

# Bachelor of Social Services Curriculum 2022

## DESCRIPTION OF THE DEGREE PROGRAMME

The Bachelor's degree in Social Services consists of 210 credits (ETCS). On average, it takes around 3.5 years to complete the degree programme in accordance with the personal study plan.

Under the Act on Social Welfare Professionals (817/2015), the Bachelor of Social Services is a protected and licensed professional title. Those who have completed a Bachelor's degree in Social Services, may apply for the right to practice a social service profession as a licensed professional from the National Supervisory Authority for Welfare and Health (Valvira).

Those students who complete early childhood education studies may work as social pedagogues in early childhood education and care. When they graduate, they must apply for their degree certificate and the qualification as a social pedagogue in early childhood education and care separately.

The Bachelor's degree in Social Services provides students with extensive abilities to work as social service professionals in social services and early childhood education, as well as in various roles of counselling, education, planning and development in health and wellness services. The degree offers a wide range of employment opportunities. The professional titles include social counsellor, counsellor, social pedagogue in early childhood education and care, and family worker. Bachelor of Social Services graduates have basic skills for supervisory work and entrepreneurship. The degree also prepares students for lifelong learning and further studies that lead to a Master's thesis at a university or university of applied sciences, for example.

The degree consists of core competence and complementary competence studies. The studies include a thesis, practical training periods and optional studies. The studies are organised as modules, which are mainly divided into study units of five ETCS.

## COMPETENCE OBJECTIVES

The objective of the studies is to train creative and socially aware social service professionals who have reflective skills and a strong professional identity, and who value their own professional skills.

The competences required in the work of social service professionals are outlined in the competence requirements issued by the network for UAS education in social services. The competence requirements for Bachelors of Social Services (based on the book *Ammattina sosionomi 2020*):

1. Ethical competence in social services
2. Customer work competence
3. Social service system competence

4. Critical and participatory societal competence
5. Research, development and innovation competence
6. Workplace, management and entrepreneurship competence

Turku University of Applied Sciences has defined innovation competence requirements, which are integrated with the competence requirements for Bachelors of Social Services (see 'Pedagogical Practices and Assessment').

The core competence studies provide students with the basic professional competences required for social and education services, including interaction, counselling, learning, information seeking and development skills. Students prepare a personal study plan (PSP), which helps them to deepen their expertise in complementary competence studies and practical training. They develop and deepen their methodological competence (15 ETCS) and competence required when working with certain customer groups (20 ECTS + 10 ETCS). Studies related to different customer groups:

- Bachelor of Social Services, social work with adults
- Bachelor of Social Services, disability support work and services for the elderly
- Bachelor of Social Services, child protection
- Bachelor of Social Services, social work with children and youth
- Bachelor of Social Services, early childhood education

Upon graduation, students qualify as social service professionals regardless of their selection of customer group-specific studies. The only exception is the qualification as a social pedagogue in early childhood education and care (Act on Early Childhood Education and Care 540/2018), which requires the completion of at least 60 ETCS worth of studies in early childhood education and social pedagogy. Under the act, to qualify as a social pedagogue in early childhood education and care, students must complete 30 ECTS worth of studies in early childhood education theory, an advanced practical training in day care (15 ETCS) and a thesis on early childhood education (15 ECTS).

In the course of their studies, students participate in research, development and innovation projects, which focus on the promotion of social inclusion and agency. Internationality is one dimension of the studies. International competence is developed through student or intern exchange, foreign-language study units or practical training in a multicultural environment.

## **PEDAGOGICAL PRACTICES AND ASSESSMENT**

At Turku University of Applied Sciences, we work as a community and follow the principles of innovation pedagogy (Innopeda®). Innovation pedagogy combines learning with research, development and innovation activities. Learning is regarded as a process of building knowledge in social interaction with other people in various learning environments. Students' active role in the development of their learning plays a central role.

We view social service professionals' approach to their work from social and educational perspective. The social perspective refers to the interaction, coexistence, communities and a sense of community between people. Educational thinking is required so that in their work as counsellors, social service professionals can affect and support the growth of individuals as part of their communities and society in an informed way.

The Bachelor of Social Services studies combine theory and practice with an exploratory approach. A key tool in professional development is reflection, which means that

students take the time to critically examine and evaluate their actions. During their studies, students apply theories and research knowledge to practice in their practical training and project and development assignments.

A close cooperation with various working life partners ensures that Bachelor of Social Services students receive the best possible support and education for their future profession in different fields of social services. When performing their practical training and project and development assignments, students can also deepen their interaction and counselling competences, exploratory approach to work and social service expertise.

Innovation pedagogy is based on experiments, the sharing of information and competence, the combination of various perspectives and creativity. The aim of innovation pedagogy is that graduates not only have competence in their own field but also opportunities for a good life and the knowledge, skills and attitude required to participate in creating a sustainable future.

The innovation competences defined by Turku University of Applied Sciences consist of the following areas:



- 01 Creativity
- 02 Initiative
- 03 Critical thinking
- 04 Collaboration
- 05 Networking

In our teaching, we use participatory and collaborative learning methods and action-based learning. In different modules, we use different learning methods and approaches such as flipped learning and simulations. Students study individually and in different kinds of groups.

In the Bachelor of Social Services studies, the assessment of learning is based on students' competences and their development. We mainly use numerical assessment (0 to 5) for study units and pass/pass with amendments grading for practical training periods. The assessment criteria and competence descriptions for different levels (0=fail, 1–2=satisfactory, 3–4=good and 5=excellent) are given in the study unit implementation plans. Student learning is assessed based on various learning assignments, reports, learning diaries, video assignments or exams. The assessment methods include self-assessment, peer assessment, assessment by teachers and group assessment.

