

Course Handbook Management and Professional Pedagogy in Health Care Bachelor

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Head of Studies	Prof. Dr. Dagmar Renaud
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Chairman of Examination	Prof. Dr. Iris Burkholder
Deputy Chairman of Examination	

Qualifikation Goals of Study Programme

Management and Professional Pedagogy in Health Care Bachelor - mandatory courses (overview)

Module name (EN)	Code	Semester	Hours per semester week / Teaching method	ECTS	Module coordinator
Academic Methodologies and Study Skills I	MBG21-1	1	6S	7	Prof. Dr. Iris Burkholder
Academic Methodologies and Study Skills II	MBG21-6	2	2V+2S	5	Prof. Dr. Iris Burkholder
Academic Methodologies and Study Skills III	MBG21-19	6	5S	7	Prof. Dr. Iris Burkholder
Bachelor Thesis	MBG21-21	6	-	11	Studienleitung
Digital Expertise	MBG21-2	1	2U+2S	5	Prof. Dr. Iris Burkholder
Evidence-Based Medical Care and Nursing	MBG21-15	4	6S	10	Prof. Dr. Iris Burkholder
Health Care Management I	MBG21-5	1	9V	12	Prof. Dr. Petra Riemer-Hommel
Health Care Management II	MBG21-11	3	4S	5	Prof. Dr. Iris Burkholder
Health Care Management III	MBG21-13	3	3V+3S	7	Prof. Dr. Petra Riemer-Hommel
Health Care Management IV	MBG21-17	5	6S	7	Prof. Dr. Petra Riemer-Hommel
Health Care and Nursing Legislation I	MBG21-7	2	5V	6	Prof. Robert Roßbruch
Health Care and Nursing Legislation II	MBG21-12	3	4V	5	Prof. Dr. Dagmar Renaud
Methodologies I	MBG21-9	2	3V+2U	7	Prof. Dr. Dagmar Renaud
Methodologies II	MBG21-10	3	3V+2U	7	Prof. Dr. Iris Burkholder
Practical Training Phase	MBG21-20	5	-	12	Studienleitung

Professional Skills	MBG21-22	7	-	30	Prüfungsausschuss
Public Health	MBG21-3	1	6V	7	Prof. Dr. Iris Burkholder
Study Project	MBG21-16	4	8U	10	Studienleitung
Vocational Pedagogy in Health Care I	MBG21-4	1	6V	8	Dr. Sindy Lautenschläger
Vocational Pedagogy in Health Care II	MBG21-8	2	2U+3S	6	Prof. Dr. Dagmar Renaud
Vocational Pedagogy in Health Care III	MBG21-14	3	2V+3S	6	Prof. Dr. Dagmar Renaud
Vocational Pedagogy in Health Care IV	MBG21-18	5	2V+2S	6	Prof. Dr. Dagmar Renaud

(22 modules)

Management and Professional Pedagogy in Health Care Bachelor - optional courses (overview)

Module name (EN)	Code	Semester	Hours per semester week / Teaching method	ECTS	Module coordinator
Advanced Didactics and Methodology	MBG21.B.51	-	3S	3	Dr. Sindy Lautenschläger
Change Management	MBG21.M.43	-	3S	3	Prof. Dr. Petra Riemer-Hommel
Developing a Curriculum	MBG21.B.52	-	3S	3	Dr. Sindy Lautenschläger
Evaluation	MBG21.S.33	-	3S	3	Dr. Sindy Lautenschläger
Management in Hospitals	MBG21.M.41	-	3S	3	Prof. Dr. Petra Riemer-Hommel
Management of Inpatient and Outpatient Facilities	MBG21.M.42	-	3S	3	Prof. Dr. Petra Riemer-Hommel
Reviews and Guidelines	MBG21.S.32	-	3S	3	Dr. Sindy Lautenschläger
Risk Management	MBG21.M.44	-	3S	3	Prof. Dr. Petra Riemer-Hommel
Video Production	MBG21.S.31	-	3S	3	Prof. Dr. Iris Burkholder

(9 modules)

Management and Professional Pedagogy in Health Care Bachelor - mandatory courses

Academic Methodologies and Study Skills I

Module name (EN): Academic Methodologies and Study Skills I
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-1
SAP-Submodule-No.: P311-0193, P311-0194
Hours per semester week / Teaching method: 6S (6 hours per week)
ECTS credits: 7
Semester: 1
Mandatory course: yes
Language of instruction: German
Assessment: Exam (Introduction to the Theory of Science) / Course work (Academic Work Techniques) [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-1 (P311-0193, P311-0194) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 1, mandatory course
Workload: 90 class hours (= 67.5 clock hours) over a 15-week period. The total student study time is 210 hours (equivalent to 7 ECTS credits). There are therefore 142.5 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.

Recommended as prerequisite for:

[MBG21-10](#) Methodologies II
[MBG21-11](#) Health Care Management II
[MBG21-12](#) Health Care and Nursing Legislation II
[MBG21-13](#) Health Care Management III
[MBG21-14](#) Vocational Pedagogy in Health Care III
[MBG21-15](#) Evidence-Based Medical Care and Nursing
[MBG21-16](#) Study Project
[MBG21-17](#) Health Care Management IV
[MBG21-18](#) Vocational Pedagogy in Health Care IV
[MBG21-19](#) Academic Methodologies and Study Skills III
[MBG21-7](#) Health Care and Nursing Legislation I
[MBG21-8](#) Vocational Pedagogy in Health Care II
[MBG21-9](#) Methodologies I
[MBG21.B.51](#) Advanced Didactics and Methodology
[MBG21.B.52](#) Developing a Curriculum
[MBG21.B.53](#)
[MBG21.B.54](#)
[MBG21.M.41](#) Management in Hospitals
[MBG21.M.42](#) Management of Inpatient and Outpatient Facilities
[MBG21.M.43](#) Change Management

[updated 25.05.2022]

Module coordinator:

[Prof. Dr. Iris Burkholder](#)

Lecturer:

[Prof. Dr. Iris Burkholder](#)
Dr. Cindy Lautenschläger

[updated 25.05.2022]

Learning outcomes:

Introduction to the Theory of Science

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to present subject matter and basic concepts from the theory of science and distinguish between them.
- They will be able to examine basic questions of epistemology and science theory critically.
- They will be able to describe different epistemological and scientific currents.
- They will be able to justify the influence of scientific theoretical currents on research methodology and methodological choices.
- They will be able to discuss the need for research ethics and apply the expertise gained in this module to scholarly debate.

The use, application, and generation of knowledge:

- Students will be able to apply basic knowledge about currents in scientific theory to the research process and justify which research methodology(s) is/are appropriate for answering a research question.

Scientific Self-Concept/Professionalism:

- Students will understand their own learning as an active and self-directed process and be able to optimize their own learning behavior.

Academic Work Techniques:

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to name different types of texts used in science and differentiate between them.
- They will be able to differentiate scientific from non-scientific texts based on specific criteria.
- They will be able to describe methods and procedures of scientific work.
- They will be able to formulate a (clinically) relevant, scientifically answerable question based on a concrete or described topic/problem (know different schemes e.g. ECLIPSE, PICO, PICO, PICOS, SPICE, SPIDER, MIP, BeHEMOTH).
- They will be able to research and evaluate scientific literature in sources relevant to their disciplines.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply scientific working methods to various practical situations and beyond in the course of their studies and thus, deepen their methodological skills.

Scientific Self-Concept/Professionalism:

- Students will be able to critically reflect on their individual learning experiences in the area of scientific work during the course of study.
- They will be able to continuously develop their own scientific work skills using current findings and research results.
- Students will develop an understanding for scientific work.

[updated 15.11.2021]

Module content:

Introduction to the Theory of Science

1. • Students will be able to present subject matter and basic concepts from the theory of science and distinguish between them.
2. Major questions in the theory of science and epistemology
 - Knowledge vs. scientific knowledge
 - Concept of truth
 - Epistemological foundations and assumptions
 - Participant and observer perspective
3. Research paradigms and process
3. Scientific approaches
 - Empirical-analytical theoretical approaches
 - Value judgement dispute
 - Normative-ontological theoretical approaches
5. Research ethics

Academic work techniques

1. Formulating questions
2. Structuring texts
 - Types of texts and their intention
 - The formal structure of texts
 - Publication parameters and the classification of academic texts
3. Prerequisites for dealing with literature
 - Libraries
 - Using libraries
 - Sources for literature searches
 - Literature searches: Searching for and finding literature
 - Finding full texts
 - Utilizing information
4. Scientific methods of citation
5. Evaluation of term papers
6. Designing power point and poster presentations

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Academic Methodologies and Study Skills II

Module name (EN): Academic Methodologies and Study Skills II
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-6
SAP-Submodule-No.: P311-0195, P311-0196
Hours per semester week / Teaching method: 2V+2S (4 hours per week)
ECTS credits: 5
Semester: 2
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement (Descriptive statistics) / Exam achievement (Specialized English) [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-6 (P311-0195, P311-0196) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 2, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 105 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for: MBG21-10 Methodologies II MBG21-11 Health Care Management II MBG21-15 Evidence-Based Medical Care and Nursing MBG21-16 Study Project MBG21-19 Academic Methodologies and Study Skills III MBG21.S.32 Reviews and Guidelines MBG21.S.33 Evaluation [updated 25.05.2022]
Module coordinator: Prof. Dr. Iris Burkholder

Lecturer:

Prof. Dr. Iris Burkholder
Marina Hefti, M.A.

[updated 30.08.2021]

Learning outcomes:

Descriptive statistics:

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to explain the basics of descriptive statistics for collecting, analyzing, and presenting data from a health science context.
- They will be able to recognize data structures and data types in order to select and apply the appropriate graphical and algebraic methods to describe one or more features.
- They will be able to understand the differences between and the meanings of the statistical ratios and graphs used to describe data.
- They will be able to recognize and calculate interrelationships and correlations of two-dimensional data.

The Use, Application, and Generation of Knowledge:

- Students will be able to perform initial analyses using statistical software (e.g. SPSS).
- They will be able to interpret and critically discuss descriptive analyses in publications.

Communication and Cooperation:

- Students will be able to critically discuss statistical findings in a group and with peers.

Scientific Self-Concept/Professionalism:

- Students will learn to consider research results in their future career.

Specialized English

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to distinguish all tenses used in English with their corresponding aspects "simple" and "continuous" and reproduce the verb forms accordingly in questions, positive and negative statements.
- They will be able to describe various activities related to study and possible careers using the appropriate vocabulary and phrases.
- They will be able to find the right tone (formal/informal) for the respective situation when communicating with others, especially in intercultural exchange.
- They will be able to discuss shorter technical texts in terms of content and analyze vocabulary and grammatical structures.
- They will be able to analyze the structure and the linguistic and visual means to use when creating a presentation about their studies:
examine the meaningful linking of sentences (cause and effect, contrast and addition),
describe graphs and other diagrams (increase and decrease).

The Use, Application, and Generation of Knowledge:

- Students will be able to use the stated forms, tenses and aspects in speaking and writing and correctly classify the associated information when listening/reading.

- They will be able to use appropriate vocabulary and phrases when communicating about their studies and possible careers and select the right tone (formal or informal) according to the situation.
- They will be able to prepare a presentation on the content and structure of their studies and deliver it in groups.

Communication and Cooperation:

- Students will be able to communicate and cooperate in English on the way to level B2 (European reference framework).
- They will be able to give a presentation within the framework of international exchange.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on their learning progress, their fluency and functional language use.

