

Vocational Qualification in Social and Health Care



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Vocational skills and competences required for completion of the qualification

Holders of the vocational qualification in social and health care have wide-ranging basic capabilities for the different tasks in their occupational field and more specialised competence and the vocational skills required in the world of work in at least one competence area in working life activities. Practical nurses or emergency practical nurses (BLS) who have completed a vocational upper secondary qualification are able to carry out their work following the regulations, operating practices, values, and occupational ethics of their field. They are able to work in professional interaction and in multiprofessional and multicultural operating environments. They know how to plan, implement, and assess nursing and care that promotes the client's or patient's health, wellbeing, functional capacity, growth, and social inclusion in different social and health care or educational operating environments. They are able to provide client-oriented guidance on how to use the services, are able to use wellbeing technologies diversely, and develop their professional competence according to the principles of lifelong learning. They are able to take care of patient and client safety, work aseptically and ergonomically, and take care of their occupational safety and wellbeing at work.

In the competence area in children's and youth education and care, they know how to promote the child's growth, wellbeing, and learning in early childhood education and care and are able to promote the child's, the adolescent's, and the family's health and wellbeing. In the competence area in mental health and substance abuse work, they are able to do mental health and substance abuse work and work with the clients and networks in that field. In the competence area in care and rehabilitation of the elderly, they are able to work in home care in a manner that enhances the client's functional capacity and promotes the social inclusion of the elderly. In the competence area in nursing and care, they know how to promote the client's health and are able to work in home care and nursing. In the competence area in care for the disabled, they know how to enhance the social inclusion of individuals with disabilities and to maintain and enhance their functional capacity. In the competence area in podiatric care, they know how to promote the podiatric health of their clients and are able to work in podiatric care. In the competence area in oral health care, they are able to work in oral health care and know how to promote oral health. In the competence area in basic life support (BLS), they are able to enhance health, safety, wellbeing and the functional capacity and are able to work in emergency and acute care.

The optional units provide practical nurses or emergency practical nurses (BLS) with competence required for profiling themselves in the different sectors of activities in social and health care. These sectors include the use of wellbeing technology in the maintenance of functional capacity, terminal care, taking samples, supporting living at home and life management, mental health and substance abuse work for different client groups, patient immobilisation, perioperative care, acting in situations with multiple patients and in disasters, terminal care, use of functional methods, enhancing children and adolescents' mental health skills, oral health care, and podiatric care.

Range of occupations accessible to the holder of the certificate

Holders of vocational qualification in social and health care can work in different tasks in nursing and care, services for the elderly and persons with disabilities, mental health and substance abuse work, home care, early childhood education and care, child welfare, families with children, and in different tasks in outpatient and institutional care in social and health care. They may work in basic health care and specialised medical care, for example, on inpatient wards, in outpatient clinics, oral health care, basic life support, perioperative units, terminal care, home care, or hospital

services at home. Their jobs may be found in the public, private, or third sector. Qualification holders may also work as entrepreneurs, for example, as providers of podiatric care. Emergency practical nurses (BLS) with a qualification in the competence area in basic life support have a diverse set of specialisation options open to them in the world of work, and also work in other fields than emergency and acute care. They cannot, however, work in early childhood education and care.

Name of the qualification requirement	Vocational Qualification in Social and Health Care
Diary number of the regulation	OPH-5085-2021
Replaced regulations	OPH-2629-2017
Educations	Vocational qualification in Social and Health Care (371101)
Competence areas	Competence area of Nursing and Care (1792) Competence area of Care and Rehabilitation for Elderly People (1787) Competence area of Basic Life Support (BLS) (1791) Competence area of Care for the Disabled (1794) Competence area of Children's and Youth Education and Care (1789) Competence area of Mental Health and Substance Abuse Work (1790) Competence area of Oral Health Care (1793) Competence area of Podiatric Care (1788)
Qualification titles	Emergency Practical Nurse (01004) Practical Nurse (10008)
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1. Composition of the qualification

The Vocational Qualification in Social and Health Care is composed of vocational units (145 competence points) and common units (35 competence points). The scope of a vocational qualification is 180 competence points.

The Vocational Qualification in Social and Health Care comprises eight competence areas:

- competence area of care and rehabilitation for elderly people, practical nurse
- competence area of podiatric care, practical nurse
- competence area of children's and youth education and care, practical nurse
- competence area of mental health and substance abuse work, practical nurse
- competence area of nursing and care, practical nurse
- competence area of oral health care, practical nurse
- competence area of care for the disabled, practical nurse
- competence area of basic life support (BLS), emergency practical nurse (BLS).

The competence areas include four compulsory units, of which the first two compulsory units, Promotion of growth and social inclusion and Promotion of wellbeing and functional capacity, are included in all but the Competence area in basic life support, in which the compulsory units are Promotion of health, safety and wellbeing and Maintenance and promotion of functional capacity.

The common units are: Communication and interaction skills, Competence in mathematics and natural sciences, and Society and working life skills

The scope of the optional studies students must include in their qualification is 15 competence points.

VOCATIONAL UNITS 145 CP	
Competence area of Care and Rehabilitation for Elderly People 145 cp	
<i>Practical nurse</i>	
Compulsory units 130 cp	
Promoting growth and participation, 25 cp, C	
Promoting wellbeing and functional capacity, 30 cp, C	
Working in home care, 40 cp, C	
Promoting the participation of older people, 35 cp, C	
Optional units 15 cp	
<i>Students select 15 competence points.</i>	
Wellbeing technology in promoting functional capacity, 15 cp	
Podiatric care for different client groups, 15 cp	
Supporting living at home and life management, 15 cp	
Enhancing children and young people's mental health skills, 15 cp	
Mental health and substance abuse welfare work with different client groups, 15 cp	
Taking samples and client service in practical nursing, 15 cp	
Working in terminal care, 15 cp	
Oral health care for different client groups, 15 cp	
Action-based methods in promoting wellbeing, 15 cp	
Working as a top expert, 15 cp	
Working with climate responsibility, 15 cp	
Working in an international work environment, 15 cp	
Workplace instructor training, 5 cp	
Working in an enterprise, 15 cp	
Planning a business, 15 cp	
A unit based on local competence requirements 5-15 cp	
<i>The unit or units contain competence that meets local labour market needs. The competence must be suitable for the needs of more than one workplace. The education provider names the unit on the basis of operational entities in the world of work and determines its scope in competence points. The education provider defines the vocational competence requirements and the assessment of competence in a similar manner as for vocational units.</i>	
A unit from vocational upper secondary qualification, further qualification or specialist qualification 5-15 cp	
<i>A vocational unit specified in the qualification requirements or units from the requirements of another vocational qualification, further vocational qualification or specialist vocational qualification can be selected to the qualification..</i>	
Higher education studies 5-15 cp	
<i>The unit contains higher education studies that support vocational competence.</i>	
Parts of common units, general upper secondary school studies or other studies supporting capacities for further studies 1-15 cp	

Competence area of Podiatric Care 145 cp <i>Practical nurse</i>
Compulsory units 130 cp
Promoting growth and participation, 25 cp, C
Promoting wellbeing and functional capacity, 30 cp, C
Working in podiatric care, 40 cp, C
Working in podiatric health promotion, 35 cp, C
Optional units 15 cp <i>Students select 15 competence points.</i>
Wellbeing technology in promoting functional capacity, 15 cp
Supporting living at home and life management, 15 cp
Enhancing children and young people's mental health skills, 15 cp
Mental health and substance abuse welfare work with different client groups, 15 cp
Working in terminal care, 15 cp
Oral health care for different client groups, 15 cp
Action-based methods in promoting wellbeing, 15 cp
Working as a top expert, 15 cp
Working with climate responsibility, 15 cp
Working in an international work environment, 15 cp
Workplace instructor training, 5 cp
Working in an enterprise, 15 cp
Planning a business, 15 cp
A unit based on local competence requirements 5-15 cp <i>The unit contains competence that meets local labour market needs. The competence must be suitable for the needs of more than one workplace. The education provider names the unit on the basis of operational entities in the world of work and determines its scope in competence points. The education provider defines the competence requirements and the assessment of competence in a similar manner as for vocational units.</i>
A unit from vocational upper secondary qualification, further qualification or specialist qualification 5-15 cp <i>A unit from another vocational qualification, further qualification or specialist qualification can be included in the qualification. Regardless of the scope of the unit to be included in the qualification, its scope in this case is at maximum 15 competence points.</i>
Higher education studies 5-15 cp <i>The unit contains higher education studies that support vocational competence.</i>
Parts of common units, general upper secondary school studies or other studies supporting capacities for further studies 1-15 cp
Competence area of Children's and Youth Education and Care 145 cp <i>Practical nurse</i>

Compulsory units 130 cp
Promoting growth and participation, 25 cp, C
Promoting wellbeing and functional capacity, 30 cp, C
Promoting a child's growth, wellbeing and learning, 40 cp, C
Promoting the health and wellbeing of a child, young person and family, 35 cp, C
Optional units 15 cp
<i>Students select 15 competence points.</i>
Wellbeing technology in promoting functional capacity, 15 cp
Podiatric care for different client groups, 15 cp
Supporting living at home and life management, 15 cp
Enhancing children and young people's mental health skills, 15 cp
Mental health and substance abuse welfare work with different client groups, 15 cp
Working in terminal care, 15 cp
Oral health care for different client groups, 15 cp
Action-based methods in promoting wellbeing, 15 cp
Working as a top expert, 15 cp
Working with climate responsibility, 15 cp
Working in an international work environment, 15 cp
Workplace instructor training, 5 cp
Working in an enterprise, 15 cp
Planning a business, 15 cp
A unit based on local competence requirements 5-15 cp
<i>The unit contains competence that meets local labour market needs. The competence must be suitable for the needs of more than one workplace. The education provider names the unit on the basis of operational entities in the world of work and determines its scope in competence points. The education provider defines the competence requirements and the assessment of competence in a similar manner as for vocational units.</i>
A unit from vocational upper secondary qualification, further qualification or specialist qualification 5-15 cp
<i>A unit from another vocational qualification, further qualification or specialist qualification can be included in the qualification. Regardless of the scope of the unit to be included in the qualification, its scope in this case is at maximum 15 competence points.</i>
Higher education studies 5-15 cp
<i>The unit contains higher education studies that support vocational competence.</i>
Parts of common units, general upper secondary school studies or other studies supporting capacities for further studies 1-15 cp
Competence area of Mental Health and Substance Abuse Work 145 cp
<i>Practical nurse</i>
Compulsory units 130 cp

Promoting growth and participation, 25 cp, C
Promoting wellbeing and functional capacity, 30 cp, C
Working in mental health and substance abuse welfare services, 40 cp, C
Working with clients and in networks in mental health and substance abuse welfare services, 35 cp, C
Optional units 15 cp <i>Students select 15 competence points.</i>
Wellbeing technology in promoting functional capacity, 15 cp
Podiatric care for different client groups, 15 cp
Supporting living at home and life management, 15 cp
Enhancing children and young people's mental health skills, 15 cp
Taking samples and client service in practical nursing, 15 cp
Working in terminal care, 15 cp
Oral health care for different client groups, 15 cp
Action-based methods in promoting wellbeing, 15 cp
Working as a top expert, 15 cp
Working with climate responsibility, 15 cp
Working in an international work environment, 15 cp
Workplace instructor training, 5 cp
Working in an enterprise, 15 cp
Planning a business, 15 cp
A unit based on local competence requirements 5-15 cp <i>The unit contains competence that meets local labour market needs. The competence must be suitable for the needs of more than one workplace. The education provider names the unit on the basis of operational entities in the world of work and determines its scope in competence points. The education provider defines the competence requirements and the assessment of competence in a similar manner as for vocational units.</i>
A unit from vocational upper secondary qualification, further qualification or specialist qualification 5-15 cp <i>A unit from another vocational qualification, further qualification or specialist qualification can be included in the qualification. Regardless of the scope of the unit to be included in the qualification, its scope in this case is at maximum 15 competence points.</i>
Higher education studies 5-15 cp <i>The unit contains higher education studies that support vocational competence.</i>
Parts of common units, general upper secondary school studies or other studies supporting capacities for further studies 1-15 cp
Competence area of Nursing and Care 145 cp <i>Practical nurse</i>
Compulsory units 130 cp
Promoting growth and participation, 25 cp, C

Promoting wellbeing and functional capacity, 30 cp, C
Working in home care, 40 cp, C
Nursing, 35 cp, C
Optional units 15 cp <i>Students select 15 competence points.</i>
Wellbeing technology in promoting functional capacity, 15 cp
Patient immobilisation, 15 cp <i>Ennen tutkinnon osan näyttöä opiskelijan tulee suorittaa hyväksytysti näytöissä kaikki pakolliset tutkinnon osat.</i>
Podiatric care for different client groups, 15 cp
Supporting living at home and life management, 15 cp
Enhancing children and young people's mental health skills, 15 cp
Mental health and substance abuse welfare work with different client groups, 15 cp
Taking samples and client service in practical nursing, 15 cp
Working in perioperative nursing, 15 cp <i>Ennen tutkinnon osan näyttöä opiskelijan tulee suorittaa hyväksytysti näytöissä kaikki pakolliset tutkinnon osat.</i>
Working in terminal care, 15 cp
Oral health care for different client groups, 15 cp
Action-based methods in promoting wellbeing, 15 cp
Working as a top expert, 15 cp
Working with climate responsibility, 15 cp
Working in an international work environment, 15 cp
Workplace instructor training, 5 cp
Working in an enterprise, 15 cp
Planning a business, 15 cp
A unit based on local competence requirements 5-15 cp <i>The unit contains competence that meets local labour market needs. The competence must be suitable for the needs of more than one workplace. The education provider names the unit on the basis of operational entities in the world of work and determines its scope in competence points. The education provider defines the competence requirements and the assessment of competence in a similar manner as for vocational units.</i>
A unit from vocational upper secondary qualification, further qualification or specialist qualification 5-15 cp <i>A unit from another vocational qualification, further qualification or specialist qualification can be included in the qualification. Regardless of the scope of the unit to be included in the qualification, its scope in this case is at maximum 15 competence points.</i>
Higher education studies 5-15 cp <i>The unit contains higher education studies that support vocational competence.</i>

Parts of common units, general upper secondary school studies or other studies supporting capacities for further studies 1-15 cp
Competence area of Oral Health Care 145 cp <i>Practical nurse</i>
Compulsory units 130 cp
Promoting growth and participation, 25 cp, C
Promoting wellbeing and functional capacity, 30 cp, C
Working in oral health care, 40 cp, C
Working in oral health promotion, 35 cp, C <i>Ennen tutkinnon osan opintojen aloittamista, opiskelijan tulee suorittaa hyväksytysti suun hoitotyössä toimiminen tutkinnon osa.</i>
Optional units 15 cp <i>Students select 15 competence points.</i>
Wellbeing technology in promoting functional capacity, 15 cp
Podiatric care for different client groups, 15 cp
Supporting living at home and life management, 15 cp
Enhancing children and young people's mental health skills, 15 cp
Mental health and substance abuse welfare work with different client groups, 15 cp
Taking samples and client service in practical nursing, 15 cp
Working in terminal care, 15 cp
Action-based methods in promoting wellbeing, 15 cp
Working as a top expert, 15 cp
Working with climate responsibility, 15 cp
Working in an international work environment, 15 cp
Workplace instructor training, 5 cp
Working in an enterprise, 15 cp
Planning a business, 15 cp
A unit based on local competence requirements 5-15 cp <i>The unit contains competence that meets local labour market needs. The competence must be suitable for the needs of more than one workplace. The education provider names the unit on the basis of operational entities in the world of work and determines its scope in competence points. The education provider defines the competence requirements and the assessment of competence in a similar manner as for vocational units.</i>
A unit from vocational upper secondary qualification, further qualification or specialist qualification 5-15 cp <i>A unit from another vocational qualification, further qualification or specialist qualification can be included in the qualification. Regardless of the scope of the unit to be included in the qualification, its scope in this case is at maximum 15 competence points.</i>
Higher education studies 5-15 cp <i>The unit contains higher education studies that support vocational competence.</i>

Parts of common units, general upper secondary school studies or other studies supporting capacities for further studies 1-15 cp
Competence area of Care for the Disabled 145 cp <i>Practical nurse</i>
Compulsory units 130 cp
Promoting growth and participation, 25 cp, C
Promoting wellbeing and functional capacity, 30 cp, C
Promoting participation in care for persons with disabilities, 35 cp, C
Maintaining and promoting functional capacity in care for persons with disabilities, 40 cp, C
Optional units 15 cp <i>Students select 15 competence points.</i>
Wellbeing technology in promoting functional capacity, 15 cp
Podiatric care for different client groups, 15 cp
Supporting living at home and life management, 15 cp
Enhancing children and young people's mental health skills, 15 cp
Mental health and substance abuse welfare work with different client groups, 15 cp
Taking samples and client service in practical nursing, 15 cp
Working in terminal care, 15 cp
Oral health care for different client groups, 15 cp
Action-based methods in promoting wellbeing, 15 cp
Working as a top expert, 15 cp
Working with climate responsibility, 15 cp
Working in an international work environment, 15 cp
Workplace instructor training, 5 cp
Working in an enterprise, 15 cp
Planning a business, 15 cp
A unit based on local competence requirements 5-15 cp <i>The unit contains competence that meets local labour market needs. The competence must be suitable for the needs of more than one workplace. The education provider names the unit on the basis of operational entities in the world of work and determines its scope in competence points. The education provider defines the competence requirements and the assessment of competence in a similar manner as for vocational units.</i>
A unit from vocational upper secondary qualification, further qualification or specialist qualification 5-15 cp <i>A vocational unit specified in the qualification requirements or units from the requirements of another vocational qualification, further vocational qualification or specialist vocational qualification can be selected to the qualification.</i>
Higher education studies 5-15 cp <i>The unit contains higher education studies that support vocational competence.</i>

Parts of common units, general upper secondary school studies or other studies supporting capacities for further studies 1-15 cp
Competence area of Basic Life Support (BLS) 145 cp <i>Emergency practical nurse</i>
Compulsory units 130 cp
Promotion of health, safety and wellbeing, 25 cp, C
Maintaining and promoting functional capacity, 30 cp, C
Working in prehospital emergency medical care, 40 cp, C <i>Opiskelijalla tulee olla vähintään B-luokan ajokortti ennen hälytysajoon liittyvien opintojen aloittamista.</i>
Working in acute care, 35 cp, C
Optional units 15 cp <i>Students select 15 competence points.</i>
Wellbeing technology in promoting functional capacity, 15 cp
Supporting living at home and life management, 15 cp
Patient immobilisation, 15 cp <i>Ennen tutkinnon osan näyttöä opiskelijan tulee suorittaa hyväksytysti näytöissä kaikki pakolliset tutkinnon osat.</i>
Taking samples and client service in practical nursing, 15 cp
Mental health and substance abuse welfare work with different client groups, 15 cp
Working in multi-casualty situations and disasters, 15 cp <i>Ennen tutkinnon osan näyttöä opiskelijan tulee suorittaa hyväksytysti näytöissä kaikki pakolliset tutkinnon osat.</i>
Working in perioperative nursing, 15 cp <i>Ennen tutkinnon osan näyttöä opiskelijan tulee suorittaa hyväksytysti näytöissä kaikki pakolliset tutkinnon osat.</i>
Working in terminal care, 15 cp
Action-based methods in promoting wellbeing, 15 cp
Working as a top expert, 15 cp
Working with climate responsibility, 15 cp
Working in an international work environment, 15 cp
Workplace instructor training, 5 cp
Working in an enterprise, 15 cp
Planning a business, 15 cp
A unit based on local competence requirements 5-15 cp <i>The unit contains competence that meets local labour market needs. The competence must be suitable for the needs of more than one workplace. The education provider names the unit on the basis of operational entities in the world of work and determines its scope in competence points. The education provider defines the competence requirements and the assessment of competence in a similar manner as for vocational units.</i>

A unit from vocational upper secondary qualification, further qualification or specialist qualification 5-15 cp <i>A vocational unit specified in the qualification requirements or units from the requirements of another vocational qualification, further vocational qualification or specialist vocational qualification can be selected to the qualification.</i>
Higher education studies 5-15 cp <i>The unit contains higher education studies that support vocational competence.</i>
Parts of common units, general upper secondary school studies or other studies supporting capacities for further studies 1-15 cp
COMMON UNITS 35 CP <i>The scope of communication and interaction competence is at least 11 competence points, the scope of mathematics and science competence at least 6 competence points, and the scope of citizenship and working life competence at least 9 competence points. The common units must also contain optional targeted learning outcomes from one or several common units and part(s) of units selected by the student, making up the scope of 35 competence points of common units.</i>
Communication and interaction competence, 11 cp
Mathematics and science competence, 6 cp
Citizenship and working life competence, 9 cp
Optional targeted learning outcomes of common units 9 cp <i>The optional targeted learning outcomes of common units are other optional targeted learning outcomes determined in the qualification requirements or decided by the education provider that support the outcomes determined for that unit and its parts in the qualification requirements. The student's prior learning may also be included in optional targeted learning outcomes if it supports the targeted learning outcomes determined for that unit and its parts in the qualification requirements.</i>

2. Units

2.1. Promoting growth and participation, 25 cp (106233)

Competence requirements

Students know how to

- work in compliance with the statutes, regulations, operating principles, values and ethical principles applicable to working in the field of education and social and health care
- plan their work and work together with a team
- plan, implement and evaluate the promotion of growth and participation
- interact with clients
- promote growth and participation using the working methods, tools and materials of the field
- guide and assist clients in their daily activities
- take care of clients' wellbeing, health and safety
- provide information about services
- maintain safety as well as their work ability and wellbeing at work
- assess and develop their activities.

Assessment

Students work in compliance with the statutes, regulations, operating principles, values and ethical principles applicable to working in the field of education and social and health care.

Students	
Satisfactory 1	• respect clients' fundamental and human rights • with their teams, comply with the legislation, regulations and operating principles in the fields of education and social and health care and workplace instructions • work in line with the values of the education and social and health care fields and ethical instructions for practical nurses • comply with data protection and secrecy obligation • comply with quality recommendations and self-monitoring regulations under the guidance of their team • follow the principles of sustainable development
Satisfactory 2	
Good 3	• respect clients' fundamental and human rights • comply with the legislation, regulations and operating principles in the fields of education and social and health care and workplace instructions • work in line with the values of the education and social and health care fields and ethical instructions for practical nurses, justifying their actions • comply with data protection and secrecy obligation • comply with quality recommendations and self-monitoring regulations • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• respect clients' fundamental and human rights • comply with the legislation, regulations and operating principles in the fields of education and social and health care and workplace instructions, justifying their actions • work in line with the values of the education and social and health care fields and ethical instructions for practical nurses, justify their actions, and resolve ethical challenges related to their work • comply with data protection and secrecy obligation • comply with quality recommendations and self-monitoring regulations and justify their actions • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work and work together with their team.

Students	
Satisfactory 1	• plan their tasks as indicated by the activities of the workplace • work together with a team • communicate and take care of documentation in keeping with workplace practices under the guidance of their team
Satisfactory 2	
Good 3	• plan their tasks as indicated by the activities of the workplace in cooperation with their team • work together with their team responsibly • communicate and take care of documentation in keeping with workplace practices
Good 4	
Excellent 5	• plan their tasks flexibly as indicated by the activities of the workplace, working together with their team • work together with their team responsibly and use their initiative • communicate and take care of documentation professionally in different situations.

Students plan, implement and evaluate the promotion of growth and participation.

Students	
Satisfactory 1	• acquire knowledge about a client's growth and development using different information collection methods • acquire knowledge about a client's functional capacity, resources, preferences and interests • set goals that promote a client's growth and participation • participate in planning client work as team member • work according to a plan and evaluate the implementation of the activities
Satisfactory 2	
Good 3	• acquire knowledge about a client's growth and development using appropriate information collection methods • acquire knowledge about a client's functional capacity, resources, preferences and interests using appropriate data collection methods together with the client • set goals that promote growth and participation together with a client • participate in planning client work, making information they have gathered available to their teams and clients • work systematically and evaluate the implementation of the activities
Good 4	
Excellent 5	• acquire knowledge diversely about a client's growth and development using appropriate information collection methods • acquire knowledge diversely about a client's functional capacity, resources, preferences and interests using appropriate information collection methods together with the client • set goals that promote growth and participation diversely together with the client • actively participate in planning client work, making information they have gathered available to their teams and clients • work in a systematic and goal-oriented manner and diversely evaluate the implementation of the activities.

Students interact with clients.

Students	
Satisfactory 1	• encounter clients and close ones with respect and create positive interactive situations • are present and available, showing that they are interested in the client • notice clients' initiatives in interaction and ways to express themselves and respond to them in recurring daily situations • take into account the effects of language, culture and world view in interactive situations • use plain language and communication methods that support and compensate for speech
Satisfactory 2	
Good 3	• encounter clients and their close ones with respect, take their individual situations into consideration, and create positive interactive situations • are present and available, showing in different ways that they are interested in the client • notice clients' initiatives in interaction and ways to express themselves and respond to them • take into account clients' languages, cultures and world views in interactive situations • adapt their interaction to meet clients' needs by taking advantage of plain language and communication methods that support and compensate for speech
Good 4	
Excellent 5	• encounter clients and their close ones with respect, take their individual situations into consideration, and create positive interactive situations, promoting working together • are present and available, showing in different ways that they are interested in the client and use their presence in a goal-oriented manner • notice clients' initiatives in interaction, recognise different forms of expression, respond to them and support clients in expressing themselves • take into account clients' languages, cultures and world views in interactive situations on an individual basis • adapt their interaction to meet clients' needs by taking advantage of plain language and diverse communication methods that support and compensate for speech.

Students promote growth and participation using the working methods, tools and materials of the field.

Guiding growth and learning	
Students	
Satisfactory 1	- draw on their knowledge of the physical, mental and social aspects of human development in different life stages in their work - recognise strengths and needs for support in the areas of physical, cognitive, skills, emotional and social development - recognise psychological factors that affect human behaviour - enable clients to have experiences of success and give positive feedback - use action-based methods in promoting growth and learning - use the opportunities provided by the environment in their work, paying attention to clients' preferences - encourage learning in everyday situations - work together with their team, following the principles of early support and preventive work
Satisfactory 2	
Good 3	- diversely draw on their knowledge of the physical, mental and social aspects of human development in different life stages in their work - recognise strengths and needs for support in the areas of physical, cognitive, skills, emotional and social development and apply this information in their work - recognise psychological factors that affect human behaviour and use this knowledge in their work - enable clients to have experiences of success and support clients' positive self-image - use action-based methods with a resource-oriented approach in promoting growth and learning - use the opportunities provided by the environment in their work in a client-oriented manner - create opportunities for learning in everyday situations and encourage learning - follow the principles of early support and preventive work
Good 4	
Excellent 5	- diversely draw on their knowledge of the physical, mental and social aspects of human development in different life stages in their work, applying this knowledge to individual situations - recognise strengths and needs for support in the areas of physical, cognitive, skills, emotional and social development and apply this knowledge on an individual basis in their work - recognise psychological factors that affect human behaviour and use this knowledge in their work, justifying their actions - enable clients to have diverse experiences of success and support clients' positive self-image in different situations - use action-based methods with a resource-oriented and client-oriented approach in promoting growth and learning - use the opportunities provided by the environment in their work diversely and in a client-oriented manner - create diverse opportunities for learning and strengthening skills in everyday situations and encourage learning - follow the principles of early support and preventive work, justifying their actions.

Promoting participation and working together	
Students	
Satisfactory 1	• support clients' agency in different situations • guide working together and the activities of a group • ensure that clients have the opportunity to participate in the activities, paying attention to their capacities to participate • use action-based methods and pay attention to the opportunities provided by art and culture for promoting participation • act in challenging situations and conflicts with the support of their team
Satisfactory 2	
Good 3	• support clients' agency and choices in different situations, drawing on their knowledge of participation • guide working together and the activities of a group in a goal-oriented manner, recognising group phenomena • ensure that clients have the opportunity to participate in the activities according to their capacities and interests • use action-based methods with a client-oriented approach and take advantage of the opportunities provided by art and culture for promoting participation • act in challenging situations and conflicts constructively and in a manner that promotes working together
Good 4	
Excellent 5	• support clients' agency and choices diversely in different situations, drawing diversely on their knowledge of participation • guide working together and the activities of a group in a goal-oriented manner, taking into account group phenomena and the strengths of group members • ensure that clients have the opportunity to participate in the activities according to their capacities and interests and justify their actions • use action-based methods with a client-oriented approach and take advantage of the opportunities provided by art and culture for promoting participation in a variety of ways • anticipate challenging situations and conflicts and, act in them constructively, promote working together.

Students guide and assist clients in their daily activities.

Students	
Satisfactory 1	• guide and assist clients in daily activities, drawing on their knowledge about the clients' resources and needs for support • take the effects of the operating environment and accessibility on clients' independence into account in their work • guide clients in safe daily physical activity • use aids and technology safely
Satisfactory 2	
Good 3	• guide and assist clients in daily activities with a resource-oriented approach, promoting clients' independence • organise the operating environment so that it is accessible and promotes independence • guide and create opportunities for safe and regular physical activity • use aids and technology safely and with a client-oriented approach
Good 4	
Excellent 5	• guide and assist clients in daily activities with a resource-oriented approach, promoting clients' independence, and justify their actions • together with clients, organise the operating environment so that it is accessible and motivates and promotes independence • guide and create diverse opportunities for safe and regular physical activity • use aids and technology safely and with a client-oriented approach, justifying their actions.

Students take care of clients' wellbeing, health and safety.

Students	
Satisfactory 1	• observe clients' wellbeing and state of health and act as required by the situation with their team, using evidence-based knowledge • take care of client safety following instructions and anticipate safety risks and hazardous situations • see to the cleanliness, comfort and functional aspects of the environment, paying attention to clients' wishes • support clients' positive mental health • promote clients' ability to take care of themselves, paying attention to clients' right to self-determination • guide and assist clients with eating, paying attention to oral health, nutrition recommendations, special diets as well as diets based on religious and ethical grounds
Satisfactory 2	
Good 3	• observe clients' wellbeing and state of health and act as required by the situation, using evidence-based knowledge • recognise factors that affect client safety, anticipate safety risks and hazardous situations, and take care of safety together with clients • together with clients, see to the cleanliness, comfort and functional aspects of the environment, paying attention to clients' wishes and needs • support clients' positive mental health and guide them to observe factors that contribute to wellbeing • promote clients' ability to take care of themselves and support clients' choices and decision-making, paying attention to clients' right to self-determination • guide and assist clients with eating, justifying their actions by their knowledge of oral health, nutrition recommendations, special diets as well as diets based on religious and ethical grounds
Good 4	
Excellent 5	• observe clients' wellbeing and state of health diversely and act as required by the situation, using evidence-based knowledge • recognise diverse factors that affect client safety, anticipate safety risks and hazardous situations, and take care of safety together with clients • together with clients, see to and guide clients to look after the cleanliness, comfort and functional aspects of the environment, paying attention to clients' wishes and needs • support clients' positive mental health diversely and guide them in observing factors that promote wellbeing • promote clients' ability to take care of themselves and support clients' choices and decision-making with a client-oriented approach, paying attention to clients' right to self-determination • guide and assist clients with eating, justifying their actions diversely by their knowledge of oral health, nutrition recommendations, special diets as well as diets based on religious and ethical grounds.

Students provide information about services.

Students	
Satisfactory 1	• with their team, provide clients and their close networks with information about services and benefits in the fields of education and social and health care • together with their team, guide clients in using services • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care
Satisfactory 2	
Good 3	• provide clients and their close networks with information about services and benefits in the fields of education and social and health care • guide clients and their close ones in using services • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care
Good 4	
Excellent 5	• provide clients and their close networks with diverse information about the services and benefits in the fields of education and social and health care • guide and support clients and their close ones in making decisions about and using the services • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care.

Students maintain safety as well as their functional capacity and wellbeing at work.

Students	
Satisfactory 1	• follow occupational safety instructions • follow instructions on hygiene and aseptic practice • recognise factors that affect their work ability and effects of their choices on their work ability • recognise factors that contribute to a positive work atmosphere • recognise risk and stress factors in their work • follow the principles of ergonomics in familiar work situations
Satisfactory 2	
Good 3	• follow occupational safety instructions • follow instructions on hygiene and aseptic practices • take care of their work ability and recognise effects of their choices on their work ability • promote a positive work atmosphere • pay attention to risk and stress factors in their work • follow the principles of ergonomics in varying situations at work
Good 4	
Excellent 5	• follow occupational safety instructions • follow instructions on hygiene and aseptic practices • take care of their work ability and recognise the effects of their choices on their work ability, justifying their actions • actively promote a positive work atmosphere • pay attention to risk and stress factors in their work and justify their working methods • follow the principles of ergonomics in varying work situations, justifying their actions.

Students assess and develop their activities.

Students	
Satisfactory 1	• evaluate their learning and competence • recognise their strengths and development areas • receive feedback and modify their activities following instructions issued to them • in problem situations, ask for guidance showing initiative • maintain and develop the knowledge and skills required in their occupation
Satisfactory 2	
Good 3	• assess their learning and competence realistically • recognise their strengths and development areas and set goals for their professional growth • assess their work and use the feedback they receive to modify their activities • make choices and solve problems in their work as team members • maintain and develop the knowledge and skills required in their occupation, showing initiative
Good 4	
Excellent 5	• assess their learning and competence realistically and diversely • recognise their strengths and development areas and set goals for their professional growth, diversely making use of the learning opportunities offered by the workplace • assess and develop their work with initiative based on the feedback they receive • make choices in their work and solve problems flexibly in different situations as team members • actively maintain and improve the knowledge and skills required in their occupation.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks in which they promote a client's growth and participation while working in an education or health and social care environment or in the client's home, performing a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.2. Promoting wellbeing and functional capacity, 30 cp (106226)

Competence requirements

Students know how to

- work in compliance with the legislation and instructions applicable to the work of a practical nurse
- plan their work
- interact with clients
- work with a resource-oriented approach that promotes clients' functional capacity
- motivate clients in self-care that promotes health and wellbeing and in risk prevention
- guide clients to being active

- use the working methods, tools and materials of the field in basic nursing and care, terminal care and pharmaceutical treatment
- provide information about services
- provide guidance in the use and maintenance of aids and wellbeing technology
- maintain safety as well as their work ability and wellbeing at work
- develop their activities and justify their decisions with professional knowledge.

Assessment

Students work in compliance with the legislation and instructions applicable to the work of a practical nurse.

Students	
Satisfactory 1	• comply with the legislation, provisions, regulations and ethical principles of the social and health care field in recurring situations • follow the principles of sustainable development
Satisfactory 2	
Good 3	• comply with the legislation, provisions, regulations and ethical principles of the social and health care field in changing situations • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• comply with the legislation, provisions, regulations and ethical principles of the social and health care field, justifying their decisions with these statutes and principles • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work.

Working systematically	
Students	
Satisfactory 1	- plan and set objectives for their work with a needs-based approach together with some clients - work with a client-oriented approach with some clients - plan their daily tasks as team members
Satisfactory 2	
Good 3	- plan and set objectives for their work, taking clients' needs and culture into account, together with the clients - work with a client-oriented and culturally sensitive approach - plan their daily tasks, taking into account the workplace's weekly plans - work as members of a multiprofessional team in a practical nurse's area of responsibility
Good 4	
Excellent 5	- set goals for their work with a needs-based and culturally sensitive approach together with clients and plan their work on this basis - suggest alternative practices and work with a client-oriented approach, justifying their actions - plan their daily and weekly tasks and take into account any other plans for the workplace's activities - work as members of a multiprofessional team in a practical nurse's area of responsibility.

Drawing up a client-oriented plan	
Students	
Satisfactory 1	- participate in drawing up plans made for clients to promote their health and wellbeing together with the clients and their close ones - implement the plan together with their team
Satisfactory 2	
Good 3	- draw up plans for clients to promote their health and wellbeing together with the clients and their close ones, using the Finnish Care Classification - implement and evaluate the plan as team members
Good 4	
Excellent 5	- draw up plans for clients to promote their health and wellbeing together with the clients and their close ones, using the Finnish Care Classification - using the Finnish Care Classification, implement and evaluate the plan made for clients, negotiating with the clients and their networks and other professional groups when preparing the plan.

Self-monitoring	
Students	
Satisfactory 1	- familiarise themselves with different self-monitoring plans in the workplace and implement self-monitoring in the unit as team members - work in compliance with self-monitoring regulations
Satisfactory 2	
Good 3	- implement self-monitoring in the unit and familiarise themselves with different self-monitoring plans in the workplace - work in compliance with self-monitoring regulations
Good 4	
Excellent 5	- implement self-monitoring in the unit and familiarise themselves actively with self-monitoring plans in the workplace from the perspective of a practical nurse's work - work in compliance with self-monitoring regulations and propose improvements.

Students interact with clients.

Students	
Satisfactory 1	- act professionally in interactive situations as team members - pay attention to the effects of their behaviour in interactive situations - guide clients in recurring daily situations, using plain language and communication methods that support and compensate for speech - as team members, encounter clients and their close networks - pay attention to clients' gestures and facial expressions - use touch to support interaction
Satisfactory 2	
Good 3	- act professionally in interactive situations - pay attention to the effects of their behaviour in interactive situations - guide clients using plain language and communication methods that support and compensate for speech - encounter clients, their close ones and close networks in a caring manner - pay attention to clients' gestures and facial expressions - use touch to support interaction
Good 4	
Excellent 5	- act professionally in changing interactive situations - pay attention to the effects of their behaviour in interactive situations - guide clients using plain language and communication methods that support and compensate for speech diversely in different situations - encounter clients, their close ones and close networks in a caring manner, paying attention to changing situations - pay attention to clients' gestures and facial expressions - use touch to support interaction.

Students work with a resource-oriented approach that promotes clients' functional capacity.

Students	
Satisfactory 1	• assess clients' resources through observation and by interviewing clients and their close ones • work with a resource-oriented approach that supports clients' functional capacity • as team members, listen to clients' opinions and preferences, supporting their participation and enhancing the meaningfulness of their lives
Satisfactory 2	
Good 3	• assess clients' resources through observation and by interviewing clients and their close ones • work systematically and with a resource-oriented approach that promotes clients' functional capacity • listen to clients' opinions and preferences, supporting their participation and enhancing the meaningfulness of their lives
Good 4	
Excellent 5	• assess clients' resources through observation and by interviewing clients and their close ones • work systematically, flexibly and in a goal-oriented way, using resource-oriented approach that promotes clients' functional capacity • listen to clients' opinions and preferences, supporting diversely their participation and enhancing the meaningfulness of their lives • pay attention to clients' close ones and social wellbeing networks.

Students motivate clients in self-care that promotes health and wellbeing and in risk prevention.

Students	
Satisfactory 1	• motivate clients in self-care that promotes health and wellbeing and in risk prevention • recognise the threat of abuse and domestic violence, following the agreed practices of the workplace in these situations • determine and prevent public health risks and accidents as team members • promote the physical and mental health, safety and wellbeing of familiar clients
Satisfactory 2	
Good 3	• motivate clients in self-care that promotes health and wellbeing and in lifestyle changes • recognise abuse the threat of and domestic violence and make their team aware of it • recognise and prevent public health risks and accidents • promote the physical and mental health, safety and wellbeing of different clients of varying ages
Good 4	
Excellent 5	• independently motivate clients in self-care that promotes health and wellbeing and in lifestyle changes • diversely promote the physical and mental health, safety and wellbeing of clients with different backgrounds and of different ages in changing situations • recognise the threat of abuse and domestic violence and bring it up in their team • recognise and prevent public health risks and accidents and guide clients in avoiding them • provide clients with opportunities to manage their daily activities, making use of the clients' networks and the possibilities offered by the environment.

Students guide clients in being active.

Students	
Satisfactory 1	• guide clients and encourage them to be active in their daily routines • enable clients to participate in suitable physical and outdoor activity • offer activities to clients using different action-based methods • take into account clients' interests when guiding them to social activities and offer new opportunities for participation
Satisfactory 2	
Good 3	• guide clients and encourage them to be active, supporting participation • guide clients to suitable physical activity and enable them to participate in outdoor activity as part of care • actively offer clients activities using different action-based methods • take into account clients' interests when guiding them to social activities and offer new opportunities for participation
Good 4	
Excellent 5	• guide clients and encourage them diversely to be active, supporting participation and taking into account their close ones and other networks • actively offer clients opportunities for suitable physical and outdoor activity and implement them as part of care • actively and creatively offer clients activities using different action-based methods • take into account clients' interests when guiding them to social activities and offer new opportunities for participation.

Students use the working methods, tools and materials of the field in basic care and attention of clients, terminal care and pharmaceutical treatment.

Basic care and attention	
Students	
Satisfactory 1	• provide basic care and attention with a client-oriented and needs-based approach • apply evidence-based practices in their work • follow the principles of aseptic working methods • are familiar with the structure and bodily functions of a healthy person and the principles of assisting clients with basic mobility • are familiar with the changes caused by diseases in the normal structure and functions of the human body • as team members, observe clients' vital functions and functional capacity, record their observations and pass on information about them as agreed • provide basic care for people suffering from memory disorders and chronic diseases and promote these clients' functional capacity following their team's instructions • promote oral health and provide basic oral care • provide basic podiatric care • provide care for people suffering from mental health and substance abuse disorders and promote these clients' functional capacity following their team's instructions • implement pain management using different pain relief methods as team members
Satisfactory 2	
Good 3	• provide basic care and attention with a client-oriented and needs-based approach • apply evidence-based practices in their work • follow the principles of aseptic working methods • are familiar with the structure and bodily functions of a healthy person and the principles of assisting clients with basic mobility • are familiar with the changes caused by diseases in the normal structure and functions of the human body • observe clients' vital functions, symptoms and functional capacity, record their observations and pass on information about them • provide basic care for people suffering from memory disorders and chronic diseases and promote these clients' functional capacity in a goal-oriented manner and with initiative • provide care for people suffering from mental health and substance abuse disorders and promote their functional capacity with a goal-oriented approach and with initiative • promote oral health and provide basic oral care, recognising some of the challenges of basic oral care • provide basic podiatric care and recognise some of its challenges • monitor clients' pain and implement pain management using different pain relief methods
Good 4	
Excellent 5	• provide basic care and attention with a client-oriented and needs-based approach in multiprofessional cooperation • apply evidence-based practices in their work • follow the principles of aseptic working methods

	• are familiar with the structure and bodily functions of a healthy person and the principles of assisting clients with basic mobility • are familiar with the changes caused by diseases in the normal structure and functions of the human body • observe clients' vital functions, symptoms and functional capacity, record their observations, pass on information about them, and act independently in changing situations • showing initiative and with a client-oriented approach, provide care for clients suffering from memory disorders and chronic diseases and promote their functional capacity, and evaluate the working methods they use • showing initiative and with a client-oriented approach, provide care for people suffering from mental health and substance abuse disorders and promote clients' functional capacity, taking networks into account • promote oral health and provide basic oral care individually, recognise some of the challenges in basic oral care and work together with specialists • provide basic podiatric care individually, recognise some of its challenges and work together with specialists • monitor clients' pain, implement pain management using different pain relief methods, and pay attention to changes in a client's conditions and functional capacity.

Providing guidance in daily activities	
Students	
Satisfactory 1	• support, guide and motivate clients in managing daily activities with a resource-oriented approach in recurring situations at work • observe some of the clients' problems or needs for social support and inform their teams about them • pay attention to clients' sexual and reproductive health • as team members, take into account the diversity of clients' sexual orientation • as team members, are aware of clients' cultures • pay attention to clients' needs for sleep and rest
Satisfactory 2	
Good 3	• support, guide and motivate clients in managing daily activities with a resource-oriented approach • recognise social problems and the state of clients' wellbeing and take them into account following their team's instructions • pay attention to clients' sexual and reproductive health • take into account the diversity of clients' sexual orientation • are aware of clients' cultures • take into account clients' needs to sleep and rest and offer some methods for intervening in lack of sleep and rest
Good 4	
Excellent 5	• support, guide and motivate clients in managing daily activities with a resource-oriented approach in changing situations • find out about client's social networks, state of wellbeing, need for support and problems supporting their functional capacity • guide clients in finding help • pay attention to clients' sexual and reproductive health on an individual basis • take into account the diversity of clients' sexual orientation • are aware of clients' cultures and provide basic care with a culturally sensitive approach in changing situations • take into account clients' needs to sleep and rest, offer different treatment options for lack of sleep and rest, and understand the meaning of sleep and rest for clients' functional capacity and wellbeing.

Working in terminal care	
Students	
Satisfactory 1	• draw on their knowledge of terminal care and caring for a dying patient in their work • pay attention to clients and their close ones in terminal care • as team members, participate in terminal care and caring for a dying patient
Satisfactory 2	
Good 3	• justify their decisions with their knowledge of caring for a dying patient • take into account clients' cultures and their close ones in terminal care • as team members, participate in terminal care and caring for a dying patient
Good 4	
Excellent 5	• diversely justify their decisions regarding the care of a dying patient • take into account clients' cultures and their close ones in terminal care • as team members, participate in terminal care and caring for a dying patient.

Providing pharmaceutical treatment	
Students	
Satisfactory 1	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and, together with their team, draw on these principles in their work • recognise clients' needs for pharmaceutical treatment, check that a client's list of medications is up to date, and determine possible risks, such as drug allergies, as team members • handle and dispense pharmaceuticals aseptically, safely and without errors • calculate dosages and unit conversions without errors • following instructions, administer pharmaceuticals through natural routes of administration, by subcutaneous and intramuscular injection and by inhalation • observe the actions and interactions of the most common pharmaceuticals used for memory disorders, chronic diseases and mental health and substance abuse disorders as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena and inform their team about them • following instructions issued to the unit, guide clients in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and are familiar with the pharmaceutical treatment of the most common memory disorders, chronic diseases and mental health and substance abuse disorders • are familiar with the work unit's system for reporting medication errors
Satisfactory 2	
Good 3	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and draw on these principles in their work • handle and dispense pharmaceuticals aseptically, safely and without errors • calculate dosages and unit conversions without errors • recognise clients' needs for pharmaceutical treatment and needs to change it, check that a client's list of medications is up to date, and determine possible risks, such as drug allergies • following instructions, administer pharmaceuticals through natural routes of administration, by subcutaneous and intramuscular injection and by inhalation • know and observe the actions and interactions of the most common pharmaceuticals used for memory disorders, chronic diseases and mental health and substance abuse disorders as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena and inform their teams about them • guide clients and the clients' close networks following the unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and master the pharmaceutical treatment of the most common memory disorders, chronic diseases and mental health and substance abuse disorders

	are familiar with the work unit's system for reporting medication errors, follow the instructions and report any medication errors
Good 4	
Excellent 5	- work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans - are familiar with the operating principles of the most common pharmaceutical databases and draw on these principles actively in their work - handle and dispense pharmaceuticals aseptically, safely and without errors - calculate dosages and unit conversions without errors - recognise clients' needs for pharmaceutical treatment and needs to change it, check that a client's list of medications is up to date, and determine possible risks, such as drug allergies - administer pharmaceuticals through natural routes of administration, by subcutaneous and intramuscular injection and by inhalation following instructions and as required by the situation - know, observe and justify the actions and interactions of the most common pharmaceuticals used for memory disorders, chronic diseases disorders and mental health and substance abuse as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, and inform their teams about them and prevent such phenomena - actively guide clients and the clients' close networks following instructions issued to the unit in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and master the pharmaceutical treatment of the most common memory disorders, chronic diseases and mental health and substance abuse disorders - are familiar with the work unit's system for reporting medication errors, follow the instructions and report any medication errors.

Guiding clients in nutrition and purchasing food	
Students	
Satisfactory 1	• assess and pay attention to clients' nutritional needs, food situation and oral health • pay attention to nutrition recommendations, special diets, religious and ethical diets and oral health when guiding clients in nutrition • implement clients' nutritional treatments
Satisfactory 2	
Good 3	• assess and pay attention to clients' nutritional needs, food situation and oral health comprehensively • motivate and guide clients in nutrition, paying attention to nutrition recommendations, special diets, religious and ethical diets and oral health • implement clients' nutritional treatments • pay attention to aesthetics in nutrition
Good 4	
Excellent 5	• assess and pay attention to clients' nutritional needs, food situation and oral health comprehensively and, in multiprofessional cooperation, ensure that clients have access to food • diversely motivate and guide clients in nutrition, paying attention to nutritional recommendations, special diets, religious and ethical diets and oral health • implement clients' nutritional treatments • pay attention to aesthetics in nutrition diversely

Students provide information about services.

Students	
Satisfactory 1	• with their team, provide clients and their close networks with information about the services and benefits in the field of social and health care
Satisfactory 2	
Good 3	• are familiar with the process of service guidance and provide clients and their close networks with information about the services and benefits in the field of social and health care • bring up some services and options that could support a client • support clients and their close networks in decision-making
Good 4	
Excellent 5	• are familiar with the process of service guidance and provide clients and their close networks with versatile information about the services and benefits in the field of social and health care • guide clients to the required services, taking into account clients' and close networks needs, and justify their actions • bring up different services that could support a client and offer options to clients and their close networks • support clients and their close networks in decision-making.

Students provide guidance on the use and maintenance of aids and wellbeing technology.

Students	
Satisfactory 1	• use aids and technology that supports wellbeing and functional capacity • guide clients in using aids • guide clients in using and use clients' mobility and transfer aids safely
Satisfactory 2	
Good 3	• guide clients in the use and maintenance of technology that supports wellbeing and functional capacity and take advantage of the possibilities provided by wellbeing technology in their work • guide clients in the use and maintenance of aids • guide clients in using and use clients' mobility and transfer aids safely
Good 4	
Excellent 5	• diversely guide clients in the use of technology that supports wellbeing and functional capacity • survey clients' need for aids and use the distribution channels of aids and wellbeing technology • guide clients diversely in the use and maintenance of aids and prevent hazardous situations associated with the aids • guide clients in using and use clients' mobility and transfer aids safely.

Students maintain safety as well as their functional capacity and wellbeing at work.

Addressing workplace wellbeing and safety	
Students	
Satisfactory 1	• comply with instructions and regulations on wellbeing at work and occupational safety • are familiar with the safety plan of the workplace • are familiar with practices for reporting hazardous situations and act as required by the situation as team members • maintain their work ability and coping at work • make use of health-enhancing physical activity and prevent accidents at work • work safely, applying the principles of ergonomics and occupational safety as team members and preventing accidents and harms caused by their work • assess and pay attention to physical and mental factors causing stress in care work • understand the meaning of ergonomics and maintaining clients' functional capacity for the prevention of musculoskeletal problems and for quality of care • assess clients' functional capacity and choose methods of assistance and aids that support it
Satisfactory 2	
Good 3	• comply with instructions and regulations on wellbeing at work and occupational safety and prevent harms caused by their work • are familiar with the safety plan of the workplace • are familiar with practices for reporting hazardous situations and act as required by the situation • maintain their work ability and coping at work • make use of health-enhancing physical activity and prevent accidents at work • work safely, applying the principles of ergonomics and occupational safety as team members and preventing accidents and harms caused by their work • assess, address and prevent physical and mental factors causing stress in care work • understand the meaning of ergonomics and maintaining clients' functional capacity for the prevention of musculoskeletal problems and for quality of care and justify their actions • assess clients' functional capacity and choose methods of assistance and aids that support it
Good 4	
Excellent 5	• comply with instructions and regulations on wellbeing at work and occupational safety, preventing risk factors caused by their work • are familiar with the safety plan of the workplace • are familiar with practices for reporting hazardous situations and act as required by the situation, justifying their actions • maintain their work ability and coping at work • make use of health-enhancing physical activity and prevent accidents at work • work safely, applying the principles of ergonomics and occupational safety as team members and preventing accidents and harms caused by their work • assess, address and prevent physical and mental factors causing stress in care work and justify their actions

	• understand the meaning of ergonomics and maintaining clients' functional capacity for the prevention of musculoskeletal problems and for quality of care and diversely justify their actions • assess clients' functional capacity and choose methods of assistance and aids that support it.

Addressing client safety	
Students	
Satisfactory 1	• pay attention to information security and confidentiality related to handling patient documents • follow the principles of aseptic working methods • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • use aids safely when providing assistance • work as team members in the care of clients, also paying attention to clients with challenging behaviours
Satisfactory 2	
Good 3	• pay attention to information security related to handling patient documents and comply with confidentiality instructions • follow the principles of aseptic working methods • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • use aids safely and adeptly when providing assistance • encounter clients with challenging behaviours and pay attention to the workplace's safety practices
Good 4	
Excellent 5	• handle patient documents following instructions, pay attention to information security and confidentiality, and comply with confidentiality instructions • follow the principles of aseptic working methods • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • use aids safely and adeptly when providing assistance and justify their actions • prevent challenging situations, encounter clients with challenging behaviours and apply the workplace's safety practices.

Students develop their activities and justify their decisions with professional knowledge.

Students	
Satisfactory 1	• assess their activities and professional development and modify their activities according to the feedback they receive • maintain and develop the knowledge and skills required in their occupation • draw on evidence-based knowledge in their work and, as team members, search for information in reliable sources • make decisions with their teams in a practical nurse's area of responsibility • notice development areas in the promotion of clients' health and wellbeing
Satisfactory 2	
Good 3	• assess their activities and professional development, give feedback and utilise the feedback they receive • maintain and develop the knowledge and skills required in their occupation • justify decisions related to their work with evidence-based knowledge and search for information in reliable sources • make independent decisions in a practical nurse's area of responsibility • propose improvements to enhance clients' health and wellbeing
Good 4	
Excellent 5	• assess their activities and professional development, give feedback and utilise the feedback they receive diversely • maintain and develop the knowledge and skills required in their occupation • diversely justify decisions related to their work with evidence-based knowledge and search for information in reliable sources • make independent decisions in a practical nurse's area of responsibility together with clients as well as clients' close ones and networks • propose realistic improvements to enhance clients' health and wellbeing and actively work to promote wellbeing.

Methods of demonstrating competence

Students demonstrate their competence by working in practical tasks where they promote clients' wellbeing and functional capacity in social and health care environments, performing a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.3. Working in home care, 40 cp (106234)

Competence requirements

Students know how to

- work in compliance with the statutes, operating principles, values and ethical principles applicable to the social and health care field
- plan their work and work together with their teams and networks
- plan, implement and assess their work with clients living at home
- interact with clients and clients' close ones

- use the working methods, tools and materials of the vocational field to promote the functional capacity of home care clients
- implement pharmaceutical care in clients' homes
- provide terminal care in clients' homes
- provide guidance in using services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their activities
- assess their possibilities of working as welfare sector entrepreneurs.

Assessment

Students work in compliance with the legislation, operating principles, values and ethical principles applicable to the social and health care field.

Students	
Satisfactory 1	• comply with the legislation, provisions, regulations and ethical principles of the social and health care field in recurring situations • respect the privacy, customs, habits and property of clients living in their own homes • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • know about the different self-monitoring plans in home care and implement self-monitoring in the unit • work in compliance with regulations and quality recommendations applicable to self-monitoring • follow the principles of sustainable development
Satisfactory 2	
Good 3	• comply with the legislation, provisions, regulations and ethical principles of the social and health care field, justifying their actions • respect the privacy, customs, habits and property of clients living in their own homes • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • carry out self-monitoring in home care and have familiarised themselves with the different self-monitoring plans of the workplace • work in compliance with regulations and quality recommendations applicable to self-monitoring • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• comply with the legislation, provisions, regulations and ethical principles of the social and health care field, justifying their actions diversely • respect the privacy, customs, habits and property of clients living in their own homes • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • apply the self-monitoring plans of home care in their work from a practical nurse's perspective • work in compliance with regulations and quality recommendations applicable to self-monitoring and propose improvements • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work and work together with their teams and networks.

Students	
Satisfactory 1	- plan their daily and weekly tasks and schedules according to clients' needs and circumstances, working together with a team - use virtual services and the opportunities provided by remote guidance in their work - make choices and decisions related to their work together with a team - work in multidisciplinary cooperation and are familiar with some of the tasks and areas of responsibility of certain occupational groups - make a positive contribution to the social atmosphere of their work community - are familiar with their workplace's instructions on the employees' communication, use of social media and image marketing and follow netiquette
Satisfactory 2	
Good 3	- plan their daily and weekly tasks and schedules flexibly according to clients' needs and circumstances, working together with a team - actively use virtual services and the opportunities provided by remote guidance in their work - make choices and decisions related to their work and solve problems cooperatively and responsibly as team members - work in multidisciplinary cooperation and are familiar with some of the tasks and areas of responsibility of different occupational groups - make a positive contribution to the social atmosphere of their work community and observe it - are familiar with their workplace's instructions on the employees' communication, use of social media and image marketing and follow netiquette
Good 4	
Excellent 5	- plan their daily and weekly tasks and schedules flexibly and actively according to clients' needs and circumstances, working together with a team - use virtual services and the opportunities provided by remote guidance actively and diversely in their work and justify the need for using them if necessary - make choices and decisions related to their work independently and solve problems - actively work in multidisciplinary cooperation and are diversely familiar with the tasks and areas of responsibility of different occupational groups - make a positive contribution to the social atmosphere of their work community, observe it and justify the importance of a good work atmosphere in workplace wellbeing - are familiar with their workplace's instructions on the employees' communication, use of social media and image marketing and follow netiquette.

Students plan, implement and assess their work with clients living at home.

Students	
Satisfactory 1	• assess a client's need for care and rehabilitation and its urgency and work together with different actors • observe and assess clients' functional capacity and resources at home using appropriate indicators of functional capacity • take into account clients' physical, cognitive, psychological, spiritual, social and legal functional capacity • take into account clients' individual life situations, living environments, life histories, cultures and sexuality when planning their work • in cooperation with clients, draw up client-oriented plans that support wellbeing • follow the plan and evaluate its realisation • report on and record observations regarding clients' condition and functional capacity comprehensively without putting client safety at risk • use the client information systems of their work community and social and health care databases in a practical nurse's area of responsibility • understand the importance of passing on client information in the critical path
Satisfactory 2	
Good 3	• assess a client's need for care and rehabilitation and its urgency, plan their work accordingly, and work together with different actors • observe and assess clients' functional capacity and resources at home using appropriate indicators of functional capacity • take into account clients' physical, cognitive, psychological, spiritual, social and legal functional capacity and understand its significance for clients' wellbeing • take into account and survey clients' individual life situations, living environments, life histories, cultures and sexuality and understand the importance of these aspects when planning the work • draw up client-oriented plans to promote clients' wellbeing in cooperation with the clients and their close ones • follow the plan, evaluate its implementation, and bring up any needs for changes related to a client's functional capacity • adeptly report on and record observations regarding clients' condition and functional capacity without putting client safety at risk • adeptly use the client information systems of their work community and social and health care databases in a practical nurse's area of responsibility • pay attention to and understand the importance of passing on client information in the critical path
Good 4	
Excellent 5	• assess a client's need for care and rehabilitation and its urgency independently, plan their work accordingly, and work together with different actors • together with clients, observe and assess clients' functional capacity and resources at home diversely, using a versatile selection of different appropriate indicators of functional capacity and justifying their choices

	• take into account clients' physical, cognitive, psychological, spiritual, social and legal functional capacity, understand its significance for clients' wellbeing, and are able to justify their choices and actions diversely • take into account and survey clients' individual life situations, living environments, life histories, cultures and sexuality and justify their decisions when planning their work • draw up versatile and client-oriented plans to promote clients' wellbeing together with clients and their close ones and networks • work with a goal-oriented approach following the plan, modifying and complementing it as indicated by the client's functional capacity and targets, and evaluate its realisation • actively and diversely report on and record observations related to clients' condition and functional capacity together with clients • use the client information systems of the work community and social and health care databases diversely in a practical nurse's area of responsibility • pay attention to the importance of passing on client information in the critical path in their work and justify their actions.

Students interact with clients and their close ones

Students	
Satisfactory 1	• encounter clients and their close ones professionally • listen to the opinions of clients and their close ones, and take into account individual preferences • work with people from different cultural backgrounds • act professionally in interactive situations with clients' families, support networks and informal carers • use touching clients, humour and their presence in a manner that is appropriate for the situation when caring for clients • use plain language, modifying their expression as necessary • to support interaction, use some possibilities provided by digital devices and ICT that are appropriate for the situation • make use of communication methods and tools that support and compensate for speech
Satisfactory 2	
Good 3	• encounter clients and their close ones naturally and professionally • listen to the opinions and preferences of clients and their close ones and support clients' participation and agency • work with people from different cultural backgrounds, improving their cultural awareness • act with clients' families, support networks and informal carers in a professional and cooperative manner • use touching clients, humour and their presence naturally and in a manner that is appropriate for the situation when caring for clients • use plain language and modify their expression to match clients' communication skills • to support interaction, use the possibilities provided by digital devices and ICT appropriate for the situation • fluently use communication methods and tools that support and compensate for speech
Good 4	
Excellent 5	• encounter clients and their close ones naturally and professionally, paying attention to clients' individual needs • listen to the opinions and preferences of clients and their close ones, and support clients' participation and agency and the meaningfulness of their lives • work with people from different cultural backgrounds, actively improving their cultural awareness, and justify their practices • act in cooperation with clients' families, support networks and informal carers actively and professionally, supporting informal carers' work • use touching clients, humour and their presence actively and naturally in a manner appropriate for the situation when caring for clients • use plain language naturally and modify their expression to match clients' communication skills, encouraging clients in self-expression • to support interaction, use diversely the possibilities provided by digital devices and ICT appropriate for the situation • use communication methods and tools that support and compensate for speech and are appropriate for the situation and justify their choices.

Students use the working methods, tools and materials of the vocational field to promote the functional capacity of home care clients.

Care and guidance of home care clients	
Students	
Satisfactory 1	• care for clients drawing on evidence-based knowledge, recommendations and methods • recognise and observe changes caused by ageing in the normal structure and functions of the human body • recognise the most common illnesses in older people, their special features and the effects they have on clients' functional capacity and need for care • recognise the effects of multiple diseases and memory disorders on functional capacity and need for care • in their work, recognise and pay attention to the effect of mental health and substance abuse problems on ageing clients' functional capacity and need for care • support clients' positive mental health and recovery orientation • observe clients' vital functions and functional capacity, record their observations and pass this information on in the agreed manner • provide symptomatic care, taking into account the special features of illnesses • assist with and carry out care procedures • use the guidance methods of care work
Satisfactory 2	
Good 3	• care for clients drawing on evidence-based knowledge, recommendations and methods, paying attention to clients' participation and agency • recognise and observe changes caused by ageing in the normal structure and functions of the human body • recognise the most common illnesses in older people, their special features and the effects they have on clients' functional capacity and need for care • recognise the effects of multiple diseases and memory disorders on functional capacity and need for care • in their work, recognise and pay attention to the effect of mental health and substance abuse problems on functional capacity and need for care • support clients' positive mental health and recovery orientation • observe clients' vital functions and functional capacity, record their observations and pass this information on in the agreed manner • provide symptomatic care, paying attention to the special features of illnesses and any changes, and pass on information on changes in the agreed manner • assist with and carry out care procedures, justifying their actions • use diversely the guidance methods of care work
Good 4	
Excellent 5	• care for clients using diverse evidence-based knowledge, recommendations and methods, paying attention to clients' participation and agency • recognise and observe changes caused by ageing in the normal structure and functions of the human body, justifying their actions

	• recognise the most common illnesses in older people, their special features and the effects they have on clients' functional capacity and need for care • recognise the effects of multiple diseases and memory disorders on an older client's functional capacity and need for care, justifying their actions • in their work, recognise and pay attention to the effect of mental health and substance abuse problems on ageing clients' functional capacity and need for care, justifying their actions • support clients' positive mental health and recovery orientation • observe clients' vital functions and functional capacity, record their observations and pass this information on in the agreed manner • provide symptomatic care, diversely paying attention to the special features of illnesses and any changes and act as required by the situation, justifying their actions • use the guidance methods of care work actively and diversely.

Promoting functional capacity at home	
Students	
Satisfactory 1	• guide clients with a resource-oriented approach in daily activities, taking into account the effect of clients' life situations, pain, sleep and stress on functional capacity • guide and assist clients in daily activities, paying attention to skin care and podiatric health • guide and assist clients in personal hygiene, paying attention to secretory function • assess and relieve clients' pain with the help of different methods • pay attention to the safety and accessibility of the surroundings, and recognise and intervene in risk factors of accidents at home and during leisure time • guide clients and their close ones in the use of aids, home remote control devices, safety technology and technology that supports wellbeing and, with the support of a team, manage the purchases of these aids and devices • guide clients in daily physical activity and in maintaining and promoting their physical functional capacity • guide clients and their close ones in health-promoting self-care • guide clients to meaningful social interactive situations and activities that alleviate and prevent loneliness
Satisfactory 2	
Good 3	• guide clients actively and with a resource-oriented approach in daily activities, taking into account the effect of clients' life situations, pain, sleep and stress on their functional capacity • guide and assist clients in daily activities, paying attention to skin care and podiatric health, and recognise special problems • guide and assist clients in caring for their personal hygiene, paying attention to secretory function, and recognise special problems • assess and relieve clients' pain using different methods and understand how pain affects clients' quality of life • pay attention to the safety and accessibility of the surroundings, and recognise diversely and intervene in risk factors of accidents at home and during leisure time • guide clients and their close ones in the use, maintenance and purchases of aids, home remote control devices, safety technology and technology that supports wellbeing • encourage and guide clients in daily physical activity and in maintaining and promoting their physical functional capacity • guide clients and their close ones in health-promoting self-care and in risk prevention • guide and motivate clients to meaningful social interactive situations and activities that alleviate and prevent loneliness
Good 4	
Excellent 5	• guide clients actively, creatively and with a resource-oriented approach in daily activities, taking into account the effect of clients' life situations, pain, sleep and stress on their functional capacity • guide and assist clients in daily activities, paying attention to skin care and podiatric health, and recognise and solve special problems

	• guide and assist clients in caring for their personal hygiene, paying attention to secretory function, and recognise and solve special problems • assess and relieve clients' pain using different methods and understand how pain affects clients' quality of life, justifying their actions • pay attention to the safety and accessibility of the environment, recognise risk factors of accidents at home and during leisure time, and work to prevent them • guide and motivate clients and their close ones in the use, maintenance and purchases of aids, home remote control devices, safety technology and technology that supports wellbeing • actively encourage and guide clients in daily physical activity and in maintaining and promoting physical functional capacity • motivate and guide clients and their close ones in health-promoting self-care and risk prevention • guide and motivate clients to meaningful social interactive situations and activities that alleviate and prevent loneliness.

Assisting and guiding clients in daily life	
Students	
Satisfactory 1	• take care, or guide clients in taking care, of keeping their homes tidy on a daily basis, cleaning, sorting of waste and clothing care • handle and sort wastes, paying attention to dangerous and hazardous waste • assist clients with using services or use services on their behalf outside the home
Satisfactory 2	
Good 3	• take care, or guide clients in taking care, of keeping their homes tidy on a daily basis, cleaning, sorting of waste and clothing care as indicated by their individual needs • handle and sort wastes, paying attention to dangerous and hazardous waste • assist clients with using services or use services on their behalf outside the home, encouraging them to embrace agency and participation in matters that concern them
Good 4	
Excellent 5	• take care, or guide and encourage clients in taking care, of keeping their homes tidy on a daily basis, cleaning, sorting of waste and clothing care as indicated by their individual needs • handle and sort wastes, paying attention to dangerous and hazardous waste, and propose improvements as necessary • assist clients with using services and use services on their behalf outside the home, encouraging them to embrace active agency and participation in matters that concern them.

