

Module Catalogue

**Continuing Education  
Master's Degree Study Programme**

"Advanced Nursing Practice (M.Sc.)"

Faculty of Health

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



**FH Bielefeld**  
University of  
Applied Sciences

<b>Design of the Professional Care Process</b>								<b>Module ID 5ANP01S1</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
1.1	150 h	6	1st sem.	Annual	Summer	1 sem.	Compulsory module	M.A.
<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>
	Lecture (2 SCH), Seminar tuition (2 SCH)		4 SCH/32 h	118 h	Assignments, seminar group work, case study, journal club, skills lab exercises		30	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	Course graduates							
	<ul style="list-style-type: none"> <li>• have a well-founded, professional understanding of the profession based on their own reflective practical nursing experience with the design of the care process and current scientific knowledge and theoretical approaches.</li> <li>• have a broad, detailed and critical understanding of current patient-related concepts for highly complex clinical pictures based on the current state of science and are able to analyse existing theoretical models, approaches and assessment instruments in nursing with regard to their relevance and transferability for the German healthcare system.</li> <li>• analyse existing structures, systems and processes in nursing practice and initiate reflection processes in order to facilitate adaptation to current needs and circumstances in the sense of the first step of the PEPPA framework (Participatory, evidence-based, patient-focused process, for guiding the development, implementation, and evaluation of advanced practice nursing).</li> <li>• recognise and evaluate the triggering factors for structural or organisational changes in the healthcare system with regard to their practical relevance.</li> <li>• actively deal with ethical issues of the healthcare and nursing professions (e.g. advance healthcare directive, violence in care, client-carer relationship) and relate theory-based approaches to ethics in nursing to specific practical situations.</li> <li>• utilise different nursing organisation systems to design nursing processes and develop structures for implementing the nursing process in everyday nursing in order to create an individually adapted nursing relationship based on a professional understanding of nursing within the scope of the available options.</li> <li>• apply the diagnostic process consistently and transparently with a critically reflected inclusion of standards, guidelines and legal requirements.</li> <li>• conduct physical examinations independently.</li> <li>• practice hermeneutic case understanding.</li> </ul>							
<b>3</b>	<b>Contents</b>							
	<ul style="list-style-type: none"> <li>• Diagnostic process</li> <li>• Clinical decision-making</li> <li>• Ethical decision-making</li> <li>• Clinical pathways, expert standards, DRGs (diagnosis-related groups)</li> <li>• Care organisation systems</li> <li>• Selected nursing theories and models</li> <li>• PEPPA framework</li> </ul>							
<b>4</b>	<b>Participation requirements</b>							
	None							
<b>5</b>	<b>Form of assessment</b>							
	Oral examination or performance examination or combination examination or term paper or written test (will be announced at the beginning of the semester)							
<b>6</b>	<b>Condition for the award of credit points</b>							
	Module examination pass							
<b>7</b>	<b>Application of the module (in the following study programmes):</b>							
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<b>8</b>	<b>Module coordinator</b>							
	Prof. Dr. Anne-Dörte Latteck							
<b>9</b>	<b>Other information</b>							
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<b>Medical Care Process Design in an Interdisciplinary Context</b>								<b>Module ID 5ANP02S1</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
1.2	150 h	6	1st sem.	Annual	Summer	1 sem.	Compulsory module	M.A.
<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>
	Lecture (3 SCH), seminar tuition (2 SCH)		4 SCH/16 h	134 h	Assignments, group work in seminars, case studies, journal club, skills lab exercises		30	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<p>Course graduates</p> <ul style="list-style-type: none"> <li>understand, when interpreting life situations, the role-dependent nature of their interpretations and the relativity of their own opinions in relation to legal norms.</li> <li>understand and discuss the structures of the German healthcare system with regard to its political, economic and organisational aspects.</li> <li>recognise current and potential fields of action and activity for their own professional group, in both the changing healthcare system and against the background of changing needs for healthcare services, and develop creative ideas for their development and implementation with regard to the current framework conditions.</li> <li>demarcate the respective competences of the various healthcare professions and are able to theoretically justify, reflect on and independently develop their own role in the context of the care process design in an interdisciplinary context, as well as in the interdisciplinary discourse, to shape and demarcate the areas of activity of the healthcare professions based on the second step of the PEPPA framework.</li> <li>reflect on their own professional development, socialisation and academisation in relation to the development of their own professional group and experience a professionalisation process and a changed professional identity formation in their own biography.</li> <li>are capable of discourse on ethical issues, both with the healthcare institution and with all professional groups involved in the care process.</li> <li>analyse complex communicative situations with different communication models and apply them both in the therapeutic team and in relation to the client for communicative negotiation processes.</li> <li>are able to develop, apply, evaluate and critically reflect on theory-based action-guiding concepts to support the design of nursing processes under the conditions of illness and old age, taking into account both patient orientation and ethical and social aspects.</li> <li>develop accurate and stringent lines of argument, recognising the complexity of healthcare situations.</li> <li>contribute to evidence-based nursing, therapeutic and medical procedures by meeting requirements for the planning and documentation of procedures, which can serve as a basis for research work.</li> </ul>							
<b>3</b>	<b>Contents</b>							
	<ul style="list-style-type: none"> <li>The nursing professions in the context of society, the healthcare system and professional policy</li> <li>Change in the fields of activity and tasks in the nursing professions</li> <li>Academisation of the healthcare professions in Germany</li> <li>Autonomy and dependency in nursing activities</li> <li>Development of students' professional identity</li> <li>Communication in interdisciplinary teams and groups</li> <li>Interface management</li> <li>PEPPA framework</li> </ul>							
<b>4</b>	<b>Participation requirements</b>							
	None							
<b>5</b>	<b>Form of assessment</b>							
	Oral examination or performance examination or combination examination or term paper or written test (will be announced at the beginning of the semester)							
<b>6</b>	<b>Condition for the award of credit points</b>							
	Module examination pass							
<b>7</b>	<b>Application of the module (in the following study programmes):</b>							
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8	<b>Module coordinator</b> Prof. Dr. Katja Makowsky
9	<b>Other information</b> -