[updated 15.11.2021]

Module content:

Descriptive statistics:

1. Basics and terms (objectives of descriptive statistics, population and sample, characteristic and characteristic value)
2. Differences between and the importance of levels of measurement
3. Algebraic methods (frequencies, measures of location and dispersion, correlations)
4. Graphical methods (uni- and bivariate)
5. Using software (e.g. SPSS)

Specialized English

Comprehension (listening)- speaking – reading - writing

- Complete tense system with aspects (in contrast to the native language)
- Prepositions and other ‚short‘ words
- Sentence structures and compounds
- Improving their specialized vocabulary
- Specialized texts
- When – how: the right tone (formal/informal) in oral and written communication
- Structure and language of English presentations
- Describing graphs and diagrams (language of increase and decrease)
- Describing studies and professions

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Academic Methodologies and Study Skills III

Module name (EN): Academic Methodologies and Study Skills III
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-19
SAP-Submodule-No.: P311-0197
Hours per semester week / Teaching method: 5S (5 hours per week)
ECTS credits: 7
Semester: 6
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-19 (P311-0197) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 6, mandatory course
Workload: 75 class hours (= 56.25 clock hours) over a 15-week period. The total student study time is 210 hours (equivalent to 7 ECTS credits). There are therefore 153.75 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-10 Methodologies II MBG21-15 Evidence-Based Medical Care and Nursing MBG21-3 Public Health MBG21-6 Academic Methodologies and Study Skills II MBG21-9 Methodologies I [updated 30.08.2021]
Recommended as prerequisite for: MBG21.S.32 Reviews and Guidelines MBG21.S.33 Evaluation [updated 01.08.2021]
Module coordinator: Prof. Dr. Iris Burkholder

Lecturer:

Prof. Dr. Iris Burkholder

[updated 30.08.2021]

Learning outcomes:

Good clinical practice (GCP)

After successfully completing this module, students will have the following skills and competencies:
Students will:

Knowledge and Comprehension:

- be able to explain the legal, ethical and administrative aspects of conducting clinical trials in compliance with trial protocol.
- understand the essential regulations for clinical studies and the relationships between the different parties involved.
- be familiar with the processes in clinical trials before, during and after implementation.
- be familiar with the most important study documents and quality assurance in clinical trials.
- know the importance of the interdisciplinary in clinical trials.
- be familiar with the responsibilities and limits of action of each individual participant in clinical studies

Communication and Cooperation:

- Students will be able to include perspectives of other stakeholders in their own actions.
- They will be able to communicate with the parties involved in a clinical study (authorities, subjects, investigators, etc.) in a manner appropriate to the addressee and the situation.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on the role and responsibilities of a study nurse or study assistant in the context of clinical trials.

Health-Related Risk Communication

After successfully completing this module, students will have the following skills and competencies:
Students will:

Knowledge and Comprehension:

- be able to explain key approaches and theories in health communication at micro, meso and macro levels.
- be able to name actors and target groups in health communication.
- be able to explain the concept of health literacy.
- be familiar with best practices for evidence-based patient information.
- be able to convey key aspects of evaluating health information in a presentation.
- be able to explain the importance of evidence-based health information as a prerequisite for informed decision-making.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply the guidelines on "evidence-based health information" in order to independently evaluate a piece of health information selected by themselves.
- They will be able to apply their knowledge and skills in media health communication to new technical and health science developments.

Communication and Cooperation:

- Students will be able to evaluate health information on the basis of appropriate criteria, justify their own position and lead a professional discussion within a study group.

Scientific Self-Concept/Professionalism:

- Students will be able to critically reflect on media concepts in the context of health communication.
- They will be able to reflect on ethical issues in health communication.

[updated 15.11.2021]

Module content:

Good clinical practice (GCP)

1. Introduction to the development of medicinal products and medical devices (study types, participants, procedure and implementation, German Medicines Act (AMG), Medical Devices Act (MPG))
2. National and international regulations (International Conference of Harmonisation – Good clinical practice (ICH-GCP), Declaration of Helsinki)
3. Ethics in clinical trials (ethics committee (tasks, composition, application), patient rights)
4. Regular documentation in clinical studies (study documents, study data, documentation of safety-relevant events, classification systems, test folders)
5. Quality assurance in clinical studies (quality assurance measures (monitoring, audits and inspections))

Health-Related Risk Communication

1. Basics of health communication
2. Health literacy
3. Potential and limits of mass media health communication
4. Evidence-based health communication
5. Health journalism
6. Online-based health communication

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Bachelor Thesis

Module name (EN): Bachelor Thesis
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-21
SAP-Submodule-No.: T311-0172
Hours per semester week / Teaching method: -
ECTS credits: 11
Semester: 6
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-21 (T311-0172) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 6, mandatory course
Workload: The total student study time for this course is 330 hours.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Studienleitung
Lecturer: Studienleitung [updated 23.03.2021]

Learning outcomes:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to independently work on subject-specific problems and issues, interpret, describe and discuss relevant results and draw conclusions.

The Use, Application, and Generation of Knowledge:

- Students will be able to work on their topic and questions related to it, while observing and complying with scientific methods.
- They will be able to justify decisions made within the context of their Bachelor thesis in a professional and methodical manner.
- They will be aware of the opportunities and the importance of the mutual interaction between practice, science and research.

Communication and Cooperation:

- Students will be able to discuss the insights they have gained, reflecting on and taking into account the different views and perspectives of other stakeholders.

Scientific Self-Concept/Professionalism:

- Students will be aware of and exercise their ethical responsibility in the process of scientific work and research.

[updated 15.11.2021]

Module content:

The thesis is a result of the respective topic, the students' ability to process existing knowledge, their work approach, the methods, instruments and procedures they use, as well as the connection to the initial problem.

[updated 15.11.2021]

Recommended or required reading:

[still undocumented]

Digital Expertise

Module name (EN): Digital Expertise
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-2
SAP-Submodule-No.: P311-0177
Hours per semester week / Teaching method: 2U+2S (4 hours per week)
ECTS credits: 5
Semester: 1
Mandatory course: yes
Language of instruction: German
Assessment: Course work [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-2 (P311-0177) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 1, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 105 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for: MBG21-10 Methodologies II MBG21.S.31 Video Production [updated 01.08.2021]
Module coordinator: Prof. Dr. Iris Burkholder
Lecturer: Prof. Dr. Iris Burkholder [updated 01.08.2021]

Learning outcomes:

The Basics of Digital Expertise

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to identify milestones in digitization.
- They will be able to describe basic concepts and central aspects of digital literacy.
- They will be able to describe the use and application scenarios of digital tools for collaboration and teaching.
- They will be familiar with university-specific digital tools.

The Use, Application, and Generation of Knowledge:

- Students will be able to routinely use the university's digital tools in everyday student life (e.g. Moodle, BigBlueButton, Student Services, etc.).
- They will be able to apply the guidelines for writing scientific papers in standard software (e.g. Word, PowerPoint, Citavi, etc.).

Scientific Self-Concept/Professionalism:

- Students will be able to critically reflect on the application and use of digital tools in their studies, as well as in different areas of application in a professional context

Advanced Digital Competence

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be familiar with the most important basic principles of data protection, copyright and the right of use.
- They will be able to reflect on the significance of digitization in the healthcare sector.
- They will be able to explain the basic concepts of digital technologies and be familiar with the problem of conceptual vagueness in their use.
- They will be able to identify the current developments, trends and risks of digitization in the healthcare sector.

The Use, Application, and Generation of Knowledge:

- Students will be able to use digital tools for collaboration and teaching in a routine and reflective manner.
- They will be able to apply usage scenarios of digital tools independently, taking into account the opportunities and risks in their studies, as well as in their professional context.

Scientific Self-Concept/Professionalism:

- Students will be able to critically reflect on the application and use of digital tools in their studies, as well as in different areas of application in a professional context

[updated 15.11.2021]

Module content:

The Basics of Digital Expertise

1. Overview of university-specific digital resources (WLAN, VPN, learning platform, web conferencing system)
2. Introduction and basics of digitization and digital competence
3. Digital tools for scientific work
4. Overview of digital collaboration tools
5. Overview of digital teaching tools

Advanced Digital Competence

1. Data protection/copyright/right of use
 2. Application and use cases of digital collaboration tools
 3. Application and use cases of digital teaching tools
 4. Overview of current digital technologies in healthcare (Big Data, Machine Learning, Artificial Intelligence, etc.)
- Blended Learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Evidence-Based Medical Care and Nursing

Module name (EN): Evidence-Based Medical Care and Nursing
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-15
SAP-Submodule-No.: P311-0178, P311-0179
Hours per semester week / Teaching method: 6S (6 hours per week)
ECTS credits: 10
Semester: 4
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement (Primary Studies in Health Care) / Course achievement (Evidence-Based Decision Making) [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-15 (P311-0178, P311-0179) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 4, mandatory course
Workload: 90 class hours (= 67.5 clock hours) over a 15-week period. The total student study time is 300 hours (equivalent to 10 ECTS credits). There are therefore 232.5 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-10 Methodologies II MBG21-6 Academic Methodologies and Study Skills II MBG21-9 Methodologies I [updated 25.05.2022]
Recommended as prerequisite for: MBG21-19 Academic Methodologies and Study Skills III MBG21.S.32 Reviews and Guidelines MBG21.S.33 Evaluation MBG21.S.34 Nursing Care Counseling [updated 30.09.2021]
Module coordinator: Prof. Dr. Iris Burkholder

Lecturer:

Prof. Dr. Iris Burkholder

Dr. Sindy Lautenschläger

[updated 25.05.2022]

Learning outcomes:

Primary Studies in Health Care

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- distinguish between different types of studies for different questions and know the respective advantages and disadvantages of each.
- describe common study designs for diagnostic, epidemiologic, and randomized controlled trials.
- explain the meaning of the confidence interval and estimate the statistical certainty of a result appropriately using this.

The Use, Application, and Generation of Knowledge:

- Students will be able to calculate and interpret the statistical parameters for the quality of a diagnostic test and the evaluation of epidemiological studies.
- They will be able evaluate empirical research findings in terms of the strengths and weaknesses of the study designs used.

Scientific Self-Concept/Professionalism:

- Students will understand the use of different research designs in health care and be able to develop a professionally justified position with this knowledge.
- They will be able evaluate empirical research findings in terms of the strengths and weaknesses of the study designs used.

Evidence-Based Decision Making

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to explain the importance of science-based practice from the perspective of health professions.
- They will be able to define basic terms related to the concept of evidence-based decision making.
- They will be able to describe the concept of evidence-based decision making.
- They will be able explain the importance of the so-called best available evidence for decision-making.
- They will be able to explore and incorporate the needs and preferences of those affected.
- They will be able to critically discuss the informed decision making model in light of their own personal and professional experiences.
- They will be able to distinguish between different types of studies for different questions.

- They will be able to describe the structure, as well as essential goals and tasks of the German Network for Evidence-Based Medicine.

The Use, Application, and Generation of Knowledge:

- They will be able to apply individual steps of evidence-based decision-making to exemplary cases during the course (formulate questions, literature research, critical evaluation, application).
- They will be able to critically evaluate research findings with respect to the research methods used and their implementation in health care practice.

Communication and Cooperation:

- They will be able to advocate on behalf of vulnerable individuals and groups as stakeholders in health care interventions and programs.
- They will be able to reflect upon and take into account the different perspectives of those involved/affected in joint discourse with their fellow students.

Scientific Self-Concept/Professionalism:

- Students will have developed a critical attitude toward health care information.

[updated 15.11.2021]

Module content:

Primary Studies in Health Care

1. Overview of primary studies in health care
2. Diagnostic studies (design, quality criteria (sensitivity, specificity, predictive values))
3. Epidemiologic studies (design, statistical parameters (incidence, prevalence, odds ratio, relative risk))
4. Randomized controlled trials (design, primary and secondary endpoints)
5. Confidence intervals

Evidence-Based Decision Making

- Discussion about the conception of science
- Definitions of terms (evidence, evidence-based medicine and care, evidence-based practice)
- Rationale and concept of evidence-based decision making (formulating questions, reviewing literature, critically appraising evidence, application, evaluation)
- Significance of different types of studies (qualitative and quantitative research)

- Possibilities, opportunities and limitations of the concept of evidence-based decision making
- Implementing the concept of evidence-based decision making in health care practice.
- The Deutsche Netzwerk Evidenzbasierte Medizin (DNEbM)

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Health Care Management I

Module name (EN): Health Care Management I
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-5
SAP-Submodule-No.: P311-0184
Hours per semester week / Teaching method: 9V (9 hours per week, accumulated)
ECTS credits: 12
Semester: 1
Duration: 2 semester
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-5 (P311-0184) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 1, mandatory course
Workload: 135 class hours (= 101.25 clock hours) over a 15-week period. The total student study time is 360 hours (equivalent to 12 ECTS credits). There are therefore 258.75 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for: MBG21-13 Health Care Management III MBG21-17 Health Care Management IV MBG21.M.41 Management in Hospitals MBG21.M.42 Management of Inpatient and Outpatient Facilities MBG21.M.43 Change Management MBG21.M.44 Risk Management [updated 30.08.2021]
Module coordinator: Prof. Dr. Petra Riemer-Hommel

Lecturer:

Prof. Dr. Petra Riemer-Hommel

[updated 30.08.2021]

Learning outcomes:

- Introduction to Business Administration

After successfully completing this module, students will have the following skills and competencies:
After successfully completing this module, students will:

Knowledge and Comprehension:

- Students will be able to describe entrepreneurial functions from a management-oriented point of view.
- They will be able to distinguish different types of companies.
- They will be able to differentiate between categories of business goals

The Use, Application, and Generation of Knowledge:

- Students will be able to use problem-solving processes in a target-oriented manner
- They will be able to analyze the influence of the environment on a company
- They will be able to apply supply management concepts and methods in the context of health care

Communication and Cooperation:

- Students will be able to evaluate approaches to solving practical problems in interdisciplinary teams
- They will be able to discuss the prioritization of the goals of various stakeholders in the health care system

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on conflicting goals between business and clinical objectives in health care.