The studies include core and complementary competence studies, and practical training periods as described in the following table:

CORE COMPETENCE STUDIES 95 ECTS
Studying skills and working life competences 20 ECTS

Promotion of a good life 15 ETCS
Basics and methods of customer work 15 ETCS
Social inclusion 15 ETCS
Production of welfare services and management 15 ETCS
Optional studies 15 ECTS
<b>COMPLEMENTARY COMPETENCE STUDIES 65 ETCS</b>
Research and development 20 ETCS (incl. a thesis of 15 ETCS)
Optional methodological studies 15 ETCS
Optional customer group-specific studies 20 ETCS + 10 ETCS (those who focus on early childhood education select Bachelor of Social Services, early childhood education 30 ETCS)
<b>CORE AND COMPLEMENTARY COMPETENCE TRAINING PERIODS 50 ETCS</b>
Voluntary work 5 ETCS
Project-based training in customer work 5 ETCS
Customer work training 10 ETCS
Demanding customer work/first-line management training 10 ETCS
Research, development and innovation training 5 ETCS
Complementary competence training 15 ETCS

## Core competence studies 95 ETCS

Studying skills and working life competences 20 ETCS

*At the beginning of the Bachelor of Social Services studies, you are introduced to social and education service studies and study environments, you begin the process of developing your professional identity, and you become a member of your study community. You will need the skills of self-direction, self-management and identifying your competences during your studies, as well as in your future working life. You will also need diverse language and communication skills when*

*you work as a social service professional and communicate with customers, at workplaces and in various networks, and document your work with customers.*

## **Finnish language and communication 3 ECTS**

### Objectives

- you learn about expert and workplace communication
- you can communicate and interact in situations typical in your professional field
- you know how to develop your communication skills as part of your professional competence
- you take into account the recipient, the situation and professional practices

### Contents

- analysis, interpretation and writing of professional texts in your field
- characteristics of formal communication style, professional language and plain language
- oral communication in your professional field
- assessment and development of your communication skills

## **Swedish 3 ETCS**

### Objectives

- you can communicate in Swedish orally and in writing in typical working life situations
- you can describe yourself, your education, work experience and tasks in Swedish
- you can describe in Swedish your working environment and the activities in you field, placing them in a social context
- you can communicate in a customer-oriented manner and use key terminology in your field in Swedish

### Contents

- key terminology in social and education services
- public administration language examination, oral and written Swedish

## **English 3 ETCS**

### Objectives

- you develop English language and communication skills relevant to your field
- you can speak and write in English when you interact in various working life situations
- you learn how to maintain and develop your professional English skills in social and education services
- you reach language proficiency level B2 according to the Common European Framework of Reference (CEFR)
- you can produce clear and coherent texts, communicate fluently and read professional literature related to your field

### Contents

- key terminology in social and education services
- communication with customers in English

## **Alternative communication methods 1 ETCS**

### Objectives

- you understand the basics of alternative communication methods
- you know how to promote customer inclusion and equality with the help of different communication methods
- you know how to use online resources in challenging communication situations

### Contents

- methods that support and replace oral communication
- forms of simplified language use

## **Information technology, information search and the basics of research 5 ETCS**

### Objectives

- information technology: you know how to use information technology required in your UAS studies and working life
- information search: you have knowledge of key domestic and international information sources, and you develop independent information search skills
- research orientation: you are familiar with the basics of research activities and know how to use research data related to your field

### Contents

- information technology: introduction to information and communication technologies, usernames and passwords, internet, email, files and online learning environments, word processing and spreadsheets
- information search: introduction to Turku University of Applied Sciences' library and information services
- research orientation: research and development areas in social services, theoretical framework, reporting, research interview, use of references

## **Bachelor of Social Services' professional development 1, 3 ETCS**

### Objectives

- you know how to operate as a student in Turku University of Applied Sciences, and you have sufficient higher education studies and working life skills
- you integrate into your study community
- you are able to evaluate your actions and take responsibility for your learning

- you are familiar with the curriculum of the Bachelor of Social Services degree, the competence requirements for Bachelors of Social Services, and the operating environments of and qualification criteria for social and education service professionals
- you can express yourself in writing and use different text types appropriately
- you understand the significance of internationality in your field

#### Contents

- the facilities, systems and instructions of Turku University of Applied Sciences (incl. the degree regulations and safety instructions), the Digistartti course
- team building, the rules of your study group and being a member of a work and study community
- studying skills and innovation pedagogy
- the competence requirements for Bachelors of Social Services and the qualification criteria for social and education service professionals
- preparation of your personal study plan (PSP), the significance of your choices with respect to your career plan and development discussions with your tutor teacher
- working on your portfolio

### **Bachelor of Social Services' professional development 2, 1 ETCS**

#### Objectives

- you strengthen your identity as a social and education service professional, you develop your self-knowledge, thinking skills and self-reflection skills, and you identify your strengths, competences and development needs
- you take care of your well-being and that of your study community
- you are able to update your personal study plan

#### Contents

- strengthening of your self-knowledge
- life management skills and well-being in studies
- updating your personal study plan and development discussions with your tutor teacher

### **Bachelor of Social Services' professional development 3, 1 ETCS**

#### Objectives

- you complete your studies
- you know your strengths, competences and development needs
- you know how to enhance your employment abilities and advertise your expertise
- you know the rules of working life and are able to follow them
- you are aware of further and continuing education opportunities

#### Contents

- development discussions with your tutor teacher
- the process of graduation
- reflective work on your portfolio
- innovation competences and self-assessment



- career planning and job search

## Promotion of a good life 15 ECTS

*Knowledge of how people grow and develop lays the basis for your work as a social service professional with customers. When you work as an expert on social and education services, you promote equality and protect individuals and groups of people who are in a vulnerable situation. You use your critical societal competence in your work when you make an impact on and take a stand for people's social well-being and social justice. You also have knowledge of services that promote and maintain customers' well-being and address people's challenges in various life situations.*

### **Lifespan and education 5 ETCS**

#### Objectives

- you recognise individual and environmental factors that affect people's growth, development and education
- you can describe the developmental tasks of different life phases
- you are familiar with theories on education, development and learning

#### Contents

- the biological, psychological and social development of human beings
- the developmental tasks and challenges of different life phases: childhood, youth, adulthood and old age
- the psychosocial basis of education and supporting individuals' growth and socialisation process
- early interaction and parent-infant bonding
- the ethical dimension of education

### **Well-being in a changing society 5 ETCS**

#### Objectives

- you understand aspects of citizens' well-being and social problems
- you are familiar with societal and global challenges to well-being
- you are able to examine sustainability from different perspectives (ecological, economic, social and cultural)
- you are familiar with the history, functioning and tasks of welfare society and the welfare state

#### Contents

- changes in welfare society and the welfare state
- welfare theories, measuring well-being, perceived well-being, quality of life
- social problems, social deprivation and marginalisation

