

Nursing (dual) BSc

Module overview / typical study plan

Module no.	Module name	Credits per semester								Workload hours (h)	Type of examination
		1. CS	2. CS	3. CS	4. CS	5. CS	6. CS	7. CS	8. CS		
910-T-I	Professional Nursing Practice I	6								180	GW: various – delivered by the vocational school
910-P-I	Orientation Placement	9								270	GW: various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPrV)
1110	Reflecting on Nursing Experience – Communicating for Understanding	3	3							180	GW: Role play / case study
3010	Introduction to the Principles of Academic Thinking and Working	3								90	NGW: Excerpt
910-T-II	Professional Nursing Practice II		6							180	GW: various – delivered by the vocational school
910-P-II	Outpatient Care		9							270	GW: various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPrV)
3020	Introduction to Academic Research Methods		3							90	GW: Exposé / written exam 1.5
910-T-III	Professional Nursing Practice III			6						180	GW: various – delivered by the vocational school
910-P-III	Long-Term Inpatient Care			9						270	GW: various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPrV)
1120	Evidence-Based Practice in Nursing I			3	3					180	GW: Term paper
3030	Team and Role			3						90	NGW: Written self-reflection
910-T-IV	Professional Nursing Practice IV				6					180	GW: various – delivered by the vocational school
910-P-IV	Acute Care and Paediatrics				9					270	GW: various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPrV)
3040	Professional Leadership				3					90	GW: Case study
910-T-V	Professional Nursing Practice V					6				180	GW: various – delivered by the vocational school

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Module no.	Module name	Credits per semester								Workload hours (h)	Type of examination
		1. CS	2. CS	3. CS	4. CS	5. CS	6. CS	7. CS	8. CS		
910-P-V	Psychiatry and Intensive Care					9				270	GW: various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPrV)
3050	Interprofessional Elective Module I					3				90	GW: various
910-T-VI	Professional Nursing Practice VI						6			180	GW: various – delivered by the vocational school
910-P-VI	Consolidation Placement						9			270	GW: various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPrV)
1130	Evidence-Based Practice in Nursing II						3			90	GW: Presentation
3060	Individual Profile Studies – HAWK Plus							6		180	GW: various
2110	Advanced Academic Working Methods							3		90	GW: oral exam
2120	Nursing at the Interface Between Practice and Science							6		180	GW: Project work
2130	Professional Care Advice and Educational Processes							6		180	GW: Concept development
3070	Technologies in Interprofessional Health Care: Basics							3		90	NGW: Concept development
3080	Patient-Centred Care in an Interprofessional Setting							3		90	GW: Project work
2140	Management and Professional Identity in Health Care Organisations							3	3	180	GW: Case study
2150	Care for Individuals in Challenging Circumstances								6	90	GW: oral exam
3090	Technologies in Interprofessional Health Care: Case-Based Application								3	90	GW: Poster
3100	Interprofessional Elective Module II								3	90	GW: various
2160	Bachelor Module								15	450	GW: Bachelor's thesis (83.33%) and colloquium (16.67%)
		21	21	21	21	18	18	30	30		
		180									

Appendix 4: Module overview (see Appendix 4: Study programme structure as necessary)

180 CP dual nursing study programme with integrated vocational training^{1,2}

Vocational nursing school			University								
CS	Vocational school modules		Integrated modules	Interprofessional modules (framework curriculum)			Profession-specific modules				CP
1	Professional Nursing Practice I 6 CP	Orientation Placement 9 CP	Reflecting on Nursing Experience – Communicating for Understanding Face-to-face/self-study: 50/50 4 SWS/6 CP/90 hours face-to-face Evidence-Based Practice in Nursing I Face-to-face/self-study: 50/50 4 SWS/6 CP/90 hours face-to-face	Introduction to the Principles of Academic Thinking and Working Face-to-face/self-study: 30/70 2 SWS/3 CP/30 hours face-to-face							21
2	Professional Nursing Practice II 6 CP	Outpatient Care 9 CP		Introduction to Academic Research Methods Face-to-face/self-study: 30/70 2 SWS/3 CP/30 hours face-to-face							21
3	Professional Nursing Practice III 6 CP	Long-Term Inpatient Care 9 CP		Team and Role Face-to-face/self-study: 30/70 2 SWS/3 CP/30 hours face-to-face							21
4	Professional Nursing Practice IV 6 CP	Acute Care and Paediatrics 9 CP		Professional Leadership Face-to-face/self-study: 30/70 2 SWS/3 CP/30 hours face-to-face							21
5	Professional Nursing Practice V 6 CP	Psychiatric and Intensive Care 9 CP		Interprofessional Elective Module I Face-to-face/self-study: 30/70 2 SWS/3 CP/30 hours face-to-face							18
6	Professional Nursing Practice VI 6 CP	Consolidation Placement 9 CP	Evidence-Based Practice in Nursing II Face-to-face/self-study: 50/50 2 SWS/3 CP/90 hours face-to-face								18
7				Technologies in Interprofessional Health Care: Basics Face-to-face/self-study: 30/70 2 SWS/3 CP/30 hours face-to-face	Individual Profile Studies (HAWK plus) Face-to-face/self-study: 30/70 4 SWS/6 CP/60 hours face-to-face	Patient-Centred Care in an Interprofessional Setting Face-to-face/self-study: 30/70 2 SWS/3 CP/30 hours face-to-face	Management and Professional Identity in Health Care Organisations Face-to-face/self-study: 30/70 4 SWS/6 CP/60 hours face-to-face	Nursing at the Interface between Practice and Science Face-to-face/self-study: 30/70 4 SWS/6 CP/60 hours face-to-face	Consolidation of Academic Working Methods Face-to-face/self-study: 30/70 2 SWS/3 CP/30 hours face-to-face	Professional Care Advice and Educational Processes Face-to-face/self-study: 30/70 4 SWS/6 CP/60 hours face-to-face	30
8				Technologies in Interprofessional Health Care: Case-Based Application Face-to-face/self-study: 30/70 2 SWS/3 CP/30 hours face-to-face	Interprofessional Elective Module II Face-to-face/self-study: 30/70 2 SWS/3 CP/30 hours face-to-face			Care for Individuals in Challenging Circumstances Face-to-face/self-study: 30/70 4 SWS/6 CP/60 hours face-to-face	Bachelor Module 2 SWS/15 CP/ 150h face-to-face		30
CP	36	54	15	21	9	3	6	12	18	6	180

¹ The state examination is taken in the sixth semester. Upon successful completion, students are awarded 90 vocational school CP.

² No self-study time is scheduled for vocational and practical modules. Self-study time is only allocated for university and integrated teaching modules.