Introduction to Management

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to describe different concepts of business management
- They will be able to differentiate between and explain management functions
- They will be able to distinguish between leadership style models
- They will be able to list and describe concepts of strategic management

The Use, Application, and Generation of Knowledge:

- Students will be able to apply management concepts and management functions adequately to the service sector
- They will be able to analyze problems from everyday work in the health care sector

Communication and Cooperation:

- Students will be able to take different perspectives in interdisciplinary and interprofessional teams and working groups into account

Scientific Self-Concept/Professionalism:

- Students will be able to develop and reflect their personal leadership understanding/model

Controlling

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to differentiate between elements of operational and strategic controlling
- They will be able to describe goals and elementary components of a controlling system
- They will be able to identify relevant key figures for the company valuation

The Use, Application, and Generation of Knowledge:

- Students will be able to select suitable controlling methods and instruments for use in the health care system
- They will be able to collect essential data using controlling instruments and interpret them for business management purposes

Communication and Cooperation:

- Students will be able to justify and communicate the necessity of a controlling concept for general management
- They will be able to discuss and analyze problems in interdisciplinary teams

Scientific Self-Concept/Professionalism:

- Students will be aware of the ethical dimensions of health care planning and leadership decisions
- They will be able to critically reflect on the role of quantitative and qualitative metrics in health care

[updated 15.11.2021]

Module content:

- Introduction to Business Administration

- (1) Company and environment
- (2) Typology of the company
- (3) Business goals
- (4) Supply management

Introduction to Management

- (1) What does management mean?
- (2) Management functions
- (3) Corporate culture and management style
- (4) Management in service companies
- (5) Strategic management
- (6) Knowledge management

Controlling

- (1) Goals, methods and instruments of operational and strategic controlling
- (2) Controlling systems, instruments and methods in the health care sector
- (3) Coordinating the management/medical/nursing interface
- (4) Use cases

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Health Care Management II

Module name (EN): Health Care Management II
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-11
SAP-Submodule-No.: P311-0185
Hours per semester week / Teaching method: 4S (4 hours per week)
ECTS credits: 5
Semester: 3
Mandatory course: yes
Language of instruction: German
Assessment: Exam [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-11 (P311-0185) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 3, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 105 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-6 Academic Methodologies and Study Skills II MBG21-8 Vocational Pedagogy in Health Care II [updated 30.08.2021]
Recommended as prerequisite for: MBG21-17 Health Care Management IV MBG21.M.41 Management in Hospitals MBG21.M.42 Management of Inpatient and Outpatient Facilities MBG21.M.43 Change Management MBG21.M.44 Risk Management [updated 30.08.2021]
Module coordinator: Prof. Dr. Iris Burkholder

Lecturer:

Prof. Dr. Iris Burkholder

Prof. Dr. Dagmar Renaud

[updated 30.08.2021]

Learning outcomes:

Occupational Health Management

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will understand the interdependencies between an organization, work and health.
- Students will have basic knowledge about the framework and objectives of BGM and BGF.
- Students will be able to assign the characteristics of a healthy and unhealthy organization.
- Students will be familiar with selected methods and instruments for the analysis, implementation and evaluation of BGM/BGF measures and processes.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply selected methods and instruments for the analysis, planning, implementation and evaluation of BGM/BGF measures and processes.
- Students will be able to derive suitable measures based on a problem analysis.

Communication and Cooperation:

- Students will be able to design an occupational health management program together with the addressees.
- Students will be able to communicate and cooperate with external stakeholders (e.g. service providers, health insurance companies).

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on health management as a management task.
- Students will be able to identify the influence of an organization on the health and well-being of its addressees.
- Students will be able to base their occupational health management on an understanding of the bio-psycho-social system.

Project Management

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to explain the characteristics and phases of projects.
- Students will be able to name standards in and dimensions of project management.
- Students will be able to describe the objectives of and the methodological approach to a project in oral and written form and in a manner appropriate to their target group.
- Students will be able to recognize potential for conflict in (interdisciplinary) collaborations.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply the methods of project management to all the project phases of their own fictitious project topic in a targeted and effective manner.
- Students will be able to apply digital tools to project management and can classify them.
- Students will be able to develop solutions to conflicts within the course of (interdisciplinary) collaborations.

Communication and Cooperation:

- Students will be able to justify their methodological approach to a project to other stakeholders.

- Students will be able to provide respectful feedback to team members regarding work progress and results.
- Students will be able to coordinate, lead, and document work group meetings.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on the role and responsibilities of project leadership.

[updated 15.11.2021]

Module content:

Occupational Health Management

- Basics and principles of occupational health management, health management and health promotion
- Legal foundation and framework
- Necessities, challenges and fields of action in occupational health management and promotion
- Bio-psycho-social approach to occupational health management
- Physical, psychological and social strains, stresses and resources in everyday working life:
- Occupational health management strategies, tools, instruments and indicators in the analysis, planning implementation and evaluation phases
- Selected occupational health management/promotion approaches (e.g. behavioral and situational prevention, demography management, leadership and health)
- Possibilities for shaping occupational health management (e.g. health circles, effects of social relationships in the working environment).

Project Management

1. Introduction: What is a project?
 - General project flow, project types
2. The project definition
 - Determining objectives, defining objectives, operationalizing objectives
3. Project planning
 - Planning project parameters
 - Planning the quality dimension
 - Creating project specifications
 - Time dimensions, structure plans
 - Calculating costs, milestones
4. Project management
 - Controlling work processes, feedback, team cooperation, interim reports
5. Project completion
 - Successfully completing a project, evaluation, delivering results

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Health Care Management III

Module name (EN): Health Care Management III
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-13
SAP-Submodule-No.: P311-0186
Hours per semester week / Teaching method: 3V+3S (6 hours per week)
ECTS credits: 7
Semester: 3
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-13 (P311-0186) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 3, mandatory course
Workload: 90 class hours (= 67.5 clock hours) over a 15-week period. The total student study time is 210 hours (equivalent to 7 ECTS credits). There are therefore 142.5 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-5 Health Care Management I [updated 30.08.2021]
Recommended as prerequisite for: MBG21-17 Health Care Management IV MBG21.M.41 Management in Hospitals MBG21.M.42 Management of Inpatient and Outpatient Facilities MBG21.M.43 Change Management MBG21.M.44 Risk Management [updated 30.08.2021]
Module coordinator: Prof. Dr. Petra Riemer-Hommel

Lecturer:

Prof. Dr. Petra Riemer-Hommel

[updated 30.08.2021]

Learning outcomes:

Strategic Organization

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be familiar with the basic concepts of organization.
- Students will be able to differentiate between the most well known organizational theoretical approaches.
- Students will be able to name and apply the various structuring principles.
- Students will be able to describe the effects of economic coordination mechanisms.
- Students will be able to acknowledge the importance of organizational design as an essential element in the management process.

The Use, Application, and Generation of Knowledge:

- Students will have developed an understanding of the behavior-shaping power of organizational regulations in everyday work.
- Students will have developed a critical understanding of the limitations and possibilities of organizational theory approaches in dealing with practical problems.

Communication and Cooperation:

- Students will be able to take different perspectives into account in organizational design and involve participating professional groups in organizational design processes.
- Students will be able to actively participate in discourse in a group and contribute constructively to the group's learning process.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect upon social, societal and ecological implications.

Marketing

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be familiar with the theoretical basics, tasks and methods of marketing.
- Students will be able to formulate goals and develop strategies for marketing campaigns.
- Students will be familiar with the legal particularities of marketing in the health care sector.
- Students will recognize the importance of marketing for the success of companies providing services.
- Students will be able to examine economic, social and ethical areas of conflict in a critical manner.

The Use, Application, and Generation of Knowledge:

- Students will have developed a critical understanding of the legal dimensions of health care marketing.
- Students will be able to use their knowledge for the conceptual design of marketing measures.

Communication and Cooperation:

- Students can reflect upon and take into account the different views and perspectives of relevant stakeholders.

Scientific Self-Concept/Professionalism:

- Students will have a critical attitude towards the possibilities and limits of informational influence in health care.

Strategic Organization

[updated 15.11.2021]

Module content:

The basics

- Forms of organization
- Principles of structuring
- Organizational theoretical approaches (scientific management, administrative approaches, human relations approach, situational approach, institutional economics)
- Coordination mechanisms

- Practical examples

Marketing

- Marketing basics, tasks and methods
- Developing strategies and implementing marketing measures
- Marketing in the service sector
- Legal provisions on marketing in the health care sector
- Practical application of marketing in the health care sector

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Health Care Management IV

Module name (EN): Health Care Management IV
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-17
SAP-Submodule-No.: P311-0187
Hours per semester week / Teaching method: 6S (6 hours per week)
ECTS credits: 7
Semester: 5
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-17 (P311-0187) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 5, mandatory course
Workload: 90 class hours (= 67.5 clock hours) over a 15-week period. The total student study time is 210 hours (equivalent to 7 ECTS credits). There are therefore 142.5 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-11 Health Care Management II MBG21-13 Health Care Management III MBG21-5 Health Care Management I [updated 30.08.2021]
Recommended as prerequisite for: MBG21.M.41 Management in Hospitals MBG21.M.42 Management of Inpatient and Outpatient Facilities MBG21.M.43 Change Management MBG21.M.44 Risk Management [updated 30.08.2021]
Module coordinator: Prof. Dr. Petra Riemer-Hommel

Lecturer:

Prof. Dr. Petra Riemer-Hommel

[updated 30.08.2021]

Learning outcomes:

Quality Management

After successfully completing this module, students will have the following skills and competencies:
Students will be able to:

Knowledge and Comprehension:

- Students will be able to describe the concept of quality in standards, regulations and procedures.
 - They will be able to list the advantages and disadvantages of different quality management systems (in terms of objectives, implementation, possibilities and limitations) used in health care facilities.
 - They will be familiar with selected quality management tools and be able to evaluate their advantages and disadvantages.
-
- They will be able to critically examine the concept of quality and understand the importance of QM systems for increasing or ensuring the quality of care.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply the methods, techniques and instruments of quality management adequately and in a problem-solving manner.

Communication and Cooperation:

- Students will be able to take into account different perspectives on quality management in interdisciplinary and interprofessional teams and work groups.

Scientific Self-Concept/Professionalism:

- Students will have developed an understanding of their role and act as a role model when implementing quality initiatives.

Personnel Management:

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to distinguish the central fields of action in personnel work, such as personnel planning, personnel deployment, personnel marketing and personnel development.
- They will be able to analyze the importance of employee motivation for effective personnel management.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply theoretical principles to practical examples from the health care sector.

Communication and Cooperation:

- Students will be able to argue and justify decisions vis-à-vis professional colleagues and in an interdisciplinary team.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect upon their personal understanding/model of leadership.