<b>Concept and Role Development of Advanced Nursing Practice</b>								<b>Module ID 5ANP03S2</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
1.3	150 h	6	2nd sem.	Annual	Winter	1 sem.	Compulsory module	M.A.
<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>
	Lecture (3 SCH), seminar tuition (2 SCH)		4 SCH/16 h	134 h	Assignments, group work in seminars, case study		30	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	Course graduates <ul style="list-style-type: none"> <li>develop conversation, guidance and counselling skills, initiate these in intra- and interprofessional treatment teams, and apply them in a patient-oriented manner.</li> <li>represent the theoretical background of professionalisation and academisation efforts and processes, and are able to represent their own point of view.</li> <li>as members of a developing scientific community, they share responsibility for the professionalisation of their own professional group.</li> <li>are able to classify national and international concepts, models and roles of advanced nursing practice and are able to show their potentials and limits for quality development in the care of individuals and groups in different legal contexts within the framework of different nursing concepts.</li> <li>assess the concepts, models and roles of advanced nursing practice critically and initiate appropriate procedures according to the third phase of the PEPPA framework for specific tasks.</li> <li>are able to express their point of view when choosing a concept, model or role in controversial discourse.</li> <li>shape their sphere of activity according to current and relevant developments.</li> <li>inform and motivate their field of work so as to be involved in the relevant fields.</li> <li>see themselves as multipliers vis-à-vis their colleagues and patients, and as active and creative agents with autonomous, usable freedom in a dynamic healthcare system.</li> </ul>							
<b>3</b>	<b>Contents</b>							
	<ul style="list-style-type: none"> <li>Concepts, models and roles of Advanced Nursing Practice (e.g. PEPPA framework)</li> <li>Theoretical background of efforts to professionalise and academise nursing</li> <li>Design of corporate learning and education processes</li> <li>Models and design options for professional interaction</li> <li>Advice and guidance in an intradisciplinary context (e.g. collegial advice)</li> </ul>							
<b>4</b>	<b>Participation requirements</b>							
	None							
<b>5</b>	<b>Form of assessment</b>							
	Oral examination or performance examination or combination examination or term paper or written test (will be announced in the course of the previous semester)							
<b>6</b>	<b>Condition for the award of credit points</b>							
	Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes):							
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<b>8</b>	<b>Module coordinator</b>							
	Prof. Dr. Norbert Seidl							
<b>9</b>	<b>Other information</b>							
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<b>Counselling and Intervention in Highly Complex Fields of Nursing Activity</b>								<b>Module ID 5ANP04S2</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
1.4	150 h	6	2nd sem.	Annual	Winter	1 sem.	Compulsory module	M.A.
<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>
	Lecture (2 SCH), seminar tuition (2 SCH)		4 SCH/32 h	118 h	Assignments, seminar group work, case study, journal club, skills lab exercises		30	German
<b>2</b>	<b>Learning outcomes/competences</b> Course graduates <ul style="list-style-type: none"> <li>study selected complex fields of action in nursing with regard to prevention and health promotion, can name positions in professional policy, point out limits and challenges, and derive scientifically based solutions to problems.</li> <li>specifically name counselling needs in nursing in the context of highly complex fields of action, reflect on these critically, and place the special features of their own professional group in an interdisciplinary context.</li> <li>support patients in bringing their biography into the nursing relationship, using the potential there, and identifying obstacles.</li> <li>analyse the goals and tasks of educational interventions in specific fields of action in nursing.</li> <li>develop both individual counselling concepts and comprehensive concepts for specific health situations and interventions.</li> <li>show the possible consequences of implementing their ideas, taking ethical and social consequences into account.</li> <li>develop ideas for recipient-oriented counselling offers based on legal foundations and principles for goals and forms of nursing counselling based on individuals who are in need care and caregiving relatives, and implement them exemplarily.</li> <li>evaluate patient-oriented training, instruction and counselling concepts based on client-specific and empirical criteria.</li> <li>have in-depth knowledge of the peculiarities and limits of nursing counselling and interventions, critically question doctrinal opinions and professional policy discussions, and are able to exchange their conclusions and the associated opportunities and challenges at a scientific level with the scientific community.</li> </ul>							
<b>3</b>	<b>Contents</b> <ul style="list-style-type: none"> <li>Opportunities to promote personal responsibility for a healthy lifestyle in the context of nursing counselling</li> <li>Counselling: theories, concepts, models and methods</li> <li>Counselling as a component of nursing interventions in the context of selected fields of action in nursing and specific target groups</li> <li>Relationship design and design of counselling processes in the context of nursing interventions</li> <li>Ethical and social aspects of nursing counselling and interventions</li> <li>Health literacy</li> <li>Decision coaching</li> </ul>							
<b>4</b>	<b>Participation requirements</b> None							
<b>5</b>	<b>Form of assessment</b> Oral examination or performance examination or combination examination or term paper or written test (will be announced in the course of the previous semester)							
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes): -							
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Christa Bükler							
<b>9</b>	<b>Other information</b> -							

