

CURRICULUM 2025

MASTER OF HEALTH CARE

Global Health and Crisis
Management, 90 ects

**LAU
REA**

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1 Laurea University of Applied Sciences

1.1 LAUREA'S MISSION

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

Laurea's values are openness, effectiveness, responsibility. Openness means transparent operations. Competence, knowledge, and materials are distributed openly within the Laurea community. Openness thus creates mutual trust, which is the prerequisite for successful co-creation and operations. Effectiveness guides all activities at Laurea. Laurea's social impact encompasses the development of workplace competence and dynamism. Responsibility means collaborating and taking responsibility for the results of our work. Laurea promotes economically, socially, and ecologically sustainable development in all its operations. Laurea creates new solutions for sustainable development through its teaching and R&D activities. (<https://www.laurea.fi/en/laurea/strategia-2030/>)

1.2 COMPETENCE DEVELOPMENT

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

At Laurea, our focus is on the students, emphasizing the students' participation and responsibility in gaining new professional knowledge and skills at European Qualification

Framework (EQF) 7-level. The students are offered an opportunity to develop their competence according to the curricular and personal goals. Responsibility means an active approach to studying for achieving professional competences and having constructive and motivated attitude towards working together according to the LbD- action model.

Internationality at Laurea means encountering local and global experts from various multicultural settings, possibility to apply on student exchange and to apply in international research and development (R&D) projects working as a junior developer colleague.

During the studies the students focus on solving demanding problems in research, development and/or innovation activities in global health and crisis management. The students will also create consistent frameworks and knowledge bases by making use of both national and international scientific sources in a critical analytic fashion.

The students will develop activities of global health and crisis management competence areas in target-oriented and communal fashion. The students will be supported to apply and combine information from different fields and to communicate convincingly both orally and in written to audiences within and exterior to the field.

In education leading to a Master's degree, learning is seen as a process in which Laurea's staff will support and guide the students in Learning by Developing (LbD) as senior colleagues. Every teacher implements one's expertise and operating methods supporting the students' in establishing and strengthening their expertise.

The learning environment consists of a competence network, an innovation environment, and structures that support learning.

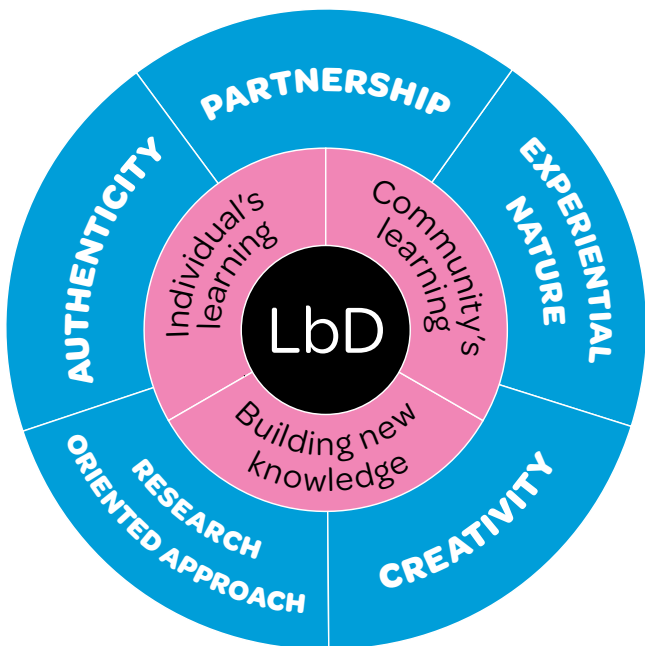
1.3 LEARNING BY DEVELOPING LBD)

Laurea’s inspiring and innovative learning environments are based on the model of Learning by Developing. The idea of Learning by Developing is built around authentic encounters with working life. The ensuing cooperation is based on trust and creativity. The characteristics of LbD are authenticity, partnership, experiential nature, creativity, and a research-oriented approach.