[updated 15.11.2021]

Module content:

Quality Management

- Terminology, basic concepts and principles of quality management
- Legal foundations of quality management
- Overview of relevant quality management systems, certification and accreditation (e.g. DIN EN ISO/IEC, KTQ, EFQM)
- Analysis, goals, benefits and limits of quality management

- Selected quality management tools (QM tools)
- Quality management in interdisciplinary and interprofessional teams

Personnel Management:

1. Goals and tasks of operational personnel work
2. Human resources planning
3. Basic features of personnel marketing
4. Recruiting
5. Corporate remuneration policy
6. Personnel development/layoffs
7. Organizational – and motivational models for human resources

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Health Care and Nursing Legislation I

Module name (EN): Health Care and Nursing Legislation I
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-7
SAP-Submodule-No.: P311-0181
Hours per semester week / Teaching method: 5V (5 hours per week)
ECTS credits: 6
Semester: 2
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-7 (P311-0181) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 2, mandatory course
Workload: 75 class hours (= 56.25 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 123.75 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I [updated 17.03.2022]
Recommended as prerequisite for: MBG21-12 Health Care and Nursing Legislation II [updated 25.05.2022]
Module coordinator: Prof. Robert Roßbruch
Lecturer: Prof. Robert Roßbruch [updated 17.03.2022]

Learning outcomes:

Principles and Selected Aspects of Criminal and Civil Law:

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to name basic methods and knowledge that can be used to solve criminal and civil law issues and cases.
- They will be able to understand standard contractual arrangements from the health care sector by working with legal texts.
- They will have developed and sharpened their awareness of the role of legal jurisdiction in the further development of the law.
- They will be familiar with the structure, principles and legal norms of the Criminal Code relevant to the health professions.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply their basic knowledge of criminal and civil law, acquired in this module, to case studies.
- They will be able to discuss case solutions within the context of criminal and civil legislation.

Scientific Self-Concept/Professionalism:

- Students will be able to recognize criminally relevant actions within the scope of their professional practice in good time and prevent them.

Basics of Social Security Law and Selected Aspects of Care and Professional Law

After successfully completing this module, students will have the following skills and competencies:

.

Knowledge and Comprehension:

- Students will be familiar with the law on social benefits.
- They will be familiar with the legal structures for securing health care within the system in general, as well as in the area of the risk-related institutionalization of health care.
- They will be able to identify health policy conflicts of interest in individual legal controversies relating to social legislation.
- They will be able to name basic social insurance law, hospital law and nursing home law issues.
- They will be familiar with the legal framework of hospital care and hospital law.
- They will be familiar with the nursing home legal system, in particular the Home Act and the ordinances corresponding to the Home Act, e.g. the regulations pertaining to personnel, insurance and resident participation.
- They will be familiar with the main features of the law on guardianship.
- They will be able to recognize problems related to guardianship law in professional practice.
- They will be able to identify the essential problems, possibilities and limits of advance dispositions (living will, health care proxy, nursing care proxy).
- Students will be familiar with laws pertaining to their profession.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply their knowledge about social security law, nursing care law and other laws pertaining to their profession to case studies.
- They will be able to discuss case solutions in the context of social security law, nursing care law and other laws pertaining to their profession.
- They will be able to develop solutions to problems related to guardianship law in professional practice.

Scientific Self-Concept/Professionalism:

- Students will be able to justify their own professional actions on the basis of social security law, nursing care law and other laws pertaining to their profession.

[updated 15.11.2021]

Module content:

Principles and Selected Aspects of Criminal and Civil Law

1. • Introduction to the Civil Code
 - Structure of the Civil Code
2. The general part of the Civil Code
 - The declaration of intent (explicit, implied, presumed consent)
 - Special case: Providing patients with the proper information as a prerequisite for effective consent
 - Ways of informing patients, scope of information, documenting information and consent
 - Legal consequences of legally ineffective consent due to insufficient clarification/information
- Agency
 - Legal capacity, absence of intent and formal errors
 - The consent of minors
3. The General Law of Obligations
 - Introduction to law of obligations Grounds, content and termination
- The inclusion of general terms and conditions
- Breach of contract: Impossibility and delay
- Contractual liability according to §§ 280 ff. BGB
4. The Special Law of Obligations
 - The (total/split) hospital admission agreement, the nursing home contract, the care contract, tortious liability according to § 823 BGB
5. Introduction to the rules concerning the burden of proof
 - The basic structure of the rules concerning the burden of proof, simplification of the burden of proof and reversal of the burden of proof
6. Will with three witnesses
 - Introduction to the topic and to the requirements for the effectiveness of a will with three witnesses
 - Legal consequences of an incorrectly drawn up will with three witnesses
7. Introduction to the StGB (Penal Code)
 - Structure of the Penal Code
8. The general part of the Penal Code
 - Perpetration and participation
 - Instigation and aiding and abetting
 - Acts and omissions
 - Establishment of the facts, unlawfulness, guilt
 - Crimes of omission
9. Selected offences from the Penal Code
 - (Duty of) confidentiality
 - Assault
 - Deprivation of personal liberty (custodial measures)
 - Coercion
 - Homicides (differentiation from suicide, euthanasia, care of the dying), Special case: Mercy killing

Basics of Social Security Law and Selected Aspects of Care and Professional Law

1. The term "social security law"
2. Systematic structure of the social security law
 - Definition of terms, introduction to social security law, structure of social security
3. Social Data Protection (German Social Code X (SGB X))
 - Definitions, data collection, data processing and use
 - Organizational measures for the protection of social data, rights of those affected, data protection

officers; special legal provisions on social data protection in SGB V and SGB XI

4.

Statutory Health Insurance (SGB V)

- Origins of statutory health insurance
- The insured
- Services provided by statutory health insurance Benefits in kind, services, cash benefits, health promotion and disease prevention, sickness benefits, sickness allowance, pregnancy and maternity benefits, financing statutory health insurance, statistics

5.

Rehabilitation and Participation of Disabled People (SGB IX)

- Introduction to the topic
- Self-determination and participation in life in society: General regulations, participation benefits, participation benefits of rehabilitation providers in detail

6.

Social Care Insurance (SGB XI)

- Origins of social care insurance
- Long-term care benefits under other legal provisions of German social law, applying for benefits, expert opinions on long-term care, the levels of long-term care, distinguishing features, legal remedies, benefits under home care insurance, current benefits, additional current benefits, additional benefits on demand, financing long-term care insurance, statistics

7.

Hospital law

- Investment promotion, hospital planning and remuneration systems, opening hospitals, medical care centers/integrated care

8.

Nursing home law

- Das Heimgesetz (Nursing home law), the regulations (especially with regard to care personnel, insurance and the participation of nursing home residents)

1. Guardianship/care law

- The nature and conditions of guardianship
- The legal status of the patient
- The legal effects of guardianship, in particular the requirement of consent
- Begin, duration and end of guardianship
- The scope of caregiver duties with a special focus on health care and the right of residence
- The competences and limits of the caregiver

- The scope of caregivers' duties with a special focus on health care and the right of residence
- Urgent case regulations/universal jurisdiction of the guardianship court

2. Living will – Precautionary power of attorney – Advance care directive

- On the importance of self-determination and autonomy at the end of life
- Types of advance directives (living will, precautionary power of attorney, care directive)
- Prerequisites for the effectiveness of a patient decree/power of attorney
- The binding force of the patient decree/precautionary power of attorney vis-à-vis the authorized representative/caregiver/physicians/nursing staff

3.

Laws governing a profession

- The legal provisions relevant to professions and training (including KrPflG, AltPflG, KrPflAPrV, AltPflAPrV, § 63 (3b) and (3c) SGB V)
- The legal requirements for the establishment of nursing boards

- The legal requirements for the academization of health and nursing professions
- Europe and nursing qualifications in Germany – The EC Directive on the recognition of professional qualifications

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Health Care and Nursing Legislation II

Module name (EN): Health Care and Nursing Legislation II
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-12
SAP-Submodule-No.: P311-0182, P311-0183
Hours per semester week / Teaching method: 4V (4 hours per week)
ECTS credits: 5
Semester: 3
Mandatory course: yes
Language of instruction: German
Assessment: Course work (Basic Ethical Principles)/ Exam (Labor Law: Basics of Individual Rights) [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-12 (P311-0182, P311-0183) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 3, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 105 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-7 Health Care and Nursing Legislation I [updated 25.05.2022]
Recommended as prerequisite for: MBG21.S.34 Nursing Care Counseling [updated 30.09.2021]
Module coordinator: Prof. Dr. Dagmar Renaud
Lecturer: Prof. Robert Roßbruch Dr. Sindy Lautenschläger [updated 25.05.2022]

Learning outcomes:

Basic Ethical Principles:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to describe relevant applied ethics fields.
- Students will be able to recognize ethical issues/challenges in everyday professional life.
- Students will be able to describe ethical decision-making models.
- Students will be familiar with the procedure and methods of ethical case discussions.

The Use, Application, and Generation of Knowledge:

- Students will be able to work independently on ethical issues from professional practice and develop feasible solutions based on an ethical decision-making model.
- Students will be able to present and explain their findings.

- Students will be able to moderate an ethical case discussion.

Communication and Cooperation:

- Students will be able to actively participate in an ethical discourse in a group and contribute constructively to the group's learning process.
- Students will be able to participate in discussions using ethical principles as a framework.

- Students will be able to take the individual and societal value orientations of their social environment into account and integrate them into ethical discourse.

Scientific Self-Concept/Professionalism:

- Students will have developed a basic understanding of the ethical dimensions of human action.
- Students will be able to justify their decisions on the basis of responsible ethics.
- Students will understand value-based and ethically reflective professional practice.
- Students will be aware of their own value orientations as the basis for their actions.

Labor Law: Basics of Individual Rights

After successfully completing this module, students will have the following skills and competencies:

The Use, Application, and Generation of Knowledge:

- Students will be able to legally navigate their own employment relationship/contract.
- Students will be able to solve problems relevant to labor law.

Scientific Self-Concept/Professionalism:

- Students will be able to critically reflect on their own learning progress.

[*updated 15.11.2021*]

Module content:

Basic Ethical Principles:

1. Basics of Anthropology
2. Basic concepts of ethics and classical value orientations of action (instrumental rationality (functional orientation); the good life (eudaemonia; individual orientation); justice (general orientation).
3. Applied ethics (e.g. medical ethics, nursing ethics)
4. Basic ethical positions:
 - Virtue ethics (Aristotle)
 - Christian ethics
 - Deontology (duty-based ethics) (Kant)
 - Utilitarianism (Singer)
 - Responsibility ethics (Weber, Jonas)
 - Philosophy of dialogue (Buber)
5. Ethical decision making

Labor Law: Basics of Individual Rights:

1. Concept, meaning and tasks of labor law
2. •Labor law sources
3. Labor law and the constitution
4. The employment relationship
5. Establishing an employment relationship
6. The employee´s obligations
7. The employer´s obligations
8. Defective performance in the employment relationship
9. Special liability features in the employment relationship
10. Terminating an employment relationship
11. Labor court proceedings

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Methodologies I

Module name (EN): Methodologies I
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-9
SAP-Submodule-No.: P311-0188
Hours per semester week / Teaching method: 3V+2U (5 hours per week, accumulated)
ECTS credits: 7
Semester: 2
Duration: 2 semester
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-9 (P311-0188) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 2, mandatory course
Workload: 75 class hours (= 56.25 clock hours) over a 15-week period. The total student study time is 210 hours (equivalent to 7 ECTS credits). There are therefore 153.75 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I [updated 25.05.2022]
Recommended as prerequisite for: MBG21-15 Evidence-Based Medical Care and Nursing MBG21-16 Study Project MBG21-19 Academic Methodologies and Study Skills III MBG21.S.32 Reviews and Guidelines MBG21.S.33 Evaluation [updated 25.05.2022]
Module coordinator: Prof. Dr. Dagmar Renaud

Lecturer:

Dr. Sindy Lautenschläger

[updated 25.05.2022]

Learning outcomes:

Qualitative Methods:

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to describe the basic principles of qualitative social research.
- They will be able to describe all of the procedures and methods required for the qualitative research process (formulation of qualitative research questions, research designs, research methodologies, inclusion and exclusion criteria, data collection, ethical aspects, data analysis).
- They will be familiar with the criteria for critically evaluating qualitative research.

