

# **Module Handbook**

## **Nursing, B.Sc.**

Faculty of Applied Health Sciences

Examination regulations 01.10.2020

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- **1.1 Science and Research ..... 4**
- **1.2 Health Diagnostics and Organisation ..... 9**
- **1.3 Health Promotion, Activity and Rest, Nutrition, Excretion .....16**
- **1.6 WP1 Basics of Business Administration ..... 25**
- **1.7 WP2 Educational Psychology ..... 27**
- **2.1 Systemic Healthcare Communication and Management Skills ..... 29**
- **2.2 Basics of Evidence-based Action ..... 35**
- **2.3 Perception & Cognition, Self-concept, Growth, Development & Well-being ..... 41**
- **2.4 Basics of Education ..... 50**
- **2.6 WP3 Legal Basics ..... 54**
- **3.1 Professional Identity and Policies/Basic Module on Medical Delegation ..... 56**
- **3.2 QM, Care and Case Management and Long-Term Care According to the German Social Code (SGB)..... 63**
- **3.3 Coping & Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1..... 70**
- **3.4 Educations Concepts and Methods ..... 81**
- **3.6 WP 4 Personnel Planning ..... 85**
- **4.1 Ethical Decisions..... 87**
- **4.2 Cooperation ..... 91**
- **4.3 Sexuality, Spirituality & Congruence, Disease Theory 2..... 95**
- **4.4 Healthcare Communication and Information ..... 102**
- **4.5 WP5 Value-based Management ..... 107**
- **4.6 WP6 Basics of Project Work..... 110**
- **5.3 Special Pathology and Crises ..... 112**
- **5.4 WP7 Teaching and Learning Processes in Nursing ..... 120**
- **5.5 WP8 Advanced Project Work ..... 123**
- **5.6 WP9 Delegation of Healing Tasks - Module 1 ..... 126**
- **6.2 Practical Exercise Development ..... 127**

- **6.3 Innovations in Nursing Care ..... 135**
- **6.4 Psychological and Social Aspects of Health..... 141**
- **6.5 WP10 Personnel Development ..... 145**
- **6.6 WP11 Assessment and Evaluation ..... 147**
- **7.1 Utilities Research and New Technologies ..... 149**
- **7.3 Complex Intervention ..... 156**
- **7.4 Health and Social Justice ..... 164**
- **8.3 Bachelor’s Thesis ..... 170**
- **8.4 Practical Exercise Development Project..... 172**
- **8.5 WP12 Delegation of Healing Tasks - Module 2 ..... 174**
- **8.6 WP13 Medical Examination..... 175**
- **Practical Exercises 1..... 176**
- **Practical Exercises 2..... 179**
- **Practical Exercises 3..... 182**
- **Practical Exercises 4..... 185**
- **Practical Exercises 5..... 189**
- **Practical Exercises 6..... 193**
- **Practical Exercises 7..... 197**
- **Practical Exercises 8..... 201**

## 1.1 SCIENCE AND RESEARCH

Module no.	1.1
Module coordinator	Prof. Dr. Doris Eberhardt
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: V.1 and Annex 2: V.1
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 04 to CE 11
Course number and name	Science and research
Lecturers	Prof. Dr. Doris Eberhardt Prof. Dr. Karsten Gensheimer
Semester	1
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	5
ECTS	8
Workload	Contact hours: 75 hours Self-study: 165 hours Total: 240 hours
Type of Examination	PStA
Weight of the grade	8/240
Language of instruction	German

### Module objectives

This module provides the basis for reflecting on and justifying one's own actions on the basis of scientific findings. Students acquire an understanding of nursing as a scientific discipline and begin to develop a professional attitude and identity. To this end, they are introduced to scientific thinking and working and to the significance of research results, theories and models. Students deal with epistemological basics and scientific-theoretical positions and relate these to research logics and methods. The phases of the research process and basic research methods are internalised to such an extent that students are able to read and understand research reports.

#### Professional skills

Students...

- o understand how a problem or question is dealt with using scientific methods.

differentiate between different forms of knowledge and explain their significance for problem solving in nursing practice.

- o define the criteria for scientific attitude.
- o know reading techniques for the effective processing of texts.
- o describe the structure of an academic paper.
- o know the requirements of academic writing style.
- o explain the interplay of empiricism, theory and practice when generating new findings.
- o recognise areas of application and characteristics of concepts, models and theories.
- o develop a basic understanding of scientific-theoretical positions and relate these to specific research designs and methods.
- o understand the difference between qualitative and quantitative research logic and recognise their respective characteristics and areas of application.
- o explain the context of discovery, justification and utilisation of research.
- o describe the phases of the research process and relate these to the structure of a research paper.
- o acquire basic knowledge about the content and function of research designs.
- o describe basic methods of sampling, data collection and data analysis.
- o describe ethical principles for research that involves human subjects.

### **Methods expertise**

Students...

- o analyse different types of technical texts based on criteria and classify them based on their form of knowledge, scientific foundation and appropriate use in the preparation of academic papers (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 V Sentence 1).
- o read and understand academic texts including research reports.
- o are proficient in using the most important research sources and techniques and are able to obtain literature.
- o create an exposé for an academic paper.
- o deepen aspects of academic writing with the help of specific writing exercises.

- o analyse and absorb academic texts based on criteria.
- o independently create an exposé for solving a question using scientific methods.
- o can categorise studies in terms of scientific theory and research logic.

### **Personal skills**

Students...

- o recognise the importance of science and research in the development of the nursing profession and nursing practice.
- o recognise the difference between scientific and everyday problem solving and are prepared to systematically apply theories and methods of nursing science to tackle problems in nursing practice.
- o critically analyse the relationship between empiricism, theory and practice and derive consequences for knowledge development.
- o develop a professional attitude to the so-called gap between theory and practice and can represent this to the outside world.
- o recognise the requirements of nursing as a scientific discipline.
- o understand that a scientific way of reasoning and thinking is crucial for development processes.
- o become aware of the contribution of academically trained caregivers to the scientific justification of nursing activities.
- o recognise the need for ethics in research and are prepared to adhere to ethical principles in their own research activities.

## **Applicability in this degree programme**

2.2 Basics of Evidence-based Action

8.3 Bachelor's Thesis

## **Applicability in this and other degree programmes**

Modules B.Sc. Nursing

- o Bachelor's Thesis
- o Basics of Evidence-based Action

B.A. Nursing Pedagogy

## **Admission requirements and/or recommended prerequisites**

None

### **Content**

#### **1 Principles of scientific theory**

- 1.1 Forms of knowledge, differences between scientific and everyday problem solving
- 1.2 Epistemological positions
- 1.3 Criteria for scientific attitude
- 1.4 Relationship between empiricism, theory and practice

#### **2 Nursing as a scientific discipline**

- 2.1 Subject and tasks of nursing science
- 2.2 Historical development, status quo and challenges in nursing science
- 2.3 Positions of the disciplinary debate on nursing science

#### **3 Techniques of academic work**

- 3.1 Different forms and publication types of academic papers
- 3.2 Critical analysis and categorisation of text types
- 3.2 Reading and editing academic texts
- 3.3 Literature research
- 3.4 Creation of academic work
- 3.5 Academic writing

#### **4 Basics of research**

- 4.1 Quantitative and qualitative research logic
- 4.2 Phases of the research process
- 4.3 Basic research designs