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Modules and associated areas of learning	Semester	Type of examination	Graded/Non-graded prerequisites, if applicable	Student workload		ECTS points	Module coordinator
				(in hours)			
				Contact time / internship	Self-study (hours)		
910-T-I Professional Nursing Practice I	1	Various – delivered by the vocational school		180		6	VS
Professional Nursing Practice II	1			60	120		
910-T-II Professional Nursing Practice II	2	Various – delivered by the vocational school		180		6	VS
Professional Nursing Practice II	2			60	120		
910-T-III Professional Nursing Practice III	3	Various – delivered by the vocational school		180		6	VS
Professional Nursing Practice III	3			60	120		
910-T-IV Professional Nursing Practice IV	4	Various – delivered by the vocational school		180		6	VS
Professional Nursing Practice IV	4			60	120		
910-T-V Professional Nursing Practice V	5	Various – delivered by the vocational school		180		6	VS
Professional Nursing Practice V	5			60	120		
910-T-VI Professional Nursing Practice VI	6	Various – delivered by the vocational school		180		6	VS
Professional Nursing Practice VI	6			60	120		
910-P-I Orientation Placement	1	Various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPfV)		270		9	VS
Orientation Placement	1			90	180		
910-P-II Outpatient Care	2	Various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPfV)		270		9	VS
Outpatient Care	2			90	180		
910-P-III Long-Term Inpatient Care	3	Various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPfV)		270		9	VS
Long-term Inpatient Care	3			90	180		
910-P-IV Acute Care and Paediatrics	4	Various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPfV)		270		9	VS
Acute Care and Paediatrics	4			90	180		
910-P-V Psychiatry and Intensive Care	5	Various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPfV)		270		9	VS
Psychiatry and Intensive Care	5			90	180		
910-P-VI Consolidation Placement	6	Various – in accordance with the Training and Examination Regulations for the Nursing Professions (PflAPfV)		270		9	VS
Consolidation Placement	6			90	180		
1110 Reflecting on Nursing Experience – Communicating for Understanding	1	Role play / case study		180		6	Lulza Oliveira Beltrame, MSc
Reflecting on Nursing Experience – Communicating for Understanding	1			45	45		
Reflecting on Nursing Experience – Communicating for Understanding	2	Role play/case study		45	45		
1120 Evidence-Based Practice in Nursing I	3	Term paper		180		6	Prof. Dr Shlney Franz
Evidence-Based Practice in Nursing Ia	3			45	45		
Evidence-Based Practice in Nursing Ib	4	Term paper		45	45		
1130 Evidence-Based Practice in Nursing II	6	Presentation		90		3	Prof. Dr Björn Sellemann
Evidence-Based Practice in Nursing II	6			45	45		
2110 Advanced Academic Working Methods	7	Oral exam		90		3	Prof. Dr Björn Sellemann
Advanced Academic Working Methods	7			30	60		
2120 Nursing at the Interface between Practice and Science	7	Project work		180		6	Prof. Dr Shlney Franz
Nursing at the Interface between Practice and Science	7			60	120		
2130 Professional Care Advice and Educational Processes	7	Concept development		180		6	Franziska Koch, MEd
Professional Care Advice and Educational Processes	7			60	120		
2140 Management and Professional Identity in Health Care Organisations	7	Case study		180		6	Prof. Dr Björn Sellemann
Management in Health Care Organisations	7			30	60		
Professional Identity in Health Care Organisations	8	Case study		30	60		
2150 Care for Individuals in Challenging Circumstances	8	Oral exam		180		6	Franziska Koch, MEd
Care for Individuals in Challenging Circumstances	8			60	120		
2160 Bachelor Module	8	Bachelor's thesis and bachelor colloquium		450		15	Prof. Dr Juliane Leinweber
Accompanying seminar, bachelor's thesis and colloquium	8			150	300		
3010 Introduction to the Principles of Academic Thinking and Working	1	Excerpt		90		3	Prof. Dr Sven Stadtmüller
Introduction to the Principles of Academic Thinking and Working	1			30	60		
3020 Introduction to Academic Research Methods	2	Exposé / written exam 1.5		90		3	Prof. Dr Sven Stadtmüller
Introduction to Academic Research Methods	2			30	60		
3030 Team and Role	3		Written self-reflection	90		3	Prof. Dr Shlney Franz
Team and Role	3			30	60		
3040 Professional Leadership	4	Case study		90		3	Prof. Dr Jan Tietmeyer
Professional Leadership	4			30	60		
3050 Interprofessional Elective Module I	5	various		90		3	Dr Christin Scheidler
Interprofessional Elective Module I	5			30	60		
3060 Individual Profile Studies (HAWK plus)	7	various		180			

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Modules and associated areas of learning	Semester	Type of examination	Graded/Non-graded prerequisites, if applicable	Student workload		ECTS points	Module coordinator
				(in hours)			
				Contact time / internship	Self-study (hours)		
Individual Profile Studies	7			30	60	6	Prof. Dr Katja Schütz-Bung
Individual Profile Studies	7			30	60		
3070 Technologies in Interprofessional Health Care: Basics	7	Concept development		90		3	Prof. Dr Björn Sellemann
Technologies in Interprofessional Health Care: Basics	7			30	60		
3080 Patient-Centred Care in an Interprofessional Setting	7	Project work		90		3	Prof. Dr Juliane Leinweber
Patient-Centred Care in an Interprofessional Setting	7			30	60		
3090 Technologies in Interprofessional Health Care: Case-Based Application	8	Poster		90		3	Prof. Dr Juliane Leinweber
Technologies in Interprofessional Health Care: Case-Based Application	8			30	60		
3100 Interprofessional Elective Module II	8	various		90		3	Dr Christin Scheldler
Interprofessional Elective Module II	8			30	60		

910-T-I VS Theory Module – Professional Nursing Practice I					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
1	1 semester	compulsory	every academic year	6	Total: 180, of which class attendance: 180 self-study: 0

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Preparation for practical situations using selected teaching methods	Vocational nursing school	Type, workload and duration as specified by vocational school grade

Outline
Learning about theories and models of nursing, students gain an understanding of nursing processes and delivery. The course looks in detail at initial interventions relating to personal hygiene, physical activity, nutrition, excretion, and related sciences. Students practise nursing interventions in the skills lab.

Learning outcomes
Students will - be familiar with the selected nursing theories and models and their basic assumptions - be familiar with the phases of the nursing process - be familiar with nursing documentation systems - understand the importance of nursing documentation - be familiar with and understand basic human biology and pathology as they relate to module content - understand the importance of personal hygiene for health - be able to provide care for the skin and body to individuals of all age groups, taking into account resource issues, and modesty and hygiene standards - understand the importance of physical activity for the maintenance of health - know how to encourage, support and foster physical activity in people of all age groups. - understand the importance of nutrition for health - be able to assess and describe nutritional deficiencies in people of all age groups - be able to provide nutritional support and address deficiencies, within resource constraints - be able to provide assistance with excretion with the help of medical aids
Content
- Nursing theories / nursing models (CE 01) - Nursing process (CE01) - Basics of child and adult care - Personal hygiene (CE 02) - Basics of child and adult care - Excretion (CE 02) - Safe and sustainable mobility (CE 02) - Nutritional awareness (CE 02) - Basic human biology: anatomy/physiology

Module coordinator	Module courses	SWS
Vocational nursing school	Professional Nursing Practice I	0

910-T-II VS Theory Module – Professional Nursing Practice II					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
2	1 semester	compulsory	every academic year	6	Total: 180, of which class attendance: 180 self-study: 0

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Preparation for practical situations using selected teaching methods	Vocational nursing school	Type, workload and duration as specified by vocational school Module grade does not count towards final grade

Outline
In this module, students learn about the care contexts for surgical patients and outpatients, taking the care of people with Parkinson's disease as an example. They deepen their communication and leadership skills and learn how to deal with stressful situations. They expand their knowledge of related sciences and look in depth at quality assurance.

Learning outcomes
Students will - broaden their conversation skills and refine their expertise in counselling - apply the nursing process to people in need of surgical care and be familiar with the required nursing interventions - have knowledge and understanding of basic human biology and pathology with regard to module content - be familiar with specific hygiene standards - be familiar with the care needs of people with Parkinson's disease and the relevant nursing interventions. - be familiar with the needs of people with serious and chronic illnesses - have knowledge of the needs specific to end-of-life patients and of approaches to palliative care - be able to deal with their own stress in the context of these patient groups - have an understanding of care models (especially integrated care) and their specific features - integrate basic internal and external quality assurance requirements directly into their nursing practice - be familiar with quality assurance instruments, in particular evidence-based guidelines and standards - have a basic knowledge of the concepts and principles that guide the economic and ecological organisation of the institution

910-T-II VS Theory Module – Professional Nursing Practice II
Content
Surgical care (52) CE 05 - simple wounds / changing dressings; acute pain / pain assessment; pre- and post-operative care – drainage Quality management (10) CE 05 - expert standard; care standards; care diagnoses; error management, QM system; complaints management; documentation Support for living with Parkinson's disease (34) CE 09 - medical condition, diagnostics, therapy, pharmacology; guardianship law, power of attorney for health and welfare; case management; interdisciplinary working; social isolation Outpatient care - basics (34) CE 09 - organisation of home care; people in need of care in their own homes; financing home care; outpatient care documentation; outpatient care quality inspections Crises: Initial encounters with death and dying (50) CE 08 - dealing with dying and death; caring for the dying; signs of death; communicating with the dying and their relatives; dealing with grief and death - pathology

Module coordinator	Module courses	SWS
Vocational nursing school	Professional Nursing Practice II	0

910-T-III VS Theory Module – Professional Nursing Practice III					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
3	1 semester	compulsory	every academic year	6	Total: 180, of which class attendance: 180 self-study: 0

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Preparation for practical situations using selected teaching methods	Vocational nursing school	Type, workload and duration as specified by vocational school Module grade does not count towards final grade

Outline
In this module, students learn about the needs of the elderly in care homes, and of infants, children and young people. They look at family systems and their capacity to provide care, as well as at gaps and overwhelm. In addition, they learn about social support systems, how they are financed and how to access them. The challenge of preventing healthcare-associated infections in community care facilities is also addressed.

