

## Module Overview

Please note: The German version of this document is the legally binding version. The English translation provided here is for information purposes only.

### 1st Semester

Cardiorespiratory System .....	11
Activity and Exercise .....	12
Scientific Basis of Nursing and Therapy .....	13
Professionalisation Potential in Nursing .....	14
Innovations in Therapeutic Health Professions .....	15
Profession and Field of Work for Nursing and Therapy .....	16

### 2nd Semester

Diet and Metabolism .....	17
Control and Regulation .....	18
Orientation, Practical Studies .....	19
Theoretical Principles of Nursing and Therapy .....	20
Introduction to the Related Sciences of Nursing and Therapy .....	21

### 3rd Semester

Framework Conditions for Nursing .....	22
Framework Conditions for Therapeutic Action .....	23
Process-Oriented Action in Nursing and Therapy .....	24
Health-Related Behaviour and Health Promotion .....	25
Nursing Needs, Diagnostics and Care Assessment .....	26
Clinical Reasoning .....	27

### 4th Semester

Nursing Processes .....	28
Therapeutic Processes .....	29
Medical Psychology .....	30
Principles of Economics .....	31
Teaching and Learning On the Job .....	32
Hygiene Management .....	33

### 5th Semester

Communication and Interaction .....	34
Practice-Related Project Studies, Study Focus Vocational Education .....	35
Principles of Vocational Education, Study Focus Vocational Education .....	36
Principles of Teaching Methodology for Nursing and Therapy, Study Focus Vocational Education .....	37
Practice-Related Project Studies, Study Focus Counselling and Management .....	38
Quality Management, Study Focus Counselling and Management .....	39
Counselling and Education, Study Focus Counselling and Management .....	40
Practice-Related Project Studies, Study Focus Reflective Practitioner / Applied Research .....	41
Subject-Related Research, Study Focus Reflective Practitioner / Applied Research .....	42

Evidence-Based Practice, Study Focus Reflective Practitioner / Applied Research .....	43
Competence in Tuition .....	44
On-the-Job Training .....	45
Current and International Developments in the Healthcare Sector .....	46
From the Range of Courses Offered by the University of Applied Sciences .....	47
<b>6th Semester</b>	
Shaping Policy and Context in Healthcare .....	48
Design of Professional Teaching/Learning Processes in the Healthcare Sector, Study Focus Vocational Education .....	49
Management, Study Focus Counselling and Management .....	50
Interdisciplinary Fields of Activity: Nursing and Therapy. Study Focus Reflective Practitioner / Applied Research .....	51
Bachelor Thesis and Colloquium .....	52

Cardiorespiratory System								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q-level
	270 h	9	1st sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition, exercise		6 SCH (90 h)	180 h	Lecture, group work, PBL		60, 30	German
2	<b>Learning outcomes/competences</b> Students: integrate relevant research-based knowledge from the related sciences, e.g. anatomy and physiology, and specific professional scientific principles, into the planning, justification, implementation and <b>evaluation</b> of nursing and therapy for people with impairments of the cardiorespiratory system. <ul style="list-style-type: none"> <li>• assess the status of the cardiorespiratory system of patients/persons in need of nursing/clients/customers with the aid of valid diagnostic methods and instruments.</li> <li>• justify the selection and implementation of specific research-based interventions/treatment techniques for people with impairments of the cardiorespiratory system.</li> <li>• analyse nursing- and therapy-relevant diagnoses, potential hazards or stress-related risks and integrate these findings into curative and preventive care, nursing or therapeutic processes.</li> <li>• quickly and reliably assess life-threatening situations and critical changes in condition, pass on the information and initiate immediate life-saving measures.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Epidemiology of diseases of the cardiorespiratory system</li> <li>• Anatomy and Physiology: Cardiorespiratory System</li> <li>• Profession-specific diagnosis, therapy and rehabilitation of diseases of the cardiorespiratory system in all age groups</li> <li>• Diseases of the cardiorespiratory system in the context of health promotion and prevention</li> <li>• Therapeutic and nursing prevention courses, including counselling</li> <li>• Nursing and therapeutic interventions in case of limitations in the cardiorespiratory system</li> <li>• Emergency management for life-threatening diseases of the cardiorespiratory system</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Annette Nauerth							
9	<b>Other information</b> The contents of vocational school training for nursing professions and comparable professions can be counted as equivalent.							

Activity and Exercise								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	270 h	9	1st sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition, exercise		6 SCH (90 h)	180 h	Lecture, group work, PBL		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>bring knowledge from related sciences, such as the principles of anatomy and physiology, to the planning, justification and implementation of nursing, therapy and care for people with mobility impairments.</li> <li>determine the status of the mobility of patients and those in need of nursing, as well as potential hazards, with the aid of valid methods and assessment instruments and integrate curative and preventive measures into the care process.</li> <li>raise the awareness of patients, those in need of nursing, and clients of the importance of mobility and the restoration of mobility and coordinate measures to this end.</li> <li>transfer techniques and methods for posture or change of the body in everyday life to the individual requirements of those who are to be cared for.</li> <li>are able to advise patients on the basis of current scientific knowledge on the subjects of nutrition, metabolism and excretion in a situation-appropriate manner.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>Epidemiology of diseases in the context of reduced mobility</li> <li>Anatomy and physiology of the musculoskeletal system</li> <li>Diagnostics, therapy and rehabilitation for selected mobility disorders and the acute and long-term care of those affected</li> <li>Advice and guidance for those with restricted mobility, including the use and supply of aids</li> <li>Promotion of health promotion and prevention in the context of restricted mobility</li> <li>Professional action after surgical procedures in the area of the musculoskeletal system</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Annette Nauerth							
9	<b>Other information</b>							

Scientific Principles of Nursing and Therapy								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q-level
	270 h	9	1st sem.	Annual	Winter	1 sem.	Compulsory	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition, exercise		6 SCH (90 h)	180 h	Lecture, group work		60, 30, 15	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• apply the techniques of scientific work, conduct autonomous literature searches in libraries, databases and the Internet, and select, interpret and evaluate scientific literature appropriate to the goal.</li> <li>• process computer-aided texts, create multimedia presentations.</li> <li>• communicate in English and interpret specialist information from English-language specialist literature.</li> <li>• outline the subject area of nursing and therapy research, formulate research topics and develop lines of argument.</li> <li>• distinguish different research designs (qualitative and quantitative) from one another and combine them with specific questions.</li> <li>• select instruments and methods of data collection and reflect on the object of investigation, taking ethical issues into account.</li> <li>• use electronic data processing programmes to evaluate empirical data and reflect on the results obtained against the background of the question and the research design.</li> </ul>							
3	<b>Contents</b> Techniques of scientific work, scientific questions and investigation methods, research designs, quality criteria, research results from nursing and therapeutic science, descriptive (incl. non-distribution methods) and analytical statistics, data evaluation and data evaluation programmes, technical English, research ethics							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination consisting of four parts (1: Scientific work, 2: Statistics, 3: English, 4: Methodological principles of the specialist disciplines)							
6	<b>Condition for the award of credit points</b> Module examination pass in all parts of the examination							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Anne-Dörte Latteck, Prof. Dr. Annette Nauerth							
9	<b>Other information</b>							

The Potential for Professionalisation in Nursing								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	1st sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition		4 SCH (60 h)	120 h	Lecture, text work, group discussion (panel discussion, debate, etc.), small group work		30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• discuss professionalisation approaches and theories, evaluate their importance for the understanding of the profession and derive consequences for their own educational process.</li> <li>• analyse current developments in connection with self-administration in nursing and take professionally substantiated positions on this.</li> <li>• reflect the social mandate of care and the bonus and qualification systems of the professional field on a national and international level.</li> <li>• perceive different perspectives in the context of ethical decision-making, contrast them and moderate ethical case discussions.</li> <li>• deal with the possible fields of activity of academic nurses and develop their own competence profile.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Profession theories, professional concepts (EBN (evidence-based nursing), expert standards)</li> <li>• Self-administration in nursing and boards of nursing</li> <li>• Development of the nursing professions/qualifications framework in an international context</li> <li>• Responsibility and decisions in ethical conflict situations</li> <li>• Academisation of the nursing professions</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination or term paper (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Anne-Dörte Latteck, Prof. Dr. Katja Makowsky							
9	<b>Other information</b>							