### **Customer-oriented social and health services 5 ECTS**

## Objectives

- you can describe the current challenges related to the health and well-being of the population and the factors behind them
- you can describe indicators of the health and well-being of the population and the importance of information in identifying the need for and provision of services
- you can describe the overall structure of social and health services and the legislation concerning social and health services
- you can describe the overall structure of the social security system with a particular focus on supporting work ability and functional capacity and rehabilitation
- you know how to retrieve information and guide people in different life situations to seek social and health services
- you recognise the importance of information security in social services
- you recognise the importance of multi-professionalism from the perspective of service needs

## Contents

- the health and well-being of the population: current challenges and factors behind them, promoting health and functional capacity, preventing illnesses and accidents, register and statistical data
- social and health services: the social and health care system and its development, funding, responsibilities and supervision, and customer/patient rights
- social and health services: rehabilitation and rehabilitation services, income security
- information security in social and health services
- customer counselling: finding information about social and health services and benefits, applying the information to the service counselling for customers in different life situations, multi-professional support for customers

## Basics and methods of customer work 15 ETCS

*As a Bachelor of Social Services, you are an expert on interactive support and counselling. The key elements of customer work competence include guidance, goal orientation, process orientation and appropriate documentation of work. You use dialogue with customers as a work method, which is based on reciprocity and building a mutual understanding. Dialogue is also related to your view of human beings and the world, which affects how you encounter other people. Your ethical competence creates an important basis for how you act as a social service professional and work with customers.*

## Professional interaction and ethics 5 ETCS

### Objectives

- you are familiar with the values and professional ethics guiding social services, and you are able to follow them in interactive situations
- you are familiar with the basic concepts of professional interaction
- you know how to plan and evaluate your interaction in different situations

- you are familiar with different views of human beings and understand the significance of these views and values in customer work
- you are familiar with key legislation concerning customer work in social services

#### Contents

- professional interaction and dialogue
- the concept of ethics and professional ethics
- the Act on the Status and Rights of Patients
- the Social Welfare Act

### **Individual and group support and counselling 5 ETCS**

#### Objectives

- you are familiar with counselling theory and different perspectives on counselling
- you know how to counsel different customers and customer groups systematically and in a goal-oriented way
- you know how to apply different counselling approaches and methods

#### Contents

- counselling as a basic work method of social service professionals
- a solution- and resource-oriented approach
- a systemic approach
- motivating customers to change with the help of motivating discussion
- counselling in electric environments

### **Service counselling and recording of information 5 ETCS**

#### Objectives

- you understand the process nature of customer relationships and are familiar with the phases of the customer process
- you are familiar with the process and different models of service counselling
- you know how to assess customers' need for services and, based on this assessment, plan customers' service paths and guide them to services
- you are familiar with the objectives of social rehabilitation
- you know the basic concepts and responsibilities of recording information and know how to record your work with customers

#### Contents

- assessment of customers' work ability and functional capacity
- the service duties of social welfare
- the rehabilitation service system
- formal recording of information in social welfare and the governing legislation
- information security and the governing legislation

### **Social inclusion 15 ETCS**

*The work of social service professionals involves the promotion of social inclusion. When you counsel people in your work as a social and education service professional, you make it possible that people's needs of engagement, belonging and participation are recognised and taken into account. As a social service professional, you guide customers at risk of social exclusion to necessary services and/or community-based activities. A social pedagogical approach helps you to pay attention to the levels of the individual, community and society in your work. It challenges you to understand different cultural phenomena, which you examine from the perspective of local communities, civil society, as well as globalisation. Human and fundamental rights, ethics and the core values of the social service field guide your work as a social service professional.*

## **Promotion of social inclusion and community-based work 5 ETCS**

### **Objectives**

- you understand the concepts of social inclusion and community, and the important role they play in people's well-being
- you know how to promote a sense of community and the inclusion of individuals and groups through different methods
- you are able to view individuals as part of their social network and living environment and use the resources of the network for the benefit of the customer
- you know how to perform advocacy in collaboration with residents and customers
- you are familiar with municipalities' and organisations' activities to promote health and well-being and to prevent problems related to them, and you know how to use these services

### **Contents**

- the levels of social inclusion
- the ways citizens, municipality residents, customers and social service workers can engage in advocacy
- a social pedagogical approach, social inclusion and exclusion
- participatory and collaborative methods such as art-based participatory methods and social network mapping
- regional social work and analysis

## **Cultural diversity and supporting immigrant integration 5 ETCS**

### **Objectives**

- you are able to identify societal, ecological and cultural factors behind international migration and refugee ship
- you are able to reflect on your own values, attitudes and prejudices
- you are able to collaborate with people from different cultures
- you know how to promote the equal treatment of people and act against racism and discrimination
- you know how to support the integration and agency of immigrants and immigrant families and groups
- you understand gender diversity and the importance of gender sensitivity in your work

### **Contents**

- the concept of culture, its levels and dimensions

- cultural competence and multicultural counselling competence
- global responsibility and human rights
- Finnish immigration policies, the asylum process and the service system that supports integration
- legislation concerning immigration, discrimination and equality

## **Promotion of social inclusion in child protection and mental health and substance abuse social work 5 ETCS**

### Objectives

- you are familiar with the values that guide child protection and mental health and substance abuse social work
- you are familiar with factors that support children's, young people's and adults' mental health, and you are able to identify risks related to them
- you are familiar with the Child Welfare Act
- you are able to address and discuss questions related to mental health, substance abuse and child protection needs
- you know how to work with child protection, mental health and substance abuse customers, to guide those who need support to services and to identify the need for urgent help

### Contents

- ethical and non-stigmatising working methods that support customers' well-being in child protection and mental health and substance abuse social work
- the most common mental health and substance abuse problems, addiction behaviour and the factors that cause the need for child protection
- addressing and discussing concerns and evaluating the situation
- the child protection process, the services for children, young people and families, and the child's best interests as a primary consideration
- the mental health and substance abuse service system

## **Production of welfare services and management 15 ETCS**

*When you work as a social service professional, you need self-management skills and must understand the factors behind workplace dynamics and the principles of well-being at work. Your first-line management studies focus on the management of professional customer work. Competent social service professionals must also master the basics of entrepreneurship. Occupational safety and medication safety are important issues in all professional positions in social and education services regardless of the sector or role in which you will work.*

## **First-line management and work community skills 5 ETCS**

### Objectives

- you are able to work in multi-professional teams, work communities and operating environments

- you have first-line management skills
- you are familiar with labour legislation concerning management
- you are able to evaluate your management skills from the perspective of different customer groups and well-being at work
- you understand workplace communication as a whole and its relation to first-line management, and you can strategically plan communications