Learning outcomes
Students will - deepen their knowledge of the care process, covering the needs of elderly people in care homes and the care needs of infants, children and young people - expand their knowledge of the basics of human biology and pathology, including geriatrics and paediatrics - address the importance of family systems for the care of both these groups - identify resources for organising the life and development of the person to be cared for - acquire a basic understanding of family systems and social networks and an appreciation of their importance for successful cooperation with the professional care system - acquire basic knowledge of legal responsibilities and the different accounting systems for inpatient, day-care and outpatient care - understand the potential of voluntary work in various care contexts - learn about interdisciplinary cooperation on care and treatment and the issues at interfaces between institutions - deepen their knowledge of hygiene with regard to the specific issues relating to healthcare-associated infections and be able to help prevent them

910-T-III VS Theory Module – Professional Nursing Practice III
Content
- Long-term inpatient care (38) CE 09 - Sensory impairment in old age (10) CE 09 - Living in a care home (34) CE09 - Healthcare-associated infections - Area of activity: neonatal care, care of children and young people (10) CE 10 - Basic principles of human biology: anatomy/physiology - Pathology

Module coordinator	Module courses	SWS
Vocational nursing school	Professional Nursing Practice III	0

910-T-IV VS Theory Module – Professional Nursing Practice IV					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
4	1 semester	compulsory	every academic year	6	Total: 180, of which class attendance: 180 self-study: 0

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Preparation for practical situations using selected teaching methods	Vocational nursing school	Type, workload and duration as specified by vocational school Module grade does not count towards final grade

Outline
In this module, students learn to plan and organise care for people with respiratory diseases and cancer through supervised simulations. They learn about rehabilitation options for children with permanent disabilities, and look at professional groups and the potential for family support. Students also consider in depth the issues that may arise when they are supporting people in a critical condition.

Learning outcomes
Students will - deepen and expand their knowledge of the care process, covering the needs of people with respiratory diseases and cancer, for critically ill children and for sick newborns and infants - acquire knowledge and understanding of basic human biology and pathology with regard to module content - be familiar with approaches to rehabilitative care - deepen and expand their knowledge and understanding of interdisciplinary cooperation - be able to define and delimit their role in the nursing / treatment process - apply hygiene rules as appropriate to the situation in question - expand and deepen their counselling expertise and their overall approach, covering specialist advice with regard to care for the above groups - reflect on their own experiences, emotions and challenges in critical situations - consider the development of their nursing knowledge on the basis of standards, guidelines, care concepts and scientific studies

910-T-IV VS Theory Module – Professional Nursing Practice IV
Content
- Care for people with respiratory diseases (24) CE 05 - Oncological care for people with breast cancer / oncology (44) CE 08 - Care for people with life-limiting conditions (palliative care - 42) CE 08 - Care for sick newborns and infants (50) CE 10 - Rehabilitation for children - cerebral palsy (20) CE 07 - Care for people with mental disorders - Basic principles of human biology: anatomy/physiology - Pathology

Module coordinator	Module courses	SWS
Vocational nursing school	Professional Nursing Practice IV	0

910-T-V VS Theory module – Professional Nursing Practice V					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
5	1 semester	compulsory	every academic year	6	Total: 180, of which class attendance: 180 self-study: 0

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Preparation for practical situations using selected teaching methods	Vocational nursing school	Type, workload and duration as specified by vocational school Module grade does not count towards final grade

Outline
In this module, students learn, under supervision, to plan and organise care for people with significant care needs or who are in unstable health, looking at examples of early rehabilitation. They develop an approach to providing nursing care to young people with behavioural disorders on psychiatric wards.

Learning outcomes
Students will - expand their knowledge to include the specific needs of people with cardiovascular disease, gastrointestinal diseases and after internal bleeding - acquire knowledge and understanding of basic human biology and pathology with regard to module content - broaden their knowledge of rehabilitation to include geriatric rehabilitation - be able to provide nursing care for mothers and children with regard to the particular risks presented by premature birth - expand their knowledge of psychiatric nursing to include adolescent behavioural disorders classified as illnesses. - be familiar with the procedure for resuscitation and be able to apply it in training contexts - deepen and expand their knowledge of advice and guidance - provide care independently and as appropriate to the recipient - broaden their knowledge of care processes to include discharge management - apply quality standards on their own initiative

Content
- Caring for people with cardiovascular disease (24) CE 05 - Myocardial infarction emergencies (30 + 6) CE 06 - Caring for people with diseases of the digestive tract (30) CE 05 - Rehabilitation of the elderly, taking internal bleeding as an example (40) CE 07 - Pregnancy complications – premature birth / care of premature babies (20) CE 10 - Responding to adolescent behavioural disorders (22) CE 11 - Understanding fears and compulsions with childhood onset (10) CE 11 - Basic principles of human biology: anatomy/physiology - Pathology

Module coordinator	Module courses	SWS
Vocational nursing school	Professional Nursing Practice V	0

910-T-VI VS Theory Module – Professional Nursing Practice VI					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
6	1 semester	compulsory	every academic year	6	Total: 180, of which class attendance: 180 self-study: 0

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Preparation for practical situations using selected teaching methods	Vocational nursing school	Type, workload and duration as specified by vocational school Module grade does not count towards final grade

Outline
In this module, students learn to independently deliver care to people with significant needs who are in a critical condition, and to collaborate within an interdisciplinary team.

Learning outcomes
Students will - deliver care in the context of complex needs - plan nursing for acute conditions and, in the case of chronically ill patients, also plan tertiary prevention - acquire knowledge and understanding basic human biology and pathology with regard to module content - incorporate cultural needs into the nursing process - deliver emergency care independently until a doctor arrives - expand their ability to provide advice and guidance in all areas (of care) - work constructively with their own and other professional groups, and with family members and relatives, and present their arguments in a professional manner - be familiar with community care approaches - consider complex ethical issues

Content
- Prevention of type 2 diabetes (30) CE 04 - Care after accidents and falls (20) CE 05 - Caring for people with impaired kidney function (26) CE 05 - Emergencies relating to children (10) CE06 - Rehabilitation of adults - paraplegia (20) CE 07 - Emergency: liver cirrhosis (26) CE08 - Living in the neighbourhood (18) CE 09 - Chronic illness in adolescence (20) CE 10 - Basic principles of human biology: anatomy/physiology - Pathology - Ethical decision-making

Module coordinator	Module courses	SWS
Vocational nursing school	Professional Nursing Practice VI	0

910-P-I VS Practical Module – Orientation Placement					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
1	1 semester	compulsory	every academic year	9	Total: 270, of which class attendance: 270 self-study: 0

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Practical assignment, practical guidance for individuals and groups from qualified instructors, practical support from vocational school teaching staff	internal practice	Type, workload and duration as specified by vocational school Module grade does not count towards final grade

Outline
Students are introduced to the tasks involved with professional care in the context of providing care for people with lower levels of dependency and take increasing responsibility for the independent provision of basic care. They treat care recipients with respect and communicate in a considerate and appropriate manner. They gain an understanding of the training provider’s mission statement and philosophy of care, and learn about what the work involves and how it is organised. The orientation placement also helps students with their professional development, enabling them to review and consolidate their career decisions.

Learning outcomes
Students will - provide nursing care under supervision - take responsibility for basic personal hygiene, mobility and nutrition for people with lower care needs who are in a stable situation - provide reliable observation records in care documentation and practise further steps in the care process under supervision - know how to conduct themselves in emergency situations - advise people with lower care needs about basic care and disease prevention - learn how to care for people with higher levels of need under supervision - be familiar with their role in the intra/interdisciplinary team - demarcate their tasks, take responsibility for their own area - comply with legal requirements - take care of their own health and accept help

Content
Delivery of care and implementation of the care process with regard to - Basic care for children and adults with lower levels of need - Safe and incident-free mobility CE 02 - Consideration of nutrition CE 02 - Oral and dental care CE 02

Module coordinator	Module courses	SWS
Vocational nursing school	Orientation Placement	0

910-P-III VS Practical Module – Long-Term Inpatient Care					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
3	1 semester	compulsory	every academic year	9	Total: 270, of which class attendance: 270 self-study: 0

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Practical assignment, practical guidance for individuals and groups from qualified instructors, practical support from vocational school teaching staff	external practice	Type, workload and duration as specified by vocational school Module grade does not count towards final grade

Outline
Students apply their nursing knowledge and skills to long-term inpatient care. They gain an understanding of this sector's/organisation's mission statement, nursing philosophy and the work/organisation involved. They engage with the lives and everyday realities of long-term inpatients in the context of care. Sensory impairment and cognitive limitations place particular demands on students with regard to communication skills. Students assist with the prevention of healthcare-associated infections in long-term care facilities and learn about key aspects of risk management in practice.