Innovations in Therapeutic Health Professions								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	1st sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition, possible excursion		4 SCH (60 h)	120 h	Group work, discussion, future workshop		30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>follow developments in the healthcare or education system, identify current social and professional developments that have an impact on the therapeutic health professions and develop approaches to adapt professional practice to current requirements while weighing different standards in a critical and distanced manner.</li> <li>evaluate new laws, guidelines and concepts that affect the therapeutic health professions in a critical and differentiated manner.</li> <li>take part in internal professional discussions on current developments and innovations, taking into account current scientific findings and their own well-founded attitude, and reflect on the need for continuously personal and professional development.</li> <li>identify areas within their original professions that are in need of reform and develop examples of approaches for innovations in these areas.</li> <li>research innovations in the field of therapeutic health professions on an international level and evaluate them critically with regard to their innovative strength and transferability to the national context.</li> <li>reflect on and individually shape their professional biography.</li> <li>utilise a variety of processes, approaches and findings for their own personal and professional development (development of practical expertise).</li> <li>explore new fields of action and areas of expertise in education or therapy.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>Current developments and challenges in the therapeutic professions and vocational education, sociological theories and models for professionalisation, professional policy developments, development of the therapeutic sciences, physiotherapy and occupational therapy internationally, the impact of social change on the therapeutic professions, future care fields, interprofessionalism in education and care</li> <li>Design of student's own professional biography and professionalisation</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination or term paper (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Beate Klemme							
9	<b>Other information</b>							

Profession and Field of Work: Nursing and Therapy								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	1st sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition		4 SCH (60 h)	120 h	Text work, Teaching lecture, reflection, small group work		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>analyse and assess different fields of work, tasks, objectives, structures and vocational training in the nursing and therapeutic professions, including in an interprofessional and international context, against the background of social developments and requirements.</li> <li>reflect on occupational stress factors and coping strategies on the basis of evidence and on their own professional biography.</li> <li>reflect on the professional field of activity and their own professional group from a gender perspective.</li> <li>establish their own professional and ethical position, one that is characterised by responsibility, appreciation and acceptance.</li> <li>evaluate and take a well-founded position on reform approaches and concepts of medical care.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>Demographic and economic social development and specific requirements for the therapeutic and nursing professions (e.g. culture-specific, education-dependent)</li> <li>Stress factors and coping strategies</li> <li>Ethical positioning</li> <li>Reforms and concepts of care</li> <li>Academic work</li> <li>Elaboration of a scientific (research) question related to the main topic of the module in the form of the evaluation of literature</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Term paper							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Beate Klemme							
9	<b>Other information</b>							



Diet and Metabolism								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	270 h	9	2nd sem.	Annual	Summer	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition, exercise		6 SCH (90 h)	180 h	Lecture, group work		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• elucidate the effects of diet-related diseases and metabolic diseases on people on the basis of scientific knowledge and derive preventive and curative interventions from them.</li> <li>• perform collaborative tasks in medical diagnostics, monitoring and medical therapy for nutritional disorders in a professional manner, evaluate and communicate them and are able to classify, assess and responsibly monitor the use of drugs and their effects, as well as side-effects, in the context of medical therapy.</li> <li>• align their actions to the patient's situation, taking into account cultural, religious, age-specific, social and other individual-specific culinary cultures and rituals. They shape situations in people's personal space in such a way as to preserve the physical, psychological, social, spiritual and cultural integrity of those in need of nursing.</li> <li>• are able to select and utilise various methods to support excretion processes and critically evaluate the duration of the deployment and the type of support.</li> <li>• are able to advise patients on the basis of current scientific knowledge on the subjects of nutrition, metabolism and excretion in a situation-appropriate manner.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Epidemiology of diseases in the context of nutrition, metabolism and excretion, principles of drug theory</li> <li>• Anatomy and physiology of the swallowing process, the digestive system, the metabolic processes and the urinary system</li> <li>• Diagnostics, therapy and rehabilitation for selected nutritional and metabolic diseases and excretion</li> <li>• Promotion of health and prevention in the context of nutrition, fluid balance and excretions</li> <li>• Professional action following surgical procedures in the digestive system and the excretory and genital organs</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Annette Nauwerth							
9	<b>Other information</b>							

Control and Regulation								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	270 h	9	2nd sem.	Annual	Summer	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition, exercise		6 SCH (90 h)	180 h	Lecture, group work, PBL		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• elucidate the effects of disorders of the hormonal and nervous system on affected people on the basis of scientific knowledge and derive preventive, curative and rehabilitative interventions from this.</li> <li>• perform collaborative tasks in medical diagnostics, monitoring and medical therapy for hormonal disorders and neurological diseases in a professional manner, evaluate and communicate them and are able to classify, assess and responsibly monitor the use of drugs and their effects, as well as side-effects, in the context of medical therapy.</li> <li>• align their actions to the patient's situation, taking into account cultural, religious, age-specific and social aspects.</li> <li>• select and deploy various methods to support disorders of the endocrinal system and neurological disorders, determine the frequency and duration of use, and evaluate them critically.</li> <li>• advise patients on the basis of current scientific knowledge on the subject of control and regulation in a situation-appropriate manner.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Epidemiology of diseases in the context of hormonal disorders and neurological diseases, principles of drug theory</li> <li>• Anatomy and physiology of the nervous system and the endocrine system</li> <li>• Diagnostics, therapy and rehabilitation for selected diseases in the field of neurology and the endocrine system</li> <li>• Promotion of health and prevention in the context of neurological diseases and disorders of the endocrine system</li> <li>• Professional action after surgical interventions in the area of the nervous system and the endocrine system</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Annette Nauerth							
9	<b>Other information</b>							

Preliminary Practical Studies								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	2nd sem.	Annual	Summer	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition		2 SCH 30 h	70 h	Research-based learning, project work, collegial advice, teaching lecture		60	German
	Internship			(80 h)				
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>question professional practice with a research-oriented attitude and explain individual characteristics theoretically and with a basis in science.</li> <li>reflect on their subjective attitudes and theories on practical professional phenomena with support in a targeted and structured manner and compare them with scientific and practical requirements. On this basis, they reflect on their choice of study and career.</li> <li>identify organisational structures and work processes in practice.</li> <li>differentiate their practical experience in different contexts and reflect on the objectives of preliminary, practice-related studies in connection with the question of the general function of practical relevance or work terms in the course.</li> <li>implement unsystematic and initial systematic explorations and observations in their future professional field in the sense of preparatory study. In this context, they have relevant knowledge and understanding of research-based learning. They thus also classify the associated target perspective from the perspective of their own learning gain.</li> <li>develop study-related questions for their future bachelor studies on the basis of reflective experiences in their professional field in order to pursue them in a targeted manner during their university education, and thus establish a focused network between requirements related to their studies and to their profession.</li> <li>systematically document and reflect on their experiences with regard to their own competence development and transfer them to other learning areas.</li> </ul>							
3	<b>Contents</b> Theories and empirical findings for self-reflection; Research method observation; professional field observation; Research-based learning as a university teaching concept; Theoretical principles of subjects to be explored, findings of empirical practical research; Operational management or decision-making process							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination							
6	<b>Condition for the award of credit points</b> Portfolio/classroom practical sessions according to the handout							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Dipl. Päd. Karin Böhmker, Danica Flottmann M.A.							
9	<b>Other information</b>							