Providing guidance in nutrition and oral care	
Students	
Satisfactory 1	• take into account to nutrition recommendations for older people • assess and monitor clients' nutritional state and fluid balance • guide clients and, as necessary, clients' close ones in looking after health-promoting nutrition and paying attention to purchasing and preparing food as well as to special diets • assess clients' oral health and take into account the effect of oral health on wellbeing • draw on their knowledge of oral health care in their work • help and guide clients in oral health care
Satisfactory 2	
Good 3	• take into account nutrition recommendations and diet therapy instructions for older people • assess and monitor clients' nutritional state and fluid balance • guide and motivate clients and, as necessary, clients' close ones in looking after health-promoting nutrition and paying attention to purchasing and preparing food as well as to special diets • assess clients' oral health, take into account the effect of oral health on wellbeing, and guide clients in maintaining oral health • draw on their knowledge of oral health care and special problems in their work • help and guide clients in oral health care and recognise special problems
Good 4	
Excellent 5	• take into account nutrition recommendations and diet therapy instructions for older people, justifying their actions • diversely assess and monitor clients' nutritional state and fluid balance • guide and motivate clients and, as necessary, clients' close ones in looking after health-promoting nutrition and paying attention to purchasing and preparing food as well as to special diets, justifying their actions • assess clients' oral health, take into account the effect of oral health on wellbeing and guide clients in maintaining oral health, justifying their actions • draw on their knowledge of the basics of oral health care and special problems in their work and justify their actions • help and guide clients in taking care of their oral health care, recognise special problems and solve problem situations.

Students provide pharmaceutical treatment in clients' homes.

Students	
Satisfactory 1	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and make use of these principles in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and are familiar with the pharmaceutical treatment of the most common memory disorders, chronic diseases and mental health disorders • determine what self-medication and prescription drugs, vitamin and micronutrient products and natural products clients use and take into account their effects and potential risks in association with pharmaceutical treatment • recognise risks related to clients' pharmaceutical treatment, changes in metabolism due to ageing and polypharmacy, and inform the team about them • are familiar with and monitor the effects of the most common pharmaceutical products and the combined effects of drugs and polypharmacy, recognise pharmaceuticals with potential risks and the most common adverse and side effects, pay attention to possible drug abuse phenomena, and inform their team of such phenomena
Satisfactory 2	
Good 3	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use the most common pharmaceutical databases, understand their operating principles and make use of the information in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients and the clients' close networks following the work unit's instructions in interpreting an electronic prescription and understanding its period of validity as well as using, storing and disposing of pharmaceuticals, and master the pharmaceutical treatment of the most common memory disorders, chronic diseases and mental health disorders • actively determine what self-medication and prescription drugs, vitamin and micronutrient products and natural products clients use and take into account their effects and potential risks in association with pharmaceutical treatment • recognise risks related to clients' pharmaceutical treatment and changes in metabolism due to ageing and polypharmacy, inform the team about them, and prevent them • are familiar with and monitor the effects of the most common pharmaceutical products and the combined effects of drugs and polypharmacy, recognise pharmaceuticals with potential risks and the most common adverse and side effects, pay attention to possible drug abuse phenomena, and inform their team of such phenomena

Good 4	
Excellent 5	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • master the operating principles of the most common pharmaceutical databases and make use of them actively in their area of responsibility • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • following the work unit's instructions, actively guide clients and clients' close networks in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and master the pharmaceutical treatment of the most common memory disorders, chronic diseases and mental health disorders, justifying their actions • actively determine what self-medication and prescription drugs, vitamin and micronutrient products and natural products clients use and take into account their effects and potential risks associated with pharmaceutical treatment, justifying their actions • recognise and actively justify risks related to clients' pharmaceutical treatment, changes in metabolism due to ageing and polypharmacy, inform the team about them and prevent them • are familiar with, monitor and justify the effects of the most common pharmaceutical products used by clients and the combined effects of drugs and polypharmacy, recognise pharmaceuticals with potential risks and the most common adverse and side effects, pay attention to possible drug abuse phenomena, and inform the team about such phenomena.

Students provide terminal care in clients' homes.

Students	
Satisfactory 1	• comply with the client's living will • know the principles of terminal care and follow them as members of a multiprofessional team • accept death as a natural part of life and, with support from their team, discuss matters related to death with clients and their close ones • recognise clients' suffering and pain and provide palliative care and good terminal care as team members
Satisfactory 2	
Good 3	• comply with the client's living will • know the principles of terminal care and follow them, justifying their actions as part of a multiprofessional team • accept death as a natural part of life and discuss matters related to death with clients and their close ones • recognise clients' suffering and pain and provide palliative care and good terminal care, paying attention to the needs of dying clients and their close ones
Good 4	
Excellent 5	• comply with the client's living will • listen to and are able to discuss the wishes and needs clients and their close ones have regarding terminal care • know the principles of terminal care, follow them and diversely justify their actions by their knowledge as part of a multiprofessional team • accept death as a natural part of life and discuss matters related to death naturally with clients and their close ones • recognise clients' suffering and pain and provide comprehensive palliative care and good terminal care, paying attention to the needs of dying clients and their close ones.

Students guide clients in using services.

Students	
Satisfactory 1	• are familiar with the service and benefit system and the service guidance process, and update their competence related to the service system • are familiar with clients' care and service chains and draw on this knowledge in their work • guide clients and their close networks in using services and propose alternatives to clients in an appropriate way • guide clients and their close ones in using electronic services • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care
Satisfactory 2	
Good 3	• are familiar with the service and benefit system and the service guidance process and actively update their competence related to the service system • are familiar with clients' care and service chains and draw on this knowledge with a client-oriented approach in their work • guide clients and their close networks in using services and propose alternatives to clients in an appropriate way • guide clients and their close ones in using electronic services • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care
Good 4	
Excellent 5	• are diversely familiar with the service and benefit system and the service guidance process and actively update their competence related to the service system • are familiar with clients' care and service chains and use this knowledge diversely in their work with a client-oriented approach and taking clients' close networks into account • guide clients and their close networks in using services and propose alternatives to clients in an appropriate way, supporting them in making decisions • guide clients and their close ones in using electronic services • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Maintaining workplace wellbeing and safety	
Students	
Satisfactory 1	• are familiar with the safety plan for work carried out in clients' homes and with the practices of reporting hazardous situations and act as required by the situation • comply with instructions and regulations on wellbeing at work and occupational safety and with electrical and fire safety regulations • take responsibility for their wellbeing at work, occupational safety and work ability • contribute to the wellbeing of their work community and understand that its atmosphere affects client satisfaction • recognise situations that cause physical and mental strain in their work • use the body's natural movement patterns and control their body when assisting clients with mobility and transfers • follow ergonomic guidelines when transferring clients • recognise clients' resources when transferring • use transfer aids appropriately
Satisfactory 2	
Good 3	• are familiar with the safety plan for work carried out in clients' homes and with the practices of reporting hazardous situations and act as required by the situation, preventing risks • comply with instructions and regulations on wellbeing at work and occupational safety and with electrical and fire safety regulations • take responsibility for their wellbeing at work, occupational safety and work ability and work to prevent potential harms • contribute to taking care of and promoting the wellbeing of their work community and understand its effects on client satisfaction • recognise factors that cause physical and mental strain in their work and strive to reduce them • appropriately use the body's natural movement patterns in their work and control their body when assisting clients with mobility and transfers • apply ergonomic guidelines when transferring clients • activate clients' resources with mobility and when transferring • use transfer aids appropriately and adeptly
Good 4	
Excellent 5	• are familiar with the safety plan for work carried out in clients' homes and with the practices of reporting hazardous situations and actively work as required by the situation, preventing risks • comply with instructions and regulations on wellbeing at work and occupational safety and with electrical and fire safety regulations • actively take responsibility for their wellbeing at work, occupational safety and work ability and strive to prevent potential harms • contribute to taking care of and promoting the wellbeing of their work community and understand its effects on client satisfaction, justifying its impacts • recognise factors that cause physical and mental strain in their work and reduce them, justifying their actions • actively use the body's natural movement patterns and control their body when assisting clients with mobility and transfers

	• apply and justify ergonomic guidelines when transferring clients • assess clients' resources and activate clients to use them for mobility and transfers • use transfer aids appropriately and adeptly and justify their actions.

Addressing client safety	
Students	
Satisfactory 1	• pay attention to client safety in their work • follow the principles of aseptic working methods • as team members, recognise clients' difficulties in coping at home, the possible safety risks related to clients' homes and the need for alterations in their homes • recognise abuse and the threat of domestic violence and, with their teams, guide clients in finding help • recognise clients with challenging behaviours in their work and, with their teams, act as required by the situation
Satisfactory 2	
Good 3	• pay extensive attention to client safety in their work and justify their actions • follow the principles of aseptic working methods • recognise clients' difficulties in coping at home, the possible safety risks related to clients' homes and the need for alterations in their homes • recognise abuse and the threat of domestic violence, guide clients in finding help and inform their team • recognise clients with challenging behaviours in their work and act as required in the situation
Good 4	
Excellent 5	• pay extensive attention to client safety in their work, justifying their actions, and propose improvements • follow the principles of aseptic working methods • recognise clients' difficulties in coping at home, the possible safety risks related to clients' homes and the need for alterations in their homes, and propose improvements • recognise abuse and the threat of domestic violence, actively guide clients in finding help and inform the team • recognise clients with challenging behaviours in their work, act as required by the situation, and prevent the occurrence of challenging situations.

Students assess and develop their activities.

Students	
Satisfactory 1	• assess their learning and competence and request feedback • recognise some of their strengths and development areas • receive and give feedback appropriately and use the feedback they receive in their activities • maintain and develop the knowledge and skills required in their occupation • make use of their professional knowledge in customer situations and, as team members, search for information in reliable sources • use evidence-based information and recommendations in their work
Satisfactory 2	
Good 3	• assess their learning and competence realistically and request feedback • recognise their strengths and development areas • receive and give feedback appropriately, develop their activities on the basis of the feedback they receive and ask for guidance as necessary • maintain and develop the knowledge and skills required in their occupation • justify the decisions related to their work by theoretical knowledge when guiding clients and search for information in reliable sources • actively use evidence-based information and recommendations in their work
Good 4	
Excellent 5	• assess their learning and competence realistically and diversely • recognise their strengths and development areas and are motivated to develop themselves and their competence • receive and give feedback appropriately, develop their work actively and ask for guidance as necessary • actively maintain and improve the knowledge and skills required in their occupation • diversely justify the decisions related to their work by theoretical knowledge when guiding clients and search for information in reliable sources • actively use evidence-based information and recommendations and justify their actions by them.

Students assess their possibilities of working as wellbeing sector entrepreneurs.

Students	
Satisfactory 1	• plan the productisation of their expertise • work responsibly and understand the effect of their work on the activities of the workplace and the quality of the services in daily work with customers • work to promote the achievement of objectives • assess their possibilities of working as wellbeing sector entrepreneurs
Satisfactory 2	
Good 3	• plan and find out about possibilities of productising their competence in their work • work responsibly and pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients • work to promote the achievement of objectives and scale their work according to the objectives • assess their possibilities of working as wellbeing sector entrepreneurs
Good 4	
Excellent 5	• actively plan and develop their capacities to work as entrepreneurs and realistically assess the possibilities of productising their competence • work responsibly and flexibly and pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients • modify their activities as required by the situation • work to promote the achievement of objectives and scale their work according to the objectives • assess their possibilities of working as wellbeing sector entrepreneurs.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they work in home care or short-term care environments or in a client's home, performing a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.4. Promoting the participation of older people, 35 cp (106228)

Competence requirements

Students know how to

- work in compliance with the statutes, operating principles, values and ethical principles applicable to the social and health care field
- plan, carry out and assess their work
- interact with clients
- use the working methods, tools and materials of the field in promoting clients' participation
- use the working methods, tools and materials of the field for promoting humane life in terminal care

- guide clients in using services and making choices
- act as members of their work community
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their activities
- assess their possibilities of working as welfare sector entrepreneurs.

Assessment

Students work in compliance with the legislation, operating principles, values and ethical principles applicable to the social and health care field.

Students	
Satisfactory 1	• respect clients' fundamental and human rights • comply with the legislation, provisions, regulations and ethical principles of the social and health care field • comply with data protection and secrecy obligation in their work • follow the principles of sustainable development
Satisfactory 2	
Good 3	• respect clients' fundamental and human rights • comply with the legislation, provisions, regulations and ethical principles of social and health care, justifying their actions • comply with data protection and secrecy obligation in their work • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• respect clients' fundamental and human rights • comply with the legislation, provisions, regulations and ethical principles of the social and health care field, justifying their actions diversely • comply with data protection and secrecy obligation in their work • follow the principles of sustainable development, diversely justify their actions and propose improvements.

Self-monitoring	
Students	
Satisfactory 1	• monitor and develop their activities • improve quality and client safety through self-monitoring • draw on quality recommendations in their work • are aware of the workplace's self-monitoring plan and carry out self-monitoring in the unit • work in compliance with self-monitoring regulations
Satisfactory 2	
Good 3	• monitor and develop their activities and bring up proposals for improving quality • improve quality and client safety through self-monitoring • draw on quality recommendations in their work • are aware of the workplace's self-monitoring plan and carry out self-monitoring in the unit • work in compliance with self-monitoring regulations
Good 4	
Excellent 5	• monitor and develop their activities, bring up proposals for improving quality and apply self-monitoring plans from a practical nurse's perspective • improve quality and client safety through self-monitoring • draw on quality recommendations in their work • are aware of the workplace's self-monitoring plan and carry out self-monitoring in the unit • work in compliance with self-monitoring regulations.

Students plan, carry out and assess their work.

Students	
Satisfactory 1	• observe and assess different areas of clients' functional capacity and needs for support • pay attention to clients' life histories, living environments and quality of life when planning activities • pay attention to the daily plans of the workplace when planning activities • in cooperation with clients, draw up plans that support a meaningful everyday life, implement them and evaluate their realisation • pay attention to matters that promote rehabilitation and support social networks in their work together with their team • act as members of multiprofessional teams and networks, following plans and agreements • report on and record observations regarding clients' condition and functional capacity comprehensively without putting client safety at risk • use the client information systems of their work community and social and health care databases in a practical nurse's area of responsibility
Satisfactory 2	
Good 3	• observe and assess different areas of clients' functional capacity and needs for support using functional capacity indicators • pay attention to clients' life histories, living environments and quality of life diversely when planning activities, supporting clients' self-esteem • pay attention to the daily and weekly plans of the workplace when planning activities • in cooperation with clients, draw up plans that support a meaningful everyday life and take into account clients' social networks, implement the plans and evaluate their realisation • pay attention to matters that enhance rehabilitation and support social networks in their work • act responsibly as members of multiprofessional teams and networks, following plans and agreements • adeptly report on and record observations regarding clients' condition and functional capacity without putting client safety at risk • adeptly use the client information systems of their work community and social and health care databases in a practical nurse's area of responsibility
Good 4	
Excellent 5	• observe and assess different areas of clients' functional capacity and needs for support using diversely different functional capacity indicators and justify their choices • pay attention to clients' life histories, living environments and quality of life diversely when planning activities, supporting clients' self-esteem • pay attention to the daily and weekly plans of the workplace when planning activities, justifying their actions • in cooperation with clients, draw up versatile plans that support a meaningful everyday life, taking into account clients' social networks, implement the plans and evaluate their realisation

	• pay attention diversely to matters that maintain and promote rehabilitation and maintain social networks in their work • act actively and responsibly as members of multiprofessional teams and networks, following plans and agreements • report on and record observations regarding clients' condition and functional capacity actively and diversely without risking client safety • use the client information systems of their work community and social and health care databases diversely in a practical nurse's area of responsibility.

Students interact with clients.

Professional interaction	
Students	
Satisfactory 1	• encounter clients in an appreciative and respectful manner and as equals • notice clients' initiatives in interaction and respond to them • listen to the opinions of clients and their close ones, and take into account individual preferences • support clients' life management and interaction with the help of different methods and operating models • use plain language, adapting their expression as necessary • use communication methods that support and compensate for speech • act professionally in interactive situations with clients' families, support networks and informal carers • serve clients responsibly in different situations, also over the telephone and using electronic means of communication, paying attention to data security and confidentiality
Satisfactory 2	
Good 3	• encounter clients and their close networks in an appreciative and respectful manner and as equals • notice even the smallest attempts to interact made by clients and respond to them • listen to the opinions and wishes of clients and their close ones and support clients' participation • support clients' life management and interaction with the help of different methods and operating models • use plain language and modify their expression to match a clients' and a groups' communication skills • fluently use communication methods that support and compensate for speech • act with clients' families, support networks and informal carers in a professional and cooperative manner • serve clients responsibly in different situations, also over the telephone and using electronic means of communication, paying attention to data security and confidentiality
Good 4	
Excellent 5	• encounter clients and their close networks in an appreciative and respectful manner and as equals • notice even the smallest attempts to interact made by clients and respond to them, making sure they have understood the client • listen to the opinions and wishes of clients and their close ones, supporting clients' participation and the meaningfulness of their lives • support clients' life management and interaction with the help of different methods and operating models • use plain language naturally and modify their expression to match clients' and groups' communication skills, encouraging clients in self-expression • use communication methods that support and compensate for speech and are appropriate for the situation, justifying their choices • act in cooperation with clients' families, support networks and informal carers actively and professionally, supporting informal carers' work

	serve clients responsibly in different situations, also over the telephone and using electronic means of communication, paying attention to data security and confidentiality.

Using language skills in client service/ Field-specific language proficiency of Finnish speakers	
Students	
Satisfactory 1	serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and manage the services situation flexibly in the second national language and in one foreign language.

Using language skills in client service/ Field-specific language proficiency of Swedish speakers	
Students	
Satisfactory 1	serve customers in Swedish and Finnish and manage the service situation tolerably well in one foreign language
Satisfactory 2	
Good 3	serve customers in Swedish and Finnish and manage the service situation in one foreign language
Good 4	
Excellent 5	serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Using language skills in client service/ Field-specific language proficiency of speakers of other languages	
Students	
Satisfactory 1	manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	manage the service situation in Finnish and Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and Swedish and manage the service situation flexibly in one foreign language.

Using language skills in client service/Field-specific language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	manage the service situation in Finnish or Swedish in addition to the language of instruction and are able to help clients in one other language in the service situation
Satisfactory 2	
Good 3	manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	serve customers in Finnish or Swedish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students use the working methods, tools and materials of the field to promote clients' participation.

Guidance in being active	
Students	
Satisfactory 1	• guide clients being active with a resource-oriented approach, supporting rehabilitation • encourage clients to find things that bring them pleasure in life • ensure that an older persons' wishes and preferences have been taken into account in promoting participation • support clients' participation in hobbies that are important to them • guide individuals and groups, drawing on their knowledge of group formation • guide client groups with varying levels of functional capacity using some action-based methods • promote interaction between group members, taking into account the effects of ageing on hearing, vision and memory • guide clients in health-enhancing physical activity and outdoor exercise as part of daily activities • use relaxation methods • draw on the opportunities provided by art and culture in promoting participation
Satisfactory 2	
Good 3	• guide clients being active with a resource-oriented, enabling and participatory approach, supporting rehabilitation • encourage and guide clients in finding things that bring them pleasure in life • ensure that an older persons' wishes and preferences have been taken into account in promoting participation • support clients' participation in the activities of social networks and hobbies that are important to them • guide individuals and groups, diversely drawing on their knowledge of group formation • guide client groups with varying levels of functional capacity using action-based methods • promote interaction between group members and doing things together, taking into account the effects of ageing on hearing, vision and memory • motivate and guide clients in health-enhancing physical activity and outdoor exercise as part of daily activities • use relaxation methods diversely • draw on the opportunities provided by art and culture in promoting participation, taking into account clients' wishes
Good 4	
Excellent 5	• guide clients being active with a resource-oriented, enabling and participatory approach, supporting rehabilitation, justifying their action • encourage and guide clients in finding things that bring them pleasure in life and support clients in implementing these things • ensure that an older persons' wishes and preferences have been taken into account in promoting participation • diversely support clients' participation in the activities of social networks and hobbies that are important to them • guide individuals and groups, diversely justifying their actions by group formation and group phenomena

	• guide client groups with varying levels of functional capacity creatively, using diverse action-based methods • promote interaction between group members, doing things together and participation, taking into account the effects of ageing on hearing, vision and memory • motivate and guide clients in versatile health-enhancing physical activity as part of daily activities • actively and diversely use different relaxation methods • diversely draw on the opportunities provided by art and culture in promoting participation, taking into account clients' wishes.

Promoting a meaningful life	
Students	
Satisfactory 1	• support clients' right to self-determination and take into account the right to privacy and protection of private life • take into account clients' cultural and ethical customs, world views and sexuality in their work • pay attention to the safety and accessibility of the surroundings and use technology • guide clients in using ICT and exploiting the opportunities provided by technology • support clients' quality of life and help them live a life of their own choosing, and work to promote the meaningfulness of clients' everyday life • reinforce factors that promote older people's good mental health • draw on operating models that reduce loneliness and exclusion to prevent and alleviate clients' experiences of loneliness and social exclusion • monitor clients' vital functions and sleep-wake rhythms and use this information in their work • assess clients' nutritional state • pay attention to clients' personal eating habits and to aesthetic presentation of food and support eating independently
Satisfactory 2	
Good 3	• support clients' right to self-determination and take into account the right to privacy and protection of private life • take into account clients' cultural and ethical customs, world views and sexuality in their work and discuss them with clients • pay attention to the safety, accessibility and comfort of the environment, using technology and home remote control devices to improve safety • motivate and guide clients in using ICT technology and exploiting the opportunities provided by technology • support clients' quality of life and help them live a life of their own choosing, and work to promote the meaningfulness and participation of clients' everyday life • reinforce factors that promote older people's good mental health and wellbeing • through good interaction and drawing on operating models that reduce loneliness and exclusion, prevent and alleviate clients' experiences of loneliness and social exclusion • enhance and monitor clients' vital functions and sleep-wake rhythms and use this information in their work • assess clients' nutritional state and understand how it is linked with functional capacity • pay attention to clients' personal eating habits and to aesthetic presentation of food and support eating independently
Good 4	
Excellent 5	• support clients' right to self-determination and take into account the right to privacy and protection of private life • take into account clients' cultural and ethical customs, world views and sexuality in their work and discuss them with clients naturally • pay attention to the safety, accessibility and comfort of the environment, using technology and home remote control devices diversely to improve safety

	• actively motivate and guide clients in using ICT and in exploiting the opportunities provided by technology • diversely support clients' quality of life and help them live a life of their own choosing, and work to promote diversely the meaningfulness and participation of clients' everyday life • diversely reinforce factors that promote older people's good mental health and wellbeing • through good interaction and drawing on proven operating models that reduce loneliness and exclusion, prevent and alleviate clients' experiences of loneliness and social exclusion, justifying their actions • enhance and monitor clients' vital functions and sleep-wake rhythms and intervene as early as possible in any changes in their state of health and functional capacity • assess clients' nutritional state, understand how it is linked with functional capacity and guide clients in matters related to nutrition • pay attention to clients' personal eating habits and to aesthetic presentation of food and support eating independently.

Students use the working methods, tools and materials of the field for promoting humane life in terminal care.

Students	
Satisfactory 1	• know the principles of terminal care and follow them • accept death as a natural part of life and, with support from their team, discuss matters related to death with clients and their close ones • provide humane care in a familiar environment until the end of life • provide palliative care and good terminal care as team members
Satisfactory 2	
Good 3	• know the principles of terminal care and follow them • accept death as a natural part of life and discuss matters related to death with clients and their close ones • provide humane care in a familiar environment until the end of life • provide palliative care and good terminal care, paying attention to the needs of dying clients and their close ones
Good 4	
Excellent 5	• know the principles of terminal care and follow them, justifying their actions with their knowledge • accept death as a natural part of life and discuss matters related to death naturally with clients and their close ones • provide humane care in a familiar environment until the end of life • provide palliative care and good terminal care comprehensively, paying attention to the needs of dying clients and their close ones.

Students provide guidance on using services and making choices.

Students	
Satisfactory 1	• provide guidance in service use and choices, drawing on their knowledge of the service system • with team members, guide and advise clients in applying for services and benefits • guide clients in using electronic services • participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care regarding clients' service needs
Satisfactory 2	
Good 3	• provide guidance in service use and choices, extensively drawing on their knowledge of the service system • guide and advise clients in applying for services and benefits • adeptly guide clients in using electronic services • participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care regarding clients' service needs
Good 4	
Excellent 5	• provide guidance in service use and choices, extensively drawing on their knowledge of the service system with a client-oriented approach • guide and advise clients actively and with a client-oriented approach in applying for services and benefits • adeptly and diversely guide clients in using electronic services • participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care regarding clients' service needs.

Students act as members of their work communities.

Students	
Satisfactory 1	• follow the work community's rules and operating principles • communicate and act in a professional and appropriate manner • have problem-solving skills • act cooperatively and responsibly as work community members
Satisfactory 2	
Good 3	• follow the work community's rules and operating principles, justifying their actions • communicate and act in a professional and appropriate manner • have problem-solving skills and bring up alternative solutions • act cooperatively and responsibly as work community members and propose improvements • make a positive contribution to the social atmosphere of their work community
Good 4	
Excellent 5	• follow the work community's rules and operating principles, justifying their actions diversely • communicate and act in a professional and appropriate manner • have problem-solving skills and bring up justified alternative solutions • act cooperatively and responsibly as work community members and propose versatile improvements • make a positive contribution to the social atmosphere of their work community.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Paying attention to wellbeing at work and occupational safety	
Students	
Satisfactory 1	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by the situation with their team • comply with instructions and regulations on wellbeing at work and occupational safety and with electrical and fire safety regulations • take responsibility for their wellbeing at work, occupational safety and work ability • participate in taking care of the work community's wellbeing • understand some of the effects of the atmosphere in the work community on client satisfaction
Satisfactory 2	
Good 3	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by the situation • comply with instructions and regulations on wellbeing at work and occupational safety and with electrical and fire safety regulations • take responsibility for their own wellbeing, safety at work and work ability and prevent potential harms • contribute to maintaining and are willing to promote a good atmosphere in the work community • understand some of the effects of the atmosphere in the work community on client satisfaction
Good 4	
Excellent 5	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by the situation, preventing risks • comply with instructions and regulations on wellbeing at work and occupational safety and with electrical and fire safety regulations • actively take responsibility for their wellbeing at work, occupational safety and work ability and prevent potential harms • contribute to maintaining and are willing to promote a good atmosphere in the work community and propose improvements • understand some of the effects of the atmosphere in the work community on client satisfaction and propose improvements.

Working ergonomically	
Students	
Satisfactory 1	• follow the principles of ergonomics • recognise clients' resources and take into account the effect of the life situation, sleep, stress and health on functional capacity • recognise situations that cause physical strain in their work • use the body's natural movement patterns and control their body when assisting clients with mobility and transfers • assess clients' functional capacity and needs for aids • use aids when transferring clients
Satisfactory 2	
Good 3	• follow the principles of ergonomics • activate clients' resources and take into account the effect of the life situation, sleep, stress and health on functional capacity • recognise factors that cause physical strain in their work and strive to prevent them • use the body's natural movement patterns appropriately and control their body when assisting clients with mobility and transfers • assess clients' functional capacity and needs for aids appropriately • use aids adeptly when transferring clients and assess their competence in providing guidance and assistance
Good 4	
Excellent 5	• follow the principles of ergonomics, justifying their actions • activate clients' resources and take into account the effect of the life situation, sleep, stress and health on functional capacity, justifying their actions • recognise factors that cause physical strain in their work and strive to prevent them, justifying their actions • actively use the body's natural movement patterns and control their body when assisting clients with mobility and transfers • assess clients' functional capacity and needs for aids appropriately, justifying their actions • use aids adeptly when transferring clients, use the body's natural movement patterns and working postures when providing assistance, and assess their competence in providing guidance and assistance.

Addressing client safety	
Students	
Satisfactory 1	• pay attention to client safety when working • follow the principles of aseptic working methods • recognise abuse and the threat of domestic violence • recognise in their work clients with challenging behaviours and, as part of their teams, act as required by the situation • prevent accidents and falls at home
Satisfactory 2	
Good 3	• pay extensive attention to client safety when working and justify their actions • follow the principles of aseptic working methods • recognise abuse and the threat of domestic violence and bring it up in their team • recognise clients with challenging behaviours in their work and act as required in the situation • prevent accidents and falls at home
Good 4	
Excellent 5	• pay extensive attention to client safety when working, justifying their actions, and propose improvements • follow the principles of aseptic working methods • recognise abuse and the threat of domestic violence, guide clients in getting help, and bring it up in their team • recognise clients with challenging behaviours in their work, act as required by the situation, and prevent the occurrence of challenging situations • prevent accidents and falls at home.

Students assess and develop their activities.

Students	
Satisfactory 1	• evaluate their learning and competence • maintain and develop the knowledge and skills required in their occupation • receive and give feedback appropriately and use the feedback they receive in their activities • recognise some of their strengths and development needs • justify their actions with evidence-based information and search for information in reliable sources as team members • make choices and decisions related to their work with the support of their teams
Satisfactory 2	
Good 3	• assess their learning and competence realistically • maintain and develop the knowledge and skills required in their occupation • receive and give feedback appropriately, develop their activities on the basis of the feedback they receive and ask for guidance as necessary • recognise their strengths and development areas • justify their actions with evidence-based information and search for information in reliable sources • make choices and decisions related to their work and solve problems as team members
Good 4	
Excellent 5	• assess their learning and competence realistically and diversely • maintain and develop the knowledge and skills required in their occupation • receive and give feedback appropriately and actively develop their activities • recognise their strengths and development areas and are motivated to develop themselves and their competence • justify their actions diversely with evidence-based information and actively search for information in reliable sources • independently make choices and decisions related to their work and solve problems.

Students assess their possibilities of working as wellbeing sector entrepreneurs.

Students	
Satisfactory 1	• plan the productisation of their expertise • work responsibly and understand the effect of their work on the activities of the workplace and the quality of the services in daily work with customers • work to promote the achievement of objectives • assess their possibilities of working as wellbeing sector entrepreneurs
Satisfactory 2	
Good 3	• plan and find out about possibilities of productising their competence in their work • work responsibly and pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients • work to promote the achievement of objectives and scale their work according to the objectives • assess their possibilities of working as wellbeing sector entrepreneurs
Good 4	
Excellent 5	• actively plan and develop their capacities to work as entrepreneurs and realistically assess the possibilities of productising their competence • work responsibly and flexibly and pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients • modify their activities as required by the situation • work to promote the achievement of objectives and scale their work according to the objectives • assess their possibilities of working as wellbeing sector entrepreneurs.

Methods of demonstrating competence

Students demonstrate their competence in a practical nurse's tasks, in which they promote older people's participation by working in environments where older people live, are cared for or rehabilitated, or use services. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.5. Wellbeing technology in promoting functional capacity, 15 cp (106227)

Competence requirements

Students know how to

- plan the use of wellbeing technology in work with clients
- use the working methods, tools and materials of wellbeing technology in promoting and assessing clients' functional capacity
- use interaction skills in work with clients
- guide clients in using services related to purchasing and using wellbeing technology
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their work.

Assessment

Students plan the use of wellbeing technology in work with clients.

Students	
Satisfactory 1	• recognise clients' needs related to physical, cognitive, psychological, social and legal functional capacity that can be responded to through technology use • are familiar with the offer of wellbeing technology and know where to find more information about aids and devices • draw up a plan for using wellbeing technology for clients • evaluate the suitability of the plan together with a team and a client • bring up some clients' needs related to purchasing wellbeing technology in a multiprofessional team • follow the principles of ethics and sustainable development • assess the benefits of technology in proportion to risks and costs with a team
Satisfactory 2	
Good 3	• with a client-oriented approach, recognise clients' needs related to physical, cognitive, psychological, social and legal functional capacity and wellbeing that can be responded to through technology use • have diverse knowledge of the offer of wellbeing technology, monitor the development of this field and find more information about the devices and possibilities • draw up a plan for using wellbeing technology for clients, diversely paying attention to the possibilities of the technology and clients' individual needs • evaluate the suitability of the plan comprehensively together with their team and the client • bring up clients' key needs related to purchasing wellbeing technology and their plan for wellbeing technology use in a multiprofessional team • recognise ethical questions related to wellbeing technology, work with a client-oriented approach, and follow the principles of ethics and sustainable development • assess the benefits of technology in proportion to risks and costs
Good 4	
Excellent 5	• diversely and with a client-oriented approach, recognise clients' needs related to physical, cognitive, psychological, social and legal functional capacity and wellbeing that can be responded to through technology use • are familiar with the diversity of the offer of wellbeing technology, monitor the development of this field and find more information about the devices and possibilities with a client-oriented approach • draw up a plan for using wellbeing technology for clients, taking into account the diverse possibilities of the technology, clients' individual needs and cost-efficiency • evaluate the suitability of the plan comprehensively together with their team and the clients, justifying their decisions • in a multiprofessional team, bring up clients' individual needs related to purchases of wellbeing technology

	• recognise ethical questions related to wellbeing technology, work responsibly and with a client-oriented approach, and follow the principles of ethics and sustainable development • diversely assess the benefits of technology in proportion to risks and costs.

Students use the working methods, tools and materials of wellbeing technology in promoting and assessing clients' functional capacity.

Students	
Satisfactory 1	• use technology safely and appropriately in work with clients • guide clients and their close networks in using wellbeing technology, taking a client's functional capacity and state of health into account • support clients' independence and feeling of safety through wellbeing technology • guide clients in social interaction and participation using wellbeing technology • in the selection of wellbeing technology, take into account the possibility for accessible use • assess the impacts of using wellbeing technology on clients' health and functional capacity
Satisfactory 2	
Good 3	• use technology safely, appropriately and systematically in work with clients • encouragingly guide clients and their close networks in using wellbeing technology, taking a client's functional capacity and state of health into account • support and promote clients' independence and feeling of safety through wellbeing technology • guide clients in social interaction and participation using the potential of wellbeing technology diversely • in the selection of wellbeing technology, take into account aesthetics and the possibility for accessible use • assess the benefits of wellbeing technology and its impacts on clients' health and functional capacity, using different information collection methods
Good 4	
Excellent 5	• use technology in work with clients with a client-oriented approach, safely, appropriately and systematically, taking into account changes in a client's functional capacity • naturally and encouragingly guide clients and their close networks in using wellbeing technology, taking a client's functional capacity and state of health into account • support and promote clients' independence and feeling of safety through wellbeing technology with a client-oriented and systematic approach • guide clients in social interaction and participation using the potential of wellbeing technology diversely and with a client-oriented approach • in the selection of wellbeing technology, take into account aesthetics and the possibility for accessible and ergonomic use • assess the benefits of wellbeing technology and its impacts on clients' health and functional capacity, using different information collection methods and systematically observing changes in functional capacity.

Students use interaction skills in work with clients.

Students	
Satisfactory 1	• discuss the need for and potential of wellbeing technology with clients and their close networks • modify their expression to match clients' communication skills and take clients' cultural backgrounds and values into account in interaction • carry out multiprofessional cooperation in the context of purchasing, using, maintaining and evaluating technology, using the possibilities of remote guidance • document and inform the network of the experiences clients and their close ones have of using wellbeing technology
Satisfactory 2	
Good 3	• discuss the need for and potential of wellbeing technology with clients and their close networks and motivate clients in purchasing the necessary wellbeing technology • modify their expression to match clients' communication skills and needs and take clients' cultural backgrounds and values into account in interaction • carry out multiprofessional cooperation in the context of purchasing, using, maintaining and evaluating technology responsibly and with a client-oriented approach, using the possibilities of remote guidance • document and inform the network of their observations and the experiences clients and their close ones have of using wellbeing technology
Good 4	
Excellent 5	• discuss the need for and potential of wellbeing technology with clients and their close networks and motivate clients in purchasing the necessary wellbeing technology, justifying it with their knowledge of the benefits of technology • modify their expression to match clients' communication skills and needs, and take clients' cultural backgrounds and values into account in interaction naturally • carry out multiprofessional cooperation in the context of purchasing, using, maintaining and evaluating technology responsibly and with a client-oriented approach, using the possibilities of remote guidance and justifying their actions with evidence-based knowledge • document and inform the network of their observations and the experiences clients and their close ones have of using wellbeing technology and propose improvements.

Students guide clients in using services related to purchasing and using wellbeing technology.

Students	
Satisfactory 1	• together with their team, guide clients and their close ones in the purchasing process of wellbeing technology • together with their team, inform customers of the purchasing and payment arrangements of wellbeing technology devices and equipment • ensure that clients receive the services they need and work with cost and quality awareness in the clients' best interests
Satisfactory 2	
Good 3	• guide clients and their close ones in the purchasing process of wellbeing technology as members of a multiprofessional network • inform customers of the purchasing and payment arrangements of wellbeing technology devices and equipment • ensure that clients receive the services they need and work with cost and quality awareness in the clients' best interests
Good 4	
Excellent 5	• diversely guide clients and their close ones in the purchasing process of wellbeing technology as members of a multiprofessional network • inform customers of the purchasing and payment arrangements of wellbeing technology devices and equipment as required • ensure that clients receive the services they need and work with cost and quality awareness in the clients' best interests.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• use wellbeing technology devices and equipment in compliance with safety instructions, taking ergonomics and aseptic practices into account • guide clients in safe use of wellbeing technology devices and equipment, taking into account clients' resources, functional capacity and condition • look after the operation and user safety of wellbeing technology devices and equipment and inform clients with their team if problems related to user safety occur
Satisfactory 2	
Good 3	• use wellbeing technology devices and equipment in compliance with safety instructions in changing situations, taking ergonomics and aseptic practices into account • guide clients in safe use of wellbeing technology devices and equipment, taking into account clients' resources, functional capacity and condition • look after the operation and user safety of wellbeing technology devices and equipment and inform others if problems related to user safety occur
Good 4	
Excellent 5	• use wellbeing technology devices and equipment in compliance with safety instructions in changing situations, taking ergonomics and aseptic practices into account • guide clients in safe use of wellbeing technology devices and equipment, taking into account clients' resources, functional capacity and condition • look after the operation and user safety of wellbeing technology devices and equipment and inform others if problems related to user safety occur, contacting experts if necessary.

Students assess and develop their work.

Students	
Satisfactory 1	• receive feedback and assess and their work based on it • recognise their strengths and development areas in using wellbeing technology • follow the development of the wellbeing technology sector
Satisfactory 2	
Good 3	• assess their actions and develop their work drawing on feedback received by them • recognise their strengths and develop their competence in using wellbeing technology and providing guidance in its use • follow the development of the wellbeing technology sector and make their knowledge available for the work community
Good 4	
Excellent 5	• assess their actions and develop their work drawing on self-assessment and the feedback received by them • recognise their strengths and develop their competence in using wellbeing technology and providing guidance, encouragement and motivation in its use • follow the development of the wellbeing technology sector, are innovative and make evidence-based knowledge available for the work community.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they use wellbeing technology to promote a client's functional capacity while working in a practical nurse's tasks in the operating environments of education or health and social care. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.6. Podiatric care for different client groups, 15 cp (106231)

Competence requirements

Students know how to

- plan podiatric care work in different operating environments
- use the working methods, tools and materials of the vocational field to promote the functional capacity of clients
- use interaction skills in work with clients
- guide clients in using services and making choices related to them
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their work.

Assessment

Students plan podiatric care work in different operating environments.

Students	
Satisfactory 1	- plan their daily tasks, taking the workplace's other plans into account - make choices and decisions related to their work - examine, recognise and assess clients' podiatric care needs, drawing on their knowledge of podiatric care needs in persons of different ages - follow a care plan - prepare a podiatric self-care plan - use client information systems with their team, taking information security and confidentiality provisions into account
Satisfactory 2	
Good 3	- plan their daily and weekly tasks, taking the workplace's other plans into account - make choices and decisions related to their work - examine, recognise and assess clients' podiatric care needs with a client-oriented approach, drawing on their knowledge of podiatric care needs in persons of different ages - follow a care plan in a goal-oriented manner - prepare a podiatric self-care plan together with a client - use client information systems, taking information security and confidentiality provisions into account
Good 4	
Excellent 5	- plan their daily and weekly tasks, taking the workplace's other plans into account, and modify their activities as required by the situation - make choices and decisions related to their work and justify their actions - examine, recognise and assess clients' podiatric care needs with a client-oriented approach, take clients' preferences into account, and draw on their knowledge of podiatric care needs in persons of different ages - follow a care plan in a goal-oriented and comprehensive manner - prepare a podiatric self-care plan together with a client and update it - use client information systems, taking information security and confidentiality provisions into account, justifying their actions.

Students use the working methods, tools and materials of the field to promote clients' functional capacity.

Students	
Satisfactory 1	• recognise changes in clients' functional capacity and take into account the effects of illnesses on it • guide clients or clients' close networks in carrying out podiatric self-care • prepare well-functioning facilities for podiatric care according to given instructions in different operating environments • select the equipment and products needed in podiatric care and use them safely • plan and carry out podiatric care, following an aseptic work order • treat skin changes in feet and legs and cut nails • guide clients in foot and leg exercises and massage their feet and legs • select a ready-made cushioning product that is suitable for an individual client • guide different groups in foot and leg welfare
Satisfactory 2	
Good 3	• recognise changes in clients' functional capacity, take into account the effects of illnesses on it, and promote clients' functional capacity • guide and advise clients or clients' close networks in carrying out podiatric self-care • prepare well-functioning facilities for podiatric care in different operating environments, taking clients' functional capacity into account • select the equipment and products needed in podiatric care with a client-oriented approach and use them safely • plan and carry out podiatric care, following an aseptic work order • treat changes in the skin and nails of clients' feet and legs with a client-oriented approach and cut nails • guide clients in individual foot and leg exercises and massage their feet and legs with a client-oriented approach • select a ready-made cushioning product that is suitable for an individual client and guide the client in its use • guide different groups in foot and leg welfare with a client-oriented approach
Good 4	
Excellent 5	• recognise changes in clients' functional capacity, take into account the effects of illnesses on it, and promote clients' functional capacity • guide, advise and motivate clients or clients' close networks in carrying out podiatric self-care • recognise clients with challenging behaviours in their work, prevent the occurrence of challenging situations, and see to their personal safety • prepare well-functioning facilities for podiatric care in different operating environments, taking clients' needs and functional capacity into account • plan and carry out podiatric care, following an aseptic work order

	• with a client-oriented approach, treat changes in the skin and nails of clients' feet and legs and cut nails, taking into account the impacts that treatment has on clients' functional capacity • guide clients in functional foot and leg exercises and massage their feet and legs with a client-oriented approach • select a ready-made cushioning product that is suitable for an individual client and guide a client in using it, monitoring its use and maintaining it • guide different groups in foot and leg welfare with a client-oriented approach and creatively.

Students use interaction skills in work with clients.

Students	
Satisfactory 1	• act professionally in interactive situations • pay attention to the effects of their behaviour in interactive situations • fluently use plain language and methods that support and compensate for speech in interactive situations • serve clients responsibly and equally with their team, taking information security and confidentiality into account • use information and communication technology in their work
Satisfactory 2	
Good 3	• act professionally and with a client-oriented approach in interactive situations • pay attention to the effects of their behaviour in interactive situations • use plain language and methods that support and compensate for speech in interactive situations with a client-oriented approach • serve clients responsibly and equally, taking information security and confidentiality into account • use information and communication technology in their work with a client-oriented approach
Good 4	
Excellent 5	• act professionally and with a client-oriented approach in changing interactive situations • pay attention to the effects of their behaviour in interactive situations • use plain language and methods that support and compensate for speech in interactive situations diversely and with a client-oriented approach • serve clients responsibly and equally, taking information security and confidentiality into account • use information and communication technology in their work diversely and with a client-oriented approach.

Students guide clients in using services and making choices related to them.

Students	
Satisfactory 1	• are familiar with clients' critical paths and service chains • guide clients and their close networks in using services • guide clients in using electronic services
Satisfactory 2	
Good 3	• are familiar with clients' critical path and service chains and draw on this knowledge in their work • guide clients and their close networks in using services and propose alternatives to clients • guide clients in using electronic services
Good 4	
Excellent 5	• are familiar with clients' critical path and service chains and draw on this knowledge in their work with a client-oriented approach • guide clients and their close networks in using services and propose appropriate alternatives to clients • guide clients in using electronic services.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• see to the hygiene of clients' podiatric care environments, ensuring that the spread of microbes is prevented • ensure that podiatric care equipment and devices are functional and safe to use • see to their hygiene and ergonomics and the cleanliness of their protective clothing, and use appropriate personal protective equipment • take responsibility for their wellbeing at work, occupational safety and work ability
Satisfactory 2	
Good 3	• see to the hygiene of clients' podiatric care environments, ensuring that the spread of microbes is prevented and justify their actions • ensure that podiatric care equipment and devices are functional and safe to use and inform others if problems related to user safety occur • see to their hygiene and ergonomics and the cleanliness of their protective clothing, and use appropriate personal protective equipment • take responsibility for their wellbeing at work, occupational safety and work ability, justifying their actions
Good 4	
Excellent 5	• see to the hygiene of clients' podiatric care environments, ensuring that the spread of microbes is prevented and justify their actions diversely • ensure that podiatric care equipment and devices are functional and safe to use and inform others if problems related to user safety occur, contacting the service organisation if necessary • see to their hygiene and ergonomics and the cleanliness of their protective clothing, and use appropriate personal protective equipment • take responsibility for their wellbeing at work, occupational safety and work ability, justifying their actions diversely.

Students assess and develop their work.

Students	
Satisfactory 1	• receive feedback and assess and their work based on it • recognise their strengths and development areas in podiatric care • follow the development of the podiatric care field
Satisfactory 2	
Good 3	• assess their actions and develop their work drawing on feedback received by them • recognise their strengths and development areas and improve their competence in podiatric care • follow the development of the podiatric care field and make their knowledge available for the work community
Good 4	
Excellent 5	• assess their actions and develop their work drawing on self-assessment and the feedback received by them • recognise their strengths and development areas and improve their competence in podiatric care through evidence-based knowledge • follow the development of the podiatric care field and make their evidence-based knowledge available for the work community.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks by caring for clients' feet and legs in an education or health and social care environment or in the client's home, performing a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.7. Supporting living at home and life management, 15 cp (106235)

Competence requirements

Students know how to

- support clients who are living or going to live at home
- plan and assess their work
- use the working methods, tools and materials of the field to support clients' living at home and life management
- guide clients in using services and making choices
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their work.

Assessment

Students support clients who are living or going to live at home.

Students	
Satisfactory 1	- are familiar with and inform clients of housing options, the obligation to organise housing services and the duties referred to in the Non-discrimination Act as well as the services in support of living at home - contribute to assessing the suitability of a form of housing for a client together with the client and their network - take into account lifestyle continuity and some of the meanings that home has for clients and their families and friends - assess clients' functional capacity and resources, recognise challenges, risks and support needs associated with living at home, and find solutions for them supported by their team and together with clients - report service needs observed by them - advise and guide in changing life situations
Satisfactory 2	
Good 3	- are extensively familiar with and inform clients of different housing options, the obligation to organise housing services and the duties referred to in the Non-discrimination Act as well as the services in support of living at home - diversely assess the suitability of a form of housing for a client together with the client and their network - take into account the meanings that lifestyle continuity and the home have for clients and their families and friends - diversely assess clients' functional capacity and resources, recognise challenges, risks and support needs associated with living at home, and find solutions for them together with clients - report service needs observed by them - advise and guide in changing life situations, reinforcing the life management of clients and their close ones
Good 4	
Excellent 5	- are extensively familiar with and, with a client-oriented approach, inform clients about different housing options, the obligation to organise housing services and the duties referred to in the Non-discrimination Act as well as the services in support of living at home - diversely assess the suitability of a housing option for a client together with the client and their network, justifying their actions - secure lifestyle continuity with a client-oriented approach and take into account the meanings that the home has for clients and their families and friends - diversely assess clients' functional capacity and resources together with a client and their close ones, taking individual situations into account, and find solutions suitable for a client together with the client - report service needs observed by them - advise and guide in changing life situations with a client-oriented approach, diversely reinforcing the life management of clients and their close ones.

Students plan and assess their work.

Students	
Satisfactory 1	• set targets and plan their tasks together with clients and their team, drawing on information about clients' preferences, resources and functional capacity • work in a goal-oriented manner • evaluate the realisation of the work and target achievement together with clients and their close ones
Satisfactory 2	
Good 3	• set targets and plan their tasks flexibly together with clients and their team, drawing diversely on information about clients' preferences, resources and functional capacity • work in a goal- and resource-oriented manner • evaluate the realisation of the work and target achievement together with clients and their close ones with a client-oriented approach
Good 4	
Excellent 5	• set targets and plan their tasks flexibly together with clients and their team, safeguarding a client's possibilities of planning their life and making decisions on it • work in a goal- and resource-oriented manner, justifying their actions • evaluate the realisation of the work and target achievement with a client-oriented approach, promoting the participation of clients and their close ones.

Students use the working methods, tools and materials of the field to support clients' living at home and life management.

Providing guidance in daily activities and life management	
Students	
Satisfactory 1	• take into account clients' right to privacy • guide clients in looking after themselves, their daily routines and their homes • assess clients' capacities and promote accessibility and participation • enable clients to make independent choices in their daily lives • support clients' positive mental health • use the possibilities of remote guidance and make situation-specific decisions with their team • with their team, guide clients in purchasing, using and maintaining technologies and aids that support living at home • recognise insecurity, show caring and find solutions with their team • recognise safety risks and see to clients' safety • support clients in different crises and problems, drawing on their knowledge and the team's competence related to helping people in a crisis
Satisfactory 2	
Good 3	• take into account clients' right to privacy in different situations • guide and support clients in looking after themselves, their daily routines and their homes • diversely assess clients' capacities together with clients and promote accessibility and participation • guide and support clients in making independent choices in their daily lives • support clients' positive mental health, drawing on clients' resources and interests and reinforcing clients' psychological functional capacity • use remote guidance and advice with a client-oriented approach, taking into account the suitability of the service for a client • guide clients in purchasing, using and maintaining technologies and aids that support living at home • recognise insecurity, show caring and find solutions that reinforce safety together with clients • recognise safety risks and guide clients in looking after safety in their homes • diversely support clients in different crises and problems, drawing on their knowledge and the team's competence related to helping people and supporting life management
Good 4	
Excellent 5	• consistently take into account clients' right to privacy in different situations • guide, support and motivate clients in looking after themselves, their daily routines and their homes • extensively assess clients' capacities together with clients and promote accessibility and participation diversely • guide and support clients systematically and diversely in making independent choices in their daily lives

	• support clients' positive mental health, drawing diversely on clients' resources and interests and reinforcing clients' psychological functional capacity • use remote guidance and advice with a client-oriented and motivating approach, ensuring the suitability of the service for a client • guide clients in purchasing, using and maintaining technologies and aids that support living at home, bringing up alternatives • recognise insecurity, show caring and find diverse solutions that reinforce safety together with clients • recognise safety risks and guide clients in looking after safety in their homes comprehensively • diversely support clients in different crises and problems, extensively drawing on their knowledge and the team's competence related to helping people and supporting life management.

Guiding clients in social interaction	
Students	
Satisfactory 1	• recognise needs for social support, provide support and direct clients to services • find out about a client's social network together with the client and their close ones and guide the client in recognising their communal resources in daily life • guide and support clients appropriately in establishing and maintaining social relations, taking clients' expectations and preferences into account • guide and support clients in establishing and maintaining social relations
Satisfactory 2	
Good 3	• recognise needs for social support, provide support and direct clients to services, drawing on their knowledge of the forms of social support and services • find out about a client's social network together with the client and their close ones and guide the client in drawing on their communal resources in daily life • recognise the experience of loneliness and its impacts on clients' functional capacity and health and seek ways of alleviating loneliness together with clients • guide and support clients in establishing and maintaining social relations, taking clients' some expectations and preferences into account
Good 4	
Excellent 5	• recognise needs for social support, provide support and direct clients to services, drawing diversely on their knowledge of the forms of social support and services • find out about a client's social network together with the client and their close ones and guide the client in a goal-oriented manner to recognise and draw on their communal resources in daily life • recognise the experience of loneliness and its impacts on clients' functional capacity and health and seek appropriate ways of alleviating loneliness together with clients • guide and support clients appropriately in establishing and maintaining social relations, taking clients' expectations and preferences into account.

Supporting informal and family care	
Students	
Satisfactory 1	• are familiar with some of the different forms of informal and family care and inform clients and their close ones about them • are familiar with the legislation, services and support measures related to informal and family care and provide guidance in these matters • assist and care for clients in cooperation with informal carers, appreciating informal carers' expertise • recognise informal carers' needs for support and guidance and support their wellbeing
Satisfactory 2	
Good 3	• are familiar with the different forms of informal and family care and inform clients and their close ones about them diversely • are familiar with the legislation, services and support measures related to informal and family care and provide guidance in these matters, bringing up different alternatives • assist and care for clients in cooperation with informal carers, appreciating informal carers' expertise • discuss informal carers' needs for support and support their wellbeing, taking individual needs and situations into account
Good 4	
Excellent 5	• are familiar with the different forms of informal and family care, inform clients and their close ones about them diversely, and support them in making decisions • are familiar with the legislation, services and support measures related to informal and family care and provide guidance in relation to these services, bringing up different alternatives and paying attention to changes in service needs and freedom of choice • assist and care for clients in cooperation with informal carers, appreciating informal carers' expertise • discuss informal carers' needs for support and support their wellbeing, taking individual needs and situations into account diversely.

Students guide clients in using services and making choices.

Students	
Satisfactory 1	• provide guidance in service use and choices, drawing on their knowledge of the service system • guide and advise clients in applying for services and benefits and filling in applications related to them • inform clients and their close networks about legal anticipation • carry out multidisciplinary cooperation to secure clients' ability to live at home
Satisfactory 2	
Good 3	• provide guidance in service use and choices, extensively drawing on their knowledge of the service system • guide and advise clients in finding information, accessing services and benefits and completing applications related to them • guide clients and their close networks in legal anticipation and the expression on clients' will • carry out multidisciplinary cooperation with a client-oriented approach to secure clients' ability to live at home
Good 4	
Excellent 5	• provide guidance in service use and choices, extensively drawing on their knowledge of the service system with a client-oriented approach • guide and advise clients extensively in finding information, accessing services and benefits and completing applications related to them • guide clients and their close networks in legal anticipation and the expression on clients' will, justifying their actions • carry out multidisciplinary cooperation with a client-oriented approach to secure clients' ability to live at home, paying attention to changing situations.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• comply with occupational safety instructions and regulations • take care of hygiene and follow aseptic principles • follow the principles of ergonomics • recognise key stress and risk factors and address them in their work
Satisfactory 2	
Good 3	• comply with occupational safety instructions and regulations, justifying their actions • take care of hygiene and follow aseptic principles • follow the principles of ergonomics in varying situations • recognise key stress and risk factors and use guidance to promote their wellbeing at work and vocational competence
Good 4	
Excellent 5	• comply with occupational safety instructions and regulations, justifying and developing their actions • take care of hygiene and follow aseptic principles • follow the principles of ergonomics in varying situations, justifying and developing their actions • recognise key stress and risk factors and use guidance to promote their wellbeing at work and vocational competence.

Students assess and develop their work.

Students	
Satisfactory 1	• assess their work drawing on self-assessment and the feedback received by them • follow the development of the social and health care field and make topical information available for the work community
Satisfactory 2	
Good 3	• assess their actions and develop their work drawing on self-assessment and the feedback received by them • diversely follow the development of the social and health care field and make topical information available for the work community as well as for clients and their close networks
Good 4	
Excellent 5	• diversely assess their actions and develop their work drawing on self-assessment and the feedback received by them, justifying their actions • diversely follow the development of the social and health care field and make topical information available for the work community as well as for clients and their close networks, drawing on this information in their work.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they support clients with living at home and life management by working in home care or service housing environments, in clients' homes or in short-term care environments, performing a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of

the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.8. Enhancing children and young people's mental health skills, 15 cp (106236)

Competence requirements

Students know how to

- promote children and young people's mental health
- plan, implement and assess activities aiming to enhance children or young people's mental health skills
- interact with children, young people and their close ones
- use the working methods, tools and materials of the vocational field when guiding children or young people
- guide families in using services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their activities.

Assessment

Students promote children and young people's mental health.

Students	
Satisfactory 1	• recognise factors that protect mental health and risk factors • recognise some of the most common symptoms of mental health problems in children and young people • guide a child or a young person in finding their strengths • create an accepting and safe atmosphere • encourage clients in doing things together and finding meaningful activities
Satisfactory 2	
Good 3	• recognise factors that protect children and young people's mental health and risk factors individually • recognise some of the symptoms of mental health problems in children and young people • guide a child or a young person in finding their strengths and support the development of their self-esteem • create an appreciating, accepting and safe atmosphere • encourage clients in doing things together and finding meaningful activities, promoting participation
Good 4	
Excellent 5	• recognise and individually enhance factors that protect children and young people's mental health, recognising and preventing risk factors • recognise some of the symptoms of mental health problems in children and young people and draw on evidence-based information on them • guide a child or a young person in finding their strengths and actively support the development of their self-esteem and positive self-image • encounter children or young people as unique individuals and create an appreciating, accepting and safe atmosphere • encourage clients in doing things together and finding meaningful activities, actively promoting participation.

Students plan, implement and assess activities aiming to enhance children or young people's mental health skills.

Students	
Satisfactory 1	• plan activities aiming to enhance mental health skills together with children or young people and their team • address children or young people's individual needs in their work • evaluate the implementation of activities together with children or young people and their team • document their work
Satisfactory 2	
Good 3	• plan versatile activities aiming to enhance mental health skills together with children or young people and their team • address children or young people's individual needs and strengths in their work • evaluate the implementation of activities diversely together with children or young people and their team • document their work with a client-oriented approach
Good 4	
Excellent 5	• plan versatile activities aiming to enhance mental health skills with a goal-oriented approach and together with children or young people and their team • address children or young people's individual needs and strengths in their work with a systematic and goal-oriented approach • evaluate the implementation of activities diversely together with children or young people and their team, understanding the importance of continuous evaluation • document their work with a systematic and client-oriented approach.

Students interact with children, young people and their close ones.

Students	
Satisfactory 1	• encounter children or young people and their close ones appreciatively and equally • work in cooperation with children or young people and their close ones • respect diversity and take into account families' diversity and different life situations in their work • modify their interaction, taking a child's or young person's stage of development into account • give encouraging feedback • act professionally in challenging situations with their team
Satisfactory 2	
Good 3	• encounter children or young people and their close ones appreciatively and equally and build a trustful interactive relationship • work in cooperation with children or young people and their close ones, reinforcing the family's agency and participation • respect diversity and take into account families' diversity and different life situations in their work with a client-oriented approach • modify their interaction, taking a child's or young person's stage of development and needs into account individually • give encouraging feedback that supports the development of a positive self-image in children or young people • act professionally in challenging situations
Good 4	
Excellent 5	• encounter children or young people and their close ones appreciatively and equally and actively build a trustful interactive relationship • work in cooperation with children or young people and their close ones, reinforcing the family's agency and participation and justifying their actions • respect diversity and take into account families' diversity and different life situations in their work with a client-oriented approach, justifying their actions • modify their interaction, taking a child's or young person's stage of development, needs, feelings and the situation into account individually • give encouraging and constructive feedback that supports the development of self-esteem and a positive self-image in children or young people • act professionally and with anticipation in challenging situations.

Students use the working methods, tools and materials of the vocational field when guiding children or young people.

Guiding clients in emotional and social skills	
Students	
Satisfactory 1	• serve as a model for expressing feelings and support children or young people in recognising and expressing their feelings • verbalise and accept feelings • guide guardians in accepting children and young people's feelings • guide children or young people in doing things together • support clients in making and keeping friends and ensure that no child or young person is repeatedly excluded from the group • recognise different forms of bullying, intervene in them and resolve conflicts
Satisfactory 2	
Good 3	• serve as a safe model for expressing feelings and support children or young people in recognising and expressing their feelings • verbalise and accept feelings and discuss them • guide guardians in accepting and processing children and young people's feelings • actively guide children or young people in doing things together • actively support clients in making and keeping friends and ensure that no child or young person is repeatedly excluded from the group • recognise different forms of bullying, intervene in them and guide children or young people in resolving and settling conflicts
Good 4	
Excellent 5	• serve as a safe model for expressing feelings, support children or young people in expressing their feelings and support the development of self-regulation • verbalise and understand feelings and discuss them with empathy • guide guardians individually and with a client-oriented approach in accepting and processing children and young people's feelings • actively guide children or young people in doing things together, reinforcing positive interaction • actively support clients in making friends, promote the feeling of togetherness within a group and ensure that no child or young person is repeatedly excluded from the group • recognise different forms of bullying, intervene in and prevent bullying, and guide children and young people in resolving and settling conflicts.

Building up the skills of taking care of oneself	
Students	
Satisfactory 1	• support children or young people in making sure that they get sufficient rest, sleep and time to calm down • guide children or young people in nutrition that promotes their wellbeing, taking care of peaceful mealtimes and eating together • guide children, young people and guardians in taking care of a regular daily rhythm and routines • guide children or young people in daily physical activity and finding the joy of exercise • guide children or young people in improving their safety skills
Satisfactory 2	
Good 3	• support children or young people in making sure that they get sufficient rest, sleep and time to calm down, justifying the importance of sleep and rest for growth and wellbeing • guide children or young people in nutrition that promotes their wellbeing and, together with children or young people, take care of peaceful and pleasant mealtimes and eating together • guide and motivate children, young people and guardians in taking care of a regular daily rhythm and routines • guide and encourage children or young people in daily physical activity and finding the joy of exercise • guide children or young people in improving their safety skills and behaving safely in difficult situations
Good 4	
Excellent 5	• support children or young people in making sure that they get sufficient rest, sleep and time to calm down, justifying the importance of sleep and rest for growth and wellbeing and teaching children or young people the skills of calming themselves • diversely guide children or young people in nutrition that promotes their wellbeing and, together with children or young people, take care of peaceful and pleasant mealtimes and eating together, justifying their importance • guide and motivate children, young people and guardians in taking care of a regular daily rhythm and routines and making daily choices that support mental wellbeing • guide children or young people in daily physical activity and finding the joy of exercise, offering them different opportunities for diverse physical activity • guide children or young people in improving their safety skills and behaving safely in difficult situations, sensitively taking into account a child's or young person's experiences.

Using action-based methods and equipment	
Students	
Satisfactory 1	• guide children in expressing their feelings and creativity and practising interaction skills through play or action-based methods • guide children or young people in processing and expressing their feelings, using action-based methods • teach self-calming and relaxation methods
Satisfactory 2	
Good 3	• diversely guide children in expressing their feelings and creativity and practising interaction skills through play or action-based methods • guide children or young people in processing and expressing their feelings, using action-based methods diversely • guide children or young people in recognising the messages of their bodies and minds and teach them self-calming and relaxation methods
Good 4	
Excellent 5	• diversely guide children in expressing their feelings and creativity and practising interaction skills through play or action-based methods, drawing on their knowledge of the significance of play or action-based methods for mental wellbeing • guide children or young people in processing and expressing their feelings, using action-based methods diversely and building up their ability to express their feelings and experiences and find their strengths • guide children or young people in recognising the messages of their bodies and minds and teach them self-calming and relaxation methods, drawing on their knowledge of different relaxation methods.

Students guide families in using services.

Students	
Satisfactory 1	• recognise a family's service needs, drawing on their knowledge of factors that protect mental health and risk factors • are familiar with mental health services for children and young people and guide clients in using services • guide clients in using services provided by the third sector and NGOs • comply with the principles of preventive child protection and the reporting obligation
Satisfactory 2	
Good 3	• recognise a family's service needs, drawing diversely on their knowledge of factors that protect mental health and risk factors • are familiar with mental health services for children and young people and guide clients individually in using services • guide clients in using services provided by the third sector and NGOs as needed • comply with the principles of preventive child protection and the reporting obligation
Good 4	
Excellent 5	• recognise a family's service needs, drawing diversely on their knowledge of factors that protect mental health and risk factors, supporting the family's resources • are diversely familiar with mental health services for children and young people and guide clients individually in using services • guide clients in using services provided by the third sector and NGOs individually and as needed • comply with the principles of preventive child protection and the reporting obligation.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• comply with occupational safety instructions and take care of children or young people's safety • recognise key stress and risk factors and take them into account their work • recognise feelings evoked by their work and seek peer support and guidance
Satisfactory 2	
Good 3	• comply with occupational safety instructions, anticipate and prevent hazardous situations, and take care of children and young people's safety • recognise key stress and risk factors and look after their wellbeing at work • recognise feelings evoked by their work and actively seek peer support and guidance
Good 4	
Excellent 5	• comply with occupational safety instructions, anticipate and prevent hazardous situations, and take care of children or young people's safety comprehensively • recognise key stress and risk factors, look after their wellbeing at work and maintain a positive work atmosphere • recognise feelings evoked by their work, process them professionally, and actively seek peer support and guidance.

Students assess and develop their activities.

Students	
Satisfactory 1	• assess their activities and recognise their strengths and development areas • receive feedback and modify their activities based on the feedback received by them • improve their vocational knowledge and skills related to enhancing children and young people's mental health skills
Satisfactory 2	
Good 3	• assess their activities diversely and recognise their strengths and development areas • develop their activities based on feedback and the requirements of the work • diversely improve their vocational knowledge and skills related to enhancing children and young people's mental health skills
Good 4	
Excellent 5	• assess their activities diversely and actively and recognise their strengths and development areas • develop their activities based on feedback and the requirements of the work, justifying their actions • diversely improve their vocational knowledge and skills related to enhancing children and young people's mental health skills, justifying their decisions related to the activities.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they enhance children or young people's mental health skills by working in a practical nurse's tasks in service environments for children, young people or families.

To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.9. Mental health and substance abuse welfare work with different client groups, 15 cp (106240)

Competence requirements

Students know how to

- promote clients' mental wellbeing, mental health and abstinence from substance abuse and to prevent problems
- plan their work
- use interaction skills in work with clients
- use the methods, tools and materials of mental health and substance abuse welfare work in work with clients
- direct clients to services
- maintain and improve their wellbeing at work and occupational safety
- assess and develop their work.

Assessment

Students promote clients' mental wellbeing, mental health and abstinence from substance abuse and to prevent problems.

Students	
Satisfactory 1	• support clients in looking after their mental wellbeing, drawing on their knowledge of factors that promote and support mental wellbeing • recognise protective factors and risks related to clients' mental health and substance abuse • plan activities that promote mental health and abstinence from substance abuse together with clients and their team
Satisfactory 2	
Good 3	• with a resource-oriented approach, support clients in looking after their mental wellbeing, drawing on their knowledge of factors that promote and support mental wellbeing • diversely recognise some protective factors and risks related to clients' mental health and substance abuse • plan activities that promote mental health and abstinence from substance abuse together with clients
Good 4	
Excellent 5	• with a resource-oriented approach, support clients in looking after their mental wellbeing, diversely drawing on their knowledge of factors that promote and support mental wellbeing • diversely recognise protective factors and risks related to clients' mental health and substance abuse, and take into account the importance of clients' close networks • plan activities that promote mental health and abstinence from substance abuse diversely together with clients.

Students plan their work.

Students	
Satisfactory 1	• with their team, plan their tasks as indicated by client needs • recognise clients' need for treatment and support and assess their urgency • follow the plan and keep records with a client-oriented approach • work in cooperation with clients' networks • evaluate plan implementation with their team
Satisfactory 2	
Good 3	• plan their tasks as indicated by client needs as members of a multiprofessional team • recognise clients' needs for treatment and support as well as resources and assess their urgency • actively and flexibly follow the plan and keep records with a client-oriented approach • actively work in cooperation with clients' networks • evaluate plan implementation as members of a multiprofessional team
Good 4	
Excellent 5	• plan their tasks as indicated by client needs together with clients, networks and a multiprofessional team • recognise clients' needs for treatment and support as well as resources, assess their urgency and act as required by the situation • actively and flexibly follow the plan and keep records with a client-oriented approach, taking note of changing situations • actively work in cooperation with clients' networks, justifying their actions • evaluate plan implementation with clients and as members of a multiprofessional team.

Students use interaction skills in work with clients.