- 4.4 Basic methods of sampling, data collection and data analysis
- 4.5 Structure of research reports
- 4.6 General quality criteria of research and principles of research ethics

## **Teaching and learning methods**

Lecture, class discussion, discussions, transfer and exercise tasks, text work

## **Remarks**

### **Suggestions for work-oriented learning (simulation and skills training):**

- o none
- 

### **Suggestions for work-linked learning (practical assignment/case study):**

- o Analyse and reflection on the sources of knowledge used in nursing practice and their strengths and weaknesses

## **Recommended reading**

To be provided at the start of the semester



## 1.2 HEALTH DIAGNOSTICS AND ORGANISATION

Module no.	1.2
Module coordinator	Prof. Dr. Christian Rester
Competences: PflAPrV & framework curriculum Expert commission according to Section 53 PflBG	Annex 5: I.1,2; III.3 and Annex 2: I.1
Framework curriculum according to Section 53 PflBG	CE 01, 02, 03
Course number and name	Health Diagnostics and Organisation
Lecturers	Marc Dittrich Ramona Ertl Tanja Jänicke-Stöger Oliver Quer Prof. Dr. Christian Rester Prof. Dr. Thomas Spittler
Semester	1
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Contact hours: 60 hours Self-study: 90 hours Total: 150 hours
Type of Examination	written examination
Weight of the grade	5/240
Language of instruction	German

### Module objectives

#### Overall objectives of the module

Students acquire skills in the basics of theory, diagnostics and organisation of nursing. They acquire knowledge of the historical development and current significance of these aspects. They apply selected theoretical aspects to nursing phenomena and structure nursing phenomena in process steps based on models. They learn the basics of

classification systems (in particular NANDA-I), their order-building principles as well as the current state of development and their importance in care. They learn the basics of organisational types and forms and are familiar with types of facilities and forms of care provision. They learn the basics of practical nursing models as well as the basics of various and selected nursing documentation systems. Students acquire the competence to structure nursing processes within the framework of a classification system and can design, document and communicate nursing in the essential elements of the nursing process. They are able to establish references to theories when handling nursing phenomena. They master selected analogue and digital nursing documentation systems and the basics of assessment procedures. Students reflect on the special significance of taxonomy in the development of professionalism and can critically analyse the opportunities and limitations of health diagnostics.

### **Professional skills**

Students...

- o know the historical development of theories and research, classification systems and organisational forms of nursing.
- o understand the theoretical foundations and the basic functioning of nursing classification, in particular NANDA-I, can establish references to other classification systems such as ICF, ICD and DSM as well as to other health diagnosis classification systems and understand the structure of classification systems.
- o can describe the basics of research and science-based assessment procedures and can give examples of the importance of assessments for diagnosis.
- o describe organisational forms and types of nursing and the characteristics of facility-dependent organisational forms of nursing, and align nursing processes to different health care settings (outpatient care, inpatient care for the elderly and hospitals).
- o can conceptually design care processes for people in need of care at all ages and in all settings based on nursing practice models such as person-centred care, relation-based care, empathy, needs models, intercultural and family-based care.
- o understand the basics of the methods for negotiating shared care goals between the person in need of care and their family and professional care, i.e., approaches to shared decision making and diagnostic dialogue.
- o understand the importance of taxonomies in the communication with different addressees such as stakeholders and shareholders.
- o are familiar with different nursing documentation systems, and, in particular, are aware of the difference between analogue and digital nursing documentation systems.

### **Methods expertise**

Students...

- o are proficient in establishing theoretical references to nursing phenomena.
- o are familiar with the basics of nursing classification systems, in particular the NANDA-I diagnosis schemes.
- o are proficient in basic assessment procedures and can establish basic case references.
- o are proficient in the basics of shared decision making and diagnostic dialogue and can establish basic case references.
- o master the basics of communication and are proficient in basic interprofessional and interprofessional communication channels.
- o are aware of the fundamental importance of integrating family caregivers, especially on a communicative level.
- o master the most important elements of analogue and digital documentation systems and know basic technologies for designing nursing processes.
- o master the most important basic schemes of algorithms in critical situations.
- o can categorise basic clinical phenomena in models of the nursing process and of the health diagnosis classification.
- o scientifically analyse the current care structures for nursing and health and the management of care processes (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 3)

### **Personal skills**

Students...

- o are flexible and open to the integration of new techniques and research findings for shaping care.
- o are able to criticise the opportunities and limitations of the nursing theories of health diagnostics.
- o recognise the particular importance of regulatory processes.
- o are able to criticise the limits of controlled and planned care.

## **Applicability in this degree programme**

3.2 QM, Care and Case Management and Long-term Care According to the German Social Code (SGB)

4.2 Cooperation

6.2 Practical Exercise Development

## **Applicability in this and other degree programmes**

Applicability in this degree programme: QM, Care and Case Management and Long-term Care According to the SGB XI, Cooperation, Practical Exercise Development

Application in other degree programmes: Management in Health, Social and Rescue Services, Physiotherapy Dual ;majoring in Kinesiology

## **Admission requirements and/or recommended prerequisites**

None

## **Content**

1. Developments in the nursing process, nursing classification and health diagnostics
2. Diagnosis schemes and their practical significance
3. Places of care, institutions, organisations and players

## **Teaching and learning methods**

Seminar, seminar-based lesson, exercises

## **Remarks**

### **Suggestions for work-oriented learning (simulation and skills training):**

In simulation learning, students should learn to recognise standard procedures for nursing processes in relation to the characteristics of the facility as well as standard processes such as medical history discussion, measurement of vital parameters etc. and document them in a simple form and be able to establish references to health diagnostics. Nursing situations generate data and students are able to use and observe or measure this data. Students should learn to differentiate between the quality of data received from different sources and document it in a simple form.

*Age group:* the simulation described above should take place in the case of children and young people

*Setting:* paediatric ward

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**Suggestions for work-linked learning (practical assignment/case study):**

Using simple cases as examples, students acquire knowledge in a simple form about *all* organisational mechanisms in their institutions that are directly relevant for the design of nursing processes. This means: Students work through the documents, processes and communications relevant for designing care in a simple form. Since care provision can never be designed without an organisational framework, students also work on the type of care provided by their institution, key characteristics such as the organisation responsible, size, number of organisational units, number of cases in a time unit, associated organisational characteristics as well as basic processes and standard procedures and interdependencies with other institutions. Students work with the nursing system used in the institution based on data found in practice (primary nursing).

- o Students work on three to five different simple cases in simple form with all the necessary documents for the cases and work on basic questions such as:
  - o Which organisational units create the documents
  - o What role do the documents play in the treatment process?
  - o Who maintains the documents and who uses the information and in what context
  - o This includes both analogue and digital documents
- o Students analyse the documents for two cases as examples and
  - o allocate documents and elements of the documents to the process steps of treatment (assessment, diagnosis, intervention, evaluation); and deal with further questions such as: which document belongs to which step and which parts of the documentation belong to which steps (anamnesis, focus - assessment, goal setting, data compaction, counselling services, board meetings and visits, diagnosis, intervention and evaluation).
- o Students work through very basic standard procedures that are highly relevant to nursing in a simple form without reference to specific cases, such as
  - o Hygienic behaviour, 'bed-making' and nursing rounds (so-called rounds), providing tablets and measuring the vitals of a person in need of care (RR, HF, AF, KG, scans, etc.)
  - o Communication structures (handover, documentation, ward rounds, counselling services, communication with the most important internal services (administration, internal and external diagnostics, visiting times, visiting services, etc.)