Theoretical Principles of Nursing and Therapy								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	2nd sem.	Annual	Summer	1 sem.	Compulsory	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, Sem. tuition, exercise		4 SCH (60 h)	120 h	Lecture, participant-activating methods, presentations, text work, skills lab exercise		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• classify the central conceptual and theoretical principles of the nursing and therapeutic sciences in terms of their importance and scope for practice, as well as their scientific explanatory value</li> <li>• apply selected concepts and models in practice and thus establish a theory-practice transfer</li> <li>• represent reflective positions in theoretical discourse on theories and models of nursing and therapy science and their relevance for and transferability to practical action</li> <li>• generate application-oriented research questions linked to theories and models</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Selected central, national and international concepts, theories and models of the nursing and therapeutic sciences</li> <li>• Implementation and application possibilities for the concepts, theories and models in the facilities of the healthcare system, as well as critical reflection</li> <li>• Concept of quality of life as a central point of reference for theories</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination or written examination (the form of assessment is determined in mutual agreement with Teaching staff at the beginning of the semester)							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Änne-Dörte Latteck. Prof. Dr. Katja Makowsky							
9	<b>Other information</b>							

Introduction to the Related Sciences of Nursing and Therapy								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	360 h	12	2nd sem.	Annual	Summer	1 sem.	Compulsory	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition		8 SCH (120 h)	240 h	Lecture, group work, PBL		60	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• have broad knowledge of various research and application fields in psychology and a critical understanding of fundamental aspects of human experience and behaviour.</li> <li>• have basic knowledge of the development and perspectives of Public Health in Germany and other countries.</li> <li>• can understand and interpret patient problems and phenomena within the framework of scientific and medical knowledge and derive relevant options for action independently and with critical reflection.</li> <li>• update existing specialist knowledge with regard to fundamental phenomena of health and disease, expand this with newer scientific findings and theories of the related sciences, and are able to transfer this to practical questions arising from nursing and therapy.</li> <li>• are able to justify professional actions and interventions in an interdisciplinary context against the background of broad theoretical knowledge.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Introduction to the psychological principles of human behaviour in selected subject areas (e.g. perception, cognition, emotion, personality, social processes)</li> <li>• Dealing with fundamental phenomena in the context of health and disease, e.g. related to anatomy and (patho-)physiology, as well as therapy options</li> <li>• Introduction to Public Health (including interdisciplinary mode of thinking, population reference, application orientation), health reporting, study designs in epidemiology, structure of the German healthcare system</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Michaela Brause, Prof. Dr. Ute Hartmann-Nieberle, Prof. Dr. Annette Nauerth							
9	<b>Other information</b>							

Framework Conditions for Nursing Activities								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	3rd sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition, text work, group work		4 SCH (60 h)	120 h	Lecture		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• understand economic interrelationships in the healthcare industry.</li> <li>• analyse different supply structures and conditions with regard to their specific supply mandate and based on their own competence profile.</li> <li>• take a critical view of the social security system in Germany, its organisational and financial controls, control effects and regulations, and reflect on this against the background of the structures for healthcare systems in other countries.</li> <li>• reflect on their knowledge and their professional area of responsibility against the background of social and demographic developments, as well as with regard to changes in care structures and needs.</li> <li>• take a position, based on reflection, regarding the further development of responsibility and tasks in nursing and nursing-related professions in the healthcare system.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• The social security system in Germany</li> <li>• Principles of economics and health policy, as well as the design of health care systems, both nationally and internationally</li> <li>• Structure and topics of social security legislation (pension, health, long-term care and accident insurance)</li> <li>• Ethical principles of professional activity (power and violence)</li> <li>• Interdisciplinary cooperation</li> <li>• Quality development in the nursing context</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Michaela Brause							
9	<b>Other information</b>							

Framework Conditions for Therapeutic Action								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	3rd sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition		4 SCH (60 h)	120 h	Group work, case method, presentations		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• classify therapeutic health care professions within the healthcare system and define the profession-specific domain, overlaps with adjacent professions, and the limits of professional tasks.</li> <li>• evaluate the current legal basis of the profession with regard to the financing of different care offers in different sectors and are familiar with data protection regulations, as well as employment law, and reflect on democratic processes and structures.</li> <li>• analyse the current situation of the therapeutic health professions on the basis of the profession's historical development and help shape development of the profession.</li> <li>• develop professional identity and professional understanding against the background of a deeper understanding of typical professional domains and a critical reflection on traditional routines.</li> <li>• contribute to checking and, if necessary, improving the structural, process and result quality of the range of therapeutic services and their framework conditions in their own field of work and the use of integrated knowledge to solve problems that arise.</li> <li>• based on theory, reflect on factors that endanger one's own health in all dimensions and independently implement measures that contribute directly or indirectly to maintaining one's own health.</li> </ul>							
3	<b>Contents</b> The health system in Germany, legal framework for therapeutic action, maintenance of one's own health, history of the therapeutic health profession of origin (speech therapy, physiotherapy or occupational therapy), professional understanding and quality development in therapeutic health professions							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Michaela Brause							
9	<b>Other information</b>							

Process-Oriented Action in Nursing and Therapy								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	270 h	9	3rd sem.	Annual	Winter	1 sem.	Compulsory	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition, exercise		6 SCH (90 h)	180 h	Lecture, case work, group work		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• apply the existing specialist knowledge on a case-by-case basis by drawing on current concepts from the natural sciences and medicine in order to understand case-related patient phenomena and to justify professional action. This also includes gender- and diversity-related approaches.</li> <li>• expand their practical diagnostic competences, reflect on them critically and integrate them into previous process-oriented action concepts.</li> <li>• derive therapeutic measures in the care process and implement them on a case-by-case basis, based on theory, taking diversity and gender into account.</li> <li>• carry out education, advice and guidance for the chronically ill in a professional manner and critically reflect on relevant concepts, also against the background of diversity and gender.</li> <li>• develop theory-based action-guiding concepts and critically reflect on the implementation of patient orientation and the consideration of ethical aspects.</li> <li>• perform their own role within the framework of therapy management and case management in an interdisciplinary context and justify them theoretically, and reflect on and evaluate their work.</li> </ul>							
3	<b>Contents</b> Study of diagnostics and therapy, as well as counselling and support, for the chronically ill, e.g. in the prevention, therapy and rehabilitation of chronic diseases, for example in exercise, the cardiorespiratory system, and neurology							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination or term paper (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Annette Nauerth							
9	<b>Other information</b>							



Health Behaviour and Health Promotion								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	270 h	9	3rd sem.	Annual	Winter	1 sem.	Compulsory	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition		6 SCH (90 h)	180 h	Lecture, group work, case study, role play, project work, PBL		30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• have differentiated knowledge of various concepts of health and illness and the ability to assess and utilise these with regard to their consequences for health advisory and educational processes.</li> <li>• recognise social and personality psychological aspects of behaviour that promotes health and helps manage disease and derive consequences for nursing and therapeutic action from this.</li> <li>• estimate the practical benefit of selected psychological health theories for both their own studies and their own professional activity, and derive scope for action for health professions from this.</li> <li>• take a critical view of the discussions in healthcare about health promotion and coping with disease, and supplement these with an individual-centred perspective.</li> <li>• recognise the differences between health-promoting and preventive concepts, as well as between different intervention strategies.</li> <li>• systematically analyse the health situation of selected population groups and derive target group-specific interventions from this.</li> <li>• evaluate the quality, evidence and effectiveness of existing programmes and interventions.</li> <li>• develop their own health-promoting/preventive concept ideas for specific target groups and settings with the aid of the Public Health Action Cycle (focus on corporate health management).</li> <li>• develop their own health-promoting/preventive concept ideas for specific target groups (e.g. men and women, people with and without a migration background) and settings (focus on company health management) with the aid of the Public Health Action Cycle.</li> </ul>							
3	<b>Contents</b> Professional and lay concepts of health and illness, static and dynamic models of health behaviour and changes to it, personality models of health, social resources and health, stress and strategies for coping with stress, coping with illness, quality of life, theory-based applications of health psychology, health situation of selected target groups, agents, existing concepts and measures, setting approach, workplace health promotion (WHP) /workplace health management (WHM), Public Health Action Cycle, quality and evidence							
4	<b>Requirements for participation</b> None							
5	<b>Form of assessment</b> Term paper or oral examination (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	<b>Condition for the award of credit points</b> Module examination pass and two non-graded academic outputs							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Michaela Brause							
9	<b>Other information</b>							