Students	
Satisfactory 1	• encounter clients professionally and create a safe interactive relationship • rely on active listening and understand the significance of a dialogical approach in a cooperation relationship with a client • recognise some defence mechanisms in an interactive relationship • take into account the effects of language, culture and world view in interactive situations • take into account the effects of facial expressions, gestures and their own actions in an interactive situation
Satisfactory 2	
Good 3	• encounter clients and their close networks professionally and create a safe interactive relationship • rely on active listening and understand the significance of a dialogical approach in a cooperation relationship with a client and their network • recognise defence mechanisms and draw on their knowledge of such mechanisms in an interactive relationship with a client • diversely take into account the effects of language, culture and world view in interactive situations • take into account the effects of facial expressions, gestures and their own actions in an interactive situation
Good 4	
Excellent 5	• encounter clients and their close networks professionally and create a safe and trustful interactive relationship • naturally rely on active listening and understand the significance of a dialogical approach in a cooperation relationship with a client and their network • recognise defence mechanisms and draw on their knowledge of such mechanisms in an interactive relationship with a client and their close network • diversely take into account the effects of language, culture and world view in interactive situations, justifying their actions • take into account the effects of facial expressions, gestures and their own actions in an interactive situation.

Students use the methods, tools and materials of mental health and substance abuse welfare work in work with clients.

Students	
Satisfactory 1	• use evidence-based knowledge of mental health and substance abuse problems, their treatment and rehabilitation in their work with clients of varying ages and with different backgrounds • support clients in crises, drawing on their knowledge and the team's competence related to helping people in crisis • guide clients in daily activities and everyday life management, taking into account clients' functional capacity and right to self-determination • provide pharmaceutical treatment safely for mental health and substance abuse clients and take its special features into account • support clients' participation and capacities of acting in social relationships and communities • activate clients in physical activity and outdoor exercise
Satisfactory 2	
Good 3	• diversely use evidence-based knowledge of mental health and substance abuse problems, their treatment and rehabilitation in their work with clients of varying ages and with different backgrounds • support clients in crises, drawing on their knowledge and the team's competence related to helping people in crisis, and work together with their team • guide and motivate clients in daily activities and everyday life management, taking into account clients' functional capacity and right to self-determination • provide pharmaceutical treatment safely for mental health and substance abuse clients and take its special features into account • actively support clients' participation and capacities of acting in social relationships and communities • activate clients in physical activity and outdoor exercise in ways that the clients enjoy
Good 4	
Excellent 5	• diversely and actively use evidence-based knowledge of mental health and substance abuse problems, their treatment and rehabilitation in their work with clients of varying ages and with different backgrounds • support clients in crises, drawing on their knowledge and the team's competence related to helping people in crisis, and work in multidisciplinary cooperation with their team • guide and motivate clients in daily activities and everyday life management in a manner that is meaningful for the client, taking into account clients' functional capacity and right to self-determination • provide pharmaceutical treatment safely for mental health and substance abuse clients and take its special features into account • actively support clients' participation and capacities of acting in social relationships and communities, drawing on clients' and their own resources • activate clients in physical activity and outdoor exercise in ways that the clients enjoy, encouraging them to find new options.

Students guide clients in using services.

Students	
Satisfactory 1	- provide clients with information about mental health and substance abuse services, drawing on this information as team members - as team members, guide clients in accessing services, making decisions and using services, taking into account clients' needs, preferences and right to self-determination
Satisfactory 2	
Good 3	- provide clients with information about mental health and substance abuse services, drawing on this information - guide and support clients in accessing services, making decisions and using services, taking into account clients' needs, preferences and right to self-determination
Good 4	
Excellent 5	- provide clients with diverse information about mental health and substance abuse services, drawing on this information - guide, support and motivate clients in accessing services, making decisions and using services, taking into account clients' needs, preferences and right to self-determination.

Students maintain and improve their wellbeing at work and occupational safety.

Students	
Satisfactory 1	- comply with instructions and regulations on wellbeing at work and occupational safety, preventing risk factors caused by their work as team members - see to their and their clients' safety in threatening situations - recognise key stress factors of the work and use guidance to promote their wellbeing at work and professional competence
Satisfactory 2	
Good 3	- comply with instructions and regulations on wellbeing at work and occupational safety, preventing risk factors caused by their work - see to their and their clients' safety in threatening situations and anticipate situations involving threat, violence and crises - recognise key stress factors of the work and actively use guidance to promote their wellbeing at work and professional competence
Good 4	
Excellent 5	- comply with instructions and regulations on wellbeing at work and occupational safety, prevent risk factors caused by their work, and justify their actions - see to their and their clients' safety in threatening situations and anticipate situations involving threat, violence and crises, justifying their actions - recognise key stress factors of the work and actively use guidance to promote their wellbeing at work and professional competence, and build up wellbeing at work in the work community.

Students assess and develop their work.

Students	
Satisfactory 1	• assess their actions and develop their work based on feedback received by them • evaluate their attitudes, values and competence in work with mental health and substance abuse welfare clients and follow ethical principles • assess their skills related to professional interaction relations • work as team members, consult other experts and work in multiprofessional cooperation • follow the development of the social and health care field and make topical information available for the work community
Satisfactory 2	
Good 3	• assess their actions and develop their work drawing on self-assessment and the feedback received by them • actively evaluate their attitudes, values and competence in work with mental health and substance abuse welfare clients and follow ethical principles • assess their professional competence associated with interactive relations and modify their actions if necessary • work actively as team members, consult other experts and work in multiprofessional cooperation • diversely follow the development of the social and health care field and make topical information available for the work community as well as for clients and their close networks
Good 4	
Excellent 5	• diversely assess their actions and develop their work drawing on self-assessment and the feedback received by them • actively evaluate their attitudes, values and competence in work with mental health and substance abuse welfare clients and follow ethical principles, developing their activities • assess and develop their professional competence associated with interactive relations and justify the practices chosen by them • work actively as team members, consult extensively other experts and work in multiprofessional cooperation • diversely follow the development of the social and health care field and make topical information available for the work community as well as for clients and their close networks, drawing on this information in their actions.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they promote a client's mental wellbeing, mental health and abstinence from substance abuse while working in an education sector or health and social care environment or in the client's home, performing a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.10. Taking samples and client service in practical nursing, 15 cp (106243)

Competence requirements

Students know how to

- promote client wellbeing when taking samples
- plan a practical nurse's work when taking samples and serving clients
- use interaction skills in work with clients
- use the working methods, tools and materials of the vocational field when taking samples and serving clients
- guide clients in using services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their work.

Assessment

Students promote client wellbeing when taking samples.

Students	
Satisfactory 1	• as team members, create a calm atmosphere and work safely • comply with the underlying values, statutes, regulations and operating principles of the social and health care field • are aware of the workplace's self-monitoring plan and carry out self-monitoring as team members • comply with the principles of sustainable development and are aware of cost effects and quality criteria as team members
Satisfactory 2	
Good 3	• create a calm atmosphere and work safely • comply with the underlying values, statutes, regulations and operating principles of the social and health care field and justify their actions by them • carry out self-monitoring and have familiarised themselves with the workplace's self-monitoring plan • comply with the principles of sustainable development and are aware of cost effects and quality criteria of procedures
Good 4	
Excellent 5	• create a calm atmosphere, listen to clients and work safely • comply with the underlying values, statutes, regulations and operating principles of the social and health care field and justify their actions diversely by these statutes and principles • familiarise themselves with the workplace's self-monitoring plan from a practical nurse's perspective, work in compliance with self-monitoring regulations, and propose improvements • work to promote the implementation of sustainable development principles, justify their actions, and work with cost-awareness and in compliance with quality criteria.

Students plan a practical nurse's work when taking samples and serving clients.

Planning the work	
Students	
Satisfactory 1	- plan their work with a client-oriented approach in a practical nurse's area of responsibility, taking the laboratory's quality system into account as team members - work systematically and in a goal-oriented manner, following instructions and as team members - comply with work instructions, working times and agreements
Satisfactory 2	
Good 3	- plan their work with a client-oriented approach in a practical nurse's area of responsibility, taking the laboratory's quality system into account - work systematically and in a goal-oriented manner following instructions, and modify their actions flexibly as indicated by daily situations - comply with work instructions, working times and agreements
Good 4	
Excellent 5	- independently and with a client-oriented approach, plan the work and tasks in a practical nurse's area of responsibility, taking into account the laboratory's quality system, and work actively in a multiprofessional team - work systematically, appropriately and in a goal-oriented manner following instructions, and adeptly coordinate their work with other activities of the workplace - comply with work instructions, working times and agreements.

Students use interaction skills in work with clients.

Students	
Satisfactory 1	• interact with clients appropriately and in a friendly manner, guiding clients in different stages of the procedure • interact with clients professionally • work as members of a multiprofessional team • work together with the client network as team members • use communication methods and tools that support and compensate for speech in interaction with clients • use plain language, modifying their expression as necessary
Satisfactory 2	
Good 3	• interact with clients appropriately, individually and encouragingly, guiding clients in different stages of the procedure • interact with clients professionally and promote their wellbeing by means of interaction • work actively and responsibly as members of a multiprofessional team, taking into consideration some of the other team members' tasks and areas of responsibility • work together with the client network • use communication methods and tools that support and compensate for speech in interaction with clients • use plain language and modify their expression to match clients' communication skills
Good 4	
Excellent 5	• interact with clients appropriately, individually and encouragingly, creating a safe atmosphere, and guide clients in different stages of the procedure • work with clients professionally and promote their wellbeing by means of interaction individually and with initiative • work actively and responsibly as members of a multiprofessional team and with stakeholders • work appropriately in a crisis and take into consideration other team members' tasks and areas of responsibility • work together with the client network flexibly • use communication methods and tools that support and compensate for speech in interaction with clients in different situations • use plain language naturally and modify their expression to match clients' communication skills, encouraging clients in self-expression.

Students use the working methods, tools and materials of the vocational field when taking samples and serving clients.

Drawing on evidence-based knowledge when taking samples	
Students	
Satisfactory 1	- draw on their evidence-based knowledge of promoting health and wellbeing, the human body's structure and functions, vital functions, illnesses and their treatment in their work - draw on their knowledge of occupational safety when working with clients of varying ages and from different backgrounds in a practical nurse's area of responsibility - draw on their knowledge of the laboratory testing process, laboratory service system and service providers in their work
Satisfactory 2	
Good 3	- justify their actions by their evidence-based knowledge of promoting health and wellbeing, the human body's structure and functions, vital functions, illnesses and their treatment - justify their actions by their knowledge of occupational safety when working with clients of varying ages and with different backgrounds in a practical nurse's area of responsibility - justify their actions by their knowledge of the laboratory testing process, laboratory service system and service providers
Good 4	
Excellent 5	- diversely justify their actions by their evidence-based knowledge of promoting health and wellbeing, the human body's structure and functions, vital functions, illnesses and their treatment - diversely justify their actions by their knowledge of occupational safety when working with clients of varying ages and with different backgrounds in a practical nurse's area of responsibility - diversely justify their actions by their knowledge of the laboratory testing process, laboratory service system and service providers.

Taking samples	
Students	
Satisfactory 1	• safely take key laboratory tests following the work unit's instructions in the client's home • take samples following the workplace's hygiene practices and aseptic work order • monitor clients' condition and safety in connection with the procedure and ensure the continuity of treatment as team members
Satisfactory 2	
Good 3	• safely and with a client-oriented approach, take key laboratory tests following the work unit's instructions in the client's home • take samples observing statutes, hygiene practices and an aseptic work order, working to prevent the spread of infections • monitor clients' condition in connection with the procedure and ensure the continuity of treatment
Good 4	
Excellent 5	• safely, adeptly and independently and with a client-oriented approach, take key laboratory tests following the work unit's instructions in the client's home • take samples observing statutes, hygiene practices and an aseptic work order, working to prevent the spread of infections, and justify their decisions • monitor clients' condition in connection with the procedure, work with a client-oriented approach in unexpected situations, and independently ensure the continuity of treatment.

Using methods and instruments and instrument care	
Students	
Satisfactory 1	• use key working methods, instruments and materials associated with their work with a client-oriented approach as team members • care for the instruments needed for sample-taking and check the availability of materials as team members
Satisfactory 2	
Good 3	• use key working methods, instruments and materials associated with their work independently and with a client-oriented approach at work • care for instruments needed for sample-taking and check the availability of materials independently
Good 4	
Excellent 5	• independently and with a client-oriented approach select the most suitable working methods, instruments and materials for their work and use them adeptly in varying situations at work • top up and care for the instruments needed for sample-taking and look after the care environment responsibly and as required by the situation, and assess the cleaning needs after special situations.

Using information systems and record-keeping	
Students	
Satisfactory 1	• use client information systems • as team members, use the work unit's ICT tools in a practical nurse's area of responsibility following the unit's instructions and observe data protection when communicating • record sample-taking, following operating instructions as team members
Satisfactory 2	
Good 3	• use client information systems • use the work unit's ICT tools in a practical nurse's area of responsibility appropriately following the unit's instructions, and observe data protection when communicating • record sample-taking following operating instructions
Good 4	
Excellent 5	• use client information systems adeptly • use ICT tools in caring for clients • use the work unit's ICT tools in a practical nurse's area of responsibility appropriately following instructions, and observe data protection when communicating • record sample-taking following operating instructions, justifying their actions.

Students guide clients in using services.

Students	
Satisfactory 1	• are familiar with the service system associated with sample-taking in a practical nurse's area of responsibility • are familiar with clients' critical paths and service chains and draw on this knowledge in their work • in clients' homes, guide clients and their close networks in using services and draw on the expertise of a multidisciplinary network • make use of the service and payment system of social and health care in their work and draw on their knowledge as team members when guiding clients • as team members, guide clients in using electronic services
Satisfactory 2	
Good 3	• are familiar with the service system associated with sample-taking in a practical nurse's area of responsibility and update their competence related to the service system • are familiar with clients' critical paths and service chains and draw on this knowledge in their work • in clients' homes, guide clients and their close networks in using services, suggesting alternatives, and draw on the expertise of a multidisciplinary network • make use of the service and payment system of social and health care in their work and draw on their knowledge when guiding clients • guide clients in using electronic services
Good 4	
Excellent 5	• are familiar with the service system associated with sample-taking in a practical nurse's area of responsibility, update their competence related to the service system, and justify their actions • are familiar with clients' critical paths and service chains and draw on this knowledge in their work • in clients' homes, guide clients and their close networks in using services, suggesting alternatives, and draw on the expertise of a multidisciplinary network • make use of the service and payment system of social and health care in their work and draw on their knowledge individually when guiding clients • independently guide clients in using electronic services.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• comply with the workplace's instructions on wellbeing at work and occupational safety and with electrical and fire safety regulations, prevent health hazards caused by the work, and inform clients and their team about the hazards • wear an appropriate work clothing and comply with the workplace's hygiene instructions and aseptic work order • comply with the principles of ergonomics and prevent accidents and injuries caused by the work • as team members, encounter clients with challenging behaviours • comply with the work unit's safety instructions and protect themselves if necessary
Satisfactory 2	
Good 3	• comply with the workplace's instructions on wellbeing at work and occupational safety and with electrical and fire safety regulations, prevent health hazards caused by the work, and inform clients and their team about the hazards with initiative • wear an appropriate work clothing, comply with the workplace's hygiene instructions and aseptic work order, and prevent health hazards and harms • comply with the principles of ergonomics in varying situations and prevent accidents and injuries caused by the work • encounter clients with challenging behaviours • comply with the work unit's safety instructions and protect themselves if necessary
Good 4	
Excellent 5	• comply with the workplace's instructions on wellbeing at work and occupational safety and with electrical and fire safety regulations, prevent health hazards caused by the work, and actively inform clients and their team about the hazards • wear an appropriate work clothing, comply with the workplace's hygiene instructions and aseptic work order, and develop aseptic practices in their area of responsibility • comply with the principles of ergonomics in varying situations, taking advantage of clients' resources and aids, and improve ergonomics in the working environment • anticipate challenging situations and encounter clients with challenging behaviours professionally • comply with the work unit's safety instructions and protect themselves if necessary.

Students assess and develop their work.

Students	
Satisfactory 1	• realistically evaluate their work and competence • maintain and develop the knowledge and skills required in their occupation • give and receive feedback and modify their activities if necessary
Satisfactory 2	
Good 3	• evaluate their work and competence realistically and recognise their strengths and areas of development • justify their work-related decisions by professional knowledge and maintain their knowledge • give and receive feedback and understand the significance of feedback given to them for developing their work
Good 4	
Excellent 5	• evaluate their work and competence realistically, recognise their strengths and areas of development, and ask for guidance if necessary • justify their work-related decisions by professional knowledge and maintain their knowledge • give and receive feedback and understand the significance of feedback given to them for developing their work • make realistic development proposals.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they work in sample-taking and client service environments or in a client's home as practical nurses. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.11. Working in terminal care, 15 cp (106246)

Competence requirements

Students know how to

- enhance the wellbeing and quality of life of terminal care clients
- plan, deliver and evaluate holistic care for people approaching death
- interact with people in terminal care and their close ones
- use the working methods, tools and materials of the terminal care field, enhancing the wellbeing of a person in terminal care
- support and guide the close ones of a person in terminal care
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their activities.

Assessment

Students enhance the wellbeing and quality of life of terminal care clients.

Students	
Satisfactory 1	• comply with key up-to-date statutes on the care of dying patients in their area of responsibility • take into account recommendations for terminal care and evidence-based knowledge in their work, follow them, and safeguard the quality of life of terminal care clients • work in compliance with regulations and quality recommendations applicable to self-monitoring
Satisfactory 2	
Good 3	• systematically comply with key up-to-date statutes on the care of dying patients in their area of responsibility • take into account recommendations for terminal care and evidence-based knowledge in their work, follow them, and safeguard the quality of life of terminal care clients • work in compliance with regulations and quality recommendations applicable to self-monitoring
Good 4	
Excellent 5	• systematically comply with key up-to-date statutes on the care of dying patients in their area of responsibility and justify their actions by them • take into account recommendations for terminal care and evidence-based knowledge in their work, follow them, and safeguard the quality of life of terminal care clients • work in compliance with regulations and quality recommendations applicable to self-monitoring.

Students plan, deliver and evaluate holistic care for clients approaching death.

Participating in a terminal care discussion and drawing up a terminal care plan	
Students	
Satisfactory 1	• support the participation of dying clients and their close ones in terminal care discussions • take into account and carefully familiarise themselves with a dying client's living will • provide dying clients and their families and friends with professional information about nursing and the service system to support decisions made by them • with their team, keep the physician making a terminal care decision informed • provide a dying client and their close ones with reliable and up-to-date information • in their area of responsibility, ensure that all those participating in care know about the decision, the terminal care plan and the possible living will
Satisfactory 2	
Good 3	• expertly support the participation of dying clients and their close ones in terminal care discussions and maintain an open atmosphere in the discussions • take into account and carefully familiarise themselves with a dying client's living will and, if necessary, guide a dying client and their close ones in drawing up a living will • provide dying clients and their close ones with professional information about nursing and the service system to support decisions made by them • keep the physician making a terminal care decision informed in their area of responsibility • provide a dying client and their close ones with reliable and up-to-date information and discuss their preferences with them naturally and respectfully • in their area of responsibility, ensure that all those participating in care know about the decision, the terminal care plan and the possible living will
Good 4	
Excellent 5	• provide expert and correctly timed support for the participation of dying clients and their close ones in terminal care discussions and maintain an open and trustful atmosphere in the discussions • take into account and carefully familiarise themselves with a dying client's living will and, if necessary, guide and support a dying client and their close ones in drawing up a living will • provide dying clients and their close ones with professional information about nursing and the service system to support decisions made by them and support them if necessary • independently keep the physician making a terminal care decision informed in their area of responsibility • provide a dying client and their close ones with reliable and up-to-date information and discuss their preferences, support measures and options with them naturally and respectfully • in their area of responsibility, ensure that all those participating in care know about the decision, the terminal care plan and the possible living will.

Following a terminal care plan or living will	
Students	
Satisfactory 1	• respect the uniqueness and need to be heard and prepare for death of a person who is approaching death • pay attention to realising a dying person's right to self-determination in the planning of care • participate in planning the nursing of a person approaching death, drawing on the client's life history and social, cultural, psychological and spiritual needs • encourage a dying person to express their needs for closeness, aesthetics, sexuality and touch • follow the terminal care plan, evaluate its implementation, and bring up any needs related to a person's care • report on and record observations regarding person's condition without putting client safety at risk
Satisfactory 2	
Good 3	• respect the uniqueness and need to be heard and prepare for death of a person who is approaching death • pay attention to and look after realising a dying person's right to self-determination in the planning of care • participate in planning the nursing of a person approaching death, drawing on the client's life history and social, cultural, psychological and spiritual needs • encourage a dying person to express their needs for closeness, aesthetics, sexuality and touch, understand the importance of these aspects when planning their work, and justify their significance as part of holistic care • follow the terminal care plan, evaluate its implementation, and bring up any needs to change it related to a person's holistic care • report on and record professionally observations regarding person's condition without putting client safety at risk
Good 4	
Excellent 5	• respect the uniqueness and need to be heard and prepare for death of a person who is approaching death • pay attention to and look after realising a dying person's right to self-determination in the planning of holistic care • participate in planning the nursing of a client approaching death, drawing on the person's life history and social, cultural, psychological and spiritual needs • encourage a dying person to express their needs for closeness, aesthetics, sexuality and touch, understand the importance of these aspects when planning their work, and justify their significance as part of holistic care • follow the terminal care plan, evaluate its implementation, and bring up any needs to change it related to a person's holistic care, drawing on the competence of different actors in their working environment • report on and professionally, actively and diversely record observations regarding persons' condition together with clients and their close ones without putting client safety at risk.

Students interact with people in terminal care and the their close ones

Students	
Satisfactory 1	• encounter dying people with appreciation, are present in interactive situations, and encourage a dying person to express their feelings • discuss their life and approaching death with appreciation with a dying person • understand experiences of suffering and anxiety associated with the ending of life as part of dying • listen to and hear a dying person • use their presence, encouragement, hope, joy and humour in interactive situations • support a dying person and their close ones in grieving • use communication methods that support and compensate for speech and modify their expression if necessary
Satisfactory 2	
Good 3	• encounter dying people genuinely and with appreciation, are present in interactive situations, and encourage a dying people as well as their close ones to express their feelings • discuss their life and approaching death with appreciation and empathy with a dying person • understand experiences of suffering and anxiety associated with the ending of life as part of dying and are able to accept them • listen to and hear a dying person and their close ones • actively use their presence, encouragement, hope, joy and humour in interactive situations • support a dying person and their close ones in grieving as indicated by their needs • fluently use communication methods that support and compensate for speech and modify their expression if necessary
Good 4	
Excellent 5	• encounter dying people genuinely and with appreciation, are present in interactive situations, show understanding, encourage a dying person as well as their close ones to express their feelings, and discuss them naturally • discuss their life and approaching death as well as questions related to the meaning of life with appreciation and empathy with a dying person • understand experiences of suffering and anxiety associated with the ending of life as part of dying and are able to accept and alleviate them • listen to and hear a dying person and their close ones, understanding the role of silence as part of an encounter • actively and diversely use their presence, encouragement, hope, joy and humour in interactive situations • support a dying person and their close ones in grieving as indicated by their needs, justifying their actions • fluently and diversely use communication methods that support and compensate for speech and modify their expression if necessary.

Students use the working methods, tools and materials of the terminal care field, enhancing the wellbeing of a person in terminal care

Providing holistic care for a dying person	
Students	
Satisfactory 1	• provide palliative care, taking into account a dying person's needs and special features of illnesses • provide good postural care as well as oral and skin care • look after a dying person's nutrition and hydration, taking client's preferences into account • take care of a dying person's secretory functions appropriately • look after comprehensive pain management • look after pharmaceutical treatment as indicated by their area of responsibility • provide non-pharmacological palliative care • observe some signs of approaching death and inform their team of them appropriately
Satisfactory 2	
Good 3	• provide holistic palliative care, taking into account a dying person's needs and special features of illnesses • provide good postural care as well as oral and skin care and understand their importance for a dying person's wellbeing • look after a dying person's nutrition and hydration, taking client's personal wishes and preferences into account • take care of a dying person's secretory functions appropriately • provide comprehensive pain management, bringing up different options • look after comprehensive pharmaceutical treatment as indicated by their area of responsibility • provide non-pharmacological palliative care, bringing up different forms of psychosocial support • reliably observe signs of approaching death and pass on information about them appropriately
Good 4	
Excellent 5	• provide holistic palliative care, taking into account a dying person's needs and special features of illnesses, justifying their actions • provide good postural care as well as oral and skin care and understand their importance for a dying person's wellbeing, justifying their actions • look after a dying person's nutrition and hydration, taking client's personal wishes and preferences into account, justifying their importance • take care of a dying person's secretory functions appropriately, justifying their actions • provide comprehensive pain management, bringing up different options and justifying their actions diversely • look after comprehensive pharmaceutical treatment as indicated by their area of responsibility, justifying their actions • provide non-pharmacological palliative care, bringing up different forms of psychosocial support and justifying their actions • reliably observe signs of approaching death and pass on information about them appropriately.

Caring for a deceased person	
Students	
Satisfactory 1	• as a person dies, follow the care environment's instructions and practices as team members • comply with the deceased person's living will, observing cultural customs and practices as team members • inform the close ones of the deceased as agreed • as team members, care for the deceased person with dignity and following good practices, enabling close ones to participate in taking care of the deceased person • participate in a concluding discussion with close ones as team members
Satisfactory 2	
Good 3	• as a person dies, follow the care environment's instructions and practices • comply with the deceased person's living will, observing cultural customs and practices • inform the close ones of the deceased as agreed • care for the deceased person with dignity and following good practices, enabling close ones to participate in taking care of the deceased person • participate in a concluding discussion with close ones, evaluating the care
Good 4	
Excellent 5	• as a person dies, follow the care environment's instructions and practices • comply with the deceased person's living will, observing cultural customs and practices and enabling the participation of close ones • inform the close ones of the deceased as agreed • care for the deceased person with dignity, individually and following good practices, enabling close ones to participate in taking care of the deceased person • participate in a concluding discussion with close ones, evaluating the care and looking to future.

Students support and guide the close ones of a person in terminal care

Students	
Satisfactory 1	• when encountering close ones, take into account their background, age and culture • assess close ones' resources during the care process of a dying person • enable close ones to participate in providing basic care • support close ones' needs in their process of letting go and after death • guide close ones in processing their grief • support close ones in understanding the uniqueness of death • as team members, encounter close ones displaying a challenging reaction • together with a multiprofessional team, find out about the forms of support and services needed by close ones • support close ones in saying their final good-byes and understand the importance of saying good-bye • guide close ones in managing practical matters related to a death
Satisfactory 2	
Good 3	• when encountering close ones, take into account their background, age and culture individually • take into account and assess close ones' resources during the care process of a dying person • enable close ones to participate in providing basic care and guide them in it • support close ones' needs and feelings in their process of letting go and after death • guide close ones in processing their grief and seeking help from crisis groups and bereavement support groups if necessary • support close ones in understanding the uniqueness of death • encounter close ones displaying a challenging reaction • together with a multiprofessional team, find out about the forms of support and services needed by close ones and guide them to these services • guide and support close ones in managing practical matters related to a death
Good 4	
Excellent 5	• when encountering close ones, take into account their background, age and culture individually and comprehensively • take into account and assess close ones' resources during the care process of a dying person and support them • enable close ones to participate in providing basic care and guide them in it actively • recognise and support close ones' needs and feelings in their process of letting go and after death • guide and encourage close ones in processing their grief and seeking help from crisis groups and bereavement support groups if necessary • support close ones in understanding the uniqueness of death • encounter close ones displaying a challenging reaction and behave professionally in these situations • together with a multiprofessional team, find out about the forms of support and services needed by close ones and guide them to these services, justifying their actions

- guide and actively support close ones in managing practical matters related to a death.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Paying attention to wellbeing at work and occupational safety	
Students	
Satisfactory 1	• are familiar with the work unit's safety plan and practices for reporting hazardous situations and act as required by the situation • comply with instructions and regulations on wellbeing at work and occupational safety and with electrical and fire safety regulations • take responsibility for their wellbeing at work, occupational safety and work ability, process professionally their personal feelings about caring for a dying person, and use peer support and work guidance in their work
Satisfactory 2	
Good 3	• are familiar with the work unit's safety plan and practices for reporting hazardous situations and act as required by the situation • comply with instructions and regulations on wellbeing at work and occupational safety and with electrical and fire safety regulations • take responsibility for their own wellbeing at work, occupational safety and work ability and prevent potential harms • process professionally their personal feelings about caring for a dying person, and make use of peer support and work guidance actively in their work
Good 4	
Excellent 5	• are familiar with the work unit's safety plan and practices for reporting hazardous situations and act as required by the situation, preventing risks • comply with instructions and regulations on wellbeing at work and occupational safety and with electrical and fire safety regulations • actively take responsibility for their wellbeing at work, occupational safety and work ability and prevent potential harms • process professionally their personal feelings about caring for a dying client, make use of peer support and work guidance actively in their work, and justify their importance for their coping.

Addressing client safety	
Students	
Satisfactory 1	- recognise the impacts of a dying person's fear, pain and anxiety on person's behaviour and safety and the safety of the environment - pay attention to client safety in their work - follow the principles of aseptic working methods
Satisfactory 2	
Good 3	- recognise the impacts of a dying person's fear, pain and anxiety on person's behaviour and safety and the safety of the environment, and bring the matter up in their team - pay attention to client safety in their work and justify their actions - follow the principles of aseptic working methods
Good 4	
Excellent 5	- recognise the impacts of a dying person's fear, pain and anxiety on person's behaviour and safety and the safety of the environment, and strive to prevent challenging situations from occurring - pay extensive attention to client safety in their work and justify their actions - follow the principles of aseptic working methods

Students assess and develop their activities.

Students	
Satisfactory 1	- assess their competence - maintain the knowledge and skills related to working in terminal care required by their occupation - recognise some of their strengths and areas of development and assess their suitability for caring for dying people - participate in work community development as team members
Satisfactory 2	
Good 3	- realistically assess their competence - maintain and develop the knowledge and skills related to working in terminal care required by their occupation - recognise their strengths and areas of development and realistically consider their suitability for caring for dying people - participate in work community development and show an ability to support their colleagues
Good 4	
Excellent 5	- assess their competence realistically and diversely - actively and diversely maintain and improve the knowledge and skills related to working in terminal care required in their occupation and share the knowledge they have acquired with their team - recognise their strengths and areas of development and are motivated to develop themselves and their competence, realistically considering their suitability for caring for dying people - participate in work community development and show an ability and willingness to support their colleagues.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in a practical nurse's tasks in an environment that provides terminal care. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.12. Oral health care for different client groups, 15 cp (106248)

Competence requirements

Students know how to

- promote clients' wellbeing and oral health
- plan their tasks and work with clients
- use interaction skills in work with clients
- use the working methods, instruments and products of oral health care
- guide clients in using oral health care services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their work.

Assessment

Students promote clients' wellbeing and oral health.

Students	
Satisfactory 1	• comply with key recommendations and operating instructions related to oral health care work • support clients' to take initiative in oral self-care • work to support clients' wellbeing and health knowledge • comply with key up-to-date statutes in their area of responsibility
Satisfactory 2	
Good 3	• comply with recommendations and operating instructions related to oral health care work • encourage clients' to take initiative in oral self-care • work to strengthen clients' wellbeing and health knowledge • comply with key up-to-date statutes in their area of responsibility, justifying their actions
Good 4	
Excellent 5	• comply with recommendations and operating instructions related to oral health care work and justify their work • recognise clients' resources and support clients in taking initiative in oral self-care, drawing on clients' resources • strengthen and build up clients' wellbeing and health knowledge • comply with key up-to-date statutes in their area of responsibility, justifying their actions diversely.

Students plan their tasks and work with clients.

Students	
Satisfactory 1	• plan their work, taking the care and service plan into account • work in cooperation with clients • document observations related to clients' oral health, oral health care habits and self-care instructions as team members • draw up an oral self-care plan for a client as team members • comply with data protection and confidentiality in their work
Satisfactory 2	
Good 3	• plan their work, taking the care and service plan and client needs into account • work in cooperation with clients, their close ones and a multidisciplinary network • document observations related to clients' oral health, oral health care habits and self-care instructions • draw up an oral self-care plan for a client in cooperation with the client • comply with data protection and confidentiality in their work
Good 4	
Excellent 5	• plan their work taking the care and service plans and client needs into account, and modify their actions as a client's care and service plan changes • work in cooperation with clients, their close ones and a multidisciplinary network and develop their work • document observations related to clients' oral health, oral health care habits and self-care instructions and draw on this information when planning care work • draw up an oral self-care plan for a client in cooperation with the client and monitor the plan's impacts on client welfare • comply with data protection and confidentiality in their work.

Students use interaction skills in work with clients.

Students	
Satisfactory 1	• work and behave professionally in interactive situations • use communication methods and tools that support and compensate for speech and plain language • understand the effects of age, language, culture and world views on encountering clients
Satisfactory 2	
Good 3	• work professionally in interactive situations and notice the effects of their behaviour when dealing with clients • adeptly use communication methods and tools that support and compensate for speech and plain language • take into account the effects of a client's age, language, culture and world views when encountering them
Good 4	
Excellent 5	• work professionally in interactive situations, notice clients individually and modify their communication as required in the situation • adeptly and diversely use communication methods and tools that support and compensate for speech and plain language • take into account the effects of a client's age, language, culture and world views when encountering them, justifying their actions.

Students use the working methods, instruments and products of oral health care.

Students	
Satisfactory 1	• recognise a healthy mouth and some of the most common oral diseases • know about the impacts of systemic diseases on oral health and the effects of oral diseases on clients' wellbeing • know some of the effects of pharmaceuticals and intoxicants on oral health • are familiar with some factors that promote oral health • select equipment and products needed for oral hygiene • provide oral health care for clients as part of their daily work • if necessary, help clients with oral hygiene • make use of aids intended for oral self-care in their work • recognise different treatment solutions in a client's mouth and know some options of caring for oral hygiene • follow the principles of sustainable development
Satisfactory 2	
Good 3	• recognise a healthy mouth and the most common oral diseases • know about the impacts of systemic diseases on oral health and the effects of oral diseases on clients' wellbeing • know the effects of pharmaceuticals and intoxicants on oral health • are familiar with factors that promote oral health • select correct equipment and products needed for oral hygiene in cooperation with clients • provide oral health care for clients as part of their daily work • if necessary, guide and help clients with oral hygiene • if necessary, inform close ones, close networks and their team of a client's oral self-care • select some aids intended for oral self-care together with clients • recognise different treatment solutions in a client's mouth and are familiar with some of the different options of caring for oral hygiene • follow the principles of sustainable development, use them to justify their actions, and work with cost awareness
Good 4	
Excellent 5	• recognise a healthy mouth and the most common oral diseases and draw on this knowledge in their work • draw on their knowledge of the impacts of systemic diseases on oral health and the effects of oral diseases on clients' wellbeing in their work • draw on their knowledge of the effects of pharmaceuticals and intoxicants on a client's oral health in their work • are familiar with factors that promote oral health and draw on this knowledge in their work • select correct equipment and products needed for oral hygiene in cooperation with clients and change the operating plan if necessary • provide oral health care for clients as part of their daily work and modify the operating plan if necessary • if necessary, individually guide and help clients with oral hygiene and encourage clients to take initiative in their oral care • if necessary, inform and guide close ones, close networks and their team of a client's oral self-care • select aids intended for oral self-care together with clients and guide clients in their use

	• evaluate the realisation of a client's oral self-care and modify the plan together with the client if necessary • promote the implementation of sustainable development principles, justify their actions and work with cost-awareness.

Students guide clients in using oral health care services.

Students	
Satisfactory 1	• are familiar with the oral health care service network • guide clients in accessing oral health care services as team members
Satisfactory 2	
Good 3	• make use of the oral health care service network in their work • guide clients and their close networks in accessing oral health care services
Good 4	
Excellent 5	• make use of the oral health care service network in their work • assess clients' need for care as team members • guide clients and their close networks in accessing oral health care services.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• follow instructions on hygiene and aseptic practices in their work • follow the principles of ergonomics and modify their actions based on feedback received by them • work professionally when encountering clients with challenging behaviours
Satisfactory 2	
Good 3	• follow instructions on hygiene and aseptic practices in their work and justify their actions • follow the principles of ergonomics and justify their actions by the principles of work ergonomics • encounter professionally clients with challenging behaviours and pay attention to the workplace's safety practices
Good 4	
Excellent 5	• follow instructions on hygiene and aseptic practices in their work, justify their actions by evidence-based knowledge, and modify their actions if necessary • follow the principles of ergonomics, assess their actions in terms of ergonomics and modify them to reduce strain, finding alternative courses of actions • encounter professionally clients with challenging behaviours, pay attention to the workplace's safety practices, and inform the care network of the challenges.

Students assess and develop their work.

Students	
Satisfactory 1	• realistically evaluate their work and competence • maintain and develop their oral health care knowledge and skills • give and receive feedback and modify their activities if necessary
Satisfactory 2	
Good 3	• evaluate their work and competence realistically and recognise their strengths and needs of development • justify their decisions related to oral health care by professional knowledge • give and receive feedback and understand the significance of feedback given to them for developing their work
Good 4	
Excellent 5	• evaluate their work and competence realistically, recognise their strengths and needs of development, and ask for guidance if necessary • justify their decisions related to oral health care by professional knowledge and maintain their knowledge • give and receive feedback and understand the significance of feedback given to them for developing their work • make realistic development proposals.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks, in which they promote clients' oral health in an education or health and social care environment or in the client's home in a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed, the competence demonstration is to be supplemented in other ways.

2.13. Action-based methods in promoting wellbeing, 15 cp (106252)

Competence requirements

Students know how to

- promote clients' wellbeing using action-based methods and the natural environment
- plan their work
- use interaction skills in work with clients
- use action-based methods, equipment and materials to promote clients' wellbeing
- guide clients in participating in art, cultural and nature services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their work.

Assessment

Students promote clients' wellbeing using action-based methods and the natural environment.

Students	
Satisfactory 1	• use suitable arts, natural environments and physical activity with a resource-oriented approach when working with different clients • follow the principles of sustainable development • promote clients' creativity by encouraging
Satisfactory 2	
Good 3	• use suitable arts, natural environments and physical activity diversely and with a resource-oriented approach when working with different clients • follow the principles of sustainable development and justify their actions • promote creativity by encouraging a permissive atmosphere and inspiring clients to act
Good 4	
Excellent 5	• use suitable arts, natural environments and physical activity diversely and with a resource-oriented approach when working with different clients, justifying their actions • follow the principles of sustainable development, justify their actions and propose improvements • promote creativity by encouraging a permissive atmosphere and inspiring clients to act in a variety of ways.

Students plan their work.

Students	
Satisfactory 1	• plan their work with their team, drawing on their knowledge of arts-based methods, the natural environment and physical activity • work in cooperation with a multiprofessional team • set goals for their work • plan, carry out and evaluate activities as indicated by the client group • take into account clients' individuality in their plans • assess and document changes in functional capacity and effects on wellbeing
Satisfactory 2	
Good 3	• plan their work, drawing on their knowledge of arts-based methods, the natural environment and physical activity • work in cooperation with a multiprofessional team, encouraging the team in the use of methods that promote participation • set goals for their work with a client-oriented approach • plan, carry out and evaluate the activities diversely as indicated by the client group • flexibly take into account clients' individuality in their plans • assess and document changes in functional capacity and effects on wellbeing together with clients
Good 4	
Excellent 5	• plan their work, drawing on their knowledge of arts-based methods, the natural environment and physical activity, justifying their actions • work in cooperation with a multiprofessional team, diversely encouraging the team in the use of methods that promote participation • set goals for their work flexibly and with a client-oriented approach • plan, carry out and evaluate activities diversely and flexibly as indicated by the client group • flexibly take into account clients' individuality in their plans and justify their actions • assess and document changes in functional capacity and effects on wellbeing together with clients and their close ones.

Students use interaction skills in work with clients.

Students	
Satisfactory 1	• communicate appropriately in interactive situations, creating an atmosphere that permits creativity • work as instructors in ordinary situations, and analyse and process their personal emotions • guide individuals by means of interaction, using plain language and communication methods that support and compensate for speech • use their presence, encouragement, and humour in interactive situations • guide clients of varying ages in self-expression • comply with their workplace's instructions on communication • work and communicate responsibly as members of a multidisciplinary team and network
Satisfactory 2	
Good 3	• communicate appropriately and professionally in interactive situations, creating an atmosphere that permits creativity and is inspiring • work as instructors in new and changing situations, and analyse and process their personal emotions • guide individuals and groups by means of interaction, using plain language and communication methods that support and compensate for speech • use their presence, encouragement, and humour in interactive situations • guide clients of varying ages in self-expression, taking their life stage into account • comply with their workplace's instructions on communication • work and communicate responsibly as members of a multidisciplinary team and network
Good 4	
Excellent 5	• communicate appropriately and professionally in interactive situations, creating an atmosphere that permits creativity and is inspiring and encouraging • work as instructors in new and changing situations, and analyse and process their personal emotions, justifying their actions • guide individuals and groups by means of interaction, using plain language and communication methods that support and compensate for speech and modifying their interaction as required by the situation • use their presence, encouragement, and humour in interactive situations • guide clients of varying ages in self-expression, taking their life stage and personalities into account • comply with their workplace's instructions on communication • work and communicate responsibly as members of a multidisciplinary team and network.

Students use action-based methods, equipment and materials to promote clients' wellbeing.

Making use of natural and local environments in guiding clients	
Students	
Satisfactory 1	• draw on their knowledge of the opportunities offered by local and natural environments and materials as well as animal-assisted methods in their work with their team • encourage clients in getting to know, experimenting with and exploring the opportunities offered by the nature and environment • motivate clients and groups in outdoor exercise and spending time in nature as part of daily activities, taking accessibility into account • make use of the nature and environment and animal-assisted methods when guiding clients and groups, and enable aesthetic experiences • use relaxation methods in the natural and local environment • take everyman's rights into account in their activities
Satisfactory 2	
Good 3	• draw on their experiential knowledge of the opportunities offered by local and natural environments and materials as well as animal-assisted methods in their work • encourage clients and groups in getting to know, experimenting with and exploring individually the opportunities offered by the nature and environment • motivate clients and groups in nature experiences, outdoor exercise and spending time in nature as part of daily activities, taking accessibility into account • diversely make use of the nature and environment and animal-assisted methods when guiding clients and groups, and enable aesthetic experiences • make use of diverse relaxation methods in the nature and environment • take into account the effects of their activities on the nature and environment • take everyman's rights into account in their activities
Good 4	
Excellent 5	• draw diversely on their experiential knowledge of the opportunities offered by local and natural environments and materials as well as animal-assisted methods in their work, justifying their actions • encourage clients and groups in getting to know, experimenting with and exploring individually and diversely the opportunities offered by the nature and environment • motivate clients and groups in different nature experiences, outdoor exercise and spending time in nature as part of daily activities, taking accessibility into account • diversely make of use the nature and environment as well as animal-assisted methods when guiding clients and groups and enable aesthetic experiences, justifying their actions • use diverse relaxation methods creatively in the nature and environment • take into account the effects of their activities on the nature and environment, justifying their actions • take everyman's rights into account in their activities.

Action-based methods in guiding clients	
Students	
Satisfactory 1	• encounter clients as agents of their own lives and assist clients in living a life of their own choosing • as team members, select guidance methods suitable for clients and groups of varying ages and with different levels of functional capacity, taking the group's developmental phases into account • work with an enabling and participatory approach when leading activities • with their team, support clients' social interaction during the activities • inspire individuals to act, give encouraging feedback during activities and, with their team, encourage clients to explore and experiment with different forms of expression • draw on their knowledge of arts-based methods, equipment and materials when guiding clients and groups • guide clients to act and make choices individually and independently of their gender • contribute to maintaining an accepting and safe operating environment where diversity is respected • with their team, pace the activities when providing guidance
Satisfactory 2	
Good 3	• encounter clients as agents of their own lives and assist clients in having a good quality of life and living a life of their own choosing • select guidance methods suitable for clients and groups of varying ages and with different levels of functional capacity, taking the group's developmental phases into account and justifying their actions • work diversely with an enabling and participatory approach when leading activities • promote clients' social interaction during the activities • inspire individuals to act, give encouraging feedback during activities and encourage clients to explore and experiment with different forms of expression • draw diversely on their evidence-based knowledge of arts-based methods, equipment and materials when guiding clients and groups • guide clients to act and make choices individually and independently of their gender, supporting clients in assuming responsibility for the activities • contribute to maintaining an accepting and safe operating environment where diversity is respected, justifying their actions • encounter clients individually and with appreciation and create an unhurried atmosphere • pace the activities when providing guidance in changing situations
Good 4	
Excellent 5	• encounter clients as agents of their own lives and diversely promote clients' possibilities of having a good quality of life and living a life of their own choosing • select guidance methods suitable for clients and groups of varying ages and with different levels of functional capacity, taking the group's developmental phases into account and justifying their actions diversely

	• work diversely and creatively with an enabling and participatory approach when leading activities • promote clients' social interaction during the activities by different means • inspire individuals to act, give encouraging feedback during activities and encourage clients to explore and experiment with different forms of expression, justifying their actions • draw diversely on their evidence-based knowledge of arts-based methods, equipment and materials when guiding clients and groups • guide clients creatively to act and make choices individually and independently of their gender, supporting clients in assuming responsibility for the activities • contribute to maintaining and promote an accepting and safe operating environment where diversity is respected, justifying their actions diversely • encounter clients individually and with appreciation and create an unhurried atmosphere • pace the activities creatively when providing guidance in changing situations.

Students guide clients in participating in art, cultural and nature services.

Students	
Satisfactory 1	• inform clients and their close networks of art, cultural and nature services and animal-assisted activities • guide clients and groups in using art, cultural and nature services and animal-assisted activities and in familiarising themselves with cultural heritage • promote clients' participation in hobbies and activities of their social networks • make art, cultural and nature activities accessible to clients, offering experiences of empowerment
Satisfactory 2	
Good 3	• inform clients and their close networks of different art, cultural and nature services and animal-assisted activities • guide clients and groups in using diversely art, cultural and nature services and animal-assisted activities and in familiarising themselves with cultural heritage • promote clients' participation in hobbies and activities of their social networks, encouraging them to find activities that bring them pleasure • make different art, cultural and nature activities accessible to clients, offering experiences of empowerment
Good 4	
Excellent 5	• inform clients and their close networks diversely and appropriately of art, cultural and nature services and animal-assisted activities • guide clients and groups individually and appropriately in using art, cultural and nature services and animal-assisted activities and in familiarising themselves with cultural heritage • promote clients' participation in hobbies and activities of their social networks, encouraging them diversely to find activities that bring them pleasure • make different art, cultural and nature activities accessible to clients, offering experiences of empowerment and justifying their actions.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Paying attention to wellbeing at work and occupational safety	
Students	
Satisfactory 1	- are familiar with the unit's safety plan and act as required by the situation with their team - comply with instructions and regulations on wellbeing at work and occupational safety - take responsibility for their wellbeing at work, occupational safety and work ability
Satisfactory 2	
Good 3	- are familiar with the unit's safety plan and act as required by the situation - comply with instructions and regulations on wellbeing at work and occupational safety - take responsibility for their own wellbeing, safety at work and work ability and prevent potential harms
Good 4	
Excellent 5	- are familiar with the unit's safety plan and act as required by the situation, preventing risks - comply with instructions and regulations on wellbeing at work and occupational safety - actively take responsibility for their wellbeing at work, occupational safety and work ability and prevent potential harms.

Addressing client safety	
Students	
Satisfactory 1	- recognise the effects of their behaviour on the safety of clients and the environment in their work - pay attention to client safety in their work - create a safe atmosphere - work safely, following the principles of ergonomics
Satisfactory 2	
Good 3	- recognise the effects of their behaviour on the safety of clients and the environment in their work - pay attention to client safety in their work and justify their actions - create a safe and encouraging atmosphere - work safely, following the principles of ergonomics
Good 4	
Excellent 5	- recognise the effects of their behaviour on the safety of clients and the environment in their work and strive to prevent the occurrence of challenging situations - pay attention to client safety in their work and justify their actions diversely - create a safe, encouraging and inspiring atmosphere - work safely, following the principles of ergonomics and justifying their actions.

Students assess and develop their work.

Students	
Satisfactory 1	• assess their competence • recognise some of their strengths and development needs • maintain the knowledge and skills related to action-based methods required by their occupation
Satisfactory 2	
Good 3	• realistically assess their competence • recognise their strengths and development areas and assess their competence realistically • maintain and develop the knowledge and skills related to action-based methods required by their occupation • encourage creativity in the work community
Good 4	
Excellent 5	• assess their competence realistically and diversely • recognise their strengths and development areas, assess their competence realistically, and develop their activities • actively and diversely maintain and develop the knowledge and skills related to action-based methods required by their occupation • make realistic development proposals • encourage and enable creativity in the work community.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks, in which they promote clients' wellbeing through action-based methods in an education or health and social care environment or in the client's home, performing a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.14. Working as a top expert, 15 cp (106730)

Competence requirements

Competence development

The student

- assesses their competence and recognises their strengths and development areas
- draws up a development plan for themselves to support their growth into a top expert in the vocational field
- develops their competence and working methods based on the feedback they receive
- works in changing situations
- works perseveringly, developing their work
- works as part of the team and shares their expertise with others

Working in tasks requiring top expertise in the vocational field

The student

- selects working methods, tools and materials and uses them in changing situations
- tries new working methods in their work
- obtains and applies new information required in the set of tasks
- works cost-effectively and promoting the company's performance
- promotes the use of new work practices and working methods in the work community

- strengthens and creates new customer relationships
- [noudattaa työssään työturvallisuusmääräyksiä ja -ohjeita]
- anticipates risks and reports hazards related to the set of tasks
- ensures customer safety
- works ergonomically and takes care of their work ability
- keeps their working environment tidy and in order

Paying attention to quality requirements

The student

- sets their goals and plans their work with realistic schedules
- works in compliance with the company's or the organisation's quality criteria
- detects quality deviations and finds solutions to them
- works in line with the company's or organisation's and sustainable development principles

Working in networks of the vocational field

The student

- communicates with customers and in the work community in Finnish or Swedish and in one foreign language
- knows the key national and international networks in the sector
- uses their networks in their work

Assessment

[Opiskelija]	
Satisfactory 1	• carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	• carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	• carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	• plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	• plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Methods of demonstrating competence

The student demonstrates their competence by working in demanding tasks in their vocational field. The skills may also be demonstrated in national and international competitions or when preparing for such competitions. To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

Deviating from the vocational skills requirements or adapting the assessment of competence are not possible in this qualification unit.

2.15. Working with climate responsibility, 15 cp (106735)

Competence requirements

Examining the background of climate change

The student

- understand climate change as a phenomenon and the impact of human actions on it as well as the need to find solutions
- identifies special features of the Finnish operating environment with regard to climate change mitigation and adaptation
- identifies the key factors contributing to climate change in their field
- identifies opportunities to contribute to climate change mitigation and adaptation in their work task

Presenting the impacts of climate change and solutions to it

The student

- determines the climate impacts of their work or their work community's activities, product or service
- considers practical solutions for climate change mitigation or adaptation in their sector
- assesses and compares the feasibility and cost-efficiency of the climate solutions they have considered
- proposes justified solutions that can be implemented to develop their work or their work community's operation, product or service to reduce their climate impacts

Enhancing work with climate responsibility

The student

- communicates information on the climate solutions they have proposed in their work community
- participates in activities that increase climate awareness and develops climate-related matters in the work community
- through their actions, encourages others to climate responsibility

Assessment

[Opiskelija]	
Satisfactory 1	• carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	• carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	• carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	• plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	• plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Methods of demonstrating competence

The student demonstrates their competence in practical work tasks by working with climate responsibility in their vocational field. To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.16. Working in an international work environment, 15 cp (106734)

Competence requirements

Preparing to work in an international work environment

The student

- looks for information and familiarises themselves with the international work environment and their future work task
- familiarises themselves with the culture and society of countries related to the work task
- takes care of the arrangements and documents required in the international work task
- determines and agrees on the objectives and content of the work tasks
- takes into account the requirements, needs and schedule related to the work environment and the work task

Interaction in an international work environment

The student

- works in cooperation with an international work community and international customers
- uses the key vocabulary of their sector in a foreign language
- shares their competence in an international work environment
- uses different communication channels responsibly
- works with people from different cultural backgrounds
- observes the working culture

Working in an international environment

The student

- complies with the agreed working hours and operating practices
- acts flexibly in different situations
- complies with the regulations and instructions related to the work tasks
- pays attention to the risks related to health and safety
- works responsibly and ethically
- acts in a manner that promotes equality and equity

Using international competence and sharing it

The student

- assesses the importance of competence acquired in an international work task for their career
- uses their international competence in their work
- assesses the impacts of the working methods and operating cultures in countries related to the work task on the smooth running of the work and its outcome
- shares their international competence with the work community

Assessment

[Opiskelija]	
Satisfactory 1	• carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	• carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	• carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	• plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	• plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Methods of demonstrating competence

The student demonstrates their competence in practical work tasks by working in an international work environment or in project abroad or in Finland. To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.17. Workplace instructor training, 5 cp (106731)

Competence requirements

Acting as a contact person

The student

- familiarises themselves with the qualification requirements of their field and recognises the link between the work tasks and them
- familiarises themselves with the division of work between the education provider and the workplace in the provision of vocational education and training
- examines the possibilities to organise training and competence demonstrations at the workplace
- communicates information on organising vocational education and training at the workplace together with the education provider
- interacts with different students and employees

Preparing for guidance situations

The student

- familiarises themselves with the student's personal competence development plan
- participates in planning competence acquisition at the workplace
- participates in the orientation to occupational safety, workplace instructions and practices for supervised students
- plans student guidance and its schedule
- follows different guidance situations
- takes advantage of digital devices appropriately
- assesses their guidance skills and defines their development needs

Giving feedback on the development of competence

The student

- compares the acquired competence to the objectives that have been set
- gives constructive feedback on the development of competence
- pays attention to students needing special support and students representing different languages and cultures when giving feedback

Assessment

[Opiskelija]	
Satisfactory 1	• carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	• carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	• carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	• plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	• plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Methods of demonstrating competence

The student demonstrates their competence by acting as a contact person at a workplace and preparing for situations in which guidance and feedback is given. To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.18. Working in an enterprise, 15 cp (106733)

Competence requirements

Planning the business of a company

The student

- obtains information needed to plan the various aspects of the company's business activities

- draws up a customer-oriented action plan and specifies the company's objectives
- draws up budgets and a financial plan with awareness of the entrepreneur's position
- recognises key risks related to business
- understands the requirements of sustainable development and their importance for business

Building cooperation networks that promote the company's business

The student

- acquires key cooperation partners for business
- agrees on collaboration with cooperation partners
- concludes cooperation agreements when necessary, taking responsibilities and obligations into account

Working in the company

The student

- works as an entrepreneur or as part of a cooperation network
- manages the agreed sub-sector of business activities
- solves problems related to the company's operation with a customer-oriented approach
- observes the legislation applicable to the sector

Evaluation and development of the company's operation

The student

- sets objectives for their activities in line with the company's strategic goals
- makes constructive and justified proposals to develop the company's operation, taking into account the quality and performance targets
- considers the expectations of customers and stakeholders in their plans

Assessment

[Opiskelija]	
Satisfactory 1	• carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	• carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	• carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	• plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	• plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Methods of demonstrating competence

The student demonstrates their competence in practical work tasks by working in a company and developing the company's business according to a plan. To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.19. Planning a business, 15 cp (106732)

Competence requirements

Finding and generating ideas for business opportunities

The student

- explores the companies and customers operating in their chosen vocational field

- based on that, assesses business opportunities
- understands the requirements of sustainable development and their importance for business

Developing a business idea and drawing up a business plan

The student

- investigates market prospects and the competitive situation
- explores business ideas and chooses a feasible one
- draws up a plan for the company's operations, using experts if necessary
- calculates returns and costs related to business activities and plans the financing
- takes into account the legislation applicable to the sector when planning

Networking with stakeholders

The student

- selects key stakeholders from the point of view of their activities
- introduces the company's operating model to some key stakeholders in a customer-oriented manner

Drawing up documents related to setting up a company

The student

- selects a suitable company form
- calculates the required financing
- finds out what documents are associated with setting up a company and draws them up

Assessing strengths and expertise

The student

- assesses their strengths for acting as an entrepreneur
- describes their competence that is relevant to business

Assessment

[Opiskelija]	
Satisfactory 1	• carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	• carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	• carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	• plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	• plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Methods of demonstrating competence

The student demonstrates their competence in practical work tasks alone or with a group by drawing up a business plan for the business idea they have created. To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.20. Working in podiatric care, 40 cp (106232)

Competence requirements

Students know how to

- work in compliance with the statutes, regulations and operating principles applicable to social and health care field and podiatric care recommendations

- plan their work and work cooperatively as members of the work community and professional network
- plan, carry out and assess podiatric care provided for clients
- interact with clients, clients' assistants and health care personnel in special issues of podiatric care
- use the working methods, tools and materials of the field in the health care and pharmaceutical treatment of feet and legs
- assess and develop their podiatric care work.

Assessment

Students work in compliance with the statutes, regulations and operating principles applicable to social and health care field and podiatric care recommendations.

Students	
Satisfactory 1	• comply with the legislation, provisions, regulations and ethical principles of the social and health care field in recurring situations • work in podiatric care, drawing on evidence-based knowledge • take into account quality criteria for podiatric care • follow the principles of sustainable development
Satisfactory 2	
Good 3	• comply with the legislation, provisions, regulations and ethical principles of social and health care, justifying their actions • work in podiatric care, applying evidence-based knowledge • work in podiatric care in compliance with quality criteria for podiatric care • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• comply with the legislation, provisions, regulations and ethical principles of the social and health care field, justifying their actions diversely • work in and develop podiatric care, applying evidence-based knowledge and justifying their actions • work in and develop podiatric care in compliance with quality criteria for podiatric care • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work and work cooperatively as members of the work community and professional network.

Students	
Satisfactory 1	• plan their daily tasks, taking the workplace's other plans into account • work professionally when dealing with clients and with health care personnel • draw on the expertise of a multiprofessional team in special questions of podiatric care
Satisfactory 2	
Good 3	• plan their daily and weekly tasks, taking the workplace's other plans into account • work professionally when dealing with clients and with health care personnel • with a client-oriented approach, draw on the expertise of a multiprofessional team in special questions of podiatric care
Good 4	
Excellent 5	• plan their daily and weekly tasks, taking the workplace's other plans into account, and modify their activities as required by the situation • work professionally when dealing with clients and with health care personnel • diversely and with a client-oriented approach, draw on the expertise of a multiprofessional team in special questions of podiatric care.

Students plan, carry out and evaluate podiatric care provided for clients.

Students	
Satisfactory 1	• assess and recognise clients' key podiatric care needs • assess the urgency of the care and support needs and, as team members, guide clients in accessing services • draw up a written care plan together with a client and follow the plan • keep records of provided care • draw up a podiatric self-care plan for a client • inform their team of a client's condition • use client information systems as team members, taking information security and confidentiality provisions into account
Satisfactory 2	
Good 3	• assess and recognise clients' podiatric care needs • assess the urgency of the care and support needs and guide clients in accessing services • draw up a written care plan together with a client and follow the plan comprehensively • keep records of provided care • draw up a podiatric self-care plan together with a client • inform their team of changes in the condition of a client's feet and legs • use client information systems, taking information security and confidentiality provisions into account
Good 4	
Excellent 5	• assess and recognise clients' podiatric care needs with a client-oriented approach • assess the care and support needs and their urgency and guide and advise clients and their close ones in accessing care or services • draw up a written podiatric care plan together with a client, and follow and evaluate the plan comprehensively • keep records of provided care • draw up a podiatric self-care plan together with a client and guide the client in implementing it • inform their team of changes associated with a client's state of health • use client information systems, taking information security and confidentiality provisions into account.

Students interact with clients, clients' assistants and health care personnel in special issues of podiatric care.

Students	
Satisfactory 1	• pay attention to the effects of their behaviour and non-verbal expression in interactive situations • use plain language and methods that support and compensate for speech in interactive situations • pay attention to information security and confidentiality in interactive situations • pay attention to clients' cultural, religious and ethical customs in interactive situations • work in podiatric care within a practical nurse's area of responsibility • recognise clients' needs for social and health care and rehabilitation services
Satisfactory 2	
Good 3	• understand the effects of their behaviour and non-verbal expression in interactive situations • use plain language and methods that support and compensate for speech in different interactive situations with a client-oriented approach • follow information security and confidentiality instructions in interactive situations • take into account clients' cultural, religious and ethical customs in interactive situations • work as experts in podiatric care within a practical nurse's area of responsibility • recognise clients' needs for social and health care and rehabilitation services and guide them in using the services
Good 4	
Excellent 5	• recognise the effects of their behaviour and non-verbal expression in interactive situations and modify their behaviour as appropriate with each client • use plain language and methods that support and compensate for speech in different interactive situations with a client-oriented approach, modifying their expression according to a client's communication skills • serve clients responsibly in different interactive situations, taking information security and confidentiality into account • act in interactive situations with clients from different cultures and seek information about multiculturalism • work as experts within a practical nurse's area of responsibility in changing podiatric care situations • recognise clients' needs for social and health care and rehabilitation services and advise them in using the services.

Students use the working methods, tools and materials of the field in the health care and pharmaceutical treatment of feet and legs.

Working aseptically	
Students	
Satisfactory 1	• see to the hygiene of clients' care environments, ensuring that the spread of microbes is prevented • prepare a well-functioning care facility following instructions • take care of their personal hygiene, wear protective clothing and ensure cleanliness • care for leg ulcers following instructions and an aseptic work order • care for the equipment and instruments used in podiatric health care
Satisfactory 2	
Good 3	• see to the hygiene of clients' care environments, ensuring that the spread of microbes is prevented, and justify their actions • prepare a well-functioning care facility, taking clients' functional capacity into account in the preparations • take care of their personal hygiene, wear protective clothing and ensure cleanliness • care for leg ulcers, following an aseptic work order • care for the equipment and instruments used in podiatric health care and inform their team about problems related to user safety
Good 4	
Excellent 5	• see to the hygiene of clients' care environments, ensuring that the spread of microbes is prevented, and justify their actions diversely • prepare a well-functioning leg ulcer care facility, taking clients' needs and functional capacity into account in the preparations • take care of their personal hygiene, wear protective clothing and ensure cleanliness • care for leg ulcers, following an aseptic work order • care for the equipment and instruments used in podiatric health care, inform their team about problems related to user safety, and contact a service organisation if necessary.

Resource-oriented work approach	
Students	
Satisfactory 1	• recognise changes in clients' functional capacity • guide clients or clients' close ones in carrying out podiatric self-care
Satisfactory 2	
Good 3	• recognise changes in and promote clients' functional capacity • guide and advise clients or clients' close ones in carrying out podiatric self-care
Good 4	
Excellent 5	• diversely recognise changes in and promote clients' functional capacity • guide, advise and motivate clients or clients' close ones in carrying out podiatric self-care.

Recognising changes in feet and legs	
Students	
Satisfactory 1	• examine clients' skin condition and circulation in lower extremities as well as pain experienced by clients • examine and recognise changes in the condition of clients' feet and legs • take into account some effects of illnesses on podiatric health • discuss changes in the condition of a client's feet and legs with podiatric care experts
Satisfactory 2	
Good 3	• examine and recognise clients' skin condition and circulation in lower extremities as well as pain experienced by clients • using different methods, examine changes in the condition of a client's feet and legs and recognise podiatric care challenges • take into account the effects of illnesses on podiatric health and functional capacity • discuss changes in the condition of a client's feet and legs and special issues with podiatric care experts
Good 4	
Excellent 5	• with a client-oriented approach, examine and recognise clients' skin condition and circulation in lower extremities as well as pain experienced by clients • using different methods, examine changes in the condition of a client's feet and legs and recognise podiatric care challenges, justifying their actions • take into account the effects of illnesses on podiatric health and functional capacity, drawing on evidence-based knowledge and guiding clients in prevention of problems • discuss changes in the condition of a client's feet and legs and special issues with podiatric care experts, bringing up different alternatives.

Treating changes in feet and legs	
Students	
Satisfactory 1	- as indicated by their area of responsibility, treat health-related changes in feet and legs, following care instructions and ensuring pain management - treat a leg ulcer using wound care products and drawing on evidence-based knowledge - select a suitable ready-made cushioning product and recognise the need for aids
Satisfactory 2	
Good 3	- as indicated by their area of responsibility, treat health-related changes in feet and legs with a client-oriented approach, following care instructions and ensuring pain management - treat a leg ulcer using wound care products and drawing on evidence-based knowledge, and justify their actions with evidence-based knowledge - make use of ready-made cushioning products in their work as well as design and prepare a suitable individual cushioning product, taking the client's functional capacity into account - recognise the need for aids and guide clients in purchasing and using them
Good 4	
Excellent 5	- as indicated by their area of responsibility, treat health-related changes in feet and legs with a client-oriented approach, following care instructions and ensuring pain management, and justify their actions - treat a leg ulcer using wound care products and justify their actions diversely with evidence-based knowledge - make use of ready-made cushioning products in their work as well as design and prepare a suitable individual cushioning product, taking its effectiveness and aesthetic aspects as well as the client's functional capacity into account - recognise the need for aids and guide clients in purchasing and using them, and take into account their significance for promoting functional capacity.

Providing pharmaceutical treatment	
Students	
Satisfactory 1	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and draw on these principles in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and are familiar with the most common pharmaceutical treatments used in podiatric care • treat a leg ulcer with externally applied pharmaceuticals and take into account the effects of a client's pharmaceutical treatment on their functional capacity • with their team, guide clients in the use of externally applied pharmaceutical treatments • observe any incorrect pharmaceuticals use and pass on information about their observations
Satisfactory 2	
Good 3	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use the most common pharmaceutical databases, understand their operating principles and use them in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients and their close networks following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and provide guidance in the most common pharmaceutical treatments used in podiatric care • treat a leg ulcer with externally applied pharmaceuticals and take into account the effects of a client's pharmaceutical treatment on their functional capacity diversely and justifying their actions • guide clients in the use of externally applied pharmaceutical treatments • observe any incorrect pharmaceuticals use and pass on information about their observations
Good 4	
Excellent 5	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use adeptly pharmaceutical databases, understand their operating principles and use them actively in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • actively guide clients and their close networks following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and provide diverse guidance in the most common pharmaceutical treatments used in podiatric care

	• treat a leg ulcer with externally applied pharmaceuticals and take into account diversely the effects of a client's pharmaceutical treatment on their functional capacity, justifying their actions diversely • guide clients in using externally applied pharmaceuticals and observing the effects of pharmaceuticals • observe any incorrect pharmaceuticals use and pass on information about their observations.

Addressing client safety	
Students	
Satisfactory 1	• pay attention to client safety in their work
Satisfactory 2	
Good 3	• pay extensive attention to client safety in their work and justify their actions
Good 4	
Excellent 5	• pay extensive attention to client safety in their work, justifying their actions, and propose improvements.

Students assess and develop their activities in podiatric care.

Students	
Satisfactory 1	• assess their podiatric care work and competence • maintain the knowledge and skills required in podiatric health care • receive feedback and change their activities as required • make choices and decisions related to their work and solve problems as team members • draw on evidence-based information in their work and search for it in reliable sources
Satisfactory 2	
Good 3	• assess their podiatric care work and competence realistically • maintain and develop the knowledge and skills required in podiatric health care • receive and give feedback and change their activities as required • recognise their strengths and development areas and seek for guidance if necessary • make choices and decisions related to their work and solve problems • justify the decisions related to their work by theoretical knowledge and search for information in reliable sources
Good 4	
Excellent 5	• assess their podiatric care work and competence realistically and diversely • actively maintain and develop the knowledge and skills required in podiatric health care • receive and give feedback and change their activities as required and make realistic development proposals • diversely recognise their strengths and development areas and seek for guidance if necessary • make choices and decisions related to their work independently and solve problems • justify the decisions related to their work diversely by theoretical knowledge and search for information in reliable sources.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks where they work in an environment that provides podiatric care, performing a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.21. Working in podiatric health promotion, 35 cp (106230)

Competence requirements

Students know how to

- work in compliance with the statutes, operating principles and values applicable to the social and health care field and a practical nurse's ethical instructions
- plan their work and work cooperatively as members of the work community and professional network

- plan, carry out and assess podiatric care provided for clients
- interact with podiatric care clients of varying ages
- use the working methods, tools and materials of the field in podiatric care
- provide guidance in using services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their activities
- evaluate their possibilities of working as podiatric care entrepreneurs.