Learning outcomes
Students will - provide nursing care for long-term inpatients under supervision and take responsibility for the basic care of people from all age groups with stable care needs - maintain reliable records within the required documentation for the care sector in question - incorporate patients' lives and everyday realities into care planning - recognise the importance of privacy for care recipients and encourage contact with family members - identify barriers to communication and provide advice and guidance to help overcome them - promote a sense of autonomy by providing a stimulating environment - learn to implement strategies to prevent healthcare-associated infections as part of risk management in the facility

Content
Delivery of care and implementation of the care process in the following areas: - Long-term inpatient care CE 09 - Sensory impairment (in old age) CE 09 - Living in a care home CE 09 - healthcare-associated infections - Care of children and young people CE 10

Module coordinator	Module courses	SWS
Vocational nursing school	Long-term inpatient care	0

910-P-IV VS Practical Module – Acute Care and Paediatrics					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
4	1 semester	compulsory	every academic year	9	Total: 270, of which class attendance: 270 self-study: 0

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Practical assignment, practical guidance for individuals and groups from qualified instructors, practical support from vocational school teaching staff	internal practice	Type, workload and duration as specified by vocational school Module grade does not count towards final grade

Outline
Students apply and expand their nursing knowledge and skills in the context of acute care and paediatrics. They engage with aspects of nursing care relating to disease in acute care settings. Nursing skills are further developed by dealing with stress and coping strategies, family systems and support options during rehabilitation – especially for children. Providing care for seriously ill children goes far beyond basic care.

Learning outcomes
Students will - provide basic acute nursing care independently for people with increased care needs who are in an unstable condition - assist with medical diagnoses and treatment and deliver specific therapeutic interventions - evaluate nursing care plans and adapt them to the course of an illness - assess the effects of care and treatment and record progress in the documentation for the relevant area - be aware of coping mechanisms and support coping strategies, including within family systems - apply early rehabilitation practices and advise on support options for further rehabilitation - engage in professional dialogue with other expert groups - analyse conflict in everyday situations - reflect on life-limiting situations from an ethical perspective - take care of their own health and seek help themselves as necessary
Content
Delivery of care and implementation of the care process in the following areas - Illness-specific care CE 05 - Rehabilitation CE 07 - Oncological care CE 08 - Palliative care CE 08 - Caring for sick newborns and infants CE 10

Module coordinator	Module courses	SWS
Vocational nursing school	Acute Care and Paediatrics	0

910-P-V VS Practical Module – Psychiatry and Intensive Nursing Care / International Placement Option					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
5	1 semester	compulsory	every academic year	9	Total: 270, of which class attendance: 270 self-study: 0

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Practical assignment, practical guidance for individuals and groups from qualified instructors, practical support from vocational school teaching staff	internal practice	Type, workload and duration as specified by vocational school Module grade does not count towards final grade

Outline
Students become familiar with areas of nursing requiring advanced specialist knowledge (continuing professional development). Under continuous supervision, they learn to apply their previous nursing knowledge and skills in the context of acute intensive care and psychiatry. They broaden their nursing practice with regard to illness and crises. They are trained in how to handle emergencies and manage crisis situations. Early rehabilitation is introduced during a crisis with a view to later rehabilitation phases. The special features of care planning and organisation (e.g. primary nursing) allow for extension of previous course content, as does the specialised role of nurses in psychiatry.

Learning outcomes
Students will - apply their knowledge and skills, under supervision, to the design of care processes for people with an increased risk potential - incorporate early rehabilitation into care during highly acute phases of illness with a view to subsequent rehabilitation - evaluate and adapt care plans to rapidly-changing courses of illness - be able to administer life-saving interventions (e.g. resuscitation) in emergencies - assist with psychotherapeutic processes - reflect on the special relationship of trust created through distance and closeness to mentally ill people - reflect on the asymmetry of relationships between people who are seriously/mentally ill and their carers - shape their role in the intra/interdisciplinary team - be familiar with their own responsibilities in these areas, taking into account specialist guidelines, standards, rules and legal requirements - deal with conflict under supervision
Content
Delivery of care and implementation of the care process in the following areas - intensive care unit - cardiological/thoracic surgery intensive care unit - anaesthesiological intensive care unit - neurological intensive care unit - neonatal intensive care unit (care of premature babies) - psychiatry

Module coordinator	Module courses	SWS
Vocational nursing school	Psychiatry and Intensive Nursing Care / International Placement Option	0

910-P-VI VS Practical Module – Consolidation Placement					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
6	1 semester	compulsory	every academic year	9	Total: 270, of which class attendance: 270 self-study: 0

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Practical assignment, practical guidance for individuals and groups from qualified instructors, practical support from vocational school teaching staff	internal practice	Type, workload and duration as specified by vocational school Module grade does not count towards final grade

Outline
Students provide professional and independent care to people with significant care needs and/or whose illnesses are unstable. They act professionally in complex care situations and take responsibility (including organisational responsibility) for the interdisciplinary care process.

Learning outcomes
Students will - manage and evaluate care processes and diagnostics for acute and long-term circumstances - uphold care recipients' right to self-determination in their social and living environments - be able to take safe and purposeful action in emergency situations - collaborate on emergency plans - provide independent, personalised advice and guidance in complex situations - take a responsible approach to coordinating interprofessional action in different organisational contexts - reason reflectively within intra/interdisciplinary teams - reflect on their own learning and development on the basis of professional values and ethics

910-P-VI VS Practical Module – Consolidation Placement
Content
Planning and organisation of care for people with significant needs across a range of areas - Comprehensive post-trauma care - Comprehensive care for chronic illness - Emergency management - Care for people in crisis and end of life care - Organising care in terms of tertiary prevention - Organising care in terms of rehabilitation and living environment

Module coordinator	Module courses	SWS
Vocational nursing school	Consolidation Placement	o

1110 Reflecting on Nursing Experience – Communicating for Understanding					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
1 + 2	2 semesters	compulsory	every academic year	6	Total: 180, of which class attendance: 90 self-study: 90

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	seminar, practical seminar, simulation, e-learning	University	Passing GW: Role play/case study Workload/duration as per POBT (examination regulations special section) Module grade represents 6/180 of final grade
Outline				
In this two-semester module (1st and 2nd semesters), students learn the basics of communication and the conduct of conversations in the context of care. Guided group work is used to practise various communication techniques and approaches to the provision of advice in care contexts. Consulting with their peers, students reflect on their experiences of practice and on the conflict between ideal care standards and the actual options available to them, including both personal and institutional limitations.				
Learning outcomes				
Students will - reflect on the influence of the different outpatient and inpatient care contexts on the organisation of the care process - recognise their own emotions and patterns of interpretation and behaviour in interactions - reflect on communication as an instrument for shaping relationships - build personalised and appropriate relationships with people from a range of ages groups - recognise basic health-, gender-, age- and culture-related barriers to communication and use context-appropriate communication channels - apply the principles of consensus-oriented and participatory communication - recognise asymmetry and institutional restrictions in nursing communications - recognise at an early stage when they are being over- or under-worked, take care of themselves and ensure they maintain their own health - identify any changes to their own skills profile and derive appropriate action initiatives from this - request and accept advice from colleagues - reflect on their personal development as professional caregivers				

1110 Reflecting on Nursing Experience – Communicating for Understanding
Content
Basic principles of social interaction and communication in nursing - Communication models (e.g. Schulz v. Thun, Watzlawick, Bamberger) - Concepts of conversation - Non-verbal communication - Relationship building in nursing context - Discussion of specific topics (e.g. intercultural communication, phenomena of power and abuse of power in nursing interaction) Guidance (introduction): - Guidance in the context of nursing - Phases of a guidance session - Methods of guidance (e.g. asking systemic questions) - Peer guidance Role theory - Understanding of roles and role behaviour in conversation, guidance and instruction as well as in process management - Motivation theories - Emotion psychology - Learning and learning contexts with regard to nursing and care

