

**CURRICULUM
MASTER OF HEALTH CARE
GLOBAL HEALTH AND CRISIS MANAGEMENT
90 ECTS Autumn
2021**

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1 Background for curriculum and the degree structure

1.1 Laurea's Mission

Laurea is a student-centred, international, inspiring and innovative university of applied sciences. Our mission is to educate, research, develop and innovate. In our activities we apply the action model of Learning by Developing (LbD).

A student graduating from Laurea will be able to act in new situations, anticipate future trends, develop new operating models and examine the world with open eyes. Laurea's mission is to be an internationally networked university of applied sciences with an operating method that creates links between learning and the working life. This way, new competence will be produced and service innovations generated.

1.2 Competence development

At Laurea our focus is on the student, emphasising the student's freedom and responsibility. The students are offered an opportunity to develop their competence according to their goals. Freedom means that the learning outcomes may be achieved through different modes of studying. Responsibility means an active approach to studying, responsibility for your own choices and a constructive and motivated attitude towards doing things together. Laurea's staff is responsible for supporting and guiding the student's learning.

Internationality at Laurea means opportunities for being active in various multicultural settings, developing your language skills, going on student exchanges and taking part in international research and development (R&D) projects.

Laurea's strategic research areas are based on strong expertise on which the education offered by Laurea is based. Strategic research areas are health and societal integrity, comprehensive security and service business. Student entrepreneurship is supported and entrepreneurship is visible in Laurea's activities not only as an entrepreneurial attitude and cooperation with companies but also as concrete new businesses that the students may set up even before completing their studies.

1.3 Competence development in education leading to a Master's Degree

In education, leading to a Master's Degree learning is seen as a process during which competence is developed by producing new knowledge and skills related to questions that cannot be solved merely by relying on previously acquired knowledge and competence. Learning is a process of creating new knowledge and competence that utilises innovation activities in the relevant field and area. For the students, the period they spend in education is a personal and collective project for building up their expertise and developing and exceeding themselves, aiming for a combination of competence that is relevant and useful from the perspective of future workplace



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requirements. The students have an active role in the learning process. They act as specialists, developers and influencers in the community.

The students develop their competence by interacting with their environment and their sector. Resources for competence development include a learning culture that favours creativity and goal-oriented action, expert guidance and instruction, as well as a learning environment that supports competence development. Participatory instruction is used to guide competence. Every teacher is a tutor whose expertise and operating methods support the reinforcement of expertise. The learning environment consists of a competence network, an innovation environment, and structures that support learning.

Rather than focusing on presenting and repeating information and controlling the students' command of it, the aim is to have a learning process with progressive problem-solving, continuous learning, and developing and exceeding oneself. Competence is demonstrated as development competence and impact.

1.4 Learning by Developing (LbD)

Laurea's inspiring and innovative learning environments are based on the model of Learning by Developing. The idea of Learning by Developing is built around authentic encounters with working life. The ensuing cooperation is based on trust and creativity.

The students learn to identify targets for workplace and competence development, to create new solutions, products and operating models and to develop their own action in observance of changing workplace requirements. The characteristics of LbD are authenticity, partnership, experiential nature, creativity and a research-oriented approach.

Learning by Developing combines learning that produces competence with creativity through various research and development projects. Learning builds on new opportunities that open up as the project progresses. The required competence is accumulated through practical activities in various workshops and labs.

2 Degree structure in education leading to a Master's Degree

2.1 Scope and extent of the degree

The scope of the degree is 90 credits of which the thesis forms 30 credits. The degree takes on average 1.5-2.5 years to complete. In line with the international ECTS standard, one credit corresponds to 26.7 hours of work for an average student.



2.2 Degree Structure

At Laurea, the degree structure of education leading to a Master’s Degree consists of core competence modules including the thesis, and complementary competence modules. The modules comprise competence areas that are part of the degree.