- o Simple nursing activities, moving people in need of care, supporting people in need of care, recognising their wishes and special needs and other basic nursing activities (storage of nursing utensils, medication, medical materials and equipment, etc.)
- o Students learn standard procedures
  - o the daily routine of the practice facility in which practice is carried out.
  - o shift times and shift assignments, ward allocations and qualification references of activities.
- o Students acquire knowledge in a simple form about knowledge management within the facility.
- o They acquire knowledge in simple form about the standards, guidelines and expert standards used by the nursing staff in the facility where they are employed.

## Recommended reading

**Bossle M, Rzychon H** (2009): Fallbuch erwachsener Mensch. Munich: Urban Fischer

**Carpenito LH** (2014): Das Pflegediagnosenlehrbuch. Bern: Huber

**Doenges ME, Moorhouse MF, Murr AC** (2013): Pflegediagnosen und Pflegemaßnahmen. Bern: Huber

**Freund K** (publisher) (2010): Fallbuch alter Mensch. Munich: Urban und Fischer

**Gordon M** (2013): Handbuch Pflegediagnosen. Bern: Huber

**Gupta A** (2012): Assessmentinstrumente für ältere Menschen. Bern: Huber

**Kessler-Bertha G** (2003): Rauf und runter – das Erleben von Frauen mit der rheumatischen Krankheit Fibromyalgie. Pflege (16) 184-191

**Lunney M** (2007): Arbeitsbuch Pflegediagnostik. Bern: Huber

**Schrems B** (2008): Verstehende Pflegediagnostik. Vienna: Facultas

**Schrems B** (2016): Fallarbeit in der Pflege. Vienna: Facultas

**Reuschenbach B, Mahler C** (publishers) (2011): Pflegebezogene Assessmentinstrumente. Bern: Huber

**Hülsken-Giesler M, Kreutzer S, Dütthorn N** (publishers) (2016): Rekonstruktive Fallarbeit in der Pflege. Osnabrück: V&R

**Wächter C** (publisher) (2010): Fallbuch Kind. Munich: Urban und Fischer

**Herdmann TH, Kamitsuru S** (2016): Pflegediagnosen. Kassel: Recom

**McCloskey-Dochtermann J, Bulechek GM** (publishers) (2015):  
Pflegeinterventionsklassifikation. Bern: Huber

**Johnson M, Maas ML, Moorhead S** (2013): Pflegeergebnisklassifikation. Bern:  
Huber

## 1.3 HEALTH PROMOTION, ACTIVITY AND REST, NUTRITION, EXCRETION

Module no.	1.3
Module coordinator	Prof. Dr. Christian Rester
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: I.1-7; III.2; II.1-2; Annex 2: I.1; II.2
Framework curriculum according to Section 53 PflBG	CE 02, 04
Course number and name	Health Promotion, Activity/Rest, Nutrition, Excretion Anatomy and Physiology 1
Lecturers	Tanja Jänicke-Stöger Claudia Niemann Dr. Michael Quintel Prof. Dr. Christian Rester Anna Schindler Verena Winter
Semester	1
Duration of the module	1 semester
Module frequency	Annual
Course type	FWP, compulsory course
Level	Undergraduate
Semester periods per week (SWS)	12
ECTS	12
Workload	Contact hours: 180 hours Self-study: 120 hours Total: 300 hours
Type of Examination	written examination
Weight of the grade	10/240
Language of instruction	German

### Module objectives

#### Overall objectives of the module

Students acquire a broad basis in the skill area of nursing domains to understand healthy life as the starting point of their studies in nursing. They gain an insight into the struggle between the disciplines for interpretive authority on the question



of health. To this end, they acquire current, highly sustainable approaches, theories and fundamental empirical findings to describe human life as a healthy life. Students acquire the skills to apply these essential principles to the objectives of nursing. They see nursing something that can be needed by people of all ages and in all situations, with the aim of promoting and restoring health, preventing illness, alleviating suffering and enabling people to die with dignity. This applies in particular to the main phenomena of physical inactivity and obesity as well as the promotion of health literacy among people in need of care.

The module enables students, on the basis of findings in nursing, health and relational sciences, to recognise clinically relevant phenomena relating to health diagnoses, health awareness, in particular to health literacy and health management, health-related behaviour and health awareness of people in care and orientate nursing actions accordingly. Students have a basic understanding of the characteristics of health promotion diagnoses and health-related challenges. The module enables students to recognise clinically relevant phenomena relating to health diagnoses for activity and rest on the basis of findings in nursing, health and relational sciences. Students master basic clinical phenomena relating to the diagnosis of cardiovascular and pulmonary reactions, sleep and activity as well as self-care based on the basics of the physiology and anatomy of the organ systems and the musculoskeletal system. Students master the basics of promoting health literacy and activity-related health literacy. The module enables students to recognise, on the basis of findings in nursing and relational sciences, health diagnoses for nutrition and excretion, in particular for food intake, metabolism and hydration as well as excretory functions in human care. Students master the basics of promoting nutrition and excretion related health literacy. They see the promotion of autonomy and independence of people in need of care as the basis for this.

### **Health diagnostics 1**

Students acquire competences in the scientific methods of health diagnostics. They are familiar with the differences between basic process steps in determining the need for care. They assign clinical data to these process steps. Students recognise and distinguish between the importance of their own abilities of observation, perception, thinking, feeling and willing in the clinical assessment of people in need of care. They transcribe simple clinical situations into a text. They code descriptive texts and can justify their perception of clinical relevance. Students become familiar with specific assessment tools for determining physical, social and mental functions in the care of people in the domains of health promotion, activity and rest, nutrition and excretion.

### **Professional skills**

Students...

- o can describe a coherent picture of health, taking into account basic bio-psychosocial factors, and can relate this understanding to the internationally recognised goals of nursing.

- o compare different scientific approaches to health and can fundamentally define health promotion and disease prevention and expound the problems in health promotion and disease prevention in the context of selected health risk factors.
- o describe the physiological principles of the organ systems as well as the anatomical principles of the musculoskeletal system, particularly with regard to the processes of sleep and rest, cardiovascular reactions, activity, energy and self-care as well as ingestion, digestion, metabolism and hydration that are important for nursing and the functions of the integumentary system.
- o describe the biophysical and biochemical principles of humans.
- o understand basic elements of the phenomena of physical inactivity and obesity.

### **Methods expertise**

Students...