LbD-action model supports solving global questions requiring interdisciplinary knowledge and working skills. For the students, the Masters’ degree serves a ground for enhancing their expertise for future workplace development.

The students learn to identify targets in their field of professional expertise and competence development, to create new solutions, products, and operating models for future. They develop their own professional actions in observance of changing requirements in global interdisciplinary contexts.

Learning by Developing combines learning that produces competence with creativity through various research and development projects. As the projects progress, the learning builds on new opportunities and multicultural learning environments. The required competence is accumulated through practical activities in diverse settings, workshops, and symposiums.



2 Degree structure in education leading to a master's degree

2.1 SCOPE AND EXTENT OF THE DEGREE

The scope of the EQF 7-level degree is 90 credits of which thesis forms 30 credits. The degree takes on average 1.5-2.5 years to complete. In line with the international ECTS standard, one credit corresponds with 26.7 hours of work for an average student.

2.2 DEGREE STRUCTURE

At Laurea, the degree structure of education leading to a master's degree consists of core competence modules including the thesis, and complementary competence modules (see Figure 1). The modules comprise competence areas that are part of the degree.

The compulsory core competence consists of 60 ECTS credits of studies leading to a master's degree. Complementary modules make it possible for students to deepen or extend their knowledge in global health and crisis management. The complementary competence consists of 30 ECTS credits. Complementary competence modules support gaining the competence described in this curriculum and enabling individual study paths to gain these competences.

Credits are attained when the student completes study units that are part of the module or projects in which the corresponding competence area is developed. Credits can also be gained through recognition of relevant prior learning in global health and crisis management at EQF 7-level.

At Laurea, there are flexible possibilities of building up the competence specified in the learning outcomes of master's degree modules. The student selects studies at EQF7-level so that:

- the studies in the Global Health and Crisis Management degree program contain both global health and crisis management studies,
- the complementary competence studies are selected from
- the studies introduced in this curriculum and according to the student's accepted personal study plan at EQF 7-level,
- the competence requirements for infection prevention and control professional following ECDC description at master-level is possible to gain by completing the QUALITY MANAGEMENT IN INFECTION PREVENTION MODULE (3 x 5 ECTS) and the thesis in the field of infection prevention and control,
- the studies can include complementary competence modules offered by Laurea or they are from the joint offering of Laurea, Haaga-Helia and Metropolia (The 3 UAS).
- the competence development can be achieved by taking part in projects of Laurea, governmental or non-governmental organizations or partners,
- to be recognized through prior learning the select studies are relevant for developing global health and crisis management competences at EQF 7-level.

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

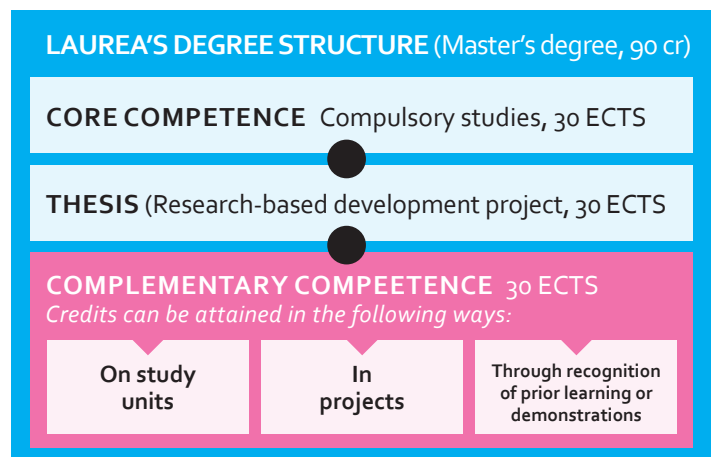


Figure 1 Degree structure

3 International comparability of the degree

Competence is at the centre of all activities at Laurea, and we recognize competence in a comprehensive sense. The level of the degree corresponds with level 7 of the National Qualifications Framework (NQF) and level 7 of the European Qualifications Framework (EQF). (Read more: [Description of the eight EQF levels | Europass](#) and [Teaching and Learning in Schools in Europe](#))