The Use, Application, and Generation of Knowledge:

- Students will be able to derive a qualitative research question based on problems or questions from professional practice.
- They will be able to justify their choice of procedures and methods for answering a specific research question within the qualitative research process.
- They will be able to conduct an interview within the group process of teaching and hone their methodological interviewing skills.
- They will be able to critically evaluate a qualitative research paper using appropriate criteria.

Communication and Cooperation:

- Students will be able to contribute constructively to the group learning process.
- They will demonstrate tolerance for other viewpoints and perspectives.

Scientific Self-Concept/Professionalism:

- Students will be able to critically reflect on their own learning progress.
- They will be able to critically reflect on research ethics in the context of the qualitative research process.
- They will be willing to scientifically address application-oriented research questions from practice and take research results into account in future professional activities.

Qualitative research process exercise

After successfully completing this module, students will have the following skills and competencies:

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The Use, Application, and Generation of Knowledge:

- Students will be able to derive qualitative research questions based on problems or questions from professional practice and will have improved their basic research methodological skills.
- They will be able to apply qualitative research methods and analysis techniques.
- They will be able to present and explain their research findings.

Communication and Cooperation:

- Students will be able to communicate and collaborate with peers and as part of an interdisciplinary team in order to answer a research question.
- Students will be able to contribute constructively to the group learning process.

- They will demonstrate tolerance for other viewpoints and perspectives.

Scientific Self-Concept/Professionalism:

- Students will be able to justify their actions in response to their research question using theoretical and methodological knowledge.
- They will be able to critically reflect on their own learning progress.
- They will be able to critically reflect on research ethics in the context of the qualitative research process.

[updated 15.11.2021]

Module content:

Qualitative Methods:

1. Development and justification of qualitative social research
 2. Qualitative versus quantitative methods; indication, relevance, results, scope
 3. An overview of scientific-theoretical and methodological principles, concepts and approaches of qualitative procedures (Interpretative sociology, phenomenology, symbolic interactionism, ethnology)
 4. Qualitative research methodologies (e.g., grounded theory, objective hermeneutics, phenomenology, ethnomethodology).
 5. Empirical-qualitative research process: prerequisites, procedures, evaluation, implementation
 6. Data collection and evaluation: relevant interview procedures, forms of observation, coding, content analysis and computer-aided data analysis
 7. Quality criteria of qualitative research
 8. Research results: Evaluation, presentation, publication; transferring research results into professional practice
- Qualitative research process exercise
1. Formulating research questions
 2. Creating an interview guide or observation sheet
 3. Conducting an interview or observation
 4. Exemplary data analysis of a case using a selected analysis technique

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Methodologies II

Module name (EN): Methodologies II
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-10
SAP-Submodule-No.: P311-0189
Hours per semester week / Teaching method: 3V+2U (5 hours per week, accumulated)
ECTS credits: 7
Semester: 3
Duration: 2 semester
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-10 (P311-0189) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 3, mandatory course
Workload: 75 class hours (= 56.25 clock hours) over a 15-week period. The total student study time is 210 hours (equivalent to 7 ECTS credits). There are therefore 153.75 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-2 Digital Expertise MBG21-6 Academic Methodologies and Study Skills II [updated 01.08.2021]
Recommended as prerequisite for: MBG21-15 Evidence-Based Medical Care and Nursing MBG21-16 Study Project MBG21-19 Academic Methodologies and Study Skills III MBG21.S.32 Reviews and Guidelines MBG21.S.33 Evaluation [updated 25.05.2022]
Module coordinator: Prof. Dr. Iris Burkholder

Lecturer:

Prof. Dr. Iris Burkholder

[updated 01.08.2021]

Learning outcomes:

Quantitative Methods

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to describe the logic of the quantitative research process.
- Students will be able to explain the difference between experimental studies and observational studies.
- Students will be able to name the advantages and disadvantages of various selection and survey methods used in quantitative research.
- Students will be able to explain the basic principles of generating a hypothesis and operationalization.
- Students will be able to explain the significance of the p-value.
- Students will be able to recognize quantitative methods in publications.

The Use, Application, and Generation of Knowledge:

- Students will be able to evaluate quantitative methods in scientific publications critically.
- Students will be able to derive accurate interpretations based on the results of quantitative research.
- Students will be able to apply their methodological knowledge about quantitative research to specific research topics.
- Students will be able to apply the methods of inductive statistics to simple practice examples and select the appropriate statistical test.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on the strengths and weaknesses of completed projects and incorporate what they learn from that into future projects.
- Students will be able to critically reflect on research ethics in the context of the quantitative research process.

Students will be able to scientifically address application-oriented research topics from their practical experience and take research results into account in future professional endeavours.

Quantitative Methods:

After successfully completing this module, students will have the following skills and competencies:

The Use, Application, and Generation of Knowledge:

- Students will be able to derive a quantitative research question based on problems or questions from professional practice.
- Students will be able to develop an appropriate survey instrument for their own research topic.
- Students will be able to use an online survey tool (e.g. online survey) exemplarily for a specific research topic/question.
- Students will be able to use a statistical software program (e.g. SPSS) exemplarily on the basis of a concrete question and sample data sets.
- Students will be able to present and explain their research findings.

Communication and Cooperation:

- Students will be able to organize teamwork and work constructively as part of a team.
- Students will be able to present and discuss steps of their own research idea.
- Students will be able to give each other feedback on their research ideas.

Scientific Self-Concept/Professionalism:

- Students will be able to justify their actions in response to their research question using theoretical and methodological knowledge.

- Students will be able to critically reflect on research ethics in the context of the quantitative research process.

[updated 15.11.2021]

Module content:

Quantitative Methods

1. Research process/research ethics
2. Study designs
3. Selection process
4. Data collection methods
5. Forming statistical hypotheses, statistical tests

Quantitative Methods:

1. Formulating research questions
2. Creating a survey instrument
3. Carrying out a quantitative data collection
4. Analyzing and reporting data
5. Using software for data collection and analysis (e.g. online survey, SPSS)

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Practical Training Phase

Module name (EN): Practical Training Phase
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-20
SAP-Submodule-No.: S311-0190
Hours per semester week / Teaching method: -
ECTS credits: 12
Semester: 5
Mandatory course: yes
Language of instruction: German
Assessment: Course work [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-20 (S311-0190) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 5, mandatory course
Workload: The total student study time for this course is 360 hours.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Studienleitung
Lecturer: Alle Professoren und LfbA [updated 01.08.2021]

Learning outcomes:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to familiarize themselves with a new work environment.
- They will be able to explain the professional role(s) and areas of responsibility in their respective field of action.
- They will be able to describe the organizational structure of the facility they spent time working at.
- They will be able to present (orally) and document the entire internship process in the form of a practice report.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply their knowledge and skills to different (professional) fields of activity and health care institutions in order to test, reflect and evaluate problem-solving situations and processes.
- They will be able to justify decisions made in the framework of their practical phase professionally and methodically.

Communication and Cooperation:

- Students will be able to discuss findings with colleagues and in an interdisciplinary team.
- They will be able to reflect upon and take into account the different views and perspectives of other stakeholders.
- They will be able to present and defend the results/knowledge gained from their practical study phase to others.

Scientific Self-Concept/Professionalism:

- Students will understand that they can make a contribution to solving socially relevant challenges through a project.
- They will have discovered new career perspectives for themselves and have expanded their understanding of the profession.

[updated 15.11.2021]

Module content:

- The contents and tasks in the practical study phase are based on the respective field of application and the opportunities and conditions found there.
- During the practical study phase, students will explore the relevant field of work and work on an independent project.
- Students will formulate work steps, methods, phases and intended solutions, as well as the expected results, process them during their internship, present them in an internship report, reflect on them and evaluate them with the colleagues supervising their internship on-location, their project supervisor and within the framework of their internship report (handout/oral presentation).

[updated 15.11.2021]

Recommended or required reading:

[still undocumented]

Professional Skills

Module name (EN): Professional Skills
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-22
SAP-Submodule-No.: P311-0180
Hours per semester week / Teaching method: -
ECTS credits: 30
Semester: 7
Mandatory course: yes
Language of instruction: German
Assessment: [still undocumented]
Applicability / Curricular relevance: MBG21-22 (P311-0180) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 7, mandatory course
Workload: The total student study time for this course is 900 hours.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Prüfungsausschuss
Lecturer: Prüfungsausschuss [updated 23.03.2021]
Learning outcomes: This module is not offered as a course. It involves the knowledge, skills and abilities that have been acquired as part of the students' training in their respective health care profession. Basics of Natural Science Disciplines Knowledge and Comprehension: <ul style="list-style-type: none">• After successfully completing this module, students will be familiar with the principles of human biology relevant for their respective health care profession.• They will be familiar with the principles of applied science relevant for their respective health care profession. Job-Specific Knowledge

Knowledge and Comprehension:

- Students will be able to identify patient needs and requirements based on the respective situation.
 - Students will be familiar with subject-specific (assessment) tools.
 - They will be familiar with how care processes are organized, designed and controlled in their respective health care profession.
 - They will be familiar with internal and external quality assurance measures.
 - They will be familiar with the health care standards, guidelines, and policies relevant to their health care profession.
 - They will be familiar with concepts and measures to maintain, restore, promote, activate and stabilize individual patient abilities.
-
- They will know the basics of counseling and guiding patients and their relevant reference groups.

Professional Skills

The Use, Application, and Generation of Knowledge:

- Students will be able to assess patient needs and requirements.
 - They will be able to use subject-specific (assessment) tools.
 - They will be able to carry out planned measures independently in practice and document them.
 - They will be able to analyze, evaluate, assure and improve quality in professional practice.
 - They will be able to identify needs in terms of preventive and health-promoting measures and implement interventions derived from these needs.
 - They will be able to implement their professional actions as an interactive process, taking into account subject-specific standards, guidelines and directives.
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- They will be able to assess the possibilities and limits of proposed actions in practice.
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- They will be able to perform medically ordered procedures independently in accordance with their health care profession.
 - They will be able to maintain, restore, promote, activate and stabilize individual patient abilities.
- ##### Communication and Cooperation:
- Students will be able to counsel, guide, and support patients, family members, other professionals, and volunteers in their respective professional contexts.
 - They will be able to handle the relationship between closeness and distance in a professional manner when dealing with others.
-
- They will maintain open and appreciative communication with patients of all ages, their relatives or social reference groups, as well as members of their interdisciplinary team.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect upon closeness and distance in their professional life.
- They will be able to reflect upon their work in terms of face-to-face and/or body-to-body action.
- They will have developed an ethically based professional self-image.

[updated 15.11.2021]

Module content:

[still undocumented]

Recommended or required reading:

[still undocumented]

Public Health

Module name (EN): Public Health
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-3
SAP-Submodule-No.: P311-0192
Hours per semester week / Teaching method: 6V (6 hours per week)
ECTS credits: 7
Semester: 1
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-3 (P311-0192) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 1, mandatory course
Workload: 90 class hours (= 67.5 clock hours) over a 15-week period. The total student study time is 210 hours (equivalent to 7 ECTS credits). There are therefore 142.5 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for: MBG21-19 Academic Methodologies and Study Skills III [updated 30.08.2021]
Module coordinator: Prof. Dr. Iris Burkholder
Lecturer: Prof. Dr. Dagmar Renaud [updated 01.08.2021]

Learning outcomes:

Structures of the Health Care System:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be familiar with the basic structures and data of the German health care system.
- They will understand the key principles of the statutory and private health insurance system and the statutory long-term care insurance system.
- They will be familiar with historical and current developments and reforms in the German health care system.

- They will know the central institutions of the German health care system.
- They will be familiar with the changing requirements and their implications.

The Use, Application, and Generation of Knowledge:

- Students will be able to derive new competency profiles and fields of activity from the changing requirements and their implications.

Communication and Cooperation:

- Students will be able to negotiate with health and long-term care insurance providers in the context of current developments.

Scientific Self-Concept/Professionalism:

Students will be able to explain how health care is developing and new fields of activity are opening up in the context of demographic and structural conditions.