The scope of the compulsory core competence is 60 credits in education leading to a Master’s Degree. Complementary modules make it possible for students to deepen or extend their knowledge. The scope of complementary competence is 30 credits. Complementary competence modules support individual study paths and competence. Complementary competence modules are offered on Tikkurila and Leppävaara campuses and they can be selected freely.

Learning is linked to workplace development and the student’s personal goals. Credits are attained when the student completes study units that are part of the module or projects in which the corresponding competence area is developed (see Figure 1). Credits can also be gained through recognition of prior learning or demonstrations.

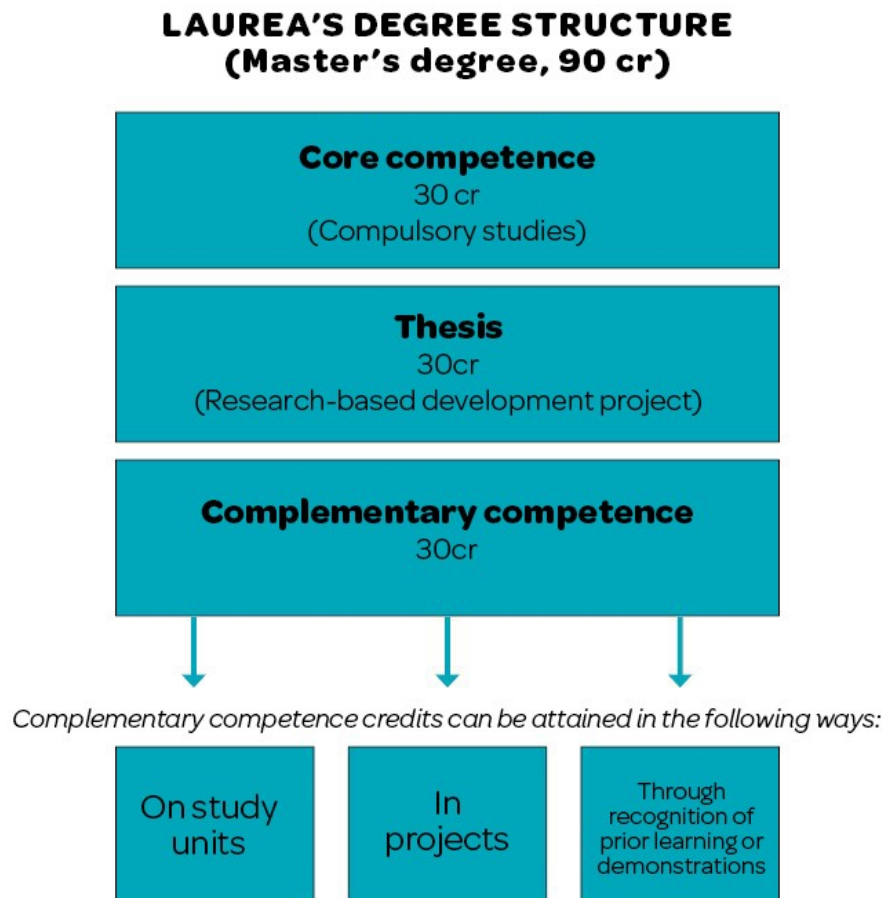


Figure 1 Degree Structure



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At Laurea, there are flexible possibilities of building up the competence specified in the learning outcomes of Master's Degree modules. The student can

- select complementary competence modules offered at Tikkurila and Leppävaara campuses,
- select studies in English from Laurea's offering of education in English, even if the student studies in a Finnish language degree programme,
- select studies in Finnish from Laurea's offering of education in Finnish, even if the student studies in an English language degree programme,
- select online studies that give more flexibility to study schedules,
- develop their competence by taking part in projects,
- select studies from the joint offering of Laurea, Haaga-Helia and Metropolia

Study unit implementation plans specify the objectives, content and implementation mode of the studies.

The student can deepen or extend their competence through their choice of complementary competence modules and topic of thesis, and by participating in projects.