- o recognise forms of expression of potentials for health promotion in their case work and can use specific focus assessment questions to diagnose potentials for health promotion in children and/or their parents, adolescents and adults and older people.
- o recognise the basic forms of expression of potential risks and health hazards relating to activity and rest as well as nutrition and excretion in their case work.
- o recognise the most important clinical forms of expressions of activity and nutrition related health literacy.
- o recognise the most important clinical forms of expressions of health diagnoses for activity and rest, nutrition and excretion.
- o are proficient in the most important clinical assessments of activity and rest, nutrition and excretion as well as the basics of identifying vital critical situations.
- o plan, organise, design, manage and implement nursing processes for complex and highly complex care needs, for specific client groups in nursing situations with specific health problems and in highly stressful and critical life situations based on scientific theories, models and research results (state written examination according to PflAPrV: Section 35 Para. 2 Clause 1; Annex 5 I. Sentence 1 to Sentence 7)
- o use nursing and relational science methods and research results to promote development and autonomy in the lifespan of patients and support people of all age groups in managing their lives (state written examination according to PflAPrV: Section 35 Para. 2 Clause 2; Annex 5 I. Sentence 1 to Sentence 7)
- o justify instructions and measures for diagnostics, therapy or rehabilitation on the basis of in-depth research-based knowledge (state written examination according to PflAPrV: Section 35 Para. 2 Clause 6; Annex 5 I. Sentence 1 to Sentence 7)

- o develop care goals together with the person in need of care on the basis of clinical findings, taking external evidence into account.
- o can conceptualise the principles of health-promoting interventions and can develop science-based interventions for health management and health awareness for selected risk factors, particularly those related to activity and nutrition, together with children and/or their parents, adolescents, adults and older people.
- o understand that, when developing interventions, joint negotiation with the person in need of care, taking into account both external and internal evidence, is the basis of nursing action for promoting everyday competence.
- o are able to take the first steps to coordinate care in health care settings (hospital, outpatient care and acute inpatient care).
- o are proficient in the basics of preparing case-based evaluation criteria and can derive these from health diagnostic principles and develop them in relation to specific cases.
- o independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, taking into account in-depth research-based knowledge (state oral examination according to PfiAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 2)

### **Personal skills**

Students...

- o recognise the importance of their own self, in particular the importance of their perceptive faculty, in the process of making a health diagnosis.
- o identify knowledge deficits and, where needed, independently acquire new information about the knowledge areas of nursing and health promotion and on the anatomical-physiological basics of nursing areas such as activity and rest, nutrition and excretion as well as health management and health awareness.
- o reflect on their limitations when it comes to designing training, counselling, instruction and information services and reflect on the importance of interprofessional collaboration.

### **Applicability in this degree programme**

2.3 Perception & Cognition, Self-concept, Growth, Development & Well-being

3.3 Coping & Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1

4.3 Sexuality, Spirituality & Congruence, Disease Theory 2

5.3 Special Pathology and Crises

6.3 Innovation in Nursing Care

7.3 Complex Intervention

8.3 Bachelor's Thesis

## **Applicability in this and other degree programmes**

In this programme:

- o Perception, Cognition, Self-concept, Well-being, Growth and Development;
- o Coping and Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1,
  - o Sexuality, Spirituality & Congruence, Disease Theory 2
  - o Practical Exercises 1

In other programmes: Management in Health, Social and Rescue Services, Physiotherapy Dual Majoring in Kinesiology

## **Admission requirements and/or recommended prerequisites**

None

## **Content**

1. Introduction to the nursing process
2. Health diagnostics method (1)
  - 2.1. Basics of perception
  - 2.2. Basics of observation
  - 2.3. Basics of memory
  - 2.4. Transcription and coding methods for health diagnostics
  - 2.5. Assessments and their quality criteria
3. Health promotion diagnoses
  - 3.1. Health awareness
  - 3.2. Health literacy

- 3.3. Health management
- 4. Health diagnoses for activity and rest
  - 4.1. Sleep
  - 4.2. Activity
  - 4.3. Energy balance
  - 4.4. Cardiovascular and pulmonary reactions
  - 4.5. Self-care
- 5. Health diagnoses for nutrition
  - 5.1. Food intake
  - 5.2. Digestion
  - 5.3. Metabolism
  - 5.4. Hydration
- 6. Biophysics and biochemistry
- 7. Anatomy of the musculoskeletal system
- 8. Anatomy and physiology of the organ systems
  - 8.1. Cardiovascular system
  - 8.2. Breathing
  - 8.3. Digestion
  - 8.4. Secretory system
- 9. Pharmacy 1

## Teaching and learning methods

Lecture, seminar, exercises, skills and scenario training

## Remarks

### Suggestions for work-oriented learning (simulation and skills training):

In simulation learning, students should be able to develop competence in handling standard values on the basis of all the health diagnoses and clinical phenomena

covered in the first semester. This includes mastery over standard values for all basic vital parameters, organ and function related values as well as standard values for activity, frequency and intensity, food intake and energy expenditure and amount and quality of sleep.

Simulation learning should also use various clinical findings such as laboratory values, functional measurements, x-rays, etc. as examples for this. It should provide narratives for learning units that allow students to apply knowledge in concrete situations.

If patients express a desire for more information on their own initiative, then this is the ideal scenario of a first indication of a clinical expression of a health promotion diagnosis. However, this happens very rarely. The aim of simulation learning is to enable students to identify indications of health promotion diagnoses even with less obvious clinical parameters. This includes statements such as: "I didn't quite understand that" or "What exactly does this mean for me"? Students should also be able to recognise different forms of such indications that can also be handled, e.g., physical or non-verbal forms of expression or the ability to differentiate between motivational and volitional barriers. "That doesn't apply to me" and "It's completely different for me" can be indications, as can a negative attitude. Non-activity towards an action can be taken as a lack of motivation. In children and adolescents and other special groups, the boundary to health promotion diagnosis is more difficult to detect clinically. In this semester, students should be taught scenarios particularly on the topics of activity and nutrition as particularly important features of health literacy.

#### *Scenario 1:*

**Age group:** the simulation described above should take place in the case of children and young people. In particular, the basic skills related to the topics of activity, nutrition and health literacy should be taught.

**Setting:** the simulated working environment should be a paediatric ward. It is suited for acute care.

**Sample scenario 1:** A 12-year-old boy is treated in a normal ward after an appendectomy. He is mobilised on the 1st postoperative day. He has slight pain, slightly increased temperature and, with a body-mass index of more than 30, is overweight. He has an indwelling peripheral venous cannula and a wound dressing. The nurse talks to the patient about the particular importance of (post-operative) movement. She takes into account the current situation and includes the life situation of the person in need of care. The nurse assesses the history of the boy's account of frequency of activity and starts a conversation about health-promoting behaviour and health literacy. The nurse assesses the wound situation and changes the dressing.

#### *Scenario 2:*

**Age group:** the stimulation described above should take place with older people in an outpatient care situation. In particular, the basic skills related to the topics of activity, nutrition and health literacy should be taught.

**Setting:** the simulated working environment should be a domestic situation. It is suited for both older people who live alone and older people who are cared for by their families.

**Sample scenario 2:** A 76-year-old woman is receiving outpatient care for a cardiovascular disease. She has shortness of breath on exertion, has leg oedema, is occasionally exhausted and suffers from a feeling of powerlessness. The nurse assesses the biographical data obtained from the patient's medical history, conducts physical examinations and initiates a conversation to identify an achievable care goal, discussing the particular importance of simple movement exercises and reinforcing health-promoting behaviour.

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**Suggestions for work-linked learning (practical assignment/case study):**

The time available to complete the work assignment can be found in Annex 1 of the currently valid study and examination regulation.

- o In practice, students learn the procedure for taking the medical history of people in need of care, recording vital and other parameters and handling deviations from standard values of basic vital parameters and other physio-psycho-social factors in people, particularly in relation to the health diagnoses covered in this module:
  - o Which parameters are collected?
  - o How often are these parameters collected?
  - o Which standard values and deviations could be observed?
- o In consultation with the practice teachers assigned to them, students choose a very small number of people in need of care (2-3) with whom they talk about their care needs in an unstructured, everyday conversation.
- o Together, the students write down the summary of the resulting data for one (1) case and analyse this case using the health diagnoses taught in the course up to that point.
- o Students discuss their perceptions of the need for care with the person in need of care and with the practice teachers assigned to them.
- o Each student prepares a suspected diagnosis particularly for the health diagnoses in the areas of health promotion, activity, rest, nutrition and excretion. For this, they try to identify suitable people in need of care together with the practice teachers. They learn the standard procedures used for this in the practice facility.
- o Each diagnosis to be handled is updated and dealt with in the corresponding courses and released for practical assignments.