Assessment

Students work in compliance with the statutes, operating principles and values applicable to the social and health care field and a practical nurse's ethical instructions.

Students	
Satisfactory 1	• comply with the legislation, regulations and operating principles of the social and health care field • work responsibly, observing the underpinning values of the field and complying with concluded agreements and ethical principles relevant to their occupation • comply with data protection, confidentiality and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • work in compliance with regulations and quality recommendations applicable to self-monitoring • follow the principles of sustainable development
Satisfactory 2	
Good 3	• comply with the legislation, regulations and operating principles of the social and health care field, justifying their actions • work responsibly, observing the underpinning values of the field and complying with concluded agreements and ethical principles relevant to their occupation, justifying their actions • comply with data protection, confidentiality and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • work in compliance with regulations and quality recommendations applicable to self-monitoring • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• comply with the legislation, regulations and operating principles of the social and health care field, justifying their actions diversely • work responsibly, observing the underpinning values of the field and complying with concluded agreements and ethical principles relevant to their occupation, justifying their actions diversely • comply with data protection, confidentiality and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • work in compliance with regulations and quality recommendations applicable to self-monitoring and propose improvements • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work and work cooperatively as members of the work community and professional network.

Students	
Satisfactory 1	• plan their work with a client-oriented approach with the team • plan their daily tasks, taking into account the workplace's other plans • make choices and decisions related to their work • follow the work community's rules and operating principles • communicate and act in a professional and appropriate manner • have problem-solving skills • are familiar with the tasks of different professional groups and work as members of a multiprofessional team • contribute to maintaining a good work atmosphere • are familiar with their workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette
Satisfactory 2	
Good 3	• plan their work with a client-oriented approach • plan their daily and weekly tasks, taking the workplace's other plans into account • make choices and decisions related to their work and justify their actions • follow the work community's rules and operating principles • communicate and act in a professional and appropriate manner • have problem-solving skills and bring up alternative solutions • are familiar with the tasks of different professional groups and work cooperatively as members of a multiprofessional team • make a positive contribution to the social atmosphere of their work community • are familiar with their workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette
Good 4	
Excellent 5	• plan their work with a client-oriented approach and comprehensively • plan their daily and weekly tasks, taking the workplace's other plans into account, and modify their activities as required by the situation • make choices and decisions related to their work and justify their actions diversely • follow the work community's rules and operating principles and propose improvements • communicate and act professionally and appropriately and inform the work community of any changes • have problem-solving skills and find different alternative solutions to situations • are familiar with the tasks of different professional groups and work cooperatively and actively as members of a multiprofessional team • make a positive contribution to the social atmosphere of their work community • are familiar with their workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette.

Students plan, carry out and evaluate podiatric care provided for clients.

Students	
Satisfactory 1	• examine, recognise and assess clients' podiatric care needs • draw up a written podiatric care plan • follow a care plan • draw up a podiatric self-care plan • use client information systems with their team, taking information security and confidentiality provisions into account
Satisfactory 2	
Good 3	• examine, recognise and assess clients' podiatric care needs with a client-oriented approach • prepare a written podiatric self-care plan together with a client • follow a care plan • draw up a podiatric self-care plan together with a client • use client information systems, taking information security and confidentiality provisions into account
Good 4	
Excellent 5	• examine, recognise and assess clients' podiatric care needs with a client-oriented approach, taking client preferences into account • prepare a written podiatric self-care plan together with a client and update the plan • follow a care plan • draw up a podiatric self-care plan together with a client and update it • use client information systems, taking information security and confidentiality provisions into account.

Students interact with podiatric care clients of varying ages.

Professional interaction	
Students	
Satisfactory 1	• work professionally in interactive situations • pay attention to the effects of their behaviour in interactive situations • use plain language and methods that support and, if necessary, compensate for speech in interactive situations • serve clients responsibly and equally with their team, taking information security and confidentiality into account • use information and communication technology in their work • work with clients from different cultures • work with gender awareness
Satisfactory 2	
Good 3	• work professionally and with a client-oriented approach in interactive situations • pay attention to the effects of their behaviour in interactive situations • use plain language and methods and, if necessary, communication techniques that support and compensate for speech in interactive situations with a client-oriented approach • serve clients responsibly and equally, taking information security and confidentiality into account • use information and communication technology in their work with a client-oriented approach • work with clients from different cultures and seek information about multiculturalism • work with gender awareness, encountering clients as individuals without predetermined gender expectations
Good 4	
Excellent 5	• work professionally and with a client-oriented approach in changing interactive situations • pay attention to the effects of their behaviour in changing interactive situations and modify their actions if necessary • use plain language and communication techniques that support and compensate for speech in interactive situations with a client-oriented approach • serve clients responsibly and equally, taking information security and confidentiality into account • use information and communication technology in their work diversely and with a client-oriented approach • work with clients from different cultures, seek information about multiculturalism, and promote equality • work with gender awareness, encountering clients as individuals without predetermined gender expectations, and promote equality.

Using language skills in client service/ Field-specific language proficiency of Finnish speakers

Students	
Satisfactory 1	serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and manage the services situation flexibly in the second national language and in one foreign language.

Using language skills in client service/ Field-specific language proficiency of Swedish speakers

Students	
Satisfactory 1	serve customers in Swedish and Finnish and manage the service situation tolerably well in one foreign language
Satisfactory 2	
Good 3	serve customers in Swedish and Finnish and manage the service situation in one foreign language
Good 4	
Excellent 5	serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Using language skills in client service/ Field-specific language proficiency of speakers of other languages

Students	
Satisfactory 1	manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	manage the service situation in Finnish and Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and Swedish and manage the service situation flexibly in one foreign language.

Using language skills in client service/Field-specific language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	manage the service situation in Finnish or Swedish in addition to the language of instruction and are able to help clients forward in one other language in the service situation
Satisfactory 2	
Good 3	manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	serve customers in Finnish or Swedish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students use the working methods, tools and materials of the field in podiatric care.

Providing podiatric care	
Students	
Satisfactory 1	• prepare well-functioning facilities for podiatric care in different operating environments • using the most common methods, examine the feet and legs of clients of varying ages, taking into account the effects of illnesses on foot and leg health • select the equipment, materials, supplies and products needed in podiatric care and use them safely • with a client-oriented approach, treat skin changes in legs and nail changes in toes with the most common methods • treat the skin of the feet and toenails with externally applied self-care pharmaceuticals • take into account the impacts and adverse effects of externally applied pharmaceutical treatments and guide clients in pharmaceutical treatment • guide clients in foot and leg exercises, massage their feet and use touch as a treatment method • select a ready-made cushioning product that is suitable for an individual client and guide the client in its use • guide different groups in foot and leg wellbeing • use a work approach that supports clients' functional capacity
Satisfactory 2	
Good 3	• prepare well-functioning facilities for podiatric care in different operating environments, taking clients' functional capacity into account • using different methods, examine the feet and legs of clients of varying ages, taking into account the effects of illnesses on foot and leg health and functional capacity • select the equipment, materials, supplies and products needed in podiatric care with a client-oriented approach and use them safely • with a client-oriented approach, treat skin changes in legs and nail changes in toes with different methods • with a client-oriented approach, treat the skin of the feet and toenails with externally applied self-care pharmaceuticals • take into account the impacts and adverse effects of externally applied pharmaceutical treatments and guide clients in using pharmaceutical treatment and monitoring its effectiveness • guide clients individually suitable foot and leg exercises, massage their feet with a client-oriented approach, and use touch as a treatment method • select podiatric cushioning products, taking the client's functional capacity into account, and design and prepare some individually suitable cushioning products • guide clients in the use and care of cushioning product(s) • guide different groups in foot and leg wellbeing with a client-oriented approach • use a work approach that supports and promotes clients' functional capacity
Good 4	
Excellent 5	• prepare well-functioning facilities for podiatric care in different operating environments, taking clients' needs and functional capacity into account

	• using different methods extensively, examine the feet and legs of clients of varying ages, taking into account the effects of illnesses on foot and leg health and functional capacity • select the equipment, materials, supplies and products needed in podiatric care with a client-oriented approach, taking cost-efficiency into account, and use them adeptly and safely • using appropriate methods, treat skin changes in legs and nail changes in toes • guide clients in functional foot and leg exercises, massage their feet with a client-oriented approach, and use touch as a treatment method • treat the skin of the feet and toenails appropriately with externally applied self-care pharmaceuticals in interaction with the client • take into account the impacts and adverse effects of pharmaceutical treatments and guide a client in using pharmaceutical treatment and monitoring its effectiveness with a client-oriented approach • select podiatric cushioning materials with a client-oriented approach, and design and make cushioning products suitable for individual clients, taking into account their functional and aesthetic aspects • guide clients in the use, care and monitoring of cushioning product(s) with a client-oriented approach and ensure that clients can access further treatment if necessary • guide different groups in foot and leg wellness with a client-oriented approach and creatively, using a work approach that supports and promotes clients' functional capacity in a client-oriented manner.

Motivating self-care	
Students	
Satisfactory 1	• guide clients in self-care of podiatric health and wellbeing in line with recommendations and promote their good nutrition • guide clients in footwear and sock selection, skin and nail treatment, foot hygiene and foot and leg exercises • recognise clients' needs for mobility aids and guide customers in purchasing, using and maintaining aids
Satisfactory 2	
Good 3	• guide with a client-oriented approach and motivate clients in self-care of podiatric health and wellbeing and good nutrition • guide clients individually in footwear and sock selection, skin and nail treatment, foot hygiene and foot and leg exercises • recognise clients' needs for mobility aids and guide customers in purchasing, using and maintaining aids
Good 4	
Excellent 5	• guide with a client-oriented approach and motivate clients in self-care of podiatric health and wellbeing and good nutrition and ensure that clients have possibilities for implementing self-care • guide clients individually and extensively in footwear and sock selection, skin and nail treatment, foot hygiene and foot and leg exercises • assess clients' needs for mobility aids and guide customers in purchasing, using and maintaining aids.

Working aseptically	
Students	
Satisfactory 1	• see to the hygiene of clients' podiatric care environments, ensuring that the spread of microbes is prevented • plan and carry out podiatric care, following an aseptic work order • maintain instruments and equipment used in podiatric care • work in instrument care following aseptic principles and work in cooperation with the instrument care organisation if necessary • see to their hygiene and the cleanliness of their protective clothing, and use appropriate personal protective equipment
Satisfactory 2	
Good 3	• see to the hygiene of clients' podiatric care environments, ensuring that the spread of microbes is prevented • plan and carry out podiatric care, following an aseptic work order • maintain instruments and equipment used in podiatric care • work in instrument care following aseptic principles and work in cooperation with the instrument care organisation if necessary • see to their hygiene and the cleanliness of their protective clothing, and use appropriate personal protective equipment
Good 4	
Excellent 5	• see to the hygiene of clients' podiatric care environments, ensuring that the spread of microbes is prevented • plan and carry out podiatric care, following an aseptic work order • maintain instruments and equipment used in podiatric care • work in instrument care following aseptic principles and work in cooperation with the instrument care organisation if necessary • see to their hygiene and the cleanliness of their protective clothing, and use appropriate personal protective equipment.

Students guide clients in using services.

Students	
Satisfactory 1	• are familiar with the service system as indicated by their area of responsibility • are familiar with clients' critical paths and service chains • guide clients and their close networks in using services • guide clients in using electronic services
Satisfactory 2	
Good 3	• are familiar with the service system as indicated by their area of responsibility and update their competence related to the service system as team members • are familiar with clients' critical paths and service chains and draw on this knowledge in their work • guide clients and their close networks in using services and propose alternatives to clients • guide clients in using electronic services
Good 4	
Excellent 5	• are familiar with the service system as indicated by their area of responsibility and update their competence related to the service system • are familiar with clients' critical paths and service chains and draw on this knowledge in their work • support clients and their close networks in using services and propose alternatives to clients in an appropriate way • guide clients in using electronic services.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• are familiar with the workplace's safety plan and practices for reporting hazardous situations • comply with instructions and regulations on wellbeing at work and occupational safety • work following the principles of ergonomics, justifying their actions • recognise clients' resources and let clients do themselves everything that their functional capacity and condition allow • use transfer and mobility aids safely • recognise stress and risk factors in their field and modify their actions with reference to these factors • take responsibility for their wellbeing at work, occupational safety and work ability • recognise clients with challenging behaviours in their work • following instructions, take faulty equipment and devices for a service
Satisfactory 2	
Good 3	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by the situation • comply with instructions and regulations on wellbeing at work and occupational safety • work following the principles of ergonomics, justifying their actions • diversely recognise clients' resources and let clients do themselves everything that their functional capacity and condition allow • use transfer and mobility aids safely and adeptly • recognise stress and risk factors in their field and develop their work with reference to these factors • take responsibility for their wellbeing at work, occupational safety and work ability • recognise clients with challenging behaviours in their work and strive to prevent the occurrence of challenging situations • following instructions, take faulty equipment and devices for a service
Good 4	
Excellent 5	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by the situation • comply with instructions and regulations concerning wellbeing at work and occupational safety and apply this information in changing conditions • work following the principles of ergonomics, justifying their actions • recognise clients' resources and let clients themselves do everything their functional capacity and condition allow, taking changing situations into account • use transfer and mobility aids safely, adeptly and appropriately, justifying their actions • recognise key stress and risk factors in their field and develop their work and the work unit's working methods • take responsibility for their wellbeing at work, occupational safety and work ability

	• recognise clients with challenging behaviours in their work, strive to prevent the occurrence of challenging situations, and see to their personal safety • following instructions, take faulty equipment and devices for a service.

Students assess and develop their activities.

Students	
Satisfactory 1	• assess their work and competence • recognise their strengths and development areas • receive and give feedback and change their activities as required • make choices and decisions related to their work and solve problems as team members • maintain and develop their podiatric care knowledge and skills • draw on evidence-based information in their work and search for it in reliable sources
Satisfactory 2	
Good 3	• assess their work and competence realistically • recognise their strengths and development areas and set goals for their professional growth • give and receive feedback and develop their work based on it • make choices and decisions related to their work independently and solve problems • maintain and develop the knowledge and skills required in podiatric care work • justify decisions related to their work with evidence-based knowledge and search for it in reliable sources
Good 4	
Excellent 5	• assess their work and competence realistically and diversely • recognise their strengths and development areas and set goals for their professional growth, justifying their actions diversely • give and receive feedback and actively develop their work based on it • make choices and independent decisions related to their work and solve problems • actively maintain and improve the knowledge and skills required in podiatric care work • justify extensively their work-related decisions by evidence-based knowledge.

Students evaluate their possibilities of working as podiatric care entrepreneurs.

Students	
Satisfactory 1	- plan the productisation of their competence - work responsibly and understand the effect of their work on the activities of the workplace and the quality of the services in daily work with clients - work to promote the achievement of goals - assess their possibilities of working as podiatric care entrepreneurs
Satisfactory 2	
Good 3	- plan and find out about possibilities of productising their competence in their work - work responsibly and pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients - work to promote the achievement of objectives and scale their work according to the goals - assess their possibilities of working as podiatric care entrepreneurs
Good 4	
Excellent 5	- actively plan and develop their capacities to work as entrepreneurs and realistically assess the possibilities of productising their competence - work responsibly, pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients, and modify their actions flexibly as required by the situation - work to promote diversely the achievement of objectives and scale their work according to the goals - assess their possibilities of working as podiatric care entrepreneurs.

Methods of demonstrating competence

The students demonstrate their competence by promoting clients' podiatric health in practical tasks where they work as practical nurses in a podiatric care environment. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.22. Promoting a child's growth, wellbeing and learning, 40 cp (106237)

Competence requirements

Students know how to

- work in compliance with the statutes, regulations, operating principles, values and ethical principles applicable to early childhood education and care
- plan their work and act in multidisciplinary cooperation
- implement pedagogical activities and promote participation in early childhood education and care
- interact with children and their guardians
- promote children's health, safety and wellbeing
- use the working methods, tools and materials of early childhood education and care

- develop children's emotional skills and ability to do things together
- promote children's linguistic development and thinking and problem-solving skills
- encourage children to play and be physically active
- promote children's cultural, world view-related and ethical thinking
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their work.

Assessment

Students work in compliance with the statutes, regulations, operating principles, values and ethical principles applicable to early childhood education and care.

Students	
Satisfactory 1	• comply with legislation on early childhood education and care and the National core curriculum for early childhood education and care • observe the work unit's values and operating principles • appreciate children in their work • follow the principles of equity and equality • encounter children individually and take their opinions into account • comply with data protection and secrecy obligation • take into account a child's best interests and comply with the reporting obligation under the Child Welfare Act • follow the principles of sustainable development
Satisfactory 2	
Good 3	• comply with legislation on early childhood education and care and the National core curriculum for early childhood education and care • observe the work unit's values and operating principles • take into account the intrinsic value of childhood and show appreciation for children • follow the principles of equity and equality, promoting an atmosphere where diversity is respected • encounter children individually and take their opinions into account, giving children opportunities to influence matters that concern them • comply with data protection and secrecy obligation • take into account a child's best interests and comply with the reporting obligation under the Child Welfare Act • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• comply with legislation on early childhood education and care and the National core curriculum for early childhood education and care • observe the work unit's values and operating principles • take into account the intrinsic value of childhood and show appreciation for children, seeing the uniqueness of each child • follow the principles of equity and equality, promoting an operating culture where diversity is respected in their work community • comply with data protection and secrecy obligation • take into account a child's best interests and comply with the reporting obligation under the Child Welfare Act • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work and act in multidisciplinary cooperation.

Students	
Satisfactory 1	• work as indicated by their occupation's job description, the work unit's tasks and their areas of responsibility • work in multidisciplinary cooperation as team members • plan their tasks in cooperation with their team
Satisfactory 2	
Good 3	• work as indicated by their occupation's job description, the work unit's tasks and their areas of responsibility and are familiar with the tasks and areas of responsibility of different professional groups in their work unit • work responsibly in multidisciplinary cooperation as team members and draw on the team's competence • plan their tasks in cooperation with their team, taking a child group's needs into account
Good 4	
Excellent 5	• work as indicated by their occupation's job description, the work unit's tasks and their areas of responsibility and are familiar with the multidisciplinary network of early childhood education and care • work responsibly in multidisciplinary cooperation with their teams and networks, draw on the team's competence and bring up their personal views • plan their tasks in cooperation with their team, taking a child group's needs into account and anticipating situations.

Students implement pedagogical activities and promote participation in early childhood education and care.

Students	
Satisfactory 1	• observe children and child groups, drawing on their knowledge of children's growth, development and learning as well as individual support needs • follow a child's early childhood education and care plan and recommendations that guide early childhood education and care • pay attention to children's initiatives in daily activities and the planning of activities • plan and implement activities aiming to promote children's growth, development and learning • together with children and the team, ensure that the operating environment supports growth, development and learning
Satisfactory 2	
Good 3	• observe children and child groups, drawing diversely on their knowledge of children's growth, development and learning as well as individual support needs • in a goal-oriented and methodically manner, follow a child's early childhood education and care plan and recommendations that guide early childhood education and care • pay attention to children's initiatives in daily activities and the planning of activities and support children in expressing their views • plan and implement goal-oriented activities aiming to promote children's growth, development and learning • plan and build an operating environment that supports growth, development and learning together with children and the team
Good 4	
Excellent 5	• observe children and child groups, drawing diversely on their knowledge of children's growth, development and learning as well as individual support needs, justifying their decisions by their knowledge of developmental psychology and pedagogy • in a goal-oriented and methodically manner, follow a child's early childhood education and care plan and recommendations that guide early childhood education and care, justifying their actions • pay attention to children's and guardians' initiatives in daily activities and the planning of activities, and support children in expressing their views • plan and implement goal-oriented and diverse activities aiming to promote children's growth, development and learning • plan and build an operating environment that supports growth, development and learning together with children and the team, taking different learners into account.

Students interact with children and their guardians.

Students	
Satisfactory 1	• encounter children and guardians appreciatively and work together with them • act professionally in interactive situations • are present and available for the children • set an example of positive interaction • recognise children's gestures and body language, adapting their expression to them • use communication methods and tools that support and compensate for speech and plain language in recurring daily situations • work with families responsibly and equally, taking information security and confidentiality into account • use ICT to support interaction and comply with the workplace's instructions on communication and social media use
Satisfactory 2	
Good 3	• encounter children and guardians appreciatively and work together with them, paying attention to participation • act professionally in interactive situations, creating a positive interactive relationship • enable children to have positive experiences of being heard and seen and help children express themselves • recognise their personal manner of interacting and set an example of positive interaction • recognise children's gestures and body language, adapting their expression to them, and take children's level of development into account • use communication methods and tools that support and compensate for speech and plain language • work with families responsibly and equally, taking information security and confidentiality into account • use ICT appropriately for the situation to support interaction and comply with the workplace's instructions on communication and social media use
Good 4	
Excellent 5	• encounter children and guardians appreciatively and work together with them, promoting their participation • act professionally in interactive situations, taking into account children's and guardians' feelings and the situation, and create a positive interactive relationship • enable children to have positive experiences of being heard and seen and help children express themselves in a variety of ways • recognise their personal manner of interacting and set an example of positive interaction in varying situations • recognise children's gestures and body language, adapting their expression to them, and take children's level of development, language proficiency and support needs into account • use communication methods and tools that support and compensate for speech and plain language, promoting interaction • work with families responsibly and equally, taking information security and confidentiality into account • use ICT diversely and appropriately for the situation to support interaction and comply with the workplace's instructions on communication and social media use.

Students promote children's health, safety and wellbeing.

Students	
Satisfactory 1	• see to children's basic needs and personal hygiene • support and guide children in everyday skills and taking care of themselves • ensure that children have an opportunity to rest and help them calm themselves • with the team, ensure that the day is structured and contribute to maintaining an unhurried atmosphere • see to children's safety and guide children to recognise some factors affecting physical, psychological and social safety • offer children sufficient food, taking into account nutrition recommendations, special diets, religious and ethical diets and oral health • guide children in table manners and familiarise them with food cultures • recognise some of children's needs for early support and follow the work unit's instructions • know the most common childhood illnesses and infectious diseases, recognise their symptoms and prevent the spread of infections • are familiar with the pharmaceutical treatment plan for early childhood education and care and follow it
Satisfactory 2	
Good 3	• see to children's basic needs and personal hygiene, appreciating children • support and guide children in everyday skills and taking care of themselves, addressing individual needs • guide children in calming themselves, relaxing and resting, understanding the importance of rest for children's development • with their team, ensure that the day has a clear structure and contribute to creating an unhurried atmosphere • see to children's safety and guide children to recognise factors affecting physical, psychological and social safety • guide children in having sufficient, versatile and health-enhancing meals, taking into account nutrition recommendations, special diets, religious and ethical diets and oral health • guide children in table manners and familiarise them diversely with food cultures • recognise some of children's needs for early support and follow the work unit's instructions • know the most common childhood illnesses and infectious diseases, recognise their symptoms and prevent the spread of infections, working in coepration with guardians • are familiar with the pharmaceutical treatment plan for early childhood education and care and follow it
Good 4	
Excellent 5	• see to children's basic needs and personal hygiene sensitively and with appreciation for children • support and guide children in everyday skills and taking care of themselves, addressing individual needs and situation-specific factors • using different methods, guide children in calming themselves, relaxing and resting, and understand the importance of rest for children's development

	• with the team, ensure that the day has a clear structure and contribute to creating an unhurried atmosphere, using a variety of methods suitable for each situation • see to children's safety and guide children to recognise factors affecting physical, psychological and social safety, justifying their actions • guide children in having sufficient, versatile and health-enhancing meals, taking into account nutrition recommendations, special diets, religious and ethical diets and oral health, justifying their actions • guide children in table manners and familiarise them diversely with food cultures, justifying their actions • recognise some of children's needs for early support and follow the work unit's instructions • know the most common childhood illnesses and infectious diseases, recognise their symptoms and prevent the spread of infections, working in cooperation with guardians • are familiar with the pharmaceutical treatment plan for early childhood education and care and follow it.

Students use the working methods, tools and materials of early childhood education and care.

Students	
Satisfactory 1	• use the working methods of early childhood education and care, or play, physical activity, exploration and artistic experimentation and expression, in their work with children • guide children in exploring and using the working methods of early childhood education and care in groups of different sizes and independently • select working methods, equipment and materials suitable for a child, taking into account the child's or child group's age and interests, strengths and support needs • guide children and child groups, drawing on their knowledge of guiding individuals and groups, guidance methods and the potential of working with small groups • promote participation when guiding children and child groups and draw on their knowledge of promoting participation • describe the most common alternative pedagogical methods • guide children and child groups in using technology and use technology in guidance • with gender sensitivity, guide children in improving their skills and making choices
Satisfactory 2	
Good 3	• use diverse and varying working methods of early childhood education and care, or play, physical activity, exploration and artistic experimentation and expression, in their work with children • guide children in exploring and using the working methods of early childhood education and care in groups of different sizes and independently, drawing on their knowledge of diverse working methods and areas of learning • select working methods, equipment and materials suitable for a child together with the child, taking into account the child's or child group's age, needs, capabilities, interests, strengths and support needs • guide children and child groups, drawing diversely on their knowledge of guiding individuals and groups, guidance methods and the potential of working with small groups • promote participation when guiding children and child groups and draw diversely on their knowledge of promoting participation • describe optional pedagogical methods • guide children and child groups in using technology and use technology diversely in guidance • with gender sensitivity, guide children in improving their skills and making choices
Good 4	
Excellent 5	• use diverse working methods of early childhood education and care that are appropriate for the situation, or play, physical activity, exploration and artistic experimentation and expression, in their work with children • guide children in exploring and using the working methods of early childhood education and care in groups of different sizes and independently, drawing extensively on their knowledge of diverse working methods and areas of learning

	• select working methods, equipment and materials suitable for a child together with the child, taking diversely into account the child's or child group's age, needs, capabilities, interests, strengths and support needs • guide children and child groups, justifying their actions diversely by their knowledge of guiding individuals and groups, guidance methods and the potential of working with small groups • promote participation when guiding children and child groups and justify diversely their actions by their knowledge of promoting participation • describe optional pedagogical methods diversely • guide children and child groups in using technology and use technology diversely in guidance with justifications • with gender sensitivity, guide children in improving their skills and making choices.

Students develop children's emotional skills and ability to do things together.

Students	
Satisfactory 1	• guide children in developing emotional and self-regulation skills • recognise children's strengths and support children in building up a positive self-image and their self-esteem • guide children to follow good manners and resolve their conflicts • support children in establishing peer relations and acting in a group • recognise and prevent bullying and intervene in it following the work unit's instructions
Satisfactory 2	
Good 3	• guide children in developing emotional and self-regulation skills, drawing on their knowledge of psychosocial development and mental wellbeing • recognise children's strengths, guide children in recognising them, and support children in building up a positive self-image and their self-esteem • guide children to follow good manners and to resolve conflicts constructively, drawing on their knowledge of the development of sympathy and empathy skills • support children in establishing peer relations and acting in a group, drawing on their knowledge of children's psychosocial development • recognise and prevent bullying and intervene in it following the work unit's instructions
Good 4	
Excellent 5	• guide children systematically in developing emotional and self-regulation skills, drawing diversely on their knowledge of psychosocial development and mental wellbeing • recognise children's strengths, guide children in recognising them, and use different means to support children in building up a positive self-image and their self-esteem • guide children to follow good manners and to resolve conflicts constructively, justifying their actions by their knowledge of the development of sympathy and empathy skills • support children in establishing peer relations and acting in a group, drawing on their knowledge of children's psychosocial development and justifying their actions • recognise and prevent bullying and intervene in it following the work unit's instructions.

Students promote children's linguistic development and thinking and problem-solving skills.

Students	
Satisfactory 1	• know the stages of children's linguistic development, recognise difficulties associated with linguistic development, and offer opportunities for linguistic expression • use everyday situations to support children's linguistic development and take children's linguistic backgrounds into account • use the opportunities offered by the learning environment to support children's linguistic development • pay attention to children's natural way of exploring and wondering about their surroundings in their work and encourage children to make observations and wonder • use everyday situations to support the development of children's mathematical thinking and problem-solving skills
Satisfactory 2	
Good 3	• know the stages of children's linguistic development, recognise difficulties associated with linguistic development, and offer diverse opportunities for linguistic expression • use everyday situations to support children's linguistic development and skills in using language and take children's linguistic backgrounds into account • offer a linguistically rich learning environment and promote children's linguistic development • pay attention to children's natural way of exploring and wondering about their surroundings in their work • guide children in making observations, wondering and having insights, and coming up with new solutions • use everyday situations to support the development of children's mathematical thinking and problem-solving skills, encouraging children to observe, reflect and make conclusions
Good 4	
Excellent 5	• know the stages of children's linguistic development, recognise difficulties associated with linguistic development, and offer diverse opportunities for linguistic expression, justifying their actions • use everyday situations consistently to promote children's linguistic development and skills in using language and take children's linguistic backgrounds into account • offer a linguistically rich learning environment and promote children's linguistic development in a goal-oriented manner and using diverse methods • pay attention to children's natural way of exploring and wondering about their surroundings in their work and offer children diverse opportunities for exploring, wondering and having insights as well as coming up with new solutions and critical thinking • guide the development of children's mathematical thinking and problem-solving skills diversely and in a goal-oriented manner, encouraging children to observe, reflect and make conclusions.

Students encourage children to play and be physically active.

Students	
Satisfactory 1	• give space and opportunities for free play • guide play, paying attention to children's initiatives and interests • ensure that each child has an opportunity to participate in play • support the development of play, drawing on their knowledge of children's support needs • ensure that children have daily opportunities for free physical activity indoors and outdoors in keeping with recommendations for physical activity in early childhood education and care • guide children and child groups in physical activity, using different techniques, equipment and environments
Satisfactory 2	
Good 3	• give space and opportunities for free play, drawing on their knowledge of the importance of play for children's development • guide play, paying attention to children's initiatives and interests • ensure that each child can participate in play as indicated by their skills and capabilities and experience the joy of playing • support the development of play, drawing on their knowledge of children's individual support needs • inspire children have daily opportunities for free physical activity indoors and outdoors daily in keeping with recommendations for physical activity in early childhood education and care • in a goal-oriented manner, guide children and child groups in physical activity, using different techniques, equipment and environments
Good 4	
Excellent 5	• give space for free play, also enabling games of a longer duration, and draw on their knowledge of the importance of play for children's development • encourage children to play and guide play, sensitively paying attention to children's initiatives and interests • guide children in participating in play as indicated by their skills and capabilities, supporting their possibilities of experiencing the joy of playing • support the development of play, drawing on their knowledge of children's individual support needs and justifying their actions • inspire children have daily opportunities for free physical activity indoors and outdoors daily in keeping with recommendations for physical activity in early childhood education and care, paying attention to children who take little exercise and need support • in a goal-oriented manner, guide children and child groups in physical activity and in experiencing the joy of exercise, using different techniques, equipment and environments diversely.

Students promote children's cultural, world view-related and ethical thinking.

Students	
Satisfactory 1	• contribute to maintaining an accepting and safe operating environment where diversity is respected • draw on their knowledge of different cultures and world views in their work • guide children in familiarising themselves with their general cultural heritage and other cultures and world views represented in the child group • reflect with children upon ethical questions that puzzle them • respect the diversity of families
Satisfactory 2	
Good 3	• contribute to maintaining and promote an accepting and safe operating environment where diversity is respected • draw diversely on their knowledge of different cultures and world views in their work • guide children in familiarising themselves diversely with their general cultural heritage and other cultures and world views represented in the child group • reflect with children upon ethical questions that puzzle them and use everyday situations to deal with ethical issues • recognise and take into account the diversity of families and respect families' cultures and world views
Good 4	
Excellent 5	• contribute to maintaining and promote an accepting and safe operating environment where diversity is respected, justifying their actions • draw diversely on their knowledge of different cultures and worldviews in their work, justifying their actions • guide children with a child-centred approach in familiarising themselves diversely with their general cultural heritage and other cultures and world views represented in the child group • reflect with children upon ethical questions that puzzle them in a safe and accepting atmosphere and use everyday situations to deal with ethical issues • recognise and take into account the diversity of families and respect families' cultures and world views, justifying their actions.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• follow occupational safety instructions • act professionally in challenging situations with clients • follow the work unit's instructions in any situations involving violence and threat and look after their and their clients' safety • prevent children's accidents and administer first aid • follow hygiene instructions • comply with the principles of ergonomics and prevent accidents and injuries caused by the work • recognise and address key strain and risk factors of their work and modify their activities based on feedback they receive • contribute to maintaining a good work atmosphere
Satisfactory 2	
Good 3	• comply with occupational safety instructions and prevent safety risks • act professionally and with anticipation in challenging situations with clients • follow the work unit's instructions in any situations involving violence and threat and look after their and their clients' safety • prevent children's accidents and administer first aid • follow hygiene instructions • comply with the principles of ergonomics and prevent accidents and injuries caused by the work, developing their working methods • recognise and address strain and risk factors in their work and develop their working methods • maintain and promote a good work atmosphere
Good 4	
Excellent 5	• comply with occupational safety instructions, prevent safety risks and promote occupational safety • act professionally and with anticipation in challenging situations with clients, justifying their actions • follow the work unit's instructions in any situations involving violence and threat and look after their and their clients' safety • prevent children's accidents and administer first aid • follow hygiene instructions • comply with the principles of ergonomics in varying situations and prevent accidents and injuries caused by the work, developing their working methods • recognise and address strain and risk factors in their work and develop their work and working methods, justifying their actions • contribute to maintaining and promoting a good work atmosphere and doing things together.

Students assess and develop their work.

Students	
Satisfactory 1	• assess their professional development and set targets for their professional growth • recognise their strengths and areas of development and make use of them in their work • receive feedback and modify their activities based on the feedback received by them • maintain the knowledge and skills required in their occupation
Satisfactory 2	
Good 3	• assess their professional development diversely and set targets for their professional growth • recognise their strengths and areas of development realistically and make use of them in their work • develop their activities based on feedback they receive and give constructive feedback in their work community • maintain the knowledge and skills required in their occupation and justify their work-related decisions by their professional knowledge
Good 4	
Excellent 5	• assess their professional development diversely and set targets for their professional growth, justifying their actions • recognise their strengths and areas of development realistically and diversely, and make use of them in their work with justifications • develop their activities based on feedback they receive, give constructive feedback, and propose improvements in their work community, justifying their actions • maintain the knowledge and skills required in their occupation and justify their work-related decisions diversely by their professional knowledge.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks in an early childhood education and care environment, where they work in tasks related to promoting children's growth, wellbeing and learning. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.23. Promoting the health and wellbeing of a child, young person and family, 35 cp (106238)

Competence requirements

Students know how to

- work in compliance with the statutes, regulations and values of the social and health care field and ethical principles applicable to a practical nurse's work
- plan their work and act in multidisciplinary cooperation
- plan, carry out and evaluate work aiming to promote clients' health and wellbeing
- interact with children, young people, families and their close networks
- guide and support children's and young people's growth, development and learning as well as parenting using the working methods, equipment and materials of the field

- provide guidance and assistance in daily activities using the working methods, equipment and materials of the field
- guide and assist children, young people and families in need of support using the working methods, equipment and materials of the field
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their work
- assess their possibilities of working as welfare sector entrepreneurs.

Assessment

Students work in compliance with the statutes, regulations and values of the social and health care field and ethical principles applicable to a practical nurse's work.

Students	
Satisfactory 1	• respect clients' fundamental and human rights and follow the Convention on the Rights of the Child in their work • comply with the statutes and regulations applicable to the fields of education and social and health care and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • follow the values of their occupation and a practical nurse's ethical instructions • comply with data protection and secrecy obligation • work in compliance with regulations and quality recommendations applicable to self-monitoring • follow the principles of sustainable development
Satisfactory 2	
Good 3	• respect clients' fundamental and human rights and follow the Convention on the Rights of the Child in their work • comply with the statutes and regulations applicable to the fields of education and social and health care and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities, justifying their actions • follow the values of their occupation and a practical nurse's ethical instructions, justifying their actions • comply with data protection and secrecy obligation • work in compliance with regulations and quality recommendations applicable to self-monitoring and justify their actions • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• respect clients' fundamental and human rights and follow the Convention on the Rights of the Child in their work • comply with the statutes and regulations applicable to the fields of education and social and health care and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities, justifying their actions diversely • follow the values of their occupation and a practical nurse's ethical instructions, justifying their actions diversely • comply with data protection and secrecy obligation • work in compliance with regulations and quality recommendations applicable to self-monitoring, justify their actions, and propose improvements • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work and act in multidisciplinary cooperation.

Students	
Satisfactory 1	• plan their daily tasks and schedules in cooperation with their team as indicated by clients' needs and circumstances • make choices and decisions related to their work as team members • are familiar with some of the tasks and areas of responsibility of different professional groups and work in multidisciplinary cooperation • comply with the workplace's instructions on communication and social media use
Satisfactory 2	
Good 3	• plan their daily tasks and schedules in cooperation with their team flexibly and as indicated by clients' needs and circumstances • make choices and decisions related to their work and solve problems as team members • are familiar with some of the tasks and areas of responsibility of different professional groups and work responsibly and actively in multidisciplinary cooperation • comply with the workplace's instructions on communication and social media use
Good 4	
Excellent 5	• plan their daily tasks and schedules in cooperation with their team flexibly and as indicated by clients' needs and circumstances, taking into account the situation as a whole • make independent choices and decisions related to their work and solve problems as team members • are familiar with some of the tasks and areas of responsibility of different professional groups and work responsibly and actively in multidisciplinary cooperation, making development proposals • comply with the workplace's instructions on communication and social media use.

Students plan, carry out and evaluate work aiming to promote clients' health and wellbeing.

Students	
Satisfactory 1	• recognise clients' needs for treatment and support as well as resources and assess the urgency of these needs as team members • set goals and plan the work together with clients, following the work unit's practices • follow the plan for client work, draw on their knowledge of the methods and instruments of care, rehabilitation and family work, and use a resource-oriented work approach • observe clients' situations and take clients' resources and state of health into account in their work • record and document work with clients, complying with the work unit's instructions and legislation • evaluate the realisation of the plan following the work unit's instructions
Satisfactory 2	
Good 3	• recognise clients' needs for treatment and support as well as resources and assess the urgency of the needs • set goals and plan the work together with clients, following the work unit's practices, and use evidence-based methods • follow the plan for client work and use the methods and instruments of care, rehabilitation and family work with a resource-oriented work approach • observe and hear clients and adapt their actions to the situation and clients' resources and state of health • record and document work with clients, complying with the work unit's instructions and legislation • evaluate the realisation of the plan following the work unit's instructions and in cooperation with clients
Good 4	
Excellent 5	• recognise clients' needs for treatment and support as well as resources and assess the urgency of these needs, justifying their actions • set goals and plan the work together with clients, following the work unit's practices, and use evidence-based methods, justifying their actions • follow the plan for client work and use the methods and instruments of care, rehabilitation and family work diversely with a resource-oriented work approach, justifying their choices • observe a client's situation diversely, hear the client and adapt their actions to the situation and the client's resources and state of health • record and document work with clients, complying with the work unit's instructions and legislation • evaluate the realisation of the plan diversely following the work unit's instructions and in cooperation with clients.

Students interact with children, young people, families and their close networks.

Professional interaction	
Students	
Satisfactory 1	• encounter clients and their close networks appreciatively, respecting clients' privacy and right to self-determination • respect the diversity of families • work professionally in challenging interactive situations, following the work unit's instructions • bring up difficult issues with clients, discuss them professionally, and draw on their team's support and competence • use plain language and methods that support and compensate for speech, adapting their expression to clients' communication skills • encounter clients without predetermined gender expectations
Satisfactory 2	
Good 3	• encounter clients and their close networks appreciatively, respecting consistently clients' privacy and right to self-determination • respect the diversity of families, drawing on their knowledge of the diversity of families and family cultures • work professionally in challenging interactive situations, following the work unit's instructions and promoting the establishment of a cooperative relationship • bring up difficult issues with clients, discuss them professionally, and draw on their team's support and competence • use plain language and methods that support and compensate for speech, adapting their expression to clients' communication skills and supporting clients' possibilities for self-expression • work with gender awareness, encountering clients as individuals without predetermined gender expectations
Good 4	
Excellent 5	• encounter clients and their close networks appreciatively, respecting consistently clients' privacy and right to self-determination and justifying their actions • respect the diversity of families, justifying their actions by their knowledge of the diversity of families and family cultures • work professionally in and anticipate challenging interactive situations, follow the work unit's instructions, and promote the establishment of a cooperative relationship and trust • bring up difficult issues with clients, discuss them professionally, and draw on their team's support and competence • use plain language and methods that support and compensate for speech, adapting their expression to clients' communication skills and supporting clients' possibilities for self-expression diversely • work with gender awareness, encountering clients as individuals without predetermined gender expectations, and promote equality.

Using language skills in client service/ Field-specific language proficiency of Finnish speakers

Students	
Satisfactory 1	serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and manage the services situation flexibly in the second national language and in one foreign language.

Using language skills in client service/ Field-specific language proficiency of Swedish speakers

Students	
Satisfactory 1	serve customers in Swedish and Finnish and manage the service situation tolerably well in one foreign language
Satisfactory 2	
Good 3	serve customers in Swedish and Finnish and manage the service situation in one foreign language
Good 4	
Excellent 5	serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Using language skills in client service/ Field-specific language proficiency of speakers of other languages

Students	
Satisfactory 1	manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	manage the service situation in Finnish and Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and Swedish and manage the service situation flexibly in one foreign language.

Using language skills in client service/Field-specific language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	manage the service situation in Finnish or Swedish in addition to the language of instruction and are able to help clients forward in one other language in the service situation
Satisfactory 2	
Good 3	manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	serve customers in Finnish or Swedish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students guide and support children's and young people's growth, development and learning as well as parenting using the working methods, equipment and materials of the field.

Guiding growth, development and learning	
Students	
Satisfactory 1	• support children's and young people's growth, development and learning in an age-appropriate manner, drawing on their knowledge of children's growth and development • take into account families' different life situations and understand some of their effects on family members' wellbeing • recognise risks to growth and development and protecting factors, know the principles of early intervention as well as preventive and child and family specific child welfare, and work according to these principles with the support of their team • guide parents in recognising and responding to the initiatives of children of varying ages • guide parents in recognising children's and young people's needs, caring for them and doing and experiencing things together with their children • care for new-born children and support families with new-born babies, taking the family's needs into account • guide a family in breastfeeding and an infant's nutrition and look after a safe environment that supports growth and development
Satisfactory 2	
Good 3	• support children's and young people's growth, development and learning in an age-appropriate manner, taking individual needs into account and drawing on their knowledge of children's growth and development • take into account families' different life situations and their effects on family members' wellbeing • recognise risks to growth and development and protecting factors, know the principles of early intervention as well as preventive and child and family specific child welfare, and work according to these principles • guide parents in recognising and responding to the initiatives of children of varying ages, providing an example of interaction and promoting doing things together • guide parents in paying attention to children's and young people's strengths and needs, caring for them and doing and experiencing things together with their children • care for new-born children and guide and support families with new-born babies, taking the family's needs and resources into account • guide a family in breastfeeding and an infant's nutrition with a client-oriented approach • look after, and guide parents in looking after, a safe environment that supports growth and development
Good 4	
Excellent 5	• support children's and young people's growth, development and learning in an age-appropriate manner, taking individual needs into account, and justify their actions with their knowledge of children's growth and development • take into account families' different life situations and their effects on family members' wellbeing, justifying their actions

	• recognise individually risks to growth and development and protecting factors, know the principles of early intervention as well as preventive and child and family specific child welfare, and work according to these principles • guide parents in recognising and responding appropriately to the initiatives of children of varying ages, providing an example of interaction and promoting doing things together • guide and motivate parents to notice children's and young people's strengths and needs and to support their children's growth, development and learning • care for new-born children and guide and support families with new-born babies, diversely taking the family's needs and resources into account • guide a family in breastfeeding and an infant's nutrition with a client-oriented approach, justifying their actions • look after, and motivate and guide parents in looking after, a safe environment that supports growth and development.

Providing guidance in challenging life situations and crises

Students

Satisfactory 1

- recognise mental health problems and their effects on functional capacity and resources, and support clients' positive mental health
- recognise risk-level substance abuse and addictions and discuss them with clients with the support of their teams
- support and guide clients and their families in coping with everyday life, drawing on their knowledge of mental health, substance abuse problems and addictions, and their treatment and rehabilitation
- recognise social problems and guide clients in using services with the support of their teams
- support clients in crises, drawing on their knowledge and the team's competence related to helping people in crisis, and work in multidisciplinary cooperation with their team
- recognise domestic violence and abuse, and take the threat of violence into account in their work in cooperation with other actors
- take care of children and young people's safety
- recognise a child's need for protection and comply with the reporting obligations under the Child Welfare Act and the Social Welfare Act

Satisfactory 2

Good 3

- recognise mental health problems and observe their effects on functional capacity and resources, and support clients' positive mental health and life management
- recognise risk-level substance abuse and addictions and discuss them with clients
- support and guide clients and their families with a resource-oriented approach in coping with everyday life, drawing on their knowledge of mental health, substance abuse problems and addictions, and their treatment and rehabilitation
- recognise social problems and guide clients in using services
- support clients in different crises, drawing on their knowledge and the team's competence related to helping people in a crisis, and work in multidisciplinary cooperation with their team
- recognise domestic violence and abuse, take the threat of violence into account in their work, and guide clients in accessing help in cooperation with other actors
- recognise and anticipate safety risks, take care of children and young people's safety, and act in multidisciplinary cooperation
- recognise a child's need for protection and comply with the reporting obligations under the Child Welfare Act and the Social Welfare Act

Good 4

Excellent 5

- recognise mental health problems and their effects on functional capacity and resources, and support clients' positive mental health and life management diversely
- recognise risk-level substance abuse and addictions and discuss them naturally with clients
- support and guide clients and their families with a resource-oriented approach in coping with everyday life, justifying their actions with their knowledge of mental health, substance abuse problems and addictions, and their treatment and rehabilitation

	• recognise social problems, strengthen clients' life management, and guide clients in using services • support clients diversely in different crises, drawing on their knowledge and the team's competence related to helping people in a crisis, and work in multidisciplinary cooperation with a team • recognise domestic violence and abuse, take the threat of violence into account in their work, and guide clients in accessing help and improving their safety in cooperation with other actors • recognise and anticipate safety risks and take care of children and young people's safety comprehensively • recognise a child's need for protection and comply with the reporting obligations under the Child Welfare Act and the Social Welfare Act.

Students provide guidance and assistance in daily activities using the working methods, equipment and materials of the field.

Students	
Satisfactory 1	• care for children and guide young people and families in daily activities and maintaining a daily routine • guide clients in healthy nutrition, taking into account nutrition recommendations, special diets, food cultures and customs • guide and assist clients in purchasing and preparing food • guide and assist clients in caring for their homes, taking clients' needs, customs and preferences into account • guide and assist clients in service use, also paying attention to the possibility of using online services, and accompany and support clients • when providing guidance, pay attention to sustainable development and cost-efficiency
Satisfactory 2	
Good 3	• care for children and guide young people and families in daily activities and maintaining a daily routine with a resource-oriented approach • with a client-oriented approach, guide clients in healthy nutrition and table manners, taking into account nutrition recommendations and special diets • guide and assist clients in purchasing and preparing food with a client-oriented approach • guide and assist clients in caring for their homes, taking clients' and families' safety and wellbeing into account • guide and assist clients in service use with a client-oriented approach, also paying attention to the possibility of using online services, and accompany and support clients • when providing guidance, pay attention to sustainable development and cost-efficiency diversely
Good 4	
Excellent 5	• care for children and guide young people and families in daily activities and maintaining a daily routine with a resource-oriented approach and promoting clients' initiative • with a client-oriented approach and diversely, guide clients in healthy nutrition and improving their eating habits, taking into account nutrition recommendations and special diets • guide and assist clients in purchasing and preparing food with a client-oriented approach, promoting families' initiative • guide and assist clients in caring for their homes, taking clients' and families' safety and wellbeing into account diversely • guide and assist clients in service use with a client-oriented approach, paying attention diversely to the possibility of using online services, and accompany clients • when providing guidance, pay attention to and motivate clients to take sustainable development and cost-efficiency into account.

Students guide and assist children, young people and families in need of support using the working methods, equipment and materials of the field.

Care and rehabilitation of children and young people in need of support	
Students	
Satisfactory 1	• assess and monitor children's and young people's condition, communicate about their observations following the work unit's instructions, and secure access to help in urgent cases • provide guidance and assistance in daily activities, drawing on knowledge of illnesses, injuries, developmental disorders and syndromes and their effects on functional capacity • care for children and young people following care instructions, drawing on evidence-based knowledge of children's illnesses, chronic illnesses, infections and their treatment in their work as team members • work in keeping with the objectives of children's and young people's holistic rehabilitation in a practical nurse's area of responsibility in cooperation with parents • prepare children and families for tests, procedures and therapies • prevent the spread of infections and guide children and families in preventing and treating infectious diseases • support and guide children and families in treating children's illnesses and rehabilitation • are familiar with aids and the possibilities offered by technologies, make use of them in their work, and guide clients in using, servicing and purchasing them • support children and families with grieving process • work as team members in terminal care
Satisfactory 2	
Good 3	• assess and monitor children's and young people's condition, communicate about their observations following the work unit's instructions, and secure access to help in urgent cases • provide guidance and assistance in daily activities with a resource-oriented approach, drawing on knowledge of illnesses, injuries, developmental disorders and syndromes and their effects on functional capacity • care for children and young people following care instructions, drawing on evidence-based knowledge of children's illnesses, chronic illnesses, infections and their treatment in their work • work in keeping with the objectives of children's and young people's holistic rehabilitation in a practical nurse's area of responsibility in cooperation with parents and a multiprofessional network • prepare children and families for tests, procedures and therapies, provide information and support their preparation • prevent the spread of infections and guide children and families in preventing and treating infectious diseases, justifying their actions by their knowledge of infections • support and guide children and families with a client-oriented approach in treating children's illnesses and rehabilitation, taking into account their resources and life situation • are diversely familiar with aids and the possibilities offered by technologies, make use of them in their work, and guide clients in using, maintaining and purchasing them • support children and families in grieving process and talk about death with children, taking the child's level of development into account

	• work as team members in terminal care, drawing on their knowledge of terminal care and supporting families
Good 4	
Excellent 5	• assess and monitor children's and young people's condition, communicate about their observations following the work unit's instructions, and secure access to help in urgent cases • provide guidance and assistance in daily activities with a resource-oriented approach, justifying their actions by knowledge of illnesses, injuries, developmental disorders and syndromes and their effects on functional capacity • care for children and young people following care instructions, justifying their actions by their evidence-based knowledge of children's illnesses, chronic illnesses, infections and their treatment in their work • work in keeping with the objectives of children's and young people's holistic rehabilitation in a practical nurse's area of responsibility in cooperation with parents and a multiprofessional network, taking different situations flexibly into account • prepare children and families for tests, procedures and therapies, provide them with diverse information and support their preparation with a client-oriented approach • prevent the spread of infections and guide families in preventing and treating infectious diseases, justifying their actions diversely with their knowledge of infections • support and guide children and families in treating children's illnesses and rehabilitation, building up their resources and promoting their coping • are diversely familiar with aids and the possibilities offered by technologies, make use of them in their work, and guide clients with a client-oriented approach in using, maintaining and purchasing them • support children and families in grieving process with a resource-oriented approach and talk about death with children, taking the child's level of development into account • work as team members in terminal care, justifying their actions diversely by their knowledge of terminal care and supporting families.

Providing pharmaceutical treatment	
Students	
Satisfactory 1	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and draw on these principles in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients and their close networks following the work unit's instructions unit in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and draw in their work on their knowledge of the special features of children and young people's pharmaceutical care • know and monitor as team members the effects, adverse effects and side effects of pharmaceuticals used to treat the most common childhood illnesses, infections and chronic illnesses, observe any drug abuse phenomena and inform their team of them
Satisfactory 2	
Good 3	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use the most common pharmaceutical databases, understand their operating principles and make use of them in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients and their close networks following the work unit's instructions unit in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and draw in their work on their knowledge of the special features of children and young people's pharmaceutical care • know and monitor the effects, adverse effects and side effects of pharmaceuticals used to treat the most common childhood illnesses, infections and chronic illnesses, observe any drug abuse phenomena and inform their team of them
Good 4	
Excellent 5	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use pharmaceutical databases, understand their operating principles and make use of them actively in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • actively guide clients and their close network following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and draw in their work on their knowledge of the special features of children and young people's pharmaceutical care • know, monitor and justify the effects, adverse effects and side effects of pharmaceuticals used to treat the most common childhood illnesses, infections and chronic illnesses, observe any drug abuse phenomena and inform their team of them.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• follow occupational safety instructions • recognise safety risks and see to clients' safety • follow the principles of ergonomics • see to hygiene and work following aseptic principles • recognise key strain and risk factors of their work • recognise feelings evoked by their work and seek peer support and guidance • contribute to maintaining a good work atmosphere
Satisfactory 2	
Good 3	• follow occupational safety instructions • recognise safety risks diversely and see to clients' safety • follow the principles of ergonomics, justifying their actions • see to hygiene and work following aseptic principles, justifying their actions by the principles of and legislation on aseptic work • develop their work, addressing its key strain and risk factors • process professionally the feelings evoked by the work and make use of peer support and work guidance • maintain and promote to a good work atmosphere
Good 4	
Excellent 5	• follow occupational safety instructions • recognise safety risks diversely and see to clients' safety, justifying their decisions • follow the principles of ergonomics, justifying their actions and developing their work • see to hygiene and work following aseptic principles, justifying diversely their actions by the principles of and legislation on aseptic work • develop their work, addressing its key strain and risk factors and justifying their actions • process professionally the feelings evoked by the work, making use of peer support and work guidance and justifying their importance for their coping • maintaining and actively promote a good work atmosphere.

Students assess and develop their work.

Students	
Satisfactory 1	• evaluate their learning and competence • recognise some of their strengths and development areas and set goals for their professional growth • receive feedback and modify their activities based on the feedback received by them • maintain the knowledge and skills required in their occupation • draw on evidence-based knowledge in their work
Satisfactory 2	
Good 3	• assess their learning and competence realistically • recognise their strengths and development areas and set realistic goals for their professional growth • develop their activities based on feedback and the requirements of the work • maintain the knowledge and skills required in their occupation and justify their work-related decisions by their professional knowledge • draw on evidence-based knowledge in their work and justify their actions by it
Good 4	
Excellent 5	• assess their learning and competence realistically and diversely • recognise their strengths and development areas diversely and set realistic goals for their professional growth • develop their activities based on feedback and the requirements of the work, justifying their actions • maintain the knowledge and skills required in their occupation and justify their work-related decisions diversely by their professional knowledge • draw on evidence-based knowledge in their work and diversely justify their actions by it.

Students assess their possibilities of working as wellbeing sector entrepreneurs.

Students	
Satisfactory 1	- plan the productisation of their competence - work responsibly and understand the effect of their work on the activities of the workplace and the quality of the services in daily work with customers - work to promote the achievement of objectives - assess their possibilities of working as wellbeing sector entrepreneurs
Satisfactory 2	
Good 3	- plan and find out about possibilities of productising their competence in their work - work responsibly and pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients - work to promote the achievement of objectives and scale their work according to the objectives - assess their possibilities of working as wellbeing sector entrepreneurs
Good 4	
Excellent 5	- actively plan and develop their capacities to work as entrepreneurs and realistically assess the possibilities of productising their competence - work responsibly, pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients, and modify their actions flexibly as required by the situation - work to promote the achievement of objectives and scale their work according to the objectives - assess their possibilities of working as wellbeing sector entrepreneurs.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they work in operating environments that aim to promote children's, young people's and families' health and wellbeing in a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.24. Working in mental health and substance abuse welfare services, 40 cp (106241)

Competence requirements

Students know how to

- work in compliance with the statutes and instructions applicable to the social and health care field and the principles of sustainable development
- plan their work and work together with their teams and networks
- plan, carry out and evaluate the promotion of clients' health and wellbeing together with clients
- use professional interaction skills in mental health and substance abuse welfare work

- use the working methods, tools and materials of the field in mental health and substance abuse welfare work and in pharmaceutical treatment
- guide clients in using services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their activities.

Assessment

Students work in compliance with the statutes and instructions applicable to the social and health care field and the principles of sustainable development.

Students	
Satisfactory 1	• comply with the legislation, regulations and operating principles of the social and health care field • work responsibly, observing the underpinning values of the field and complying with concluded agreements and ethical principles relevant to their occupation • know some of the special features of mental health and substance abuse welfare work from the perspective of right to self-determination, involuntary treatment and child welfare • make use of the service system of social and health care in their work, know about client fees, and draw on their knowledge as team members when guiding clients • comply with data protection, confidentiality and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • draw on their knowledge of the workplace's different self-monitoring plans in their work and carry out self-monitoring in their unit under guidance • work in compliance with self-monitoring regulations, the workplace's operating principles and quality recommendations as team members • follow the principles of sustainable development
Satisfactory 2	
Good 3	• comply with the legislation, regulations and operating principles of the social and health care field, justifying their actions • work responsibly, observing the underpinning values of the field and complying with concluded agreements and ethical principles relevant to their occupation, justifying their actions • know some of the special features of mental health and substance abuse welfare work from the perspective of right to self-determination, involuntary treatment and child welfare • make use of the service system of social and health care in their work, know about client fees, and draw on their knowledge when guiding clients • comply with data protection, confidentiality and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • carry out self-monitoring and have familiarised themselves with the different self-monitoring plans of the workplace • work in compliance with self-monitoring regulations, the workplace's operating principles and quality recommendations • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• comply with the legislation, regulations and operating principles of the social and health care field, justifying their actions diversely • work responsibly, observing the underpinning values of the field and complying with concluded agreements and ethical principles relevant to their occupation, justifying their actions diversely

	• know some of the special features of mental health and substance abuse work from the perspective of right to self-determination, involuntary treatment and child welfare and comply with them • make use of the service system of social and health care in their work, know about client fees, and draw on their knowledge individually when guiding clients • comply with data protection, confidentiality and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • familiarise themselves actively with self-monitoring plans in the workplace from the perspective of a practical nurse's work • work in compliance with self-monitoring regulations, the workplace's operating principles and quality recommendations, and propose improvements • follow the principles of sustainable development, diversely justify their actions and propose improvements.

Students plan their work and work together with their teams and networks.

Planning and documentation of their work	
Students	
Satisfactory 1	- plan their daily and weekly tasks as team members - work as members of a multiprofessional team and network - express themselves comprehensibly in different communication situations - are familiar with the workplace's instructions on the employees' communication and social media use and comply with instructions on secure internet use - use remote and online services in multiprofessional cooperation - use client and patient information systems as team members, taking information security and confidentiality provisions into account - record and save their observations, inform their team of a client's condition, and get help if necessary
Satisfactory 2	
Good 3	- plan their daily and weekly tasks flexibly - work responsibly as members of a multiprofessional team and network and are familiar with the tasks and areas of responsibility of different professional groups - express themselves comprehensibly in different communication situations - are familiar with the workplace's instructions on the employees' communication and social media use and comply with instructions on secure internet use - use remote and online services diversely in multiprofessional cooperation - use client and patient information systems, taking information security and confidentiality provisions into account - record and save their observations and inform their team of a client's condition orally and in writing
Good 4	
Excellent 5	- plan their tasks, taking the workplace's other plans into account, and are flexible in changing situations - work actively and responsibly as members of a multiprofessional team and network and are familiar with the tasks and areas of responsibility of different professional groups - express themselves comprehensibly in different communication situations - are familiar with the workplace's instructions on the employees' communication and social media use and comply with instructions on secure internet use - use different remote and online services diversely in multiprofessional cooperation - use client and patient information systems independently, taking information security and confidentiality provisions into account - record and save their observations and inform their team of the essential facts regarding a client's condition orally and in writing.

Acting as a work community member	
Students	
Satisfactory 1	• follow the work community's rules and operating principles • communicate and act in a professional and appropriate manner • solve problems as work community members • act cooperatively and responsibly as work community members • contribute to maintaining a good work atmosphere
Satisfactory 2	
Good 3	• follow the work community's rules and operating principles • communicate and act in a professional and appropriate manner • solve problems and bring up different alternative courses of action • act cooperatively and responsibly as work community members • maintain and promote a good work atmosphere
Good 4	
Excellent 5	• follow the work community's rules and operating principles • communicate and act in a professional and appropriate manner • solve problems and bring up different alternative courses of action, justifying their actions • act cooperatively and responsibly as work community members • maintain and promote a good work atmosphere and doing things together.

Students plan, carry out and evaluate the promotion of clients' health and wellbeing together with clients.

Students	
Satisfactory 1	• evaluate clients' functional capacity, resources, preparedness for change and coping with daily activities • as team members, take care of clients' and their close networks' participation in determining service needs and planning and evaluating services • draw up, implement, record and evaluate a plan for daily actions aiming to promote clients' health and wellbeing together with clients
Satisfactory 2	
Good 3	• evaluate clients' functional capacity, resources, preparedness for change and coping with daily activities diversely • take care of clients' and their close networks' participation in determining service needs and planning and evaluating services • implement, update, record and evaluate with initiative a plan for daily actions aiming to promote clients' health and wellbeing together with clients
Good 4	
Excellent 5	• evaluate clients' functional capacity, resources, preparedness for change and coping with daily activities diversely and with justifications • actively take care of clients' and their close networks' participation in determining service needs and planning and evaluating services • implement, update, record and evaluate diversely and with initiative a plan for daily actions aiming to promote clients' health and wellbeing together with clients.

Students use professional interaction skills in mental health and substance abuse welfare work.

Interaction when working with clients	
Students	
Satisfactory 1	• express themselves comprehensibly and use professional concepts in mental health and substance abuse welfare work • pay attention to non-verbal expression in interactive situations • hear clients and take their needs into account • adapt their expression to clients' communication skills, using plain language • to support interaction, use the possibilities provided by ICT appropriate for the situation • as team members, use communication methods that support and compensate for speech • serve and guide clients responsibly in different situations, also over the telephone and using electronic means of communication, paying attention to data security and confidentiality
Satisfactory 2	
Good 3	• express themselves comprehensibly, clearly and inspiring confidence and use professional concepts in mental health and substance abuse welfare work • pay attention to non-verbal expression in interactive situations • hear clients and take their needs into account diversely • adapt their expression to clients' communication skills, using plain language flexibly • to support interaction, use the possibilities provided by ICT appropriate for the situation • use communication methods and tools that support and compensate for speech with a client-oriented approach • serve and guide clients responsibly in different situations, also over the telephone and using electronic means of communication, paying attention to data security and confidentiality
Good 4	
Excellent 5	• express themselves clearly, constructively and inspiring confidence and use professional concepts in mental health and substance abuse welfare work • pay attention to non-verbal expression in interactive situations • hear clients and take their needs into account actively and diversely • adapt their expression to clients' communication skills, using plain language flexibly and diversely • to support interaction, use the possibilities provided by ICT appropriate for the situation • use communication methods and tools that support and compensate for speech diversely and with a client-oriented approach • serve and guide clients responsibly and equally in different situations, also over the telephone and using electronic means of communication, paying attention to data security and confidentiality.

Using language skills in client service/ Field-specific language proficiency of Finnish speakers

Students	
Satisfactory 1	serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and manage the services situation flexibly in the second national language and in one foreign language.

Using language skills in client service/ Field-specific language proficiency of Swedish speakers

Students	
Satisfactory 1	serve customers in Swedish and Finnish and manage the service situation tolerably well in one foreign language
Satisfactory 2	
Good 3	serve customers in Swedish and Finnish and manage the service situation in one foreign language
Good 4	
Excellent 5	serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Using language skills in client service/ Field-specific language proficiency of speakers of other languages

Students	
Satisfactory 1	manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	manage the service situation in Finnish and Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and Swedish and manage the service situation flexibly in one foreign language.

Using language skills in client service/Field-specific language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	manage the service situation in Finnish or Swedish in addition to the language of instruction and are able to help clients forward in one other language in the service situation
Satisfactory 2	
Good 3	manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	serve customers in Finnish or Swedish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students use the working methods, tools and materials of the field in mental health and substance abuse welfare work and in pharmaceutical treatment.

Drawing on evidence-based knowledge, recommendations and working methods	
Students	
Satisfactory 1	• recognise key mental health and substance abuse problems and illnesses and draw on their knowledge as team members • recognise key somatic and infectious illnesses, know some of their treatment methods, and work accordingly as team members • draw on information about key evidence-based recommendations in their work and use them in their work with clients • use key individual and group methods of mental health and substance abuse welfare work as team members • assess and support mental health and substance abuse welfare clients' functional capacity, coping with daily activities and need for help
Satisfactory 2	
Good 3	• recognise mental health and substance abuse problems and illnesses and draw on their knowledge with a resource-oriented approach in work with clients • recognise key somatic and infectious illnesses, know some of their treatment methods, and work accordingly • draw on evidence-based recommendations in their work and use them diversely in their work with clients • plan and use individual and group methods of mental health and substance abuse welfare work appropriately • assess and support diversely mental health and substance abuse welfare clients' functional capacity, coping with daily activities and need for help
Good 4	
Excellent 5	• recognise mental health and substance abuse problems and illnesses and draw on their knowledge diversely and with a resource-oriented approach in work with clients • recognise key somatic and infectious illnesses, know some of their treatment methods and their effects on mental health and substance abuse welfare clients' functional capacity, and work as indicated by evidence-based knowledge • draw on evidence-based recommendations diversely and with a resource-oriented approach in their work with clients • plan and use individual and group methods of mental health and substance abuse work diversely and appropriately • assess and support diversely mental health and substance abuse welfare clients' functional capacity, coping with daily activities and need for help, taking into account clients' close networks.

Promoting functional capacity and participation	
Students	
Satisfactory 1	• guide and motivate clients in promoting and maintaining their functional capacity • take key factors affecting clients' functional capacity into account in their work • assist clients in their daily activities and everyday life management • guide clients in home care, clothing care, nutrition, and purchasing and preparing food • take into account the safety, accessibility and comfort of clients' surroundings • use action-based methods and take advantage of the opportunities provided by art, culture and physical activity for promoting participation
Satisfactory 2	
Good 3	• guide and motivate clients with a resource-oriented approach in promoting and maintaining their functional capacity • take key factors affecting clients' functional capacity into account in their work and operate with a client-oriented approach • guide and encourage clients with a resource-oriented approach in their daily activities and everyday life management • guide clients in home care, clothing care, nutrition, and purchasing and preparing food, encouraging them to take initiative • take into account and promote the safety, accessibility and comfort of clients' surroundings • use diverse action-based methods and take advantage of the opportunities provided by art, culture and physical activity for promoting participation
Good 4	
Excellent 5	• guide and motivate clients with a resource-oriented approach in promoting and maintaining their functional capacity and life management • take key factors affecting clients' functional capacity into account, using them diversely and with a resource-oriented approach in their work with clients • guide and encourage clients appropriately and with a resource-oriented approach in their daily activities and independent everyday life management • guide clients diversely in home care, clothing care, nutrition, and purchasing and preparing food, encouraging them to take initiative • take into account and promote diversely the safety, accessibility and comfort of clients' surroundings • use diverse and appropriately action-based methods and take advantage of the opportunities provided by art, culture and physical activity for promoting participation

Providing guidance in the use and maintenance of aids and wellbeing technology	
Students	
Satisfactory 1	• provide clients with guidance in purchasing, using and maintaining aids and technology that supports wellbeing as team members • maintain their competence related to wellbeing technology and use the potential of technology in their work as team members • guide clients in using the potential of wellbeing technology to improve their wellbeing and health • take the benefits, limitations and risks of technology and media into account in their work
Satisfactory 2	
Good 3	• provide clients with guidance in purchasing, using and maintaining aids and technology that supports wellbeing • maintain their competence related to wellbeing technology and use the potential of technology in their work safely and appropriately • guide clients in using the potential of wellbeing technology to improve their wellbeing and health, justifying their actions • take the benefits, limitations and risks of technology and media into account in their work
Good 4	
Excellent 5	• actively provide clients with guidance in purchasing, using and maintaining aids and technology that supports wellbeing • maintain their competence related to wellbeing technology and use the potential of technology in their work safely, appropriately and diversely • guide clients in using the potential of wellbeing technology to improve their wellbeing and health, justifying their actions • take the benefits, limitations and risks of technology and media into account in their work.