Health Science Basics:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be familiar with selected basic principles of health science.
- They will have developed an understanding of public health and its evolution.
- They will be familiar with key scientific and subjective constructs of health and illness.
- They will be able to describe selected health psychological concepts that can be used to predict health behavior.
- They will be able to explain illness behavior models.
- They will be familiar with concepts and strategies for disease prevention and health promotion.
- They will be able to explain the importance of public health for professional expertise (vocational pedagogy and management in health care).

The Use, Application, and Generation of Knowledge:

- Students will be able to identify needs for health promotion and prevention in their professional setting.
- They will be able to develop and implement prevention and health promotion measures in their professional setting.

Scientific Self-Concept/Professionalism:

- Students will be able to justify selected strategies and measures on the basis of a detailed problem definition.

[updated 15.11.2021]

Module content:

Structures of the Health Care System:

1. Historical development and foundations of the German health care system
2. Principles of social security
3. Public health insurance
4. Private health insurance
5. Social nursing care insurance
6. Current developments and reforms in the health care system
7. Central organizations and structures in the German health care system
8. Relevant national and international health care policies

Health Science Basics:

1. Historical introduction to the development of public health and health sciences
2. Scientific and subjective notions of disease and health (biomedical model, biopsychosocial disease model, risk factor model, stress concept, concept of salutogenesis and sense of coherence, resilience)
- 3.

Models for predicting health behavior (e.g. health belief model, social-cognitive theory, health action process approach)

- 4.
- Illness behavior models
5. Principles of disease prevention and health promotion
6. Examples of health promotion and prevention in the context of settings or stages of life or specific diseases.

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Study Project

Module name (EN): Study Project
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-16
SAP-Submodule-No.: P311-0191
Hours per semester week / Teaching method: 8U (8 hours per week, accumulated)
ECTS credits: 10
Semester: 4
Duration: 2 semester
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-16 (P311-0191) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 4, mandatory course
Workload: 120 class hours (= 90 clock hours) over a 15-week period. The total student study time is 300 hours (equivalent to 10 ECTS credits). There are therefore 210 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-10 Methodologies II MBG21-6 Academic Methodologies and Study Skills II MBG21-9 Methodologies I [updated 01.08.2021]
Recommended as prerequisite for:
Module coordinator: Studienleitung
Lecturer: Alle Professoren und LfbA [updated 01.08.2021]

Learning outcomes:

Study Project I and II

After successfully completing this module, students will have the following skills and competencies:
Students will be able to:

Knowledge and Comprehension:

- work on application-related problems and issues in their project group, interpret, describe and discuss relevant results and draw conclusions.
- record the entire work process.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply the techniques and methods of scientific work and research when working on their tasks and questions.
- They will be able to justify decisions made in the framework of a project professionally and methodically.

Communication and Cooperation:

- Students will be able to discuss findings in the project group and with colleagues.
- Students can reflect upon and take into account the different views and perspectives of other stakeholders.

Scientific Self-Concept/Professionalism:

- Students will be able to recognize that they can contribute to solving professional or socially relevant challenges with the help of a project.

Study Project I and II

[updated 15.11.2021]

Module content:

1. Project planning
2. Acquiring and managing knowledge
3. Evaluating the research materials for the chosen topic
4. Coordinating and managing study project tasks
5. Presenting interim results and discussing their practical implementation
6. Preparation and discussion
7. Completion and evaluation

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Will be developed/researched as part of the project.

[updated 15.11.2021]

Vocational Pedagogy in Health Care I

Module name (EN): Vocational Pedagogy in Health Care I
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-4
SAP-Submodule-No.: P311-0173
Hours per semester week / Teaching method: 6V (6 hours per week)
ECTS credits: 8
Semester: 1
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-4 (P311-0173) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 1, mandatory course
Workload: 90 class hours (= 67.5 clock hours) over a 15-week period. The total student study time is 240 hours (equivalent to 8 ECTS credits). There are therefore 172.5 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for: MBG21-14 Vocational Pedagogy in Health Care III MBG21.B.51 Advanced Didactics and Methodology MBG21.B.52 Developing a Curriculum MBG21.B.53 MBG21.B.54 [updated 30.08.2021]
Module coordinator: Dr. Sindy Lautenschläger
Lecturer: Dr. Sindy Lautenschläger [updated 01.08.2021]

Learning outcomes:

Pedagogical approaches and models

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to define central concepts of vocational and educational theory (pedagogy, education, learning, socialization, occupation).
- They will understand the significance of social change and reform processes as the background for the respective concept of education.
- They will be able to examine relevant theories and concepts of educational science and specific (vocational) education theories critically, in order to assess their relevance for their own pedagogical actions.
- They will be able to assess and classify pedagogical and educational problem situations in theory and practice.
- They will be able to place current discussions in pedagogical and educational contexts.
- They will have basic knowledge of career choice theories and career identity development.
- They will be able to process and comprehend key statements from scientific texts on education.

The Use, Application, and Generation of Knowledge:

- Students will be able to transfer vocational education theories and concepts to the planning and design of learning processes.
- They will be able to engage in discussion in group processes based on the knowledge they have acquired in educational science and vocational education.

Communication and Cooperation:

- Students will be able to contribute constructively to the group learning process.
- They will demonstrate tolerance for other viewpoints and perspectives.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on their own professional development with regard to the categories listed above.
- They will be able to reflect on their own subjective theories on vocational education and training.
- They will be able to represent their own educational science and pedagogical points of view in a scientifically reflective manner.

Didactics and Methodology

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to name themes, basic concepts and central questions from the field of adult education and vocational training.
- They will be able to critically examine basic learning theories and how well they fit with didactic-methodological concepts.
- They will be able to describe general didactic theories, models, and principles in adult and vocational education.
- They will be able to explain procedures for planning and designing teaching/learning situations.

The Use, Application, and Generation of Knowledge:

- Students will be able to initiate, plan, design and evaluate learning processes.
- They will be able to use their scientific methodological-didactical knowledge to take part in discussions regarding the planning and design of learning processes.

Communication and Cooperation:

- Students will be able to incorporate their individual learning and working strategies into the group learning process in a constructive manner and continuously expand their teamwork skills.
- They will be able to demonstrate tolerance for other views and perspectives.
- They will be aware of current professional policy discussions and be able to reflect on them critically.

Scientific Self-Concept/Professionalism:

- Students will be able to critically reflect on their individual learning experiences with regard to didactic theoretical knowledge.
- They will be able to represent their own didactic points of view in a scientifically reflective manner.
- They will be prepared to continuously develop their own pedagogical-didactical knowledge with regard to current didactical research.

Pedagogical Approaches and Models

[updated 15.11.2021]

Module content:

- Basic concepts in education and educational science
- Classification of disciplines, differentiation and tasks of educational science
- Vocational education as a subdiscipline of educational science
- Education in society – transformation processes and reforms
- Scientific theoretical research paradigms in educational science
- Selected classical and current theories and concepts of educational science and (vocational) education.
- Current developments in empirical vocational training research
- Reflection on subjective theories of (vocational) education and training
- Socialization agents and occupational socialization, occupational choice and occupational choice theories.

Didactics and Methodology

- Overview of learning theories (concept of learning, behaviorist learning theories, cognitive learning theories, constructivist learning theories, adult education learning theories).
- Reflection on one's own learning biography
- Basic didactic terms, concepts/principles: Competence-oriented approach, action-oriented approach, learning field orientation, problem orientation, experience orientation, subject orientation
- Critical examination of classical and more recent didactic theories and models and their relation to the planning and analysis of learning arrangements
- Planning and designing teaching/learning situations
- Use of targeted methods and media in learning processes
- Making decisions on learning principles on didactic grounds
- Teaching evaluation

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Vocational Pedagogy in Health Care II

Module name (EN): Vocational Pedagogy in Health Care II
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-8
SAP-Submodule-No.: P311-0174
Hours per semester week / Teaching method: 2U+3S (5 hours per week)
ECTS credits: 6
Semester: 2
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-8 (P311-0174) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 2, mandatory course
Workload: 75 class hours (= 56.25 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 123.75 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I [updated 25.05.2022]
Recommended as prerequisite for: MBG21-11 Health Care Management II MBG21-14 Vocational Pedagogy in Health Care III MBG21-18 Vocational Pedagogy in Health Care IV MBG21.B.51 Advanced Didactics and Methodology MBG21.B.52 Developing a Curriculum MBG21.B.53 MBG21.B.54 [updated 30.08.2021]
Module coordinator: Prof. Dr. Dagmar Renaud

Lecturer:

Prof. Dr. Dagmar Renaud

Dr. Sindy Lautenschläger

[updated 25.05.2022]

Learning outcomes:

Theories on groups and group processes

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to define basic terms on the subject.
- They will be able to describe basic principles of group dynamics.
- They will be able to describe theories and models pertaining to groups, group processes, and the relationship between individuals and groups.
- They will be able to recognize processes and constellations in groups and identify problematic group situations.
- They will be able to recognize problematic group situations and be familiar with intervention possibilities.

The Use, Application, and Generation of Knowledge:

- Based on their knowledge, students will be able to develop solutions in problematic group situations and select suitable forms of intervention.

Communication and Cooperation:

- Students will be able to contribute constructively to the group learning process.
- They will demonstrate tolerance for other viewpoints and perspectives.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on themselves in different roles and group-related fields of action.
- They will be able to reflect on their own behavioral patterns in groups.

Group dynamics training

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to describe different group dynamic approaches to working with groups (systemic approaches, theme-centered interaction).
- They will be familiar with the methods used in group dynamic processes.
- They will be able to recognize the effects of group dynamic processes.

The Use, Application, and Generation of Knowledge:

- Students will be able to choose the group dynamic approaches and methods appropriate to the context.
- They will be able to plan and prepare work with groups.
- They will be able to lead group dynamic processes constructively in terms of actions and reflection.

Communication and Cooperation:

- They will be able to reflect on the concepts of self-perception and the perception of others in group dynamic processes.
- They will be able to formulate their own needs and feelings in interaction with others.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on their own behavior in the group.

[updated 15.11.2021]

Module content:

Theories on groups and group processes

1. Basic concepts (individual, group, group dynamics)
2. Basic principles of group dynamics
3. Group dynamics theories, models and concepts
4. Group learning process
5. Working methods in groups
6. Performance in groups
7. Inter- and intra-group conflicts
8. Inter- and intra-group conflicts Training forms (TCI, skill training, systemic principles and methods in group processes ...)
9. Power and social influence in groups

Group dynamics training

1. Clarifying the task
2. Preparing for group work
3. Managing learn and work groups
4. Process design
5. Applying TCI methods, as well as systemic methods in exercises
6. Crises and critical situations in the context of group work
7. Self-perception and external perception
Exercises for self-awareness

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Vocational Pedagogy in Health Care III

Module name (EN): Vocational Pedagogy in Health Care III
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-14
SAP-Submodule-No.: P311-0175
Hours per semester week / Teaching method: 2V+3S (5 hours per week)
ECTS credits: 6
Semester: 3
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-14 (P311-0175) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 3, mandatory course
Workload: 75 class hours (= 56.25 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 123.75 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-4 Vocational Pedagogy in Health Care I MBG21-8 Vocational Pedagogy in Health Care II [updated 30.08.2021]
Recommended as prerequisite for: MBG21-18 Vocational Pedagogy in Health Care IV MBG21.B.51 Advanced Didactics and Methodology MBG21.B.52 Developing a Curriculum MBG21.B.53 MBG21.B.54 MBG21.S.34 Nursing Care Counseling [updated 30.09.2021]
Module coordinator: Prof. Dr. Dagmar Renaud

Lecturer:

Prof. Dr. Dagmar Renaud

[updated 30.08.2021]

Learning outcomes:

Educational Psychology:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be familiar with models from the psychology of learning field.
- Students will be able to describe the basics of selected development theories.
- Students will be able to understand how individual prerequisites influence learning success.
- Students will be able to identify individual learning requirements.
- Students will be able to present views on doctrines.
- Students will know how to lead and manage a class.

The Use, Application, and Generation of Knowledge:

- Students will be able to implement selected teaching theories into their teaching activities.
- Students will be able to initiate teaching/learning processes with regard to individual learning requirements.
- Students will be able to design individualized techniques to promote learning requirements.
- Students will be able to plan lessons taking into account the characteristics of teaching quality.
- Students will be able to promote motivation and interest.
- Students will be able to use strategies to prevent classroom disruptions.