<b>Case Management for Vulnerable Population Groups</b>								<b>Module ID 5ANP05S3</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
1.5	150 h	6	3rd sem.	Annual	Summer	1 sem.	Compulsory module	M.A.
<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>
	Lecture (3 SCH), seminar tuition (2 SCH)		4 SCH/16 h	134 h	Assignments, seminar group work, case study, skills lab exercises		30	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<p>Course graduates</p> <ul style="list-style-type: none"> <li>• promote and support patients' self-determination and ability to act on the basis of scientific knowledge and different theoretical approaches.</li> <li>• recognise relatives and families as the recipients of specialised care, both with a specific need for counselling and support and with advice on caregiving and support potential.</li> <li>• discuss fundamental legal issues of case management in an interdisciplinary manner and understand their relevance for practice.</li> <li>• recognise the roles, concepts and instruments of case management as a method of professional individual nursing work and are able to use these as the basis for giving specific theoretical and empirical reasons for individual decisions.</li> <li>• assess individual and group-related care needs across professions and settings, and identify options for intervention.</li> <li>• develop and evaluate care plans on an interprofessional and interinstitutional basis.</li> <li>• identify patient-related opportunities and limits of the roles, concepts and instruments of case management, and use these at different levels for the strategic control of the highly complex care process on the basis of individual case understanding, depending on a professional understanding of nursing.</li> <li>• carry out case management based on individual supply analyses and assess identified supply gaps using a supply system analysis.</li> <li>• reflect clinical questions in the provision of healthcare for people with care needs in the area of tension between the needs of those affected and identified needs and deal with the life situations, life plans and the self-concept of people in need of care.</li> <li>• are able to initiate, design and control networks and cooperation models.</li> <li>• have, based on detailed knowledge about different positions of case and care management and available research, a reflected understanding of nursing case management and can represent their position vis-à-vis the scientific community and laypeople.</li> <li>• take part in health ethics discourses relating to the care of people with complex care needs from a micro, meso and macro perspective.</li> </ul>							
<b>3</b>	<b>Contents</b>							
	<ul style="list-style-type: none"> <li>• Action plan and instruments of case management and fields of application in the healthcare system</li> <li>• Development as a lifelong process in the context of vulnerable population groups</li> <li>• Social groups and social/societal change in healthcare</li> <li>• Case understanding in case management and designing the individual working relationship</li> <li>• Control of supply processes (supply system analysis, control levels and control instruments)</li> <li>• Multi-professional collaboration and network management</li> <li>• Selected psychological and social science models, theories and approaches (e.g. self-efficacy, resilience, coping, empowerment, salutogenesis) and their research outcomes</li> </ul>							
<b>4</b>	<b>Participation requirements</b>							
	None							
<b>5</b>	<b>Form of assessment</b>							
	Oral examination or performance examination or combination examination or term paper or written test (will be announced in the course of the previous semester)							
<b>6</b>	<b>Condition for the award of credit points</b>							
	Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes):							