Providing pharmaceutical treatment	
Students	
Satisfactory 1	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and draw on these principles in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients and the clients' close networks in interpreting an electronic prescription and understanding its period of validity as well as using, storing and disposing of pharmaceuticals, and master the pharmaceutical treatment of the most common mental health and substance abuse disorders • know and monitor the actions and interactions of the most common pharmaceuticals used in mental health and substance abuse welfare work as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena orally and in writing, and work to prevent them • take into account the effects of failing to take medicines in mental health and substance abuse welfare work • take into account the special features of involuntary medication as team members
Satisfactory 2	
Good 3	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • master the operating principles of the most common pharmaceutical databases and draw on these principles actively in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients and the clients' close networks in interpreting an electronic prescription and understanding its period of validity as well as using, storing and disposing of pharmaceuticals, and master the pharmaceutical treatment of the most common mental health and substance abuse disorders • know and monitor the actions and interactions of the most common pharmaceuticals used in mental health and substance abuse welfare work as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena orally and in writing, and work to prevent them • take into account the effects of failing to take medicines in mental health and substance abuse welfare work • take into account the special features of involuntary medication
Good 4	
Excellent 5	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • master the operating principles of the most common pharmaceutical databases and draw on these principles actively in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors

	• calculate dosages and unit conversions without errors • guide clients and the clients' close networks in interpreting an electronic prescription and understanding its period of validity as well as using, storing and disposing of pharmaceuticals, and master the pharmaceutical treatment of the most common mental health and substance abuse disorders • know and monitor the actions and interactions of the most common pharmaceuticals used in mental health and substance abuse welfare work as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena orally and in writing, and work to prevent them • take into account the effects of failing to take medicines in mental health and substance abuse welfare work • take into account the special features of involuntary medication, striving to work in cooperation with clients.

Students guide clients in using services.

Students	
Satisfactory 1	• are familiar with the service system and clients' critical paths and service chains and draw on this knowledge in their work with their team • hear clients and take their needs into account • as team members, guide clients and their close networks in using services
Satisfactory 2	
Good 3	• are familiar with the service system and clients' critical paths and service chains, draw on this knowledge in their work, and update their competence • hear clients actively and take their needs into account • guide clients and their close networks in accessing services and propose alternatives
Good 4	
Excellent 5	• have diverse knowledge of the service system and clients' critical paths and service chains, draw on this knowledge in their work, and update their competence actively • hear clients actively and take their needs into account diversely • guide clients and their close networks in using services and propose alternatives to clients in an appropriate way.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• work as team members in compliance with statutes and operating principles related to wellbeing at work and occupational safety, complying with the workplace's safety plan and practices for reporting hazardous situations, and act as required by the situation • follow instructions on hygiene and aseptic practices • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • recognise physical and psychological strain and risk factors associated with their work • work following the principles of ergonomics and use different techniques for transferring clients safely, taking advantage of the client's functional capacity • take responsibility for their work ability, safety and wellbeing at work • use work guidance to improve their wellbeing at work
Satisfactory 2	
Good 3	• work in compliance with statutes and operating principles related to wellbeing at work and occupational safety, complying with the workplace's safety plan and practices for reporting hazardous situations, and act as required by the situation • follow instructions on hygiene and aseptic practices, justifying their actions • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • recognise physical and psychological strain and risk factors associated with their work and prevent them • work following the principles of ergonomics and use different techniques for transferring clients safely and appropriately, taking advantage of the client's functional capacity • take responsibility for their work ability and safety and improve their wellbeing at work • use work guidance to improve their wellbeing at work and professional competence
Good 4	
Excellent 5	• work in compliance with statutes and operating principles related to wellbeing at work and occupational safety, complying with the workplace's safety plan and practices for reporting hazardous situations, and act as required by the situation and prevent risks • follow instructions on hygiene and aseptic practices, justifying their actions diversely • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • recognise physical and psychological strain and risk factors associated with their work, prevent them and propose improvements • work following the principles of ergonomics and use different techniques for transferring clients safely, appropriately and diversely, taking advantage of the client's functional capacity • take responsibility for their work ability and safety, improve their wellbeing at work and justify their actions by these aspects • use work guidance to improve their wellbeing at work and professional competence.

Students assess and develop their activities.

Students	
Satisfactory 1	• assess their strengths and development areas and modify their activities according to the feedback they receive • justify their decisions by professional knowledge • make decisions in their area of responsibility as members of a multiprofessional team • maintain the knowledge and skills required in their occupation
Satisfactory 2	
Good 3	• assess their strengths and development areas and develop their activities according to the feedback they receive • justify their decisions diversely by professional knowledge • make independent decisions in their area of responsibility as members of a multiprofessional team • maintain and develop the knowledge and skills required in their occupation
Good 4	
Excellent 5	• assess their strengths and development areas and actively develop their activities, using the feedback they receive • justify their decisions diversely by professional knowledge and apply them in different situations • make independent decisions in their area of responsibility as members of a multiprofessional team and propose improvements • actively maintain and develop the knowledge and skills required in their occupation.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks where they work in an environment that provides mental health and substance abuse care, performing a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.25. Working with clients and in networks in mental health and substance abuse welfare services, 35 cp (106239)

Competence requirements

Students know how to

- work in compliance with the statutes, operating principles, values and ethical principles applicable to social and health care field
- plan their work and work in cooperation with clients and their close and multiprofessional networks
- use interaction skills in work with clients
- work in preventive and rehabilitating work in different operating environments
- use the working methods, tools and materials of the field in work with clients and in networks as well as in pharmaceutical treatment
- promote mental health and substance abuse welfare clients' functional capacity and coping with daily activities

- provide guidance in using services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess their possibilities of working as welfare sector entrepreneurs
- assess and develop their activities.

Assessment

Students work in compliance with the statutes, operating principles, values and ethical principles applicable to the social and health care field.

Students	
Satisfactory 1	• work in compliance with social and health care field legislation as well as instructions and principles related to preventive and rehabilitating mental health and substance abuse welfare work as team members • are familiar with the workplace's quality recommendations, operating principles and self-monitoring plan and comply with them as team members • follow the values of their occupation and a practical nurse's ethical principles • know some of the principles of legal anticipation and use them in their work • respect clients' agency • follow the principles of sustainable development and guide clients in observing sustainable development in daily life
Satisfactory 2	
Good 3	• work in compliance with social and health care field legislation as well as instructions and principles related to preventive and rehabilitating mental health and substance abuse welfare work • are familiar with the workplace's quality recommendations, operating principles and self-monitoring plan and comply with them • follow the values of their occupation and a practical nurse's ethical principles • know some of the principles of legal anticipation and use them in their work • respect clients' agency and promote their awareness of their rights • follow the principles of sustainable development and guide clients in observing sustainable development in daily life, justifying their actions
Good 4	
Excellent 5	• work in compliance with social and health care field legislation as well as instructions and principles related to preventive and rehabilitating mental health and substance abuse welfare work, justifying their actions • are familiar with the workplace's quality recommendations, operating principles and self-monitoring plan, comply with them, and apply them in their work • follow the values of their occupation and a practical nurse's ethical principles • know some of the principles of legal anticipation and use them in their work • respect clients' agency and actively promote their awareness of their rights • follow the principles of sustainable development and guide clients in observing sustainable development in daily life, justifying their actions diversely and making development proposals.

Students plan their work and work in cooperation with clients and their close and multiprofessional networks.

Students	
Satisfactory 1	• plan their daily and weekly tasks, paying attention to clients' individual needs • work as members of a multiprofessional team and network • make choices and decisions related to their work and solve problems within the limits of a practical nurse's area of responsibility in familiar situations at work • express themselves comprehensibly and are willing to serve clients • draw up a plan and implement and evaluate it together with the client • record different stages of the client work process, taking into account client safety and information security • assess the urgency of care or support needs and, as team members, guide clients in accessing services • serve clients responsibly in different situations, also over the telephone and by using electronic means of communication
Satisfactory 2	
Good 3	• plan their daily and weekly tasks flexibly, paying attention to clients' individual needs • work responsibly as members of a multiprofessional team and network and are familiar with some of the tasks and areas of responsibility of different professional groups • make decisions related to their work within the limits of a practical nurse's area of responsibility, solve problems and seek additional information to support their decisions • express themselves comprehensibly and serve clients responsibly in different situations • draw up a plan and implement and evaluate it together with the client and their close network • record different stages of the client work process comprehensively, taking into account client safety and information security • assess the urgency of care or support needs and guide clients in accessing services • serve clients responsibly in different situations, also over the telephone and by using electronic means of communication
Good 4	
Excellent 5	• plan their daily and weekly tasks flexibly, paying attention to clients' and their close networks' individual needs • work actively and responsibly as members of a multiprofessional team and network and are familiar with the tasks and areas of responsibility of different professional groups • make decisions related to their work within the limits of a practical nurse's area of responsibility and solve problems, justifying their actions by their professional knowledge • express themselves comprehensibly and serve clients responsibly in different situations • draw up an individual plan and implement and evaluate it together with the client and their close network • record different stages of the client work process comprehensively, taking into account client safety and information security

	• assess care or support needs and their urgency and independently guide and advise clients and their close ones in accessing care or services • serve clients responsibly in different situations, also over the telephone and by using electronic means of communication.

Students use interaction skills in work with clients.

Promoting a cooperation and care relationship	
Students	
Satisfactory 1	• recognise phenomena associated with a cooperation and care relationship and use them as team members • encounter clients professionally and create a safe interactive relationship • create an equal cooperation relationship with clients as team members • pay attention to factors related to establishing and maintaining trust and regulate their distance • take into account the significance of transference and countertransference as well as resistance and defences in an interactive relationship • use active listening in an interactive relationship • understand the importance of a dialogical approach in a cooperation relationship with a client and a network • conclude a cooperation and care relationship responsibly as team members
Satisfactory 2	
Good 3	• recognise phenomena associated with a cooperation and care relationship and use them professionally • encounter clients professionally and create a safe interactive relationship • create an equal cooperation relationship with clients • pay attention to the factors related to establishing and maintaining trust and regulate their distance professionally • take into account the significance of transference and countertransference as well as resistance and defences in an interactive relationship and care process • use active listening in an interactive relationship with clients and their close networks • maintain a dialogical approach in a cooperation relationship with clients and networks • conclude a cooperation and care relationship responsibly
Good 4	
Excellent 5	• recognise the phenomena associated with a cooperation and care relationship and use them professionally • encounter clients professionally and create a safe interactive relationship • create an equal cooperation relationship with clients and their close networks • pay attention to the factors related to establishing and maintaining trust and regulate their distance, justifying their actions with their knowledge • take into account the significance of transference and countertransference as well as resistance and defences in an interactive relationship, a care process and when working with a network • use active listening diversely in an interactive relationship with clients and their close networks • actively maintain a dialogical approach in a cooperation relationship with clients and networks • conclude a cooperation and care relationship professionally and responsibly.

Working with cultural awareness	
Students	
Satisfactory 1	• work with clients from different cultures • take clients' religious, spiritual and ethical needs into account in their work • pay attention to clients' sexual and reproductive health • take into account clients' sexual diversity • work with gender awareness
Satisfactory 2	
Good 3	• work with clients from different cultures and seek information about multiculturalism • take clients' religious, spiritual and ethical needs into account diversely in their work • pay attention to clients' sexual and reproductive health • take into account clients' sexual diversity • work with gender awareness, encountering clients as individuals without predetermined gender expectations
Good 4	
Excellent 5	• work with clients from different cultures and actively seek information about multiculturalism • take clients' religious, spiritual and ethical needs into account diversely in their work, justifying their actions • pay attention to clients' sexual and reproductive health • take into account clients' sexual diversity • work with gender awareness, encountering clients as individuals without predetermined gender expectations, and promote gender equality.

Students work in preventive and rehabilitating work in different operating environments.

Promoting clients' mental wellbeing, mental health and abstinence from substance abuse	
Students	
Satisfactory 1	• support clients' positive mental health and recovery orientation, taking into account clients of varying ages and with different backgrounds • recognise some forms of risk behaviour and its harms • are familiar with emergency and mobile services and direct clients to them as team members
Satisfactory 2	
Good 3	• support clients' positive mental health and recovery orientation, diversely taking into account clients of varying ages and with different backgrounds • recognise risk behaviour and its harms • are familiar with emergency care and mobile services and direct clients to them independently
Good 4	
Excellent 5	• support clients' positive mental health and recovery orientation, diversely and individually taking into account clients of varying ages and with different backgrounds • recognise risk behaviour and its harms, and bring risk behaviour up in discussions • are familiar with emergency care and mobile services and direct clients to them independently and appropriately.

**Strengthening mental health and substance
abuse welfare clients' position and participation.**

Students

Satisfactory 1

- enable clients to make choices in their daily lives
- respect clients' privacy and choices
- listen to clients' opinions and promote their opportunities of exerting influence and participation in their own lives
- motivate clients in doing things together
- make use of experience experts and peer support in their work with clients

Satisfactory 2

Good 3

- enable clients to make choices in their daily lives and offer them different alternatives
- respect clients' privacy and choices
- listen to clients' opinions and promote their opportunities of exerting influence and participation in their own lives and local communities
- motivate clients in doing things together and strengthen clients' feeling of belonging to a group or community
- actively make use of experience experts and peer support in their work with clients

Good 4

Excellent 5

- enable clients to make choices in their daily lives and offer them different options diversely
- respect clients' privacy and choices
- listen to clients' opinions and promote their opportunities of exerting influence and participation in their own lives, local communities and society
- actively motivate clients in doing things together and strengthen clients' feeling of belonging to a group or community
- use experience experts and peer support in their work with clients and draw on the experts' competence.

Students use the working methods, tools and materials of the field in work with clients and in networks as well as in pharmaceutical treatment.

Following evidence-based knowledge, recommendations and methods	
Students	
Satisfactory 1	• recognise key mental health and substance abuse problems and illnesses in clients of varying ages and with different backgrounds and draw on this knowledge in their work with clients • are familiar with key preventive, therapeutic and rehabilitating methods of mental health and substance abuse welfare work as well as evidence-based recommendations and use them in their work with clients • promote mental health and substance abuse welfare clients' health and life management and prevent safety risks as team members • plan and use key preventive, therapeutic and rehabilitating individual and group work methods of mental health and substance abuse welfare work
Satisfactory 2	
Good 3	• recognise mental health and substance abuse problems and illnesses in clients of varying ages and with different backgrounds and actively draw on this knowledge in their work with clients • are familiar with preventive, therapeutic and rehabilitating methods of mental health and substance abuse welfare work as well as evidence-based recommendations and use them diversely in their work with clients • promote mental health and substance abuse welfare clients' health and life management and prevent safety risks • plan and use preventive, therapeutic and rehabilitating individual and group work methods of mental health and substance abuse welfare work appropriately
Good 4	
Excellent 5	• recognise mental health and substance abuse problems and illnesses in clients of varying ages and with different backgrounds and actively draw on this knowledge diversely in their work with clients • are familiar with the methods of mental health and substance abuse welfare work as well as evidence-based recommendations and use them diversely and with a resource-oriented approach in their work with clients • actively promote mental health and substance abuse welfare clients' health and life management and prevent safety risks • plan and use diversely preventive, therapeutic and rehabilitating individual and group work methods of mental health and substance abuse welfare work appropriately.

Recognising crises in mental health and substance abuse welfare work	
Students	
Satisfactory 1	- recognise some psychological crises and their different phases and use some crisis working methods with the team - draw on their knowledge of the effects of crises and traumas in mental health and substance abuse welfare work as team members
Satisfactory 2	
Good 3	- recognise different psychological crises and their different phases and use varying crisis working methods with the team - draw on their knowledge of the effects of crises and traumas in mental health and substance abuse work
Good 4	
Excellent 5	- diversely recognise different psychological crises and their different phases and use varying crisis working methods as team members with a client-oriented approach - comprehensively draw on their knowledge of the effects of crises and traumas in mental health and substance abuse welfare work.

- recognise some psychological crises and their different phases and use some crisis working methods with the team
- draw on their knowledge of the effects of crises and traumas in mental health and substance abuse welfare work as team members

- recognise different psychological crises and their different phases and use varying crisis working methods with the team
- draw on their knowledge of the effects of crises and traumas in mental health and substance abuse work

- diversely recognise different psychological crises and their different phases and use varying crisis working methods as team members with a client-oriented approach
- comprehensively draw on their knowledge of the effects of crises and traumas in mental health and substance abuse welfare work.

Providing pharmaceutical treatment	
Students	
Satisfactory 1	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and draw on these principles in their work in their area of responsibility • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients in interpreting an electronic prescription and understanding its period of validity as well as using, storing and disposing of pharmaceuticals, and know the pharmaceutical treatment of the most common mental health and substance abuse disorders • know and monitor the actions and interactions of the most common pharmaceuticals used in mental health and substance abuse work as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, and inform their teams about such phenomena orally • work safely and as indicated by their area of responsibility, implementing the unit's and clients' pharmaceutical treatment plans • motivate clients following individual pharmaceutical treatment plans • take into account and, as team members, justify the effects of failing to take medicines on clients
Satisfactory 2	
Good 3	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • master the operating principles of the most common pharmaceutical databases and draw on these principles in their work in their area of responsibility • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients in interpreting an electronic prescription and understanding its period of validity as well as using, storing and disposing of pharmaceuticals, and know the pharmaceutical treatment of the most common mental health and substance abuse disorders • know and monitor the actions and interactions of the most common pharmaceuticals used in mental health and substance abuse work as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena orally in writing, and work to prevent them • recognise potential risks that have a bearing on a client's pharmaceutical treatment, inform their team of them and prevent risks • use motivating methods when guiding clients and their close networks in implementing an individual pharmacological treatment plan • take into account and justify the effects of failing to take medicines on clients
Good 4	

Excellent 5	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • master the operating principles of the most common pharmaceutical databases and draw on these principles in their work in their area of responsibility • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients in interpreting an electronic prescription and understanding its period of validity as well as using, storing and disposing of pharmaceuticals, and know the pharmaceutical treatment of the most common mental health and substance abuse disorders • know and monitor the actions and interactions of the most common pharmaceuticals used in mental health and substance abuse work as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena orally in writing, and work to prevent them • recognise potential risks that have a bearing on a client's pharmaceutical treatment, inform their team of them and prevent risks • use motivating methods when guiding clients and their close networks in implementing an individual pharmacological treatment plan, justifying its significance for clients • take into account and justify the effects of failing to take medicines on clients and motivate clients in pharmaceutical care.

Students promote mental health and substance abuse welfare clients' functional capacity and coping with daily activities.

Students	
Satisfactory 1	• assist clients in daily activities and everyday life management, taking clients' functional capacity into account • guide and motivate clients in promoting and maintaining their functional capacity • guide and assist clients in oral care and basic care • guide clients in home care, nutrition, and purchasing and preparing food • use action-based methods and take advantage of the opportunities provided by art, culture and physical activity for promoting participation
Satisfactory 2	
Good 3	• guide and encourage clients with a resource-oriented approach in their daily activities and everyday life management, taking clients' functional capacity into account • guide and motivate clients with a resource-oriented approach in promoting and maintaining their functional capacity • guide and assist clients in oral care and basic care and motivate them in self-care • guide clients in home care, nutrition, and purchasing and preparing food, encouraging them to take initiative • use diverse action-based methods and take advantage of the opportunities provided by art, culture and physical activity to promote participation
Good 4	
Excellent 5	• guide and encourage clients appropriately and with a resource-oriented approach in their daily activities and independent everyday life management, taking clients' functional capacity into account • guide and motivate clients with a resource-oriented approach in promoting and maintaining their functional capacity and life management • guide and assist clients diversely in oral care and basic care and motivate them in self-care • guide clients in home care, nutrition, and purchasing and preparing food, encouraging them to take initiative and addressing clients' preferences • use diverse and appropriately action-based methods and take advantage of the opportunities provided by art, culture and physical activity to promote participation.

Students guide clients in using services.

Students	
Satisfactory 1	• recognise their operating unit's basic task and work accordingly • are familiar with clients' critical paths and service chains and draw on this knowledge in their work • are familiar with the models for organising combined services and support clients in using services • guide clients and their close networks in accessing the services they need
Satisfactory 2	
Good 3	• know their operating unit's basic task as part of the organisation and service system and work accordingly • are familiar with clients' critical paths and service chains and draw on this knowledge in their work • are familiar with the models of organising integrated services and motivate and support clients and their close networks in selecting and using services • motivate and guide clients and their close networks in accessing the services they need
Good 4	
Excellent 5	• know their operating unit's basic task as part of the organisation and the comprehensive service system and work accordingly • are familiar with clients' critical paths and service chains and draw on this knowledge in their work • are familiar with the models of organising integrated services and motivate and support clients and their close networks in selecting and using services appropriately • motivate and guide clients and their close networks in accessing the services they need and offer alternatives.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Addressing client safety	
Students	
Satisfactory 1	• together with clients, anticipate factors that threaten their health and wellbeing and undermine their safety as team members • recognise ethically challenging situations and know how to resolve them as team members • promote clients' initiative and participation, taking their close networks and surroundings into account • as team members, promote clients' ability to make decisions on matters concerning them as agents of their own lives • promote clients' life skills, health and safety skills
Satisfactory 2	
Good 3	• together with clients, anticipate factors that threaten their health and wellbeing and undermine their safety • work professionally in ethically challenging situations • promote clients' initiative and participation, taking their close networks and surroundings into account • promote clients' ability to make decisions on matters concerning them as agents of their own lives • promote clients' life skills, health and safety skills
Good 4	
Excellent 5	• together with clients, anticipate and prevent factors that threaten their wellbeing and undermine their safety, and make proposals for improving safety • work professionally in ethically challenging situations and apply different solution alternatives • together with clients, promote clients' initiative and participation, taking their close networks and surroundings into account • actively promote clients' ability to make decisions on matters concerning them as agents of their own lives • promote clients' life skills, health and safety skills diversely, taking their close networks and surroundings into account and making development proposals.

Maintaining workplace wellbeing and safety	
Students	
Satisfactory 1	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by them • comply with instructions and regulations on wellbeing at work and occupational safety • contribute to maintaining a good work atmosphere and understand its impact on client satisfaction
Satisfactory 2	
Good 3	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by them, preventing risks • comply with instructions and regulations on wellbeing at work and occupational safety • contribute to maintaining and promoting a good work atmosphere and understand its impact on client satisfaction
Good 4	
Excellent 5	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by them, preventing risks and justifying their actions • comply with instructions and regulations on wellbeing at work and occupational safety • contribute to maintaining and promoting a good work atmosphere, understand its impact on client satisfaction and propose improvements.

Students assess their possibilities of working as wellbeing sector entrepreneurs.

Students	
Satisfactory 1	• plan the productisation of their competence under guidance • work responsibly and understand the effect of their work on the activities of the workplace and the quality of services in daily work with clients • work to promote the achievement of objectives • assess their possibilities of working as wellbeing sector entrepreneurs
Satisfactory 2	
Good 3	• plan and find out about possibilities of productising their competence in their work • work responsibly and pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients • work to promote the achievement of objectives and scale their work according to the objectives • assess their possibilities of working as wellbeing sector entrepreneurs
Good 4	
Excellent 5	• actively plan and develop their capacities to work as entrepreneurs and realistically assess the possibilities of productising their competence • work responsibly, pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients, and modify their actions flexibly as required by the situation • work to promote diversely the achievement of objectives and scale their work according to the objectives • assess their possibilities of working as wellbeing sector entrepreneurs.

Students assess and develop their activities.

Students	
Satisfactory 1	• assess their strengths and development areas and modify their activities according to the feedback they receive • justify their decisions by professional knowledge • make decisions in their area of responsibility as members of a multiprofessional team • maintain the knowledge and skills required by their occupation and use work guidance in their work and professional growth
Satisfactory 2	
Good 3	• assess their strengths and development areas and develop their activities according to the feedback they receive • justify their decisions diversely by professional knowledge • make independent decisions in their area of responsibility as members of a multiprofessional team • maintain and develop the knowledge and skills required by their occupation and use work guidance in their work and professional growth
Good 4	
Excellent 5	• assess their strengths and development areas and actively develop their activities, using the feedback they receive • justify their decisions diversely by professional knowledge and apply them in different situations • make independent decisions in their area of responsibility as members of a multiprofessional team and propose improvements • actively maintain and develop the knowledge and skills required by their occupation and use work guidance in their work and professional growth.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they work in an environment that provides mental health and substance abuse care or in clients' homes, performing a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.26. Nursing, 35 cp (106247)

Competence requirements

Students know how to

- work in compliance with the statutes, operating principles, values and ethical principles applicable to the social and health care field
- plan their work in nursing and work together with a team and a network
- plan, carry out and evaluate nursing and care received by clients
- interact with clients
- use the working methods, equipment and materials of the professional field in nursing
- carry out pharmaceutical treatment
- provide guidance in using services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their activities.

Assessment

Students work in compliance with the legislation, operating principles, values and ethical principles applicable to the social and health care field.

Students	
Satisfactory 1	• comply with the legislation, regulations and operating principles of the social and health care field • observe the underpinning values of the field and comply with concluded agreements and ethical principles relevant to their occupation • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • familiarise themselves with the workplace's self-monitoring plan from a practical nurse's perspective and work in compliance with self-monitoring regulations • follow the principles of sustainable development • sort wastes, recycle materials and use disposable products appropriately • treat clients fairly and equally
Satisfactory 2	
Good 3	• comply with the legislation, regulations and operating principles of the social and health care field, justifying their actions • work responsibly, observing the underpinning values of the field and complying with concluded agreements and ethical principles relevant to their occupation, justifying their actions • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • actively familiarise themselves with the workplace's self-monitoring plan from a practical nurse's perspective and work in compliance with self-monitoring regulations • follow the principles of sustainable development and justify their actions • use disposable products appropriately, taking into account cost-efficiency and the volume of accumulated waste • sort wastes and recycle and reuse materials, taking the environmental impacts of activities into account • treat clients fairly and equally
Good 4	
Excellent 5	• comply with the legislation, regulations and operating principles of the social and health care field, justifying their actions diversely • work responsibly, observing the underpinning values of the field and complying with concluded agreements and ethical principles relevant to their occupation, justifying their actions diversely • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • actively familiarise themselves with the workplace's self-monitoring plan from a practical nurse's perspective, work in compliance with self-monitoring regulations, and propose improvements • follow the principles of sustainable development, justify their actions and propose improvements

	• select and use disposable products appropriately and cost-effectively, and take care of appropriate sorting of wastes • recycle and reuse materials, taking into account the environmental impacts of the activities and life cycle thinking of supplies • treat clients fairly and equally.

Students plan their work in nursing and work together with a team and a network.

Working systematically	
Students	
Satisfactory 1	• plan and set goals for their work as team members • plan their work with a client-oriented approach • plan their daily tasks as team members • make choices and decisions related to their work as team members
Satisfactory 2	
Good 3	• plan and set goals for their work, taking clients' needs into account together with clients • plan their work with a client-oriented approach, taking clients' close networks into account • plan their daily tasks and take into account any other plans for the workplace's activities • plan their work as members of a multiprofessional team in a practical nurse's area of responsibility and seek guidance if necessary • make choices and decisions related to their work
Good 4	
Excellent 5	• set goals for their work with a needs-based approach together with clients and plan their work on this basis • plan their work with a client-oriented approach, taking clients' close networks into account, justify their actions and propose alternative courses of action • plan their daily and weekly tasks and take into account any other plans for the workplace's activities, modifying their plans if necessary • plan their work as members of a multiprofessional team in a practical nurse's area of responsibility and seek guidance if necessary • make choices and decisions related to their work and justify their actions diversely.

Working as a team member	
Students	
Satisfactory 1	• are familiar with the tasks of different professional groups and work as members of a multiprofessional team • solve problems as work community members • act cooperatively and responsibly as work community members • follow the work community's rules and operating principles • look for support in their work and use consultations • comply with the workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette
Satisfactory 2	
Good 3	• are familiar with the tasks of different professional groups and work actively as members of a multiprofessional team • solve problems and bring up different alternative courses of action • act cooperatively and responsibly as work community members • follow the work community's rules and operating principles • actively look for support in their work and use consultations • comply with the workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette
Good 4	
Excellent 5	• are familiar with the tasks of different professional groups and work actively and flexibly as members of a multiprofessional team • solve problems and bring up different alternative courses of action, justifying their actions • act in a cooperative and responsibly as work community members and make alternative development proposals • follow the work community's rules and operating principles • actively look for support in their work, make use of consultations and encourage the work community to draw on support • comply with the workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette.

Students plan, carry out and evaluate nursing and care received by clients.

Students	
Satisfactory 1	• observe a client's situation, paying attention to their needs • participate in drawing up a plan for promoting a client's nursing and care, using the Finnish Care Classification • carry out and evaluate the plan together as team members • use client and patient information systems following the work unit's instructions as team members, taking information security and secrecy obligation provisions into account • record the different stages of the care process as team members and seek for help if necessary • as team members, look after client documents and ensure that the clients' and employees' legal protection is realised
Satisfactory 2	
Good 3	• observe a client's situation diversely, paying attention to their needs • together with a client, participate in drawing up a plan for promoting the client's nursing and care, using the Finnish Care Classification • carry out and evaluate the plan • use client and patient information systems following the work unit's instructions, taking information security and secrecy obligation provisions into account • records different stages of the care process and inform their team of a client's condition orally and in writing • look after client documents and ensure that clients' and employees' legal protection is realised
Good 4	
Excellent 5	• observe a client's situation comprehensively, paying attention to their needs • together with a client and their close ones, participate in drawing up a plan for promoting the client's nursing and care, using the Finnish Care Classification • carry out and evaluate a plan made for a client negotiating with their team, the client and the client's network • independently use client and patient information systems following the work unit's instructions, taking information security and secrecy obligation provisions into account • independently and with a client-oriented approach, records different stages of the care process and inform their team of essential aspects of a client's condition orally and in writing • look after client documents, ensuring that the clients' and employees' legal protection is realised, and justify their actions.

Students interact with clients.

Professional interaction	
Students	
Satisfactory 1	• act professionally in interactive situations • pay attention to the effects of their behaviour in interactive situations • are present in interactive situations with clients and their close networks • use communication methods and tools that support and compensate for speech in interaction with clients • use plain language, modifying their expression as necessary • as team members, listen to some of the clients' opinions and preferences, supporting their participation and enhancing the meaningfulness of their lives • use information and communication technology in their work as team members
Satisfactory 2	
Good 3	• act professionally and naturally in interactive situations • pay attention to the effects of their behaviour in interactive situations • maintain an active and caring presence in interactive situations with clients and their close networks • adeptly use communication methods and tools that support and compensate for speech in interaction with clients • use plain language and modify their expression to match clients' communication skills • listen to some of the clients' opinions and preferences, supporting their participation and enhancing the meaningfulness of their lives • use information and communication technology in their work
Good 4	
Excellent 5	• act professionally, naturally and responsibly in changing interactive situations • pay attention to the effects of their behaviour in interactive situations • maintain an active and caring presence in interactive situations with clients and their close networks, creating a feeling of security • adeptly and diversely use communication methods and tools that support and compensate for speech in interaction with clients • use plain language naturally and modify their expression to match clients' communication skills, encouraging clients in self-expression • listen to clients' opinions and preferences, supporting their participation and enhancing the meaningfulness of their lives • pay attention to clients' families and friends and networks of social wellbeing • use information and communication technology in their work diversely, justifying their actions.

Using language skills in client service/ Field-specific language proficiency of Finnish speakers

Students	
Satisfactory 1	serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and manage the services situation flexibly in the second national language and in one foreign language.

Using language skills in client service/ Field-specific language proficiency of Swedish speakers

Students	
Satisfactory 1	serve customers in Swedish and Finnish and manage the service situation tolerably well in one foreign language
Satisfactory 2	
Good 3	serve customers in Swedish and Finnish and manage the service situation in one foreign language
Good 4	
Excellent 5	serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Using language skills in client service/ Field-specific language proficiency of speakers of other languages

Students	
Satisfactory 1	manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	manage the service situation in Finnish and Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and Swedish and manage the service situation flexibly in one foreign language.

Using language skills in client service/Field-specific language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	manage the service situation in Finnish or Swedish in addition to the language of instruction and are able to help clients forward in one other language in the service situation
Satisfactory 2	
Good 3	manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	serve customers in Finnish or Swedish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students use the working methods, tools and materials of the professional field in nursing.

Nursing and providing care for clients	
Students	
Satisfactory 1	• work in nursing with a client-oriented and needs-based approach as team members • support, guide and motivate clients in managing daily activities with a resource-oriented approach in recurring situations at work • following the team's instructions, nurse clients with the most common illnesses in internal medicine, surgical and neurological field, infections, cancers, eye and skin diseases as well as memory disorders and draw on evidence-based knowledge of illnesses in their work • following the team's instructions, provide care for people suffering from mental health and substance abuse disorders and promote their functional capacity • are familiar with the changes caused by diseases and ageing in the normal structure and functions of the human body • pay attention to clients' sexual and reproductive health and diversity of sexual orientation • nurse clients with gynaecological and urological illnesses as team members • work as team members in advanced life support
Satisfactory 2	
Good 3	• work in nursing with a client-oriented and needs-based approach and in multiprofessional cooperation • support, guide and motivate clients in managing daily activities with a resource-oriented approach • nurse clients with the most common illnesses in internal medicine, surgical and neurological field, infections, cancers, eye and skin diseases as well as memory disorders, justifying their actions by evidence-based knowledge in their work • provide care for people suffering from mental health and substance abuse disorders and promote their functional capacity with a resource-oriented approach • draw on evidence-based knowledge of the changes caused by diseases and ageing in the normal structure and functions of the human body in their work • pay attention to clients' sexual and reproductive health and diversity of sexual orientation • nurse clients with gynaecological and urological illnesses • work as team members in advanced life support
Good 4	
Excellent 5	• actively work in nursing with a client-oriented and needs-based approach and in multiprofessional cooperation • support, guide and motivate clients in managing daily activities with a resource-oriented approach in changing situations • independently nurse clients with the most common illnesses in internal medicine, surgical and neurological field, infections, cancers, eye and skin diseases as well as memory disorders, justifying their actions by evidence-based knowledge of illnesses in their work

	• provide individual care for people suffering from mental health and substance abuse disorders and promote their functional capacity with a resource-oriented approach • draw diversely on evidence-based knowledge of the changes caused by diseases and ageing in the normal structure and functions of the human body in their work • pay individual attention to clients' sexual and reproductive health and diversity of sexual orientation • nurse clients with gynaecological and urological illnesses • work as team members in advanced life support.

Using the methodology of nursing	
Students	
Satisfactory 1	• observe clients' vital functions and functional capacity and pass this information on in the agreed manner • follow aseptic principles and draw on their knowledge of aseptic practices in their work • recognise the effects of microbes on human health • as team members, nurse clients with infectious diseases, isolates client as indicated by their circumstances, and justify their actions • prepare for, assist in and carry out procedures (measurements of vital functions, including blood pressure, heart rate monitoring, respiratory rate, blood sugar, oxygen saturation and temperature; catheterisation, removal of mucus by suction, giving oxygen to clients, ECG testing and monitoring, preparations for a sterile procedure, tube feeding, removal of stitches and wound care) as team members • take point-of-care samples as team members, drawing on their knowledge of basic laboratory testing in their work • prepare clients for examinations, procedures and surgery as team members
Satisfactory 2	
Good 3	• observe clients' vital functions and functional capacity, record their observations and pass this information on in the agreed manner • follow aseptic principles, justifying their actions • know the effects of microbes on human health and justify their actions • nurse clients with infectious diseases, isolates client as indicated by their circumstances, and justify their actions • prepare for, assist in and carry out procedures independently (measurements of vital functions, including blood pressure, heart rate monitoring, respiratory rate, blood sugar, oxygen saturation and temperature; catheterisation, removal of mucus by suction, giving oxygen to clients, ECG testing and monitoring, preparations for a sterile procedure, tube feeding, removal of stitches and wound care) • take point-of-care samples, drawing on their knowledge of basic laboratory testing in their work • prepare clients for examinations, procedures or surgery
Good 4	
Excellent 5	• observe clients' vital functions and functional capacity, record their observations and pass this information on in the agreed manner • follow aseptic principles, justifying their actions diversely • know the effects of microbes on human health and justify their actions diversely • nurse clients with infectious diseases, isolates client as indicated by their circumstances, and know how work to organise work aiming to prevent infections • prepare for, assist in and carry out procedures independently (measurements of vital functions, including blood pressure, heart rate monitoring, respiratory rate, blood sugar, oxygen saturation and temperature; catheterisation, removal of mucus by suction, giving oxygen to clients, ECG testing and

	monitoring, preparations for a sterile procedure, tube feeding, removal of stitches and wound care), justifying their actions • take point-of-care samples, drawing on their evidence-based knowledge of basic laboratory testing in their work • prepare clients for examinations, procedures or surgery independently.

Taking care of clients' wellbeing in nursing	
Students	
Satisfactory 1	• recognise and pay attention to the effects of illnesses on clients' nutritional treatment and monitor clients' nutritional state • recognise and pay attention to the effects of illnesses on oral health • recognise and pay attention to the effects of illnesses on podiatric health • take care of pain management, using some pain relief methods • support clients' mental health and encourage abstinence from substance abuse • with their team, pay attention to the effects of illnesses on clients' need for sleep and rest • take into account the importance of physical activity in the treatment of different illnesses as team members • provide terminal care and care for dying clients as team members
Satisfactory 2	
Good 3	• recognise and pay attention to the effects of illnesses on clients' nutritional treatment as well as assess and monitor clients' nutritional state • recognise and pay attention to the effects of illnesses on oral health and recognise challenges of basic oral health care • recognise and pay attention to the effects of illnesses on podiatric health and recognise challenges of podiatric care • take care of pain management, using different pain relief methods • support clients' mental health and encourage and support abstinence from substance abuse • pay attention to the effects of illnesses on clients' need for sleep and rest and guide clients in issues related to sleep and rest • take into account the importance of physical activity in the treatment of different illnesses • provide individual terminal care and care for dying clients
Good 4	
Excellent 5	• recognise and pay attention to the effects of illnesses on clients' nutritional treatment as well as assess and monitor clients' nutritional state, justifying their actions • recognise and take into account the effects of illnesses on oral health, recognise some of the challenges in basic oral health care and work together with specialists • recognise and pay attention to the effects of illnesses on podiatric health, recognise some of the challenges of podiatric care and work together with specialists • take care of pain management, using different pain relief methods and anticipating and pay attention to changes in clients' condition and functional capacity • guide clients in promoting their mental health and encourage and support abstinence from substance abuse • pay attention to the effects of illnesses on clients' need for sleep and rest, guide clients in issues related to sleep, and rest and offer different treatment options for lack of sleep and rest • take into account the importance of physical activity in the treatment of different illnesses, guiding clients • provide individual terminal care and care for dying clients, justifying their actions.

Students provide pharmaceutical treatment.

Students	
Satisfactory 1	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and draw on these principles in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and are familiar with the pharmaceutical treatment of the most common illnesses in internal medicine, surgical and neurological field, infections, cancers, eye and skin diseases as well as memory disorders • know and observe the actions and interactions of the most common pharmaceuticals used for illnesses in internal medicine, surgical and neurological field, infections, cancers, eye and skin diseases and memory disorders as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena and inform their teams about such phenomena
Satisfactory 2	
Good 3	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use the most common pharmaceutical databases, understand their operating principles and make use of them in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients and their close networks following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and are familiar with the pharmaceutical treatment of the most common illnesses in internal medicine, surgical and neurological field, infections, cancers, eye and skin diseases as well as memory disorders • know and observe the actions and interactions of the most common pharmaceuticals used for illnesses in internal medicine, surgical and neurological field, infections, cancers, eye and skin diseases and memory disorders as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena, and prevent them
Good 4	
Excellent 5	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use the most common pharmaceutical databases, understand their operating principles and make use of them actively in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors

	- actively guide clients and their close networks following the work unit's instructions unit in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and are familiar with the pharmaceutical treatment of the most common illnesses in internal medicine, surgical and neurological field, infections, cancers, eye and skin diseases as well as memory disorders - know, observe and justify the actions and interactions of the most common pharmaceuticals used for illnesses in internal medicine, surgical and neurological field, infections, cancers, eye and skin diseases and memory disorders as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena, and prevent them.

Students guide clients in using services.

Students	
Satisfactory 1	- are familiar with clients' care and service chains - inform clients and their close networks about social and health services as well as benefits - guide clients in using electronic services - as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care - work in multidisciplinary cooperation to ensure the continuity of a client's treatment
Satisfactory 2	
Good 3	- are familiar with clients' care and service chains - inform clients and their close networks appropriately about social and health services as well as benefits - guide clients in using electronic services - as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care - work in multidisciplinary cooperation appropriately to ensure the continuity of a client's treatment
Good 4	
Excellent 5	- are familiar with clients' care and service chains - inform clients and their close networks about social and health services as well as benefits appropriately and with a client-oriented approach - guide clients in using electronic services - as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care - appropriately and with a client-oriented approach, work in multidisciplinary cooperation to ensure the continuity of a client's treatment.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Maintaining wellbeing at work and occupational safety	
Students	
Satisfactory 1	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by the situation • comply with the unit's regulations and instructions on wellbeing at work and occupational safety • take responsibility for their wellbeing at work, occupational safety and work ability • contribute to the wellbeing of their work community and understand that its atmosphere affects client satisfaction • follow instructions related to ergonomics when transferring and caring for clients • recognise clients' resources when transferring and caring for them • use aids when transferring and caring for clients • recognise clients' resources when transferring and caring for them • recognise physical and psychological strain and risk factors associated with their work • maintain their work ability and coping at work
Satisfactory 2	
Good 3	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by the situation • comply with the unit's regulations and instructions on wellbeing at work and occupational safety • take responsibility for their wellbeing at work, occupational safety and work ability • contribute to the wellbeing of their work community and understand that its atmosphere affects client satisfaction • apply instructions related to ergonomics when transferring and caring for clients and actively pay attention to work posture • activate clients' resources when transferring and caring for them • adeptly use aids when transferring and caring for clients • recognise physical and psychological strain and risk factors associated with their work and prevent them • actively maintain their work ability and coping at work
Good 4	
Excellent 5	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by the situation • comply with the unit's regulations and instructions on wellbeing at work and occupational safety • take responsibility for their wellbeing at work, occupational safety and work ability • contribute to the wellbeing of their work community and understand that its atmosphere affects client satisfaction • apply and justify instructions related to ergonomics when transferring and caring for clients, actively pay attention to good work posture, and justify factors that affect their work posture • apply and justify the use of aids in different situations when transferring and caring for clients

	• use, recognise and activate clients' resources when transferring and caring for them and use natural movement patterns and work postures • recognise physical and psychological strain and risk factors associated with their work, prevent them and propose improvements • actively maintain their work ability and coping at work, justifying factors that affect work posture.

Addressing client safety	
Students	
Satisfactory 1	• pay attention to client safety and prevention of accidents in nursing • follow the principles of aseptic working methods • recognise clients with challenging behaviours and the threat of domestic violence in their work, guide clients in accessing help, and inform their team • as team members, guide clients and their close ones in accessing their rights
Satisfactory 2	
Good 3	• extensively pay attention to client safety and prevention of accidents in their nursing work and justify their actions • follow the principles of aseptic working methods • recognise clients with challenging behaviours and the threat of domestic violence in their work, guide clients in accessing help, and inform their team • guide clients and their close ones in accessing their rights
Good 4	
Excellent 5	• extensively pay attention to client safety and prevention of accidents in their nursing work, justifying their actions, and propose improvements • follow the principles of aseptic working methods • recognise clients with challenging behaviours and the threat of domestic violence in their work, strive to prevent the occurrence of challenging situations, guide clients in accessing help, and bring the matter up in their team • guide clients and their close ones in accessing their rights.

Students assess and develop their activities.

Students	
Satisfactory 1	• assess their competence • recognise their strengths and development areas • receive and give feedback and use the feedback they receive in their activities • maintain the knowledge and skills required in their occupation • use their evidence-based knowledge in their work and search for information in reliable sources
Satisfactory 2	
Good 3	• realistically assess their competence • realistically recognise their strengths and development areas and take advantage of their strengths • receive and give feedback and develop their activities based on it • maintain the knowledge and skills required in their occupation and justify their work-related decisions by their professional knowledge • draw on their evidence-based knowledge in their work and search for information in reliable sources
Good 4	
Excellent 5	• assess their competence realistically and diversely • realistically and diversely recognise their strengths and development areas and are motivated to improve their activities • receive and give feedback and actively develop their activities based on it • maintain the knowledge and skills required in their occupation and justify their work-related decisions diversely by their professional knowledge • draw on their evidence-based knowledge and justify their actions by it, seeking information in reliable sources.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they work in nursing environments, performing a practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.27. Patient immobilisation, 15 cp (106229)

Competence requirements

Students know how to

- promote client wellbeing through immobilisation
- plan their work as members of a multiprofessional work community
- use interaction skills in work with clients
- use the working methods, instruments and products of patient immobilisation and carry out patient immobilisation
- guide clients and their close networks in using immobilisation services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their work.

Assessment

Students promote client wellbeing through immobilisation.

Students	
Satisfactory 1	• comply with the underlying values, statutes, regulations and ethical operating principles of the social and health care field • work with a client-oriented approach, pay attention to clients' wellbeing during immobilisation, and create a safe atmosphere while caring for clients • comply with data protection and secrecy obligation in their work • comply with the work unit's quality recommendations and regulations on immobilisation • follow the principles of sustainable development and work with cost awareness with their team
Satisfactory 2	
Good 3	• comply with the underlying values, statutes, regulations and ethical operating principles of the social and health care field and justify their actions by them • work with a client-oriented approach, pay attention to clients' wellbeing during immobilisation, and create a safe atmosphere while caring for clients using different means • comply with data protection and secrecy obligation in their work • comply with the work unit's quality recommendations and regulations on immobilisation • follow the principles of sustainable development, use them to justify their actions, and work with cost awareness
Good 4	
Excellent 5	• comply with the underlying values, statutes, regulations and ethical operating principles of the social and health care field and justify their actions diversely by them • work with a client-oriented approach, pay attention to clients' wellbeing during immobilisation, create a safe atmosphere while caring for clients using different means, and justify their actions • comply with data protection and secrecy obligation in their work • comply with the work unit's quality recommendations and regulations on immobilisation • strive to promote the implementation of sustainable development principles, justify their actions and work with cost-awareness.

Students plan their work as members of a multiprofessional work community.

Students	
Satisfactory 1	• plan their daily tasks and schedules as indicated by clients' needs and circumstances with their team, paying attention to the work unit's other plans • draw on their evidence-based knowledge of patient immobilisation in the planning their work and recognise and assess clients' needs for immobilisation as team members • make choices and decisions related to their work and solve problems with their team • with their team, work in cooperation with clients and their close networks • work with a multiprofessional team in compliance with the referrals given to them and participate in clients' treatment processes as team members
Satisfactory 2	
Good 3	• plan their daily tasks and schedules as indicated by clients' needs and circumstances, understanding their work as a whole and working flexibly in daily situations • diversely draw on their evidence-based knowledge of patient immobilisation in the planning their work and recognise and assess diversely clients' needs for immobilisation • make choices and decisions related to their work, solve problems justifying their actions, and understand clients' treatment processes as a whole • work in cooperation with clients, their close networks and a multiprofessional work community • work responsibly in a multiprofessional team in compliance with referrals given to them and as indicated by clients' treatment processes
Good 4	
Excellent 5	• plan and prioritise their daily tasks and schedules as indicated by clients' needs and circumstances, understanding their work as a whole and working flexibly in changing situations • apply their evidence-based knowledge of patient immobilisation in the planning of their work, and recognise and assess diversely clients' needs for immobilisation • make choices and decisions related to their work, justify their actions by their evidence-based knowledge, and understand clients' treatment processes as a whole • work in cooperation with clients, their close networks and a multidisciplinary network, developing their work • work responsibly and appropriately in a multiprofessional team in compliance with referrals given to them and as indicated by the treatment process.

Students use interaction skills in work with clients.

Students	
Satisfactory 1	- act professionally in interactive situations - take notice of clients' communication skills in their interaction - with their team, guide clients and their close networks responsibly and professionally, taking into account information security and confidentiality
Satisfactory 2	
Good 3	- act professionally and with a client-oriented approach in interactive situations - adapt their interaction to clients' communication skills - guide clients and their close networks responsibly, individually, professionally and encouragingly, paying attention to activities that promote self-care as well as information security and confidentiality
Good 4	
Excellent 5	- act actively, professionally and with a client-oriented approach in interactive situations - adapt their interaction to clients' communication skills and pay attention to clients' situations and feelings - guide clients and their close networks with a client-oriented approach, professionally and responsibly, motivating clients in activities that promote self-care and paying attention to information security and confidentiality.

Students use the working methods, equipment and products of patient immobilisation and carry out patient immobilisation.

Assessing the need and preparing for immobilisation	
Students	
Satisfactory 1	- with their team, assess clients' needs for immobilisation, drawing on their knowledge of the causal mechanisms of bone fractures and tendon injuries in clients of varying ages and fracture types - as team members, prepare clients for immobilisation
Satisfactory 2	
Good 3	- with a client-oriented approach, assess clients' needs for immobilisation, drawing on their knowledge of the causal mechanisms of bone fractures and tendon injuries in clients of varying ages and fracture types - prepare clients for immobilisation
Good 4	
Excellent 5	- with a client-oriented approach, assess clients' needs for immobilisation, justifying diversely their actions by their knowledge of the causal mechanisms of bone fractures and tendon injuries in clients of varying ages and fracture types - prepare clients for immobilisation, justifying their actions by their knowledge of patient immobilisation work.

Preparing the working environment and selecting treatment materials and equipment	
Students	
Satisfactory 1	• prepare the treatment facility and set out the equipment required to treat a fracture as well as the necessary splint materials • as team members, select the necessary splint materials, drawing on their knowledge of applying plaster casts, different splinting techniques and the materials to be used
Satisfactory 2	
Good 3	• prepare the treatment facility and set out the equipment required to treat a fracture as well as the necessary splint materials, taking sustainable development into account in their work • select the necessary splint materials, diversely drawing on their knowledge of applying plaster casts, different splinting techniques and the materials to be used
Good 4	
Excellent 5	• prepare the facilities for patient immobilisation and set out the equipment required to treat a fracture, paying attention to cost-efficiency and sustainable development in their work • select the necessary splint materials with justifications, diversely drawing on their knowledge of applying plaster casts, different support techniques, and the materials to be used and their properties.

Maintaining the working and care environment and equipment	
Students	
Satisfactory 1	• keep the working and care environment tidy • see to the availability of sufficient equipment, ordering and topping up materials, and disposing of waste with their team, following the principles of sustainable development • maintain for the equipment needed in patient immobilisation as team members
Satisfactory 2	
Good 3	• keep the working and care environment tidy responsibly • see to the availability of sufficient equipment, ordering and topping up of supplies, and disposing of waste following the work unit's instructions and the principles of sustainable development • maintain for the equipment needed in patient immobilisation
Good 4	
Excellent 5	• keep the working and care environment tidy responsibly, justifying their actions by patient immobilisation work • see to the availability of sufficient equipment, ordering and topping up of supplies, and disposing of waste following the work unit's instructions, and work cost-efficiently and in compliance with the principles of sustainable development • maintain the equipment needed in patient immobilisation and inform their team of problems related to user safety.

Immobilising patients and assisting in patient immobilisation	
Students	
Satisfactory 1	• splint fractures not requiring repositioning in upper and lower extremities based on an immobilisation referral and radiological findings with their team • with their team, splint safely the most common fractures not requiring repositioning in upper extremities, drawing on their knowledge of immobilising fingers, palms, wrists, forearms, elbows and upper arms among other things • as team members, assist in repositioning injuries in fingers, palms, wrists, forearms, elbows and upper arms • with their team, splint safely the most common fractures not requiring repositioning in lower extremities, drawing on their knowledge of immobilising injuries in feet, ankles, lower legs, knees and thighs among other things • as team members, assist in repositioning injuries in feet, ankles, lower legs, knees and thighs • splint fractures in the manner they require, with a client-oriented approach, using splints that have correct anatomical dimensions and angles, following the principle of three-point support • check the functioning of the splinted extremity with their team • use plaster saws and scissors safely and correctly for removing casts • monitor skin condition, notice treatment-related skin problems, and work aseptically in wound care with their team • as team members, participate in monitoring clients' condition and pain during and after the procedure • care for patients and guide them in using pharmacological and non-pharmacological pain management methods • guide clients in immobilisation work and ensure the continuity of treatment with their team • record their observations and the implementation of treatment and inform their team of their observations
Satisfactory 2	
Good 3	• splint fractures not requiring repositioning in upper and lower extremities based on an immobilisation referral and radiological findings • splint safely the most common fractures not requiring repositioning in upper extremities, drawing on their knowledge of immobilising fingers, palms, wrists, forearms, elbows and upper arms among other things • as team members, assist in repositioning injuries in fingers, palms, wrists, forearms, elbows and upper arms • splint safely the most common fractures not requiring repositioning in lower extremities, drawing on their knowledge of immobilising injuries in feet, ankles, lower legs, knees and thighs among other things • as team members, assist in repositioning injuries in feet, ankles, lower legs, knees and thighs • splint fractures in the manner they require, with a client-oriented approach, using splints that have correct anatomical dimensions and angles, following the principle of three-point support • check the functioning of the splinted extremity • use plaster saws and scissors safely and correctly for removing casts

	• monitor skin condition, notice treatment-related skin problems and work aseptically in wound care, enabling skin care during further treatment • monitor clients' condition and pain during and after the procedure • care for patients and guide them in using pharmacological and non-pharmacological pain management methods, monitoring the effects of pain management • guide clients and their close networks in immobilisation and ensure the continuity of treatment • record their observations and the implementation of treatment diversely and inform their team of their observations
Good 4	
Excellent 5	• splint fractures not requiring repositioning in upper and lower extremities based on an immobilisation referral and radiological findings • splint safely and with a client-oriented approach the most common fractures not requiring repositioning in upper extremities, drawing on their knowledge of immobilising fingers, palms, wrists, forearms, elbows and upper arms among other things • as team members, assist in repositioning injuries in fingers, palms, wrists, forearms, elbows and upper arms • splint safely the most common fractures not requiring repositioning in lower extremities, drawing on their knowledge of immobilising injuries in feet, ankles, lower legs, knees and thighs among other things • as team members, assist in repositioning injuries in feet, ankles, lower legs, knees and thighs • splint fractures in the manner they require, with a client-oriented approach, using splints that have correct anatomical dimensions and angles, following the principle of three-point support and justifying their actions • check the functioning of the splinted extremity • use plaster saws and scissors safely and correctly for removing casts • monitor skin condition, notice treatment-related skin problems and work aseptically in wound care, enabling skin care during further treatment and justifying their actions • monitor clients' condition and pain comprehensively during and after the procedure • care for clients and guide them diversely in using pharmacological and non-pharmacological pain management methods, monitoring the effects of pain management • guide clients and their close networks in immobilisation and ensure the continuity of treatment, justifying their actions by their knowledge of patient immobilisation • record their observations and the implementation of treatment diversely and inform their team of their observations.

**Providing guidance in care, using aids, orthoses
and rest orthoses, and guiding clients in their use**

Students

Satisfactory 1

- with their team, give further treatment and home care instructions to clients and their close networks
- as team members, guide clients in coping with their daily activities and in health behaviour
- as team members, assess fracture patients' needs for aids and adjust a ready-made orthosis to fit, drawing on their knowledge of anatomy and physiology
- guide clients with using and adjusting orthoses, rest orthoses and aids
- use aid services in their work and guide clients and their close networks in using aid services with their team

Satisfactory 2

Good 3

- give further treatment and home care instructions to clients and their close networks, drawing on their knowledge of anatomy and physiology
- guide clients in coping with their daily activities and in health behaviour
- assess fracture patients' needs for aids and adjust a ready-made orthosis to fit, drawing on their knowledge of anatomy and physiology
- guide clients with using and adjusting orthoses, rest orthoses and aids, taking their points of use into account
- use aid services in their work and guide clients and their close networks in using aid services

Good 4

Excellent 5

- give further treatment and home care instructions to clients and their close networks, drawing diversely on their knowledge of anatomy and physiology
- guide diversely clients in coping with their daily activities and in health behaviour
- assess fracture patients' needs for aids and adjust a ready-made orthosis to fit, drawing diversely on their knowledge of anatomy and physiology
- guide clients with using and adjusting orthoses, rest orthoses and aids, taking their features and points of use into account, and motivate and guide clients in their use
- use aid services flexibly in their work and guide clients and their close networks individually in using aids.

Students guide clients and their close networks in using immobilisation services.

Students	
Satisfactory 1	• are familiar with clients' critical paths and service chains • guide clients and their close networks in using services
Satisfactory 2	
Good 3	• are familiar with clients' critical paths and service chains and draw on this knowledge in their work • guide clients and their close networks in using services and propose alternatives to clients
Good 4	
Excellent 5	• are familiar with clients' critical paths and service chains and draw on this knowledge in their work • guide clients and their close networks in using services and propose alternatives to clients.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Paying attention to wellbeing at work and occupational safety	
Students	
Satisfactory 1	• are familiar with the unit's safety plan and practices for reporting hazardous situations and act as required by them • comply with instructions and regulations on wellbeing at work and occupational safety as well as electrical, radiation and fire safety regulations and safety data sheets, wear an appropriate work clothing and use the required personal protective equipment • recognise psychological and physical strain and risk factors in their work and modify their activities based on feedback they receive • follow the principles of ergonomics, using the body's natural movement patterns when working in patient immobilisation • take responsibility for their wellbeing at work, occupational safety and work ability
Satisfactory 2	
Good 3	• are familiar with the unit's safety plan and practices for reporting hazardous situations and act as required by them • comply with instructions and regulations on wellbeing at work and occupational safety as well as electrical, radiation and fire safety regulations and safety data sheets, wear an appropriate work clothing and use the required personal protective equipment • recognise psychological and physical strain and risk factors in their work, modify their activities based on feedback they receive and develop their working methods • follow the principles of ergonomics, using the body's natural movement patterns when working in patient immobilisation • take responsibility for their own wellbeing, safety at work and work ability and work to prevent potential harms
Good 4	
Excellent 5	• are familiar with the unit's safety plan and practices for reporting hazardous situations and act as required by them, preventing risks • comply with instructions and regulations on wellbeing at work and occupational safety as well as electrical, radiation and fire safety regulations and safety data sheets, and wear an appropriate work clothing and use the required personal protective equipment • recognise psychological and physical strain and risk factors in their work, modify their activities based on feedback they receive and develop their work and working methods, justifying their actions • follow the principles of ergonomics, using the body's natural movement patterns when working in patient immobilisation • actively take responsibility for their wellbeing at work, occupational safety and work ability and prevent potential harms.

Addressing client safety	
Students	
Satisfactory 1	• ensure client safety in patient immobilisation • protect clients from radiation following the work unit's instructions • follow the principles of aseptic working methods • recognise clients' resources in patient immobilisation
Satisfactory 2	
Good 3	• ensure client safety in patient immobilisation, justifying their actions • protect clients from radiation following the work unit's instructions • follow the principles of aseptic working methods • draw on clients' resources in patient immobilisation
Good 4	
Excellent 5	• ensure client safety in patient immobilisation, justifying their actions diversely and making development proposals • protect clients from radiation following the work unit's instructions • follow the principles of aseptic working methods with justifications • activate clients' resources in patient immobilisation.

Students assess and develop their work.

Students	
Satisfactory 1	• recognise some of their strengths and development needs in patient immobilisation • receive and give feedback and make use of the feedback they receive in their activities • in problem situations, ask for guidance showing initiative • maintain the knowledge and skills related to working in patient immobilisation required by their occupation • as team members, recognise some of the effects of their work on the quality of patient immobilisation experienced by clients
Satisfactory 2	
Good 3	• recognise their strengths and development needs in patient immobilisation • receive and give feedback and develop their activities based on it • work safely in changing and unclear situations and ask for guidance with initiative • maintain the knowledge and skills required in their occupation and justify their work-related decisions diversely by their professional knowledge • recognise some of the effects of their work on the quality of patient immobilisation experienced by clients
Good 4	
Excellent 5	• realistically and diversely recognise their strengths and development areas in patient immobilisation and are motivated to improve their activities • receive and give feedback and actively develop their activities based on it • work safely in changing and unclear situations, ask for guidance with initiative, propose alternative solutions and justify their decisions professionally • actively maintain and develop the knowledge and skills in patient immobilisation required by their occupation and justify their work-related decisions diversely by their professional knowledge • recognise some of the effects of their work on the quality of patient immobilisation experienced by clients and modify their actions based on their observations.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks in which they work in environments where patients are immobilised, performing a practical nurse's/emergency practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis, for example as a simulation.

2.28. Working in perioperative nursing, 15 cp (106245)

Competence requirements

Students know how to

- work to promote clients' wellbeing in perioperative nursing
- plan their work in perioperative nursing
- use interaction skills in work with clients
- use the working methods, tools and materials of the vocational field in perioperative nursing
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their work.

Assessment

Students work to promote clients' wellbeing in perioperative nursing.

Students	
Satisfactory 1	• as team members, create a calm atmosphere and work safely • comply with the underlying values, statutes, regulations and operating principles of the social and health care field • comply with a self-monitoring plan as team members • comply with the principles of sustainable development and are aware of cost effects and quality criteria
Satisfactory 2	
Good 3	• create a calm atmosphere and work safely • comply with the underlying values, statutes, regulations and operating principles of the social and health care field and justify their actions by them • carry out self-monitoring and have familiarised themselves with the workplace's self-monitoring plan • comply with the principles of sustainable development and work with cost awareness and meeting quality criteria
Good 4	
Excellent 5	• create a calm atmosphere, listen to clients and work safely • comply with the underlying values, statutes, regulations and operating principles of the social and health care field and justify their actions diversely by these statutes and principles • familiarise themselves with the workplace's self-monitoring plan from a practical nurse's perspective, work in compliance with a self-monitoring plan, and propose improvements • work to promote the implementation of sustainable development principles, justify their actions, and work with cost-awareness and in compliance with quality criteria.

Students plan their work in perioperative nursing.

Students	
Satisfactory 1	• perceive their work as a whole and work as team members in daily repeated situations of the perioperative nursing process, recognising the limits of their competence • plan their work with a client-oriented approach as team members and justify their actions by their evidence-based knowledge • work methodically and in a goal-oriented manner, following instructions and as team members • comply with work instructions, working times and agreements • as team members, ensure the continuity of care
Satisfactory 2	
Good 3	• perceive their work as a whole and work flexibly in daily repeated situations of the perioperative nursing process, recognising the potential and limits of their competence • plan their work with a client-oriented approach and justify their actions by their evidence-based knowledge • work methodically and in a goal-oriented manner following instructions, and modify their actions flexibly as indicated by daily situations • comply with work instructions, working times and agreements • ensure the continuity of care
Good 4	
Excellent 5	• perceive their work as a whole and work appropriately and flexibly in changing situations in different stages of the perioperative nursing process, recognising the potential and limits of their competence • plan their work independently and with a client-oriented approach and justify diversely their actions by their evidence-based knowledge • work methodically, appropriately and in a goal-oriented manner following instructions and coordinate their work with other activities • comply with work instructions, working times and agreements • ensure the continuity of care responsibly.

Students use interaction skills in work with clients.

Professional interaction	
Students	
Satisfactory 1	• interact with clients appropriately and in a friendly manner, guiding clients in different stages of the procedure • act professionally in interactive situations and recognise some of clients' feelings about procedures • use communication methods and tools that support and compensate for speech in interaction with clients • use plain language, modifying their expression as necessary • as team members, use the work unit's ICT tools in a practical nurse's area of responsibility following the unit's instructions and observe data protection when communicating • work as members of a multiprofessional team in the work community, following approved operating principles
Satisfactory 2	
Good 3	• interact with perioperative clients and guide them in different phases of the procedure appropriately, individually and encouragingly • act professionally in interactive situations and recognise clients' different feelings about anaesthesia and procedures • use communication methods and tools that support and compensate for speech in interaction with clients • use plain language and modify their expression to match clients' communication skills • use the work unit's ICT tools appropriately in their area of responsibility following the unit's instructions and observe data protection when communicating • work actively and responsibly as members of a multiprofessional group or team in the work community, following approved operating principles
Good 4	
Excellent 5	• interact with clients and guide them in different phases of the procedure appropriately, individually and encouragingly and creating a feeling of safety • act naturally and professionally in interactive situations, paying individual attention in their work to clients' different feelings about anaesthesia and procedures and support clients' coping • use communication methods and tools that support and compensate for speech in interaction with clients in different situations • use plain language naturally and modify their expression to match clients' communication skills, encouraging clients in self-expression • use the work unit's ICT tools appropriately in their area of responsibility following the unit's instructions and observe data protection when communicating • work actively and responsibly as members of a multiprofessional team and with stakeholders • follow approved operating principles in the work community and act appropriately in conflicts • encounter clients professionally and promote their wellbeing by means of interaction individually and with initiative.

Students use the working methods, tools and materials of the vocational field in perioperative nursing.

Managing the knowledge that guides nursing in perioperative nursing work and environments	
Students	
Satisfactory 1	• comply with the operating unit's instructions in different stages of the perioperative nursing process, drawing on evidence-based knowledge • protect themselves and clients, drawing on their knowledge of the effects and adverse effects of radiation
Satisfactory 2	
Good 3	• comply with the operating unit's instructions in different stages of the perioperative nursing process, justifying their actions by their evidence-based knowledge • protect themselves and the clients, justifying their actions by their knowledge of the effects and adverse effects of radiation
Good 4	
Excellent 5	• work in different stages of the perioperative nursing process in their area of responsibility and as team members, justifying their actions by evidence-based knowledge • protect themselves and the clients, justifying diversely their actions by their knowledge of the effects and adverse effects of radiation.

Working in the perioperative nursing process, team and environment	
Students	
Satisfactory 1	• work in a multiprofessional team in their area of responsibility • understand the significance of surgical diagnoses and procedures for their work • plan and provide safely the basic care needed by clients within the limits of their area of responsibility and following the operating unit's instructions • care for instruments and the nursing environment • as indicated by their area of responsibility, inform their team about clients' care and record client care
Satisfactory 2	
Good 3	• work in a multiprofessional team in their area of responsibility • understand the significance of surgical diagnoses and procedures for their work and justify their actions • plan and provide safely the basic care needed by clients within the limits of their area of responsibility • check, top up, clean and care for instruments and the nursing environment independently • as indicated by their area of responsibility, inform their team orally and in writing of clients' care and care plan
Good 4	
Excellent 5	• work in a multiprofessional team in their area of responsibility • understand the significance of surgical diagnoses and procedures for their work and justify their actions diversely • plan, provide and evaluate the basic care needed by clients independently, safely and within the limits of their area of responsibility, passing on information about the client's condition • evaluate the care provided for a client and act appropriately as required by the situation, justifying their actions • look after topping up, cleaning and caring for instruments and the nursing environment responsibly and as required by the situation, and assess the cleaning needs after special situations • independently inform their team orally and in writing of clients' care and care plan.