3 International comparability of the Degree

Competence is at the centre of all activities at Laurea, and we recognize competence in a comprehensive sense. The level of the degree corresponds to level 7 of the National Qualifications Framework (NQF) and level 7 of the European Qualifications Framework (EQF).

4 Curriculum development

The curriculum is developed by using evaluation, monitoring and feedback data. Changes may occur in the study units and implementation modes of the modules. The offering of the complementary modules is constantly under development to match the requirements of working life and thus the offering may change during the studies.

5 Expertise in a Field

Global Health and Crisis Management is a professional programme for social and health care professionals interested in the development, leadership and management within social, health and crisis services (Foldspang, Birt & Otok 2018). The settings for the future expert are within interprofessional health and social services. They can work in population health services, health care industry (hospitals, companies e.g.), crisis management and integrated services. Possible environments for employment are public, private and non-governmental sectors. The programme focuses on evidence-based social and health care development and management from the perspectives of global health and crisis management (WHO 2016; WHO 2017; UN 2020). Within



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the transnational projects, the students meet global health topics and crisis management challenges when creating working theories and practices for the benefit of health care service users and citizens and in global infection prevention. (Buchanan-Smith & Screven 2011; ECDC 2013, ECDC 2017; The Security strategy for society 2017; Foldspang et al. 2018, 15.)

The scope of the Master's in Global Health and Crisis Management degree is 90 ECTS of which thesis forms 30 ECTS. The degree takes on average 1.5 - 2.5 years to complete. In line with the international ECTS standard, one credit corresponds with approximately 27 hours of work for an average student. The studies are offered in English, and they can be completed alongside a fulltime job. The candidates are awarded the qualification of Master of Health Care at European Qualification Framework (EQF) level 7 applied for Laurea's studies (Annex 1).

Admission requirements for the studies are Bachelor Degree in Health Care: Nurse or Public Health Nurse; or Bachelor of Social Services; or Bachelor of Physiotherapy or other health care related degrees at EQF6 level completed in universities or universities of applied sciences in Finland. The assessment of international degrees are case specific. Minimum of three years of relevant work experience acquired after graduation and fluent spoken and written English language skills are required.

The main objective of the Master in Global Health and Crisis Management programme is to provide a structured, and methodologically advanced studies that will enable construction of future competencies for global health care. This will enhance EU's and global demands and visions for multi-professional and transcultural performance in health care by bringing the worlds of education, research and work closer together (OKM 2017; Foldspang et al. 2018, 15; UN 2020). The development of the right mix of skills and better anticipation of future services will take place in development projects, and development and co-creation of medical and health care as well as social services related equipment and methods. Building solid bridges between the working life and higher education providers offers contexts to match skills provision also to the needs of enterprises and society. (Hermans et al. (eds.) 2009; Campbell et al. 2010; ILO 2010; IMHE 2010; WHO 2010; Foldspang et al. 2018, 14.) The theoretical and practical contents of the Global Health and Crisis Management degree planned to meet the needs of health care employers and employees, globally. This improves overall advanced health care workers' (HCW) competencies and aims to facilitate simultaneously both the retention of the HCWs in local and organizational level, and to support the creation of true European area of skills and qualifications where learners and workers can move freely for job purposes or further learning (Hillman & Foster 2011; Erasmus+ 2020). By increasing cultural awareness diversity the future Global Health and Crisis Management Masters gain competencies in tackling fears manifesting as experiences of cultural threats and prejudice (Borgonovi & Pokropek 2018; UN 2020).

6 Competence Development in Global Health and Crisis Management

The Master's Degree in Global Health and Crisis Management provides competencies to work in international contexts e.g. development projects; multicultural partnerships; and multidisciplinary networks and teams in public and private consortiums. The educators are accountable for public by ensuring that developers and managers in health care are safe,



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competent and ethical practitioners. Graduating student will have professional accountability attitude and responsibility; ability to self-management; evidence-based and ethical practice; and ability to practice in global health services, organizations, and enterprises. To reach this goal the co-creation of the curriculum with working-life partners, students and higher education institutes (HEI) alumni is considered necessary. (Campbell et al. 2010; European Commission 2014; European Commission 2018; WHO 2018; WHO 2018a.)