Applicants for the Master's programme in Global Health and Crisis Management must have

- a bachelor's degree in Nursing, sairaanhoitaja (AMK); a bachelor's degree in Public Health Nursing, terveydenhoitaja (AMK); a bachelor's degree in Physiotherapy, fysioterapeutti (AMK); a bachelor's degree

in Social Services, sosionomi (AMK) or other bachelor's/ master's degree in the field of health care and social services.

- at least two years (24 months) of subsequent relevant work experience acquired after date of graduation of the degree. Work experience must either be related to the degree you are applying for or related to the degree you have graduated from. Work experience acquired until 31st July 2023 will be considered.
- fluent English skills at minimum B2-level.

Laurea may, at its discretion, also consider other relevant degrees completed at University or University of Applied Sciences or a Finnish former higher vocational level qualification (opistoasteen tutkinto).

4 Curriculum development

The curriculum is developed by using evaluation, monitoring and feedback data. Feedback is received from students, personnel and workplaces for the development of the curriculum. In addition, the curriculum is regularly assessed using predefined assessment criteria. The development of the curriculum also takes into consideration the changing needs of society.

Changes may occur in the study units and implementation modes of the modules. Especially the offering of the

complementary competence modules is constantly under development to match the requirements of the working life and thus the offering may change during the studies.

In parallel to curriculum changes, Laurea also works to continuously develop the study implementations. Self-assessment of studies by means of education quality criteria is incorporated in the planning of each implementation.

5 Expertise in the field

Global Health and Crisis Management is a professional programme for social and health care professionals interested in the development, leadership and management within social, health and crisis services (Foldspang, Birt & Otok 2018). The settings for the future expert are within interprofessional

health and social services. They can work in population health services, health care industry (hospitals, companies e.g.), crisis management and integrated services. Possible environments for employment are public, private and non-governmental sectors.

The programme focuses on evidence-based social and health care development and management from the perspectives of global health and crisis management (WHO 2016; WHO 2017; UN 2020). Within the transnational projects, the students meet global health topics and crisis management challenges when creating working theories and practices for the benefit of health care service users and citizens and in global infection prevention. (Buchanan-Smith & Screven 2011; ECDC 2013, ECDC 2017; The Security strategy for society 2017; Foldspang et al. 2018, 15.)

The main objective of the Master in Global Health and Crisis Management programme is to provide a structured, and methodologically advanced studies that will enable construction of future competencies for global health care. This will enhance EU's and global demands and visions for multi-professional and transcultural performance in health care by bringing the worlds of education, research and work closer together (OKM 2017; Foldspang et al. 2018, 15; UN 2020). The development of the right mix of skills and better anticipation of future services will take place in development projects, and

development and co-creation of medical and health care as well as social services related equipment and methods.

Building solid bridges between the working life and higher education providers offers contexts to match skills provision also to the needs of enterprises and society. (Campbell et al. 2010; ILO 2010; IMHE 2010; WHO 2010; Foldspang et al. 2018, 14.) The theoretical and practical contents of the Global Health and Crisis Management degree planned to meet the needs of health care employers and employees, globally. This improves overall advanced health care workers' (HCW) competencies and aims to facilitate simultaneously both the retention of the HCWs in local and organizational level, and to support the creation of true European area of skills and qualifications where learners and workers can move freely for job purposes or further learning (Erasmus+ 2020). By increasing cultural awareness diversity the future Global Health and Crisis Management Masters gain competencies in tackling fears manifesting as experiences of cultural threats and prejudice (Borgonovi & Pokropek 2018; UN 2020).