Communication and Cooperation:

- Students will be able to reflect upon and take into account students' individual learning difficulties.
- Students will be able to provide constructive feedback on others' learning behavior.
- Students will be able to reflect on feedback from others regarding their own learning processes.

Scientific Self-Concept/Professionalism:

- Students will be able to understand and reflect upon their own learning processes.
- Students will be able to critically reflect upon own professional competence.

Counseling

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to classify the concept of counseling between diversity and uniqueness.
- Students will be able to differentiate between how counseling is understood in different contexts.
- Students will be able to compare consulting concepts and models.
- Students will be familiar with the uses of counseling in specific situations.
- Students will be able to describe the counseling process.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply concepts and models with regard to specific situations.
- Students will be able to clarify consulting assignments.
- Students formulate goals throughout the counseling process.
- Students will be able to design counseling processes independently.

Communication and Cooperation:

- Students will be able to use communicative tools to help those seeking advice gain more knowledge, direction, or problem-solving skills.
- Students will be able to cooperate with stakeholders in the healthcare sector to develop offers.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect upon different concepts with regard to their applicability to specific situations.
- Students will be able to reflect upon their own counseling skills.

[*updated 15.11.2021*]

Module content:

Educational Psychology:

- Review of different model ideas for learning:
 - o Associative learning (behavioristic)
 - o Learning as behavioral change (behavioristic)
 - o Learning as the acquisition of knowledge (cognitivist view)
 - o Learning as the construction of knowledge (constructivist)
- Basics of developmental psychology
 - o Cognitive development
 - o Identity and self-concept
 - o Social development
 - o Moral development
- Individual learning requirements
 - o Attention and working memory / Memory models / Neuroscientific basics
 - o Intelligence and prior knowledge
 - o Motivation and self-concept
 - o Volition and emotion
- Perceptions about teaching
 - o Teaching and learning (Teaching theories and teaching practice in the different traditions.)
 - o Dimensions of teaching quality
 - o Prerequisites for successful teaching (model of professional competence)
- Basic conditions of teaching (class leadership and class management, assessing and evaluating performance)
- Special features of teaching
 - o Cognitive training
 - o Promoting motivation and interest
 - o Promoting individual learning requirements
- Special situations
 - o Students with learning difficulties/disorders
 - o Education for migrants
 - o Dealing with exam anxiety
 - o Bullying

Counseling

- Definition and delimitation of terms
- Theoretical approaches from relational study areas
 - o Psychoanalytic/depth psychological approach
 - o Behavioral science approach
 - o Humanistic approaches
 - o Systemic-constructivist approach
 - o Solution-oriented approach
 - o Psychosocial approach
 - o Action-oriented approach
- Counselling skills
- Counseling in the context of health and nursing care
- Counseling process
- Case management
- Selected counseling methods
- Specific counseling situations
- Learning guidance
 - o Employee counseling
 - o Collegial counseling
 - o Team counseling

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Vocational Pedagogy in Health Care IV

Module name (EN): Vocational Pedagogy in Health Care IV
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21-18
SAP-Submodule-No.: P311-0176
Hours per semester week / Teaching method: 2V+2S (4 hours per week)
ECTS credits: 6
Semester: 5
Mandatory course: yes
Language of instruction: German
Assessment: Exam achievement [updated 15.11.2021]
Applicability / Curricular relevance: MBG21-18 (P311-0176) Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, semester 5, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 135 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-14 Vocational Pedagogy in Health Care III MBG21-8 Vocational Pedagogy in Health Care II [updated 30.08.2021]
Recommended as prerequisite for: MBG21.B.51 Advanced Didactics and Methodology MBG21.B.52 Developing a Curriculum MBG21.B.53 MBG21.B.54 MBG21.S.34 Nursing Care Counseling [updated 30.09.2021]
Module coordinator: Prof. Dr. Dagmar Renaud

Lecturer:

Prof. Dr. Dagmar Renaud

[updated 30.08.2021]

Learning outcomes:

- Communication Theories

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be familiar with the theoretical foundations and models of human communication.
- They will possess conversation management techniques.
- They will understand the connection between verbal and non-verbal communication.
- They will understand how social interaction is constructed through communication.
- They will be familiar with the conditions and principles of successful communication.

The Use, Application, and Generation of Knowledge:

- Students will be able to efficiently use the mechanisms that underlie communication in their professional actions.
- They will be able to apply their knowledge in exemplary conversations.
- They will be able to use conversation techniques in different conversation models.

Communication and Cooperation:

- Students will be able to use communication techniques to design cooperative processes.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on their own communication behavior and adapt it appropriately to situations.

Conflict Management:

After successfully completing this module, students will have the following skills and competencies:

.

Knowledge and Comprehension:

- Students will be familiar with possible sources of interference in communication.
- Students will be familiar with the theoretical foundations for the emergence of conflicts.
- Students will understand the different effects of a message.
- Students will be able to recognize the causes of conflicts from unfavorable communication behavior.

The Use, Application, and Generation of Knowledge:

- Students will be able to use the meta-level to clarify disturbances in communication.
- They will be able to apply techniques of conversation management to avoid or resolve conflicts.
- They will be able to moderate conflicts in groups or teams in a solution-oriented manner.

Communication and Cooperation:

- Students will be able to reflect the different perspectives of conflict participants.
- They will be able to formulate solutions taking into account the interests of all parties involved in the discussion.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on sources of disruption in their own communication patterns.

[updated 15.11.2021]

Module content:

•Communication Theories

- General communication model
- Characteristics of communication

Social constructivist communication theories

Cognitive processes of processing social information

Communication models:

- Encoder/decoder models
- Intentional models
- Perspective-taking models
- Dialog models

Basic attitudes in conducting a conversation

Techniques for conducting a conversation

Exercises

Conflict Management:

Types of conflicts and their causes

Conflict models

•Conversation models (for example):

- Clarifying talk
- Expressing criticism
- Conflict discussion

Exercises

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Management and Professional Pedagogy in Health Care Bachelor - optional courses

Advanced Didactics and Methodology

Module name (EN): Advanced Didactics and Methodology
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21.B.51
Hours per semester week / Teaching method: 3S (3 hours per week)
ECTS credits: 3
Semester: according to optional course list
Mandatory course: no
Language of instruction: German
Assessment: Course work [updated 15.11.2021]
Applicability / Curricular relevance: MBG21.B.51 Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, optional course, general subject
Workload: 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 90 hours (equivalent to 3 ECTS credits). There are therefore 56.25 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-14 Vocational Pedagogy in Health Care III MBG21-18 Vocational Pedagogy in Health Care IV MBG21-4 Vocational Pedagogy in Health Care I MBG21-8 Vocational Pedagogy in Health Care II [updated 01.08.2021]
Recommended as prerequisite for:
Module coordinator: Dr. Sindy Lautenschläger
Lecturer: Dr. Sindy Lautenschläger [updated 01.08.2021]

Learning outcomes:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to describe the key concepts of different general and subject-specific didactic theories and models and identify their relevance to vocational education and training by way of example.
- They will be able to compare the premises and implications of general and subject-specific didactic theories and models, as well as their consequences for the planning of teaching/learning processes.
- They will be able to critically examine the state of research on (professional) didactic topics and issues and reflect on their consequences for vocational education.
- They will be able to recognize the possibilities and limits of pedagogical work.

The Use, Application, and Generation of Knowledge:

- Students will understand the implications for putting (subject) didactic theories and models into action.
- They will be able to assess the opportunities and the necessity of applying general and (subject) didactic theories and models in relation to teaching/learning situations.
- They will be able to plan and design a teaching/learning situation taking into account relevant conditions.
- They will be able to critically assess teaching/learning situations according to appropriate criteria.

Communication and Cooperation:

- Students will be able to reflect on the role of other teachers in different teaching/learning situations from different perspectives.
- They will be able to consider concepts of diversity in the context of planning and designing teaching/learning situations.

Scientific Self-Concept/Professionalism:

- Students will be able to represent their own didactic points of view and decisions in a scientifically reflective manner.
- They will be able to reflect on their role as a teacher, as well as the role of the learners in teaching/learning situations.
- They will be able to critically reflect on teaching/learning situations they have designed themselves with regard to expectations (their own/participants) and consequences.

1.

[updated 15.11.2021]

Module content:

Vocational and subject didactic models

2. Connection between general didactics and subject didactics
3. The challenge of subject orientation
4. Significance, limits and possibilities of nursing care didactics
5. Current state of research and discussions on specialized didactics in health care
6. Planning, designing, implementing and evaluating teaching/learning situations

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Change Management

Module name (EN): Change Management
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21.M.43
Hours per semester week / Teaching method: 3S (3 hours per week)
ECTS credits: 3
Semester: according to optional course list
Mandatory course: no
Language of instruction: German
Assessment: Course work [updated 15.11.2021]
Applicability / Curricular relevance: MBG21.M.43 Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, optional course, management
Workload: 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 90 hours (equivalent to 3 ECTS credits). There are therefore 56.25 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-11 Health Care Management II MBG21-13 Health Care Management III MBG21-17 Health Care Management IV MBG21-5 Health Care Management I [updated 30.08.2021]
Recommended as prerequisite for:
Module coordinator: Prof. Dr. Petra Riemer-Hommel
Lecturer: Prof. Dr. Petra Riemer-Hommel [updated 30.08.2021]

Learning outcomes:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to differentiate between well-known change models.
- They will be able to apply change model concepts to the health care context. The Use, Application, and Generation of Knowledge:

- Students will be able to analyze problem areas in everyday work that can arise in situations of change.

- They will be able to formulate solutions for change scenarios in the work environment.

Communication and Cooperation:

- In group work, students will be able to analyze the importance of the human factor in change processes.
- In interdisciplinary teams, they will be able to plan measures for practical solutions in situations of change.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on their own actions critically and develop their skills independently.

[updated 15.11.2021]

Module content:

- Recognizing and understanding change
- Change models
- Understanding and overcoming resistance
- Designing change
- Change management in interdisciplinary teams

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Developing a Curriculum

Module name (EN): Developing a Curriculum
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21.B.52
Hours per semester week / Teaching method: 3S (3 hours per week)
ECTS credits: 3
Semester: according to optional course list
Mandatory course: no
Language of instruction: German
Assessment: Course work [updated 15.11.2021]
Applicability / Curricular relevance: MBG21.B.52 Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, optional course, general subject
Workload: 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 90 hours (equivalent to 3 ECTS credits). There are therefore 56.25 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-14 Vocational Pedagogy in Health Care III MBG21-18 Vocational Pedagogy in Health Care IV MBG21-4 Vocational Pedagogy in Health Care I MBG21-8 Vocational Pedagogy in Health Care II [updated 01.08.2021]
Recommended as prerequisite for:
Module coordinator: Dr. Sindy Lautenschläger
Lecturer: Dr. Sindy Lautenschläger [updated 01.08.2021]

Learning outcomes:

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will understand the importance of curricula in the context of vocational education policy and societal and professional perspectives.
- They will perceive curricula and (framework) syllabuses as organizational tools that are differently situated in terms of institutions and educational policy.
- They will be familiar with different qualification frameworks (e.g. EQF, DQR, HQR, FQR).
- They will be aware that the design of a curriculum must be explicitly based on an understanding of occupation and action, education and learning.
- They will be able to analyze curricula for the health care field in the context of didactic and vocational pedagogical concepts.
- They will understand the importance of articulating and following pedagogical processes when planning a series of lessons.

The Use, Application, and Generation of Knowledge:

- Students will be able to evaluate curriculum processes and curricula critically.
- They will have developed a nuanced understanding of the concept of curriculum.

Communication and Cooperation:

- Students will be able to reflect on and discuss stakeholder participation (e.g., teachers and students) in curriculum development.

Scientific Self-Concept/Professionalism:

- Students will be receptive to the critical examination of curricula.

[updated 15.11.2021]

Module content:

1. The term "curriculum"
2. Curricula and (framework) syllabi
3. Classification of curricula in national/international qualification frameworks (e.g. EQF, DQR, HQR, FQR)
4. Developing curricula
5. Critical analysis and discussion of curricular processes and health care curricula.