Using perioperative nursing methods and instruments, devices and transfer aids	
Students	
Satisfactory 1	• know the operating principles of the most common equipment and devices used in perioperative nursing and use them safely with the team • set out the instruments and equipment needed for a procedure as team members • use different patient transfer techniques and aids in cooperation with the perioperative team • use, clean and service equipment • assist in creating a sterile environment and work aseptically in surgery • use a C arm in compliance with instructions issued on radiation protection
Satisfactory 2	
Good 3	• know the operating principles of the equipment and devices used in perioperative nursing and use them safely • set out the instruments and equipment needed for a procedure • use safely different patient transfer techniques and appropriate aids associated with them in cooperation with the perioperative team • use, clean and service equipment • assist in creating a sterile environment and work aseptically in surgery, justifying their actions • use a C arm in compliance with instructions issued on radiation protection
Good 4	
Excellent 5	• know the operating principles of the equipment and devices used in perioperative nursing, set them up ready to use, and use them safely • independently set out the instruments and equipment needed for a procedure, justifying their actions • use safely different patient transfer techniques and aids in cooperation with the perioperative team and are prepared for changing situations • use, clean and service equipment • assist in creating a sterile environment and work aseptically in surgery, justifying their actions diversely • use a C arm in compliance with instructions issued on radiation protection.

Planning, implementing and evaluating patient positioning in surgery	
Students	
Satisfactory 1	• take into account the significance of different purity classes when planning patient positioning • set out the operating table and equipment as indicated by the client's treatment needs • pay attention to the significance of patient positioning for the safe treatment of clients and position patients safely together with the perioperative team • as team members, pay attention to the body's structure and functions when positioning patients • pay attention to their personal ergonomics when positioning a patient • evaluate the positioning of patients before and after procedures
Satisfactory 2	
Good 3	• take into account the significance of different purity classes when planning patient positioning and justify their actions by them • together with the perioperative team, prepare the operating tables and equipment as indicated by the client's treatment needs • position clients appropriately and safely for the planned procedure together with the perioperative team • pay attention to the body's structure and functions when positioning patients • pay attention to their personal ergonomics when positioning a patient, justifying their actions • evaluate and justify the positioning of patients before and after procedures
Good 4	
Excellent 5	• take into account the significance of different purity classes when planning patient positioning and justify their actions by them diversely • use the operating table and the supports, cushions and aids needed for positioning a patient with a client-oriented approach and appropriately • position clients appropriately and safely for the planned procedure together with the perioperative team, justifying their actions • apply their underpinning knowledge of the body's structure and functions to prevent the harms of patient positioning for clients to be treated • pay attention to their personal ergonomics when positioning a patient, justifying their actions diversely • diversely evaluate and justify the positioning of patients before and after procedures.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• comply with instructions on wellbeing at work and occupational safety and regulations on gas, electrical, radiation and fire safety • use appropriate personal protective devices • prevent health hazards and harms caused by the work • contribute to maintaining a good work atmosphere in the workplace • use equipment following their instructions for use and safety instructions, taking equipment safety into account, and prevent hazardous situations related to equipment safety • work as team members in a hazardous situation and report faulty devices and hazardous situations • recognise gas labels and handle gas equipment safely • working in cooperation with other team members, follow the principles of ergonomics when transferring clients • take client safety into account in their activities • draw on their knowledge of different contamination routes, protect themselves and protect clients from contamination • look after their work ability, safety, occupational wellbeing and health
Satisfactory 2	
Good 3	• comply with instructions on wellbeing at work and occupational safety and regulations on gas, electrical, radiation and fire safety, justifying their actions • use appropriate personal protective devices • prevent health hazards and harms caused by the work, justifying their actions • actively contribute to maintaining a good work atmosphere in the workplace • use equipment following their instructions for use and safety instructions, taking equipment safety into account, and prevent hazardous situations related to equipment safety, justifying their actions • act appropriately in a hazardous situation and report faulty devices and hazardous situations • recognise gas labels and handle gas equipment safely • follow the principles of ergonomics in perioperative nursing and take client safety into account, justifying their decisions • take contamination risks into account in perioperative nursing, protect themselves, and protect clients from contamination appropriately • look after their work ability and safety and promote their occupational wellbeing and health.
Good 4	
Excellent 5	• comply with instructions on wellbeing at work and occupational safety and regulations on gas, electrical, radiation and fire safety, justifying their actions diversely • use appropriate personal protective devices • prevent health hazards and harms caused by the work • actively maintain a good atmosphere in the workplace and recognise factors that have a negative effect on it • use equipment following their use and safety instructions, taking equipment safety into account, and prevent hazardous

	situations related to equipment safety, justifying their actions diversely • act appropriately in a hazardous situation and report faulty devices and hazardous situations, justifying their actions • recognise gas labels and handle gas equipment safely • follow the principles of ergonomics in perioperative nursing environment, drawing on clients' resources and using aids • take into consideration the other team members and client safety, and justify their decisions diversely • protect themselves and clients from contamination appropriately in a perioperative nursing environment, justifying the importance of protection • take care of their work ability and safety, promote their occupational wellbeing and health, and justify the importance of these aspects.

Students assess and develop their work.

Students	
Satisfactory 1	• realistically evaluate their work and competence • maintain and develop the knowledge and skills required in their occupation • give and receive feedback and modify their activities if necessary
Satisfactory 2	
Good 3	• recognise their strengths and development needs • justify their work-related decisions by professional knowledge and maintain their competence • give and receive feedback and understand the significance of feedback given to them for developing their work
Good 4	
Excellent 5	• recognise their strengths and development needs and seek guidance if necessary • justify their work-related decisions by professional knowledge and maintain their competence • give and receive feedback and understand the significance of feedback given to them for developing their work • make realistic development proposals.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they work in perioperative nursing environments, performing a practical nurse's tasks. To the extent that the vocational competence required for the qualification cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.29. Working in oral health care, 40 cp (106249)

Competence requirements

Students know how to

- work in compliance with the statutes, operating principles, values and ethical principles applicable to the social and health care field
- plan their work and work together with their teams and networks

- plan, carry out and evaluate client care
- interact with clients
- use the instruments and materials of the field in oral health care
- use the working methods of the field in oral health care and provide pharmaceutical treatment
- provide guidance in using services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their activities.

Assessment

Students work in compliance with the legislation, operating principles, values and ethical principles applicable to the social and health care field.

Students	
Satisfactory 1	• comply with the legislation, regulations and operating principles of the social and health care field • observe the underpinning values of the field and comply with concluded agreements and ethical principles relevant to their occupation • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • follow the workplace's sustainable development instructions
Satisfactory 2	
Good 3	• comply with the legislation, regulations and operating principles of the social and health care field, justifying their actions • observe the underpinning values of the field and comply with concluded agreements and ethical principles relevant to their occupation, justifying their actions • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • follow the workplace's sustainable development instructions and justify their actions
Good 4	
Excellent 5	• comply with the legislation, regulations and operating principles of the social and health care field, justifying their actions diversely • observe the underpinning values of the field and comply with concluded agreements and ethical principles relevant to their occupation, justifying their actions diversely • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • follow the workplace's sustainable development instructions and make justified development proposals to realise sustainable development.

Self-monitoring in the workplace	
Students	
Satisfactory 1	follow the workplace's self-monitoring plan, working in cooperation with their team
Satisfactory 2	
Good 3	follow the workplace's self-monitoring plan and justify its importance for their work
Good 4	
Excellent 5	- follow the workplace's self-monitoring plan and justify their actions by the legislation governing it - make justified development proposals aiming to improve the workplace's self-monitoring.

Students plan their work and cooperate with their teams and networks.

Students	
Satisfactory 1	- plan their daily and weekly tasks with the team - are familiar with the tasks and areas of responsibility of different professional groups - work as members of a multiprofessional team and network
Satisfactory 2	
Good 3	- plan their daily and weekly tasks independently and modify their actions if necessary - are familiar with the tasks and areas of responsibility of different professional groups - work in cooperation with a multiprofessional team and network
Good 4	
Excellent 5	- plan and organise their daily and weekly tasks independently and modify their actions adeptly if necessary - take other planned activities in the workplace into account in their plans - are familiar with the tasks and areas of responsibility of different professional groups - work in cooperation with a multiprofessional team and network and make justified development ideas available for the team.

Acting as a work community member	
Students	
Satisfactory 1	• follow the work community's rules, instructions and operating principles • communicate and act in a professional and appropriate manner • comply with the workplace's instructions on the employees' communication and social media use and comply with netiquette • solve problems as work community members • work cooperatively with the work community
Satisfactory 2	
Good 3	• follow the work community's rules, instructions and operating principles • communicate and act in a professional and appropriate manner • comply with the workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette • solve problems and bring up different alternative courses of action • work cooperatively and responsibly with the work community
Good 4	
Excellent 5	• follow the work community's rules, instructions and operating principles • communicate and act professionally and appropriately and inform the work community of any changes • comply with the workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette • solve problems and bring up different alternative courses of action, justifying their actions • work cooperatively and responsibly with the work community.

Students plan, carry out and evaluate client care.

Students	
Satisfactory 1	• inform themselves about clients' oral health status using anamnestic information and clinical examination methods as team members • record the clients' most common care information in the patient information system without errors • use a care plan in providing care as team members • evaluate the provision of care as team members
Satisfactory 2	
Good 3	• inform themselves about clients' oral health status using anamnestic information and clinical examination methods as team members, justifying their actions • record the clients' care information in the patient information system without errors and interpret them • use a care plan in providing care and modify their actions when the care plan changes • evaluate the provision of care
Good 4	
Excellent 5	• inform themselves about clients' oral health status using anamnestic information and clinical examination methods as team members, justifying their actions diversely • record the clients' care information in the patient information system without errors and use the information adeptly in planning care • use a care plan in providing care and modify their actions adeptly when the care plan changes • evaluate the provision of care and develop their work.

Students interact with clients.

Students	
Satisfactory 1	• work and behave professionally in interactive situations • pay attention to the effects of their behaviour in interactive situations • understand the effects of age, language, culture and world views on encountering clients • guide clients in oral care, working together with clients, their close networks and the care team • use communication methods and tools that support or compensate for speech and plain language as team members • use communication devices and the social and health care sector information network for tasks relevant to their professional field
Satisfactory 2	
Good 3	• work and behave professionally in interactive situations • pay attention to the effects of their behaviour in interactive situations • understand the effects of age, language, culture and world views on encountering clients in their work • guide clients diversely in oral care, working together with clients, their close networks and the care team • listen to, have discussions with and work together with clients, clients' close networks and the team • use communication methods and tools that support and compensate for speech and plain language • use communication devices and the social and health care sector information network adeptly for tasks relevant to their professional field
Good 4	
Excellent 5	• work and behave professionally, also in challenging interactive situations • pay attention to the effects of their behaviour in interactive situations • understand the effects of age, language, culture and world views on encountering clients in their work • guide clients diversely and individually in oral care, working together with clients, their close networks and the care team • listen to, have discussions with and work together with clients, clients' close networks and the care team • use communication methods and tools suitable for the situation that support and compensate for speech and plain language • apply and use communication devices and the social and health care sector information network adeptly in tasks relevant to their professional field.

Students use the instruments and materials of the field in oral health care.

Using instruments and materials	
Students	
Satisfactory 1	• use and maintain for the most common oral health care instruments, equipment and machines, working in cooperation with the other team members • handle, store and keep materials used in their work in compliance with regulations and instructions, working in cooperation with the other team members • process and sort waste materials as well as hazardous and problem wastes in compliance with regulations • work with cost awareness
Satisfactory 2	
Good 3	• use and maintain for the most common oral health care instruments, equipment and machines following instructions • handle, store and keep materials used in their work in compliance with regulations and instructions • process and sort waste materials as well as hazardous and problem wastes in compliance with regulations • work with cost awareness and justify their work with quality factors
Good 4	
Excellent 5	• independently use and maintain for the most common oral health care instruments, equipment and machines following instructions • handle, store and keep materials used in their work in compliance with regulations and instructions and familiarise themselves with purchasing instruments and materials • process and sort waste materials as well as hazardous and problem wastes in compliance with regulations, proposing development areas if necessary • work with cost awareness and justify their work with the principles of sustainable development and quality factors.

Maintaining the care environment in readiness	
Students	
Satisfactory 1	• work in tasks related to the care environment's daily readiness • working in cooperation with their team, carry out periodic tasks related to the care environment's readiness • working in cooperation with their team, observe the workplace's practices in maintaining readiness
Satisfactory 2	
Good 3	• independently work in tasks related to the care environment's daily readiness • carry out periodic tasks related to the care environment's readiness as agreed • carry out tasks related to material purchases and maintaining readiness in other respects as agreed in the workplace
Good 4	
Excellent 5	• work adeptly in changing situations in tasks related to daily readiness • independently carry out periodic tasks related to the care environment's readiness as agreed • carry out tasks related to material purchases and maintaining readiness in other respects as agreed in the workplace • make justified proposals for changes related to readiness.

Students use the working methods of the field in oral health care and provide pharmaceutical treatment.

Using radiological examination methods	
Students	
Satisfactory 1	• participate in radiological procedures in compliance with legislation and statutes • know how to protect the client and the care team while taking X-rays • guide clients before and after imaging procedures together with the care team • know how to handle image discs and use other imaging methods, working in cooperation with the care team • justify their actions by their knowledge of medical uses of radiation • draw on their knowledge of some typical imaging methods used in oral health care in their work
Satisfactory 2	
Good 3	• participate in radiological procedures in compliance with legislation and statutes • know how to protect the client and the care team while taking X-rays, justifying their actions • guide clients before and after imaging procedures • know how to handle image discs, use other imaging methods and work correctly and independently • justify their actions by their knowledge of medical uses of radiation • draw on their knowledge of typical imaging methods used in oral health care in their work
Good 4	
Excellent 5	• participate in radiological procedures in compliance with legislation and statutes • know how to protect the client and the care team while taking X-rays, justifying their actions diversely • independently guide clients before and after imaging procedures if necessary • know how to handle image discs, use other imaging methods and work correctly and independently • justify their actions by their knowledge of medical uses of radiation • draw on their knowledge of typical imaging methods used in oral health care in their work and justify their uses.

Providing pharmaceutical treatment	
Students	
Satisfactory 1	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and draw on these principles in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and are familiar with the most common pharmaceutical treatments used in oral health care • follow instructions when assembling and disassembling anaesthetic syringes and justify their actions by their knowledge • monitor clients after an anaesthetic or pharmaceutical has been administered for potential complications • recognise the symptoms of potential complications and follow the instructions issued to them
Satisfactory 2	
Good 3	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use the most common pharmaceutical databases, understand their operating principles and make use of them in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • guide clients and their close networks following the working unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and master the most common pharmaceutical treatments used in oral health care • follow instructions when assembling and disassembling anaesthetic syringes and justify their actions by their knowledge • recognise the symptoms of potential complications and follow the instructions issued to them • guide and advise clients in interpreting an electronic prescription and understanding its period of validity • are aware of and justify practices related to handling, storing and disposing of pharmaceuticals
Good 4	
Excellent 5	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use pharmaceutical databases, understand their operating principles and make use of them actively in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors • calculate dosages and unit conversions without errors • actively guide clients and clients' close networks following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and master diversely the pharmaceutical treatments in oral health care

	• follow instructions when assembling and disassembling anaesthetic syringes and justify their actions by their knowledge • monitor clients after an anaesthetic or pharmaceutical has been administered for potential complications • recognise the symptoms of potential complications and follow the instructions issued to them.

Working in primary dental care	
Students	
Satisfactory 1	- draw on their knowledge of the most common oral illnesses and their causal mechanisms in their work - master the most common methods of filling cavities, teeth extraction, pulp care and treating gum diseases, and understand the importance of this knowledge in their work - set out the correct instruments and materials for primary dental care procedures - mainly master the procedure of primary dental care procedures - work with cost awareness - provide clients with instructions after treatment - are aware of tooth morphology and the anatomy and physiology of the head, and understand the importance of this knowledge for their work - master the common professional terminology of dentistry
Satisfactory 2	
Good 3	- know the most common oral illnesses and their causal mechanisms and draw on this knowledge in their work - master the methods of filling cavities, teeth extraction, pulp care and treating gum diseases and can justify their work by this knowledge - set out the correct instruments and materials for primary dental care procedures - master the procedure of primary dental care procedures, also in changing situations - work adeptly and anticipate the next stage in procedures - work with cost awareness and justify their actions - provide clients with instructions after treatment - are aware of tooth morphology and the anatomy and physiology of the head, and justify the importance of this knowledge for their work if necessary - master the professional terminology of dentistry
Good 4	
Excellent 5	- know the most common oral illnesses and their causal mechanisms and draw on this knowledge in their work - adeptly master the methods of filling cavities, teeth extraction, pulp care and treating gum diseases and can justify their work extensively by this knowledge - set out the correct instruments and materials for primary care procedures and justify their choices - master the procedure of basic dental care procedures and modify their actions adeptly in changing situations - work in procedures adeptly, in a timely manner and anticipating the next stage, also in changing situations - work with cost awareness and justify their actions with quality factors - provide clients with instructions after treatment, taking clients' individual needs into account - are knowledgeable about tooth morphology and the anatomy and physiology of the head, draw on this knowledge in their work, and justify their work by their knowledge - master the professional terminology of dentistry extensively.

Working in specialised dental care	
Students	
Satisfactory 1	• are familiar with ordinary treatment methods related to surgical treatment, prosthesis use, occlusion physiology and orthodontics as well as the principles of treatment • master the procedures related to surgical treatment, prosthesis use, occlusion physiology and orthodontics and understand the importance of this knowledge for their work • draw in their work on their knowledge of tooth morphology, the anatomy and physiology of the head and occlusion physiology, and understand the importance of this knowledge in specialised treatments • set out the correct instruments and materials for specialised dental care procedures • mainly master the procedure of specialised dental care procedures • work with cost awareness • provide clients with self-care instructions
Satisfactory 2	
Good 3	• are familiar with ordinary treatment methods related to surgical treatment, prosthesis use, occlusion physiology and orthodontics as well as the principles of treatment and can justify their work by their knowledge • master the procedures related to surgical treatment, prosthesis use, occlusion physiology and orthodontics and justify their work with this knowledge • draw in their work on their knowledge of tooth morphology, the anatomy and physiology of the head and occlusion physiology, and can justify their work by this knowledge • set out the correct instruments and materials for specialised dental care procedures • master the procedure of specialised dental care procedures • work with cost awareness and justify their actions • provide clients with self-care instructions and guide them in self-care
Good 4	
Excellent 5	• are familiar with ordinary treatment methods related to surgical treatment, prosthesis use, occlusion physiology and orthodontics as well as the principles of treatment and draw on this knowledge in their work • master the procedures related to surgical treatment, prosthesis use, occlusion physiology and orthodontics and justify their work with this knowledge • draw in their work on their knowledge of tooth morphology, the anatomy and physiology of the head and occlusion physiology, and can justify their work by this knowledge • set out the correct instruments and materials for specialised dental care procedures and justify their choices • master the procedure of specialised dental care procedures • anticipate and work in a timely manner • work with cost awareness, justify their actions and suggest justified alternative courses of action • provide clients with self-care instructions and guide them in self-care, taking clients' individual needs into consideration.

Working aseptically	
Students	
Satisfactory 1	• work as team members in instrument care and follow the maintenance process • are aware of the importance of self-monitoring in instrument care and can name a few quality control methods • follow aseptic working methods in different care situations • follow aseptic working methods when preparing the treatment facility for the next patient • draw on their underpinning knowledge of preventing infections, up-to-date hygiene practices and statutes in their work
Satisfactory 2	
Good 3	• work in instrument care and follow the maintenance process • know and justify the importance of self-monitoring in instrument care • use quality control methods • follow aseptic working methods in different care situations • follow aseptic working methods when preparing the treatment facility for the next patient • justify their work by their underpinning knowledge of preventing infections, up-to-date hygiene practices and statutes
Good 4	
Excellent 5	• work independently in instrument care and follow the maintenance process • know and justify diversely the importance of self-monitoring in instrument care • use quality control methods and make justified development proposals • follow aseptic working methods in different care situations, also mastering changing situations • follow aseptic working methods when preparing the treatment facility for the next patient • justify their work by their underpinning knowledge of preventing infections, up-to-date hygiene practices and statutes • bring up justified alternative courses of action.

Students guide clients in using services.

Students	
Satisfactory 1	• are familiar with the service system as indicated by their area of responsibility • are familiar with clients' critical paths and service chains and draw on this knowledge in their work • guide clients and their close networks in accessing services • work responsibly as team members based on the division of duties • in cooperation with others, assess the urgency of care needs and guide clients to oral health care services • make use of the service and payment system of social and health care in their work and use their knowledge as team members when guiding clients • work as team members when guiding clients in using electronic services
Satisfactory 2	
Good 3	• are familiar with the service system as indicated by their area of responsibility and update their competence related to the service system • are familiar with clients' critical paths and service chains and draw on this knowledge in their work • guide clients and their close networks in accessing services and propose alternatives • work responsibly as team members based on the division of duties • assess the urgency of care needs and guide clients in accessing oral health care services as team members • make use of the service and payment system of social and health care in their work and use their knowledge when guiding clients • guide clients in using electronic services
Good 4	
Excellent 5	• are familiar with the service system as indicated by their area of responsibility and update their competence related to the service system • are familiar with clients' critical paths and service chains and draw on this knowledge in their work • support clients and their close networks in using services and propose alternatives to clients in an appropriate way • work responsibly as team members based on the division of duties and make justified development proposals • assess the urgency of care needs, guide clients in accessing oral health care services as team members independently, and suggest different options to clients • make use of the service and payment system of social and health care in their work and use their knowledge individually when guiding clients • work independently when guiding clients in using electronic services.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Addressing wellbeing at work and occupational safety	
Students	
Satisfactory 1	• comply with instructions and regulations on wellbeing at work and occupational safety and are familiar with the workplace's safety plan • are familiar with practices for reporting hazardous situations and act as required by the situation as team members • know and follow the instructions for needlestick injuries • recognise strain and risk factors in their field and modify their activities based on feedback they receive • maintain their work ability and coping at work • make use of health-enhancing physical activity and prevent occupational accidents and injuries
Satisfactory 2	
Good 3	• comply with instructions and regulations on wellbeing at work and occupational safety and prevent harms caused by their work • are familiar with the safety plan of the workplace • are familiar with practices for reporting hazardous situations and act as required by the instructions • know and follow the instructions for needlestick injuries • pay attention to strain and risk factors affecting the musculoskeletal system in their work and modify their actions to reduce the strain and risks • maintain their work ability and coping at work • maintain and contribute to a good work atmosphere • make use of health-enhancing physical activity and prevent occupational accidents and injuries
Good 4	
Excellent 5	• comply with instructions and regulations on wellbeing at work and occupational safety, preventing strain and risk factors caused by their work • are familiar with the safety plan of the workplace • are familiar with practices for reporting hazardous situations and act as required by the instructions • know and follow the instructions for needlestick injuries • assess their actions and modify them to reduce strain and risks, finding justified optional courses of action • maintain their work ability and coping at work • maintain and contribute to a good work atmosphere and doing things together • make use of health-enhancing physical activity and prevent occupational accidents and injuries.

Addressing client safety	
Students	
Satisfactory 1	• act professionally as team members when encountering clients with challenging behaviours • follow the workplace's safety practices in cooperation with their team • master information security and secrecy obligation related to handling patient documents • pay attention to statutes on preventing infectious diseases in their work and work together with their teams, avoiding the spread of infections • take care of client safety • recognise typical oral health care situations requiring first aid and administer first aid in them
Satisfactory 2	
Good 3	• encounter clients with challenging behaviours professionally • follow the workplace's safety practices • master information security and secrecy obligation related to handling patient documents and comply with confidentiality instructions • pay attention to and take into account in their work the legislation on prevention of communicable diseases and prevent the spread of infections • take care of client safety and justify their actions • recognise typical oral health care situations requiring first aid and administer first aid in them
Good 4	
Excellent 5	• encounter clients with challenging behaviours professionally and follow the workplace's instructions • follow the workplace's safety practices, justifying their actions • master information security and secrecy obligation related to handling patient documents and follow them in their work • pay attention to and take into account in their work the legislation on prevention of communicable diseases and prevent the spread of infections • take care of client safety and justify their actions, bringing up development proposals • recognise typical oral health care situations requiring first aid and administer first aid in them.

Students assess and develop their activities.

Students	
Satisfactory 1	• maintain and develop the knowledge and skills required in their occupation • draw on professional knowledge in their work and seek it in reliable sources • receive feedback and modify their activities following instructions issued to them • recognise their strengths and development needs • make choices and decisions related to their work and seek guidance with initiative when encountering problems
Satisfactory 2	
Good 3	• maintain and develop the knowledge and skills required in their occupation • justify the decisions related to their work by professional knowledge and seek information in reliable sources • receive and give feedback and use the feedback they receive to modify their activities if required • assess and recognise their strengths and development areas and seek for guidance if necessary • make choices and decisions related to their work independently and solve problems
Good 4	
Excellent 5	• actively maintain and improve the knowledge and skills required in their occupation • justify the decisions related to their work diversely by professional knowledge and seek information in reliable sources • receive and give feedback and change their activities if required • make realistic development proposals • recognise their strengths, competence, and development needs and set goals for their professional development • make choices and decisions related to their work independently and solve problems.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they work as practical nurses in oral health care environments. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.30. Working in oral health promotion, 35 cp (106250)

Competence requirements

Students know how to

- draw on their knowledge of oral health and illnesses
- plan their work and work together with a multiprofessional team and network
- plan, carry out and evaluate the promotion of clients' oral health
- use the instruments, materials and products of the field to promote oral health
- use the working methods of the field to promote oral health
- assess and develop their activities in oral health promotion

- assess their possibilities of working as welfare sector entrepreneurs.

Assessment

Students draw on their knowledge of oral health and illnesses.

Students	
Satisfactory 1	• recognise the developmental phases and some developmental disorders of teeth • recognise some signs of a healthy mouth • recognise normal occlusion in cooperation with their team • master the underpinning knowledge that is in key role for oral health concerning nutrition, xylitol and fluorine, and partly draw on it in their work • have knowledge of oral hygiene and oral care instruments and products, and partly draw on this knowledge in their work
Satisfactory 2	
Good 3	• recognise the developmental phases and ordinary developmental disorders of teeth • recognise a healthy mouth and the signs of a healthy mouth • recognise normal occlusion and the signs of normal occlusion • draw on the underpinning knowledge that is in key role for oral health concerning nutrition, xylitol and fluorine • draw on their knowledge of oral hygiene and oral care instruments and products in their work
Good 4	
Excellent 5	• draw on their knowledge of the developmental phases and ordinary developmental disorders of teeth and justify their work with their underpinning knowledge related to the development and developmental disorders of teeth • recognise a healthy mouth and the signs of a healthy mouth • draw in their work on their knowledge of normal occlusion and the most common abnormalities of occlusion, justifying their work with the underpinning knowledge related to occlusion and abnormalities of occlusion • master and draw on in their work diverse underpinning knowledge playing a key role in their work of nutrition, xylitol and fluorine, justifying their importance for oral health in different situations at work • draw on the underpinning knowledge that is in key role for their work of oral hygiene and oral care instruments and products, justifying their work with their underpinning knowledge of oral health care.

Paying attention to oral illnesses and factors affecting them

Students

Satisfactory 1

- recognise some of the most common oral illnesses and some of their causal factors
- recognise the connection between a systemic illness and oral health with their team
- recognise the connection between oral health and a systemic illness with their team
- recognise the effects of pharmaceuticals on oral health with their team
- know about the effects of substance abuse on oral health

Satisfactory 2

Good 3

- recognise some of the most common oral illnesses and some of their causal factors
- recognise the connection between a systemic illness and oral health
- recognise the connection between oral health and a systemic illness
- recognise the effects of pharmaceuticals on oral health
- know about the effects of substance abuse on oral health and name some treatment options

Good 4

Excellent 5

- draw on their knowledge of the most common oral illnesses and factors causing them in their work
- draw on their knowledge of the connection between a systemic illness and oral health in their work
- draw on their knowledge of the connection between oral health and systemic illnesses in their work
- draw on their knowledge of the effects of pharmaceuticals on oral health
- know about the effects of substance abuse on oral health, know different treatment options, and guide clients in accessing services.

Students plan their work and cooperate with a multiprofessional team and network.

Multiprofessional cooperation	
Students	
Satisfactory 1	• plan their oral health promotion tasks with the team • work as members of a multiprofessional team and network in oral health promotion • work cooperatively and responsibly as team members • work in oral health promotion in different working environments and teams
Satisfactory 2	
Good 3	• plan their oral health promotion tasks independently and take other oral health promotion plans into account in their plans • work flexibly as members of a multiprofessional team and network in oral health promotion • work cooperatively and responsibly as team members • promote oral health in different working environments and teams and work in cooperation with different professional groups
Good 4	
Excellent 5	• plan and organise their oral health promotion tasks independently and take other oral health promotion plans into account in their plans • work flexibly and actively as members of a multiprofessional team and network in oral health promotion • work cooperatively and responsibly as team members • promote oral health in different working environments and teams and work in cooperation with different professional groups, taking the special features of their working environment into account in their work • modify their actions in changing situations at work.

Professional interaction	
Students	
Satisfactory 1	- act professionally in interactive situations - use communication methods and tools that support or compensate for speech and plain language as team members - understand the effects of age, language, culture and world views on encountering clients - work with gender awareness, encountering clients as individuals without predetermined expectations
Satisfactory 2	
Good 3	- act professionally in interactive situations, justifying their actions - use communication methods and tools that support and compensate for speech and plain language - listen to, have discussions with and work together with clients - understand the effects of age, language, culture and world views on encountering clients in their work - work with gender awareness, encountering clients as individuals without predetermined expectations
Good 4	
Excellent 5	- act professionally in interactive situations, justifying their actions diversely - use communication methods and tools suitable for the situation that support and compensate for speech and plain language - listen to, have discussions with and work together with clients, taking clients' individuality into consideration - understand the effects of clients' age, language, culture and world views on encountering clients in their work - work with gender awareness, encountering clients as individuals without predetermined expectations.

Using language skills in client service/ Field-specific language proficiency of Finnish speakers	
Students	
Satisfactory 1	serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and manage the services situation flexibly in the second national language and in one foreign language.

Using language skills in client service/ Field-specific language proficiency of Swedish speakers	
Students	
Satisfactory 1	serve customers in Swedish and Finnish and manage the service situation tolerably well in one foreign language
Satisfactory 2	
Good 3	serve customers in Swedish and Finnish and manage the service situation in one foreign language
Good 4	
Excellent 5	serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Using language skills in client service/ Field-specific language proficiency of speakers of other languages	
Students	
Satisfactory 1	manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	manage the service situation in Finnish and Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and Swedish and manage the service situation flexibly in one foreign language.

Using language skills in client service/Field-specific language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	manage the service situation in Finnish or Swedish in addition to the language of instruction and are able to help clients forward in one other language in the service situation
Satisfactory 2	
Good 3	manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	serve customers in Finnish or Swedish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students plan, implement and evaluate oral health promotion.

Students	
Satisfactory 1	• working in cooperation the team, find out about clients' oral health status and treatment needs • record clients' preliminary information and their observations on clients' oral health status in the patient information system without errors, making use of structured entries of oral health care • make use of the information they have collected and draw up a care plan for oral health promotion for a client, working in cooperation with the team • evaluate the realisation of a care plan and change it if necessary, working in cooperation with the team • draw up a plan for providing advice on oral health promotion for a client group working with the team • provide oral health advice for a client group in cooperation with the team • evaluate their plan for providing oral health advice for a client group and its realisation in cooperation with the team
Satisfactory 2	
Good 3	• find out about clients' oral health status and treatment needs • record clients' preliminary information and their observations on clients' oral health status in the patient information system without errors, making use of structured entries of oral health care • make use of the information they have collected and draw up a care plan for oral health promotion for a client, working in cooperation with the client • evaluate the realisation of a care plan and change it if necessary • draw up a plan for providing advice on oral health promotion for a client • independently provide oral health advice for a client group • evaluate their plan for the oral health advice of a client group and its realisation, finding development areas
Good 4	
Excellent 5	• independently find out about clients' oral health status and treatment needs • record clients' preliminary information and their observations on clients' oral health status in the patient information system without errors, making use of structured entries of oral health care • make use of the information they have collected to draw up a care plan and, working in cooperation with the client, draw up an individual care plan for promoting oral health • evaluate the realisation of a care plan and change it if necessary, working in cooperation with the client • draw up plans for providing advice on oral health promotion for different client groups • independently for providing health advice on oral health promotion for different client groups • evaluate their plan for providing oral health advice and its realisation, finding development areas and alternative courses of action.

Students use the equipment, materials and products of the field to promote oral health.

Students	
Satisfactory 1	• prepare a working environment suitable for an oral health promotion task • select appropriate equipment, materials, supplies and products for oral health promotion • use equipment, materials, supplies and products correctly and safely and work aseptically and safely • handle, store and keep materials and products used for oral health promotion following instructions • use and maintain the most common implements, equipment and machines used in oral health promotion, working in cooperation with their team • process and sort waste materials as well as hazardous and problem wastes in compliance with regulations
Satisfactory 2	
Good 3	• prepare a working environment suitable for an oral health promotion task as required by the task • select appropriate equipment, materials, supplies and products for oral health promotion • use equipment , materials, supplies and products correctly and safely and work aseptically and safely • handle, store and keep materials and products used for oral health promotion following instructions • use and maintain for the most common implements, equipment and machines used in oral health promotion, working independently and following instructions • process and sort waste materials as well as hazardous and problem wastes in compliance with regulations and comply with the workplace's sustainable development principles • work with cost awareness
Good 4	
Excellent 5	• prepare a working environment suitable for an oral health promotion task as required by the task, taking the working environment's special features into account • select appropriate equipment, materials, supplies and products for oral health promotion and know how to justify their choices professionally and with a client-oriented approach • use equipment, materials, supplies and products correctly, safely and adeptly • work aseptically and safely in oral health promotion • handle, store and keep materials and products used in their work following instructions • independently use and maintain for the most common implements, equipment and machines used in oral health promotion, working independently and following instructions • process and sort waste materials as well as hazardous and problem wastes in compliance with regulations and justify the workplace's sustainable development principles as part of their work • work with cost awareness and justify their work with quality factors.

Students use the working methods of the field to promote oral health.

Promoting clients' oral health	
Students	
Satisfactory 1	• carry out an oral health examination on a client in cooperation with the team • draw up an oral self-care plan for a client in cooperation with the client and the team • guide clients in oral self-care • address a client's needs when providing guidance and meet the needs in the guidance of self-care • guide clients in selecting and using utensils and products • work in preventive clinical oral health care work following instructions • draw on models for providing health counselling with their team
Satisfactory 2	
Good 3	• carry out an oral health examination on a client independently • draw up an oral self-care plan for a client in cooperation with the client • independently guide clients in oral self-care • address and meet a client's needs when providing guidance, working in cooperation with the client • guide clients individually in oral self-care and in selecting and using correct utensils and products • work in preventive clinical oral health care work independently and following instructions, taking the operating environment into account • find alternative courses of action • draw on models for providing health counselling in their work
Good 4	
Excellent 5	• carry out an oral health examination on a client independently • draw up an individual oral self-care plan for a client in cooperation with the client • guide clients in oral self-care methodically and individually • address a client's needs and preferences when providing guidance and meet the needs in their guidance, working in cooperation with the client • guide clients individually in oral self-care and in selecting and using correct utensils and products • suggest oral self-care options that are suitable for the client and justified • work in preventive clinical oral health care work independently and following instructions, taking changing situations and the operating environment into account • evaluate their work aiming to promote a client's oral health and find alternative justified courses of action • use models for providing oral health counselling in the planning, implementation and evaluation of their work.

Providing oral health counselling for a client group	
Students	
Satisfactory 1	• guide different client groups in oral health promotion and self-care in cooperation with their team • recognise client groups' needs for health counselling and meet them in their guidance • evaluate their plan and its realisation when counselling a client group • are familiar with the operating models, quality recommendations and topical challenges related to promoting oral health
Satisfactory 2	
Good 3	• guide different client groups in oral health promotion and self-care • recognise diversely client groups' needs for health counselling and meet them in their guidance • work independently, taking client groups and operating environments into account • draw on their knowledge of the operating models, quality recommendations and topical challenges related to promoting oral health in their work
Good 4	
Excellent 5	• draw up plans for providing counselling on oral health promotion for different client groups • independently guide different client groups in oral health promotion and self-care • recognise diversely client groups' needs for health counselling and make use of this information in their planning and guidance • if necessary, modify their plan and activities as situations change and justify their actions • evaluate their plan for providing counselling for a client group and its realisation, finding alternative courses of action • diversely apply their knowledge of the operating models, quality recommendations and topical challenges related to promoting oral health in their work.

Students assess and develop their activities.

Students	
Satisfactory 1	• realistically evaluate their work and competence • maintain and develop the knowledge and skills required in their work • receive and give feedback and change their activities as required • recognise their strengths and seek guidance if necessary • make choices and decisions related to their work and solve problems in cooperation with their team • draw on their evidence-based knowledge in their work and search for information in reliable sources
Satisfactory 2	
Good 3	• realistically evaluate their work and competence • maintain and develop the knowledge and skills required in their work • receive and give feedback and change their activities as required • recognise their strengths and development areas and seek for guidance if necessary • make choices and decisions related to their work independently and solve problems • draw on their evidence-based knowledge in their work and actively search for information in reliable sources
Good 4	
Excellent 5	• realistically evaluate their work and competence • maintain and develop the knowledge and skills required in their work • receive and give feedback and change their activities as required • make justified development proposals related to their work • recognise their strengths and development areas and seek for guidance if necessary • make choices and decisions related to their work independently and solve problems • justify their work with evidence-based information and actively search for information in reliable sources.

Students evaluate their possibilities of working as welfare sector entrepreneurs.

Students	
Satisfactory 1	• plan the productisation of their competence as team members • work responsibly and understand the effect of their work on the activities of the workplace and the quality of services • work to achieve the goals of oral health promotion • assess their possibilities of working as entrepreneurs
Satisfactory 2	
Good 3	• plan and find out about possibilities of productising their competence in their work • work responsibly and pay attention to the effect of their work on the activities of the workplace and the quality of services • assess their possibilities of working as entrepreneurs
Good 4	
Excellent 5	• actively plan and develop their capacities to work as entrepreneurs and realistically assess the possibilities of productising their competence • work responsibly, pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients, and modify their actions as required by the situation • assess their possibilities of working as entrepreneurs.

Methods of demonstrating competence

Students demonstrate their competence in practical oral health promotion duties by working in a practical nurse's tasks in oral health care environments. To the extent that the vocational competence specified for the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis, for example as a simulation.

2.31. Promoting participation in care for persons with disabilities, 35 cp (106244)

Competence requirements

Students know how to

- work in compliance with the statutes, operating principles and values applicable to the fields of education and social and health care and a practical nurse's ethical instructions
- plan their work and work in cooperation as members in a team and a network
- plan, implement and evaluate activities that promote participation
- interact with disabled clients and their close ones
- support clients' possibilities of communicating and expressing themselves
- promote clients' possibilities of influencing matters relevant to their lives
- promote participation and doing things together using the working methods, tools and materials of the field
- provide guidance in using services
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their activities.

Assessment

Students work in compliance with the statutes, operating principles and values applicable to the fields of education and social and health care and a practical nurse's ethical instructions.

Students	
Satisfactory 1	• respect clients' fundamental and human rights • comply with the statutes and regulations applicable to the fields of education and social and health care • are familiar with the underlying values of working with persons with disabilities and observe the values of their occupation and a practical nurse's ethical instructions • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • work in compliance with regulations and quality recommendations applicable to self-monitoring • follow the principles of sustainable development
Satisfactory 2	
Good 3	• respect clients' fundamental and human rights • comply with the statutes and regulations applicable to the fields of education and social and health care • are familiar with the underlying values of working with persons with disabilities and observe the values of their occupation and a practical nurse's ethical instructions, justifying their actions • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • work in compliance with regulations and quality recommendations applicable to self-monitoring and justify their actions • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• respect clients' fundamental and human rights • comply with the statutes and regulations applicable to the fields of education and social and health care • are familiar with the underlying values of working with persons with disabilities and follow the values of their occupation and a practical nurse's ethical instructions, justifying their actions diversely • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • work in compliance with regulations and quality recommendations applicable to self-monitoring, justify their actions, and propose improvements • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work and work in cooperation as members in a team and network.

Students	
Satisfactory 1	• plan their daily tasks in cooperation with their team • make choices and decisions related to their work in cooperation with a team • work as members of multiprofessional teams and networks, following plans and complying with agreements • communicate professionally in the team and network • follow the workplace's instructions on the employees' communication, use of social media and image marketing
Satisfactory 2	
Good 3	• plan their tasks as indicated by clients' needs and circumstances • make choices and decisions related to their work and solve problems responsibly as team members • are familiar with some of the tasks and areas of responsibility of different professional groups and work responsibly as multiprofessional team and network members • communicate professionally and responsibly in the team and network • follow the workplace's instructions on the employees' communication, use of social media and image marketing
Good 4	
Excellent 5	• plan their tasks flexibly as indicated by clients' needs and circumstances and anticipate future activities in cooperation with the team and network • make choices and decisions related to their work and solve problems cooperatively and responsibly as team members • are diversely familiar with the tasks and areas of responsibility of different professional groups and work actively as multiprofessional team and network members • communicate professionally, actively and with initiative in the team and network • follow the workplace's instructions on the employees' communication, use of social media and image marketing.

Students plan, carry out and evaluate activities that promote participation.

Students	
Satisfactory 1	• inform themselves about clients' resources, support needs and interests • set goals and plan activities together with clients • in the plans and activities, pay attention to clients' interests and habits and draw on their knowledge of participation • evaluate goal achievement together with clients
Satisfactory 2	
Good 3	• inform themselves about clients' resources, support needs and interests making use of different methods • set goals and plan activities together with clients and their close networks • plan and implement activities that promote participation with a client-oriented approach, drawing on their knowledge of participation • evaluate goal achievement together with clients and their close networks
Good 4	
Excellent 5	• inform themselves comprehensively about clients' resources, support needs and interests making use of different methods diversely • set goals and plan activities together with clients and their close networks, ensuring clients' participation through different means • plan and implement activities that promote participation with a client-oriented approach, drawing diversely on their knowledge of participation • evaluate goal achievement using different methods together with clients and their close networks.

Students interact with clients with disabilities and their close ones.

Professional interaction	
Students	
Satisfactory 1	• work in professional interaction with clients and their close ones • notice clients' initiatives in interaction and respond to them • pay attention to gestures and body language in interactive situations • understand the effects of disabilities on clients' behaviour and adapt their expression • make use of plain language and express themselves clearly • to support interaction, use the possibilities provided by ICT appropriate for the situation • pay attention to the effects of language and culture on interaction and seek information about multiculturalism • encounter clients without predetermined gender expectations
Satisfactory 2	
Good 3	• work professionally and with initiative in interaction with clients and their close ones • notice even the smallest attempts to interact made by clients and respond to them • pay attention to gestures and body language in interactive situations • understand the effects of disabilities on clients' behaviour and adapt their expression to clients' communication skills • use plain language and express themselves clearly • to support interaction, use flexibly the possibilities provided by ICT appropriate for the situation • pay attention to the effects of language and culture on interaction and seek information about multiculturalism and ideas about people with disabilities in different cultures • work with gender sensitivity
Good 4	
Excellent 5	• work professionally and with initiative in interaction with clients and their close ones as required by the situation • notice even the smallest attempts to interact made by clients and respond to them, making sure they have understood the client • pay attention to gestures and body language in interactive situations • understand the effects of disabilities on clients' behaviour and adapt their expression individually to clients' communication skills • use plain language fluently and express themselves clearly • to support interaction, use diversely the possibilities provided by ICT appropriate for the situation • draw on their knowledge of multiculturalism and ideas about people with disabilities in different cultures in interaction, applying this knowledge to clients' individual situations • work with gender sensitivity and promote equality.

Using language skills in client service/ Field-specific language proficiency of Finnish speakers

Students	
Satisfactory 1	serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and manage the services situation flexibly in the second national language and in one foreign language.

Using language skills in client service/ Field-specific language proficiency of Swedish speakers

Students	
Satisfactory 1	serve customers in Swedish and Finnish and manage the service situation tolerably well in one foreign language
Satisfactory 2	
Good 3	serve customers in Swedish and Finnish and manage the service situation in one foreign language
Good 4	
Excellent 5	serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Using language skills in client service/ Field-specific language proficiency of speakers of other languages

Students	
Satisfactory 1	manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	manage the service situation in Finnish and Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and Swedish and manage the service situation flexibly in one foreign language.

Using language skills in client service/Field-specific language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	manage the service situation in Finnish or Swedish in addition to the language of instruction and are able to help clients forward in one other language in the service situation
Satisfactory 2	
Good 3	manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	serve customers in Finnish or Swedish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students support clients' possibilities of communicating and expressing themselves.

Students	
Satisfactory 1	• give clients time, space and opportunities to express themselves • interpret clients' daily messages and make sure of they are understood with their team • take advantage of communication methods that support and compensate for speech used by clients and guide clients in their use as team members • make use of communication aids and technology to support interaction • recognise the need for interpretation services and clients' right to these services, and use interpretation services with their team
Satisfactory 2	
Good 3	• give clients time, space and support to express themselves • interpret clients' verbal messages, gestures and body language and make sure they are understood, drawing on the team's competence • take advantage of communication methods that support and compensate for speech used by clients and guide clients in their use • make use of communication aids and technology with a client-oriented approach to support interaction • recognise the need for interpretation services and clients' rights to these services, and use interpretation services and guide clients in their use
Good 4	
Excellent 5	• by different means, secure clients' right to express themselves in different situations • interpret clients' verbal messages, gestures and body language and make sure by different means that they are understood, drawing on the team's competence • use adeptly clients' communication methods that support and compensate for speech and provide client-oriented guidance in their use • make use of communication aids and technology with a client-oriented approach to support interaction, justifying their actions by their knowledge of communication methods that support and compensate for speech and speech and communication difficulties • recognise the need for interpretation services and clients' rights to these services, and use interpretation services and guide clients in their use, justifying their actions by legislation.

Students promote clients' possibilities of influencing matters relevant to their lives.

Students	
Satisfactory 1	• respect clients' right to self-determination • respect clients' privacy • provide guidance in daily activities, supporting clients' possibilities of influencing choices and decisions related to their personal affairs • provide guidance related to housing, promoting clients' ability to look after themselves and their surroundings • guide and assist clients in purchasing and preparing food and proper nutrition, paying attention to food hygiene and nutrition recommendations • discuss issues topical for clients with them and support them in forming opinions • guide clients in looking after their health, safety and wellbeing • are familiar with the provisions on restrictive measures and permitted restrictive measures • when using restrictive measures, follow the work unit's instructions, work with respect for human dignity and safely, and look after the client's basic needs
Satisfactory 2	
Good 3	• respect clients' right to self-determination and support clients in exercising this right in different situations • respect clients' privacy and act in the client's best interests as required by the situation • provide guidance in daily activities, supporting diversely clients' possibilities of influencing choices and decisions related to their personal affairs • provide guidance related to housing, promoting clients' ability to look after themselves and their surroundings, and support their possibilities of exerting influence in matters related to their homes and housing • guide and assist clients in purchasing and preparing food and proper nutrition, paying attention to food hygiene, nutrition recommendations and clients' habits and customs • discuss issues topical for clients with them and support them in considering options and forming opinions • guide clients in looking after their health, safety and wellbeing and anticipate situations • are familiar with the provisions on restrictive measures and permitted restrictive measures • when using restrictive measures, follow the work unit's instructions, work with respect for human dignity and safely, and look after the client's basic needs
Good 4	
Excellent 5	• respect clients' right to self-determination and support clients diversely in exercising this right in different situations • respect clients' privacy and act flexibly in the client's best interests as required by the situation • provide guidance in daily activities, consistently safeguarding clients' possibilities of influencing choices and decisions related to their personal affairs • with a client-oriented approach, provide guidance related to housing, promoting clients' ability to look after themselves and their surroundings, and support diversely their possibilities of exerting influence in matters related to their homes and housing

	• with a client-oriented approach and diversely, guide clients in purchasing and preparing food and proper nutrition, paying attention to food hygiene, nutrition recommendations and clients' habits and customs • discuss issues topical for clients with them and support them in considering options and forming opinions • guide clients in looking after their health, safety and wellbeing, anticipate situations and motivate clients • are familiar with the provisions on restrictive measures and permitted restrictive measures • when using restrictive measures, follow the work unit's instructions, work with respect for human dignity and safely, and look after the client's basic needs.

Students promote participation and doing things together using the working methods, tools and materials of the field.

Students	
Satisfactory 1	• encourage interactive situations and guide doing things together, drawing on their knowledge of leading groups and participation • guide action in social situations and use the possibilities offered by the surroundings • use creative and action-based methods to promote clients' participation • safeguard clients' mobility and opportunities for sensory, art and cultural experiences, drawing on their knowledge of clients' rights and methods that promote functional capacity • encourage clients to try new things • guide clients in civic participation, active citizenship and implementing their rights
Satisfactory 2	
Good 3	• encourage interactive situations and guide doing things together, reinforcing clients' membership in a group or community and drawing on their knowledge of leading groups and participation • guide action in social situations and, with a client-oriented approach, enable participation in different social situations, using the possibilities offered by the surroundings • use creative and action-based methods with a client-oriented approach to promote clients' participation • with a client-oriented approach, safeguard clients' mobility and opportunities for sensory, art and cultural experiences, drawing on their knowledge of clients' rights and methods that promote functional capacity • encourage and support clients in trying new things and discovering their abilities and interests • with a client-oriented approach, guide clients in civic participation, active citizenship and implementing their rights
Good 4	
Excellent 5	• in a goal-oriented manner, encourage interactive situations and guide doing things together, reinforcing clients' membership in a group or community and drawing on their knowledge of leading groups and participation • guide action in social situations with a goal-oriented approach and enable participation in different social situations according to clients' preferences and needs • use creative and action-based methods with a client-oriented approach and diversely to promote clients' participation • diversely and with a client-oriented approach, safeguard clients' mobility and opportunities for sensory, art and cultural experiences, drawing on their knowledge of clients' rights and methods that promote functional capacity • encourage and support clients in trying new things and discovering their abilities and interests, and support them in building a positive self-image • enhance clients' possibilities for civic participation, active citizenship and implementing their rights.

Students guide clients in using services.

Students	
Satisfactory 1	• guide and support clients and their close ones in obtaining information about rights, benefits and services • guide and support clients and their close ones in accessing services, drawing on their knowledge of social, health, education, and employment services and third-sector services • guide and support clients in managing their affairs • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care • draw on multidisciplinary cooperation when directing clients to services
Satisfactory 2	
Good 3	• recognise service needs, and guide and support clients and their close ones in obtaining information about rights, benefits and services • guide and support clients and their close ones in making choices related to and accessing services, drawing on their knowledge of social, health, education, and employment services and third-sector services • guide and support clients in managing their affairs, taking clients' individual needs and resources into account • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care • draw on multidisciplinary cooperation when directing clients to services and guide clients in making use of experience experts and peer support
Good 4	
Excellent 5	• recognise diversely service needs, and guide and support clients and their close ones in obtaining information about rights, benefits and services • guide and support clients and their close ones in making choices related to and accessing services, drawing on their knowledge of social, health, education, and employment services and third-sector services with a client-oriented approach • with a client-oriented approach, guide and support clients in managing their affairs, paying attention to and building up clients' resources • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care • actively draw on multidisciplinary cooperation when directing clients to services, and guide clients in using experience experts and peer support.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• follow occupational safety instructions • recognise safety risks and see to clients' safety • follow the principles of ergonomics • look after hygiene and work following aseptic principles • recognise key stress and risk factors and take them into account in their work • recognise feelings evoked by their work and seek peer support and guidance • contribute to maintaining a good work atmosphere
Satisfactory 2	
Good 3	• follow occupational safety instructions • recognise safety risks diversely and see to clients' safety • follow the principles of ergonomics, justifying their actions • look after hygiene and work following aseptic principles, justifying their actions • develop their work, addressing its key strain and risk factors • process professionally the feelings evoked by the work and make use of peer support and work guidance • contribute to maintaining and promoting to a good work atmosphere
Good 4	
Excellent 5	• follow occupational safety instructions • recognise safety risks diversely and see to clients' safety, justifying their decisions • follow the principles of ergonomics, justifying their actions and developing their work • look after hygiene and work following aseptic principles, justifying their actions diversely • develop their work, addressing its key strain and risk factors and justifying their actions • process professionally the feelings evoked by the work, making use of peer support and work guidance and justifying their importance for their coping • maintain and promote actively promote a good work atmosphere.

Students assess and develop their activities.

Students	
Satisfactory 1	• assess their activities, recognise their strengths and development areas and set goals for their professional growth • receive feedback and modify their activities based on the feedback received by them • maintain and develop the knowledge and skills required in their occupation
Satisfactory 2	
Good 3	• assess their activities diversely, recognise their strengths and development areas and set goals for their professional growth • develop their activities based on feedback and the requirements of the work • maintain and develop the knowledge and skills required in their occupation and justify their work-related decisions by their professional knowledge
Good 4	
Excellent 5	• assess their activities diversely, recognise their strengths and development areas and set goals for their professional growth, justifying their actions • develop their activities based on feedback and the requirements of the work, justifying their actions • maintain and develop the knowledge and skills required in their occupation and justify their work-related decisions diversely by their professional knowledge.

Methods of demonstrating competence

Students demonstrate their competence in a practical nurse's task, in which they promote participation in care for persons with disabilities in environments where persons with disabilities live, study, work, are cared for or rehabilitated, or use services. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.32. Maintaining and promoting functional capacity in care for persons with disabilities, 40 cp (106254)

Competence requirements

Students know how to

- work in compliance with the statutes, regulations and values applicable to the fields of education and social and health care and a practical nurse's ethical instructions
- plan their work and work together with a team and a network
- plan, carry out and evaluate the maintenance and promotion of disabled clients' functional capacity
- interact with disabled clients and their close ones
- use the working methods, tools and materials of the professional field in maintaining and promoting the functional capacity of disabled clients and in pharmaceutical care
- maintain and promote safety as well as their work ability and wellbeing at work
- assess their possibilities of working as welfare sector entrepreneurs
- assess and develop their activities.

Assessment

Students work in compliance with the statutes, regulations and values applicable to the fields of education and social and health care and a practical nurse's ethical instructions.

Students	
Satisfactory 1	• respect clients' fundamental and human rights • comply with the statutes and regulations applicable to the fields of education and social and health care • observe the values of their occupation and follow a practical nurse's ethical instructions • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • work in compliance with regulations and quality recommendations applicable to self-monitoring • follow the principles of sustainable development
Satisfactory 2	
Good 3	• respect clients' fundamental and human rights • comply with the statutes and regulations applicable to the fields of education and social and health care, justifying their actions • observe the values of their occupation and follow a practical nurse's ethical instructions, justifying their actions • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • work in compliance with regulations and quality recommendations applicable to self-monitoring and justify their actions • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• respect clients' fundamental and human rights • comply with the statutes and regulations applicable to the fields of education and social and health care, justifying their actions diversely • observe the values of their occupation and follow a practical nurse's ethical instructions, justifying their actions diversely • comply with data protection, secrecy obligation and the principles of the Administrative Procedure Act and the Act on the Openness of Government Activities • work in compliance with regulations and quality recommendations applicable to self-monitoring, justify their actions, and propose improvements • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work and work as team and network members.

Students	
Satisfactory 1	• plan their daily tasks in cooperation with their team • make choices and decisions related to their work in cooperation their team • work as members of multiprofessional teams and networks, following plans and complying with agreements • communicate professionally in the team and network • follow the workplace's instructions on the employees' communication, use of social media and image marketing
Satisfactory 2	
Good 3	• plan their tasks as indicated by clients' needs and circumstances in cooperation with their team • make choices and decisions related to their work and solve problems in cooperation with their team • are familiar with some of the tasks and areas of responsibility of different professional groups and work responsibly as multiprofessional team and network members • communicate professionally and in a goal-oriented manner in the team and network • follow the workplace's instructions on the employees' communication, use of social media and image marketing
Good 4	
Excellent 5	• plan their tasks flexibly as indicated by clients' needs and circumstances and anticipate future activities in cooperation with the team and network • make choices and decisions related to their work and solve problems cooperation with their team, justifying their actions • are diversely familiar with the tasks and areas of responsibility of different professional groups and work actively as multiprofessional team and network members • communicate professionally and in a goal-oriented manner in the team and network, justifying their views • follow the workplace's instructions on the employees' communication, use of social media and image marketing.

Students plan, carry out and evaluate the maintenance and promotion of disabled clients' functional capacity.

Students	
Satisfactory 1	• inform themselves about clients' functional capacity and support needs, drawing on their knowledge of different forms of disabilities, additional secondary disabilities and illnesses related to a disability • use some information collection method to describe a disabled client's functional capacity • are familiar with the process of drawing up client plans and participate in planning within a practical nurse's area of responsibility, working in cooperation with clients, their close networks and the team • work in line with a client plan's goals • report on and record observations regarding clients' condition and functional capacity comprehensively with a client-oriented approach and without putting client safety at risk • evaluate plan realisation and modify their activities based on the feedback received by them
Satisfactory 2	
Good 3	• inform themselves about clients' functional capacity and support needs, drawing on their knowledge of different forms of disabilities, additional secondary disabilities and illnesses related to a disability and a client's life course • use different information collection methods to describe a disabled client's functional capacity • are familiar with the process of drawing up client plans and participate actively in planning within a practical nurse's area of responsibility, working in cooperation with clients, their close networks and the team and supporting clients' and their close networks' participation • work in line with a client plan's goals and communicate their observations to the team and network • adeptly report on and record observations regarding clients' condition and functional capacity with a client-oriented approach and without putting client safety at risk • evaluate plan realisation together with clients, their close networks and the team and modify their activities based on the evaluation
Good 4	
Excellent 5	• inform themselves diversely about clients' functional capacity and support needs, drawing on their knowledge of different forms of disabilities, additional secondary disabilities and illnesses related to a disability and a client's life course • use different information collection methods diversely to describe a disabled client's functional capacity • are familiar with the process of drawing up client plans and participate in it within a practical nurse's area of responsibility, working in cooperation with clients, their close networks and the team and supporting diversely clients' and their close networks' participation • work actively and flexibly in line with a client plan's goals and communicate their observations to the team and network • report on and record observations regarding clients' condition and functional capacity actively and diversely with a client-oriented approach and without risking client safety

	• evaluate plan realisation comprehensively together with clients, their close networks and the team and modify their activities based on the evaluation.

Students interact with clients with disabilities and their close ones.

Students	
Satisfactory 1	• encounter clients and their close networks appreciatively, listen and show interest, and respond to clients' initiatives in interaction • observe clients' facial expressions, gestures and body language • pay attention to the effects of their gestures and body language in interaction • observe clients' interaction skills and adapt their expression, drawing on their knowledge of the effects that disabilities have on interaction and communication skills • give clients time, space and support for expressing themselves and make sure that they are understood by clients • use plain language and methods that support and compensate for speech
Satisfactory 2	
Good 3	• encounter clients and their close networks appreciatively, listen and show interest, and respond appropriately to clients' different initiatives in interaction • observe clients' facial expressions, gestures and body language and interpret clients' body language as team members • pay attention to the effects of their gestures and body language in interaction and develop their non-verbal communication skills • observe clients' interaction skills and adapt their expression to clients' communication skills, drawing on their knowledge of the effects that disabilities have on interaction and communication skills • give clients time, space and support for expressing themselves and make sure that they are understood by clients using different methods • use plain language and communication methods that support and compensate for speech and guide clients and their close networks in their use
Good 4	
Excellent 5	• encounter clients and their close networks appreciatively, listen and show interest, and respond appropriately to clients' different initiatives in interaction, creating opportunities for continuing the interaction • observe clients' facial expressions, gestures and body language and interpret clients' body language with the team, showing sensitivity in interpreting messages • make use of gestures and body language with awareness and in a goal-oriented manner in their communication, justifying their actions by their knowledge of communication and interaction skills development • observe clients' interaction skills and adapt their expression to clients' communication skills, justifying their actions by their knowledge of the effects that disabilities have on interaction and communication skills • safeguard clients' right to express themselves in different situations and make sure by different means that they are understood by clients • use adeptly plain language and communication methods that support and compensate for speech and guide clients and their close networks in their use.

Students use the working methods, tools and materials of the professional field in maintaining and promoting the functional capacity of disabled clients and in pharmaceutical treatment.

Providing guidance in daily activities and home care	
Students	
Satisfactory 1	• guide and support clients of varying ages in daily activities and home care tasks, paying attention to clients' functional capacity • work with a resource-oriented approach • take into account clients' cultural, religious and ethical customs in their work • support clients in learning new things and improving their skills and guide clients to use their skills in daily life
Satisfactory 2	
Good 3	• guide and support clients of varying ages individually in daily activities and home care tasks, paying attention to clients' functional capacity • work with a resource-oriented approach and strengthen clients' active agency • take into account clients' cultural, religious and ethical customs individually in their work • support clients individually in learning new things and improving their skills and guide clients to use their skills in daily life
Good 4	
Excellent 5	• guide and support clients of varying ages individually in daily activities and home care tasks, paying attention to clients' opinions, habits and functional capacity • work with a resource-oriented approach and strengthen clients' active agency in all everyday situations • take into account clients' cultural, religious and ethical customs comprehensively in their work, justifying their actions • support clients individually and diversely in learning new things and improving their skills and guide clients to use their skills in daily life.

Providing guidance in using and maintaining aids	
Students	
Satisfactory 1	• are familiar with different aids and the process of purchasing them • observe the accessibility of surroundings and need for aids • guide clients in using and maintaining aids • support clients in using ICT and exploiting technology
Satisfactory 2	
Good 3	• are diversely familiar with different aids and the process of purchasing them • observe the accessibility of surroundings and discuss the functionality of the surroundings and need for aids with clients and their close ones • guide clients in using and maintaining aids and inform the team about any needs for changes • motivate and guide clients in using ICT and exploiting technology
Good 4	
Excellent 5	• are diversely familiar with different aids and the process of purchasing them, and apply this knowledge individually when working with clients • with a client-oriented approach, observe the accessibility of surroundings and discuss the functionality of the surroundings and need for aids with clients and their close ones • guide clients individually in using and maintaining aids and actively inform the team about their observations and any needs for changes • actively motivate and guide clients in using ICT and exploiting technology.

Providing pharmaceutical treatment	
Student	
Satisfactory 1	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and make use of these principles in their work • handle, dispense and administer pharmaceuticals to the client safely and without errors • pay attention to individual special issues related to administering pharmaceuticals • calculate dosages and unit conversions without errors • guide clients and their close networks following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and are familiar with the most common pharmaceutical treatments used in work with disabled clients • know and monitor the actions and interactions of the most common pharmaceuticals used by clients as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, and inform their teams about such phenomena orally
Satisfactory 2	
Good 3	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use the most common pharmaceutical databases, understand their operating principles and make use of them in their work • handle, dispense and administer pharmaceuticals to the client safely and without errors • pay attention to individual special issues related to administering pharmaceuticals • calculate dosages and unit conversions without errors • guide clients and their close networks following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals, and are familiar with the pharmaceutical treatments used in work with disabled clients • know and monitor the actions and interactions of the most common pharmaceuticals used by clients as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena and prevent them
Good 4	
Excellent 5	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use pharmaceutical databases, understand their operating principles and make use of them actively in their work • handle, dispense and administer pharmaceuticals to the client safely and without errors • pay attention to individual special issues related to administering pharmaceuticals • calculate dosages and unit conversions without errors • actively guide clients and their close networks following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing

	of pharmaceuticals, and are diversely familiar with the pharmaceutical treatments used in work with disabled clients • know, monitor and justify the actions and interactions of the most common pharmaceuticals used by clients and polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena and prevent them.

Providing guidance in the promotion of health and functional capacity

Students

Satisfactory 1

- observe clients' general condition and state of health and pass on information about their observations
- observe clients' nutritional status and fluid balance, guide clients in health-enhancing nutrition, and take care of special situations related to nutrition as team members
- guide and assist clients in oral care
- carry out basic care procedures safely following the team's instructions
- prepare clients for procedures and examinations
- guide clients in promoting their health and functional capacity
- as team members, implement clients' postural care and movement therapy following instructions issued to them
- guide clients in daily physical activity and in maintaining and promoting their physical functional capacity
- guide and support clients in relaxation through different methods

Satisfactory 2

Good 3

- observe regularly clients' general condition and state of health and pass on information about their observations
- observe regularly clients' nutritional status and fluid balance, guide and motivate clients in health-enhancing nutrition, and take care of special situations related to nutrition
- guide and assist clients in oral care, motivate them in self-care and carry out basic care procedures safely
- prepare clients for procedures and examinations, addressing their individual needs
- guide and motivate clients in promoting their health and functional capacity and implement clients' postural care and movement therapy regularly
- guide and motivate clients in daily physical activity and in maintaining and promoting their physical functional capacity
- guide and support clients in relaxation through a diversity of different methods

Good 4

Excellent 5

- observe clients' general condition and state of health regularly and comprehensively, and pass on information about their observations
- observe clients' nutritional status and fluid balance regularly and comprehensively, guide and motivate clients individually in health-enhancing nutrition, and take care of special situations related to nutrition
- guide and assist clients in oral care and in selecting and using oral self-care utensils
- carry out basic care procedures safely and with a client-oriented approach, justifying their actions
- prepare clients for procedures and examinations, addressing their individual needs and justifying their actions
- guide clients in promoting their health and functional capacity diversely
- implement clients' postural care and movement therapy regularly, paying attention to clients' resources and daily routines
- guide and motivate clients in daily physical activity and in maintaining and promoting their physical functional capacity

	• guide and support clients in relaxation through a diversity of different methods, justifying their actions.

Providing guidance related to wellbeing and safety	
Students	
Satisfactory 1	• support clients' mental wellbeing and recognise mental health problems and risk-level substance abuse • support clients in different crises • support clients' sexuality and, if necessary, provide them with information about sexual and reproductive health as well as relationships • recognise abuse and a threat of violence and guide clients in accessing help and improving their safety in cooperation with other actors • take care of clients' psychological, physical and social safety • act professionally as team members when caring for a dying patient • discuss death with clients and their close ones with the team's support
Satisfactory 2	
Good 3	• support clients' mental wellbeing, recognise mental health problems and risk-level substance abuse, provide information, and guide clients to services if necessary • support clients in different crises, drawing on their knowledge of helping people in a crisis • support clients' sexuality and, if necessary, provide them with information about sexual and reproductive health as well as relationships, paying attention to the diversity of sexuality • recognise abuse and a threat of violence and guide clients in accessing help and improving their safety in cooperation with other actors • take care of clients' psychological, physical and social safety • act professionally as team members when caring for a dying patient • discuss death with clients and their close ones
Good 4	
Excellent 5	• actively support clients' mental wellbeing, recognise mental health problems and risk-level substance abuse, provide information, and guide clients to services if necessary • diversely support clients in different crises, drawing on their knowledge of helping people in a crisis • support clients' sexuality and, if necessary, provide them with information about sexual and reproductive health as well as relationships, paying attention to the diversity of sexuality • recognise abuse and a threat of violence and guide clients in accessing help and improving their safety in cooperation with other actors • take care of clients' psychological, physical and social safety • act professionally as team members when caring for a dying patient • discuss death naturally with clients and their close ones.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Paying attention to wellbeing at work and occupational safety	
Students	
Satisfactory 1	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by them • comply with instructions and regulations on wellbeing at work and occupational safety • contribute to the wellbeing of their work community and understand the effects of the atmosphere on client satisfaction
Satisfactory 2	
Good 3	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by them, preventing risks • comply with instructions and regulations on wellbeing at work and occupational safety • contribute to maintaining a good atmosphere in the work community, are willing to promote it, and understand the effects of the work community's atmosphere on client satisfaction
Good 4	
Excellent 5	• are familiar with the workplace's safety plan and practices for reporting hazardous situations and act as required by them, preventing risks and justifying their actions • comply with instructions and regulations on wellbeing at work and occupational safety • contribute to maintaining a good atmosphere in the work community, are willing to promote it, bring up development proposals, and understand the effects of the work community's atmosphere on client satisfaction.

