



The NURED Aligned Curriculum: 16 ECTS/EQF 5 + 16 ECTS/EQF 6

Supplementary home care nursing practice

The course aim

The overall aim of the NURED aligned curricula is to develop vocational education training and higher education training students' knowledge and practical skills in the homecare and nursing context (elderly care and chronic conditions) about stress, time management, ergonomics, team work, ICT and pedagogical attitude and way of work in intellectual disability practice.

Teaching and learning methods

Teaching and learning methods to use are blended learning/flipped classroom inspired in a mixture of traditional lectures, short video recorded lectures, discussions, case study, seminars, group work, individual and group reflection sessions, simulations, on-line/web materials (for example attitude and self-evaluation tests, interactive tests, animations and chats) use and test of web applications, seminars and course literature reading.

Guidelines, assessments and grading

Teachers guidelines, course literature (and other learning material), assessments, grading procedures are worked out and the responsibility on the institutions being the host of the vocational and higher education training. The curricula require continuously revisions regarding rapid society and technology development and changes.





EQF5 and EQF6 refers to: <https://ec.europa.eu/ploteus/content/descriptors-page>

Overall aim for course module	Learning outcomes after completed course the student will (EQF 5)	Learning outcomes after completed course the student will (EQF 6)
<p>Module 1: Teamwork and professional skills in the home care setting (5 ECTS)</p> <p>The aim of the course module is that the student understands the meaning of prevention and health promoting actions in the field of homecare and outpatient care. The student gains a deeper understanding of and competence in the care for the patient. The student gains an understanding for the multi-professional collaboration between institutional care and outpatient care and the continuity of care. The student learns to collaborate in interprofessional teams in a person-centred way.</p>	<ol style="list-style-type: none"> 1. be familiar with the normal ageing process and can identify variations from normal ageing. 2. be familiar with the specific care needs of the patient, including medication administration, nutrition and rehabilitation. 3. be able to plan, implement and evaluate a patient' care in the home care setting. 4. know how to assess a patient's status over the phone and knows who to consult. 5. be familiar with the specific aspects of the multi professional team in home care. 	<ol style="list-style-type: none"> 1. have competence regarding the normal ageing process and can identify variations from normal ageing. 2. have clinical competence in the specific needs of the patient, including medication administration, nutrition and rehabilitation. 3. be able to plan, implement and evaluate a patient' care in the home care setting, and further to supervise other team members. 4. have competence in how to assess a patient's status over the phone and how to plan the care after consultation. 5. have competence in the specific aspects of the multi professional team in home care and knows how to plan and delegate the work accordingly





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<p>Module 2: Occupational stress, stress and time management (3 ECTS) The aim of the course module is to develop knowledge and practical skills in occupational health, stress impact to health, stress and time management in nursing context.</p>	<ol style="list-style-type: none"> 6. be familiar with occupational health concept and be able to list occupational risk factors and common occupational diseases 7. know basics of ergonomics and use appropriate ergonomic techniques 8. know concept of stress and its definitions 9. know basics of non-specific adaptive reactions and general adaptation syndrome 10. be familiar with chronic stress effects on body and health related issues know burnout relation to chronic stress, its impact on health and professional performance 11. be familiar with professional quality of life concept, and well-being at work 12. be familiar with different levels of occupational risk factor prevention programs 13. use preventive methods to reduce stress impact 14. use more effective stress and time management and scheduling of work time 	<ol style="list-style-type: none"> 6. be familiar with occupational health concept and be able to evaluate and classify occupational risk factors, and explain health outcomes 7. know most common occupational diseases and be able to explain basic aetiology 8. be able to demonstrate advance knowledge in ergonomics and use appropriate ergonomic techniques 9. know concept of stress and its definitions and explain acute and chronic stress reactions 10. explain stress systems as non-specific adaptive reactions and general adaptation syndrome 11. demonstrate knowledge and understanding about chronic stress effects on body and psychosomatics 12. explain burnout relation to chronic stress, its impact on health and professional performance 13. be able to explain professional quality of life concept and assess well-being at work 14. know different levels of occupational risk factor prevention programs and choose most convenient in certain circumstances 15. use and can teach usage of preventive methods to reduce stress impact 16. use and integrate more effective stress and time management in every day work life
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<p>Module 3: E-services and e-products (5 ECTS) The aim of the course module is to reorient at the market of e-products and e-services and support patients in applying and using the products and services.</p>	<ol style="list-style-type: none"> 15. be able to describe different e-products and e-services at the market 16. have knowledge to find information about e-services and e-products via internet 17. explain mutual connections between e-services and e-products 18. be able to notify possible problems and manage the identified problems/conflicts 19. co-operate with companies offering e-services and products according to special target group 20. supervise the patient on using e-services and products 	<ol style="list-style-type: none"> 17. be able to analyse connections between patients and different e-products and e-services at the market 18. have knowledge to find information about e-services and e-products via internet and by using suitable networking system 19. explain mutual connections between e-services and e-products and refer to possible problems 20. be able to notify possible problems and is able to manage the identified problems/conflicts 21. co-operate with companies offering e-services and products according to special target group 22. supervise the patient on using e-services and products 23. manage homecare teams
<p>Module 4: Pedagogical attitude and way of work (PFA) in intellectual disability practice in the home care context (3 ECTS) The aim of the course module is to learn to practice PFA when supporting people with intellectual disability in the homecare context. Further, the aim is, by point of departure in knowledge and understanding of the brain, cognition, adaption cognitive skills, intellectual disability and autism understand and grasp the basic</p>	<ol style="list-style-type: none"> 21. be able to reproduce PFA's history and the initiatives to develop PFA 22. be able describe cognition, mentalisation, perception and central coherence and applied in own daily life 23. know about intellectual disability (ID) and its influence on cognitive functions applicable in-home care context 24. have knowledge of how stress effects on functioning and how it affects people with ID 25. have skills to create/develop adaptations compensating difficulties and increasing independency 	<ol style="list-style-type: none"> 24. be able to reproduce PFA's history and the initiatives to develop PFA 25. be able describe cognition, metacognition (mentalisation), perception and central coherence and applied in own thinking 26. have knowledge about intellectual disability (ID) and its influence on cognitive functions applicable in-home care context and manage to solve complex and unpredictable problems 27. know how stress effects on functioning and how it affects people with ID and, manage to solve unpredictable problems that stress can create, further advanced understanding knowledge of the field of





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<p>practice of PFA founded in the theory of salutogenesis.</p>	<p>26. be able to discuss benefits of practising PFA in the home care context.</p>	<p>work or study how it is related to cognition and needs of control</p> <p>28. have an understanding of theories and principles of cognitive functions and ID, and skills to create/develop adaptations, compensating difficulties and increasing independency</p> <p>29. be able to discuss benefits of practising PFA in the home care context and take responsibility in increasing quality of life for the person with ID or autism</p>
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Visit the NURED Homepage for more info: <https://www.arcada.fi/en/research/project/nured>