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<b>8</b>	<b>Module coordinator</b> Prof. Dr. Christa Büber
<b>9</b>	<b>Other information</b> -



<b>Medical Care Process Design in an International Context</b>								<b>Module ID 5ANP06S4</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
1.6	150 h	6	4th sem.	Annual	Winter	1 sem.	Compulsory module	M.A.
<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>
	Lecture (2 SCH), seminar tuition (2 SCH)		4 SCH/32 h	118 h	Assignments, case studies, presentations		30	German
<b>2</b>	<b>Learning outcomes/competences</b> Course graduates <ul style="list-style-type: none"> <li>• have comprehensive insights into aspects provided by an international course by booking a course at a foreign university (e.g. online module, summer school, intensive programme).</li> <li>• have the ability to reflect on complex solution strategies for new tasks in the healthcare sector in an international context on the basis of scientific methodology and current research outcomes.</li> <li>• position themselves critically with regard to selected aspects or areas of the German healthcare system on the basis of selected fields of action in the relevant country.</li> <li>• have proven, reflective knowledge of the causes and consequences of attitudes and behaviours in both their own and a foreign culture in relation to a concrete learning situation.</li> <li>• reflect on their own environment and have the ability to grasp and interpret the perspective of others.</li> <li>• evaluate different national and international approaches to the organisation and further development of the various professions in the healthcare system with regard to their applicability in or transferability to the German healthcare system.</li> </ul> The qualification goals and skills to be developed can be found in the relevant module description of the foreign university.							
<b>3</b>	<b>Contents</b> <ul style="list-style-type: none"> <li>• Analysis of international healthcare systems</li> <li>• Analysis and evaluation of international care structures with regard to their opportunities and limits in the German healthcare system</li> <li>• Further content is determined by the foreign university. They focus, for example, on ethical regulations in nursing and nursing research or on client-related nursing priorities.</li> </ul>							
<b>4</b>	<b>Participation requirements</b> None							
<b>5</b>	<b>Form of assessment</b> Oral examination or performance examination or combination examination or term paper or written test (will be announced in the course of the previous semester)							
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes): -							
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Katja Makowsky							
<b>9</b>	<b>Other information</b> -							

<b>Quantitative and Qualitative Research</b>								<b>Module ID 5ANP07S1</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
2.1	150 h	6	1st sem.	Annual	Summer	1 sem.	Compulsory module	M.A.
<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>
	Lecture (3 SCH), seminar tuition (1 SCH)		4 SCH/16 h	134 h	Assignments, group work in seminars, case study		30	German
<b>2</b>	<b>Learning outcomes/competences</b> Course graduates <ul style="list-style-type: none"> <li>consolidate and integrate their knowledge of new, more differentiated research methods using qualitative and quantitative research approaches.</li> <li>have in-depth knowledge of the research designs that are primarily relevant for their special subject in effectiveness research, professional research, evaluation research and healthcare services research.</li> <li>are able to independently acquire research-relevant knowledge in order to derive competence and critically reflect on the possibilities and limits of qualitative and quantitative research approaches in the field of nursing in order to be able to classify and evaluate study outcomes against this background.</li> <li>are able to deal with the complexity of relevant guidelines for medical care, reflect on them critically, and derive action strategies from them.</li> <li>are sensitised to questions of research ethics and can make ethically justified decisions in the context of research.</li> <li>are able to formulate technical questions, research and evaluate the current specialist literature, derive various alternative courses of action from them, and thus utilise external evidence.</li> <li>have the competence to constructively participate in the planning, application for and implementation of research studies and to exchange views on research studies and their results at a scientific level in the context of technical discussions with specialist representatives and to take a well-founded position.</li> </ul>							
<b>3</b>	<b>Contents</b> <ul style="list-style-type: none"> <li>Paradigms, research objects, research questions and research methods in healthcare, nursing and care research</li> <li>Management and publication of application-oriented projects for healthcare, nursing and care research</li> <li>Guidelines for nursing, medical and therapeutic care</li> <li>Quantitative and qualitative research designs and methods</li> <li>Research funding, proposals and ethics</li> </ul>							
<b>4</b>	<b>Participation requirements</b> None							
<b>5</b>	<b>Form of assessment</b> Oral examination or performance examination or combination examination or term paper or written test (will be announced at the beginning of the semester)							
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes): -							
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Norbert Seidl							
<b>9</b>	<b>Other information</b> -							