Working aseptically and ergonomically	
Students	
Satisfactory 1	• follow the principles of aseptic and ergonomic working methods • recognise situations that cause physical and mental strain in their work • use the body's natural movement patterns and control their body when assisting clients with mobility and transfers • recognise clients' resources when transferring them • use aids safely when transferring clients
Satisfactory 2	
Good 3	• follow the principles of aseptic and ergonomic working methods • recognise factors that cause physical and psychological strain in their work and strive to prevent them • use the body's natural movement patterns appropriately and control their body when assisting clients with mobility and transfers • recognise and draw on clients' resources when transferring them • use aids safely and adeptly when transferring clients
Good 4	
Excellent 5	• follow the principles of aseptic and ergonomic working methods • recognise factors that cause physical and mental strain in their work and reduce them, justifying their actions • actively use the body's natural movement patterns and control their body when assisting clients with mobility and transfers • activate clients' resources when transferring them • use aids safely and adeptly when transferring clients and justify their actions.

Students assess their possibilities of working as wellbeing sector entrepreneurs.

Students	
Satisfactory 1	• plan the productisation of their expertise • work responsibly and understand the effect of their work on the activities of the workplace and the quality of the services in daily work with customers • work to promote the achievement of objectives • assess their possibilities of working as entrepreneurs
Satisfactory 2	
Good 3	• plan and find out about possibilities of productising their competence in their work • work responsibly and pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients • work to promote the achievement of objectives and scale their work according to the objectives • assess their possibilities of working as entrepreneurs
Good 4	
Excellent 5	• actively plan and develop their capacities to work as entrepreneurs and realistically assess the possibilities of productising their competence • work responsibly, pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients, and modify their actions flexibly as required by the situation • work to promote diversely the achievement of objectives and scale their work according to the objectives • assess their possibilities of working as entrepreneurs.

Students assess and develop their activities.

Students	
Satisfactory 1	• evaluate their learning and competence • recognise some of their strengths and development needs • maintain and develop the knowledge and skills required in their occupation • receive and give feedback appropriately and make use of the feedback they receive in their activities • use evidence-based knowledge in their work and search for information in reliable sources
Satisfactory 2	
Good 3	• assess their learning and competence realistically • recognise their strengths and development areas • maintain and develop the knowledge and skills required in their occupation • receive and give feedback appropriately, develop their activities on the basis of the feedback they receive and ask for guidance as necessary • use evidence-based knowledge in their work, justifying their actions by their knowledge, and seek information in reliable sources
Good 4	
Excellent 5	• assess their learning and competence realistically and diversely • recognise their strengths and development areas and are motivated to develop themselves and their competence • maintain and develop the knowledge and skills required in their occupation • receive and give feedback appropriately, develop their work actively and ask for guidance as necessary • use evidence-based knowledge in their work, justifying their actions by their knowledge diversely, and actively seek information in reliable sources.

Methods of demonstrating competence

Students demonstrate their competence in a practical nurse's task where they maintain and promote disabled clients' functional capacity in environments in which persons with disabilities live, study, work, are cared for or rehabilitated, or use services. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.33. Promotion of health, safety and wellbeing, 25 cp (106251)

Competence requirements

Students know how to

- work in compliance with the statutes, operating principles, values and ethical instructions applicable to the social and health care field
- plan their work and work together with a team
- plan, carry out and evaluate client care regarding the promotion of health, safety and wellbeing
- interact with clients

- use the working methods, tools and materials of the professional field to promote clients' health, safety and wellbeing
- provide information about services
- maintain safety as well as their work ability and wellbeing at work
- assess and develop their activities
- assess their possibilities of working as welfare sector entrepreneurs.

Assessment

Students work in compliance with the statutes, operating principles, values and ethical instructions applicable to the social and health care field.

Students	
Satisfactory 1	• comply with the statutes applicable to the social and health care field, the unit's values, ethical principles, operating instructions and key values that direct care work with their team • work safely with their team, following the operating principles and recommendations relevant to the client group • comply with data protection and secrecy obligation in their work • familiarise themselves with different self-monitoring plans in the workplace and carry out self-monitoring in the unit with their team • follow the principles of sustainable development
Satisfactory 2	
Good 3	• comply with the statutes applicable to the social and health care field, the unit's values, ethical principles, operating instructions and key values that direct care work • work safely following the operating principles and recommendations relevant to the client group • comply with data protection and secrecy obligation in their work • familiarise themselves with different self-monitoring plans in the workplace and carry out self-monitoring in the unit • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• comply with the statutes applicable to the social and health care field, the unit's values, ethical principles, operating instructions and key values that direct care work, justifying their actions • work safely following the operating principles and recommendations relevant to the client group, justifying their actions by these principles and recommendations • comply with data protection and secrecy obligation in their work • actively familiarise themselves with different self-monitoring plans in the workplace and carry out self-monitoring in the unit • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work and work together with their team.

Students	
Satisfactory 1	• plan their daily tasks in cooperation with their team • as team members, recognise the needs that clients of varying ages and with different backgrounds have related to health, safety and wellbeing • work with a service-minded and client-oriented approach • work reliably as team members and follow the team's rules and operating principles • observe working hours, agreements and other workplace practices • comply with their workplace's instructions on communication
Satisfactory 2	
Good 3	• plan their daily tasks taking into account the workplace's weekly work plans • independently recognise the needs that clients of varying ages and with different backgrounds have related to health, safety and wellbeing • work naturally and with a service-minded and client-oriented approach • work reliably as team members and follow the team's rules and operating principles responsibly • observe working hours, agreements and other workplace practices • comply with their workplace's instructions on communication
Good 4	
Excellent 5	• plan their daily and weekly tasks, taking into account any other plans for the workplace's activities • diversely and independently recognise the needs that clients of varying ages and with different backgrounds have related to health, safety and wellbeing, finding realistic solution alternatives for them • work naturally, with a service-minded and client-oriented approach and appropriately in different situations • work responsibly, flexibly and with initiative as team members, following common operating principles • observe working hours, agreements and other workplace practices • comply with their workplace's instructions on communication.

Students plan, carry out and evaluate client care regarding the promotion of health, safety and wellbeing.

Students	
Satisfactory 1	• recognise clients' resources and needs and make use of them when planning the work with the team • plan goals for their activities together with clients, their close networks and the team and follow the plan in their work with the team • as team members, participate in drawing up plans for clients to promote their health, safety and wellbeing together with clients • implement the plans together with their team • with their team, record their observations in a client-specific plan, using the Finnish Care Classification • evaluate the implementation of a client-specific plan • pass on information about their observations orally and in writing, paying attention to information security • use the client information systems of their work community and social and health care databases
Satisfactory 2	
Good 3	• recognise clients' resources and needs, making use of different information collection methods • independently plan goals for their activities together with clients, their close networks and the team and follow the plan in their work with the team • as team members, draw up plans aiming to promote their health, safety and wellbeing together with the clients and the team • implement the plan with justifications • record observations in a client-specific plan, using the Finnish Care Classification • evaluate the implementation of a client-oriented plan realistically • appropriately pass on information about their observations orally and in writing, paying attention to information security • adeptly use the client information systems of their work communities and social and health care databases
Good 4	
Excellent 5	• recognise clients' resources and needs diversely, making use of different information collection methods • independently and diversely plan goals for their activities together with clients, their close networks and the team and follow the plan in their work actively and flexibly with the team • draw up a plan aiming to promote a client's health, safety and wellbeing together with the client and propose changes in it as necessary • implement the plan flexibly and with justifications • independently record observations in a client-specific plan, using the Finnish Care Classification • evaluate the implementation of a client-oriented plan realistically and comprehensively • adeptly and appropriately pass on information about their observations orally and in writing, paying attention to information security • adeptly and diversely use the client information systems of their work community and social and health care databases.

Students interact with clients.

Students	
Satisfactory 1	• listen to and observe clients and discuss clients' needs with them • encounter clients and their close networks professionally, appreciatively and respectfully • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs, and pay attention to the diversity of clients' sexuality • use interaction, touch and presence to improve clients' condition • understand clients' and their close networks' messages and respond to them • express themselves comprehensibly both orally and in writing, using plain language if necessary • use communication methods and tools that support and compensate for speech • to support interaction, use some possibilities provided by ICT appropriate for the situation
Satisfactory 2	
Good 3	• listen to and observe clients and discuss clients' needs with them, paying attention to clients' life situations • encounter clients and their close networks professionally, appreciatively, individually, genuinely and with understanding • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs, and pay attention to the diversity of clients' sexuality • use their interaction skills, touch and presence flexibly to improve clients' condition • understand clients' and their close networks' messages and respond to them with a client-oriented approach • express themselves comprehensibly and clearly, both orally and in writing, using plain language if necessary • use communication methods and tools that support and compensate for speech • to support interaction, use flexibly the possibilities provided by ICT appropriate for the situation
Good 4	
Excellent 5	• listen to and observe clients and naturally discuss clients' needs with them, paying attention to clients' life situations diversely • encounter clients and their close networks professionally, appreciatively, individually, genuinely, with understanding and creating a feeling of safety • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs, and pay attention to the diversity of clients' sexuality • use their interaction skills, touch and presence diversely and flexibly to improve clients' condition in different situations when providing care • understand clients' and their close networks' messages and respond to them professionally and with a client-oriented approach • express themselves comprehensibly and clearly, both orally and in writing, using plain language if necessary • use communication methods and tools that support and compensate for speech

	• to support interaction, use flexibly and diversely the possibilities provided by ICT appropriate for the situation.

Students use the working methods, tools and materials of the professional field to promote clients' health, safety and wellbeing.

Providing care and attention	
Students	
Satisfactory 1	• recognise and prevent clients' public health risks and accidents as team members • promote clients' physical and mental health, safety and wellbeing with their team • provide care and attention and look after clients' basic needs with their team • follow the principles of aseptic working methods • take basic measurements • as team members, observe and assess the normal vital functions of people of different ages, observe changes and inform their team • use information collection methods to inform themselves of how clients cope with daily activities, record their observations and pass on information as agreed • handle food and foodstuffs in compliance with food hygiene requirements, taking clients' nutritional needs into account
Satisfactory 2	
Good 3	• recognise and prevent clients' public health risks and accidents • promote the physical and mental health, safety and wellbeing of different clients of varying ages • provide care and attention with a client-oriented and needs-based approach and, with justifications, guide, encourage and assist clients in looking after their basic needs • follow the principles of aseptic working methods • take basic measurements with justifications, paying attention to changes in measurement results caused by illnesses • use different methods to observe and assess the normal vital functions of people of different ages, observe changes and inform their team appropriately • use versatile information collection methods to inform themselves of how clients cope with daily activities, record their observations and pass on information diversely • handle food and foodstuffs in compliance with food hygiene requirements, taking clients' nutritional needs into account
Good 4	
Excellent 5	• recognise and prevent clients' public health risks and accidents and guide clients in preventing them • diversely promote the physical and mental health, safety and wellbeing of different clients of varying ages • provide care and attention with a client-oriented and needs-based approach as multiprofessional team members and guide, encourage and assist clients in looking after their basic needs, justifying their assistance by evidence-based knowledge • provide care and attention with a client-oriented and needs-based approach as multiprofessional team members and guide, encourage and assist clients in looking after their basic needs, justifying their assistance by evidence-based knowledge • follow the principles of aseptic working methods • take basic measurements with justifications, paying attention to changes in measurement results caused by illnesses, and take into account potential sources of error affecting the results

	• use, evaluate and interpret different methods of observing and assessing the normal vital functions of people of different ages, observe changes and inform their team appropriately and with justifications • independently and using diverse information collection methods, inform themselves of how clients cope with daily activities, record their observations and pass on information consistently • handle food and foodstuffs in compliance with food hygiene requirements, taking clients' nutritional needs into account diversely.

Using technology and aids in supporting clients' participation	
Students	
Satisfactory 1	• see to the safety of clients and operating environments, and anticipate potential safety risks and hazardous situations in their work • make use of technology that supports wellbeing and functional capacity • are familiar with the structure and bodily functions of a healthy person and the principles of assisting clients with mobility • guide clients in using aids • enable clients to participate in suitable physical and outdoor activity • activate clients, using action-based methods • guide, encourage and assist clients in being active
Satisfactory 2	
Good 3	• see to the safety of clients and operating environments, and anticipate potential safety risks and hazardous situations in their work • guide clients in the use and maintenance of technology that supports wellbeing and functional capacity and take advantage of the possibilities provided by wellbeing technology in their work • are familiar with the structure and bodily functions of a healthy person and the principles of assisting clients with mobility • guide clients in the use and maintenance of aids • guide clients to suitable physical activity and enable them to participate in outdoor activity as part of care and attention • activate clients, using action-based methods diversely • guide clients and encourage them to be active, supporting participation
Good 4	
Excellent 5	• see to the safety of clients and operating environments, and anticipate any safety risks and hazardous situations in their work • guide clients diversely in the use and maintenance of technology that supports wellbeing and functional capacity, identifying and obtaining the technology needed by a client • are familiar with the structure and bodily functions of a healthy person and the principles of assisting clients with mobility • guide clients diversely in the use and maintenance of aids and prevent hazardous situations associated with the aids • actively offer clients opportunities for suitable physical and outdoor activity and realise them as part of the care and attention • activate clients, using action-based methods diversely and creatively • guide, encourage and assist clients diversely to be active and support participation, taking clients' close networks into consideration.

Students provide information about services.

Students	
Satisfactory 1	• obtain information about services needed by clients • with their team, provide clients and their close networks with information about the services and benefits in the field of social and health care • as team members, support clients' health, safety and wellbeing by guiding them to use the services they need • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care
Satisfactory 2	
Good 3	• with justifications, obtain information about services needed by clients, taking advantage of clients' close networks • provide clients and their close networks with information about services and benefits in the field of social and health care • support clients' health, safety and wellbeing by guiding them to use the services they need • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care
Good 4	
Excellent 5	• comprehensively and with justifications, obtain information about services needed by clients, working in cooperation with clients' close networks and taking clients' life situations into consideration • provide clients and their close networks with diverse information about services and benefits in the field of social and health care • work to promote clients' health, safety and wellbeing and guide them to use diversely the services they need • as team members, participate in fulfilling the duty of providing guidance, making contact and reporting in social and health care.

Students maintain safety as well as their functional capacity and wellbeing at work.

Maintaining client safety	
Students	
Satisfactory 1	• as team members, work in compliance with statutes and operating principles relevant to wellbeing at work and occupational safety, following the work unit's safety plan • follow hygiene instructions and the principles of aseptic working methods • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • with their team, see to clients' safety, and functional capacity and safety in their environments • with their team, maintain equipment and the care environment and contribute to keeping the working environment tidy and topping up the necessary materials • work following the principles of ergonomics and use different techniques for transferring clients safely, taking advantage of the client's functional capacity • recognise the effects of their activities on ensuring client safety
Satisfactory 2	
Good 3	• work in compliance with statutes and operating principles related to wellbeing at work and occupational safety, complying with the work unit's safety plan and practices for reporting hazardous situations, and act as required by them • follow hygiene instructions and the principles of aseptic working methods • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • see to clients' safety and functional capacity and safety in their environments • maintain equipment and the care environment and contribute to keeping the working environment tidy and topping up the necessary materials • work following the principles of ergonomics and use different techniques for transferring clients safely and appropriately, taking advantage of the client's functional capacity • recognise and assess the effects of their activities on client safety and the promotion of different clients' health, safety and wellbeing
Good 4	
Excellent 5	• work in compliance with statutes and operating principles related to wellbeing at work and occupational safety, complying with the work unit's safety plan and practices for reporting hazardous situations, and act as required by them, preventing risks • follow hygiene instructions and the principles of aseptic working methods • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • independently see to clients' safety and functional capacity and safety in their environments • maintain equipment and the care environment responsibly, and independently keep the working environment tidy and top up the necessary materials

	• work following the principles of ergonomics and use different techniques for transferring clients safely, appropriately and diversely, taking advantage of the client's functional capacity • recognise and assess the effects of their activities on clients safety and the promotion of different clients' health, safety and wellbeing, contributing to preventing adverse events.

Maintaining wellbeing at work	
Students	
Satisfactory 1	• take responsibility for their wellbeing at work, occupational safety and work ability • recognise factors causing psychological strain in their work • recognise clients or their close network members with challenging behaviours in their work and inform their team of such persons • recognise some factors causing physical strain in care work • draw up a goal-oriented exercise programme to maintain and improve their physical fitness (stamina, strength and flexibility) and follow it • follow the principles of ergonomics and take care of their and their clients' safety and functional capacity • understand the importance of ergonomics in preventing musculoskeletal problems
Satisfactory 2	
Good 3	• take responsibility for their wellbeing at work, occupational safety and work ability and work to prevent potential harms • recognise factors causing psychological strain in their work and the impacts of these factors on their wellbeing at work • recognise clients or their close network members with challenging behaviours in their work, inform their team of such persons, and act as required in the situation • recognise factors causing physical strain in their work and the impacts of these factors on their wellbeing at work • draw up a goal-oriented exercise programme to maintain and improve their physical fitness (stamina, strength and flexibility), follow it and monitor its effects • follow the principles of ergonomics and take care of their and their clients' safety and functional capacity, paying attention to work-related accidents and injuries • understand the importance of ergonomics in preventing musculoskeletal problems
Good 4	
Excellent 5	• actively take responsibility for their wellbeing at work, occupational safety and work ability and work to prevent potential harms • recognise factors causing psychological strain in their work and the impacts of these factors on their wellbeing at work, looking after their coping at work • recognise clients and their close network members with challenging behaviours in their work, act as required by the situation, inform their team and prevent the occurrence of challenging situations • recognise diversely factors causing physical strain in care work and strive to reduce them • draw up a goal-oriented exercise programme to maintain and improve their physical fitness (stamina, strength and flexibility), follow it and monitor its effects, modifying it as necessary • follow the principles of ergonomics in changing situations at work, take care of their and their clients' safety and functional capacity, justify their actions, and prevent work-related accidents and injuries • understand the importance of ergonomics in preventing musculoskeletal problems.

Students assess and develop their activities.

Students	
Satisfactory 1	• assess their competence • recognise their strengths and development areas • receive and give feedback and use the feedback they receive in their activities • in problem situations, ask for guidance with initiative • maintain the knowledge, skills and work ability required by their occupation
Satisfactory 2	
Good 3	• realistically assess their competence • recognise their strengths and development areas realistically • receive and give feedback and actively develop their activities based on feedback they receive • work safely in changing and unclear situations and ask for guidance • maintain and develop the knowledge, skills and work ability required in their occupation and justify their work-related decisions by their professional knowledge
Good 4	
Excellent 5	• assess their competence realistically and diversely • realistically and diversely recognise their strengths and development areas and are motivated to improve their activities • receive and give feedback and actively develop their activities based on feedback they receive • work safely in changing and unclear situations, propose alternative solutions, and justify their decisions professionally • maintain and develop the knowledge, skills and work ability required in their occupation and justify their work-related decisions diversely by their professional knowledge.

Students assess their possibilities of working as wellbeing sector entrepreneurs.

Students	
Satisfactory 1	• assess their possibilities of working as wellbeing sector entrepreneurs • supported by their team, make decisions in their work with an entrepreneurial spirit
Satisfactory 2	
Good 3	• assess their capabilities to work as entrepreneurs in the wellbeing sector • make decisions in their work with an entrepreneurial spirit
Good 4	
Excellent 5	• assess their capabilities to work as entrepreneurs in the wellbeing sector realistically and diversely • make decisions in their work with an entrepreneurial spirit, contributing proposals for improvements in the activities of the workplace's or sector's networks.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they promote a client's health, safety and functional capacity while working in a health and social care environment in the tasks of a practical nurse/emergency practical nurse. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.34. Maintaining and promoting functional capacity, 30 cp (106253)

Competence requirements

Students know how to

- work in compliance with the statutes, operating principles, values and ethical instructions applicable to work in the social and health care field
- plan their work and work in cooperation with a team
- plan, carry out and evaluate the maintenance and promotion of clients' functional capacity
- interact with clients
- use the working methods, tools and materials of the vocational field to promote clients' functional capacity
- provide information about services
- maintain safety as well as their work ability and wellbeing at work
- assess and develop their activities.

Assessment

Students work in compliance with the legislation, operating principles, values and ethical principles applicable to the social and health care field.

Students	
Satisfactory 1	• comply with the statutes applicable to the social and health care field, the unit's values, ethical principles, operating instructions and key values that direct care work • work safely with their team, following the operating principles and recommendations relevant to the client group • comply with data protection and secrecy obligation in their work • familiarise themselves with different self-monitoring plans in the workplace and carry out self-monitoring in the unit with their team • follow the principles of sustainable development
Satisfactory 2	
Good 3	• comply with the statutes applicable to the social and health care field, the unit's values, ethical principles, operating instructions and key values that direct care work • work safely following the operating principles and recommendations relevant to the client group • comply with data protection and secrecy obligation in their work • familiarise themselves with different self-monitoring plans in the workplace and carry out self-monitoring in the unit • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• comply with the statutes applicable to the social and health care field, the unit's values, ethical principles, operating instructions and key values that direct care work • work safely following the operating principles and recommendations relevant to the client group, justifying their actions by these principles and recommendations • comply with data protection and secrecy obligation in their work • actively familiarise themselves with different self-monitoring plans in the workplace and carry out self-monitoring in the unit • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work and work in cooperation with their team.

Students	
Satisfactory 1	• plan their daily tasks and schedules according to clients' needs and circumstances together with their team • draw on their knowledge of maintaining and promoting functional capacity in planning their work • work responsibly with a multiprofessional team in compliance the referrals given to them and participate in clients' treatment processes as team members
Satisfactory 2	
Good 3	• plan their daily tasks and schedules in cooperation with their team as indicated by clients' needs and circumstances, taking the unit's weekly work plans into account • draw on their knowledge of maintaining and promoting functional capacity in planning their work and work as indicated by a client's care process in its different stages • work responsibly as multiprofessional team members in compliance the referrals given to them
Good 4	
Excellent 5	• plan their daily and weekly tasks and schedules in cooperation with their team as indicated by clients' needs and circumstances, taking the unit's other operational plans into account • draw diversely on their evidence-based knowledge of maintaining and promoting functional capacity in planning their work, understand it and apply it to a client's care process as a whole, justifying their actions • work responsibly, flexibly and with initiative as multiprofessional team members in compliance referrals given to them.

Students plan, carry out and evaluate the maintenance and promotion of clients' functional capacity.

Students	
Satisfactory 1	• recognize clients' resources and needs, plan goals together with clients, their close networks and the team, and follow the plan in their work as team members • as team members, participate in drawing up plans to promote and maintain clients' functional capacity together with clients • implement the plan with their team • with their team, record their observations in a client-specific plan, using the Finnish Care Classification • evaluate the implementation of a client-specific plan • pass on information about their observations orally and in writing, paying attention to data security • use the client information systems of their work community and the social and health care information networks in a practical nurse's area of responsibility
Satisfactory 2	
Good 3	• recognize diversely clients' resources and needs, plan goals together with clients, their close networks and the team, and follow the plan in their work as team members • as team members, draw up client-oriented plans aiming to maintain and promote a client's functional capacity together with the client • with justifications, implement the plan as team members • record their observations in a client-specific plan, using the Finnish Care Classification • evaluate the implementation of a client-oriented plan realistically • appropriately pass on information about their observations orally and in writing, paying attention to data security and justifying their actions • adeptly use the client information systems of their work community and the social and health care information networks in a practical nurse's area of responsibility
Good 4	
Excellent 5	• recognize diversely clients' resources and needs, plan goals together with clients, their close networks and the team, and work actively and flexibly as team members following the plan • as team members, draw up client-oriented and diverse plans aiming to maintain and promote a client's functional capacity together with the client • implement the plan flexibly and with justifications • with justifications, record their observations in a client-specific plan, using the Finnish Care Classification • evaluate the implementation of a client-oriented plan realistically and comprehensively • adeptly and appropriately pass on information about their observations orally and in writing, paying attention to data security and justifying their actions diversely • adeptly use the client information systems of their work community and the social and health care information networks in a practical nurse's area of responsibility.

Students interact with clients.

Students	
Satisfactory 1	• listen to and observe clients and discuss clients' needs with them • encounter clients and their close networks professionally, appreciatively and respectfully • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs, and pay attention to the diversity of clients' sexuality • use interaction, touch and presence to improve clients' condition when caring for clients • use communication methods and tools that support and compensate for speech and plain language • to support interaction, use some possibilities provided by ICT
Satisfactory 2	
Good 3	• listen to and observe clients and discuss clients' needs with them showing initiative, paying attention to clients' life situations • encounter clients and their close networks professionally, appreciatively, individually, genuinely and with understanding • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs, and pay attention to the diversity of clients' sexuality • use their interaction skills, touch and presence flexibly to improve clients' condition when caring for clients • use communication methods and tools that support and compensate for speech and plain language, paying attention to clients' needs • to support interaction, use flexibly the possibilities provided by ICT appropriate for the situation
Good 4	
Excellent 5	• listen to and observe clients and discuss their needs with clients naturally and showing initiative, paying attention to clients' life situations diversely • encounter clients and their close networks professionally, appreciatively, individually, genuinely, with understanding and creating a feeling of safety • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs, and pay attention to the diversity of clients' sexuality • use their interaction skills, touch and presence diversely and flexibly to improve clients' condition in different situations when providing care • use communication methods and devices that support and compensate for speech and plain language with a client-oriented approach • to support interaction, use flexibly and diversely the possibilities provided by ICT appropriate for the situation.

Students use the working methods, tools and materials of the vocational field in maintaining and promoting clients' functional capacity and in pharmaceutical treatment.

Assessing clients' functional capacity and treating their illnesses	
Students	
Satisfactory 1	• with their team, assess and recognise changes in a client's condition, functional capacity and basic care needs and launch the activities indicated by them, drawing on their knowledge of human body, anatomy and physiology, basic care and functional capacity, memory disorders, chronic diseases as well as mental health and substance abuse disorders • monitor a client's vital functions using different examination methods • plan and provide the basic care needed by a client with their team • safely and with a work approach aiming to promote functional capacity, support and assist clients in coping with their daily activities • evaluate changes in a client's functional capacity and the implementation of basic care with their team • follow the principles of aseptic working methods • start life-saving actions, drawing on their knowledge of human anatomy, physiology and vital functions • recognise clients' suffering and pain and provide pharmacological and non-pharmacological pain management to relieve symptoms • comply with the client's living will • know the principles of terminal care and caring for a dying client and follow them as members of a multiprofessional team
Satisfactory 2	
Good 3	• assess and recognise changes in a client's condition, functional capacity and basic care needs and launch the activities indicated by them, drawing on their knowledge of human body, anatomy and physiology, basic care and functional capacity, memory disorders, chronic diseases as well as mental health and substance abuse disorders • monitor a client's vital functions using different examination methods • independently plan and provide the basic care needed by a client • safely, diversely and with a work approach aiming to promote functional capacity, support and assist clients in coping with their daily activities • evaluate changes in a client's functional capacity and the implementation of basic care • follow the principles of aseptic working methods • start life-saving actions, drawing on their knowledge of human anatomy, physiology and vital functions • recognise clients' suffering and pain and provide pharmacological and non-pharmacological pain management to relieve symptoms, monitoring their effects on pain • comply with the client's living will • know the principles of terminal care and caring for a dying client and follow them as members of a multiprofessional team
Good 4	

Excellent 5	• assess and recognise changes in a client's condition, functional capacity and basic care needs and launch the activities indicated by them, diversely drawing on their knowledge of human body, anatomy and physiology, basic care and functional capacity, memory disorders, chronic diseases as well as mental health and substance abuse disorders • monitor a client's vital functions using different examination methods • independently plan and provide the basic care needed by a client, modifying their activities as the client's circumstances change • safely, diversely and with a client-oriented work approach that aims to promote functional capacity, support and assist clients in coping with their daily activities • diversely assess changes in a client's functional capacity and the implementation of basic care • follow the principles of aseptic working methods • start life-saving actions, drawing on their knowledge of human anatomy, physiology and vital functions • recognise clients' suffering and pain and provide pain management to relieve symptoms, monitoring its effects on pain and justifying their actions by their evidence-based knowledge • comply with the client's living will • know the principles of terminal care and caring for a dying client and follow them as members of a multiprofessional team.

Making use of technology and aids in maintaining and promoting functional capacity	
Students	
Satisfactory 1	• use safely aids that maintain and promote functional capacity, examination methods and equipment, and the possibilities offered by technology as team members • assess potential factors causing errors in measurements and their results • prepare clients for examinations and assist in procedures as team members, working aseptically and safely
Satisfactory 2	
Good 3	• independently and safely use aids that maintain and promote functional capacity, examination methods and equipment, health care devices and the possibilities offered by technology • assess potential factors causing errors in measurements, take them into account in their work and take corrective action • prepare clients for examinations and assist in procedures as team members, working aseptically and safely and justifying their actions
Good 4	
Excellent 5	• independently, diversely and safely use aids that maintain and promote functional capacity, examination methods and equipment, health care devices and the possibilities offered by technology diversely • recognise potential factors causing errors in measurement results and take corrective action, justifying their actions with evidence-based knowledge • prepare clients for examinations and assist in procedures as team members, working aseptically and safely, justifying their actions diversely.

Providing pharmaceutical treatment	
Students	
Satisfactory 1	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and make use of these principles in their work • know the most common groups of medicines and the pharmaceuticals and pharmaceutical forms used to treat memory disorders, chronic diseases and mental health and substance abuse disorders • calculate dosages and unit conversions without errors • handle and dispense pharmaceuticals to the client safely and without errors • following instructions, administer pharmaceuticals through natural routes of administration, subcutaneously, with intramuscular injection and by inhalation • with their team, guide clients and their close networks following the working unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals • observe the actions and interactions of the medication in use, as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena and inform their team about them
Satisfactory 2	
Good 3	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use the most common pharmaceutical databases, understand their operating principles and make use of them in their work • know the most common groups of medicines and the pharmaceuticals and pharmaceutical forms used to treat memory disorders, chronic diseases and mental health and substance abuse disorders • calculate dosages and unit conversions without errors • handle and dispense pharmaceuticals to the client safely and without errors • following instructions, administer pharmaceuticals through natural routes of administration, subcutaneously, with intramuscular injection and by inhalation • as team members, guide clients and their close networks following the working unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals • actively observe the actions and interactions of the medication in use, as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena and inform their team about them
Good 4	
Excellent 5	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use pharmaceutical databases, understand their operating principles and make use of them actively in their work • know the most common groups of medicines and the pharmaceuticals and pharmaceutical forms used to treat

	memory disorders, chronic diseases and mental health and substance abuse disorders • calculate dosages and unit conversions without errors • handle and dispense pharmaceuticals to the client safely and without errors • following instructions, administer pharmaceuticals through natural routes of administration, subcutaneously, with intramuscular injection and by inhalation • actively guide clients and their close networks following the working unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals • actively observe the actions and interactions of the medication in use, as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena and prevent them.

Students provide information about services.

Students	
Satisfactory 1	• inform clients and their close networks about social and health services with their team • are familiar with clients' critical paths and service chains • work in multidisciplinary cooperation to ensure the continuity of a client's treatment with their team
Satisfactory 2	
Good 3	• inform clients and their close networks appropriately about social and health services • are familiar with clients' critical paths and service chains • with a client-oriented approach, work in multidisciplinary cooperation to ensure the continuity of a client's treatment
Good 4	
Excellent 5	• with a client-oriented approach, inform clients and their close networks appropriately about social and health services • are familiar with clients' critical paths and service chains • appropriately and with a client-oriented approach, work in multidisciplinary cooperation to ensure the continuity of a client's treatment.

Students maintain safety as well as their functional capacity and wellbeing at work.

Maintaining client safety	
Students	
Satisfactory 1	• as team members, work in compliance with statutes and operating principles related to wellbeing at work and occupational safety, complying with the working unit's safety plan and practices for reporting hazardous situations, and act as required by them • follow hygiene practices and the principles of aseptic working methods • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • as team members, see to the safety and accessibility of the surroundings • with their team, care for equipment and the care environment and contribute to keeping the working environment tidy and topping up the necessary materials • work following the principles of ergonomics and use different techniques for transferring clients safely, taking advantage of the client's functional capacity • recognise the effects of their activities on ensuring client safety
Satisfactory 2	
Good 3	• work in compliance with statutes and operating principles related to wellbeing at work and occupational safety, complying with the working unit's safety plan and practices for reporting hazardous situations, and act as required by them • follow hygiene practices and the principles of aseptic working methods • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • see to the safety and accessibility of the surroundings • care for equipment and the care environment and contribute to keeping the working environment tidy and topping up the necessary materials • work following the principles of ergonomics and use different techniques for transferring clients safely and appropriately, taking advantage of the client's functional capacity • recognise and assess the effects of their actions on client safety in the promotion and maintenance of different clients' functional capacity
Good 4	
Excellent 5	• work in compliance with statutes and operating principles related to wellbeing at work and occupational safety, complying with the working unit's safety plan and practices for reporting hazardous situations, and act as required by them, preventing risks • follow hygiene practices and the principles of aseptic working methods • pay attention to legislation on the prevention of communicable diseases and prevent the spread of infections • independently see to the safety and accessibility of the surroundings • responsibly see to the readiness of the care environment and the cleaning, care and topping up of instruments, assess the need for cleaning after special situations, and contribute to keeping the working environment tidy

	• work following the principles of ergonomics and use different techniques for transferring clients safely, appropriately and diversely, taking advantage of the client's functional capacity • recognise and evaluate the effects of their actions on client safety and contribute to preventing adverse events.

Maintaining wellbeing at work	
Students	
Satisfactory 1	• take responsibility for their wellbeing at work, occupational safety and work ability • recognise factors causing psychological strain in their work • recognise clients or their close network members with challenging behaviours in their work and inform their team of such persons • recognise factors causing physical strain in their work • draw up a goal-oriented exercise programme to maintain and improve their physical fitness (stamina, strength and flexibility) and follow it • follow the principles of ergonomics and take care of their and their clients' safety and functional capacity • understand the importance of ergonomics in preventing musculoskeletal problems • contribute to the wellbeing of their work community and understand that its atmosphere affects client satisfaction
Satisfactory 2	
Good 3	• take responsibility for their wellbeing at work, occupational safety and work ability and work to prevent potential harms • recognise factors causing psychological strain in their work and the impacts of such factors on their wellbeing at work • recognise clients or their close network members with challenging behaviours in their work, inform their team of such persons, and act as required in the situation • recognise factors causing physical strain in their work and the impacts of such factors on their wellbeing at work • draw up a goal-oriented exercise programme to maintain and improve their physical fitness (stamina, strength and flexibility), follow it and monitor its effects • follow the principles of ergonomics and take care of their and their clients' safety and functional capacity, paying attention to work-related accidents and injuries • understand the importance of ergonomics in preventing musculoskeletal problems • contribute to the wellbeing of their work community and understand that its atmosphere affects client satisfaction
Good 4	
Excellent 5	• actively take responsibility for their wellbeing at work, occupational safety and work ability and work to prevent potential harms • recognise factors causing psychological strain in their work and the impacts of these factors on their wellbeing at work, looking after their coping at work • recognise clients and their close network members with challenging behaviours in their work, act as required by the situation, inform their team and prevent the occurrence of challenging situations • diversely recognise factors that cause physical strain in their work and strive to prevent them • draw up a goal-oriented exercise programme to maintain and improve their physical fitness (stamina, strength and flexibility), follow it and monitor its effects, modifying it as necessary • follow the principles of ergonomics in changing situations at work, take care of their and their clients' safety and functional

	capacity, justify their actions, and pay attention to work-related accidents and injuries • understand the importance of ergonomics in preventing musculoskeletal problems • contribute to the wellbeing of their work community and understand that its atmosphere affects client satisfaction

Students assess and develop their activities.

Students	
Satisfactory 1	• assess their competence • recognise their strengths and development areas • receive and give feedback and use the feedback they receive in their activities • in changing and unclear situations, seek guidance with initiative • maintain the knowledge, skills and work ability required by their occupation
Satisfactory 2	
Good 3	• realistically assess their competence • recognise their strengths and development areas realistically • receive and give feedback and develop their activities based on it • work safely in changing and unclear situations and ask for guidance • maintain and develop the knowledge, skills and work ability required in their occupation, justifying their work-related decisions by their professional knowledge
Good 4	
Excellent 5	• assess their competence realistically and diversely • realistically and diversely recognise their strengths and development areas and are motivated to improve their activities • receive and give feedback and actively develop their activities based on it • work safely in changing and unclear situations, propose alternative solutions, and justify their decisions professionally • maintain and develop the knowledge, skills and work ability required in their occupation and justify their work-related decisions diversely by their professional knowledge.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks, where they promote and maintain clients' functional capacity while working in a health and social care environment in the tasks of a practical nurse/emergency practical nurse. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.35. Working in prehospital emergency medical care, 40 cp (106225)

Competence requirements

Students know how to

- work in compliance with the statutes, operating principles, values and ethical instructions applicable to the social and health care field
- plan their work and work in cooperation with a multiprofessional work community
- plan, implement and evaluate a client's care in a prehospital emergency medical care service and pass on information about a client's care
- interact with clients and their close networks
- use the working methods, tools and materials of prehospital emergency medical care
- maintain and promote safety as well as their work ability and wellbeing at work in prehospital emergency medical care
- assess and develop their activities
- assess their possibilities of working as welfare sector entrepreneurs.

Assessment

Students work in compliance with the statutes, operating principles, values and ethical instructions applicable to the social and health care field.

Students	
Satisfactory 1	• comply with legislation on the social and health care field, regulations, regional prehospital emergency medical care guidelines and operating principles • work in line with the values directing care, the unit's values, ethical principles and operating instructions in daily situations while providing care • comply with data protection, the Act on the Openness of Government Activities and secrecy obligation as required under the statutes • with their team, work in compliance with self-monitoring regulations, the workplace's operating principles and quality recommendations • draw on their knowledge of the prehospital emergency medical care system, provision of prehospital emergency medical care services, and the decision on prehospital emergency service level in their region and cooperation between authorities • follow the principles of sustainable development
Satisfactory 2	
Good 3	• comply with legislation on the social and health care field, regulations, regional prehospital emergency medical care guidelines and operating principles, justifying their actions • work in line with the values directing care, the unit's values, ethical principles and operating instructions in daily situations while providing care, justifying their actions • comply with data protection, the Act on the Openness of Government Activities and secrecy obligation as required under the statutes • with their team, work in compliance with self-monitoring regulations, the workplace's operating principles and quality recommendations • draw actively on their knowledge of the prehospital emergency medical care system, provision of prehospital emergency medical care services, and the decision on prehospital emergency service level in their region and cooperation between authorities, justifying their actions • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• comply with legislation on the social and health care field, regulations, regional prehospital emergency medical care guidelines and operating principles, justifying their actions diversely • work in line with the values directing care, the unit's values, ethical principles and operating instructions in changing situations while providing care, justifying their actions • comply with data protection, the Act on the Openness of Government Activities and secrecy obligation as required under the statutes • with their team, work in compliance with self-monitoring regulations, the workplace's operating principles and quality recommendations

	• draw actively on their knowledge of the prehospital emergency medical care system, provision of prehospital emergency medical care services, and the decision on prehospital emergency service level in their region and cooperation between authorities, justifying diversely the decisions they make in their work • follow the principles of sustainable development, justify their actions and propose improvements related to their work.

Students plan their work and work in cooperation with a multiprofessional work community.

Students	
Satisfactory 1	• receive an emergency care mission and assess the need for additional information • use the urgency classes and mission codes of prehospital emergency medical care in situations involving patients • communicate with the Emergency Response Centre, social and health care services and other rescue authorities using the authorities' Virve network and other technical applications • know the stages in which the Emergency Response Centre processes a report • comply with communication instructions for using the Virve network in daily prehospital emergency medical care situations • take the lead in daily situations requiring basic life support, guided by the underpinning theoretical knowledge • with their team, work in situations requiring basic life support with prehospital emergency medical care units and units participating in the client's further care, following theoretical instructions issued for activities and care • draw on their knowledge of the region's prehospital emergency medical care leadership system (including field leadership), units and personnel in situational leadership of prehospital emergency medical care • draw on their knowledge of the organisation of activities and different authorities' operating areas in disasters • comply with the workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette
Satisfactory 2	
Good 3	• receive an emergency care mission and assess the need for additional information • use adeptly the urgency classes and mission codes of emergency care in situations involving patients • communicate with the Emergency Response Centre, social and health care services and other rescue authorities using the authorities' Virve network and other technical applications • know the stages in which the Emergency Response Centre processes a report and how this affects their work • comply with communication instructions for using the Virve network in daily prehospital emergency medical care situations, justifying their actions • take the lead in daily situations requiring basic life support, justifying their actions • work in cooperation with different prehospital emergency medical care units and units participating in the client's further care in situations involving prehospital emergency medical care clients, drawing on their theoretical knowledge • draw on their knowledge of the region's prehospital emergency medical care leadership system (including field leadership), units and personnel in situational leadership of prehospital emergency medical care • draw on their knowledge of the organisation of activities and different authorities' operating areas in disasters • comply with the workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette

Good 4	
Excellent 5	• receive an emergency care mission and assess the need for additional information • use adeptly and with justifications the urgency classes and mission codes of emergency care in situations involving patients • communicate with the Emergency Response Centre, social and health care services and other rescue authorities using the authorities' Virve network and other technical applications • know the stages in which the Emergency Response Centre processes a report and act accordingly • comply with communication instructions for using the Virve network in daily prehospital emergency medical care situations and disasters, justifying their actions • take the lead in daily situations requiring basic life support in their area of responsibility, justifying their actions diversely by evidence-based knowledge • work in cooperation with different prehospital emergency medical care units and units participating in the client's further care in situations involving prehospital emergency medical care clients and justify their actions and anticipate tasks relevant to their area of responsibility in different situations • draw on their knowledge of the region's prehospital emergency medical care leadership system (including field leadership), units and personnel in situational leadership of prehospital emergency medical care • draw on their knowledge of the organisation of activities and different authorities' operating areas in disasters • comply with the workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette.

Students plan, implement and evaluate a client's care in a prehospital emergency medical care service and pass on information about a client's care.

Students	
Satisfactory 1	• systematically carry out a client's initial assessment • plan the basic and prehospital care needed by a client • with their work partner and if necessary, make a decision on requesting a care advisory following the region's instructions and alert the additional assistance needed in the situation • provide the basic and prehospital care needed by a client • monitor and evaluate a client's status and the care provided for them • record and report on any information and findings essential in terms of the client's status, the provided care and the treatment response in the paramedic report
Satisfactory 2	
Good 3	• systematically and with justifications, carry out a client's initial assessment • with justifications, plan the basic and prehospital care needed by a client • if necessary, make a decision on requesting a care advisory following the region's instructions and alerting the additional assistance needed in the situation, justifying their actions • provide the basic and prehospital care required by a client's status, taking earlier case history into account • monitor and evaluate the care provided and the client's status, justifying their actions • record and report on clearly in the paramedic report any information essential in terms of the client's status, the provided care, the treatment response, findings and deviant values, justifying their actions
Good 4	
Excellent 5	• systematically carry out a client's initial assessment, justifying their actions by their evidence-based knowledge • flexibly plan basic and prehospital care that is justified considering the client's status, taking into account changing situations and drawing on evidence-based knowledge • make justified conclusions on a client's care, requesting the required care advisory following the region's instructions, and on alerting the additional assistance needed as required by the situation, drawing on evidence-based knowledge • with justifications, provide the basic and prehospital care required by a client's status, taking earlier case history and pharmaceutical treatment into account • monitor and evaluate the provided care appropriately and with justifications as required in the situation, drawing on evidence-based knowledge • responsibly and logically record and report on in the paramedic report any information essential in terms of the client's status, the provided care, the treatment response, findings and deviant values, drawing diversely on their evidence-based knowledge.

Students interact with clients and their close networks

Students	
Satisfactory 1	• encounter clients and their close networks professionally, respectfully and equally • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs, and pay attention to the diversity of clients' sexuality • use interaction to improve a client's status when caring for them • adapt their expression to the client's communication skills, using plain language and non-verbal expression in interactive situations, and express themselves clearly and comprehensibly • to support interaction, use the possibilities provided by ICT appropriate for the situation • with their team, guide data protection and confidentiality, taking into account clients of varying ages and their close networks in different prehospital care situations and use the possibility of remote guidance • recognise a situation causing psychological strain and, with their work partner, guide clients or their close networks to psychosocial support, using the available support services • guide clients and their close networks to timely treatment and the correct treatment location, and provide clients with home care instructions in terms of their status does not require transportation
Satisfactory 2	
Good 3	• encounter clients and their close networks appreciatively, professionally, respectfully, equally and creating a feeling of safety • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs • use interaction in a goal-oriented manner to improve a client's status when caring for them • adapt their expression to the client's communication skills, using plain language flexibly and non-verbal expression in interactive situations, and express themselves comprehensibly, clearly and inspiring confidence • to support interaction, use flexibly the possibilities provided by ICT appropriate for the situation • responsibly and with justifications, guide data protection and confidentiality, taking into account clients of varying ages and their close networks in different prehospital care situations and use the possibility of remote guidance • recognise signs of a situation causing psychological strain and a crisis in the behaviour of a client's or their close networks, and guide them to psychosocial support with justifications • guide clients and their close networks to timely treatment and the correct treatment location, and provide clients with home care instructions essential in terms of the client's status if no transportation is required
Good 4	
Excellent 5	• encounter clients and their close networks with a client-oriented approach, appreciatively, professionally, respectfully, equally and creating a feeling of safety • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs

	• use interaction in a goal-oriented manner to improve a client's status when caring for them and draw on their interaction skills flexibly in different care situations • adapt their expression to the client's communication skills, using plain language flexibly and diversely, pay attention to non-verbal expression in interactive situations, and express themselves comprehensibly, constructively and inspiring confidence • to support interaction, use diversely the possibilities provided by ICT appropriate for the situation • flexibly, responsibly and justifying their actions, guide clients of varying ages and their close networks in data protection and confidentiality in different emergency care situations, using the possibility of remote guidance • recognise signs of a situation causing psychological strain and a client or their close networks in a crisis, act with justifications as required by the situation, and guide them to psychosocial support • guide clients and their close networks to timely treatment and the correct treatment location, and provide clients with home care instructions essential in terms of the client's status, ensuring client's ability to understand the instructions in situations where no transportation is required.

Students use the working methods, tools and materials of prehospital care work.

Assessing a client's status	
Students	
Satisfactory 1	• assess a client's status following a systematic model, recognising disorders in basic vital functions that require urgent treatment • produce an advanced assessment of the situation, interview a client and evaluate the need for further assistance • recognise lifelessness as well as primary and secondary signs of death • begin chest compressions immediately and continue advanced life support as indicated by their area of responsibility while life support is being provided • carry out systematic examinations indicated by the client's condition • take basic measurements, drawing on their knowledge of chronic diseases, mental health and substance abuse disorders, the human body, anatomy, physiology and functional capacity and taking into account the possibility of false readings from devices • take an ECG correctly and analyse it systematically • using an ECG, recognise the frequency and regularity of the cardiac rhythm, a normal sinus rhythm, ST elevations, extrasystoles, atrial fibrillation, and life-threatening arrhythmia, and ask for a treatment advisory and additional assistance if necessary • with their team, take point-of-care samples and handle samples appropriately • assess, measure and manage a client's pain as team members
Satisfactory 2	
Good 3	• assess a client's status following a systematic model, recognising disorders in basic vital functions that require urgent treatment • produce an advanced assessment of the situation, interview a client systematically and assess the situation, justifying the need for further assistance and their actions • recognise lifelessness as well as primary and secondary signs of death • begin chest compressions immediately and continue advanced life support as indicated by their area of responsibility while life support is being provided, justifying their actions afterwards • carry out the most essential systematic examinations indicated by the client's condition, justifying their actions • with justifications, take essential basic measurements indicated by the client's condition, drawing on their knowledge of chronic diseases, mental health and substance abuse disorders, the human body, anatomy, physiology and functional capacity and taking into account the possibility of false readings from devices • take an ECG correctly and analyse it systematically • using an ECG, recognise the frequency and regularity of the cardiac rhythm, a normal sinus rhythm, ST elevations, extrasystoles, atrial fibrillation, and life-threatening arrhythmia and ask for a treatment advisory and additional assistance if necessary • take point-of-care samples and handle samples appropriately

	• assess, measure and manage a client's pain and justify their actions
Good 4	
Excellent 5	• assess a client's status following a systematic model, recognising disorders in basic vital functions that require urgent treatment • produce an advanced status assessment with justifications, systematically and independently, interview a client, make conclusions and justify them by evidence-based knowledge, assessing the need for additional assistance • recognise lifelessness as well as primary and secondary signs of death • begin chest compressions immediately and continue advanced life support as indicated by their area of responsibility while life support is being provided, justifying their actions afterwards by their evidence-based knowledge • systematically take essential test justified by the client's condition, justifying their actions by their evidence-based knowledge • systematically and with justifications, take essential basic measurements indicated by the patient's condition, drawing on their knowledge of chronic diseases, mental health and substance abuse disorders, the human body, anatomy, physiology and functional capacity and taking into account the possibility of false readings from devices, and are able to eliminate sources of error • take an ECG correctly and interpret it systematically • using an ECG, recognise the frequency and regularity of the cardiac rhythm, a normal sinus rhythm, ST elevations, extrasystoles, atrial fibrillation, and life-threatening arrhythmia and ask for a treatment advisory and additional assistance • independently take point-of-care samples and handle samples appropriately and with justifications • assess, measure and manage a client's pain using pharmacological and non-pharmacological methods, justifying their actions.

Pharmaceutical treatment in basic life support	
Students	
Satisfactory 1	• administer emergency care pharmaceuticals using natural routes following the operating unit's instructions • monitor the actions and adverse effects of pharmaceuticals • know about some drug abuse phenomena • if necessary, seek additional information about pharmaceutical treatment in reliable sources • calculate dosages and unit conversions without errors • dose pharmaceuticals correctly and double check them • with their team, find out about pharmaceuticals used by a patient • carry out a peripheral vein cannulation and fluid administration in a vein as well as assist in intraosseous access if necessary • know about some pharmaceuticals used in basic life support, monitor their effects and adverse effects, and pass on information • work aseptically
Satisfactory 2	
Good 3	• administer emergency care pharmaceuticals using natural routes following the operating unit's instructions • monitor and draw on their knowledge of the effects and adverse effects of pharmaceuticals in their work • pay attention to drug abuse phenomena • if necessary, seek additional information about pharmaceutical treatment in reliable sources • calculate dosages and unit conversions without errors • dose pharmaceuticals correctly and double check them • find out about pharmaceuticals used by a patient and pay attention to the effects of home medication • carry out a peripheral vein cannulation and fluid administration in a vein as well as assist in intraosseous access if necessary • know about some pharmaceuticals used in basic life support, monitor their effects and adverse effects, and pass on information • work aseptically
Good 4	
Excellent 5	• administer emergency care pharmaceuticals using natural routes following the operating unit's instructions • monitor and draw on their knowledge of the effects and adverse effects of pharmaceuticals in their work, justifying their actions • justify the significance of drug abuse as a phenomenon in their work diversely • calculate dosages and unit conversions without errors • dose pharmaceuticals correctly and double check them • if necessary, seek additional information about pharmaceutical treatment in reliable sources • find out about pharmaceuticals used by a patient and pay attention to the effects of home medication on the patient's condition and the currently administered pharmaceuticals • carry out a peripheral vein cannulation and fluid administration in a vein as well as assist in intraosseous access if necessary • know about pharmaceuticals used in basic life support, monitor their effects and adverse effects, and pass on information with justifications • work aseptically.

Using and caring for instruments	
Students	
Satisfactory 1	• use prehospital emergency medical care examination methods and instruments as well as healthcare devices • use the transfer aids and supports of emergency care safely with a work partner • see to the everyday tidiness of the unit, top up instruments and check that equipment functions properly, and take care of weekly cleaning • with their team, keep the vehicle in working order and use the technical equipment of a prehospital care unit
Satisfactory 2	
Good 3	• use prehospital emergency medical care examination methods and instruments as well as healthcare devices appropriately, justifying their actions • use the transfer aids and supports of emergency care safely and appropriately, justifying their actions • see to the everyday tidiness of the unit, top up instruments and check that equipment functions properly, and take care of weekly cleaning • flexibly and as team members, keep the vehicle in working order and use the technical equipment of a prehospital care unit
Good 4	
Excellent 5	• use prehospital emergency medical care examination methods and instruments as well as healthcare devices with justifications, appropriately and safely, drawing on their evidence-based knowledge • use the transfer aids and supports of emergency care appropriately, safely and with a patient-oriented approach, justifying their actions • see to the everyday tidiness of the unit, top up instruments and check that equipment functions properly, and take care of weekly cleaning • diversely keep the vehicle in working order and use the technical equipment of a prehospital care unit.

Driving an emergency vehicle	
Students	
Satisfactory 1	• have a professional attitude towards driving in emergency missions • draw on their knowledge of the significance of emergency missions in their work and anticipate different weather and traffic conditions that affect driving • take into account the fact that other road users may find it difficult to notice an ambulance on an emergency mission • care for patients safely during transport • see to their and their partner's safety during an emergency mission • drive an emergency vehicle, at least within a closed training area
Satisfactory 2	
Good 3	• have a professional attitude towards driving in emergency missions • draw on their knowledge of the significance of emergency missions in their work and anticipate different weather and traffic conditions that affect driving • drive an ambulance proportioning it to the prevailing conditions • take into account the fact that other road users may find it difficult to notice an ambulance on an emergency mission • care for patients safely during transport • see to their and their partner's safety during an emergency mission • drive an emergency vehicle, at least within a closed training area
Good 4	
Excellent 5	• have a professional attitude towards driving in emergency missions • draw on their knowledge of the significance of emergency missions in their work and anticipate different weather and traffic conditions that affect driving • take into account the fact that other road users may find it difficult to notice an ambulance on an emergency mission • care for patients safely during transport • see to their and their partner's safety during an emergency mission • drive an ambulance, at least within a closed training area.

Students maintain and promote safety, their work ability and wellbeing at work in emergency care.

Maintaining occupational safety and wellbeing	
Students	
Satisfactory 1	• comply with instructions and regulations on wellbeing at work and occupational safety and regulations on radiation, electrical and fire safety • comply with the unit's safety plan and practices for reporting hazardous situations and act as required by them • follow instructions on hygiene and aseptic practices • recognise psychological and physical strain and risk factors in their field and their effects on coping at work, and modify their activities based on feedback they receive • look after their work ability, wellbeing at work, health and physical condition following a goal-oriented exercise plan and prevent health hazards and harms • contribute to maintaining a good work atmosphere • pay attention to the threat of violence in their work • follow instructions issued for prehospital emergency medical care when encountering a violent client • if necessary, protect themselves and others and ask for additional assistance • act as work community members in situations involving a threat of violence • recognise the effects of their activities on ensuring client safety in prehospital emergency medical care work
Satisfactory 2	
Good 3	• comply with instructions and regulations on wellbeing at work and occupational safety and regulations on radiation, electrical and fire safety, justifying their actions • comply with the unit's safety plan and practices for reporting hazardous situations and act as required by them • follow instructions on hygiene and aseptic practices • recognise psychological and physical strain and risk factors in their field and their effects on coping at work, and develop their work addressing the strain factors • look after their work ability and physical fitness, promote their wellbeing at work and health, and prevent health hazards and harms by following a goal-oriented exercise programme • contribute to maintaining a good work atmosphere and doing things together • pay attention to the threat of violence in their work and inform the team of any threatening situations they observe • follow instructions issued for prehospital emergency medical care when encountering a violent client • act as work community members in situations involving a threat of violence • if necessary, protect themselves and others and ask for additional assistance • recognise and evaluate the effects of their actions on client safety in emergency medical care work
Good 4	
Excellent 5	• comply with instructions and regulations on wellbeing at work and occupational safety and regulations on radiation, electrical and fire safety

	• comply with the unit's safety plan and practices for reporting hazardous situations and act as required by them • follow instructions on hygiene and aseptic practices • recognise key psychological and physical strain and risk factors in their field, develop their work and the work unit's practices addressing the strain factors, and recognise the impact of these factors on coping at work • look after their work ability, promote their wellbeing at work and health, maintain their physical fitness by following a goal-oriented exercise programme, and justify the significance of their actions. Prevent accidents in their work and guide others in accident prevention • contribute to maintaining and promoting a good work atmosphere and doing things together • pay attention responsibly to the threat of violence in their work and promote the prevention of threatening situations in their team • follow instructions issued for prehospital emergency medical care when encountering a violent client • act as work community members in situations involving a threat of violence • if necessary, protect themselves and others and ask for additional assistance • recognise and evaluate the effects of their actions on client safety in prehospital emergency medical care work and contribute to preventing adverse events.

Working ergonomically	
Students	
Satisfactory 1	• recognise their resources and take into account the effects of life situation, sleep, stress and health on functional capacity • recognise situations that cause physical strain in their work • work ergonomically and prevent accidents and injuries caused by the work • use the body's natural movement patterns and control their body when assisting clients with mobility and transfers • use aids safely when transferring clients
Satisfactory 2	
Good 3	• recognise their resources and take into account the effects of life situation, sleep, stress and health on functional capacity, justifying their actions • recognise factors that cause physical strain in their work and reduce them • work ergonomically and prevent accidents and injuries caused by the work • use the body's natural movement patterns appropriately and control their body when assisting clients with mobility and transfers • use aids adeptly and safely when transferring clients
Good 4	
Excellent 5	• recognise their resources and take into account the effects of life situation, sleep, stress and health on functional capacity, justifying their actions diversely • recognise factors that cause physical strain in their work and reduce them, justifying their actions • work ergonomically and prevent accidents and injuries caused by the work • actively and appropriately use the body's natural movement patterns and control their body when assisting clients with mobility and transfers • use aids safely and adeptly when transferring clients and justify their actions.

Students assess and develop their activities.

Students	
Satisfactory 1	• recognise their strengths and development areas • receive and give feedback and use the feedback they receive in their activities • in problem situations, ask for guidance with initiative • maintain the knowledge, skills and work ability required in their occupation, justifying their work-related decisions by their professional knowledge • assess their professional growth and competences • as team members, recognise some of the effects of their work on the quality of emergency care work experienced by clients
Satisfactory 2	
Good 3	• recognise their strengths and development areas realistically • receive and give feedback and actively develop their activities based on feedback they receive • work safely in changing and unclear situations and ask for guidance • maintain the knowledge, skills and work ability required in their occupation and justify their work-related decisions diversely by their professional knowledge • realistically assess their professional growth and competence • recognise some of the effects of their work on the quality of prehospital emergency medical care work experienced by clients and justify their actions
Good 4	
Excellent 5	• realistically and diversely recognise their strengths and development areas and are motivated to improve their activities • receive and give feedback and actively develop their activities based on feedback they receive • work safely in changing and unclear situations, propose alternative solutions, and justify their decisions professionally • maintain the knowledge, skills and work ability required in their occupation and justify their work-related decisions diversely by their evidence-based knowledge • realistically and diversely assess their professional growth and competence • recognise the effects of their work on the quality of prehospital emergency medical care work experienced by clients, and justify and modify their actions based on their observations

Students assess their possibilities of working as wellbeing sector entrepreneurs.

Students	
Satisfactory 1	• plan the productisation of their competence • work responsibly and understand the effect of their work on the activities of the workplace and the quality of the services in daily work with clients • work to promote the achievement of objectives • assess their possibilities of working as entrepreneurs
Satisfactory 2	
Good 3	• plan and find out about possibilities of productising their competence in their work • work responsibly and pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients • work to promote the achievement of objectives and scale their work according to the objectives • assess their possibilities of working as entrepreneurs
Good 4	
Excellent 5	• actively plan and develop their capacities to work as entrepreneurs and realistically assess the possibilities of productising their competence • work responsibly, pay attention to the effect of their work on the activities of the workplace and the quality of services in daily work with clients, and modify their actions flexibly as required by the situation • work to promote the achievement of objectives and scale their work according to the objectives • assess their possibilities of working as entrepreneurs.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they work in prehospital emergency medical care environments in a practical nurse's/emergency practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.36. Working in acute care, 35 cp (106224)

Competence requirements

Students know how to

- work in compliance with the statutes, operating principles, values and ethical principles applicable to social and health care field
- plan their work and work in cooperation with a multiprofessional work community
- plan, carry out and evaluate a client's acute care
- interact with clients and their close networks
- use the working methods, tools and materials of acute care
- provide guidance in using services
- maintain and promote safety as well as their work ability and wellbeing at work in acute care environments
- assess and develop their activities.

Assessment

Students work in compliance with the statutes, operating principles, values and ethical principles applicable to the social and health care field.

Students	
Satisfactory 1	• comply with the legislation on the social and health care field, regulations and instructions for acute care work • work in the daily situations of acute care in line with the values directing care work, the unit's values, ethical principles and operating instructions • comply with data protection, the Act on the Openness of Government Activities and secrecy obligation as required under the statutes • as team members, work in compliance with self-monitoring regulations, the workplace's operating principles and quality recommendations • follow the principles of sustainable development
Satisfactory 2	
Good 3	• comply with the legislation on the social and health care field, regulations and instructions for acute care work, justifying their actions • in different stages of the acute care process and in their occupational group's area of responsibility, work in line with the values directing care work, the unit's values, ethical principles and operating instructions in daily situations while providing care, justifying their actions • comply with data protection, the Act on the Openness of Government Activities and secrecy obligation as required under the statutes • work in compliance with self-monitoring regulations, the workplace's operating principles and quality recommendations, justifying their actions • follow the principles of sustainable development and justify their actions
Good 4	
Excellent 5	• comply with the legislation on the social and health care field, regulations and instructions for acute care work, justifying their actions diversely • work in the changing situations of acute care in line with the values directing care, the unit's values, ethical principles and operating instructions, justifying their actions diversely • comply with data protection, the Act on the Openness of Government Activities and secrecy obligation as required under the statutes • work in compliance with self-monitoring regulations, the workplace's operating principles and quality recommendations, and propose realistic improvements • follow the principles of sustainable development, justify their actions and propose improvements.

Students plan their work and work in cooperation with a multiprofessional team.

Students	
Satisfactory 1	• plan their daily tasks and schedules as indicated by clients' needs and circumstances together with their team • draw on their knowledge of caring for a client who has become ill suddenly in the planning of their work • make choices and decisions related to their work and solve problems with their team • work and communicate with a multiprofessional team in compliance with the referrals given to them and participate in clients' treatment processes as team members • comply with the workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette
Satisfactory 2	
Good 3	• plan their daily tasks and schedules as indicated by clients' needs and circumstances, understanding their work as a whole and working flexibly in daily situations • draw diversely on their knowledge of caring for a client who has become ill suddenly in the planning of their work • make choices and decisions related to their work, solve problems justifying their actions, and understand clients' treatment processes as a whole • work and communicate responsibly in a multiprofessional team in compliance with referrals given to them and as indicated by clients' treatment processes • comply with the workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette
Good 4	
Excellent 5	• plan and prioritise their daily tasks and schedules as indicated by clients' needs and situations, understanding their work as a whole and working flexibly in changing situations • apply their evidence-based knowledge of caring for a client who has become ill suddenly to the planning of their work • make choices and decisions related to their work and solve problems, justify their actions with their evidence-based knowledge, and understand clients' treatment processes as a whole • work and communicate appropriately and responsibly in a multiprofessional team in line with the referrals given to them and the care process • comply with the workplace's instructions on the employees' communication, use of social media and image marketing and observe netiquette.

Students plan, carry out and evaluate clients' acute care.

Students	
Satisfactory 1	• assess the status of a client who has become ill or injured suddenly, drawing on their knowledge of human anatomy, physiology and vital functions • plan and provide the acute care needed by clients as team members • with their team, evaluate the implementation of a client's acute care and act as required in the situation • monitor a client's status and condition and observe changes in their status • record their observations on a client's status and provision of care and report their observations to the team • use the client information systems of their work community and social and health care databases in their area of responsibility
Satisfactory 2	
Good 3	• assess the status of a client who has become ill or injured suddenly, drawing on their knowledge of human anatomy, physiology and vital functions and changes in them • plan and provide the acute care needed by clients safely and with justifications • evaluate the implementation of a client's acute care and act as required in the situation, justifying their actions • diversely monitor a client's status and condition and observe changes in their status • record adeptly their observations on a client's status and provision of care and report on their observations to the team • use adeptly the client information systems of their work community and social and health care databases in their area of responsibility
Good 4	
Excellent 5	• assess systematically the status of a client who has become ill or injured suddenly, drawing on their knowledge of human anatomy, physiology and vital functions and changes in them • plan and provide the acute care needed by clients, drawing on their evidence-based knowledge • evaluate the implementation of a client's acute care and act appropriately as required in the situation, justifying their actions by their evidence-based knowledge • with anticipation, monitor changes in a client's status and condition, drawing on their evidence-based knowledge • adeptly and with justifications, record their observations on a client's status and provision of care and report on their observations to the team • adeptly and diversely use the client information systems of their work community and social and health care databases in their area of responsibility.

Students interact with clients and their close networks.

Professional interaction	
Students	
Satisfactory 1	• encounter clients and their close networks appreciatively, professionally, respectfully and equally • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs • use interaction to improve a client's status when caring for them • use communication methods and tools that support and compensate for speech and plain language • to support interaction, assessment of care needs, guidance and remote guidance, use possibilities offered by ICT appropriate for the situation • support a client in a crisis and their close networks with a multiprofessional team • take into account in their work to the various forms in which clients express their sexuality
Satisfactory 2	
Good 3	• encounter clients and their close networks individually, genuinely, professionally, with understanding and creating a feeling of safety • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs • use interaction in a goal-oriented manner to improve a client's status when caring for them • use communication methods and tools that support and compensate for speech and plain language • to support interaction, assessment of care needs, guidance and remote guidance, use possibilities offered by ICT flexibly and as appropriate for the situation • work with a client in a crisis and their close network, guiding them in accessing psychosocial support with justifications • take into account diversity in the way clients express their sexuality
Good 4	
Excellent 5	• encounter clients and their close networks individually, with empathy, respectfully, professionally and creating a feeling of safety • respect people of varying ages and those who communicate differently or have different cultural backgrounds and beliefs • use interaction in a goal-oriented manner to improve a client's status and draw on their interaction skills flexibly in different care situations • use fluently communication methods and tools that support and compensate for speech and plain language • to support interaction, assessment of care needs, guidance and remote guidance, use possibilities offered by ICT appropriate for the situation flexibly and diversely • work with a client in a crisis, their close network and others involved in the events, guiding them in accessing psychosocial support with justifications • take into account the diversity of clients' sexual orientation.

Using language skills in client service/ Field-specific language proficiency of Finnish speakers

Students	
Satisfactory 1	serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and manage the services situation flexibly in the second national language and in one foreign language.

Using language skills in client service/ Field-specific language proficiency of Swedish speakers

Students	
Satisfactory 1	serve customers in Swedish and Finnish and manage the service situation tolerably well in one foreign language
Satisfactory 2	
Good 3	serve customers in Swedish and Finnish and manage the service situation in one foreign language
Good 4	
Excellent 5	serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Using language skills in client service/ Field-specific language proficiency of speakers of other languages

Students	
Satisfactory 1	manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	manage the service situation in Finnish and Swedish and in one foreign language
Good 4	
Excellent 5	serve customers in Finnish and Swedish and manage the service situation flexibly in one foreign language.