Module coordinator	Module courses	SWS
Luiza Oliveira Beltrame, MSc	Reflecting on Nursing Experience – Communicating for Understanding I	2
	Reflecting on Nursing Experience – Communicating for Understanding II	2

1120 Evidence-Based Practice in Nursing I					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
3 + 4	2 semesters	compulsory	every academic year	6	Total: 180, of which class attendance: 90 self-study: 90

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	seminar, practical seminar, simulation, e-learning	University	Passing GW: Term paperWorkload/duration as per POBT (examination regulations special section) Module grade represents 6/180 of final grade
Outline				
In this two-semester module (3rd and 4th semesters), students learn about clinical reasoning as it relates to nursing. The focus is on central aspects of clinical reasoning theory and strategy. Students engage responsibly with ethical principles and develop their own standpoint. Taking examples (e.g. organ transplantation) as a basis, they apply theoretical knowledge to practice in guided small group work and practical seminars.				
Learning outcomes				
Students will - have a broad, metatheoretical knowledge of the key elements of clinical reasoning. - apply clinical reasoning to specific situations and justify their actions through the provision of scientific evidence. - engage responsibly with ethical principles. - analyse decision-making in intra/interprofessional teams - take into account the different needs and values of those in need of care, their family members and members of the interprofessional team, and reflect on decision-making processes. - develop their concept of themselves as professionals and reflect on how to apply this to their thinking, actions and decision-making. - be able to evaluate their own ways of living, learning and working. - analyse ethical dilemmas and identify alternative courses of action.				

Content
Metatheoretical aspects: - Forms of knowledge as the basis for decisions in clinical reasoning - The perspective of perception - Problem-solving strategies - Coming to a judgement, decision-making - Decision-making framework (social and institutional conditions, care systems, e.g. primary nursing) Care assessment, diagnoses, participatory decision-making Clinical reasoning forms and strategies: - Hypothetico-deductive reasoning - Analytical reasoning - Conditional reasoning - Ethical reasoning - Narrative reasoning

1120 Evidence-Based Practice in Nursing I		
Module coordinator	Module courses	SWS
Prof. Dr Shiney Franz	Evidence-Based Practice in Nursing Ia	2
	Evidence-Based Practice in Nursing Ib	2

1130 Evidence-Based Practice in Nursing II					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
6	1 semester	compulsory	every academic year	3	Total: 90, of which class attendance: 45 self-study: 45

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
Completion of Evidence-Based Practice in Nursing I	only in this study programme	seminar, practical seminar, simulation, e-learning	University	Passing GW: Presentation; workload/duration as per POBT Module grade represents 3/180 of final grade
Outline In this module, students use case studies from professional practice to review selected courses of treatment and findings in people with significant care needs with unstable illnesses. They apply clinical reasoning, expand their diagnostic knowledge, reflect on their actions and develop the necessary professional, methodological, social and personal skills.				
Learning outcomes Students will - be able to critically evaluate a multiplicity of perspectives in case studies and use their professional judgement to assess their plausibility - develop critical thinking skills and critically reflect on the interpretation of empirical data - justify their own professional actions on the basis of scientific evidence - make relevant arguments in intra- and inter-professional discussion - develop scientifically sound research questions and conclusions - develop approaches and solutions in the context of professional nursing care - expand their knowledge of biographical diagnostic methodologies - be able to record and evaluate their own learning and working methods - reflect on ethical dilemmas, analyse their own attitudes in case studies and identify alternative courses of action - reflect on their role as professionals				

Content
Consolidation - Care assessment, care diagnoses, care outcomes, nursing interventions - Hypothetico-deductive reasoning - Ethical reasoning - Biographical diagnostics - Reflection and evaluation

Module coordinator	Module courses	SWS
Prof. Dr Björn Sellemann	Evidence-Based Practice in Nursing II	2

2110 Consolidation of Academic Working Methods					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
7	1 semester	compulsory	every academic year	3	Total: 90, of which class attendance: 30 self-study: 60

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	seminar, practical seminar, research-based learning, e-	University	Passing GW: oral examination; workload/duration as per Module grade represents 3/180 of final grade
Outline				
In this module, students revise aspects of academic working methods as required and deepen their knowledge. This semester focuses on the application of qualitative and quantitative research.				
Learning outcomes				
Students will - be able to apply and evaluate selected quantitative and qualitative social research methods within the context of a limited research question - be able to prepare the results of quantitative and qualitative research, present them coherently and discuss them with third parties - be able to analyse and understand the results of quantitative and qualitative research, prepare them, present them coherently and discuss them with specialists - be able to derive systematic implications for nursing practice from research results - be able to develop questions that can be answered using quantitative or qualitative methods - be able to develop simple theory-based hypotheses and investigate them operationally - be able to apply the basics of questionnaire design - be able to carry out basic statistical analyses - be able to evaluate the validity of their results based on quality criteria for quantitative social research				

Content
- Advanced qualitative and quantitative social research - Development of qualitative and quantitative research questions - Hypothesis development and investigation - Research planning - Selection of well-founded qualitative and quantitative methods - Data collection methods (e.g. computer-assisted, face-to-face or paper & pencil) - Statistical principles - Interpretation of and critical reflection on results - Presentation and discussion of qualitative and quantitative research results - Empirical/theory-practice transfer (e.g. which concrete measures/interventions can be derived and why?)

Module coordinator	Module courses	SWS
Prof. Dr Björn Sellemann	Consolidation of Academic Working Methods	2

2120 Nursing at the Interface between Practice and Science					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
7	1 semester	compulsory	every academic year	6	Total: 180, of which class attendance: 60 self-study: 120

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	Seminar Practical seminar ProjectResearch-based learning E-learning	University	Passing GW: Project work Workload/duration as per POBT (examination regulations special section) Module grade represents 6/180 of final grade

Outline
In this module, students develop a critical understanding of scientific systems, paradigm shifts and their historical significance as well as the theory of science. This includes the dialectic between nursing science and nursing practice and the structural differences between them. Students also reflect on scientific evidence and its significance in the context of individual care.
Learning outcomes
Students will - have a broad and integrated knowledge, and critical understanding, of the importance of nursing science for the professionalisation of the occupation and for nursing practice - be able to describe the development of nursing research structures in Germany - be aware of the importance of interdisciplinary research for health care research - be able to make professionally sound judgements with regard to theory, the development of models and concepts and their scope - understand nursing research and ethics as part of professional nursing science expertise - possess broad and integrated knowledge and understanding of the research process - evaluate from nursing research results and use them to answer practical questions. - derive research questions from their practical observations - be able to design basic research - apply quality and evidence criteria to the evaluation of research design and research results - understand the importance of ethical clearance for research projects

Content
Nursing science - Nursing science as a discipline - Paradigms and scientific theory and their significance for nursing science - Nursing science in practice - Importance of EBN, expert standards and nursing science research - Nursing ethics in the context of nursing science - Professionalisation and professionalism in the context of nursing science - Metatheoretical reflection: theories, models, concepts and developments in nursing science and nursing practice - Critical discussion of selected nursing theory in conjunction with practical implementation - Status of nursing science in Germany compared with other countries; research structures in Europe and nursing science in Germany Nursing research: - Research process and methods - Nursing science research methods: preferences in Germany - Interdisciplinary research projects in Germany involving nursing science - Health services research

Module coordinator	Module courses	SWS
Prof. Dr Shiney Franz	Nursing at the Interface between Practice and Science	4

2130 Professional Care Advice and Educational Processes					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
7	1 semester	compulsory	every academic year	6	Total: 180, of which class attendance: 60 self-study: 120

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	seminar, practical seminar, simulation, e-learning	University	Passing GW: Concept development; Workload/duration as per POBT (examination regulations special section) Module grade represents 6/180 of final grade

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Outline

In this module, students acquire the necessary educational psychology skills to take a problem- and resource-focused approach to guidance and education. They expand and deepen their knowledge of nursing models and guidance, as well as of educational strategies and the provision of practical advice, to enable them to provide appropriate information, advice, direction and support. Role plays are used to allow them to practise in the techniques they have learned in theory.