This Master's Degree provides the student with an opportunity to achieve competencies to develop skills that are necessary to be open-minded and understand different cultures, traditions and effective services as essential part of health care in continuous change (Borgonovi & Pokropek 2018; Foldspang et al. 2018; UN 2020). The students will co-create competencies benefitting up-to-date and reliable evidential data on populations' health care needs and available resources. By this, the students can meet the critical global need for increased numbers of qualified health care personnel and increasingly more efficient and multidisciplinary health care systems (WHO 2010; Foldspang et al. 2018; UN 2020). Also the competencies for first-line management will be further developed to better meet the requirements to maintain continuity of health care staff and leaders (Johansson et al. 2006, Picker-Rotem et al. 2008) in the fields of crisis management and infection prevention. (Buchanan-Smith & Screven 2011; ECDC 2013; ECDC 2017; The Security strategy for society 2017; UN 2020.)

The shared generic competencies described by Arene in 2010 defined at EQF 7 level by Laurea University of Applied Sciences and more detailed competencies based on a review of international literature below:

Co-operative competencies

- Transversal competencies (digital competencies; entrepreneurial competencies)
- Team management and collaboration with other health professional team members
- Development and leveraging of human, environmental and material resources
- Management and use of client-care and information technology
- Lateral integration of care for a specified group of patients
- Know-how management competencies
- Future-management competencies
- EU and globally strategic HC & SS-related competencies (e.g. infection control and prevention, migration and crisis management)

The Master in Global Health and Crisis Management programme will be realized within development programmes implemented according to LbD-model (Raij 2007; Taatila & Raij 2011; Aholaakko 2011). The LbD-model serves a practical frame of reference for the studies (Figure 2). In the beginning of the study programme the students personalize the studies by construction of competence based study plan. The study plan guides the personalized studies accumulating the theoretical studies as part of the development project seeking methodological and theoretical reasoning for the development work origin from needs of the work life.