Nursing Needs, Diagnostics and Care Assessment								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	3rd sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, group work, observation		30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• discuss the nursing process as a central control instrument for nursing activities and are able to apply research-based nursing instruments and methods in the individual process phases.</li> <li>• analyse the tension between nursing studies and nursing practice and develop possibilities for the sustainable transfer of scientific knowledge into the design of the nursing process.</li> <li>• critically reflect on the application of nursing diagnostic procedures, taking into account findings in nursing studies and their nursing expertise.</li> <li>• justify the appropriateness of nursing interventions based on their understanding of nursing and nursing studies.</li> <li>• independently control the nursing process, taking into account ethical nursing principles, recognise interfaces to other professional groups, and advocate successful interdisciplinary cooperation.</li> <li>• represent the legally defined reserved tasks of nurses and ensure a high level of quality in the planning, implementation and evaluation of those tasks.</li> <li>• have knowledge of the legal basis of long-term care insurance and derive consequences in relation to benefits for long-term care.</li> <li>• study the care assessment field and are able to reflect on the care assessment process and the care assessment instrument against the background of knowledge about nursing diagnostics.</li> </ul>							
3	<b>Contents</b> Nursing process models and their setting-specific application; Legally reserved tasks of nurses, as well as the demarcation from the area of activity of other professional groups; Critical thinking and clinical reasoning in process-oriented nursing; Nursing diagnostics (incl. nursing history, basic and focus assessment instruments, physical examination); Classification systems (nursing diagnoses, nursing interventions, and nursing outcomes); Long-term care insurance law and definition of long-term care; Role and task of the medical service of the health insurance funds (MDK – Medizinischer Dienst der Krankenversicherung); Process of care assessment							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Patrizia Raschper							
9	<b>Other information</b>							

Clinical Reasoning (CR)								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	3rd sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, case method, text work, skills lab		30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• have knowledge of forms and strategies for CR, as well as the change in the problem-solving process through experience (from novice to expert).</li> <li>• can analyse and evaluate CR processes based on literature, transfer their theoretical knowledge of CR into practice, reflect metacognitively on their own CR processes, and develop them further in their professional activity in the context of lifelong learning.</li> <li>• have the competence to design exercises for learning CR on the basis of teaching considerations and to plan a review of CR processes.</li> <li>• have the competence to justify their own CR process in technical disputes with experts or laypeople and defend it with arguments, and to coordinate it with colleagues, and therefore take responsibility for their profession-specific CR process in an interprofessional team.</li> <li>• are able to metacognitively record, reflect on and evaluate their own, therapy-specific thinking and actions at work, thereby developing a professional understanding of the profession and a well-founded professional identity.</li> </ul>							
3	<b>Contents</b> Specific thought and decision-making processes and thought patterns in the context of occupational and physiotherapeutic work, forms of CR, change of CR from novice to expert, CR based on external and internal evidence (EBP), CR in a therapeutic setting and in a specialist and in a multi-disciplinary team, teaching, learning and testing CR, professional self-image of the reflective practitioner							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Beate Klemme							
9	<b>Other information</b>							

Nursing Processes								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	4th sem.	Annual	Summer	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition		4 SCH (60 h)	120 h	Lecture, group work		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• use suitable assessment instruments to identify, record, select, apply, plan and evaluate the nursing or care needs of a patient, using a process model as a systematic basis.</li> <li>• determine and promote the health, social, physical, emotional and cognitive resources of patients/those in need of care and of the social network in the sense of individualised care and support that preserves quality of life and independence.</li> <li>• create a professional relationship with those in need of care and relatives, and reflect on these.</li> <li>• systematically assess the possibilities and limits of planned, theory-oriented nursing and support, take them into account when structuring the care, and reflect on their own actions.</li> <li>• have basic nursing knowledge and skills for selected nursing activities and basic hygiene principles.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Selected systematisations of the nursing and support process</li> <li>• Central terms and technical language (e.g. (care) history, needs, goals and measures, as well as intervention)</li> <li>• The role of the caregiver relationship in the needs assessment</li> <li>• Implementation of individual steps for process-oriented action on the basis of selected nursing actions</li> <li>• Principles of hygiene</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Patrizia Raschper							
9	<b>Other information</b>							

Therapeutic Processes								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	4th sem.	Annual	Summer	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition		4 SCH (60 h)	120 h	Lecture, personal experience, role play, case method, text work		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• know, understand and apply the principles of clinical decision-making.</li> <li>• systematically and purposefully collect findings on the basis of case history, observation, palpation and current, relevant assessments.</li> <li>• generate hypotheses on the basis of information about a patient, are able to verify and falsify these, and continue the problem-solving process based on this.</li> <li>• make independent therapeutic diagnoses and, based on these, set objectives for therapeutic treatment.</li> <li>• critically monitor and evaluate the success of treatment and make appropriate adjustments.</li> <li>• document findings, objectives, treatment planning and treatment results on their own responsibility.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Principles of therapeutic clinical decision-making</li> <li>• Collection, evaluation and interpretation of information</li> <li>• Using approaches derived from research-based judgements.</li> <li>• Therapeutic assessment</li> <li>• Therapeutic diagnosis</li> <li>• Formulation of goals and implementation of therapy</li> <li>• Evaluation of treatment results and revision</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Beate Klemme							
9	<b>Other information</b>							

Medical Psychology								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	4th sem.	Annual	Summer	1 sem.	Compulsory	BA
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, group work, discussion		60	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• have advanced psychological skills when dealing and coping with stressful situations in everyday nursing and therapeutic work.</li> <li>• have specific strategies for communication and relationship-building and can apply them in a targeted manner in their everyday professional life.</li> <li>• can modify and implement concepts of adequate support for chronically ill or seriously ill people in coping with illness.</li> <li>• can critically reflect on the cultural and social implications of ideas about health, dealing with disabilities, and treating illnesses.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Norms and stigmata: illness and health as a construction, chronic illness and disability</li> <li>• Pain, anxiety, depression: psychological diagnosis and intervention strategies</li> <li>• Dealing with "difficult" patients and relatives</li> <li>• Delivering bad news</li> <li>• Death and dying: death concepts, coping with grief, terminal care</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination, oral examination or term paper (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Ute Hartmann-Nieberle							
9	<b>Other information</b>							

Principles of Economics								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	4th sem.	Annual	Summer	1 sem.	Compulsory	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture Sem. tuition		4 SCH (60 h)	120 h	Lecture, group work, case studies		60	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• have a fundamental understanding of the fundamental economic and legal relationships based on the study of health and illness at the macro level, while also taking into account ethical components.</li> <li>• are able to transfer their basic knowledge of the structures, elements and interdependencies of economy and society, as well as central concepts of the economy, to the meta- and micro- level of the German health system.</li> <li>• can derive economically relevant aspects from the legal issues of healthcare and recognise their effects on the economic interests of healthcare facilities.</li> <li>• know how to transfer this knowledge to their own professional field of activity in service-providing institutions in the healthcare sector or in vocational schools.</li> </ul>							
3	<b>Contents</b> Society, Economy, Economic management, Market, Supply and demand, Efficiency and effectiveness, Profitability, Productivity, Costs, Benefits, Results and profits, Health economy and health, Social law.							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Heiko Burchert							
9	<b>Other information</b>							