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Learning outcomes

Students will

- have a broad and integrated knowledge of theories, principles and methods relating to the conduct of conversations, care guidance and education
- be guided by the principles of participatory decision-making and will reflect on communication as an instrument for relationship building
- use their educational psychology skills to take a problem- and resource-focused approach to guidance and education
- incorporate the perspectives, needs, expectations and preferences of care recipients and their families and friends into the guidance process
- undertake independent evaluation of the guidance process
- develop, structure and evaluate appropriate, personalised training and instruction on their own initiative, based on reliable research results
- use guidance techniques that are appropriate to recipients when designing and managing communication and interaction within the organisational framework
- critically reflect on their role and tasks as advisors/instructors

2130 Professional Care Advice and Educational Processes
Content
The psychology of learning: basic principles - Social cognitive theories of learning - Operant conditioning - Constructivist theory of learning Guidance as a field of nursing - Basic care guidance approaches and theories in the context of disease prevention and health promotion - Structuring the guidance process - Structuring the guidance relationship - Guidance methods and media - Empowerment - Participatory decision-making Education as a field of nursing - Instruction models, instruction methods and media - Structuring of the educational process

Module coordinator	Module courses	SWS
Franziska Koch, MEd	Professional care guidance and educational processes	4

2140 Management and Professional Identity in Health Care Organisations					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
7 + 8	2 semesters	compulsory	every academic year	6	Total: 180, of which class attendance: 60 self-study: 120

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	seminar, practical seminar, e-learning	University	Passing GW: Case study; workload/duration as per POBT Module grade represents 6/180 of final grade

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Outline

This module focuses on the different organisational forms of certain care facilities and sectors. Organisational principles form the basis for practice-focused project and process management in healthcare facilities and intersectoral patient care. Students can locate their professional role both in the interprofessional team and in the context of the healthcare system, and differentiate their future academic duties and areas of responsibility from other qualifications and professions in the health care system.

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Learning outcomes

Students will

- design and evaluate different project management instruments in the context of specific project objectives
- reflect on situation-specific professional and practical problems pertaining to different organisational forms and in the context of projects
- discuss and coordinate institutional interfaces in the context of goal-oriented projects
- reflect on processes and process management in the context of organisational and intersectoral healthcare
- have a broad and integrated knowledge of innovative approaches to healthcare in an intra- and intersectoral context
- reflect on freedom of design and decision-making with regard to their role in care for individuals and in intra- and interdisciplinary dialogue
- review their academic stance on nursing as it relates to the overall framework
- develop professional and relevant solutions to problems and justify these in discussion
- identify specialism- and institution-specific care needs and take independent responsibility for acquiring and developing practical and professional skills

2140 Management and Professional Identity in Health Care Organisations
Content
Organisation - Organisational theory - Organisational forms of care facilities - Organisational development
Project management - Basic principles and instruments of project management - Project delivery in health care facilities
Process management - Basic principles of process management in health care facilities and in an intersectoral context - Patient-related process management
Innovative approaches to care, such as - Community Health Nurse - Primary Health Care Nursing - Care Management
- Role in ward rounds and interprofessional meetings - Intra- and interprofessional work in different settings and care systems - Lifelong learning in the context of professional care - Peer guidance

Module coordinator	Module courses	SWS
Prof. Dr Björn Sellemann	Management in Health Care Organisations	2
	Professional Identity in Health Care Organisations	2

2150 Care for Individuals in Challenging Circumstances					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
8	1 semester	compulsory	every academic year	6	Total: 180, of which class attendance: 60 self-study: 120

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	only in this study programme	seminar, practical seminar, e-learning	University	Passing GW: oral examination; workload/duration as per Module grade represents 6/180 of final grade
Outline In this module, students deepen their reflective thinking and expand their ability to shape the care process for individuals in challenging circumstances in a diversity-sensitive manner. This also includes ensuring that the different needs and values of people requiring care, and those of their family members, are appropriately incorporated into nursing interventions.				
Learning outcomes Students will - have in-depth, theory-based professional and methodological expertise in the assessment and care of individuals in challenging circumstances - deepen their knowledge of appropriate and sensitive approaches to diversity in a nursing and interdisciplinary context - reflect on care needs, limitations and acute and chronic illness, including diversity issues (e.g. age, gender, culture, disability, spirituality, poverty) - be able to recognise the different needs and values of people in need of care and of their family members, taking into account different environments and phases of life, and assess decision-making processes in this context - be familiar with the various legal frameworks and security systems - carry out nursing interventions in a diversity-sensitive manner - justify their decisions on the basis of diversity theory and scientific evidence within the interdisciplinary team				

Content
Diversity - Concept of diversity - Aspects of diversity - Recognising aspects of diversity - Ensuring nursing care is sensitive to diversity - Expressing sexuality (sexual assistance) - Migration and asylum

Module coordinator	Module courses	SWS
Franziska Koch, MEd	Care for Individuals in Challenging Circumstances	4

2160 Bachelor Module					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
8	1 semester	compulsory	every academic year	15	Total: 450, of which class attendance: 30 self-study: 420

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
At least 141 CP from completed modules in the Nursing BSc dual study programme at the Göttingen Health Campus	Therapeutic Sciences/Nursing	seminar, peer learning, self-study, e-learning	University	Passing GW: Bachelor's thesis and colloquium NGW: Accompanying seminar Workload/duration as per POBT (examination regulations special section) Module grade represents 15/180 of final grade
Outline				
In this module, students acquire the ability to deploy scientific methods to independently resolve a defined problem or question relating to nursing or interprofessionalism within a period of 9 weeks. In the accompanying seminar for the Bachelor's thesis, students present their thesis proposal and discuss it with fellow students (peer learning), deepening their scientific method as required.				
Learning outcomes				
Students will - develop their own theoretical and/or practical research question and derive hypotheses - plan the investigation of a research question on the basis of scientific criteria and methods - apply scientific methods and make connections with current research and discussions - reflect critically on their own approach - be able to give and make use of constructive criticism - be able to assess their personal learning and working strategies - be able to structure an effective scientific process lasting several weeks against the background of their personal learning and working strategies - present their research process and scientific findings in a coherent written and oral form within a given time frame				
Content				
- Formal framework for the Bachelor's thesis - Exposé (incl. topic and definition of problem, scientific question, aim of thesis, sources) - Time and project management - Research integrity - Consolidation of qualitative and quantitative research methods - Data protection management - Peer-to-peer feedback - Bachelor's thesis - Colloquium on the Bachelor's thesis , 9 CP are awarded for the Bachelor's thesis, 3 CP for the colloquium and 3 CP for the accompanying seminar. The accompanying seminar is ungraded; attendees are awarded a certificate of attendance.				

Module coordinator	Module courses	SWS
Prof. Dr Juliane Leinweber	Accompanying seminar and Bachelor module	2

3010 Introduction to the Principles of Academic Thinking and Working					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
1	1 semester	compulsory	every academic year	3	Total: 90, of which class attendance: 30 self-study: 60

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	Framework curriculum TW, PFL, SAG, HEB, ORTHO, PFL bb	Lecture Seminar Practical seminar E-learning Peer learning Tutorial (optional) Writing workshop (optional)	University	Passing GW: Excerpt (EXC) Workload/duration as per POBT (examination regulations special section) Module grade represents 3/180 of final grade.

Outline
In this module, students will learn about academic thinking and working as a common basis for the professions involved, to prepare them both for academic work and for reflective practice in the health and social professions. To this end, students will develop an academic research question and learn how to use digital resources (including generative artificial intelligence) to answer it. Interprofessional exchange and the development of social and communication skills will be promoted through study exercises and writing activities as well as peer-to-peer formats. Permanently accessible self-study units provide access to basic materials for academic work as the degree programme progresses.

Learning outcomes
Students will • identify health-related problems and formulate questions on the basis of academic quality criteria • undertake a literature search of relevant sources (library catalogues, databases) and learn how to manage literature • identify publications with regard to academic quality criteria • read and extract excerpts from academic texts • apply rules for the correct citation of sources • analyse current research on a topic and present it in writing • use artificial intelligence (AI) for academic work in accordance with the rules of good practice

3010 Introduction to the Principles of Academic Thinking and Working

Content

- Basics of scientific thinking and working
- Time and work management
- Topic selection and development of scientific questions
- Literature search and management, citation and creating a bibliography
- Reading techniques
- Academic writing
- Artificial intelligence with regard to academic work

Module courses

Module coordinator	Title of course	SWS
Prof. Dr Sven Stadtmüller	Introduction to the Principles of Academic Thinking and Working	2

3020 Introduction to Academic Research Methods					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
2	1 semester	compulsory	every academic year	3	Total: 90, of which class attendance: 60 self-study: 30

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	Framework curriculum TW, PFL, PFL, bb, ...	Lecture Seminar Practical seminar E-learning Peer learning Tutorial (optional) Writing workshop (optional)	University	Passing GW: Research proposal (EXP) Workload/duration as per POBT (examination regulations special section) Module grade represents 3/180 of final grade.