#### Contents

- contemporary management and organisational theories
- first-line management of welfare services and its characteristics
- legislation concerning first-line management
- work community management in practice
- work community skills that promote the well-being of the community
- workplace communications as a whole and its different areas, communication culture, management communications and communication strategies

### **Production of social and education services and entrepreneurship 5 ETCS**

#### Objectives

- you are familiar with the responsibility of society in promoting citizens' well-being, and organising social and early childhood education services
- you know how public and private services are produced and developed
- you have an understanding of quality control in social welfare and early childhood education
- you have an overall idea of the significance of entrepreneurship in social and education services

#### Contents

- the organisation of public services and different ways of producing them
- the operational and financial planning of public and private services
- the basics of quality control in social and early childhood education services
- social service professionals as entrepreneurs in social and early childhood education services

### **Workplace safety and medicinal treatment 5 ETCS**

#### Customer and employee safety 2 ETCS

#### Objectives

- you are familiar with the most important legislation, documents, responsibilities and principles that guide customer work and workplace safety
- you are able to work independently, promoting the safety of your work community
- you are familiar with the principles of work ergonomics and can apply them to your work
- you know how to recognise and face violence or customers at risk of violence and guide them to support services if necessary

#### Contents

- work community and organisation safety management and planning
- anticipation, actions in threat situations and analysis of threat situations
- forms of violence, and identifying and addressing them
- work ergonomics methods

### Medicinal treatment and medication safety 3 ETCS

#### Objectives

- you know the authorities that supervise medication safety, the core legislation and licensing practices
- you understand professional employees' responsibility in administering medication
- you know the basics of medicinal treatment
- you know how to administer medication safely and responsibly

#### Contents

- core legislation and guidelines concerning medicinal treatment
- the stages of medicines in the body and their effects on the body
- forms of medication and routes of administration (not intramuscular or intravenous injections)
- the adverse effects and interactions of medicines and commitment to medication
- the pharmacotherapy plan and Bachelors of Social Services as providers of safe medication

## Optional studies 15 ECTS

*With the help of optional studies, you can broaden and deepen your social and education service competence in line with your professional goals. You can select studies offered by other higher education institutions, for example. You can also include your student association and tutoring activities and work experience that corresponds to your degree in your optional studies.*

## Complementary competence studies 65 ETCS

### Research and development 20 ETCS

*Society and working life are changing fast, which means that for future social service professionals, research, development and innovation skills are more important than before. You will need the important skills of designing, implementing and evaluating research and development and disseminating their results and products. You are familiar with research ethics principles and comply with them in your activities. In your work as a social service professional, you apply partnership-based research and development methods. Your work improves your customers' well-being, generates new knowledge and benefits the stakeholders.*

### Research and development methods 5 ETCS

## Objectives

- you are familiar with central concepts in research, development and innovation
- you are able to solve problems innovatively and carry out networked operations in the development of social and related services
- you know how to develop the methods, work practices and service processes of customer work in collaboration with other operators
- you are able to design, implement and evaluate development projects and apply research and development methods to the development of work practices
- you are able to comply with research and development ethics principles and guidelines
- you are able to evaluate the reliability and benefits of research and development

## Contents

- the research and development process
- quantitative and qualitative research, research data collection and analysis methods
- development methods, materials and data
- literature review

## **Thesis 15 ECTS**

### Thesis plan 5 ETCS

#### Objectives

- you are able to solve problems creatively and carry out networked, collaborative research and development of social and education services with various operators
- you are able to write a thesis plan independently and use research and/or development methods to reform work and/or operating practices
- you are able to produce knowledge to promote well-being and comply with research and development ethics principles and practical instructions
- you know how to communicate about research and give constructive peer feedback

#### Contents

- the scope of the thesis, its presentation and approval
- writing the thesis plan and its approval
- research communications as part of preparing a thesis
- the commissioner and the contract with the commissioner
- the thesis instructions of Turku University of Applied Sciences and the degree programme
- workshop activities, peer feedback and designation of the thesis supervisor

### Thesis implementation 5 ETCS

#### Objectives

- you are able to carry out creative research and development that aims for constructive change in collaboration with various operators
- you are able to implement research and/or development in collaboration with a commissioner
- you are able to use your theoretical framework and research and development methods independently to reform operating practices



- you are able to assess knowledge to promote well-being and comply with research and development ethics principles and guidelines
- you know how to communicate about research and give constructive peer feedback

#### Contents

- writing the theoretical framework of the thesis, and writing and presenting the results and/or products
- guidance and support for the thesis work
- giving and receiving peer feedback
- workshop activities

#### Thesis report 5 ETCS

##### Objectives

- you are able to independently and responsibly carry out creative research and development that aims for constructive change in collaboration with various operators
- you are able to write a report of the research and/or development project in accordance with the instructions
- you are able to produce and assess knowledge to promote well-being, and you participate in the dissemination of the results and/or product
- you know how to communicate about research and conduct constructive peer assessment

#### Contents

- writing the thesis report and saving it in the system in accordance with the degree programme and Turku University of Applied Sciences instructions
- presenting and communicating about the thesis
- publication and dissemination of the results or product
- oral and written peer review
- maturity test
- the commissioner's statement

### Optional methodological studies 15 ETCS (5+5+5 according to the student's selection)

*When you work as a social service professional, you need various working methods to support your customers in their everyday life and meet their needs. Action-based and creative methods may broaden your understanding of your customer's situation or culture, regardless of whether you work with an individual or group. With the help of different methods, you can support your customers' overall functional capacity, agency and well-being. These methods also serve as tools when you meet and collaborate with people. Service design and digital competences help you to meet today's and future challenges in your work. Entrepreneurship studies may offer you new career opportunities.*

#### Group tutoring methods 5 ETCS

##### Objectives

- you are able to observe and identify group phenomena

- you are familiar with the basics of group tutoring
- you know how to use team building exercises

#### Contents

- group dynamics, lifespan and roles
- tutor characteristics and development
- implementation of tutoring: planning, objectives and assessment
- team building exercises
- group tutoring exercises with a peer group
- observation of group activities

### **Action-based and creative methods 5 ETCS**

#### Objectives

- you are able to analyse creativity theoretically and as part of humanity
- you are familiar with the meanings of and reasons for creative activities in customer work
- you have experientially learnt various creative and action-based methods that can be used in social services
- you know how to use your creativity and resources in customer work
- you know how to use creative and action-based working methods when working with different customers