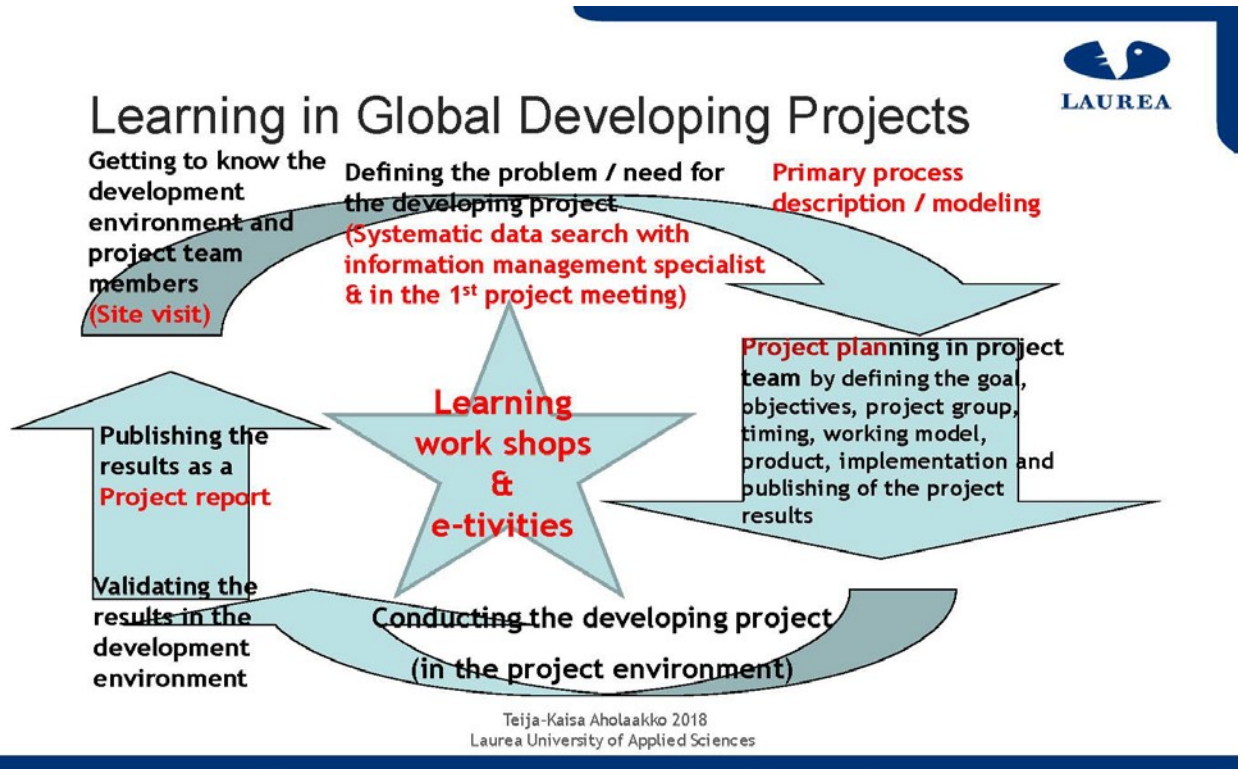


Figure 2 The LbD-model in Master’s Degree in Global Health and Crisis Management programme. Aholaakko 2018©

Evaluation criteria

In the curriculum, the learning outcomes are described as the learner's actions, so that the development of competencies can be assessed with reference to the set goals. Competence is identified as knowledge, skills and values related competence as well as experiential competence that include the competence of an individual and a community.



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COMPULSORY CORE COMPETENCIES 30 ECTS Autumn 2021 - Spring 2022	COMPLEMENTARY COMPETENCIES 30 ECTS Spring 2022 - Autumn 2022
Global Health Promotion (5 ECTS)	CRISIS MANAGEMENT MODULE (15 ECTS)
	Crisis Leadership and Communications (5 ECTS)
	Crisis Preparedness and Prevention (5 ECTS)
Research Methods in Health Care (5 ECTS)	Crisis Management (5 ECTS)
	QUALITY MANAGEMENT IN INFECTION PREVENTION MODULE (15 ECTS)
Global Health Policies and Models (5 ECTS)	Evidence-based Global Infection Prevention (5 ECTS)
Development and Management in Global Health (10 ECTS)	Epidemiology and Biostatistics (5 ECTS)
Global Health Communication (5 ECTS)	Health Care Evaluation and Infection Prevention Interventions (5 ECTS)
	ETHICAL LEADERSHIP AND MANAGEMENT SYMPOSIUM MODULE (5 ECTS)
	Studies according to personalised study plan (PSP) in global projects, international partner institutes or Laurea's modules at EQF 7 level enhancing competencies in global health and crisis management.
MASTER'S THESIS 30 ECTS	

Figure 3 Structure of the Studies



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6.1 Competencies in Global Health and Crisis Management (30 ECTS)

Compulsory Core Competencies (30 ECTS)

V1500-300x Global Health Promotion (5 ECTS) (Compulsory)

The student is able:

- to critically analyse political, economic, societal, environmental and commercial determinants of global health
- to evaluate and formulate preventive solutions to the global burden of diseases
- to analyse and apply preventive approach to the societal aspects of occupational health globally
- to implement evidence based knowledge, theories, models and methods in global health promotion

SY00BM67-300x Research Methods in Health Care (5 ECTS) (Compulsory)

The student is able:

- to search, assess and implement evidence in a confident and critical manner
- to compile and apply concepts, designs and methods of qualitative, quantitative and mixed methods research
- to assess and evaluate qualitative, quantitative and mixed methods research as a research user
- to plan, implement and assess qualitative, quantitative and mixed methods in development and research projects