Teaching and Learning On the Job								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	4th sem.	Annual	Summer	1 sem.	Compulsory	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, seminar class		4 SCH (60 h)	120 h	Lecture, group work		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• know the fundamental goals of on-the-job training on an individual, corporate and social level and reflect on them critically.</li> <li>• identify challenges in on-the-job training in the health professions and derive fields of action for on-the-job training staff.</li> <li>• can identify and reflect on training goals in professional laws, training guidelines, syllabuses and curricula and design their own pedagogical activities in a targeted and professional manner.</li> <li>• can analyse and evaluate specific learning opportunities/courses in a target-oriented manner and design them for the individual support of learners in an ethically responsible manner.</li> <li>• can design and evaluate innovative teaching/learning arrangements (e.g. skills lab, situational learning, learning tasks, etc.) in close collaboration with the cooperation partner school/institution.</li> <li>• understand the importance of informal learning for on-the-job training and develop initial strategies to promote it.</li> <li>• are able to systematically structure the cooperation between school and company and to coordinate it in terms of objectives and quality.</li> <li>• have assessment and evaluation criteria to assess the learning growth of the learners.</li> </ul>							
3	<b>Contents</b> Professional laws; Training guidelines; Syllabuses and curricula; Cooperation between learning locations; Professionalisation of on-the-job training staff; Goals and design criteria of on-the-job teaching and learning arrangements; Criteria for working conditions conducive to learning; Formal and informal learning; Appraisal and assessment instruments in the context of on-the-job learning							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Marisa Kaufhold, Prof. Dr. Patrizia Raschper							
9	<b>Other information</b>							



Hygiene Management								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	4th sem.	Annual	Summer	1 sem.	Compulsory	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, group work		60	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• use relevant data and findings from the fields of the natural sciences and medicine to explain complex phenomena in the field of hygiene and environmental design and reflect on them critically.</li> <li>• develop theory-based hygiene concepts, apply them, and evaluate them critically.</li> <li>• justify, against the background of broad theoretical knowledge, and also in an interdisciplinary context, their own professional actions and interventions while taking into account economic framework conditions and patient safety.</li> <li>• prepare the implementation of hygiene concepts, taking into account the special features of the relevant target group and institution.</li> <li>• guide patients and employees in the field of hygiene.</li> <li>• design environments in such a way as to ensure health promotion, and avoid damage to health.</li> <li>• help shape interprofessional consensus processes related to the quality of care and treatment from a hygienic perspective.</li> </ul>							
3	<b>Contents</b> Microbiology, Anatomical and physiological principles of the human body's defence system, Hospital hygiene (nosocomial infections), Food hygiene, Environmental hygiene. Hygiene in private households, Development of adapted hygiene concepts in health care facilities, Prevention of occupational risk of infection (e.g. hepatitis, AIDS, tuberculosis)							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination or term paper (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Annette Nauerth							
9	<b>Other information</b>							

Communication and Interaction								
No.	Work load	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	5th sem.	Annual	Winter	One semester	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, personal experience, role play, case method, text work		60, 30	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>reflect on professional communication and interaction situations against the background of the importance of the therapeutic/nursing relationship for the success of therapeutic/nursing measures.</li> <li>independently shape the relationship with users regardless of their age, health problem or culture, and create a balance between trusting closeness and professional distance.</li> <li>hold discussions oriented towards a target group and event, taking into account relevant, current communication theories and strategies, and reflect critically on the theoretical principles.</li> <li>have a de-escalating and balancing effect in discussions in difficult situations and in conflict discussions. They can also deal with problematic communication situations in a constructive and purposeful way.</li> <li>advise, train and guide users and their relatives in a theoretically sound manner, using language and methods appropriate to the target group.</li> <li>grasp the different requirements in groups and design therapeutic interventions in groups in a participant-oriented and appreciative manner.</li> <li>develop solutions for complex problems and present them to third parties in a factual and theory-oriented manner.</li> <li>communicate within an interprofessional team as well as with other practitioners in verbal and written form, using language that is technically correct and appropriate to the situation.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>Advising, guiding and training of patients</li> <li>Principles of interviewing</li> <li>Shaping therapeutic/nursing relationships</li> <li>Shaping interactions while considering aspects of diversity</li> <li>User orientation</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Ute Hartmann-Nieberle							
9	<b>Other information</b>							

Practice-Related Project Studies								
Study Focus: Vocational Education								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	5th sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, seminar class		4 SCH (60 h)	120 h	Lecture, group work, project work			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• are able to design a project and implement and evaluate that project specifically in a care or educational institution.</li> <li>• record the innovation needs of a facility and develop needs-oriented projects on the basis of analyses and needs surveys.</li> <li>• use basic procedures and methods for analysis and needs assessment.</li> <li>• negotiate objectives and develop projects with reference to a defined impact objective while taking into account the specific framework conditions and the recipients.</li> <li>• utilise the latest, relevant scholarly knowledge when designing the content of the project.</li> <li>• utilise different evaluation concepts in the planning, implementation and evaluation phases, reflect on these critically, and differentiate between them on a project-specific basis.</li> <li>• manage the communication of all stakeholders in the context of project development and implementation and make arrangements with the stakeholders in the company and the relevant target groups, thus ensuring transparency and information management.</li> <li>• can reflect retrospectively on the course of the project with those involved in it, thereby contributing to improved acceptance by those involved with regard to the changes, thus increasing the chance of the change becoming permanent</li> </ul>							
3	<b>Contents</b> Needs analysis; Concept development; Project management; Project control; Instruments and methods for needs assessment; Analysis of framework conditions; Formulation of objectives; Evaluation instruments and concepts; Strategic communication; Project financing, etc. Project costing; Data protection; Design of the project completion; References to organisational development; Change management; Collegial advice and interdisciplinary cooperation; Methods for consolidating projects							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Term paper							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Marisa Kaufhold, Prof. Dr. Beate Klemme							
9	<b>Other information</b> Several project days are scheduled for the practical element.							

Principles of Vocational Education								
Study Focus: Vocational Education								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	5th sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, seminar class, exercise		4 SCH (60 h)	120 h	Lecture, group work			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• have a basic knowledge and understanding of the origins, as well as the research and action fields of educational studies.</li> <li>• are able to trace the central lines of development in vocational education, delimit the associated fields of activity and tasks of the vocational education staff in various vocational education institutions in education and health, and reflect critically on these with reference to examples of current vocational pedagogical challenges, developments and needs.</li> <li>• can present the education system, and especially the vocational education system, in terms of its central aspects, showing the structural, legal and target-related characteristics of the vocational education system, including schools in the healthcare system.</li> <li>• are able to organise and update their own learning processes themselves in order to integrate them into their pedagogical-oriented actions in areas of vocational education.</li> <li>• have basic, connectable knowledge about learning and can utilise this in the design of professional teaching/learning processes.</li> <li>• in connection with professional socialisation processes, they have a fundamental knowledge about theories of career choice and the development of professional identity, and are able to reflect on their own professional career in terms of the categories listed.</li> </ul>							
3	<b>Contents</b> Subject areas/research fields of the discipline of educational studies, including the sub-discipline of vocational education; Areas of responsibility of vocational education staff; Learning locations; Learning location cooperation; Structure of the (vocational) education system, including educational law; Political and organisational principles, including from the perspective of the health professions; Fields of work in vocational training; Further and advanced training for the health professions; Development and learning theories; Socialisation instances and professional socialisation; Career choice and career choice theories							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Marisa Kaufhold							
9	<b>Other information</b>							