#### Contents

- the concepts of creativity and action-based methods
- creative expression, interactive and mindfulness exercises with the help of different methods (e.g., visual expression, verbal art, music)
- tutoring creative activities, its planning, implementation and assessment

### **Nature- and environment-based methods 5 ETCS**

#### Objectives

- you are familiar with various operating environments and methods of nature- and environment-based activities
- you are familiar with nature-based counselling and customer work, and the principles of respecting the environment that guide them
- you understand the meaning of nature in supporting well-being, and you are aware of your own relationship with nature
- you know how to plan, implement and assess nature- and environment-based activities in a customer-based and goal-oriented way

#### Contents

- the health and welfare effects of nature
- the operating environments of nature- and environment-based activities
- different nature- and environment-based activities, mindfulness skills in relation to nature
- activities in a natural environment, experiences and adventures in various environments
- taking care of nature as a therapeutic activity

## **Digital and media competence in social service professionals' work 5 ETCS**

### **Objectives**

- you are able to use digital tools in your work as a social and education professional
- you know how to create professional content in an online environment
- you are familiar with professional opportunities and challenges brought on by digitalisation
- you are able to counsel individual customers and groups in digital operating environments
- you know how to use various media tools such as social media for professional purposes

### **Contents**

- a media project: planning, implementation and assessment
- the use of online media tools (text, image, video and podcast) in the project
- the special requirements of digital counselling and interaction in an online environment
- influencer communications and marketing social and education service expertise
- service terms of use, the differences between private and professional use and ethical principles

## **Work community and work unit management 5 ETCS**

### **Objectives**

- you are familiar with and know how to apply current management trends in supervisory work
- you are familiar with and know how to apply work community management methods in your work
- you know how to work as a first-line manager of a work community in accordance with the organisation's strategic and operative objectives
- you have self-management skills and are able to evaluate your management skills and profile from the perspectives of different customer groups, plans, finances, results and welfare effects
- you know how to develop your management communication skills and strategically plan and manage work community communications

### **Contents**

- new trends of first-line management in different welfare services in the 2020s
- management by objectives, talent management and management methods
- the development of work unit operations and quality through supervisory work
- self-knowledge and evaluating yourself as a manager
- management communications trends and influencer communications
- digital organisational communication and remote management

## **Service design 5 ETCS**

### **Objectives**

- you understand the principles, terminology and process of service design
- you know how to use service design tools in different phases of the process

- you are able to design, develop and innovate services with the help of service design
- you know how to collect information about customers' needs and analyse customer insight in service design
- you understand the principles of user- and customer-based development
- you know how to use visualisation in the service design process

#### Contents

- the principles, methods and tools of service design
- visualisation of information
- implementing a service design process as a course assignment

### **Neuropsychiatric and mental health challenges in the course of life and in everyday life 5 ETCS**

#### Objectives

- you know the most common neuropsychiatric and mental health disorders and their symptoms
- you understand how neuropsychiatric and mental health disorders affect a person's everyday life in different life phases
- you know how to help customers to cope with different disorders and manage their everyday life

#### Contents

- attention disorders, autism spectrum disorders, affective disorders, psychoses, anxiety disorders, eating disorders
- the challenges with executive functions, social life and interaction, impulse control, coping and achievement, and looking after oneself and others
- supporting customers' management of everyday life with the help of research- and evidence-based tools
- increasing customers' awareness and agency in looking after their own interests and supporting a healthy lifestyle

### **Entrepreneurship training in social and education services 5 ETCS**

#### Objectives

- you are familiar with the process of planning and establishing a social and education service business
- you master the basics of business development
- you have knowledge of local social and education service businesses
- you participate in the development of social and education service business

#### Contents

- the stages of establishing a business and the basic information an entrepreneur needs
- the business idea, business concept and business plan
- productisation and product development
- networking and collaboration with local social and education service businesses

- the development of your entrepreneurship or a collaborative product development project with a business partner

### **Financial social work 5 ETCS**

#### Objectives

- you are familiar with problems related to financial equality, income security and low incomes
- you are familiar with the basic concepts of financial social work
- you know how to counsel financially disadvantaged customers in managing their finances and applying for social security benefits

#### Contents

- supporting customers' financial capacity
- social security benefits in strengthening a person's financial capacity
- financial counselling and advice

### **Crisis and trauma social work 5 ETCS**

#### Objectives

- you can identify a person in crisis and their need for help
- you are familiar with the basics of short-term crisis intervention models
- you know how to act supportively with a seriously traumatised person as part of a multi-professional team

#### Contents

- short-term crisis interventions and their implementation
- the support process for seriously traumatised people
- the symptoms of post-traumatic stress disorder and helping people who suffer from it

## **Optional customer group-specific studies 30 ECTS**

*You broaden and deepen your professional competence by choosing 20 ETCS worth of studies (2 modules) from one set of optional customer group-specific studies and 10 ETCS worth of studies (1 module) from another set of customer group-specific studies. You will qualify as a social service professional regardless of your selection of customer group-specific studies. The only exception is the qualification as a social pedagogue in early childhood education and care (Act on Early Childhood Education and Care 540/2018). To obtain this qualification, you must choose 30 ETCS worth of studies in early childhood education theory (+ an advanced practical training in day care (15 ETCS) and a thesis on early childhood education (15 ECTS)).*

## **Bachelor of Social Services, social work with adults 20 ETCS**

*In these studies, you deepen your knowledge of the most important phenomena of social work with adults and place this work in a societal context. You broaden your knowledge of different customer groups and the service system, as well as of theoretical work orientations in social work and social counselling with adults. With the help of your broader knowledge of the service system, you can provide your customers counselling on its use and their everyday agency. You will have competence to work in multi-sectoral and multi-professional teams and networks, and you develop your skills in the production, development and management of social services and social counselling.*

### **Module 1 Professional principles and customer groups of social work with adults 10 ETCS**

#### **Principles of social work with adults 5 ETCS**

##### Objectives

- you are able to anticipate future trends of welfare services, analyse local welfare challenges and participate in the production and development of services
- you are able to analyse structures and processes that create inequality and disadvantage at regional, national and international levels
- you know how to apply theoretical work orientations in social work with adults

##### Contents

- work orientations in social work
- the definition and fields of social counselling and social work
- differences in health and well-being
- the challenges of organising welfare services