Using language skills in client service/Field-specific language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	manage the service situation in Finnish or Swedish in addition to the language of instruction and are able to help clients forward in one other language in the service situation
Satisfactory 2	
Good 3	manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	serve customers in Finnish or Swedish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students use the working methods, tools and materials of acute care.

Assessing care needs and carrying out tests and procedures in the acute care environment	
Students	
Satisfactory 1	• assess and recognise the status and urgency of care of a client who has become ill or injured suddenly, using different testing methods and instruments and health care equipment, and draw on their knowledge of human body, anatomy, physiology, basic care and functional capacity, mechanisms of injury, memory disorder and chronic diseases as well as mental health and substance abuse disorders in their work • recognise lifelessness and start life-saving actions • observe changes in a client's condition and status, recognise signs that indicate weakening as team members, and use different testing methods and instruments as well as health care equipment • assess potential factors causing errors in measurements and their results • prepare clients and assist in examinations and procedures with their team, working aseptically and safely • observe and guide clients during and after a examination or procedure and, with their team, look after the patient during the care process • with their team, take point-of-care samples and laboratory tests, take microbiological samples, and handle samples appropriately in these connections • guide clients in sampling and, with their team, interpret test results in their area of responsibility • with their team, guide clients and their close networks in the different care process stages and give patients instructions for further treatment and home care
Satisfactory 2	
Good 3	• systematically assess and recognise the status and urgency of care of a client who has become ill or injured suddenly, using different testing methods and instruments and health care equipment, and draw on their knowledge of human body, anatomy, physiology, basic care and functional capacity, mechanisms of injury, memory disorder and chronic diseases as well as mental health and substance abuse disorders in their work • recognise lifelessness and start life-saving actions • observe diversely changes in a client's condition and status, recognise signs that indicate weakening as team members, and use different testing methods and instruments as well as health care equipment safely • assess potential factors causing errors in measurements, take them into account in their work and take corrective action • prepare clients and assist in examinations and procedures as team members, working aseptically and safely • observe and guide clients during and after a examination and procedure, pay attention to the special requirements associated with a certain procedure carried out and, as indicated by their area of responsibility, look after the patient during the care process • take point-of-care samples and laboratory tests, take microbiological samples, and handle samples appropriately in these connections

	• guide clients in sampling and interpret basic test results as team members in their area of responsibility • guide clients and their close networks in the different care process stages and give patients instructions for further treatment and home care
Good 4	
Excellent 5	• systematically assess and recognise the status and urgency of care of a client who has become ill or injured suddenly, using different testing methods and instruments and health care equipment, and draw diversely on their knowledge of human body, anatomy, physiology, basic care and functional capacity, mechanisms of injury, memory disorder and chronic diseases as well as mental health and substance abuse disorders in their work • recognise lifelessness and start life-saving actions • observe diversely changes in a client's condition and status, recognise signs that indicate weakening, and use different testing methods and instruments as well as health care equipment safely and appropriately • assess potential factors causing errors in measurements, take them into account in their work and take corrective action, justifying their actions with their evidence-based knowledge • prepare clients and assist independently in examinations and procedures, working aseptically and safely • observe and guide clients during and after a examination or procedure, identify their individual needs, pay attention to the special requirements associated with a certain procedure carried out and, as indicated by their area of responsibility, look after the patient during the care process independently and comprehensively • independently take point-of-care samples and laboratory tests, take microbiological samples, and handle samples appropriately in these connections • guide clients in sampling and interpret test results diversely in their area of responsibility • guide and motivate clients and their close networks adeptly in the different care process stages and independently and comprehensively give patients instructions for further treatment and home care.

Providing basic care in acute care work	
Students	
Satisfactory 1	• observe clients' basic care needs in an acute care environment • together with clients, plan and provide the basic care they need in an acute care environment following a care plan • evaluate the implementation of clients' acute care and their work in an acute care environment • follow the principles of aseptic work • recognise clients' suffering and pain and provide pain management to relieve symptoms • comply with a person's living will • know the principles of caring for a dying client and follow them with a multiprofessional team
Satisfactory 2	
Good 3	• actively observe clients' basic care needs in an acute care environment • together with clients, diversely plan and provide the basic care they need in an acute care environment following a care plan • evaluate realistically the implementation of clients' acute care and their work in an acute care environment • follow the principles of aseptic work • recognise clients' suffering and pain and provide pain management to relieve symptoms, drawing on their knowledge of pharmacological and non-pharmacological pain management methods • comply with a person's living will • know the principles of caring for a dying client and follow them as multiprofessional team members
Good 4	
Excellent 5	• actively and diversely observe clients' basic care needs in an acute care environment • together with clients, diversely plan and provide the basic care clients need in an acute care environment following a care plan, justifying their actions by their evidence-based knowledge • evaluate realistically and appropriately the implementation of clients' basic care and their work in an acute care environment • follow the principles of aseptic work • recognise clients' suffering and pain and provide pain management to relieve symptoms, drawing on their evidence-based knowledge of pharmacological and non-pharmacological pain management methods • comply with a person's living will • know the principles of caring for a dying client and follow them as multiprofessional team members, justifying their actions.

Providing pharmaceutical treatment in acute care work	
Students	
Satisfactory 1	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • are familiar with the operating principles of the most common pharmaceutical databases and draw on these principles in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors and submit an adverse event notification if necessary • calculate dosages and unit conversions without errors • administer pharmaceuticals through natural routes of administration, subcutaneously and with intramuscular injection and by inhalation, carry out vein cannulation and, if necessary, assist in I.O. access and carry out fluid infusion following the work unit's instructions • guide clients and their close networks following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals and the pharmaceutical treatments used in the most common acute situations • know and monitor the actions and interactions of the most common pharmaceuticals used in acute situations as well as polypharmacy, recognise some of the most common adverse and side effects, and pay attention to possible drug abuse phenomena and inform their teams about such phenomena
Satisfactory 2	
Good 3	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use the most common pharmaceutical databases, understand their operating principles and draw on these principles in their work • handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors and submit an adverse event notification if necessary • calculate dosages and unit conversions without errors • administer pharmaceuticals through natural routes of administration, subcutaneously and with intramuscular injection and by inhalation, carry out vein cannulation and, if necessary, assist in I.O. access and carry out fluid infusion following the work unit's instructions • actively guide clients and their close networks following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals and the pharmaceutical treatments used in the most common acute situations • know and monitor the actions and interactions of the most common pharmaceuticals used in acute situations as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena and prevent them
Good 4	
Excellent 5	• work safely and as indicated by their area of responsibility, following the unit's and clients' pharmaceutical treatment plans • use pharmaceutical databases, understand their operating principles and draw on these principles actively in their work

	• handle, dispense and administer pharmaceuticals to the client aseptically, safely and without errors and submit an adverse event notification if necessary • calculate dosages and unit conversions without errors • administer pharmaceuticals through natural routes of administration, subcutaneously and with intramuscular injection and by inhalation, carry out vein cannulation and, if necessary, assist in I.O. access and carry out fluid infusion following the work unit's instructions • actively and flexibly guide clients and their families and friends following the work unit's instructions in interpreting an electronic prescription and its period of validity as well as using, storing and disposing of pharmaceuticals and the pharmaceutical treatments used in the most common acute situations • know and actively monitor the actions and interactions of the most common pharmaceuticals used in acute situations as well as polypharmacy, recognise the most common adverse and side effects, pay attention to possible drug abuse phenomena, inform their teams about such phenomena and prevent them.

Patient immobilisation in acute care	
Students	
Satisfactory 1	• with their team, assess clients' needs for immobilisation, drawing on their knowledge of the causal mechanisms of bone fractures and tendon injuries in clients of varying ages and fracture types • with their team, prepare clients for immobilisation, taking into account the risks of applying a plaster cast • prepare the treatment facility and set out the instruments and equipment required to treat a fracture as well as the necessary splint materials • splint fractures not requiring repositioning in upper and lower extremities based on an immobilisation referral and radiological findings with their team • splint fractures in the manner they require, using splints that have correct anatomical dimensions and angles, drawing on their knowledge of immobilising injuries in fingers, palms, wrists, forearms, elbows and upper arms, feet, ankles, lower legs, knees and thighs among other things • assist in the repositioning of the most common injuries in upper and lower extremities • check the functioning of the splinted extremity with their team • monitor skin condition, notice treatment-related skin problems, and work aseptically in wound care with their team • observe clients' condition and manage clients' pain together with a team • work aseptically, ergonomically and paying attention to client safety and radiation safety • use plaster saws and scissors safely and correctly for removing casts • together with their team, assess fracture patients' needs for aids and adjust a ready-made orthosis to fit, drawing on their knowledge of anatomy and physiology and guide clients in aid and orthosis use • together with their team, give further treatment and home care instructions to clients and their close networks as indicated by the treatment given to each client • care for the working facilities and treatment equipment and top up materials with a team and in line with sustainable development
Satisfactory 2	
Good 3	• with a client-oriented approach, assess clients' needs for immobilisation as team members, drawing on their knowledge of the causal mechanisms of bone fractures and tendon injuries in clients of varying ages and fracture types • prepare clients for immobilisation, taking into account the risks of applying a plaster cast • carefully prepare the treatment facility and set out the instruments and equipment required to treat a fracture as well as the necessary splint materials, drawing on their knowledge of different materials • splint fractures not requiring repositioning in upper and lower extremities based on an immobilisation referral and radiological findings with their team • splint fractures in the manner they require, with a client-oriented approach, using splints that have correct anatomical dimensions and angles, drawing on their knowledge of immobilising injuries in fingers, palms, wrists, forearms, elbows

	and upper arms, feet, ankles, lower legs, knees and thighs among other things • assist in the repositioning of the most common injuries in upper and lower extremities • check the functioning of the splinted extremity as team members • observe clients' condition and manage clients' pain • diversely monitor skin condition, notice treatment-related skin problems and work aseptically in wound care • work aseptically, ergonomically and paying attention to client safety and radiation safety • use plaster saws and scissors safely and correctly for removing casts • as team members, assess fracture patients' needs for aids and adjust a ready-made orthosis to fit, drawing on their knowledge of anatomy and physiology and guide clients in aid and orthosis use, paying attention to the clients' functional capacity • with justifications, give further treatment and home care instructions to clients and their close networks as indicated by the treatment given to each client • care for the working facilities and treatment equipment and top up materials in line with sustainable development
Good 4	
Excellent 5	• with a client-oriented approach, assess clients' needs for immobilisation, drawing diversely on their knowledge of the causal mechanisms of bone fractures and tendon injuries in clients of varying ages and fracture types • independently prepare clients for immobilisation, taking into account the risks of applying a plaster cast and justifying their actions • carefully prepare the treatment facility and set out the instruments and equipment required to treat a fracture as well as the necessary splint materials with a client-oriented approach, drawing on their knowledge of different materials • splint fractures not requiring repositioning in upper and lower extremities based on an immobilisation referral and radiological findings • splint fractures in the manner they require, with a client-oriented approach, using splints that have correct anatomical dimensions and angles, drawing on their knowledge of immobilising injuries in fingers, palms, wrists, forearms, elbows and upper arms, feet, ankles, lower legs, knees and thighs among other things • assist in the repositioning of the most common injuries in upper and lower extremities • check the functioning of the splinted extremity in multiprofessional cooperation • diversely monitor skin condition, notice treatment-related skin problems and work aseptically in wound care, justifying their actions by their professional knowledge • observe clients' condition and manage clients' pain using pharmacological and non-pharmacological methods • work aseptically and ergonomically, paying attention to client safety and radiation safety, justifying their actions • use plaster saws and scissors safely and correctly for removing casts • assess fracture patients' needs for aids and adjust a ready-made orthosis to fit, drawing on their knowledge of anatomy and physiology, and guide clients in aid and orthosis use, paying

	attention to the clients' functional capacity and justifying their decisions with their professional knowledge • with a client-oriented approach and justifications, give further treatment and home care instructions to clients and their close networks • care for the working facilities and treatment equipment and top up materials in line with sustainable development.

Students guide clients in using services.

Students	
Satisfactory 1	• are familiar with clients' critical paths and service chains • inform clients and their close networks about social and health services • guide clients in using electronic services • work in multidisciplinary cooperation to ensure the continuity of a client's treatment
Satisfactory 2	
Good 3	• are familiar with clients' critical paths and service chains • inform clients and their close networks appropriately about social and health services • adeptly guide clients in using electronic services • work in multidisciplinary cooperation appropriately to ensure the continuity of a client's treatment
Good 4	
Excellent 5	• are familiar with clients' critical paths and service chains • inform clients and their close networks about social and health services appropriately and with a client-oriented approach • adeptly and diversely guide clients in using electronic services • appropriately and with a client-oriented approach, work in multidisciplinary cooperation to ensure the continuity of a client's treatment.

Students maintain and promote safety as well as their work ability and wellbeing at work in acute care environments.

Maintaining wellbeing at work and occupational safety	
Students	
Satisfactory 1	• comply with instructions and regulations on wellbeing at work and occupational safety and regulations on radiation, electrical and fire safety • comply with the work unit's safety plan and practices for reporting hazardous situations and act as required by them • recognise psychological and physical strain and risk factors in their work and modify their activities based on feedback they receive • recognise clients or their close ones with challenging behaviour in their work and inform their team of such persons • check that the equipment is in appropriate operating condition, use the equipment safely, maintain for the equipment and care environment as team members, and contribute to keeping the working environment tidy and topping up the necessary materials • take responsibility for their wellbeing at work, occupational safety and work ability • contribute to the wellbeing of their work community
Satisfactory 2	
Good 3	• comply with instructions and regulations on wellbeing at work and occupational safety and regulations on radiation, electrical and fire safety • comply with the work unit's safety plan and practices for reporting hazardous situations and act as required by them • recognise psychological and physical strain and risk factors in their work, modify their activities based on feedback they receive and develop their working methods • recognise clients or their close ones with challenging behaviour in their work, inform their team of such persons, and act as required in the situation • check that the equipment is in appropriate operating condition, use the equipment safely, maintain for the equipment and care environment, and contribute to keeping the working environment tidy and topping up the necessary materials • take responsibility for their own wellbeing, safety at work and work ability and prevent potential harms • contribute to the wellbeing of their work community and understand that its atmosphere affects client satisfaction
Good 4	
Excellent 5	• comply with instructions and regulations on wellbeing at work and occupational safety and regulations on radiation, electrical and fire safety • comply with the work unit's safety plan and practices for reporting hazardous situations and act as required by them, preventing risks • recognise psychological and physical strain and risk factors in their work, modify their activities based on feedback they receive and develop their work and working methods, justifying their actions

	• recognise clients or their close ones with challenging behaviour in their work, act as required by the situation and prevent the occurrence of challenging situations • check that the equipment is in appropriate operating condition, use the equipment safely, responsibly ensure that the care environment is ready to use and that the instruments are cleaned and maintained, and assess cleaning needs after special situations • actively take responsibility for their wellbeing at work, occupational safety and work ability and prevent potential harms • contribute to the wellbeing of their work community and client satisfaction.

Addressing client safety	
Students	
Satisfactory 1	• take into account client safety when working • see to client safety in compliance with regulations on radiation, electrical and fire safety • follow the principles of aseptic and ergonomic working methods • recognise and draw on clients' resources and natural movement patterns when transferring clients • use transfer aids safely
Satisfactory 2	
Good 3	• pay attention to client safety in their work and justify their actions • see to client safety in compliance with regulations on radiation, electrical and fire safety • follow the principles of aseptic and ergonomic working methods • recognise and activate clients' resources when transferring them and use natural movement patterns • use transfer aids safely and adeptly
Good 4	
Excellent 5	• extensively pay attention to client safety in their work, justifying their actions, and propose realistic improvements • see to client safety in compliance with regulations on radiation, electrical and fire safety • follow the principles of aseptic and ergonomic working methods • recognise and activate clients' resources diversely when transferring them and use natural movement patterns • use transfer aids safely and adeptly, justifying their actions.

Students assess and develop their activities.

Students	
Satisfactory 1	• recognise their strengths and development areas • receive and give feedback and use the feedback they receive in their activities • in problem situations, ask for guidance with initiative • maintain the knowledge, skills and work ability required in their occupation, justifying their work-related decisions by their professional knowledge • evaluate their professional growth and competences • as team members, recognise the effects of their work on the quality of acute care work experienced by clients
Satisfactory 2	
Good 3	• recognise their strengths and development areas realistically • receive and give feedback and develop their activities based on it • work safely in changing and unclear situations and ask for guidance • maintain the knowledge, skills and work ability required in their occupation and justify their work-related decisions diversely by their professional knowledge • realistically assess their professional growth and competence • recognise the effects of their work on the quality of acute care work experienced by clients
Good 4	
Excellent 5	• realistically and diversely recognise their strengths and development areas and are motivated to develop their activities • receive and give feedback and actively develop their activities based on it • work safely in changing and unclear situations, propose alternative solutions, and justify their decisions professionally • maintain the knowledge, skills and work ability required in their occupation and justify their work-related decisions diversely by their evidence-based knowledge • realistically and diversely assess their professional growth and competence • recognise the effects of their work on the quality of acute care work experienced by clients and modify their actions based on their observations.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they work in acute care environments in a practical nurse's or emergency practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.37. Working in multi-casualty situations and disasters, 15 cp (106242)

Competence requirements

Students know how to

- cooperate with authorities in a multiprofessional team
- work in multi-casualty situations and a disaster response organisation
- use the working methods and equipment needed in multi-casualty situations and disasters
- use their interaction and guidance skills
- maintain and promote safety as well as their work ability and wellbeing at work
- assess and develop their work.

Assessment

Students cooperate with authorities in a multiprofessional team.

Students	
Satisfactory 1	• work as team members in cooperation with the Emergency Response Centre and are familiar with the legislation that governs its operation, the way in which the Emergency Response Centre carries out risk assessments, the stages of dealing with an emergency call and unit monitoring • as team members, draw on their knowledge of the prehospital emergency medical care system and leadership system in their region • work as team members in prehospital emergency medical care tasks in cooperation with rescue services, drawing on their knowledge of the rescue services' organisation and leadership system • work as team members in prehospital emergency medical care situations led by the police, and know the duties of the police and their own tasks in these situations • draw on their knowledge of tactical prehospital emergency care provided by the police in their work • as team members, draw on their knowledge of social services, duties of the Border Guard and the operating principles, rights and responsibilities of a voluntary rescue service
Satisfactory 2	
Good 3	• work in cooperation with the Emergency Response Centre and are familiar with the legislation that governs its operation, the way in which the Emergency Response Centre carries out risk assessments, the stages of dealing with an emergency call and unit monitoring • draw in their work on their knowledge of the prehospital emergency medical care system and leadership system in their region • work in prehospital emergency medical care tasks in cooperation with rescue services, drawing on their knowledge of the rescue services' organisation and leadership system • work in prehospital emergency care situations led by the police, and know the duties of the police and their own tasks in these situations • draw on their knowledge of tactical prehospital emergency care provided by the police in their work and of how it is used in prehospital emergency care situations • draw in their work on their knowledge of social services, duties of the Border Guard and the operating principles, rights and responsibilities of a voluntary rescue service
Good 4	
Excellent 5	• work flexibly in cooperation with the Emergency Response Centre and are familiar with the legislation that governs its operation, the way in which the Emergency Response Centre carries out risk assessments, the stages of dealing with an emergency call and unit monitoring • draw in their work diversely on their knowledge of the prehospital emergency medical care system and leadership system in their region

	• work flexibly in prehospital emergency medical care tasks in cooperation with rescue services, drawing on their knowledge of the rescue services' organisation and leadership system • work flexibly in prehospital emergency care situations led by the police, and know the duties of the police and their own tasks in these situations • draw diversely on their knowledge of tactical prehospital emergency care provided by the police in their work and of how it is used in prehospital emergency care situations • draw diversely in their work on their knowledge of social services, duties of the Border Guard and the operating principles, rights and responsibilities of a voluntary rescue service.

Students work in multi-casualty situations and a disaster response organisation.

Students	
Satisfactory 1	• work in multi-casualty and disaster response tasks within their area of responsibility and as ordered, knowing different authorities' areas of responsibility • work in cooperation with the authorities during incidents in normal conditions following the region's plans and, in emergency conditions, draw on their knowledge of the operation of the Ministry of Social Affairs and Health's preparedness unit • work in disaster response, drawing on their knowledge of the line of command and responsibilities for information activities in a disaster • in the early stages of a mission, work as situational leaders of prehospital emergency medical care or the classification, care or transport sector in a multi-casualty situation or disaster
Satisfactory 2	
Good 3	• work flexibly in multi-casualty and disaster response tasks within their area of responsibility and as ordered, knowing different authorities' areas of responsibility and justifying their actions • work as required by the situation in cooperation with the authorities during incidents in normal conditions following the region's plans and, in emergency conditions, draw on their knowledge of the operation of the Ministry of Social Affairs and Health's preparedness unit • work in disaster response, drawing on their knowledge of the line of command and responsibilities for information activities in a disaster as appropriate in the situation • in the early stages of a mission, work as situational leaders of prehospital emergency medical care or the classification, care or transport sector in a multi-casualty situation or disaster
Good 4	
Excellent 5	• work flexibly and as required by the situation in multi-casualty and disaster response tasks within their area of responsibility and as ordered, knowing different authorities' areas of responsibility, justifying their actions and paying attention to the response process as a whole in their work • work flexibly and as required by the situation in cooperation with the authorities during incidents in normal conditions following the region's plans and, in emergency conditions, draw on their knowledge of the operation of the Ministry of Social Affairs and Health's preparedness unit • work in disaster response, drawing adeptly on their knowledge of the line of command and responsibilities for information activities in a disaster as appropriate in the situation • in the early stages of a mission, work as the situational leader of prehospital emergency medical care or the classification, care or transport sector in a multi-casualty situation or disaster.

Students use the working methods and equipment needed in multi-casualty situations and disasters.

Students	
Satisfactory 1	• use the authorities' Virve network following work unit's instructions in situations requiring cooperation with the authorities, and observe data protection when communicating • use Virve call groups and folders following instructions in disasters • produce a situational assessment related to a multi-casualty situation or a disaster and act as required by the situation • use disaster classification cards with their team following instructions • implement the tests and treatments essential for a client's status • use client information systems and ICT, taking information security and secrecy obligation provisions into account • give prior notification of patients transported by the unit to the receiving care institution • safely transport clients to the correct care institution and return immediately to the scene of the accident following instructions
Satisfactory 2	
Good 3	• use the authorities' Virve network appropriately in situations requiring cooperation with the authorities, and observe data protection when communicating • use Virve call groups and folders adeptly following instructions in disasters • produce a situational assessment related to a multi-casualty situation or a disaster and work actively as required by the situation • use disaster classification cards following instructions • implement tests and treatments essential for a client's status, justifying their actions • use client information systems and ICT, taking information security and secrecy obligation provisions into account • give consistent prior notification of clients transported by the unit to the receiving care institution • safely transport clients to the correct care institution and return immediately to the scene of the accident following instructions
Good 4	
Excellent 5	• work in cooperation with the Emergency Response Centre, use the authorities' Virve network professionally and appropriately in situations requiring cooperation with the authorities, and observe data protection when communicating • use Virve call groups and folders adeptly following instructions in disasters, justifying their actions • produce a situational assessment related to a multi-casualty situation or a disaster and act as required by the situation, justifying their actions • use disaster classification cards following instructions, justifying their actions • implement the tests and treatments essential for a client's status, justifying their decisions diversely • use client information systems and ICT, taking information security and secrecy obligation provisions into account • give consistent and justified prior notification of clients transported by the unit to the receiving care institution

- safely transport clients to the correct care institution and return immediately to the scene of the accident following instructions.

Students use their interaction and guidance skills.

Students	
Satisfactory 1	• behave professionally in interactive situations • master communication with the authorities in emergency conditions • provide guidance to act in multi-casualty situations and disasters • use plain language and communication methods that support and compensate for speech with their team • recognise symptoms of shock and take them into account in their communication • guide clients, their close networks and others involved in the incident to critical incident stress debriefing
Satisfactory 2	
Good 3	• behave professionally in interactive situations • master communication with the authorities in emergency conditions, justifying their actions • provide guidance to act in multi-casualty situations and disasters • adapt their communication to clients' status and needs, using plain language and communication methods that support and compensate for speech • recognise symptoms of shock and adapt their communication to be suitable for a person in a crisis • guide clients, their close networks and others involved in the incident to timely critical incident stress debriefing
Good 4	
Excellent 5	• behave professionally in interactive situations • master communication with the authorities in emergency conditions, justifying their actions diversely • provide guidance to act in multi-casualty situations and disasters • adapt their communication to clients' status and needs, using plain language and communication methods that support and compensate for speech with a client-oriented approach • recognise the symptoms of shock and adapt their communication to be suitable for a person in a crisis, taking into account the ability to understand of a person in crisis • appropriately and flexibly guide clients, their close networks and others involved in the incident to critical incident stress debriefing.

Students maintain and promote safety as well as their work ability and wellbeing at work.

Students	
Satisfactory 1	• follow the unit's safety plan and practices for reporting hazardous situations and act as required by them • comply with instructions and regulations concerning wellbeing at work and occupational safety and with electrical, radiation and fire safety regulations • wear appropriate work clothing and the required protective equipment and are aware of the risks related to the work unit's activities • recognise physical and psychological strain and risk factors associated with their work and prevent them • look after their work ability, wellbeing at work and health • recognise the effects of their activities on ensuring their own and patient safety • take part in debriefing and seek support in the aftermath of crises
Satisfactory 2	
Good 3	• follow the unit's safety plan and practices for reporting hazardous situations and act as required by them • comply with instructions and regulations concerning wellbeing at work and occupational safety and with electrical, radiation and fire safety regulations • wear appropriate work clothing and the required protective equipment and prevent the health hazards and harms caused by the work • recognise physical and psychological strain and risk factors associated with their work, prevent them and propose improvements aiming for their prevention • look after their work ability and promote their occupational wellbeing and health diversely • recognise and evaluate the effects of their actions on their own and client safety • take part in debriefing and seek support in the aftermath of crises with initiative
Good 4	
Excellent 5	• follow the unit's safety plan and practices for reporting hazardous situations and act as required by them • comply with instructions and regulations concerning wellbeing at work and occupational safety and with electrical, radiation and fire safety regulations • wear appropriate work clothing and the required protective equipment and prevent the health hazards and harms caused by the work, justifying their actions • recognise physical and psychological strain factors associated with their work, prevent them and propose justified improvements aiming for their prevention • look after their work ability and promote their occupational wellbeing and health diversely, with justifications • recognise and evaluate the effects of their actions on their own and client safety and prevent adverse events • take part in debriefing and seek support in the aftermath of crises actively and with initiative.

Students assess and develop their work.

Students	
Satisfactory 1	• assess their learning and competence and request guidance if necessary • receive feedback and develop their activities based on feedback received by them • seek professional knowledge and draw on it in their tasks • as team members, recognise some of the effects of their work on the quality of cooperation with the authorities
Satisfactory 2	
Good 3	• assess their learning and competence and set themselves development objectives • receive and give feedback appropriately and develop their activities based on feedback they receive • seek professional knowledge and draw on it diversely in their tasks • recognise some of the effects of their work on the quality of cooperation with the authorities
Good 4	
Excellent 5	• assess their learning as well as strengths and development needs and set themselves realistic development objectives • receive and give feedback constructively and develop their emergency care competence, justifying their actions • actively seek professional knowledge, draw on it diversely in their tasks, and apply their prior learning to changing situations at work • recognise some of the effects of their work on the quality of cooperation with authorities and modify their actions based on their observations.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks where they work in multi-casualty situations and disasters, performing a practical nurse's/emergency practical nurse's tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis. Competence related to disasters may also be demonstrated in a simulation designed in cooperation with workplace experts.

2.38. Communication and interaction competence, 11 cp (106727)

Communication and interaction in mother tongue is completed and instructed in Finnish, Swedish or Sámi as the mother tongue, depending on the education provider's language of instruction and the qualification language. According to the student's choice, Communication and interaction in mother tongue may also be completed and instruction in it may be provided using Finnish or Swedish, Roma language or sign language that is the student's second language, or the student's other mother tongue, if this possibility is offered by the education provider.

Communication and interaction in mother tongue, Finnish

Compulsory learning outcomes, 4 cp

Acting in different interactive situations

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using the concepts of the field
- understands the importance of language and interaction in working life and society

Using texts obtained from different sources and assessing the reliability of the text

The student

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear, read and see
- observes copyrights and cites the sources they use

Producing different texts

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- masters some practices of written language
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 cp

Knowledge of the forms and meanings of language and literature

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

Interpreting and producing different texts

The student

- familiarises themselves with different text types and analyses their expressions
- produces and interpret texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edits the texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation and illustrate their presentation

- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	• acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	• acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
Excellent 5	• acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Communication and interaction in mother tongue, Swedish

Compulsory learning outcomes, 4 cp

Acting in different interactive situations

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group

- presents phenomena or matters related to their vocational field using the concepts of the field
- understands the importance of language and interaction in working life and society

Using texts obtained from different sources and assessing the reliability of the text

The student

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear, read and see
- observes copyrights and cites the sources they use

Producing different texts

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- masters some practices of written language
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 cp

Knowledge of the forms and meanings of language and literature

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

Interpreting and producing different texts

The student

- familiarises themselves with different text types and analyses their expressions
- produces and interpret texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edits the texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation and illustrate their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	• acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	• acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
Excellent 5	• acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Communication and interaction in mother tongue, Sámi

Compulsory learning outcomes, 4 cp

Acting in different interactive situations in Sámi

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using the concepts of the field
- understands the importance of language and interaction in working life and society

Using texts obtained from different sources and assessing the reliability of the text

The student

- knows texts and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear, read and see
- observes copyrights and cites the sources they use

Producing different texts in Sámi

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts related to their field and the world of work
- knows some practices of written language
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 cp

Knowledge of the forms and meanings of language and literature

The Student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

Interpreting and producing different texts in Sámi

The Student

- familiarises themselves with different text types and analyses their expressions
- produces and interprets texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edits the texts they have produced

Developing public speaking, performance and teamwork skills

The Student

- gives both a spontaneous and a prepared presentation and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	• acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	• acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
Excellent 5	• acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Communication and interaction in mother tongue, the Roma language

Compulsory learning outcomes, 4 cp

Acting in different interactive situations in the Roma language

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using the concepts of the field
- understands the importance of language and interaction in working life and society

Using texts obtained from different sources and assessing the reliability of the text

The student

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear, read and see
- observes copyrights and cites the sources they use

Producing different texts in the Roma language

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- masters some practices of written language
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 cp

Knowledge of the forms and meanings of language and literature

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

Interpreting and producing different texts in the Roma language

The student

- familiarises themselves with different text types and analyse their expressions
- produces and interprets texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edits the texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	• acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	• acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
Excellent 5	• acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Communication and interaction in mother tongue, sign language

Compulsory learning outcomes, 4 cp

Acting in different interactive situations using sign language

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using the concepts of the field
- understands the importance of language and interaction in working life and society

Using signed texts obtained from different sources and assessing the reliability of the text

The student

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different signed texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what is presented to them and what they see
- observes copyrights and cites the sources they use

Producing different signed texts

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- produces texts consistent with the structure of sign language
- use appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 cp

Knowledge of the forms and meanings of Finnish sign language and literature in signed language

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature in sign language
- watches and analyses texts in sign language

Interpreting and producing different signed texts

The student

- familiarises themselves with different text types and analyses their expressions
- produces and interprets signed texts alone and together with others
- gives and receives constructive feedback on produced signed text
- on the basis of feedback, edits the signed texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	• acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	• acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
Excellent 5	• acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Communication and interaction in mother tongue, Finnish for sign language users

Compulsory learning outcomes, 4 cp

Acting in different interactive situations in Finnish, using interpretation if necessary

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using the concepts of the field

- understands the importance of language and interaction in working life and society

Using texts obtained from different sources and assessing the reliability of the text

The student

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear or what is interpreted to them and what they read and see
- observes copyrights and cites the sources they use

Producing different texts in Finnish, using interpretation if necessary

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- mainly uses the basic language structures
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 cp

Knowledge of the forms and meanings of language and literature

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

Interpreting and producing different texts

The student

- familiarises themselves with different text types and analyses their expressions
- produces and interprets texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edits the texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation, using interpretation if necessary, and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	• acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	• acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
Excellent 5	• acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Communication and interaction in mother tongue, Swedish for sign language users

Compulsory learning outcomes, 4 cp

[Att fungera i olika kommunikationssituationer på svenska genom att vid behov använda tolk]

[Den studerande]

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group

- presents phenomena or matters related to their vocational field using the concepts of the field
- understands the importance of language and interaction in working life and society

[Att använda texter från olika källor och att bedöma om texten är tillförlitlig]

[Den studerande]

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear or what is interpreted to them and what they read and see
- observes copyrights and cites the sources they use

[Att producera olika texter på svenska genom att vid behov använda tolk]

[Den studerande]

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- mainly uses the basic language structures
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 cp

[Att känna till former och betydelser av språk och litteratur]

[Den studerande]

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

[Att tolka och producera olika texter]

[Den studerande]

- familiarises themselves with different text types and analyses their expressions
- produces and interprets texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edits the texts they have produced

[Att utveckla förmågan att uppträda och arbeta i grupp]

[Den studerande]

- gives both a spontaneous and a prepared presentation, using interpretation if necessary, and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	• acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
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Communication and interaction in mother tongue, the student's mother tongue

Compulsory learning outcomes, 4 cp

Acting in different interactive situations using one's mother tongue

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using the concepts of the field

- understands the importance of language and interaction in working life and society

Using texts obtained from different sources and assessing the reliability of the text

The student

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear, read and see
- observes copyrights and cites the sources they use

Producing different texts in one's mother tongue

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- masters some practices of written language
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 cp

Knowledge of the forms and meanings of language and literature

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

Interpreting and producing different texts in one's mother tongue

The student

- familiarises themselves with different text types and analyse their expressions
- produces and interpret texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edits the texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
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Communication and interaction in mother tongue, Finnish as a second language

Compulsory learning outcomes, 4 cp

Acting in different interactive situations

The Student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements in a way that is easy to understand
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using appropriate concepts of the field

- understands the importance of language and interaction in working life and society
- improves their skills in the Finnish language in a goal-oriented manner

Using texts obtained from different sources and assessing the reliability of the text

The Student

- knows text types and media used in their vocational field and in the world of work
- identifies the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the main core contents based on what they hear, read and see
- observes copyrights appropriately

Producing different texts

The Student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- mainly uses the basic language structures
- uses the practices of written language appropriately
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 cp

Knowledge of the forms and meanings of language and literature

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads literature in Finnish

Interpreting and producing different texts

The student

- familiarises themselves with different text types and analyses their expressions
- produces and interprets texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edit the texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
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Communication in mother tongue, Swedish as a second language

Compulsory learning outcomes, 4 cp

[Att fungera i olika kommunikationssituationer]

[Den studerande]

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements in a way that is easy to understand
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using appropriate concepts of the field
- understands the importance of language and interaction in working life and society

- improves their skills in the Finnish language in a goal-oriented manner

[Att använda texter från olika källor och att bedöma om texten är tillförlitlig]

[Den studerande]

- knows text types and media used in their vocational field and in the world of work
- identifies the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the main core contents based on what they hear, read and see
- observes copyrights appropriately

[Att producera olika texter]

[Den studerande]

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- mainly uses the basic language structures
- uses the practices of written language appropriately
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 cp

[Att känna till former och betydelser av språk och litteratur]

[Den studerande]

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads literature in Finnish

[Att tolka och producera olika texter]

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[Att utveckla förmågan att uppträda och arbeta i grupp]

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Assessment

The student	
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Communication and interaction in the second national language, Swedish

Compulsory learning outcomes, 1 cp

Using the second national language in different work-related interactive situations

[The student]

- manages routine interactive situations in the daily life
- interprets brief texts related to their vocational field
- produces short messages using the vocabulary related to the field

Optional learning outcomes, 3 cp

Communicating in the second national language in interactive situations in the world of work

[The student]

- manages daily work-related interactive situations
- expresses themselves according to the situation, using expressions typical of the Swedish language and culture
- produces texts related to their vocational field
- selects and uses different information sources in the second national language

Understanding the significance of the national languages and cultures in a culturally diverse Finland

[The student]

- understands and takes into account the status of the Swedish language as a national language and its significance in a culturally diverse Finland
- understands the significance of the Swedish language and culture in Nordic cooperation

Assessment

The student	
Satisfactory 1	- needs help in routine situations from time to time - acts appropriately in familiar interactive situations - knows some basic concepts and information of the subfield - uses basic knowledge in an inflexible way - assesses their performance
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Communication and interaction in the second national language, Finnish

Communication and interaction in a foreign language

Compulsory learning outcomes, 3 cp

Using a foreign language in different interactive situations

The student

- manages oral interactive situations
- produces messages needed in interaction
- discusses their work tasks
- produces texts related to their vocational field
- interprets texts related to their vocational field

- assesses and develops their language proficiency

Searching for information from different foreign-language sources

The student

- searches for the foreign-language information required in their activities from different sources
- assesses and selects information based on how appropriate, reliable and up to date it is

Acting in a linguistically and culturally diverse environment

The student

- knows how the language and culture they are studying affect interactive situations
- communicates in a multilingual and multicultural environment
- encounters people on an equal basis and with appreciation

Optional learning outcomes, 3 cp

Communicating in a foreign language in situations in the world of work

The student

- manages many types of work-related interactive situations
- expresses themselves in the manner required by the situation

Operating as an active citizen in foreign-language contexts

The student

- operates as an active citizen using a foreign language
- communicates in a foreign language at work and in everyday life, understanding their rights and responsibilities
- takes into account the central features of different cultures in their activities

Assessment

The student	
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Operating in a digital environment

Compulsory learning outcomes, 2 cp

Selecting and using ICT devices

The student

- selects devices and applications that are appropriate for the purpose
- uses appropriate digital devices.

Using digital services and applications

The student

- searches for, processes and shares information of different forms

- assesses the reliability of digital content
- uses the most common applications for text processing, spreadsheets and presentation graphics
- uses appropriate digital services and applications in their work tasks

Responsible and safe use of ICT

The student

- complies with the data protection and data security instructions
- protects their personal data and privacy
- identifies the most typical cybersecurity and data security threats
- uses messaging services and social media services responsibly
- uses and shares digital content in compliance with copyrights
- identifies some impacts of using digital devices and applications on health and wellbeing

Optional learning outcomes, 3 cp

Using digital environments and applications

The student

- identifies the online communities central to their work
- uses platforms and services for cooperative working
- builds their professional online identity

Producing and sharing digital content

The student

- produces and shares digital material responsibly in networks related to their vocational field
- uses or modifies content, taking into account the rights of use and copyrights

Assessment

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Art and creative expression

Compulsory learning outcomes, 1 cp

Recognising the importance of cultures and art for wellbeing

The student

- uses different forms of culture and art in their work
- recognises examples of local and national culture and art
- recognises the effects of art and culture on wellbeing

Self-expression by means of art and creative expression

The student

- develops their creative expression
- expresses themselves by means of art and creative expression independently or in cooperation with others

Creative self-expression by writing

The student

- tries different ways of creative writing
- takes advantage of different fictional texts when writing
- uses literature to support their work.

Optional learning outcomes, 3 cp

Observing and collecting information on the cultural environment and the phenomena in it

The student

- observes their cultural environment
- gathers information about the phenomena in their cultural environment from their chosen point of view

Planning and experimenting with the implementation of a piece of work, a product or a service by means of creative expression

The student

- designs a piece of work, product or service using the methods of creative expression
- experiments with the implementation of a piece of work, a product or a service by means of creative expression

Assessment

The student	
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2.39. Mathematics and science competence, 6 cp (106728)

Mathematics and application of mathematics

Compulsory learning outcomes, 4 cp

Using basic mathematics in the world of work and everyday life

The student

- performs the basic arithmetic operations with integers, decimal numbers and fractions
- perform percentage functions

- performs calculations related to commercial mathematics (returns, costs, interests, loans and taxes)
- performs unit conversions
- performs first-degree equations
- performs the most common surface and volume calculations
- performs calculations related to scales
- uses the geometry of a right-angled triangle in solving practical problems

Using logical inference skills, mathematical methods and aids to solve mathematical problems

The student

- models simple problems and first-degree equations and incomplete quadratic equations, solves them and interprets the results
- uses a calculator, a spreadsheet program and other tools to solve problems
- searches for the information required for solving problems from tables and graphs
- processes and illustrates statistical material
- determines and interprets key figures (mean, mode and median) from statistical material
- observes interdependencies and proportionalities between quantities

Assessing the accuracy and scale of the results and the method used to solve the problem

The student

- checks the correctness of calculations
- ensures that the unit and the numerical accuracy of the result are sensible
- evaluates the feasibility of the method used to solve the problem

Assessing mathematical competence and recognising its importance

The student

- identifies their strengths and development needs in their mathematical competence
- identifies the importance of mathematics as a tool in working life and everyday life

Optional learning outcomes, 3 cp

Solving mathematical problems by reasoning, equations and graphs

The student

- uses quadratic equations, pairs of equations, tables and graphs in solving mathematical problems
- identifies an exponential model and solves a simple exponential equation
- uses the trigonometry of right-angled and oblique triangles to solve mathematical problems

Acquisition, grouping and interpreting mathematical data

The student

- uses statistics, tables and graphic presentations to identify and compare mathematical information
- identifies the concept and graphic presentation of normal distribution
- collects, groups and analyses table data and graphic information from different sources

Producing information from statistical material and calculating probabilities

The student

- produces and interprets the central tendencies, standard deviation and the expected value of discrete distribution from statistical information
- recognises the importance of probability calculation and calculates probabilities.

Assessing the accuracy of the solutions and the scale of the results

The student

- verifies the accuracy of mathematical solutions
- infers the scale of the result of mathematical solutions

Application of financial mathematics

The student

- performs cost and profitability comparisons
- draws conclusions on the basis of cost and profitability comparisons

Assessment

The student	
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Physical and chemical phenomena and their application

Compulsory learning outcomes, 2 cp

Identifying interdependencies between concepts and magnitudes in physics and performing calculations

The student

- described and justifies ordinary phenomena in physics (motion, force, energy, heat and electricity) using the key concepts
- sees the connections between ordinary properties and quantities related to physical phenomena
- solves simple calculations related to constant motion and energy.

Identifying interdependencies between concepts and magnitudes in chemistry and performing calculations

The student

- describes ordinary phenomena in chemistry (elements and compounds, mixtures, chemical reactions and bonds, oxygenation and reductions, and acids and bases) using the key concepts
- sees the connections between ordinary properties and quantities related to chemical phenomena
- solves simple calculations related to amounts of substances and concentration.

Applying and mastering chemistry and physics skills in the world of work and everyday life

The student

- identifies purposes for which physics and chemistry are needed in the world of work and everyday life
- identifies the laws of physics and safety aspects that should be paid attention to in the world of work and everyday life
- takes into account the properties and possible environmental risks of the chemical substances used in the world of work and everyday life
- identifies environmental impacts of phenomena and substances
- uses the safety data sheets of chemicals
- handles chemical substances without risking their own safety or the safety of others or the environment
- identifies their strengths and development needs in their physics and chemistry competence.

Optional learning outcomes, 3 cp

Performing and observing experimental measurements related to physical and chemical phenomena

The student

- performs experimental measurements and observes phenomena related to mechanics and energy and laws applying to them using applicable methods and equipment
- performs experimental measurements and observes chemical phenomena related to acids and bases, oxygenation and reduction and organic chemistry and the laws applying to them, using suitable methods and equipment.

Processing the results of experimental measurements and analysing observations

The student

- presents the key measurement results using tables and graphic presentations

- processes measurement results with mathematical methods and models the phenomena they observe
- determines possible error factors in the measurement results and reports the result with appropriate accuracy.
- evaluates the reliability of the measurement results
- draws conclusions from the measurement results.

Assessment

The student	
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2.40. Citizenship and working life competence, 9 cp (106729)

Operating as a member of society and a citizen

Compulsory learning outcomes, 2 cp

Participating in Finnish society

The student

- knows the fundamental rights and responsibilities of the citizen
- follows the principles of equity and equality
- operates as an active citizen and uses diverse methods of exerting influence

Using services provided by society and acting as a consumer

The student

- knows and is able to use society's services
- identifies their rights and responsibilities as a consumer
- acts as a responsible consumer
- acquires the information they need on consumer matters

Planning one's finances and assessing risks related to the finances

The student

- assesses and identifies factors that affect their personal financial situation
- monitors their income and expenses
- plans acquisitions
- compares different financing options
- sets personal financial goals
- anticipates risk factors affecting their finances in different life situations

Optional learning outcomes, 3 cp

Participation and exerting influence in society

The student

- finds information on the possibilities to exert influence in society
- follows decision-making in society
- engages in civic participation

Assessing the societal importance of the vocational field

The student

- follows societal discussion in the vocational field
- estimates the importance of their field in society and its future prospects

The fundamentals of economics and the key actors

The student

- follows the news coverage related to the economy
- identifies the importance of the development of the societal and financial situation generally and with regard to jobs and employment in their field
- understands the fundamentals, the basic concepts and the key actors of the national economy

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	• acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	• acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
Excellent 5	• acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Operating in the world of work

Compulsory learning outcomes, 2 cp

Determining the situation and competence needs in the labour market in the vocational field

The student

- analyses the labour market situation in their vocational field
- knows the main principles of the labour market system
- knows the most important professional networks of their vocational field
- recognises competences required in different tasks in their vocational field

Concluding an employment contract with the employer

The student

- familiarises themselves with the terms of employment and key labour legislation in their vocational field
- checks the content of the employment contract, with the help of an expert if necessary

Acting as part of the work community

The student

- complies with the set working hours and agreed practices and acts flexibly in different situations
- complies with instructions related to appearance and dress code in their work
- wears appropriate protective clothing in their work and complies with occupational safety instructions
- works naturally as part of a diverse and culturally diverse work community

Optional learning outcomes, 3 cp

Acting as a work community member

The student

- recognises their role as members of the work community
- works in accordance with the operating culture of the workplace
- complies with the agreed practices and improves their own practices

Acting in different interactive situations and in a group in working life

The student

- works constructively in different interactive situations in the world of work
- improves their interaction competence according to the feedback received
- works in different group situations as indicated by their work task and the operating culture of the workplace
- uses appropriate psychological knowledge to promote their own and the work community's wellbeing

Determining the work tasks in the vocational field in the national and international labour markets

The student

- independently seeks information about jobs in their vocational field in the national and international labour market
- finds suitable jobs for themselves in the national and international labour market.

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	• acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	• acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
Excellent 5	• acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Study and career planning

Compulsory learning outcomes, 1 cp

Identifying one's own interests, opportunities and needs for support

The student

- monitors the progress of their learning and acquisition of competence, recognising potential needs for support
- identifies their interests and professional opportunities
- identifies and recognises their strengths, capabilities and development needs
- regularly evaluates their learning and competence

Making choices concerning the qualification and career

The student

- identifies options that are suitable for them to support their career plan with the help of different information sources and electronic guidance services
- is familiar with the composition of their qualification, the qualification requirements and options that promote finding employment and advance their career plan
- monitors their progress in completing the qualification
- uses appropriate learning environments when acquiring their competence

Acquiring information on different opportunities for further education and the education offered while completing the qualification

The student

- uses information sources, guidance services and application systems required for further studies and planning for the future
- obtains information about the further study options suitable for them and draws up a career plan
- familiarises themselves with the entrance requirements, application procedure and selection criteria for further studies.

Preparing for employment and presenting one's competence while completing the qualification

The student

- familiarises themselves with the opportunities, working environments and career choices provided by the world of work and explore career options suitable for themselves
- draws up a presentation of their competence for job hunting and presents their competence comprehensively
- applies for jobs and uses application systems and methods
- updates their career plan to find employment

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	• acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	• acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
Excellent 5	• acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Entrepreneurship and entrepreneurial activities

Compulsory learning outcomes, 1 cp

Acting in accordance with the company's objectives

The student

- understands the importance of business in society
- works with a customer-centred and cost-efficient approach
- understand the significance of their actions as part of the work community

Assessing the business idea and the possibilities to implement it

The student

- generates a business idea, taking into account customers' needs
- finds key services and information sources that support setting up a business
- determines the networks required to realise the business idea
- assesses the financial preconditions for implementing the business idea
- assesses their capacities for working as an entrepreneur
- determine the risks and opportunities involved in business

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
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Maintaining ability to work and wellbeing at work learning

Compulsory learning outcomes, 2 cp

Taking care of health and functional capacity

The student

- seeks diverse information about health differences in their age group and the possibilities of promoting their health and functional capacity
- draws up a diverse plan that can be updated as necessary for themselves to promote their health and wellbeing, taking into account the importance of matters such as physical activity, nutrition, recovery, sleep, mental wellbeing, not using nicotine products and intoxicants, sexual health and human relationships in maintaining study and work ability
- actively promotes their health and wellbeing and realistically evaluates the realisation of the plan and the accomplishment of their goals, also using feedback received from others in the evaluation.

Assessing the safety and healthiness of the operating environment and activities

The student

- together with others, follows the agreed operating instructions that promote safety and health and evaluates the needs to develop their practices
- takes into account the stress factors of their profession diversely in their work and promotes their ability to work
- finds out how ergonomics affect ability to work in different working environments.

Promoting study and work ability and wellbeing through physical activity

The student

- finds diverse information about the benefits and demands of physical activity to health and to study and work ability, and takes this information into account in their plan for promoting physical functional capacity, paying attention also to the requirements for the maintenance of study and work ability specific to their professional field
- improves their physical qualities and skills in ergonomics required to maintain a good ability to study and work
- engages in physical activity to the best of their ability in all exercise situations, maintaining their ability to study and work

Preventing accidents and administering first aid

The student

- acts carefully and prevents accidents
- administers first aid and seeks timely additional assistance
- prevents additional accidents through their actions

Optional learning outcomes, 3 cp

Maintaining and promoting work ability and wellbeing through physical activity

The student

- monitors, assesses and maintains their physical functional capacity and actively participates in exercise situations, promoting the realisation of the principles of fair play
- applies the basic motor skills needed in physical activity and skills in individual sports in a versatile manner
- assesses and justifies their workload and requirements related to ability to work in relation to their functional capacity.

Promoting wellbeing and participation in the community of an educational institution and among students

The student

- operates as an active member of the student group and plans and participates in exercise and other events and occasions organised by students in a manner that promotes wellbeing and participation.

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
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Excellent 5	• acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Promoting sustainable development

Compulsory learning outcomes, 1 cp

Principles of sustainable development

The student

- knows the main objectives of ecological, financial, social and cultural sustainability in sustainable development and their interconnections
- perceives the role of human activities in climate change
- understands the importance of biodiversity and recognises the necessity of sustainable use of natural resources nationally and globally
- identifies operating methods of sustainable development in their own life and work.

Carbon neutrality and a circular economy

The student

- understands the principles of carbon neutrality and a circular economy
- identifies the energy or material efficiency of a product or a service.

Ethical aspects of operation

The student

- identifies some ethical choices included in the set of tasks
- evaluates their own decisions and those of others ethically.

Optional learning outcomes, 3 cp

Assessment of sustainable development

The student

- familiarises themselves with the operation of the workplace or field from the points of view of sustainable development
- assess factors contributing to sustainable development in the workplace or in the vocational field
- proposes development areas in sustainable development.

Planning operating methods for sustainable development

The student

- defines the objectives of promoting sustainable development and solving problems at their workplace or in their vocational field
- chooses measures and operating methods that promote sustainable development
- schedules tasks and defines resources
- plans the required cooperation.

Operating as an active agent in sustainable development

The student

- implements methods of sustainable development at their workplace or in their vocational field
- sets an example in sustainable development and encourages others to sustainable development activities
- communicates about the needs to change the operating methods.

Assessing the success of sustainable development activities

The student

- assesses the changes in operating practices or outputs at their workplace or in their vocational field
- proposes development needs for promoting sustainable development in the future.

Assessment

The student	
Satisfactory 1	• needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	• mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
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3. Assessment of competence

Vocational units are assessed on a scale of 1 to 5 as indicated by the vocational competence requirements and assessment criteria of the unit. The student's competence is assessed in each qualification unit. The grade for the unit is determined by the level of the assessment scale which best describes the student's competence as a whole.

In vocational units that have no criteria for grades 2 and 4: Satisfactory 2 = the student's competence level clearly exceeds Satisfactory 1 but does not reach Good 3. Good 4 = the student's competence level clearly exceeds Good 3 but does not reach Very good 5.

Common units are assessed on the scale pass/fail. The different parts of common units are assessed on a scale of 1–5 as indicated by the learning outcomes and assessment criteria of the part. The grade for a part of a common unit is determined by the level of the assessment scale which best describes the student's competence as a whole.

4. Adaption and exceptions

Pharmaceutical treatment, the pharmaceutical mathematics included in it, or the competence requirements and targeted learning outcomes related to patient and client safety and their assessment may not be adapted in the Vocational Qualification in Social and Health Care and its qualification units. This also applies to making exceptions to vocational skills or competence requirement.

5. Competence area of Care for the Disabled

Holders of the Vocational Qualification in Social and Health care have wide-ranging basic capabilities for the different tasks in their occupational field and more specialised competence and the vocational skills required in the world of work in at least one competence area in working life activities. The competence area in care for the disabled produces competence to enhance the social inclusion of individuals with disabilities and to maintain and enhance their functional capacity.

A practical nurse with a Vocational Qualification in Social and Health care is a regulated professional under both the Act and Decree on Health Care Professionals and the Act on Social Care Professionals. Regardless of the competence area selected, holders of a Vocational Qualification in Social and Health Care are entered in the registers of social and health care professionals under the title of Practical Nurse, following the instructions of the National Supervisory Authority for Welfare and Health, Valvira.

Holders of vocational qualification in social and health care can work in different tasks in nursing and care, services for the elderly and persons with disabilities, mental health and substance abuse work, home care, families with children, and in different tasks in outpatient and institutional care in social and health care. They may work in basic health care and specialised medical care, for example, on inpatient wards, in outpatient clinics, terminal care, home care, or hospital services at home. Their jobs may be found in the public, private, or third sector. Qualification holders may also work as entrepreneurs.

According to the Act on Early Childhood Education and Care as well as the Government Decree on Early Childhood Education and Care the eligibility for a childcarer produced by the vocational qualification in social and health care has to include or it has to be completed with compulsory units producing competence for children's and youth education and care. To a person who has completed the compulsory units that produce competence for the care for the disabled, it is adequate to complete only the Promoting a Child's Growth, Wellbeing and Learning -unit.

6. Competence area of Nursing and Care

Holders of the Vocational Qualification in Social and Health care have wide-ranging basic capabilities for the different tasks in their occupational field and more specialised competence and the vocational skills required in the world of work in at least one competence area in working life activities. The competence area in nursing and care produces competence to promote the client's health and ability to work in home care and nursing.

A practical nurse with a Vocational Qualification in Social and Health care is a regulated professional under both the Act and Decree on Health Care Professionals and the Act on Social Care Professionals. Regardless of the competence area selected, holders of a Vocational Qualification in Social and Health Care are entered in the registers of social and health care professionals under the title of Practical Nurse, following the instructions of the National Supervisory Authority for Welfare and Health, Valvira.

Holders of vocational qualification in social and health care can work in different tasks in nursing and care, services for the elderly and persons with disabilities, mental health and substance abuse work, home care, families with children, and in different tasks in outpatient and institutional care in social and health care. They may work in basic health care and specialised medical care, for example, on inpatient wards, in outpatient clinics, oral health care, perioperative units, terminal care, home care, or hospital services at home. Their jobs may be found in the public, private, or third sector. Qualification holders may also work as entrepreneurs.

According to the Act on Early Childhood Education and Care as well as the Government Decree on Early Childhood Education and Care the eligibility for a childcarer produced by the vocational qualification in social and health care has to include or it has to be completed with compulsory units producing competence for children's and youth education and care. To a person who has completed the compulsory units that produce competence for the care for the disabled, it is adequate to complete only the Promoting a Child's Growth, Wellbeing and Learning -unit.

7. Competence area of Podiatric Care

Holders of the Vocational Qualification in Social and Health care have wide-ranging basic capabilities for the different tasks in their occupational field and more specialised competence and the vocational skills required in the world of work in at least one competence area in working life activities. The competence area in podiatric care produces competence to promote the podiatric health of their clients and ability work in podiatric care.

A practical nurse with a Vocational Qualification in Social and Health care is a regulated professional under both the Act and Decree on Health Care Professionals and the Act on Social Care Professionals. Regardless of the competence area selected, holders of a Vocational Qualification in Social and Health Care are entered in the registers of social and health care professionals under the title of Practical Nurse, following the instructions of the National Supervisory Authority for Welfare and Health, Valvira.

Holders of vocational qualification in social and health care can work in different tasks in nursing and care, services for the elderly and persons with disabilities, mental health and substance abuse work, home care, families with children, and in different tasks in outpatient and institutional care in social and health care. They may work in basic health care and specialised medical care, for example, on inpatient wards, in outpatient clinics, terminal care, home care, or hospital services at home. Their jobs may be found in the public, private, or third sector. Qualification holders may also work as entrepreneurs.

According to the Act on Early Childhood Education and Care as well as the Government Decree on Early Childhood Education and Care the eligibility for a childcarer produced by the vocational qualification in social and health care has to include or it has to be completed with compulsory units producing competence for children's and youth education and care. To a person who has completed the compulsory units that produce competence for the care for the disabled, it is adequate to complete only the Promoting a Child's Growth, Wellbeing and Learning -unit.

8. Competence area of Mental Health and Substance Abuse Work

Holders of the Vocational Qualification in Social and Health care have wide-ranging basic capabilities for the different tasks in their occupational field and more specialised competence and the vocational skills required in the world of work in at least one competence area in working life activities. The competence area in mental health and substance abuse work produces competence to work in mental health and substance abuse work and with the clients and networks in that field.

A practical nurse with a Vocational Qualification in Social and Health care is a regulated professional under both the Act and Decree on Health Care Professionals and the Act on Social Care Professionals. Regardless of the competence area selected, holders of a Vocational Qualification in Social and Health Care are entered in the registers of social and health care professionals under the title of Practical Nurse, following the instructions of the National Supervisory Authority for Welfare and Health, Valvira.

Holders of vocational qualification in social and health care can work in different tasks in nursing and care, services for the elderly and persons with disabilities, mental health and substance abuse work, home care, families with children, and in different tasks in outpatient and institutional care in social and health care. They may work in basic health care and specialised medical care, for example, on inpatient wards, in outpatient clinics, terminal care, home care, or hospital services at home. Their jobs may be found in the public, private, or third sector. Qualification holders may also work as entrepreneurs.

According to the Act on Early Childhood Education and Care as well as the Government Decree on Early Childhood Education and Care the eligibility for a childcarer produced by the vocational qualification in social and health care has to include or it has to be completed with compulsory units producing competence for children's and youth education and care. To a person who has completed the compulsory units that produce competence for the care for the disabled, it is adequate to complete only the Promoting a Child's Growth, Wellbeing and Learning -unit.

9. Competence area of Care and Rehabilitation for Elderly People

Holders of the Vocational Qualification in Social and Health care have wide-ranging basic capabilities for the different tasks in their occupational field and more specialised competence and the vocational skills required in the world of work in at least one competence area in working life activities. The competence area in care and rehabilitation of the elderly produces competence to work in home care in a manner that enhances the client's functional capacity and promotes the social inclusion of the elderly.

A practical nurse with a Vocational Qualification in Social and Health care is a regulated professional under both the Act and Decree on Health Care Professionals and the Act on Social Care Professionals. Regardless of the competence area selected, holders of a Vocational Qualification in Social and Health Care are entered in the registers of social and health care professionals under the title of Practical Nurse, following the instructions of the National Supervisory Authority for Welfare and Health, Valvira.

Holders of vocational qualification in social and health care can work in different tasks in nursing and care, services for the elderly and persons with disabilities, mental health and substance abuse work, home care, families with children, and in different tasks in outpatient and institutional care in social and health care. They may work in basic health care and specialised medical care, for example, on inpatient wards, in outpatient clinics, terminal care, home care, or hospital services at home. Their jobs may be found in the public, private, or third sector. Qualification holders may also work as entrepreneurs.

According to the Act on Early Childhood Education and Care as well as the Government Decree on Early Childhood Education and Care the eligibility for a childcarer produced by the vocational qualification in social and health care has to include or it has to be completed with compulsory units producing competence for children's and youth education and care. To a person who has completed the compulsory units that produce competence for the care for the disabled, it is adequate to complete only the Promoting a Child's Growth, Wellbeing and Learning -unit.

10. Competence area of Basic Life Support (BLS)

Holders of the Vocational Qualification in Social and Health care have wide-ranging basic capabilities for the different tasks in their occupational field and more specialised competence and the vocational skills required in the world of work in at least one competence area in working life activities. The competence area in basic life support (BLS) produces competence to enhance health, safety, wellbeing and the functional capacity and ability to work in emergency and acute care. The qualification title for this competence area is emergency practical nurse (BLS).

A practical nurse and emergency practical nurse (BLS) with a Vocational Qualification in Social and Health care is a regulated professional under both the Act and Decree on Health Care Professionals and the Act on Social Care Professionals. Regardless of the competence area selected, holders of a Vocational Qualification in Social and Health Care are entered in the registers of social and health care professionals under the title of Practical Nurse, following the instructions of the National Supervisory Authority for Welfare and Health, Valvira. Even a person who has completed the competence area of basic life support (BLS) is registered with a qualification title of practical nurse.

Holders of vocational qualification in social and health care can work in different tasks in nursing and care, services for the elderly and persons with disabilities, mental health and substance abuse work, home care, families with children, and in different tasks in outpatient and institutional care in social and health care. They may work in basic health care and specialised medical care, for example, on inpatient wards, in outpatient clinics, basic life support, perioperative units, terminal care, home care, or hospital services at home. Their jobs may be found in the public, private, or third sector. Qualification holders may also work as entrepreneurs. Emergency practical nurses (BLS) with a qualification in the competence area in basic life support have a diverse set of specialisation options open to them in the world of work, and also work in other fields than emergency and acute care. They cannot, however, work in early childhood education and care.

According to the Act on Early Childhood Education and Care as well as the Government Decree on Early Childhood Education and Care the eligibility for a childcarer produced by the vocational qualification in social and health care has to include or it has to be completed with compulsory units producing competence for children's and youth education and care. To a person who has completed the compulsory units that produce competence for the care for the disabled, it is adequate to complete only the Promoting a Child's Growth, Wellbeing and Learning -unit.

11. Competence area of Oral Health Care

Holders of the Vocational Qualification in Social and Health care have wide-ranging basic capabilities for the different tasks in their occupational field and more specialised competence and the vocational skills required in the world of work in at least one competence area in working life activities. The competence area in oral health care produces competence to work in oral health care and to promote oral health.

A practical nurse with a Vocational Qualification in Social and Health care is a regulated professional under both the Act and Decree on Health Care Professionals and the Act on Social Care Professionals. Regardless of the competence area selected, holders of a Vocational Qualification in Social and Health Care are entered in the registers of social and health care professionals under the title of Practical Nurse, following the instructions of the National Supervisory Authority for Welfare and Health, Valvira.

Holders of vocational qualification in social and health care can work in different tasks in nursing and care, services for the elderly and persons with disabilities, mental health and substance abuse work, home care, families with children, and in different tasks in outpatient and institutional care in social and health care. They may work in basic health care and specialised medical care, for example, on inpatient wards, in outpatient clinics, oral health care, terminal care, home care, or hospital services at home. Their jobs may be found in the public, private, or third sector. Qualification holders may also work as entrepreneurs.

According to the Act on Early Childhood Education and Care as well as the Government Decree on Early Childhood Education and Care the eligibility for a childcarer produced by the vocational qualification in social and health care has to include or it has to be completed with compulsory units producing competence for children's and youth education and care. To a person who has completed the compulsory units that produce competence for the care for the disabled, it is adequate to complete only the Promoting a Child's Growth, Wellbeing and Learning -unit.

12. Competence area of Children's and Youth Education and Care

Holders of the Vocational Qualification in Social and Health care have wide-ranging basic capabilities for the different tasks in their occupational field and more specialised competence and the vocational skills required in the world of work in at least one competence area in working life activities. The competence area in children's and youth education and care produces competence to promote the child's growth, wellbeing, and learning in early childhood education and care, and ability to promote the child's, the adolescent's, and the family's health and wellbeing.

A practical nurse with a Vocational Qualification in Social and Health care is a regulated professional under both the Act and Decree on Health Care Professionals and the Act on Social Care Professionals. Regardless of the competence area selected, holders of a Vocational Qualification in Social and Health Care are entered in the registers of social and health care professionals under the title of Practical Nurse, following the instructions of the National Supervisory Authority for Welfare and Health, Valvira.

Holders of vocational qualification in social and health care can work in different tasks in nursing and care, services for the elderly and persons with disabilities, mental health and substance abuse work, home care, early childhood education and care, families with children, and in different tasks in outpatient and institutional care in social and health care. They may work in basic health care and specialised medical care, for example, on inpatient wards, in outpatient clinics, early childhood education, home care, or hospital services at home. Their jobs may be found in the public, private, or third sector. Qualification holders may also work as entrepreneurs.

According to the Act on Early Childhood Education and Care as well as the Government Decree on Early Childhood Education and Care the eligibility for a childcarer produced by the vocational qualification in social and health care has to include or it has to be completed with compulsory units producing competence for children's and youth education and care. To a person who has completed the compulsory units that produce competence for the care for the disabled, it is adequate to complete only the Promoting a Child's Growth, Wellbeing and Learning -unit.

13. Appendix 1: Underlying values

The competence produced by vocational education and training (VET) aims for renewal and development of individuals, working life and society. VET provides individuals and communities with abilities to make decisions based on ethical and critical reflection, putting themselves in the place of another person, and consideration underpinned by knowledge. Inclusion, active agency and togetherness are stressed in vocational education and training activities.

VET promotes equality and non-discrimination as well as well-being and democracy. Respect for human rights, tolerance, and cultural and other diversity are seen as richness and realised in the education and training. Openness creates safety and trust.

VET is based on working life competence needs and offers methods of improving competence suited for the student's needs and life situation. As operating environments evolve and occupations change, everyone's personal responsibility for developing their competence is stressed. VET responds to changes in the competence needs of individuals, working life and society flexibly and effectively.

In VET, the necessity of a sustainable way of life is understood, and a competence base is built for an economy that promotes the welfare of the environment and citizens. VET increases students' understanding of sustainable use of natural resources, climate change mitigation and adaptation, and preserving biodiversity. Working safely, an entrepreneurial attitude and financial management are part of the vocational skills. Internationalisation and global responsibility are strengthened.

The underlying values are reflected in the VET operating culture, in the acquisition and demonstration of competence and in the learning environments.

14. Appendix 2: Permits and qualifications

A prerequisite for the qualification is that the student obtains both the statutory permits and qualifications and those required in working life. These are necessary for demonstrating the competence required in the vocational competence requirements and learning outcomes.

Special regulations applicable to the Vocational Qualification in Social and Health Care

A practical nurse with a Vocational Qualification in Social and Health care is a regulated professional under both the Act and Decree on Health Care Professionals and the Act on Social Care Professionals. The statutes applicable to pursuing the profession have been taken into consideration in the vocational competence requirements and assessment of the compulsory and optional units of the qualification. In order for qualification holders to work as professionals in the social and health care field, the education and training must impart them with sufficient competence and the capabilities required for professional activity. Working diversely in authentic situations with clients and patients during their training may support students in achieving this goal.

Regardless of the competence area selected, holders of a Vocational Qualification in Social and Health Care are entered in the registers of social and health care professionals under the title of Practical Nurse, following the instructions of the National Supervisory Authority for Welfare and Health, Valvira.