<b>Principles of the Subject-Specific Teaching Methodologies for Nursing and Therapy</b>								
Study Focus: Vocational Education								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	5th sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition, seminars		4 SCH (60 h)	120 h	Lecture, group work			German
2	<b>Learning outcomes/competences:</b> Students: <ul style="list-style-type: none"> <li>• discuss the subject-specific teaching methodologies of nursing and therapy as independent scientific disciplines and identify interfaces to the relevant specialist science, to educational studies, to educational practice and to professional practice.</li> <li>• differentiate the levels of the relevant subject-specific] teaching methodologies (at the macro, meso and micro levels) and show the corresponding fields of action and reflection.</li> <li>• identify social, occupational and health policy influences on the education system in the nursing and therapy professions.</li> <li>• are familiar with the legal principles, as well as the historical and social development, of the education system in the nursing and therapeutic professions, derive differences from the dual vocational educational system, and evaluate the resulting consequences.</li> <li>• are familiar with requirements, areas of responsibility and the role of teachers in the nursing and therapy professions, and develop a well-founded position on the understanding of education and learning.</li> <li>• analyse the meaning, composition and structure of regulatory measures (in particular training and examination regulations and training guidelines).</li> <li>• have an overview of selected theories and models of teaching methodology, and provide examples of their relevance to educational practice.</li> <li>• acquire knowledge of the state of research on subjects and questions in teaching methodology, and reflect on the consequences for educational practice.</li> </ul>							
3	<b>Contents</b> Classification of the subject-specific teaching methodology of nursing or therapy as a scientific discipline and its reference disciplines; Fields of action and reflection in subject-specific teaching at the micro, meso and macro level; Development and special position of the education system in the nursing and therapy professions and differentiation from the dual vocational training system; Professional legislation and training and examination regulations; Competence profiles; for example: Training guidelines and curricula; Understanding of education and learning in the nursing and therapy professions; Educational tasks and understanding of the role of educational staff; Overview of theories and models of subject-specific teaching methodology, and their significance for the design of educational processes (e.g. subject, situation and action orientation); Overview of research into teaching methodology							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Patrizia Raschper							
9	<b>Other information</b>							

Practice-Related Project Studies								
Study Focus: Counselling and Management								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	5th sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, group work, project work			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>are able to design a project and implement and evaluate that project specifically in a care or educational institution.</li> <li>record the innovation needs of a facility and develop needs-oriented projects on the basis of analyses and needs surveys.</li> <li>use basic procedures and methods for analysis and needs assessment.</li> <li>negotiate objectives and develop projects with reference to a defined impact objective while taking into account the specific framework conditions and the recipients.</li> <li>utilise the latest, relevant scientific knowledge when designing the content of the project.</li> <li>utilise different evaluation concepts in the planning, implementation and evaluation phases, reflect on these critically, and differentiate between them on a project-specific basis.</li> <li>manage the communication of all stakeholders in the context of project development and implementation and make arrangements with the stakeholders in the company and the relevant target groups, thus ensuring transparency and information management.</li> <li>can reflect retrospectively on the course of the project with those involved in it, thereby contributing to improved acceptance by those involved with regard to the changes, thus increasing the chance of the change becoming permanent.</li> </ul>							
3	<b>Contents</b> Needs analysis, Concept development, Project management, Project control, Instruments and methods for needs assessment, Analysis of framework conditions, Formulation of objectives, Evaluation instruments and concepts, Strategic communication, Project financing, etc. Project costing, Data protection, Design of the project completion, References to organisational development, Change management, Collegial advice and interdisciplinary cooperation, Methods for consolidating projects							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Term paper							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Ute Hartmann-Nieberle							
9	<b>Other information</b> Several project days are scheduled for the practical element.							

Quality Management								
Study Focus: Counselling and Management								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	5th sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition		4 SCH (60 h)	120 h	Lecture, group work, case study, excursion			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• have a basic understanding of quality and, on this basis, can develop ideas for the establishment and assurance of quality at the relevant facility (service providers in the healthcare system and institutions for vocational education in the healthcare system) under specific conditions.</li> <li>• can assess in ethical terms and further develop the quality of care services at service-providing institutions in the healthcare system, taking into account the care needs of a service recipient and the inclusion of effectiveness and efficiency.</li> <li>• know selected methods of quality development and quality assurance and are able to evaluate and apply them operationally, for example in preparation for upcoming certification of the facility.</li> </ul>							
3	<b>Contents</b> Concept and dimensions of quality, Quality problems, Quality standards, Quality development and assurance, Quality as a process in the organisation, Standards for measuring quality, Quality management in health and educational institutions, Certification of a quality management system, Acquisition of the "TÜV-certified quality officer" certificate possible. (TÜV – Technischer Überwachungsverein – Technical Inspection Association)							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Heiko Burchert							
9	<b>Other information</b>							

Counselling and Education Study Focus: Counselling and Management								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	5th sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition, exercise		4 SCH (60 h)	120 h	Lecture, group work, discussion, role play, case work			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• can assess differences in the objectives between selected counselling and education concepts.</li> <li>• understand education and counselling processes in patient-/client-related care as a contribution to enhancing an individual's ability to cope with illness at the interface between compliance, self-management, adherence and empowerment.</li> <li>• know selected theories, concepts and terms in counselling, guidance and training.</li> <li>• are able to record and analyse counselling sessions and design counselling situations so that they are patient-/client-centred and participatory.</li> <li>• perceive the client/patient in their specific living environment and living conditions and take this perspective into account in the dialogue with their own professional approach and attitude.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Counselling, guidance, training: Models and practical implementation</li> <li>• Evaluation of counselling and training situations and processes</li> <li>• Empowerment, compliance, adherence, self-management, participation</li> <li>• Understanding of roles and conflicts in counselling processes</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Written examination, oral examination or term paper (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Ute Hartmann-Nieberle							
9	<b>Other information</b>							



Practice-Related Project Studies								
Study Focus: Reflective Practitioner / Applied Research								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	5th sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, group work, project work			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>are able to design a project and implement and evaluate that project specifically in a care or educational institution.</li> <li>record the innovation needs of a facility and develop needs-oriented projects on the basis of analyses and needs surveys.</li> <li>use basic procedures and methods for analysis and needs assessment.</li> <li>negotiate objectives and develop projects with reference to a defined impact objective while taking into account the specific framework conditions and the recipients.</li> <li>utilise the latest, relevant scientific knowledge when designing the content of the project.</li> <li>utilise different evaluation concepts in the planning, implementation and evaluation phases, reflect on these critically, and differentiate between them on a project-specific basis.</li> <li>manage the communication of all stakeholders in the context of project development and implementation and make arrangements with the stakeholders in the company and the relevant target groups, thus ensuring transparency and information management.</li> <li>can reflect retrospectively on the course of the project with those involved in it, thereby contributing to improved acceptance by those involved with regard to the changes, thus increasing the chance of the change becoming permanent.</li> </ul>							
3	<b>Contents</b> Needs analyses, Concept development, Project management, Project control, Instruments and methods for needs assessment, Analysis of framework conditions, Formulation of objectives, Evaluation instruments and concepts, Strategic communication, Project financing and project calculation, Data protection, Design of project completion, References to organisational development, Change management, Collegial advice and interdisciplinary cooperation and Methods for the continuation of projects.							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Term paper							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Anne-Dörte Latteck, Prof. Dr. Katja Makowsky							
9	<b>Other information</b> Several project days are scheduled for the practical element.							