6 Competence Development in Global Health and Crisis Management

This Master's Degree provides the student with an opportunity to achieve competencies to develop skills that are necessary to be open-minded and understand different cultures, traditions, and effective services as essential part of health care in continuous change (Borgonovi & Pokropek 2018; Foldspang et al. 2018; UN 2020; Isotalus & Kakkuri-Knuuttila 2018). The student will gain competencies to implement global policies such as 'The Triple nexus', an approach that aspires to transform the way that humanitarian, development, and peace activities are planned, implemented, and financed in fragile situations to more effectively and coherently meet human needs, mitigate vulnerability, and promote peace – also called building resilience. (Skadkaer Pedersen 2020).

The students will co-create competencies benefitting up-to-date and reliable evidential data on populations' health care needs and available resources (ECDC 2022). By this, the students can meet the critical global need for increased numbers of qualified health care personnel and increasingly more efficient and multidisciplinary health care systems (WHO 2010; Foldspang et al. 2018; UN 2020).

In addition, the competencies for first-line management will be further developed to better meet the requirements to maintain continuity of health care staff and leaders (Ohansson et al. 2006; Picker-Rotem et al. 2008) in the fields of crisis management (Rentschler et al. 2021) and infection prevention. (Buchanan-Smith & Screven 2011; ECDC 2013; ECDC 2017; The Security strategy for society 2017; UN 2020; Rentschler et al. 2021).

After graduation the masters will have professional accountability attitude and responsibility; ability to self-management; evidence-based and ethical practice; and ability to practice in global health services, organizations, and enterprises in an ethically sustainable manner. To reach this goal the co-creation of the curriculum with working-life partners, students, and higher education institutes (HEI) alumni is considered necessary. (Campbell et al. 2010; European Commission 2014; European Commission 2018a&b; WHO 2018a&b; Stibbe et al. 2020; Valtioneuvoston kanslia. 2020; Isotalus & Kakkuri-Knuutila 2018.)

Evaluation criteria

The Master in Global Health and Crisis Management programme can be realized within development programmes implemented according to LbD-model (Raij 2007; Taatila & Raij 2011; Aholaakko 2011). The LbD-model serves a practical frame of reference for the studies (Figure 2).

The Five Stage model (<https://www.gillysalmon.com/five-stage-model.html>) serves as a practical pedagogical approach (Salmon 2000) aiming to assure the equality, sustainability and democracy in learning and teaching (Rautiainen 2019). The requirements and evaluation for the students' learning processes and outcomes are implemented in an equal manner, but in guidance and tutoring equity and transparency are principal values.

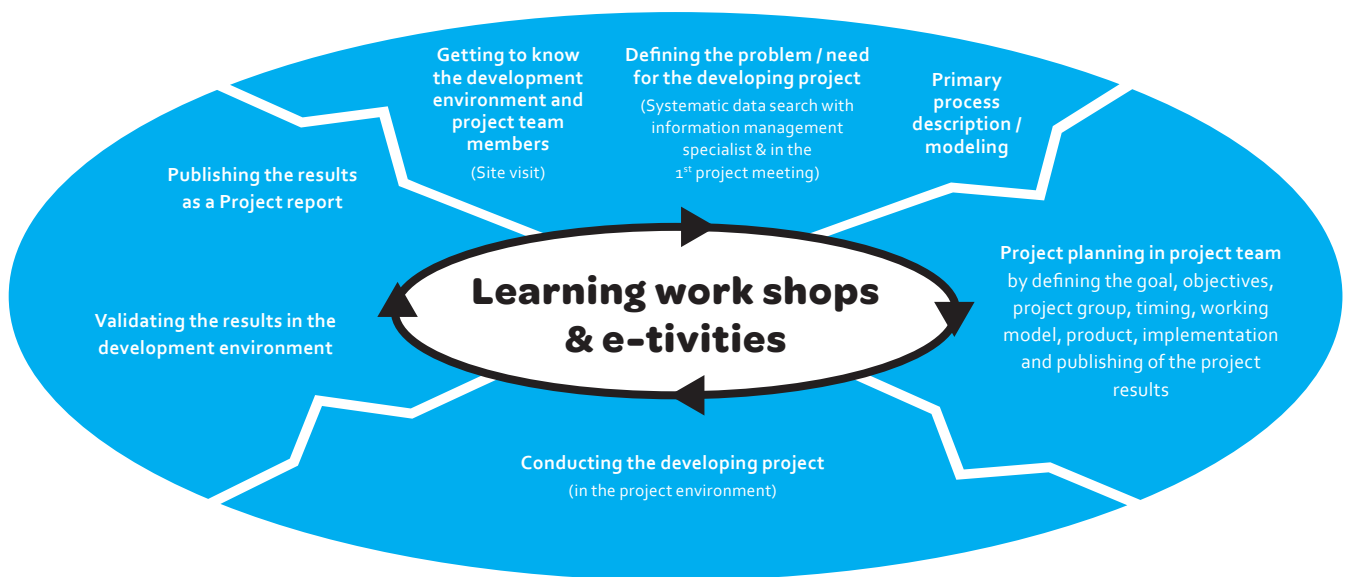
In the beginning of the study programme the students personalize their studies by construction of personal study plan (PSP). The study plan guides the studies accumulating the theoretical studies as part of the development project seeking methodological and theoretical reasoning for the development work origin from needs of the work life and the individual and professional requirements of the student.