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Evaluation

Module name (EN): Evaluation
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21.S.33
Hours per semester week / Teaching method: 3S (3 hours per week)
ECTS credits: 3
Semester: according to optional course list
Mandatory course: no
Language of instruction: German
Assessment: Course work [updated 15.11.2021]
Applicability / Curricular relevance: MBG21.S.33 Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, optional course, general subject
Workload: 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 90 hours (equivalent to 3 ECTS credits). There are therefore 56.25 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-10 Methodologies II MBG21-15 Evidence-Based Medical Care and Nursing MBG21-19 Academic Methodologies and Study Skills III MBG21-6 Academic Methodologies and Study Skills II MBG21-9 Methodologies I [updated 01.08.2021]
Recommended as prerequisite for:
Module coordinator: Dr. Sindy Lautenschläger
Lecturer: Dr. Sindy Lautenschläger [updated 01.08.2021]

Learning outcomes:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to justify the relevance of evaluations theoretically, needs-based and in relation to the stakeholders involved.
- They will be able to explain concepts, models, perspectives and paradigms of evaluation in health care.
- They will be able to show the effectiveness of human services for people and groups with care needs based on structural, process and outcome quality.

The Use, Application, and Generation of Knowledge:

- Students will be able to select an evaluation paradigm for evaluating interventions, models, and programs in health professions based on need and context and develop a plan for evaluation.
- They will be able to evaluate evaluation models, projects and designs critically.

Communication and Cooperation:

- Students will be able to assess the effectiveness of interventions and innovations in social, political, societal contexts based on criteria from the perspectives of different stakeholders.
- They will be able to advocate on behalf of vulnerable individuals and groups as stakeholders in health care interventions and programs.

Scientific Self-Concept/Professionalism:

- Students will have developed a critical attitude toward health care information.
- They will be able to judge and criticize in a scientifically and conceptually justified manner.

[updated 15.11.2021]

Module content:

1. The subject of evaluations
2. Stakeholder participation
3. Evaluation types (prospective/formative/summative)
4. Evaluation approaches and models
5. Evaluation process
6. Evaluation designs and methods
7. Critical assessment of evaluation studies
8. Creating evaluation concepts
9. The DeGEval (Gesellschaft für Evaluation e.V.) and the CEval (Zentrum für Evaluation)
10. Evaluation standards

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Management in Hospitals

Module name (EN): Management in Hospitals
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21.M.41
Hours per semester week / Teaching method: 3S (3 hours per week)
ECTS credits: 3
Semester: according to optional course list
Mandatory course: no
Language of instruction: German
Assessment: Course work [updated 15.11.2021]
Applicability / Curricular relevance: MBG21.M.41 Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, optional course, management
Workload: 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 90 hours (equivalent to 3 ECTS credits). There are therefore 56.25 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-11 Health Care Management II MBG21-13 Health Care Management III MBG21-17 Health Care Management IV MBG21-5 Health Care Management I [updated 01.08.2021]
Recommended as prerequisite for:
Module coordinator: Prof. Dr. Petra Riemer-Hommel
Lecturer: Prof. Dr. Petra Riemer-Hommel [updated 01.08.2021]

Learning outcomes:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to identify the laws and regulations relevant to hospitals.
- They will be able to differentiate between aspects of the organizational structure and process organization in hospitals.
- They will be able to describe the current regulations for hospital financing.

The Use, Application, and Generation of Knowledge:

- Students will be able to compare the effects of different financing systems on the professional groups in hospitals.
- They will be able to apply the controlling instruments relevant for hospitals in a problem-oriented manner.
- They will be able to develop solutions for organizational problems in hospitals.

Communication and Cooperation:

- Students will be able to discuss current issues affecting the hospital market using leadership and management concepts.
- They will be able to take justified stakeholder interests into account when making decisions.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on the ethical dimension of management decisions in health care.
- They will be able to reflect upon their personal understanding of leadership.

[updated 15.11.2021]

Module content:

- (1) Institutional framework of the hospital sector
- (2) Organizing the provision of services
- (3) Managing hospital finances
- (4) Controlling in hospitals
- (5) Current developments

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Management of Inpatient and Outpatient Facilities

Module name (EN): Management of Inpatient and Outpatient Facilities
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21.M.42
Hours per semester week / Teaching method: 3S (3 hours per week)
ECTS credits: 3
Semester: according to optional course list
Mandatory course: no
Language of instruction: German
Assessment: Course work [updated 15.11.2021]
Applicability / Curricular relevance: MBG21.M.42 Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, optional course, management
Workload: 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 90 hours (equivalent to 3 ECTS credits). There are therefore 56.25 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-11 Health Care Management II MBG21-13 Health Care Management III MBG21-17 Health Care Management IV MBG21-5 Health Care Management I [updated 01.08.2021]
Recommended as prerequisite for:
Module coordinator: Prof. Dr. Petra Riemer-Hommel
Lecturer: Prof. Dr. Petra Riemer-Hommel [updated 01.08.2021]

Learning outcomes:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to distinguish between inpatient and outpatient care settings.
- They will be able to assign the relevant legal framework to the respective sectors.
- They will be able to differentiate between the applicable financing regulations in the two respective sectors.

The Use, Application, and Generation of Knowledge:

- They will be able to analyze changes in legislation with regard to the financing and organization of service provision.

Communication and Cooperation:

- Students will be able to analyze the importance of a sector and current developments in care for the elderly in group work.
- They will be able to discuss the effects of legal framework conditions on the situation of people in need of care, employees, providers, etc.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on their own actions critically and develop their skills independently.

[updated 15.11.2021]

Module content:

- Importance and status of outpatient and inpatient care for the elderly in the German health and care system
- Legal framework
- Financing
- Current development in care for the elderly (persons in need of care/care staff)
- Current trends and changes, federal and state policies, etc.

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Reviews and Guidelines

Module name (EN): Reviews and Guidelines
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21.S.32
Hours per semester week / Teaching method: 3S (3 hours per week)
ECTS credits: 3
Semester: according to optional course list
Mandatory course: no
Language of instruction: German
Assessment: Course work [updated 15.11.2021]
Applicability / Curricular relevance: MBG21.S.32 Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, optional course, general subject
Workload: 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 90 hours (equivalent to 3 ECTS credits). There are therefore 56.25 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-10 Methodologies II MBG21-15 Evidence-Based Medical Care and Nursing MBG21-19 Academic Methodologies and Study Skills III MBG21-6 Academic Methodologies and Study Skills II MBG21-9 Methodologies I [updated 01.08.2021]
Recommended as prerequisite for:
Module coordinator: Dr. Sindy Lautenschläger
Lecturer: Dr. Sindy Lautenschläger [updated 01.08.2021]

Learning outcomes:

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to explain the main goals and tasks of the Cochrane Collaboration.
- They will be able to describe the steps resp. the research process of systematic reviews.
- They will be able to explain the content of Summary of Findings tables and evidence tables (GRADE).
- They will be able to describe guideline methodology, including the derivation of recommendations.
- They will be able to identify the limitations of guidelines (e.g., timeliness of recommendations in recent studies, interdisciplinary preparation).

The Use, Application, and Generation of Knowledge:

- Students will be able to systematically assess the bias potential of systematic reviews and meta-analyses using an appropriate assessment tool.
- They will be able to interpret outcome data from Forests plots or other plots from meta-analyses.
- They will be able to systematically evaluate guidelines using an appropriate assessment tool, appropriately assessing the quality of guidelines.

Communication and Cooperation:

- They will be able to reflect upon and take into account the different perspectives of those involved/affected in joint discourse with their fellow students.

Scientific Self-Concept/Professionalism:

- Students will have developed a critical attitude toward health care information.

[updated 15.11.2021]

Module content:**Systematic reviews:****Formulating review questions**

- Variations of population, interventions and endpoints
- Variations in study design
- Modifying your research question during the review process

Identifying relevant literature and extracting data

- Carrying out a systematic literature search
- Selecting relevant studies
- Extracting data
- Publication bias and other systematic distortions

Evaluating literature

- Quality assessments in a review

Summarizing evidence

- Narrative synthesis
- Quantitative synthesis

Interpreting results

- Recognizing forms of bias
- Determining the significance of review results; Evidence profiles and practice recommendations

Guidelines:

- Development
- Structure
- Content
- Research
- Critical evaluation

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Risk Management

Module name (EN): Risk Management
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21.M.44
Hours per semester week / Teaching method: 3S (3 hours per week)
ECTS credits: 3
Semester: according to optional course list
Mandatory course: no
Language of instruction: German
Assessment: Course work [updated 15.11.2021]
Applicability / Curricular relevance: MBG21.M.44 Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, optional course, management
Workload: 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 90 hours (equivalent to 3 ECTS credits). There are therefore 56.25 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-11 Health Care Management II MBG21-13 Health Care Management III MBG21-17 Health Care Management IV MBG21-5 Health Care Management I [updated 30.08.2021]
Recommended as prerequisite for:
Module coordinator: Prof. Dr. Petra Riemer-Hommel
Lecturer: Prof. Dr. Petra Riemer-Hommel [updated 30.08.2021]

Learning outcomes:

After successfully completing this module, students will have the following skills and competencies:

Knowledge and Comprehension:

- Students will be able to describe the concept of risk in different contexts.
- They will be able to differentiate between the steps in the risk process.
- They will be able to compare methods for analyzing and controlling risks.
- They will be able to describe and formulate practice-related risks for patient safety.
- They will be able to identify approaches for dealing with risks.

The Use, Application, and Generation of Knowledge:

- Students will be able to evaluate approaches for dealing with risks.
- They will be able to develop solutions for patient participation.

Communication and Cooperation:

- Students will be able to reflect on the importance of communication and teamwork in risk management.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on their own actions critically and develop their skills independently.

[updated 15.11.2021]

Module content:

- What is patient safety?
- Causes of critical incidents/patient injuries
- Systems theory
- Patient participation
- Safety culture
- Team work
- Communication
- Learning from critical events
- Patient safety measures

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]

Video Production

Module name (EN): Video Production
Degree programme: Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021
Module code: MBG21.S.31
Hours per semester week / Teaching method: 3S (3 hours per week)
ECTS credits: 3
Semester: according to optional course list
Mandatory course: no
Language of instruction: German
Assessment: Course work [updated 15.11.2021]
Applicability / Curricular relevance: MBG21.S.31 Management and Professional Pedagogy in Health Care, Bachelor, ASPO 01.10.2021, optional course, general subject
Workload: 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 90 hours (equivalent to 3 ECTS credits). There are therefore 56.25 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): MBG21-1 Academic Methodologies and Study Skills I MBG21-2 Digital Expertise [updated 01.08.2021]
Recommended as prerequisite for:
Module coordinator: Prof. Dr. Iris Burkholder
Lecturer: Prof. Dr. Iris Burkholder [updated 01.08.2021]

Learning outcomes:

After successfully completing this module, students will have the following skills and competencies:

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Knowledge and Comprehension:

- Students will be able to name different use cases, genres and techniques of explanatory videos.
- They will be able to describe pedagogical-didactic criteria of a video production.
- They will be able to name the range of tasks involved in video production along the production process.

The Use, Application, and Generation of Knowledge:

- Students will be able to apply their specialist knowledge, pedagogical-didactic knowledge and technical knowledge to create an explanatory video on a topic of their choice.
- They will be able to research and develop criteria for evaluating video productions.

- They will be able to develop application scenarios for audio-visual media.
- They will be able to apply the basics learned in their studies to unfamiliar situations in their everyday working lives and develop approaches to solving problems.

Scientific Self-Concept/Professionalism:

- Students will be able to reflect on explanatory videos in terms of their pedagogical-didactic design critically.

[updated 15.11.2021]

Module content:

1. Basics, application scenarios and didactic criteria of a video production
2. Video production phases
3. Technical implementation of a video production
4. Criteria for evaluating a video production

[updated 15.11.2021]

Teaching methods/Media:

Blended learning

[updated 15.11.2021]

Recommended or required reading:

Recommended literature will be announced at the beginning of the course.

[updated 15.11.2021]