<b>Subject-Related Research</b>								
Study Focus: Reflective Practitioner / Applied Research								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q-level
	180 h	6	5th sem.	Annual	Winter	1 sem.	Compulsory elective	BA
<b>1</b>	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Seminar, exercise		4 SCH (60 h)	120 h	Lecture, group and individual work, project work,			German
<b>2</b>	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>know and understand the research process, from data acquisition to the presentation of results.</li> <li>know essential research designs and methods (quantitative and qualitative) in the social and humanities.</li> <li>select suitable research designs for questions arising from nursing, speech therapy, physiotherapy and occupational therapy, or the health sciences.</li> <li>analyse the framework conditions of research projects for nursing and therapeutic subject areas.</li> <li>generate research questions in the field of medical care, effectiveness and education.</li> </ul>							
<b>3</b>	<b>Contents</b> Quantitative and qualitative research methods and their importance for nursing, Therapy and health sciences, Quality criteria and sources of error, Critical examination of individual studies from different disciplines, Development of one's own questions and implementation in a research design							
<b>4</b>	<b>Participation requirements</b> None							
<b>5</b>	<b>Form of assessment</b> Term paper or oral examination (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass and two non-graded academic outputs							
<b>7</b>	<b>Application of the module (in the following study programmes)</b>							
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Michaela Brause							
<b>9</b>	<b>Other information</b> The module can be used to prepare an empirical bachelor thesis.							

Evidence-Based Practice								
Study Focus: Reflective Practitioner / Applied Research								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	5th sem.	Annual	Winter	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition, exercise		4 SCH (60 h)	120 h	Lecture, text analysis, exercises, PBL			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• evaluate the quality of studies from nursing, physiotherapy and occupational therapy or the health sciences that are published in specialist journals, books or research reports.</li> <li>• appreciate the importance of qualitative and quantitative research, as well as of certain study designs (reviews, systematic reviews, meta-analyses, development of interventions) for the (further) development of concepts and research in the health professions.</li> <li>• expound problems in the classification of evidence levels and know about discussing them. They critically reflect on guidelines for optimising medical care processes and their significance.</li> <li>• critically analyse and question standards for the assessment of qualitative and quantitative studies.</li> <li>• identify connections between the clinical task, the client/patient's situation, their own professional attitudes and the evidence base, and develop action strategies for professional practice on the basis of these.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Discursive examination of the theory-practice transfer in action sciences</li> <li>• Importance and principles of evidence-based practice</li> <li>• Clinical decision-making based on internal and external evidence in working alliances with users; decision-making at the meso and macro level</li> <li>• Evaluation of scientific studies in terms of quality, credibility, transferability and level of evidence, amongst other things</li> <li>• Guidelines and standards in the health professions</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Term paper, oral examination or written examination (the form of assessment is determined in mutual agreement with Teaching staff at the beginning of the semester)							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Anne-Dörte Latteck							
9	<b>Other information</b>							

Competence in Tuition								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	5th sem.	Annual	Winter	1 sem.	Elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition		4 SCH (60 h)	120 h	Lecture, group work			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>are able to select, plan, apply and critically reflect on the exemplary use of tuition methods and media from the point of view of recipient orientation and the relevant content reference.</li> <li>are able to design various teaching and learning processes with regard to both theoretical and practical teaching in a competence- and action-oriented manner and while using theoretical references.</li> <li>are able to select and design examples of teaching methods, materials and media for teaching so that as many learners as possible in heterogeneous groups are actively involved in the learning process and receive individual encouragement.</li> <li>are able to effectively design interaction and communication processes with and between learners with regard to learning outcomes and group dynamic processes.</li> <li>can apply and critically reflect on oral and written procedures for performance assessment and individual support.</li> <li>develop initial ideas for the design and conception of competence-oriented examination procedures.</li> </ul>							
3	<b>Contents</b> Design of teaching and learning processes, theoretical foundations and practical approaches to examples of teaching methods and media, results and empirical findings from teaching research, theories and practical approaches to group dynamic processes and from study group research, procedures and processes of performance assessment, design of competence-oriented examination procedures							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Dipl. Päd. Karin Böhmker, Danica Flottmann M.A.							
9	<b>Other information</b>							

On-the-Job Training								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	5th sem.	Annual	Winter	1 sem.	Elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition, skills lab		4 SCH (60 h)	120 h	Pract. exercises, group work			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• apply theoretical models and training concepts for on-the-job training and further education in the health professions.</li> <li>• are able to identify the training needs of employees and trainees in order to develop and implement targeted learning arrangements.</li> <li>• develop instruction sequences for trainees in the health professions, implement them in the third learning location (skills lab) and evaluate them based on research.</li> <li>• design innovative transfer concepts and learning arrangements for theoretical/practical training between the learning locations (e.g. skills lab, situated learning, school stations, learning forums, learning tasks, etc.).</li> <li>• apply research-oriented principles of transfer and learning theories.</li> <li>• take on responsibility for implementing practical training in health care facilities, are able to create room for manoeuvre for their design in the future, and evaluate the quality of training conditions in healthcare facilities.</li> <li>• as on-the-job trainers, analyse and evaluate specific learning opportunities/learning opportunities from various facilities/institutions in a target-oriented manner.</li> <li>• ethically responsible design and reflection, in the sense of the pedagogy of work and for the individual advancement of learners, on training processes.</li> </ul>							
3	<b>Contents</b> <ul style="list-style-type: none"> <li>• Concepts and theories for on-the-job learning,</li> <li>• Practical planning, implementation and evaluation of instruction sequences,</li> <li>• Design of on-the-job training via third learning locations,</li> <li>• Planning and implementation of learning arrangements on the job,</li> <li>• Instruction and training models,</li> <li>• Manuals for the design of on-the-job learning and educational processes,</li> <li>• Structures, special features and scheduling of on-the-job training,</li> <li>• Theories for evaluating learning processes and learning outcomes in practice,</li> <li>• Innovative model projects, learning arrangements (skills lab, learning stations, learning forums, etc.)</li> </ul>							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Performance test in the skills lab, oral exam, or combination examination consisting of oral examination and performance test portion (the type of test is agreed upon with the lecturers at the beginning of the semester)							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Patrizia Raschper, Christiane Freese M.A.							
9	<b>Other information</b>							

Current and International Developments in the Healthcare Sector								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q-level
	180 h	6	5th sem.		Winter	1 sem.	Elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	variable; depends on course		variable	variable	variable			German, English or the relevant national language
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>question their own professional understanding, their own professional socialisation, and the expectations placed on their own role, and reflect on this against the background of the impressions they gain in their scientific community, both nationally and internationally, in other countries and cultures</li> <li>reflect on the understanding of the profession, tasks and roles in their own professional group, as well as areas of responsibility in comparison with other cultures</li> <li>reflect on the German healthcare and care system with regard to existing and innovative offers compared to the healthcare and care systems in other cultures</li> <li>reflect on their own attitudes, subjective theories, and their own behaviour against the background of their own socialisation and current developments in their profession</li> <li>reflect on existing and changing attitudes, behaviour, norms and aspects of the basic ethical understanding of healthcare - also in comparison to foreign cultures</li> <li>are able to communicate in English in their professional environment</li> <li>reflect on their own environment and have the ability to grasp and interpret the perspective of others</li> </ul>							
3	<b>Contents</b> The content can vary, but is always related to the health professions at the care or educational level. Examples of possible formats: meetings or congresses at home and abroad, international week, summer school, practical phase in a care facility abroad, practical phase in an educational institution with a health focus abroad, participation in individual modules at a university abroad							
4	<b>Participation requirements</b>							
5	<b>Form of assessment</b> Term paper							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Michaela Brause							
9	<b>Other information</b>							

From the Range of Courses Offered by the University of Applied Sciences								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q-level
	180 h	6	5th sem.		Winter	1 sem.	Elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
2	<b>Learning outcomes/competences</b> Are shown for the selected module from the range of courses offered by FH Bielefeld (Bielefeld University of Applied Sciences).							
3	<b>Contents</b> Corresponding courses can be selected from the range of courses offered by the Bielefeld University of Applied Sciences. Contents and goals can be found in the relevant module descriptions or course catalogues.							
4	<b>Participation requirements</b>							
5	<b>Form of assessment</b>							
6	<b>Condition for the award of credit points</b>							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b>							
9	<b>Other information</b>							