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

According to the EQF definitions, "knowledge is described as theoretical and/or factual." The "skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)." And "responsibility and autonomy are described as the ability of the learner to apply knowledge and skills autonomously and with responsibility." (European Commission 2018b.) The evaluation criteria for master's degree in Laurea at EQF 7-level are reported in Appendix 1.

https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en

LEARNING IN GLOBAL DEVELOPING PROJECTS



Teija-Kaisa Aholaakso 2018, Laurea University of Applied Sciences

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

7 Studies

COMPULSORY CORE COMPETENCIES (30 ECTS)

Global Health Promotion (5 ECTS)

The student is able:

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

Global Health Policies and Models (5 ECTS)

The student is able:

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

Global Health Communication (5 ECTS)

The student is able:

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

Research Methods in Health Care (5 ECTS)

The student is able:

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

Global health management (5 ECTS)

Entrance examination study unit in spring 2025

The student is able:

- to analyse health care leadership and management from different levels
- to critically analyse the global health management landscape
- to manage diverse partnerships and interdisciplinary networks and teams in public and private consortiums locally and globally
- to construct self-management competencies for working in challenging and constantly changing environments

lobal health development (5 ECTS)

The student is able:

- to critically analyse theories and methods of project development
- to lead innovatively interprofessional development projects
- to develop budgeting skills in global health development

COMPLEMENTARY COMPETENCIES (30 ECTS)

CRISIS MANAGEMENT MODULE (3 x 5 ECTS)

Crisis Preparedness and Prevention (5 ECTS)

The student is able:

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

Crisis Management (5 ECTS)

The student is able:

- to co-create complex international humanitarian aid infrastructure
- to respond to natural and manmade crises in interprofessional teams
- to analyze operations on evidence-base in natural and manmade crises
- to enhance implementation of evidence-based operations in natural and manmade crises
- to evaluate operations on evidence-base in natural and manmade crises
- to research and develop crisis management

Crisis Leadership and Communications (5 ECTS)

The student is able:

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

QUALITY MANAGEMENT IN INFECTION PREVENTION MODULE (3 x 5 ECTS)

Applied epidemiology (5 ECTS)

The student is able:

- to analyze symptoms, transmissions and spread of infectious diseases
- to enhance preparedness, surveillance, and response to infectious disease outbreaks
- to analyze, implement and communicate surveillance data in infection prevention and control
- to critically assess contextual influences on infectious disease management

Evidence-based Global Infection Prevention (5 ECTS)

The student is able:

- to analyze and implement concepts, principles, and policies of global infection prevention and control
- to apply evidence-based infection prevention and control models in composing, and evaluating IPC practices in diverse settings
- to develop evidence based interprofessional and cross-cultural infection prevention in global contexts

Health Care Evaluation and Infection Prevention Interventions (5 ECTS)

The student is able:

- to distinguish and justify the use of different methods in health care evaluation
- to evaluate infection prevention and control measures for enhancing evidence-based practices in diverse health care settings
- to develop efficient, cost-effective, and effective infection prevention and control interventions

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

The student is able:

- to reflect and develop one's identity and performance as an ethical leader
- to lead ethically sustainable transitions in interprofessional contexts
- to enhance cross-cultural partnerships and working societies in ethical and sustainable manner
- to enhance research integrity in research and development
- to promote and guide ethical dialogue in working societies

For more information or any questions about the programme and study content, you can contact Program Leader, PhD Teija-Kaisa Aholaakko teija-kaisa.aholaakko@laurea.fi

MASTER'S THESIS (30 ECTS)

A thesis is a process of the student's professional development. It enables the student to obtain more in-depth competence in their own field, gain experience in the development of workplaces and demonstrate their ability to apply a research-orientated approach, work independently and innovate. The thesis is linked to the completed studies as well as prior theoretical knowledge in the subject area in question and information obtained concerning workplaces. In accordance with the curricula of the master's degrees at Laurea University of Applied Sciences, once the student has completed their thesis, they are able to

- *independently carry out development work in their own field;*
- *apply the obtained research knowledge in their own research in a critical and analytical manner;*
- *apply information gathering and analysis methods that are suitable for the development task;*
- *master the applied research and development method and the related documenting and reporting;*
- *work as an expert in a community conducting applied research and development work;*
- *independently acquire information and monitor, analyse, and critically assess the development of professional practices and research knowledge in their own field;*
- *independently generate and apply information.*

Master's theses at the university of applied sciences are, by nature, oriented towards workplace development and renewal. The knowledge acquired during the thesis process helps to resolve problems and respond to emerging challenges, develop new solutions, methods and models as well as create new expertise, instead of applying information generated solely through scientific research to practical situations as is. The theses are completed in various global governmental and non-governmental organisations or development projects. Mostly, the thesis work is arranged as a community-centered development process with other stakeholders. In this process, the organisation learns, and continuous learning and self-development takes place with the individuals who work in the organisation. This results in a more profound common perspective on improving the operational prerequisites. The thesis can also be completed jointly with another student.

The Master's thesis at the university of applied sciences includes both a research-orientated approach and development activities. The starting point is a new kind of information provision, in which documented experiential knowledge generated through tangible development activities and a research-based approach are integrated.

Theses could be characterised as research-based development projects that are linked to the strategic research areas of the research, development, and innovation activities of Laurea University of Applied Sciences: Health and Social Integrity, Service Business, and Consistent Safety (Laurea University of Applied Sciences Strategy 2020). In the university of applied sciences master's degree programmes, students start to deepen their competence in the thesis process from the beginning of their studies. The thesis process proceeds in accordance with the Learning by Developing (LbD) model and includes the elements of partnership, experiential nature, creativity, research-orientated approach, and authenticity.

According to the Government Degree (423/2005), the aim of the master's thesis is to develop and demonstrate students' ability to apply research data, to use selected methods for analyzing and solving work life problems and to carry out demanding specialist tasks independently.

In the Global Health and Crisis Management studies thesis guidance takes place in workshops and seminars which facilitates students' learning. Workshops and seminars are key methods and settings, in which professional development is realized. High quality thesis process requires active participation and involvement in workshops and seminars, as well as implementation of evidence. During the thesis process, the student demonstrates extensive understanding and implementation of ethical and legal guidelines and regulations.

Before publication of the thesis report, the originality of the thesis will be analyzed by using the originality check in accordance with the Laurea UAS quality guidelines.

