at workplace

### Evaluation:

- 1-5

### Literature:

- Announced on online learning platform

## Communication and interaction in the leadership 5 credit

### Learning outcomes:

- Act in diverse management situations requiring communication and interaction
- Listen and hear others
- Organise and create professional networks
- Understand the principles of group and team work, work with others in multidisciplinary teams and manage such teams

- Utilise information and communication technology in their work

Contents:

- Personal communication skills (listening, speaking, reading, writing; information and communication technology competence)
- Network management and social media
- Day-to-day communication
- Communication in groups, teams and negotiations
- Communication in problematic work community situations ("sore spots")
- Orientation to community and mentoring
- Change communication
- Providing and receiving feedback
- Collaboration with media
- Managing, planning and developing a community's integrated communication (internal and external communication, monitoring and perception, and internal marketing)
- Monitoring, evaluating and developing communal communication
- 

Implementation:

Literature, personal development plan, workshops offering creative methods and video recording

Evaluation:

- 1-5

Literature:

- Announced on online learning platform

## **Research and development 10 credit**

Themes/Modules and Study Units :

Research and developing methods 5 credit

Research and development in the promotion of the welfare and health of families 5 credit

## **Research and developing methods 5 credit**

Learning outcomes

Students will be able to:

- Understand the significance of research and development in the welfare sector
- Manage the stages of project work and plan a project
- Understand the scientific-philosophical assumptions of research and development
- Use interviews, observation and surveys as information gathering methods
- Analyse qualitative and quantitative research materials appropriately
- Know the main principles of research writing
- Come up with development ideas and share them with others

#### Contents:

- Project management
- Scientific-philosophical approaches
- Descriptive qualitative and quantitative research methods
- Research writing,
- Creating a research proposal and poster
- Coming up with development ideas and innovations

#### Implementation:

- Reserach literature workshop, online learning, written assignments, exam

#### Evaluation:

- 1 - 5

#### Literature:

- Announced on online learning platform

### **Research and development in the promotion of the welfare and health of families 5 credit**

#### Learning outcomes

##### Students will be able to:

- Evaluate their research and development competence  
Identify, analyse and plan development needs
  - Select an appropriate strategy for a research and development project
  - Apply scientific knowledge in the research and development process
  - Draw up a theoretical framework for the R&D project
  - Implement suitable research and development methods and analyse the results

- Critically evaluate information and activities and identify potential risks in R&D activities of the welfare sector
- Assess the impact and significance of a project
- Assess the status of health, welfare and measures as well as their impacts

#### Contents:

- Action research
- Evaluation research
- Future studies
- Narrative approach
- Data acquisition and analysis methods
- Evaluating research and development activities
- User-centred methods and innovation activities

#### Implementation:

Lectures, small groups, written assignments, exam

#### Evaluation:

- 1 - 5

#### Literature:

- Announced on online learning platform

### **Thesis as a development Project 30 credit**

The Master's degree thesis is typically a research and development project for an employer, or a suitably delimited part of a project. The aim of the thesis is to generate, produce and develop competence for the needs of the market and for broader development projects. Optimally, Master's theses produce new competence in the areas where different scientific disciplines meet, and innovatively develop the employment market and the field. The thesis process and therefore the students' competence development process begin right at the outset of the Master's degree studies. The scope of the thesis is 30 credits.

Master's theses involve a research-oriented approach, as well as development. The premise for the operations is to create a new kind of knowledge-generating process, combining documented, evidence-based data created through development efforts. Theses

could be described as research-oriented development projects, which are linked as closely as possible to Laurea's research and development programmes.

Theses develop and demonstrate the students' ability to apply research data, to use selected methods for analysing and solving workplace problems and to demonstrate their capability in carrying out demanding specialist tasks independently. (A423/2005).

Students will be able to:

- Carry out development work and applied research independently in their fields
- Apply research information they have acquired in their theses, critically and analytically
- Apply suitable information gathering methods in their development projects
- Know the chosen applied research and development method and how to create related documentation and reports
- Evaluate and oppose others' theses in terms of background, implementation, outcome and reporting, as in a research community
- Work as experts in applied research and development teams

Contents:

- Development project process
- Conception (topic analysis)
- Design
- Implementation
- Assignments
- Publishing
- Presentation
- Maturity test

Implementation:

- Small groups, workshops and seminars, online learning
- Development project as thesis

Evaluation:

- 1-5

The thesis is evaluated by the lecturers overseeing the thesis process and possibly by a workplace mentor. Students receive peer evaluation, as they present their thesis to the small group during the thesis process. The thesis evaluation criteria of DIAK are presented in Attachment 1 and those of Laurea in Attachment 2.

Literature:

- Announced on online learning platform

### **Elective studies 10 credit**

Elective studies may include options from Master's degree programmes of other universities of applied sciences, (e.g. other Master's degree provision and options of Laurea and DIAK), university-level Master's studies, or the options below.

**CRM Competence Methods in Diverse Operating Environments 5 cr**

### **6 ASSESSMENT**

- The degree programme implements assessment in accordance with competences as well as assessment in accordance with the evaluation criteria of Laurea and DIAK.
- Modules with a pass are principally graded on a scale of 1 - 5
- In accordance with collaborative assessment, competence evaluation also takes into account self-evaluation and peer evaluation of students.
- The evaluation criteria of the relevant university of applied sciences are adopted for the thesis
- Evaluation of curriculum contents and structure, student services and development project guidance is carried out during the degree programme.