<b>Evidence-Based Nursing (EBN)</b>								<b>Module ID 5ANP08S2</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
2.2	150 h	6	2nd sem.	Annual	Winter	1 sem.	Compulsory module	M.A.
<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>
	Lecture (2 SCH), seminar tuition (1 SCH), practice (1 SCH)		4 SCH/32 h	118 h	Assignments, group work in seminars, case study, practical assignment		30	German
<b>2</b>	<b>Learning outcomes/competences</b> Course graduates <ul style="list-style-type: none"> <li>differentiate between the terms "evidence-based and evidence-informed" in terms of epistemology and science theory.</li> <li>know conceptually related concepts and models and can differentiate between them.</li> <li>understand the importance of internal evidence and can reflect on this ethically.</li> <li>recognise and analyse the relevant outcomes from research into care for individuals with care and assistance needs and relate these to their own professional activities.</li> <li>identify case-related research results and review them critically with regard to their transferability to their own cases.</li> <li>transform theoretical knowledge into practice, analyse and reflect on the benefits in that area and feed acquired knowledge and experience back into the theoretical discourse.</li> <li>derive scientifically sound judgments from scientific knowledge of the rules, interpret them in the context of the patient's individual situation, and elaborate on or develop nursing care process plans and problem-solving strategies based on this.</li> <li>implement the EBN process independently.</li> <li>reflect on the method in an epistemological manner.</li> </ul>							
<b>3</b>	<b>Contents</b> <ul style="list-style-type: none"> <li>Principles of evidence-based nursing &amp; caring</li> <li>Methods of evidence-based practice in other scientific disciplines</li> <li>Critical thinking</li> <li>Ethical decision-making and internal evidence</li> <li>Research into and analysis of current, relevant research outcomes with regard to their external evidence and options for transfer into nursing practice</li> <li>Evidence-based nursing practice</li> <li>Case management against the background of EBN</li> </ul>							
<b>4</b>	<b>Participation requirements</b> None							
<b>5</b>	<b>Form of assessment</b> Oral examination or performance examination or combination examination or term paper or written test (will be announced in the course of the previous semester)							
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes): -							
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Anne-Dörte Latteck							
<b>9</b>	<b>Other information</b> -							

<b>Subject-Related Research Project I</b>								<b>Module ID 5ANP09S3</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
2.3	300 h	12	3rd sem.	Annual	Summer	1 sem.	Compulsory module	M.A.
<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>
	Lecture (5 SCH), seminar tuition (2 SCH), practice (1 SCH)		8 SCH/48 h	252 h	Assignments, group work in seminars, case study, practical assignment		30	German
<b>2</b>	<b>Learning outcomes/competences</b> Course graduates <ul style="list-style-type: none"> <li>• identify specific problems in practice with the involvement of nurses working there or affected patients in accordance with the fourth step of the PEPPA framework.</li> <li>• transform problems in the fields of action in nursing into researchable questions.</li> <li>• analyse scientific findings critically, particularly with regard to their usability in practice, and apply this to individual cases in a reflective manner.</li> <li>• develop a research plan.</li> <li>• develop concepts for the implementation of new knowledge in practice based on the fifth and sixth sections of the PEPPA framework.</li> <li>• accept critical comments and express their own comments in a team-oriented and constructive manner.</li> <li>• confidently assume the role of researcher or scientific nurse and critically reflect their own ideas about project work and research and their experiences with them.</li> </ul>							
<b>3</b>	<b>Contents</b> <ul style="list-style-type: none"> <li>• Management of research</li> <li>• Development of a research plan and a research concept</li> <li>• ACTUAL SITUATION analysis in practice</li> <li>• Organisation-related communication</li> <li>• PEPPA framework</li> </ul>							
<b>4</b>	<b>Participation requirements</b> None							
<b>5</b>	<b>Form of assessment</b> Oral examination or performance examination or combination examination or term paper or written test (will be announced in the course of the previous semester)							
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes): -							
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Anne-Dörte Latteck and Prof. Dr. Norbert Seidl							
<b>9</b>	<b>Other information</b> -							