## **Recommended reading**

Bastable SB (2014): Nurse as Educator. Burlington: Jones and Bartlett Learning

Hurrelmann K, Richter M, Klotz T, Stock S (publishers) (2018): Referenzwerk Prävention und Gesundheitsförderung. Grundlagen, Konzepte und Umsetzungsstrategien. Bern: Hogrefe

Linsley P, Kane R, Owen S (publishers) (2011): Nursing for Public Health: Promotion, Principles, and Practice. New York: Oxford

Parnell TA (2014): Health Literacy in Nursing: Providing Person Centered Care. New York: Springer

Piper S (2009): Health Promotion for Nurses. New York. Routledge

Raingruber B (2014): Contemporary Health Promotion in Nursing Practice. Burlington: Jones and Bartlett Learning

Wills J (publisher) (2014): Fundamentals of Health Promotion for Nurses. Chichester, West Sussex: Wiley



## 1.6 WP1 BASICS OF BUSINESS ADMINISTRATION

Module no.	1.6 WP1
Module coordinator	Prof. Dr. Thomas Geiß
Course number and name	WP-1 Basics of Business Administration
Lecturers	Prof. Dr. Thomas Geiß
Semester	1
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	3
ECTS	5
Workload	Contact hours: 45 hours Self-study: 105 hours Virtual learning: 150 hours Total: 300 hours
Weight of the grade	
Language of instruction	German

### Module objectives

#### Professional skills

Students

- o name the business administration tasks in their organisation.
- o describe their role in the context of business administration.
- o define their responsibility for budget planning.

#### Methods expertise

Students

- o plan budgets and investments with the help of specified tools.
- o assess the use and impact of their actions.

## **Admission requirements and/or recommended prerequisites**

None

### **Content**

- o Legal forms
- o Negotiations for hospital and nursing charges and budget
- o Basic operational functions (procurement, materials management, organisation, personnel)
- o Special features of the production of services (service provision and process, importance of effectiveness and outcomes in healthcare)
- o Budgets and their importance
- o Controlling (importance and tasks)
- o Creating a nursing reporting system (nursing performance figures)
- o Cost unit accounting
- o Introduction to the balance sheet
- o Basics of personnel cost accounting and personnel budget
- o Basics of financial management (profitability, liquidity and financial planning)
- o Economic management
- o Health-economic functions
- o Cost factors in healthcare
- o Healthcare services (market and competition)
- o Forms of remuneration in the healthcare system (including hospital financing)

## 1.7 WP2 EDUCATIONAL PSYCHOLOGY

Module no.	1.7 WP2
Module coordinator	Prof. Dr. Michael Bossle
Course number and name	Educational Psychology
Lecturers	Prof. Dr. Michael Bossle
Semester	1
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	
Semester periods per week (SWS)	0
ECTS	5
Workload	Contact hours: 0 hours Total: 0 hours
Weight of the grade	
Language of instruction	German

### Module objectives

#### Professional skills

Students

#### Methods expertise

Students

- o recognise the findings of learning theory as a guiding principle in teaching and learning processes.

#### Personal skills Students

- o and their trainees are motivated to learn and perform, and develop the ability for self-reflection.
- o promote independent and cooperative learning among trainees.
- o support the personal development of trainees.

## **Admission requirements and/or recommended prerequisites**

None

### **Content**

- o Self-organised/self-directed learning
  - o Types of learning
  - o Learning strategies
  - o Learning biography
- o Experience-based learning (guidance for reflection)
- o Learning theories (behaviourism, cognitivism, constructivism)
- o Learning guidance/learning coaching
- o Teaching professional competence
- o Self-management and time management
- o Importance of lifelong learning

## 2.1 SYSTEMIC HEALTHCARE COMMUNICATION AND MANAGEMENT SKILLS

Module no.	2.1
Module coordinator	Prof. Dr. Thomas Boggatz
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: III.1, 3; V.2; IV.1 and Annex 2: II.1; IV.2
Framework curriculum according to Section 53 PflBG	CE 01, 03, 05
Course number and name	Systemic Healthcare Communication
Lecturers	Prof. Dr. Thomas Boggatz Prof. Dr. NN NN AGW
Semester	2
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	7
ECTS	5
Workload	Contact hours: 105 hours Self-study: 45 hours Total: 150 hours
Type of Examination	PStA
Weight of the grade	5/240
Language of instruction	German

### Module objectives

#### Module objectives

Students gain a basic understanding of system-theoretical interrelationships, particularly the bio-psycho-social model of the WHO, which is central to healthcare.

On the basis of this theory, students recognise the need for interdisciplinarity and being interprofessional, but above all the importance of targeted communication and interaction.

Students have knowledge of the development, structure and functions of the health and social services in Germany.

They gain an insight into the perspectives and communication focuses of different service sectors and the possibilities of targeted integration into an overall system.

Students learn practical ways to improve communication, modern forms of organisation for interdisciplinarity and problems at the interfaces of communication and/or cooperation.

### **Professional skills**

Students...

- o know the basics of systems theory, in particular the scientific background of the bio-psycho-social mission statement of the WHO
- o are familiar with the relevant stakeholders in the healthcare system
- o develop an understanding of the conflicting areas in interdisciplinary work
- o get an orienting overview of the implementation and organisational forms of circular (systemic) approaches.

### **Methods expertise**

Students...

- o are able to carry out practical transfer from a model view
- o familiarise themselves with the basic methods of conversation, moderation and conflict management and know their respective use
- o can categorise and understand the main strategies and approaches of different stakeholders in the healthcare sector
- o can analyse, interpret and critically reflect on data sources, data material and statistics on health services
- o scientifically analyse legal, economic and social framework conditions as well as quality management and quality development procedures and reflect on these critically (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 IV Sentence 1).
- o conceive and design the organisation of nursing work in heterogeneously qualified care teams and in different care settings on the basis of reliable research results (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 1)
- o scientifically analyse forms of intra- and interprofessional cooperation and reflect on these critically (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 3 Part 2)

## **Personal skills**

Students...