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Appendix 1: Competence evaluation

DEGREE PROGRAMME IN GLOBAL HEALTH AND CRISIS MANAGEMENT

NQF, Level 7

Outcomes of the Master's degree

Masters extensive, highly specialised concepts, methods and knowledge of the field, requiring specialist competence, and uses them as a basis for independent thinking and/or research.

Understands questions related to the field and the meeting points between different fields, and takes a critical approach towards them and towards new information. Is able to solve demanding problems in research and/or innovation work

conducted to develop new knowledge or procedures, in which information from different fields is combined and applied.

Can work independently in the demanding expert tasks of the profession, or as an entrepreneur. Is able to lead and develop complex, unpredictable and new strategic approaches. Can manage issues and/or people. Can evaluate the actions of individuals and groups. Knows how to increase knowledge of the field and its practices and can assume responsibility for others' development.

Has skills for continuous learning. Communicates well verbally and in writing with both specialist and non-specialist audiences. s able to carry out demanding international communication and interaction.

Appendix 2: Thesis evaluation criteria

BACHELOR'S DEGREE, GRADUATION PHASE	MASTER'S DEGREE, GRADUATION PHASE
<ul style="list-style-type: none"> • apply professional concepts expertly and extensively, and manage the big picture. • develop occupational safety of the operating environment. • develop operating methods by comparing, combining and selecting evidence-based information. • work independently and innovatively in line with objectives. • Activities are mostly creative, focused on developing the workplace and distinctly professional. • select, combine and develop appropriate techniques and models. • take initiatives and act responsibly in customer relations, and understands the meaning of customer relationships for the big picture. • develop and renew activities of teams. • critically apply ethical principles in the subject field in complex and unanticipated situations. 	<ul style="list-style-type: none"> • assume responsibility for a community's target-oriented learning • promote the fulfilment of sustainable development principles and social responsibility • manage socially impactful activities based on ethical values • manage and reform operations in complex and unpredictable operating environments • work in demanding expert tasks, in management positions and as entrepreneurs • develop customer-oriented, sustainable and financially viable operations • predict the effects and opportunities of internationalisation in their field
<ul style="list-style-type: none"> • apply professional concepts expertly • take care of occupational safety for themselves and the work community, and identify areas of development • select methods of operation in accordance with evidence-based information and guidelines • work systematically and critically in line with objectives in complex situations. Actions are often flexible, systematic, creative and active. • select the appropriate techniques and models for activities, and justify their choices • prioritise and maintain customer relationships • promote group activities • critically apply professional ethical principles to their work 	<ul style="list-style-type: none"> • acquire, process, produce and critically evaluate information from the perspectives of different professions • make decisions with awareness of the individual, community and societal points of view • promote the fulfilment of equality ideals in the workplace • utilise information and communication technology in their work • build partnerships and networks • manage projects profitably • manage research, development and innovation projects and master the methods of R&D • operate in international environments
<ul style="list-style-type: none"> • apply professional concepts systematically • comply with occupational safety instructions responsibly and independently • justify and analyse their activities using general guidelines and evidence-based information • act professionally and responsibly in unanticipated customer and problem situations • work independently in different tasks in each operating environment • apply acquired techniques and models diversely • act in customer-oriented ways and according to the situation • work in a group in line with objectives • act and justify their activities in accordance with ethical principles 	<ul style="list-style-type: none"> • diversely evaluate and develop their expertise in a target-oriented way • take responsibility for a community's actions and their consequences • apply the ethical principles of the field in their work as experts and workplace developers • develop the operations and well-being of a work community • develop multidisciplinary communications and interaction in the workplace • generate new information and renew ways of working, • combining competence from various sectors • carry out international communications in their work and in developing operations
<p>GRADE 5 EXCELLENT</p>	<p>Students are able to...</p>
<p>GRADE 3 GOOD</p>	<p>Students are able to...</p>
<p>GRADE 1 SATIS- FACTORY</p>	<p>Students are able to...</p>