#### **Customer groups and service system of social work with adults 5 ETCS**

##### Objectives

- you are familiar with the service and social security systems that support well-being and social security
- you know how to apply the legislation concerning services and benefits in your work
- you are able to work as a social service professional in multi-professional teams and networks, and promote your customers' safety networks

##### Contents

- the most important customer groups and service systems of social work with adults
- the legislation that guides social work with adults
- the social security of the customer groups
- multi-professional and multi-sectoral collaboration
- the quality and impact assessment and development of social services

## **Module 2 Methods of social work with adults 10 ETCS**

### **Working methods of social work with adults 5 ETCS**

#### Objectives

- you are able to apply and evaluate different theoretical work orientations to customer work
- you are able to use different working methods and tools in social work with adults
- you are able to describe your own work orientation that guides your systematic and goal-oriented work with customers

#### Contents

- creation of students' own work orientation
- service counselling and social counselling
- dialogue in customer work
- the methods of rehabilitative social work

### **Individual counselling in social work with adults 5 ETCS**

#### Objectives

- you know how to create a professional interaction and collaboration relationship that supports the customer's participation
- you are able to counsel and support different kinds of customers in their everyday life in a goal-oriented and ethical way
- you are able to describe and evaluate the phases of the customer process and develop your work based on it
- you are able to pay attention to the uniqueness of every individual and take correct action in situations with customers that involve conflicting values

#### Contents

- the implementation of and reflection on your customer work guidance process
- applying your approach, working methods and tools in counselling work
- supervision of work to support your counselling process ethical reflection

## **Bachelor of Social Services, disability support work and services for the elderly 20 ETCS**

*In these studies on disability support work and social work with the elderly, you deepen your customer work, ethical and service system competence to meet the needs of these customer groups. You learn tools to support the social inclusion and participation opportunities of these groups. As a social service professional, it is also important that you understand conflicting values related to human and fundamental rights that you may come across in your work. Social service*

*professionals must continuously develop their service system competence and in these studies, you obtain knowledge of the services for people with disabilities and the elderly.*

## **Module 1 Bachelor of Social Services, disability support work 10 ETCS**

### **Basics, services and customer groups of disability support work 5 ETCS**

#### Objectives

- you know how to promote the agency and social inclusion of children, young people who are becoming independent, adults and elderly people with disabilities
- you are able to work in a multi-professional team that looks after the interests of a customer with disabilities and their family
- you are familiar with different definitions of disability and the social model of disability, and you are able to view disability as a cultural and historical phenomenon
- you are able to analyse the status of people with disabilities in Finnish society, as well as to recognise and act against discriminating practices and attitudes when you come across them
- you are familiar with the legislation and other norms that guide disability support work
- you have knowledge of the rehabilitation service system and the services and support measures granted based on disability, and you are able to guide your customers to them

#### Contents

- the UN Convention on the Rights of Persons with Disabilities
- accessibility in living and operating environments, communications and services
- the support needs related to different disabilities and responding to them
- ethical issues in disability support work and autonomy

### **Social work with people with intellectual and developmental disabilities as a special area 5 ETCS**

#### Objectives

- you know how to promote the agency, social inclusion and right to autonomy of children, young people who are becoming independent, adults and elderly people with intellectual and developmental disabilities
- you are able to work in a multi-professional team that looks after the interests of a customer with intellectual and developmental disabilities and their family
- you are familiar with the legislation and other norms that guide intellectual and developmental disability support work
- you have knowledge of the special services and support measures granted based on an intellectual and developmental disability, and you are able to guide your customers and families in their use

#### Contents

- the reasons of intellectual and developmental disabilities and the most common disorders and conditions that cause them
- ethical issues in intellectual and developmental disability support work



- positive recognition
- supported decision making
- autonomy and the specific situations in which it can be restricted under legislation

## **Module 2 Bachelor of Social Services, services for the elderly 10 ETCS**

### **Multi-professional social work with the elderly 5 ETCS**

#### Objectives

- you are familiar with societal, social and individual processes behind ageing and factors that affect them, and you are able to inform various operators about the life situations and needs of the elderly to support their decision making
- you are familiar with the legislation and ethical principles concerning this area of social work, and you know how to apply them in your work
- you know the ways of organising and producing services and how they are controlled and supervised in the public, private and third sectors
- you understand the importance of living and operating environments in ageing and everyday life
- you know how to use preventive work and early support approaches and are able to identify protective and risk factors to well-being
- you know how to support the social inclusion and impact opportunities of the elderly

#### Contents

- ageing as an individual, societal and cultural phenomenon
- the services for the elderly and the ways they are produced
- the social security for the elderly, systematic assessment of service needs and service counselling
- the changes in ageing, functional capacity and resources, assessment of functional capacity and identifying early support needs
- supporting life at home, supporting independent and community-based activities and supporting impact making
- social networks, informal care and special issues of ageing

### **Social work with the elderly to support agency and functional capacity 5 ETCS**

#### Objectives

- you are familiar with approaches to agency and functional capacity with respect to ageing, and you know how to apply them in your work
- you know how to prepare a care and service plan in collaboration with your customer and different professional groups
- you are able to use methods of social work with the elderly independently
- you know how to use electric operating environments in your counselling work and help your customers to use digital services
- you are able to evaluate, solve and apply ethical issues in social work with the elderly, respecting your customers

## Contents

- the assessment and measures of functional capacity
- methods that support agency in social work with the elderly
- special issues and the future of ageing
- ethical issues in social work with the elderly

## Bachelor of Social Services, child protection 20 ETCS

*As a Bachelor of Social Services specialised in child protection, you work with children and families and are familiar with the related support service system and legislation. You are able to identify protective and risk factors to families' well-being and to apply preventive work and early support approaches to you multi-professional work. Your work is guided by putting the child's best interests first, following a customer-driven orientation and focusing on resources in supporting children's growth. When working in child protection, both you as a social service professional and your employer must look after your wellbeing at work.*

### Module 1 Child and family services to support families 10 ETCS

#### Families, services and legislation to support children's well-being 5 ETCS

##### Objectives

- you understand the importance of legislation in supporting children with families and child protection
- you are familiar with different types of families and are able to identify different family situations
- you know how to guide families with children to services
- you are able to work with children and families in various situations and teams

##### Contents

- different families and family situations
- the basic services, the Social Welfare Act, the Child Welfare Act and the support work of organisations for children and families
- identifying and addressing child abuse and necessary actions
- a systemic approach to work in social services and multi-professional work