- o have a sense of the necessary attitude and approach to interdisciplinary work and to working with multi-professional teams
- o learn how to integrate stakeholders of the healthcare system into overarching work
- o recognise interprofessionalism and interdisciplinarity as key qualifications

## **Applicability in this degree programme**

3.1 Professional Identity and Policies/Basic Module on Medical Delegation

4.1 Ethical Decisions

7.1 Utilities Research and New Technologies

8.3 Bachelor's Thesis

## **Applicability in this and other degree programmes**

- o Professional Identity and Policy
- o Educations Concepts and Methods
- o Healthcare Communication and Information
- o Complex Intervention
- o Cooperation
- o Practical Exercises 1-8
- o Bachelor's Thesis

## **Admission requirements and/or recommended prerequisites**

None

## **Content**

Block 1: Basics of systems theory (2 SWS)

1. Basics of systems theory and circular thinking
2. The bio-psycho-social model as the basis of healthcare
3. Scientific basics of health and disease
4. Central derivation from a model view: interdisciplinarity and interprofessionalism

Block 2: Communication as the basis of interdisciplinarity (2 SWS)

1. General principles of communication
2. Appropriate forms of communication for interdisciplinarity
3. Conflicts as a constructive means of further development
4. Attitude and approach to moderating interdisciplinary groups
5. Practical methods for improving team performance

Block 3: The healthcare system in Germany (1 SWS)

1. Overview of the central roles in the German healthcare system (SGB)
2. Tasks and services of health insurance companies
3. Tasks and services of employers' liability insurance associations
4. Tasks and services of pension insurance schemes
5. Tasks and services of the employment agency
6. Tasks and services of integration offices
7. Tasks and services of nursing care insurance companies
8. Tasks and services of social welfare
9. SGB-overarching work using the example of the Federal Participation Act (SGB IX)

Block 4: Familiarisation with perspectives within a system using the example of hospitals (1 SWS)

1. Objectives and strategies from a business administration perspective (3 teaching units)
2. Objectives and strategies from a legal perspective (3 teaching units)
3. Objectives and strategies of personnel management (3 teaching units)
4. Objectives and strategies of co-determination (3 teaching units)



5. Objectives and strategies of occupational health and safety (3 teaching units)

Block 5: Interface problems and the role of digitalisation (1 SWS)

1. Problems at the interfaces of care using the example of the rescue service
2. Starting points for improvement and optimisation
3. Support through digital developments and technology

**The following content must be recognised and explicitly mentioned in the module text:**

Communication

- o Communication theories and models
- o In-depth basics of communication
- o Actors in the process of communication at various levels
- o Communication as a management tool
  - o of employee management (annual employee appraisals)
  - o of information management

Conflict management

- o Basics of conflict
- o Non-violent communication
- o Methods of conflict management
- o Three-phase model of conflict dialogue
- o Three-phase model of conflict dialogue
- o Principles of the Harvard concept
- o Conflict management tools

## Teaching and learning methods

Lecture, seminar-based lesson, group work, seminar, exercises

## Remarks

### Suggestions for work-oriented learning (simulation and skills training):

o Conversation and conflict situations.

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### Suggestions for work-linked learning (practical assignment/case study):

o Conflict management and mediation procedures

## Recommended reading

- o Federal Agency for Civic Education: Das Gesundheitswesen in Deutschland ? Ein Überblick. <http://www.bpb.de>
- o Burton, Joan (2010): WHO Healthy Workplace Framework and Model. Background and Supporting Literature and Practices. Available online at [http://www.who.int/occupational\\_health/healthy\\_workplace\\_framework.pdf](http://www.who.int/occupational_health/healthy_workplace_framework.pdf), last checked on 09.02.2016.
- o Brundtland, G. (2001): Mental Health. New Understanding, New Hope. In: *JAMA* 286 (19), p. 2391. DOI: 10.1001/jama.286.19.2391.
- o Glasl, Friedrich (2013): Konfliktmanagement. Ein Handbuch für Führungskräfte, Beraterinnen und Berater. 11th updated edition. Bern, Stuttgart: Verlag Paul Haupt; Verlag Freies Geistesleben.
- o Kickbusch, I. (2013): Health Literacy. The Solid Facts. Geneva: World Health Organization.
- o Kickbusch, I. et al. (publisher) (2016): Gesundheitskompetenz - Die Fakten. Careum, Switzerland
- o Conference on Mental Health; World Health Organisation; WHO European Ministerial Conference (2006): Psychische Gesundheit. Herausforderungen annehmen, Lösungen schaffen (Mental health. Meeting challenges, creating solutions); report on the WHO European Ministerial Conference, [Conference on Mental Health, 12-15 January 2005, Helsinki]. Copenhagen
- o Marshall B. Rosenberg: Gewaltfreie Kommunikation. 11th revised and expanded edition. Junfermann, Paderborn 2013, ISBN 978-3-87387-454-1 o and other literature as part of the sub-modules

## 2.2 BASICS OF EVIDENCE-BASED ACTION

Module no.	2.2
Module coordinator	Prof. Dr. Karsten Gensheimer
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: V.1; V.2 and Annex 2: V.1
Framework curriculum according to Section 53 PflBG	CE 02; 04 to 011
Course number and name	Basics of Evidence-based Action
Lecturers	Stefan Brunner Prof. Dr. Doris Eberhardt Prof. Dr. Karsten Gensheimer Prof. Dr. Agnes Nocon
Semester	2
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	8
ECTS	7
Workload	Contact hours: 120 hours Self-study: 90 hours Total: 210 hours
Type of Examination	Portfolio
Weight of the grade	7/240
Language of instruction	German

### Module objectives

#### Overall objective of the module

This module focuses on the ability to use research-based problem solving for designing nursing processes. In order to enable students to independently deduce and evaluate research results for their own field of work, the skills they have already acquired in researching literature and using databases are further developed in the direction of systematic evidence research. In addition, students are introduced to quality criteria and specific methods of qualitative and quantitative research so that they can categorise and critically evaluate research results. The methodological requirements for the preparation of evidence syntheses and evidence-based guidelines are introduced

and the importance of prepared evidence for evidence-based practice is internalised. With a focus on the requirements of evaluations in practical exercise development projects, students acquire basic skills in the planning and implementation of selected research methods.

### **Professional skills**

Students...

- o explain the quality criteria of qualitative and quantitative research and their significance for methodological decisions.
- o describe designs typical for qualitative and quantitative research logic and methods of sampling, data collection and data analysis.
- o are able to assess the appropriateness of a research design for answering a research question.
- o describe the special features of evaluation research.
- o deepen selected approaches and methods of collecting qualitative data.
- o deepen selected approaches and methods of questionnaire development.
- o deepen selected approaches and methods of analysing qualitative data.
- o describe the significance and areas of application of statistics within nursing science.
- o distinguish between descriptive and inferential statistics.
- o interpret the most important clinical effect measures including the associated statistical parameters, and evaluate their clinical relevance.
- o gain an insight into the approaches and methods of inferential statistics.
- o distinguish between the research process and the research application process.
- o understand the importance of the confidence interval of an effect estimate for interpreting the clinical relevance of effects.
- o deepen selected approaches and methods of descriptive statistics including statistical data analysis using Excel.
- o explain the role of qualitative research in evidence-based practice.
- o distinguish between the research process and the research application process.
- o explain the term evidence-based nursing and describe steps and methods of implementation.

- o distinguish between different forms of evidence syntheses and recognise their significance for evidence-based practice.
- o explain criteria for prioritising and analysing the potential of problems, questions or topics.
- o define evidence classes and derive an appropriate procedure for searching external evidence.
- o are able to assess research results in terms of credibility and informative value based on criteria.
- o are able to understand the methodological procedure for the creation of evidence-based guidelines and evaluate them based on criteria.
- o explain the principle and steps of systematic evidence research.

### **Methods expertise**

Students...

- o execute methods of collecting and analysing qualitative data under guidance: theory-based development of an interview guideline, conducting a guided interview, transcribing an interview, summarising and analysing data content.
- o execute methods of collecting and analysing quantitative data under guidance: development of questionnaires, data entry and selected steps of descriptive statistical analysis.
- o translate a practical problem into a question that can be addressed using the EBP methodology.
- o are proficient in basic methods for systematically researching external evidence on a limited topic.
- o can handle the flood of information in a targeted manner for decision-making in daily practice.
- o review guidelines and recommendations with regard to their evidence base and transferability to their own practice.
- o are able to critically assess research reports, meta-analyses and guidelines.
- o utilise research-based problem solving and new technologies for designing nursing processes (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 V Sentence 2).