<b>Subject-Related Research Project II</b>								<b>Module ID 5ANP10S4</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
2.4	300 h	12	4th sem.	Annual	Winter	1 sem.	Compulsory module	M.A.
<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>
	Lecture (5 SCH), seminar tuition (2 SCH), practice (1 SCH)		8 SCH/48 h	252 h	Assignments, group work in seminars, case study, practical assignment		30	German
<b>2</b>	<b>Learning outcomes/competences</b> Course graduates <ul style="list-style-type: none"> <li>• coordinate the implementation of the research project in a structured and targeted manner in accordance with the seventh step of the PEPPA framework.</li> <li>• articulate the current project status in dialogue with all project participants and thus ensure permanent transparency of the progress of the project.</li> <li>• independently design the evaluation process on the basis of scientific specifications in accordance with the eighth step of the PEPPA framework and present the collection, evaluation and interpretation of data in writing.</li> <li>• transport the project results with ethical justification in order to negotiate a sustainable implementation of the ninth phase of the PEPPA framework in dialogue with specialist representatives in the facility, and at the same time provide information for those affected and interested parties.</li> <li>• utilise collegial advice to optimise their research process and in the event of difficulties and problems in research.</li> </ul>							
<b>3</b>	<b>Contents</b> <ul style="list-style-type: none"> <li>• Applied project management</li> <li>• Project control (e.g. in the event of project disruptions)</li> <li>• Collegial consultation</li> <li>• Summative and formative evaluation</li> <li>• Report generation</li> <li>• PEPPA framework</li> </ul>							
<b>4</b>	<b>Participation requirements</b> 2.3 (content)							
<b>5</b>	<b>Form of assessment</b> Oral examination or performance examination or combination examination or term paper or written test (will be announced in the course of the previous semester)							
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes): -							
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Anne-Dörte Latteck and Prof. Dr. Norbert Seidl							
<b>9</b>	<b>Other information</b> -							

<b>Clinical Leadership</b>								<b>Reference code: 5ANP11S1</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
3.1	150 h	6	1st sem.	Annual	Summer	1 sem.	Compulsory module	M.A.
<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>
	Lecture (3 SCH), seminar tuition (1 SCH)		4 SCH/16 h	134 h	Assignments, group work in seminars, case study, dissertation		30	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<p>Course graduates</p> <ul style="list-style-type: none"> <li>acquire an overview and insight into management and leadership approaches, as well as into corporate management structures and corporate management concepts, and their application in nursing-specific fields of work.</li> <li>identify framework conditions, roles, tasks, models and concepts of clinical leadership and review and reflect on them critically.</li> <li>know methods and instruments for promoting development processes that bring about innovation and change, and apply their use to nursing-specific problems.</li> <li>reflect on and communicate the importance of personal, team-related and professional aspects of clinical leadership.</li> <li>classify development processes in the interdisciplinary context of human resource and organisational development in different settings.</li> <li>support and actively contribute to the design of change processes in organisations.</li> <li>moderate and control implementation, innovation and change processes.</li> <li>develop self- and team management by initiating, actively monitoring and evaluating team development and by acting as multipliers in the team's guidance.</li> <li>are able to design cooperation processes in groups and work on topics together in a multi-professional team, as well as link and reflect on their own specialist knowledge with other assessments.</li> <li>represent their own point of view based on theory and are able to follow technically well-founded arguments put forward by others.</li> <li>reflect on their own role and leadership behaviour in the team and are able to identify areas of potential development and promote them individually.</li> </ul>							
<b>3</b>	<b>Contents</b>							
	<ul style="list-style-type: none"> <li>Models and concepts of management and leadership</li> <li>Selected aspects of work and organisational psychology</li> <li>Strategic management</li> <li>Self-management and work organisation</li> <li>Networking</li> <li>Resource management</li> <li>Self-efficacy in professional action in control tasks and change management</li> </ul>							
<b>4</b>	<b>Participation requirements</b>							
	None							
<b>5</b>	<b>Form of assessment</b>							
	Oral examination or performance examination or combination examination or term paper or written test (will be announced at the beginning of the semester)							
<b>6</b>	<b>Condition for the award of credit points</b>							
	Module examination pass							
<b>7</b>	<b>Application of the module (in the following study programmes):</b>							
	-							
<b>8</b>	<b>Module coordinator</b>							
	Prof. Dr. Christa Bükler							
<b>9</b>	<b>Other information</b>							
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<b>Project Management and Organisational Development</b>								<b>Module ID 5ANP12S2</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
3.2	150 h	6	2nd sem.	Annual	Winter	1 sem.	Compulsory module	M.A.
<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>
	Lecture (3 SCH), seminar tuition (1 SCH)		4 SCH/16 h	134 h	Assignments, group work in seminars, case study, dissertation		30	German
<b>2</b>	<b>Learning outcomes/competences</b> Course graduates <ul style="list-style-type: none"> <li>record changes in the environment of healthcare-related institutions and assess their significance for organisations.</li> <li>analyse the nursing work system with regard to its change dimensions, make a selection from different concepts that is appropriate for the situation, and carry out the resulting operational tasks in change projects in a targeted manner.</li> <li>are able to initiate, plan, manage, monitor and evaluate projects and organisational development processes.</li> <li>assess their communicative skills in the field of organisational changes and develop them further.</li> <li>understand resistance to change processes as an opportunity, identify appropriate forms and content of changes and, based on skills developed in the areas of work planning and self-management, bring these change processes to an end in an action-oriented manner.</li> <li>analyse complex communicative situations with different communication models.</li> <li>choose different models for communicative negotiation processes, reflect on their communication structures, and use them in a goal-oriented manner.</li> </ul>							
<b>3</b>	<b>Contents</b> <ul style="list-style-type: none"> <li>Concept design for organisational development</li> <li>Theories, concepts and methods of project management and targeted communication design</li> <li>Project management systematics and facility-specific analysis (e.g. QM (Quality Management) systems)</li> <li>Consideration of relevant project phase models</li> <li>Change management</li> <li>Integration management</li> <li>Project coaching</li> <li>Selected aspects of work and organisational psychology</li> <li>Presentation and moderation techniques</li> </ul>							
<b>4</b>	<b>Participation requirements</b> None							
<b>5</b>	<b>Form of assessment</b> oral examination or performance examination or combination examination or term paper or written test (will be announced in the course of the previous semester)							
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes): -							
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Christa Bucker							
<b>9</b>	<b>Other information</b> -							