### Family work in child protection community care and foster care 5 ETCS

##### Objectives

- you understand the concept of and different work orientations related to family work
- you know how to support a child's or young person's parents
- you are able to apply a systemic approach to work in child protection
- you know how to use different working methods and tools to support your work

## Contents

- assessment of family situations
- supporting and providing peer support group activities for the parents of children in foster care
- family work in community and foster care
- the Let's talk about children discussion
- mentalisation theory

## **Module 2 Children as customers of child protection 10 ETCS**

### **Child's status in child protection 5 ETCS**

- you establish your approach to work that supports children and their families
- you know your role in multi-professional work with children and families
- you understand the importance of documentation in child protection
- you know how to promote your well-being at work

## Contents

- positive recognition
- supportive education and care
- restriction decisions in child protection
- documentation of customer work
- vicarious traumatising and work fatigue

## **Ensuring a child's well-being in foster care 5 ETCS**

### Objectives

- you are able to identify the special needs of children in foster care
- you learn ways to work with traumatised children
- you understand the therapeutic benefits of everyday routines in the life of children in foster care
- you know how to work with children using different working methods

## Contents

- the well-being of children in foster care, children's needs, parent-infant bonding disorders and traumas
- therapeutic foster care
- neuropsychiatric challenges

## **Bachelor of Social Services, social work with children and youth 20 ECTS**

*As a social service professional, you support and promote school children's and young people's growth as individuals, well-being and attachment to groups and communities. In school*

*environments, you offer pupils and students low-threshold support and guide them to the services they need when they have problems. Your role is to support their social inclusion and agency. You understand youth as a phase of life. With the help of different methods, you are able to support young people in developing a stronger self-image and facing challenges.*

## **Module 1 Social work in schools 10 ETCS**

### **School as a meeting place 5 ETCS**

#### Objectives

- you are familiar with the legislation that governs schools, as well as with the principles of pupil and student welfare
- you identify phases and challenges related to children's and young people's learning
- you know how to guide pupils to different services and offer low-threshold support in a school environment
- you know your role as a Bachelor of Social Services in the multi-professional teams in schools

#### Contents

- pupil and student welfare
- the legislation that governs schools
- school social workers' role and tasks in comprehensive and upper secondary schools
- learning difficulties and supporting pupils or students with learning difficulties
- school bullying as a phenomenon

### **Counselling in schools 5 ETCS**

#### Objectives

- you know which factors support and challenge pupils' and students' well-being
- you know how to support children's and young people's well-being in different learning environments

#### Contents

- the well-being of school-aged children and young people
- mental health and crisis support for young people
- self-image and self-concept as a learner and a person
- planning, implementation and evaluation of an action-based project in a school

## **Module 2 Working with youth 10 ETCS**

### **Youth and action-based methods 5 ETCS**

#### Objectives

- you identify developmental tasks related to youth and learn different ways of counselling and tutoring young people

- you obtain knowledge of action-based methods that you can use in your work with young people

#### Contents

- youth as a life phase
- the developmental tasks and challenges of youth, including psychosomatic problems, social media, intoxicants and sexuality
- young people as members of society
- collaboration opportunities: introduction to organisations and other operators that work with young people and to various working methods in different operating environments

### **Counselling and tutoring youth 5 ETCS**

#### Objectives

- you know how to plan, implement and evaluate an action-based project in your work with young people
- you understand the action-based methods used in work with young people

#### Contents

- various ways of counselling and tutoring
- using action-based methods with young people
- planning, implementation and evaluation of an action-based project with a group of young people

## **Bachelor of Social Services, early childhood education 30 ETCS**

*When you work as a Bachelor of Social Services in early childhood education, you have a social pedagogical approach to your work. You promote the fulfilment of children's rights and understand the importance of a safe growth environment for children's overall well-being. You offer dialogical education, which is guided by the principle of supporting children to grow as individuals and as members of a community. As an expert on social services, you support children's social inclusion and sense of community, offer support to their guardians and work in multi-professional work communities and networks. You understand the effects of societal changes on the lives of families with children, and you have broad knowledge of family services, so that you can contribute to preventing the disadvantage and marginalisation of children and families.*

### **Module 1 Basics of early childhood education 15 ETCS**

#### **Principles of early childhood education 5 ETCS**

#### Objectives

- you are familiar with the legislation concerning early childhood education and the related service system
- you are familiar with the early childhood education plan and understand its meaning

- you know the central goals of early childhood education and have an understanding of early childhood education as children's growth environment
- you know the learning and development process of children
- you know the competence requirements for a Bachelor of Social Services in early childhood education

## Contents

- the legislation concerning early childhood education and the Convention on the Rights of the Child
- the development of early childhood education and its roles in society
- the overall structure of early childhood education services
- the national core curriculum for early childhood education and care and the early childhood education plan
- the development of children under school age

## **Early childhood education activities and tutoring children 5 ETCS**

### Objectives

- you understand the importance of play, play environments and tutoring play for children's well-being and development
- you know how to observe and document children's play
- you are able to plan, implement and evaluate activities for children under or over three years, paying attention to children's participation
- you are familiar with principles of tutoring a group of children
- you understand the importance of everyday routines in supporting children's well-being and development

### Contents

- play at different ages
- the special characteristics of the activities of children under and over three years
- planning and tutoring child-oriented activities in different areas of learning
- the combination of education, teaching and care, full-time pedagogy and tutoring interaction
- methods of observing and documenting play

## **Family-based collaboration and Bachelors of Social Services as educators 5 ETCS**

### Objectives

- you understand the importance of educational collaboration with children's guardians
- you are familiar with the ethical principles and values of early childhood education
- you are familiar with principles of multi-professional collaboration and are able to apply them in your work
- you strengthen your cultural competence

## Contents

- family-oriented forms of collaboration and dialogue
- addressing difficult issues in challenging situations
- multi-professional and multi-sectoral collaboration
- the professional identity of a Bachelor of Social Services in early childhood education
- values and ethics in tutoring practices and the day care operating culture
- guardians from different language and cultural backgrounds as educational partners

## **Module 2 Advanced early childhood education studies 15 ETCS**

### **Supporting parents and family services 5 ETCS**

#### Objectives

- you understand the importance of early interaction between an infant and its parents and know how to strengthen it
- you understand risk factors related to the lives and well-being of families with children
- you have knowledge of family services
- you have knowledge of family-oriented counselling methods