Outline
In this module, students will deepen their academic thinking and working as a common basis for the disciplines in question, to prepare them both for academic work and for reflective practice. They will acquire the qualitative and quantitative research methods relevant to the health professions and learn to select these methods to suit the formulation of their academic problem and to present their practical application within the framework of a research proposal. Interprofessional exchange and the development of social and communication skills are promoted through study exercises and writing activities as well as peer-to-peer formats.

Learning outcomes
Students will • understand and describe the qualitative and quantitative research cycles and apply them to their own work • understand and describe basic qualitative and quantitative research methodology and the advantages and disadvantages of both in the disciplines in question

3020 Introduction to Academic Research Methods
Content
• Qualitative and quantitative research • Basic features of qualitative and quantitative research methods and their advantages and disadvantages • Examples of qualitative and quantitative data collection • Development and discussion of a research project • Consolidation of scientific writing

Module courses		
Module coordinator	Title of course	SWS
Prof. Dr Sven Stadtmüller	Introduction to Academic Research Methods	2

3030 Team and Role					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
3	1 semester	compulsory	every academic year	3	Total: 90, of which class attendance: 30 self-study: 60

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	Framework curriculum TW, PFL, SAG	Lecture Seminar ShadowingSkills lab Peer learning E-learning	University, internal practice	Passing NGW: Written self-reflection (SR) Workload/duration as per POBT (examination regulations special section) Module grade does not count towards final grade

Outline
In this module, students will explore the concepts of role, team, framework and communication as essential bases for successful interprofessional cooperation. Reflecting on their own role and the relevance of teamwork and considering the perspectives of other roles will enable students to develop both professionally and personally.
Learning outcomes
Students will - understand the basics of successful teamwork as well as the social law and health policy framework for teamwork in the health care sector - describe their own areas of responsibility, including their boundaries and those of other team members - reflect on their own professional roles and responsibilities and live up to them - be familiar with various methods for promoting interprofessional exchange and successful collaboration in interprofessional teams, and their objectives and application - contribute their own skills, experience and perspectives to the team in an appropriate and patient-centred manner - adopt an appreciative, respectful and friendly attitude towards other team members and their diversity and values - identify sources of conflict and be familiar with strategies for resolving them

Content
• (Professional) role(s) • Fundamentals and framework of interprofessional teamwork • Social law and health policy framework • (Digital) communication within the team • Ethics and morals within the team • Dealing with conflicts • Shadowing

Module courses		
Module coordinator	Title of course	SWS
Prof. Dr Shiney Franz	Team and Role	2

3040 Professional Leadership					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
4	1 semester	compulsory	every academic year	3	Total: 90, of which class attendance: 30 self-study: 60

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	Framework curriculum TW, PFL, SAG	Lecture Seminar Practical seminar Skills lab Case conference Peer learning E-learning	University, internal practice	Passing GW: Case study (CS) Workload/duration as per POBT (examination regulations special Module grade represents 3/180 of final grade.

Outline
Students in health professions will learn to take on different roles in a team, from team member to leader. Leadership involves consciously dealing with people and making decisions. In contrast to management, human factors play an important role in leadership. Leadership skills are necessary to (i) driving projects forward, (ii) shaping change and (iii) working together. As part of the module, students will work on a case in an interprofessional project group: based on a given/self-selected case, task or problem from the students' interprofessional field, they will work as a team to develop a solution.
Learning outcomes
Students will • be familiar with the basic functions of leadership (coordination, motivation, communication) • understand a variety of theoretical approaches to the concept of leadership • understand the basic principles of personnel management • contribute their own skills, experience and perspectives in a way that is appropriate to the situation and task in order to develop and increase the effectiveness of their team • be able to perceive and value the expertise of others and deploy it in relation to the task and their own development • lead discussions (e.g. team, peer-to-peer) in a targeted and appreciative manner • be open to criticism and reflect on their (leadership) role and behaviour • have the desire to develop professionally and personally • have the desire to support the development of others

3040 Professional Leadership
Content
• Fundamentals of personnel management • Team communication in practice, e.g. in the skills lab • Self-leadership • Case work (small groups) in line with the diagnosis, analysis, target, intervention, evaluation approach

Module courses		
Module coordinator	Title of course	SWS
Prof. Dr Jan Tietmeyer	Professional Leadership	2

3050 Interprofessional Elective Module I					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
5	1 semester	elective	every academic year	3	Total: 90, of which class attendance: 30 self-study: 60

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	Framework curriculum TW, PFL (SAG: professionalisation)	Lecture Seminar Project Case conference E-learning	University (internal practice)	Passing GW: various GW as per POAT (general examination regulations) Workload/duration as per POBT Examination format will be specified by the lecturer in the first session of the course. Module grade represents 3/180 of final grade.

Outline
In Elective Module I, students will deal with cross-sectional topics and expand their professional, social and interprofessional competences, which also play a role outside the clinical care context. The elective module also offers scope for projects that aim to address selected areas in depth and thus focus on a particular area. The module enables students to collaborate on a topic/project in depth and to develop it further together.
Learning outcomes
Students will - be familiar with the development of an academic subject or a professional field of activity - apply a very broad spectrum of methods for dealing with complex problems in an academic subject, other areas of learning or a professional field - describe the academic principles (including theories and methods) and practical application of an academic subject - develop new solutions and assess them, taking into account different standards, including frequently changing requirements - work responsibly in teams of experts, or lead groups responsibly - guide the professional development of others and deal with challenges in the team with foresight - present complex specialist problems and solutions to professional audiences in a reasoned manner and develop these further with the audience - evaluate goals for their own learning and work processes - design learning and work processes independently and sustainably

3050 Interprofessional Elective Module I
Content
Potential subject areas for module courses include: - Communication (e.g. academic communication, practical communication – therapist/patient communication, interprofessional case discussions) - Care (care management, interprofessional approaches to care, structures for interprofessional cooperation, approaches to protection, networking of practices, interprofessional assessments/case conferences) - Business start-ups, business analysis (BWA) - Project work (participation in current research projects, small projects from a range of sub-areas, e.g. communication) (potential integration of collaboration partners) - Certificated courses (quality management, guidance) - Prevention & healthcare - Language certificate'

Module courses		
Module coordinator	Title of course	SWS
Dr Christin Scheidler	Interprofessional Elective Module I	2

3060 Individual Profile Studies (HAWK plus)					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
7	individual	elective	every semester	6	Total: 180, of which class attendance: 60 self-study: 120

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
course-specific	for all HAWK study programmes	Lecture Seminar Practical seminar e-learning Project	University	Passing course-specific GW: various examination formats in the IPS e.g: written examination, oral examination, term paper, presentation, work placement report, project work, case study, written self-reflection, poster Examination format will be specified by the lecturer in the first course session. Module grade represents 6/180 of final grade.

Outline
In order to enable students to enter the world of work and pursue a successful professional career beyond the specialist skills they acquire in the study programme, the university has a central facility called HAWK Plus. The Individual Profile Studies programme (HAWK Plus) is based on the guiding principle of making a comprehensive contribution to the development of students’ skills with regard to their ability to study, their employability and their social skills. The aim is to impart and practice interdisciplinary skills, to supplement the courses offered in the study programmes with interdisciplinary content and to ensure that students have multiple qualifications and develop their profile. The range of courses includes accreditable courses, which students select within the study programmes to a value of 6 ECTS credits. The module consists of two courses of 2 semester hours per week (SWS) each, which must be completed during the course of the degree programme.

Learning outcomes
Course-specific The courses aim to integrate teaching of professional, methodological, social and personal skills and place equal emphasis on academic and practical aspects. In the seven areas of competence, students also acquire interdisciplinary and interprofessional skills through the cross-programme groups.