SY00BM68-300x Global Health Policies and Models (5 ECTS) (Compulsory)

The student is able:

- to critically analyze and apply knowledge about global health regulations, agreements, funding instruments and bodies
- to analyze and promote global wellbeing and issues in transnational social policy and social security
- to enhance sustainable and safe approach to global health services
- to develop interprofessional and cross-cultural health care services and projects

SY00BN63-300x Development and Management in Global Health (10 ECTS) (Compulsory)

The student is able:

- to analyze health care management from different perspectives (human, society, technology)
- to develop her/himself as an innovative health care leader



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- to construct his/her self-management competencies for working in challenging and constantly changing environments
- to manage diverse partnerships and interdisciplinary networks and teams in public and private consortiums locally and globally
- to lead innovatively transition and interprofessional development projects

SY00BM66-300x Global Health Communication (5 ECTS) (Compulsory)

The student is able:

- to produce plans, presentations and reports on professional manner
- to enhance international discussion in professional contexts
- to develop intercultural communication in global health
- to publish and disseminate results of development projects
- to manage professional expertise in global media environment

6.2 Complementary Competencies (30 ECTS)

CRISIS MANAGEMENT (3 x 5 ECTS)

SY00BI90-300x Crisis Leadership and Communications (5 ECTS)

The student is able:

- to enhance ethical leadership and communication in natural and manmade crises
- to co-create multi-authority activities and serve as a specialists in natural and manmade crises
- to lead and coordinate interprofessional cooperation in manmade and non-manmade crises
- to lead communication in crises
- to develop interaction and leadership in interprofessional networks

SY00BI91-300x Crisis Preparedness and Prevention (5 ECTS)

The student is able:

- to analyze and co-create interprofessional plans for crisis preparedness and prevention
- to implement interprofessional crisis preparedness and prevention
- to evaluate interprofessional crisis preparedness and prevention
- to develop interprofessional activities, tools and models in crisis preparedness and prevention

SY00BI92-300x Crisis Management (5 ECTS)

The student is able:

- to co-create complex international humanitarian aid infrastructure



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- to response to natural and manmade crises in interprofessional teams
- to analyze operations on evidence-base in natural and manmade crises
- to enhance implementation of evidence-based operations in natural and manmade crises
- to evaluate operations on evidence-base in natural and manmade crises
- to research and develop crisis management

Quality Management in Infection Prevention (3x 5 ECTS)

SY00BM69-300x Evidence-based Global Infection Prevention (5 ECTS)

The student is able:

- to analyze and implement concepts, principles and policies of global infection prevention
- to apply evidence-based infection prevention models
- to develop evidence based interprofessional and cross-cultural infection prevention

V1562-300x Epidemiology and Biostatistics (5 ECTS)

The student is able:

- to analyze the pathogenesis of infectious diseases
- to analyze and implement surveillance data in infection prevention
- to implement epidemiological tools in infection prevention and outbreak management

V1563-300x Health Care Evaluation and Infection Prevention Interventions (5 ECTS)

The student is able:

- to analyze and implement methods of health care evaluation
- to implement evidence-based infection prevention measures in health care
- to develop efficient, cost-effective and effective infection prevention interventions

ETHICAL LEADERSHIP AND MANAGEMENT SYMPOSIUM MODULE (5 ECTS) (1 x 5 ECTS)

The student is able:

- to reflect and develop her/his identity and performance as an ethical leader
- to manage cross-cultural partnerships and working societies in ethical and sustainable manner
- to lead ethically sustainable transitions in multi-professional contexts
- to enhance ethical aspects in research and development
- to promote and guide ethical dialogue in working societies



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6.3 V1506-300x Master's Thesis (30 ECTS)

The aim of the Master's thesis is to develop the students' ability to carry out a demanding service development project independently. The aim is to allow students to deepen their ability to apply theories in practice, their analytical skills, their project management and R&D competencies and their social skills. According to the Government Degree (423/2005), the aim of the Master's thesis is to develop and demonstrate students' ability to apply research data, to use selected methods for analyzing and solving work life problems and to carry out demanding specialist tasks independently.