### **Personal skills**

Students...

- o recognise the importance of the precision of the research question and methodological approach for the credibility of the results.
- o are aware of the opportunities and limitations of research for the investigation of nursing phenomena and nursing care.
- o explain the potential and limitations of evidence-based practice.

### **Applicability in this degree programme**

1.3 Health Promotion, Activity and Rest, Nutrition, Excretion

2.3 Perception & Cognition, Self-concept, Growth, Development & Well-being

3.3 Coping & Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1

4.3 Sexuality, Spirituality & Congruence, Disease Theory 2

4.4 Healthcare Communication and Information

5.3 Special Pathology and Crises

6.2 Practical Exercise Development

7.1 Utilities Research and New Technologies

7.3 Complex Intervention

### **Applicability in this and other degree programmes**

B.Sc. modules Nursing:

- o Complex Intervention
- o Practical Exercise Development
- o Healthcare Communication
- o All modules in the area of "Nursing areas"
- o Utilities Research and New Technologies

B.A. Nursing pedagogy

# Admission requirements and/or recommended prerequisites

The Science and Research module

## Content

### 1 Specific research designs and methods

- 1.1 Study designs and their appropriateness for answering questions
- 1.2 Structure of and methodological requirements for clinical studies
- 1.3 Application of quantitative methods in the context of evaluation (creation of standardised questionnaires; collection, descriptive statistical analysis and presentation of manageable quantitative data)
- 1.4 Application of qualitative methods in the context of evaluation (creation of an interview guideline, conducting interviews, transcription, summarising and analysing data content, presentation of results)

### 2 Introduction to statistics

- 2.1 Definition of descriptive and inferential statistics, significance and areas of application within nursing science
- 2.2 Measurement levels, data types, clinical effect measures
- 2.3 Characteristics and forms of frequency distributions
- 2.4 Indicators of central tendency and variability
- 2.5 Graphical representation forms
- 2.6 Crosstabulation
- 2.7 Correlation
- 2.8 Hypothesis tests, 1st and 2nd order errors (type I and type II errors), statistical significance, significance level, point estimates and confidence intervals
- 2.9 Reading and interpreting statistical information

### 3 From evidence to recommendation

- 3.1 Definition of EBN, process models and methodology for the implementation of research results
- 3.2 Questioning

3.3 Systematic research and summary of the state of research

3.4 Critical evaluation of the state of research

## Teaching and learning methods

Lecture, class discussion, discussions, transfer and exercise tasks, text work

## Remarks

**Suggestions for work-oriented learning (simulation and skills training):** o

none

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**Suggestions for work-linked learning (practical assignment/case study):**

- o Translation of a practical problem into a question that can be addressed using scientific methods
- o Collecting and analysing quantitative and qualitative data on a simple issue from practice
- o Preparation and target group orientated communication of research results for care teams in the facility

## Recommended reading

To be provided at the start of the semester



## 2.3 PERCEPTION & COGNITION, SELF-CONCEPT, GROWTH, DEVELOPMENT & WELL-BEING

Module no.	2.3
Module coordinator	Prof. Dr. Christian Rester
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: I.1-7; III.2; II.1-2 and Annex 2: I.1,5,6; II.1
Framework curriculum according to Section 53 PflBG	CE 03, 05; 04 to 08
Course number and name	Perception & Cognition, Self-concept, Growth, Development, Well-being Anatomy and Physiology 2
Lecturers	Prof. Dr. Michael Frey Dr. Bianca Menchicchi Prof. Dr. NN NN AGW Prof. Dr. Christian Rester Anna Schindler
Semester	2
Duration of the module	1 semester
Module frequency	Annual
Course type	FWP, compulsory course
Level	Undergraduate
Semester periods per week (SWS)	7
ECTS	5
Workload	Contact hours: 105 hours Self-study: 45 hours Total: 150 hours
Type of Examination	written examination
Weight of the grade	5/240
Language of instruction	German

### Module objectives

#### Overall objectives of the module

Students learn the principles of nursing, health and relational sciences in the domains of perception and cognition, self-concept, well-being and growth and development. Students deepen their theoretical knowledge of related concepts such as consciousness, perception, attention, memory and cognition, the senses, communication and self-

concept. They integrate sociological aspects of self, identity and body image and neuroanatomical, neurophysiological and neuropsychological principles of sensory, motor and sensory-motor systems as well as corresponding and selected specific biochemical and pharmaceutical principles of the nursing areas discussed here. Students learn the basics of the processes of human growth and development from the perspective of nursing, midwifery and relational sciences. They learn the basics of healthy newborns, birth and pregnancy and become familiar with clinically relevant phenomena of high-risk pregnancies and premature babies. Students learn the basics of health diagnostics for the domain of well-being. Particular attention is paid to the phenomena of chronic and acute pain as well as social isolation and loneliness.

The module enables students to recognise, on the basis of findings in nursing and relational sciences, clinically relevant phenomena relating to the health diagnoses of cognition, memory, communication and self-concepts, identity and body image of people in care and orientate nursing actions accordingly. Students are able to recognise basic clinical phenomena relating to the diagnosis of well-being, particularly that of pain. The module enables students to recognise, on the basis of findings in nursing, midwifery and relational sciences, the health diagnoses of growth and development when nursing full-term babies, children and adolescents.

## **Health diagnostics 2**

Students acquire competences in advanced methods of differential diagnostics. They prioritise data for case work, create and modify focus assessment questions and apply these in the case work. They establish links to standardised assessment procedures, use clinically obtained data for differential health diagnostics and assign clinical phenomena to the types of diagnosis. Students become familiar with specific assessment tools for determining physical, social and mental functions in the care of people in the domains of perception and cognition, self-concept, growth and development and well-being.

## **Professional skills**

Students...

- o describe the principles of nursing science, neuroanatomy, physiology and biopsychology for sensory, motor and sensory-motor functions and use the basic findings of these to analyse clinical characteristics and data in case work in the field of nursing.
- o describe the principles of nursing science and neuropsychology for consciousness, attention, memory, cognition and recollection and apply these to case work in the field of nursing.
- o describe the principles of nursing science and sociology for self and identity and apply these to case work in the field of nursing.
- o describe the physical determinants of well-being, particularly in relation to the phenomena of nausea, acute and chronic pain and chronic pain syndrome; the

social determinants, particularly in relation to the phenomena of social isolation and loneliness; and the environmental determinants, particularly in relation to housing and the environment.

- o describe the important principles of nursing and midwifery science as well as psychological, sociological and medical principles relating to the birth of full-term babies, pregnancy and the characteristics of high-risk pregnancies and premature babies.
- o describe selected gerontological and nursing science processes of physiological ageing that are important for nursing, and recognise basic impairments.
- o understand the biochemical principles of human life in relation to the domains covered here.
- o describe the principles described above as a bio-psycho-socio-cultural integrative and master clearly defined references to the processes of cognition, perception, self-concept, growth and development as well as well-being, including the phenomenon of pain, which are important in nursing.
- o understand and recognise basic clinical phenomena (relating to changes in physiological and non-physiological clinical manifestations) of cognition, memory and communication, sensory-motor functions and well-being.

### **Methods expertise**

Students...