Content

3060 Individual Profile Studies (HAWK plus)
The Individual Profile Studies programme (HAWK Plus) includes courses from the following competences: (1) Entrepreneurial thinking and action (2) Leadership (3) The digitally changing world (4) Communication and personal skills (5) Social responsibility with volunteering (6) Specific professionalisation (7) Languages

Module coordinator	Module courses	SWS
Prof. Dr Katja Scholz-Bürig	Individual Profile Studies	2
	Individual Profile Studies	2

3070 Technologies in Interprofessional Health Care: Basics					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
7	1 semester	compulsory	every academic year	3	Total: 90, of which class attendance: 30 self-study: 60

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	Framework curriculum TW, PFL, SAG	Lecture Seminar Peer learning e-learning	University	Passing GW: Concept development Workload/duration as per POBT (examination regulations special section) Module grade represents 3/180 of final grade.

Outline
In this module, students will learn the basics of digital technologies in the context of interprofessional healthcare. They will learn to see interprofessional technology-related care as a complex care structure. As part of the module, they will work independently in small groups to design a patient-orientated, technology-based approach to interprofessional care and thus prepare to integrate it into practical care.
Learning outcomes
Students will - be familiar with technology-based care tools (and their potential) in their own and other professions involved in care - develop an understanding of the use of technology-based care options and support tools as appropriate to the target group - be familiar with the legal framework and know which ethical issues need to be taken into account - be familiar with the steps and roles of the relevant developers involved in the creation and distribution of digital applications - be able to assess quality criteria for digital information and care tools, compare them with each other and categorise recommendations in the care process - independently develop a patient-oriented, technology-based approach to interprofessional care

3070 Technologies in Interprofessional Health Care: Basics
Content
- Definition of digital care & eHealth - Basics of digital transformation in health care (electronic patient record (ePa), telematics infrastructure, eHealth Act, etc.) - Potential applications for technologies (e.g. digital tools, technical devices, aids) in treatment and care - Digital ethics (medical ethics, autonomy, shared decision making) - Digitality and communicative interaction in practice - Technology development cycles - Quality criteria for digital applications - Technology impact assessment - Work in small groups to develop an approach to a current care scenario - Seminar-based checklist/questionnaire - Peer review'

Module courses		
Module coordinator	Title of course	SWS
Prof. Dr Björn Sellemann	Technologies in Interprofessional Health Care: Basics	2

3080 Patient-Centred Care in an Interprofessional Setting					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
7	1 semester	compulsory	every academic year	3	Total: 90, of which class attendance: 30 Self-study: 60

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	Framework curriculum TW, PFL (SAG: professionalisation area)	Seminar Project Research-based learning Peer learning e-learning	University	Passing GW: Project work (PW) Workload/duration as per POBT (examination regulations special section) Module grade represents 3/180 of final grade.

Outline
In the Patient-Centred Care in an Interprofessional Setting project, students will plan a targeted thematic unit based on the overarching topic of "The Person at the Focus of Care" and deliver it independently in small groups. With the help of the research-based learning method, students will go through parts of a research process in an interprofessional setting. They will be supported by lecturers, who act as advisors. Reflecting on the research process is also of particular importance.
Learning outcomes
Students will - recognise, understand and analyse the different perspectives of the profession in question on patients/clients - recognise the need to coordinate interprofessional measures in terms of time and structure and be able to formulate approaches for this - identify and discuss differences in the interprofessional perception/meaning of body and body image disorders - identify similarities and differences in approaches to interprofessional patient-centred care and derive action points from this - further develop their (inter)professional identity and recognise that of other professions, by identifying their own and others' expectations of their profession, being able to behave in an autonomous manner and learning to appreciate the expertise of other professions - develop and formulate a research question for an interprofessional care setting using research-based learning - plan and reflect on their own learning and research processes, including research design and methodology - document, interpret and evaluate initial approaches for expanding epistemic knowledge

3080 Patient-Centred Care in an Interprofessional Setting
Content
- Acquisition of overarching theoretical knowledge in relation to the body and specifically in relation to body image disorders (profession- bsaed and interprofessional) - Literature and database search and subsequent study evaluation - Development and delivery of research in small groups on a self-chosen topic relating to body image disorders - Reflection on small group work and project work - Peer-to-peer pro/con discussions

Module courses		
Module coordinator	Title of course	SWS
Prof. Dr Juliane Leinweber	Patient-Centred Care in an Interprofessional Setting	2

3090 Technologies in Interprofessional Health Care: Case-Based Application					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
8	1 semester	compulsory	every academic year	3	Total: 90, of which class attendance: 30 self-study: 60

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	Framework curriculum TW, PFL, Med.Tech	Seminar Simulation Case conference Skills lab Peer learning e-learning	University, internal practice	Passing GW: Poster Workload/duration as per POBT (examination regulations special section) Module grade represents 3/180 of final grade.

Outline
In this module, students will develop case-based, technology-related solutions for an interprofessional care situation and learn to outline user and requirements analysis steps. Technology use is tested and reflected upon in a learning situation involving simulated patients. At the end of the module, students will create an ePoster for a public presentation and discussion of their interprofessional case and results.

Learning outcomes
Students will - analyse care processes with regard to the need for digital support - understand the approaches of other professions to a specific care case and be able to develop digital solutions for interprofessional collaboration and outline user and requirements analysis steps - be able to transfer theoretical knowledge of technology-based interprofessional care to an individual case - recognise the requirements for various alternatives, formulate solutions and approaches and be able to identify possible alternatives - be able to critically reflect on the potential and limitations of digital technologies for the development of quality healthcare and of professional profiles

3090 Technologies in Interprofessional Health Care: Case-Based Application
Content
- Catalogue of requirements (technology in the care context) - Selection and testing of a technology (technical introduction, use under laboratory conditions) - Creation of a care plan using the technology - Use of the technology on simulated patients, including feedback from the patient's perspective - Reflection from professionals and evaluation of the technology and the care plan - Drawing up of action plans for the implementation of new technologies in complex care scenarios - Preparation, public presentation and discussion of case (e.g. ideas expo, round robin, presentation circle, trade fair)'

Module courses		
Module coordinator	Title of course	SWS
Prof. Dr Juliane Leinweber	Technologies in Interprofessional Health Care: Case-Based Application	2

3100 Interprofessional Elective Module II					
Semester	Duration	Type	Frequency	ECTS points	Workload in hours (h)
8	1 semester	elective	every academic year	3	Total: 90, of which class attendance: 30 self-study: 60

Prerequisites for participation	Applicability of module	Teaching and learning methods	Location	Prerequisites for ECTS credits
none	Framework curriculum TW, PFL (SAG: Area of Professional Specialisation)	various, e.g. Lecture Seminar Project e-learning	University (internal practice)	Passing GW: various GW as per POAT (general examination regulations) Workload/duration as per POBT (examination regulations special) Examination format will be specified by the lecturer in the first session of the course. Module grade represents 3/180 of final grade.

Outline
In Elective Module II, students will deal with cross-sectoral topics and expand their specialist and social interprofessional competences, which also play a role outside the clinical care context. The elective module also offers scope for projects that aim to address selected areas in depth and thus focus on a particular area. The module enables students to collaborate on a topic/project in depth and to develop it further together.
Learning outcomes
Students will - be familiar with the development of an academic subject or a professional field of activity - apply a very broad spectrum of methods for dealing with complex problems in an academic subject, other areas of learning or a professional field - describe the academic principles (including theories and methods) and practical application of an academic subject - develop new solutions and assess them, taking into account different standards, including frequently changing requirements - work responsibly in teams of experts, or lead groups responsibly - guide the professional development of others and deal with challenges in the team with foresight - present complex specialist problems and solutions to professional audiences in a reasoned manner and develop these further with the audience - evaluate goals for their own learning and work processes - design learning and work processes independently and sustainably

3100 Interprofessional Elective Module II
Content
Potential subject areas for module courses include: - Communication (e.g. academic, practical – therapist/patient communication, interprofessional /case conferences) - Care (care management, interprofessional care concepts, structures for interprofessional cooperation, protection concept, networking of practices, interprofessional assessments/case conferences) - Business start-ups, business analysis (BWA) - Project work (participation in current research projects, small projects from a range of sub-areas, e.g. communication) (potential integration of collaboration partners) - Certificate courses (quality management, guidance) - Prevention & healthcare - Language certificate'

Module courses		
Module coordinator	Title of course	SWS
Dr Christin Scheidler	Interprofessional Elective Module II	2