<b>Law in Healthcare and Social Services</b>								<b>Module ID 5ANP13S3</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
3.3	150 h	6	3rd sem.	Annual	Summer	1 sem.	Compulsory module	M.A.
<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>
	Lecture (2 SCH), seminar tuition (2 SCH)		4 SCH/32 h	118 h	Assignments, group work in seminars, case study		30	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	Course graduates <ul style="list-style-type: none"> <li>name possible benefit claims of the people concerned in the structured system of social security.</li> <li>establish links between the individual social benefit areas.</li> <li>know the basic types of coordination of supply and demand and can critically reflect on how they work in the context of healthcare outputs.</li> <li>understand the central control and distribution effects of the social security system.</li> <li>know the legal conditions of various models of professional nursing and care for individuals who need help and nursing, and can interpret them with regard to specific care needs in case and care management.</li> <li>know the legal basis of the assessment of the need for care as well as the practical procedure from the application to the appeal procedure.</li> <li>understand the legal basis and legal risks of nursing work and act reflectively on the basis of a risk assessment.</li> <li>have dealt critically with the implementation of long-term care insurance.</li> <li>analyse the potential and the risks of e-health in the healthcare system and transfer the results obtained in an application-related manner to their own professional fields of activity.</li> </ul>							
<b>3</b>	<b>Contents</b>							
	<ul style="list-style-type: none"> <li>Selected aspects of the SGB (Sozialgesetzbuch – Social Security Code) V, SGB VII, SGB IX and SGB XI</li> <li>Current legal developments in healthcare and social services</li> <li>Legal aspects in specific care-related fields of action (care law, legal care placement, coercive measures, delegation, etc.)</li> <li>E-Health: legal aspects and problem areas (data protection, health card, etc.)</li> </ul>							
<b>4</b>	<b>Participation requirements</b>							
	None							
<b>5</b>	<b>Form of assessment</b>							
	Oral examination or performance examination or combination examination or term paper or written test (will be announced in the course of the previous semester)							
<b>6</b>	<b>Condition for the award of credit points</b>							
	Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes):							
	-							
<b>8</b>	<b>Module coordinator</b>							
	Prof. Dr. Heiko Burchert							
<b>9</b>	<b>Other information</b>							
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<b>Healthcare Economics and Quality Management in Healthcare and Social Services</b>								<b>Module ID 5ANP14S4</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
3.4	150 h	6	4th sem.	Annual	Winter	1 sem.	Compulsory module	M.A.
<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>
	Lecture (3 SCH), seminar tuition (1 SCH)		4 SCH/16 h	134 h	Assignments, group work in seminars		30	German
<b>2</b>	<b>Learning outcomes/competences</b> Course graduates <ul style="list-style-type: none"> <li>recognise the peculiar aspects of healthcare outputs in contrast to other economic outputs and can economically consider and evaluate problems and challenges of the healthcare system.</li> <li>critically judge the necessity of state control interventions in the health system based on the application of microeconomic methods to relevant questions of the healthcare economy and healthcare policy.</li> <li>discuss and analyse current problems and reforms in the healthcare and social system and are able to assess these and derive economically sound alternative courses of action.</li> <li>know the special framework conditions and challenges for personnel management in healthcare and social institutions and can understand the corresponding human resource policy decisions.</li> <li>analyse, structure and evaluate difficult, current, complex tasks and interdependencies between service providers, payers and service recipients, and point out appropriate approaches to solutions in relation to care.</li> <li>adapt the application of financial and liquidity management instruments to the specific circumstances of the relevant agents in the healthcare and social system, and generate the data necessary for management-relevant decisions.</li> <li>know quality-related methods and activities to ensure the quality goals of healthcare and social institutions.</li> <li>identify structure, process and result evaluation as the three distinguishable, but successive, sub-steps of evaluation in the context of a quality management system, and know essential organisational and political framework conditions.</li> <li>establish the relevance of social and economic ethical discourses for quality development in the healthcare system.</li> <li>differentiate between different standards and apply them in a practical manner.</li> <li>represent different types of audits as well as the "internal audit" instrument and can apply these in a targeted manner, taking legal aspects into account, as part of quality management.</li> </ul>							
<b>3</b>	<b>Contents</b> <ul style="list-style-type: none"> <li>Elements and methods of economic analysis and evaluation in relation to healthcare</li> <li>Remuneration for the provision of services in hospitals and rehabilitation and care facilities (daily rates, flat rates per case, flat-rate remuneration, etc.)</li> <li>Investment and liquidity management in healthcare facilities</li> <li>Concept and dimensions of quality and quality management</li> <li>Criteria and standards for measuring quality in institutions of the social and healthcare sector, as well as individual analysis of existing quality management systems (institution-specific)</li> <li>Internal and external audits, certification of quality management</li> </ul>							
<b>4</b>	<b>Participation requirements</b> None							
<b>5</b>	<b>Form of assessment</b> Oral examination or performance examination or combination examination or term paper or written test (will be announced in the course of the previous semester)							
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes): -							
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Heiko Burchert							
<b>9</b>	<b>Other information</b> -							