#### Contents

- early interaction, mentalisation and parent-infant bonding
- children's development environments, an ecocultural perspective
- the basic services for families with children, social welfare and child protection support measures, third-sector services, service counselling
- the Let's talk about children method

### **Identifying and supporting children's special needs 5 ETCS**

#### Objectives

- you understand the basic concepts of inclusive early childhood education
- you understand the characteristics of children's development and their variation
- you know how to support children in social and psychological problems
- you understand the importance of early support for the overall well-being of children and know how to plan support measure with the day care team and guardians

#### Contents

- supporting children's psychosocial development
- creating a learning environment that supports children's development (psychological, physical and social)
- challenging educational situations and tutoring interaction
- emotional education and children's peer relationships
- collaboration with parents and other experts

### **Action-based working methods in early childhood education 5 ETCS**

### Objectives

- you know how to support children's motor skills and physical activity comprehensively
- you know how to use music and musical elements in activities
- you understand the importance of fairy tales, rhymes and drama for children's learning
- you are able to support children's mathematical thinking
- you master the basics of art education

### Contents

- children's literature, musical and linguistic working methods, art education, physical exercise and exploration, mathematical skills and environmental education, the use of media
- pedagogical documentation
- different pedagogical focuses in the implementation of early childhood education (e.g., physical exercise, music, nature)

## Core and complementary competence training periods 50 ETCS

*The Bachelor of Social Services programme includes diverse practical training, working life project and volunteer work opportunities which broaden your professional competence and offer you the possibility of applying social and education service research data to practical work with customers. The various training periods, jobs and projects provide you with experience that supports your professional development, working life skills and networking. When you work in them, you follow the ethical principles of the field and promote a sustainable way of life.*

*You strengthen and deepen your customer work competence in the course of your studies and training periods. After you have completed the training in customer work, you can do the demanding customer work/first-line management training. You should complete the advanced practical training towards the end of your studies. Before you can do it, you must complete complementary professional studies. If you specialise in early childhood education, you must complete at least one individual training period in social services to ensure you have sufficient skills to work as a social welfare professional.*

### Voluntary work 5 ETCS

#### Objectives

- you understand the basic principles of voluntary work and its role and position in the service system
- you understand the meaning of voluntary work and its limits from the perspectives of different parties
- you are familiar with and recognise voluntary work organisations in social and education services
- you are able to interact with customers or customer groups in your work, supporting their well-being



- you are familiar with the concept of social sustainability and are able to comply with it

#### Contents

- studying the principles, values and methods of voluntary work and/or participating in a voluntary work training
- performing voluntary work in a social and education service organisation or another organisation
- reflection on the experiences of voluntary work

### **Project-based training in customer work 5 ETCS**

#### Objectives

- you obtain knowledge of the everyday lives and challenges of the social service customer groups
- you know how to apply the principles of sustainability in your work
- you master the basics of professional interaction in the work of social service professionals and know how to meet customers
- you are able to work in teams and participate in project planning and implementation responsibly
- you know how to act in the event of accidents, seizures and smaller accidents at home or outside work

#### Contents

- the principles of customer work in social services
- professional interaction and counselling in customer work
- theories on and counselling of groups
- the principles, structure and phases of project work
- implementing a project
- basic first aid skills

### **Customer work training 10 ETCS**

#### Objectives

- you familiarise yourself, under guidance, with the work of social services professionals and customer work methods
- you recognise the meaning of different life phases and know how to support customers in their everyday lives
- you understand the different phases of the customer process and know how to counsel customers in a goal-oriented and ethical way
- you gain experience of working in multi-professional teams
- you know the basic task of your training position
- you are able to follow the principles of social sustainability and evaluate their fulfilment
- you are able to apply theoretical social and education service knowledge to customer work and your own actions

#### Contents

- a practical training period in a social and health service, education, youth work or immigrant work unit, for example (in the public, private or third sector)
- dialogical interaction with and counselling customers
- setting your own learning objectives, working on your training assignments and reflecting on your learning
- familiarising yourself with the operating environment of the training unit and placing it within the service system
- reflecting on whether the principles of professional ethics are fulfilled

### **Demanding customer work/first-line management training 10 ETCS**

#### **Objectives**

- as a Bachelor of Social Services student, you understand the basic task and meaning of your training position as part of the service system
- you are able to work responsibly and in a customer-oriented way in counselling, advice or management roles in social and education services
- you understand the relation between the special needs of a customer group and the development of the competence of the work community
- you understand the overall meaning of multi-professional work, and you participate in multi-professional and multi-sectoral collaboration
- you familiarise yourself with work community management and work to promote occupational well-being and safety in your training place
- you are able to apply theoretical knowledge on demanding customer work, work community activities and management
- you know how to promote the fulfilment of ethical and sustainability principles and apply them to your own actions

#### **Contents**

- a practical training period in demanding customer work or as a first-line manager in a social and health service, education, youth work or immigrant work unit, for example (in the public, private or third sector)
- setting your own learning objectives, working on your training assignments and reflecting on your learning
- active participation in and familiarising yourself with the customer operating environment, services and multi-professional work
- use of various information systems in your work and the documentation of customer work

### **Research, development and innovation training 5 ETCS**

#### **Objectives**

- you are able to apply your project work, management, research and development, and entrepreneurship knowledge and skills in a practical working life project
- you are able to work as a responsible member of a project team
- you are able to collaborate with different stakeholders and partners
- you are able to communicate and report the different stages and results of your project
- you know how to promote the fulfilment of sustainability principles and apply them to your own actions

#### **Contents**

- project planning, launch, implementation and evaluation
- preparing a project plan
- preparing a project report

## **Complementary competence training 15 ETCS**

### Objectives

- you develop your expertise in social and education services
- you internalise the values that guide social and education services, as well as the principles of professional ethics and sustainability
- you master service counselling and apply a preventive and solution-oriented approach to your work
- you know how to use various customer work methods in individual and group counselling
- you are able to plan, implement, document and evaluate the phases of a goal-oriented customer process in a customer-oriented manner
- you are able work as a social and education service expert in multi-professional teams and networks

### Contents

- working as a social service professional at a workplace you have chosen based on your personal study plan
- observing, counselling and supporting customers, paying attention to social inclusion
- working as a member of a work team and community
- setting your own learning objectives, working on your training assignments and reflecting on your learning
- developing the operating culture of the training place in collaboration with the other employees