Thesis guidance takes place in workshops and seminars which facilitates students' learning. Workshops and seminars are key methods and settings, in which professional development is realized. High quality thesis process requires active participation and involvement in workshops and seminars, as well as implementation of evidence. During the thesis process, the student demonstrates extensive understanding and implementation of ethical and legal guidelines and regulations. Before publication of the thesis report, the originality of the thesis will be analyzed by using the originality check in accordance with the Laurea UAS quality guidelines.

The student is able to

- plan, carry out and evaluate a thesis project within a given timeframe by applying appropriate methods
- manage and transform work contexts that are complex, unpredictable and require new strategic approaches
- identify and formulate problems and solutions critically, independently and creatively
- use the specialised problem solving skills required in research and innovation in order to develop new procedures and knowledge and to integrate knowledge from different fields
- take responsibility for contributing to professional practice and knowledge
- carry out and manage project tasks, take initiatives, adopt a developmental approach to work and initiate and implement change processes
- adapt the necessary abilities for lifelong learning and the continuous development of their own professional competence
- guide and coach others and develop good communication and language skills required by work
- develop the skills required for international interaction and operation



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LAUREA 2011: EVALUATION CRITERIA OF A STUDY UNIT IN MASTER STUDIES at national framework of degrees (NQF) at 7 level for Master's Degree

Focus of evaluation: Knowledge base				
	Excellent (5)	Good (3)	Satisfactory (1)	Improve your assignment by
<i>The student is able</i>	<i>To create a consistent framework/knowledge base making use of both national and international scientific sources in a critical analytic fashion.</i>	<i>To gather, process, produce and evaluate information critically and widely making use of both national and international scientific sources. To use concepts of the area of expertise fairly.</i>	<i>To gather, process, produce and evaluate information widely. To use concepts of the area of expertise systematically.</i>	
Problem solving				
	Excellent (5)	Good (3)	Satisfactory (1)	Improve your assignment by
<i>The student is able</i>	<i>To solve demanding problems in research, development and/or innovation activities where new knowledge and competence is created as well as to apply and combine information from different fields.</i>	<i>To solve problems in research, development and/or innovation activities by applying and combining information from different fields.</i>	<i>To solve problems in research, development and/or innovation activities.</i>	
Development				
	Excellent (5)	Good (3)	Satisfactory (1)	Improve your assignment by
<i>The student is able</i>	<i>To develop the activities of the competence area in a target-oriented and communal fashion.</i>	<i>To create target-oriented, justified development plans considering the community.</i>	<i>To recognize and analyze focuses of development making use of the knowledge base.</i>	
Communication				
	Excellent (5)	Good (3)	Satisfactory (1)	Improve your assignment by
<i>The student is able</i>	<i>To communicate convincingly both orally and in writing to audiences within and exterior to the field.</i>	<i>To communicate in a competent, clear and consistent manner both orally and in writing.</i>	<i>To communicate clearly both orally and in writing.</i>	

Retaking Failed Elements: If you have failed exams or assignments set as conditions for passing a study unit you must supplement the work or retake exams as required by the lecturer in charge. In project studies, you must supplement their project assignments until the project has been acceptably completed. It is for the lecturers to decide which parts of the elements can be tested and which must be completed in other ways. If an element cannot be evaluated through examination, the lecturer must provide a way for supplementing applicable work.

Students who are on international exchanges or registered as absent at the time of the retake will be handled on a case-by-case basis.

Improving Passed Grades: Students can attempt to improve passed grades once. Attempts to improve pass grades always involve the whole study unit. The attempt must take place within the next six months from the original date. Attempts must be agreed with the lecturer. The better of the two grades will be valid. Passed thesis grades cannot be changed.