<b>Master Thesis/Colloquium</b>								<b>Module ID 5ANP15S5</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q-level</b>
4.1/ 4.2	500/100 h	20/4	5th sem.	Annual	Summer	1 sem.	Compulsory module	M.A.
<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>
	Consultation for the master thesis (1 SCH)		1 SCH/16 h	584 h	Consultation for the master thesis, collegial consultation		30	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<p>4.1 Course graduates</p> <ul style="list-style-type: none"> <li>are able to narrow down and select an independent research subject based on the current state of science in one or more disciplines and justify its scientific relevance for an academic professional activity in healthcare.</li> <li>are able to obtain and process information from scientific sources in a targeted manner, as well as select appropriate scientific methods, techniques and procedures, and apply them adequately.</li> <li>are able to carry out independent analyses and independently develop scientifically sound concepts, test them in a professional field, and systematically evaluate them using empirical social research methods.</li> <li>critically reflect on their results from different perspectives, as well as their significance both for the respective specialist area and in an interdisciplinary context, and derive consequences for an academic professional activity in the healthcare sector.</li> <li>are able to use appropriate scientific language and comply with formal requirements for written scientific papers.</li> <li>independently work on a scientific task within a specified period as part of a concept development and its testing and systematic evaluation, or gain new knowledge in the relevant subject or subject areas of the master thesis.</li> </ul> <p>4.2 Course graduates</p> <ul style="list-style-type: none"> <li>can present the central intention, the methodology and the results of their master thesis and expound them to colleagues and laypeople.</li> </ul>							
<b>3</b>	<b>Contents</b>							
	<p>4.1</p> <ul style="list-style-type: none"> <li>Instructions for independent scientific work with a view to the master thesis and the associated requirements, research methods, techniques and processes of the relevant underlying specialist disciplines</li> <li>Independent formulation of research questions</li> <li>Development of research designs for analytical and conceptual scientific work</li> <li>Development, testing and evaluation of concepts</li> </ul> <p>4.2</p> <ul style="list-style-type: none"> <li>Presentation of one's own scientific work</li> </ul>							
<b>4</b>	<b>Participation requirements</b>							
	1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3; 3.4 (formal)							
<b>5</b>	<b>Form of assessment</b>							
	Master thesis (cf. Section 28 SPO) and colloquium (cf. Section 32 SPO)							
<b>6</b>	<b>Condition for the award of credit points</b>							
	cf. Section 29 and Section 32 (2) of the Examination Regulations							
<b>7</b>	<b>Application of the module</b> (in the following study programmes):							
	-							
<b>8</b>	<b>Module coordinator</b>							
	-							
<b>9</b>	<b>Other information</b>							
	cf. Examination Regulations for the study programme (Studiengangsprüfungsordnung – SPO)							