Shaping Policy and Context in Healthcare								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q-level
	270 h	9	6th sem.	Annual	Summer	1 sem.	Compulsory	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition		6 SCH (90 h)	180 h	Lecture, group work, discussion, role play, PBL		60	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• have basic knowledge of the social security system and the German healthcare system and its central institutions and stakeholders at the macro, meso and micro level.</li> <li>• research, analyse and evaluate scientific findings in the areas of healthcare research and healthcare system design, and derive scientifically-based approaches for optimising medical care concepts from this.</li> <li>• reflect, on the basis of broad and in-depth knowledge about current challenges, on related health policy discussions about reform options and their advantages and disadvantages for the insured/patients, cost bearers and service providers.</li> <li>• are able to critically discuss concepts of the design of the healthcare and care system, as well as health policy, with representatives of professions and laypeople.</li> </ul>							
3	<b>Contents</b> Basic principles of social security in Germany, historical development of the healthcare system, care structures, features and peculiarities of individual care areas, current care concepts, social and legal framework conditions, interprofessional design options and consensus processes in the interface between ethical and economic action, stakeholders, reform approaches and concepts of health and social policy and an international comparison of healthcare systems.							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Term paper or oral examination (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	<b>Condition for the award of credit points</b> Module examination pass and two non-graded academic outputs							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Michaela Brause							
9	<b>Other information</b>							



Design of Professional Teaching/Learning Processes in the Healthcare Sector								
Study Focus: Vocational Education								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	6th sem.	Annual	Summer	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, seminar lesson, exercise		4 SCH (60 h)	120 h	Lecture, group work			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• have connectable basic knowledge of teaching methodology and are able to apply this appropriately.</li> <li>• are able to differentiate between significant theories of teaching methodology in their essential core statements and criticisms and justify the usefulness of these theories for teaching methods action in schools and the workplace. They can develop and analyse initial planning drafts on the basis of selected theories of teaching methods or approaches.</li> <li>• are able to explain the difference between general teaching methodology and specialist teaching methodology and recognise the importance of the respective approaches for their own professional actions.</li> <li>• deal with models of teaching methodology that are the subject of current discussion and draw conclusions for their professional actions.</li> <li>• apply general and specialist approaches to teaching methodology when planning teaching and learning processes, taking into account characteristics specific to learning groups in the healthcare sector.</li> <li>• identify learning objects and analyse their relevance against the background of their education and profession.</li> </ul>							
3	<b>Contents</b> Origins; subject areas/task areas; research approaches in teaching methodology; theories of teaching methodology such as educational theory teaching methodology; critical-constructive teaching methodology; learning/teaching theory; teaching methodology; curricular innovation approaches to teaching methodology (including learning field orientation, action orientation etc.); forms of knowledge about teaching methodology in the context of teaching activity in vocational schools in contrast with teaching activity in the workplace; basic forms of lesson planning, implementation and analysis; theories and models of teaching methodology for the design of teaching and learning processes, methods and media from a teaching methodology perspective; teaching articulation							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Marisa Kaufhold							
9	<b>Other information</b>							

Management								
Study Focus: Counselling and Management								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	6th sem.	Annual	Summer	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Sem. tuition		4 SCH (60 h)	120 h	Group work, business game			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>are able to familiarise themselves with the role of managing director of a hospital or nursing home and understand the usual fields of action (analyses, planning, decisions, implementation and control).</li> <li>can use an online business game to independently derive business decisions for a planning period from the business results of previous periods and information about the business environment of the facility, taking into account their own business objectives.</li> <li>recognise their own mistakes on the basis of the economic consequences of the decisions taken and initiate remedial measures corresponding to the goals of the facility.</li> <li>understand how to classify their actions geared towards business issues and report on them.</li> </ul>							
3	<b>Contents</b> Business management, strategies and goals of healthcare facilities, operational planning areas: marketing, human resources, equipment and materials, finance and investments							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Business game performance, presentation and written examination							
6	<b>Condition for the award of credit points</b> Module examination pass for all three partial examinations							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Heiko Burchert							
9	<b>Other information</b> The TOPSIM game that simulates hospital management or social management is used							

Interdisciplinary Fields of Activity: Nursing and Therapy								
Study Focus: Reflective Practitioner / Applied Research								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	6th sem.	Annual	Summer	1 sem.	Compulsory elective	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture, sem. tuition, exercise		4 SCH (60 h)	120 h	Lecture, group work			German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>work through, using interdisciplinary methods, fields of activity in which interdisciplinary and interprofessional work is performed and analyse these with regard to the requirements for professional, thought-out action.</li> <li>apply their specialist knowledge on a case-by-case basis by using current evidence-based concepts from the various disciplines in order to understand interdisciplinary patient phenomena on a case-by-case basis and to justify interdisciplinary action.</li> <li>derive therapy measures in the care process on a case-related and evidence-based basis, develop interdisciplinary care concepts, and critically reflect on the implementation of patient orientation and the consideration of ethical aspects.</li> <li>reflect critically on user orientation in interdisciplinary fields of action and bring this aspect into play, particularly in research contexts.</li> <li>develop research concepts to involve users in the development of care concepts and reflect on the results of empirical studies with regard to their own role with regard to therapy management and case management in an interdisciplinary context.</li> <li>carry out their own small surveys in the context of existing projects and place the results within the existing framework.</li> </ul>							
3	<b>Contents</b> User orientation in interdisciplinary fields of activity (e.g. neighbourhood care, human technology, supply of aids), development of research questions on topics of care for acute and chronic illness.							
4	<b>Participation requirements</b> None							
5	<b>Form of assessment</b> Oral examination							
6	<b>Condition for the award of credit points</b> Module examination pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Prof. Dr. Annette Nauerth							
9	<b>Other information</b>							

Bachelor Thesis and Colloquium								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	360 h	12	6th sem.	Annual	Summer	1 sem.	Compulsory	BA
1	<b>Course type</b>		<b>Contact hours</b>	<b>Self-study</b>	<b>Forms of teaching (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Bachelor colloquium to accompany the bachelor thesis		2 SCH	330 h	Discussion: Collegial advice		Variable	German
2	<b>Learning outcomes/competences</b> Students: <ul style="list-style-type: none"> <li>• can work on a practice-oriented task from their special subject using scientific methods within a specified period,</li> <li>• are able to narrow down and select a research subject based on the latest scientific developments in one or more disciplines,</li> <li>• are able to obtain and process targeted information from scientific sources and select and deploy scientific methods and techniques under guidance,</li> <li>• carry out analyses largely independently and contribute to the development of scientific concepts,</li> <li>• evaluate their results, classify them, discuss them critically and document them in writing. They utilise appropriate scientific language and comply with formal requirements for written scientific papers,</li> <li>• are able present the central matter, methodology and results of their bachelor thesis appropriately and represent it to colleagues and laypeople.</li> </ul>							
3	<b>Contents</b> The bachelor colloquium supports students in the preparation of their bachelor theses. At the beginning of the course, the content will be tailored to the needs of the participants in the colloquium.							
4	<b>Participation requirements</b> cf. Section 22 (1) of the Examination Regulations							
5	<b>Form of assessment</b> Term paper (the bachelor thesis should not exceed 45 pages of text in length. Cf. Section 21 (1) 2, 3 of the Examination Regulations)							
6	<b>Condition for the award of credit points</b> Bachelor thesis pass							
7	<b>Application of the module (in the following study programmes)</b>							
8	<b>Module coordinator</b> Every examiner who meets the requirements under Section 17 (1) of the Examination Regulations							
9	<b>Other information</b> The thesis period (time from issuing to submitting the bachelor thesis) is a maximum of two months, and for an empirical thesis a maximum of three months							