- o are able to detect selected physiological functions of the entire human body that are highly relevant to nursing and can recognise and describe certain deviations, explain them theoretically and use them during case work involving people in need of care.
- o recognise the physiological functions of the sensory systems of sight, hearing, smell, taste and touch during their case work and recognise certain changes, explain them theoretically and use them for case work in nursing.
- o recognise changes in the physiological functions of consciousness, memory, attention, orientation and communication in people of all ages and can recognise and describe deviations, explain them theoretically and use them during case work in nursing.
- o can recognise clinically relevant characteristics and data of full-term babies on a scientific basis during case work.
- o are able to detect physiological ageing processes based on the principles of nursing and relational sciences, and interpret clinical data from the domains of perception, cognition, self-concept, well-being and especially pain in this way.

- o recognise the most important forms of clinical expressions of health diagnoses: neglect, chronic and acute confusion, impaired communication, diagnoses of self-concepts (such as impaired hope and impaired dignity), body image and well-being, especially pain and full-term babies.
- o are proficient in the most important clinical assessments for perception and cognition, memory functions, sensory-motor functions and full-term babies.
- o develop, together with the person in need of care, care goals for people of all ages and in all situations on the basis of clinical findings, taking external evidence into account.
- o plan, organise, design, manage and implement nursing processes for complex and highly complex care needs, for specific client groups in nursing situations with specific health problems and in highly stressful and critical life situations based on scientific theories, models and research results (state written examination according to PflAPrV: Section 35 Para. 2 Clause 1; Annex 5 I. Sentence 1 to Sentence 7)
- o use nursing and relational science methods and research results to promote development and autonomy in the lifespan of patients and support people of all age groups in managing their lives (state written examination according to PflAPrV: Section 35 Para. 2 Clause 2; Annex 5 I. Sentence 1 to Sentence 7)
- o justify instructions and measures for diagnostics, therapy or rehabilitation taking into account in-depth research-based knowledge (state written examination according to PflAPrV: Section 35 Para. 2 Clause 6; Annex 5 I. Sentence 1 to Sentence 7)
- o are able to conceptualise the principles of interventions and develop science-based interventions for health management and health awareness for selected risk factors related to perception and cognition, well-being, growth and development, together with children and/or their parents, adolescents, adults and older people.
- o understand that, when developing interventions, joint negotiation with the person in need of care, taking into account both external and internal evidence, is the basis of nursing action for promoting everyday competence.
- o are able to take the first steps to coordinate care in health care settings (hospital, outpatient care and acute inpatient care).
- o are proficient in the basics of preparing case-based evaluation criteria and can derive these from health diagnostic principles and develop them in relation to specific cases.
- o independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, taking into account in-depth research-based knowledge (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 2)

## **Personal skills**

Students...

- o understand the importance of a relationship based on trust with the person concerned in order to set care goals together.
- o recognise the particular challenges of including people with disabilities and psychiatric diagnoses, and understand the particular importance of involving the respective caregivers in care in all life situations and at all ages, especially for people with dementia.
- o identify knowledge deficits and, where needed, independently acquire new information about the knowledge areas of nursing, especially the domains cognition, perception, self-concept, well-being, and pain in particular, as well as growth and development.
- o reflect on their limitations when it comes to designing training, counselling, instruction and information services and reflect on the importance of interprofessional collaboration.

## **Applicability in this degree programme**

1.3 Health Promotion, Activity and Rest, Nutrition, Excretion

3.3 Coping & Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1

## **Applicability in this and other degree programmes**

In this degree programme:

- o Health Promotion, Activity and Rest, Nutrition, Excretion
- o Coping and Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1, o Sexuality, Spirituality &

Congruence, Disease Theory 2

- o Practical Exercises 1+2

In other programmes: Management in Health, Social and Rescue Services, Physiotherapy Dual Majoring in Kinesiology

## **Admission requirements and/or recommended prerequisites**

1st semester: Health Promotion, Activity and Rest, Nutrition and Excretion; 1st Semester: Science and Research; Practical Exercises 1

## Content

1. Health diagnostics method (2)
  - 1.1. Basics of differential diagnostics in nursing
  - 1.2. Theoretical foundations for case work, theory of narration and biography
  - 1.3. Diagnosis schemes and extended coding methods, conceptual case mapping
  - 1.4. Verifying and falsifying health diagnoses
  - 1.5. Criticism of and errors in health diagnostics
2. Neurosciences - neuroanatomy, neurophysiology
  - 2.1. Nervous system
  - 2.2. Sensory, motor and sensory-motor systems and neuromuscular basics
  - 2.3. Examination procedures and basics of neurodiagnostics
3. Biopsychology
  - 3.1. Basics of biopsychology and psychology of perception, somatosensation, nociception and pain
  - 3.2. Awareness, attention
  - 3.3. Memory, motivation and emotion
4. Sociology of self and identity
5. Basics of development
6. Biomedical basis of pathologies related to cognition, the nervous system, growth, development, well-being
7. Biophysics and Biochemistry II - with special focus on neuroscientific correlations
8. Pharmacy II

## Teaching and learning methods

Lecture, seminar, exercises (suggestions for skills and scenario training)

## Remarks

**Suggestions for work-oriented learning (simulation and skills training):**

The scenarios should give students the opportunity to apply functional, physiological assessments. Using clinical data, students should practise the use of specific assessments on impairment of perception and cognition, impairment of well-being and changes in body image.

The scenarios give students the opportunity to practise building trusting relationships with people in need of care. Students reflect on their own behaviour, their language and the reactions of the other person.

**Age group:** the application described above is intended for adults or older people. The acute inpatient care of a neurological deficit is suitable for the application of the aspects described above. Impairments of body image, limitations of mobility, impairments of speech and comprehension can vary here.

**Setting:** the simulated working environment should simulate a neurological monitoring ward, for example a stroke unit, in which the scene of an acute dysfunction is practised on admission.

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**Suggestions for work-linked learning (practical assignment/case study):**

The time available to complete the work assignments can be found in Annex 1 of the currently valid study and examination regulation.

- o In practice, students learn the method of collecting data on perception, cognition, well-being and self-concept:
  - o Which parameters are collected?
  - o How often are these parameters collected?
  - o Which standard values and deviations could be observed?
- o In consultation with the practice teachers assigned to them, students choose one person in need of care (one case) for whom they carry out further health diagnostics.
- o Students use all the sources available for the case to prepare further focus assessment questions and apply specific assessment tools. Together, they write down the summary of the resulting data for one (1) case and analyse this case using the health diagnoses taught in the course up to that point.
- o Students discuss their perceptions of the need for care with the person in need of care and with the practice teachers assigned to them.
- o Each student prepares a final health diagnosis for the health diagnoses in the areas of perception and cognition, well-being and growth and development. They learn the standard procedures used for this in the practice facility.

- o Each diagnosis to be handled is updated and dealt with in the corresponding courses and released for practical assignments.

## **Recommended reading**

Abels H (2006): Identität. Wiesbaden: VS

Albrecht G, Groenemeyer A (publishers) (2012): Handbuch soziale Probleme. Wiesbaden: VS

Bierbaumer N, Schmidt RF (2010): Biologische Psychologie. Heidelberg: Springer

Eysenck MW, Keane MT (2015): Cognitive Psychology: A Student's Handbook. London, New York: Psychology Press

Haug-Schnabel G, Bensel J (2017): Grundlagen der Entwicklungspsychologie. Freiburg im Breisgau: Herder

Huch R, Juergens KD (2012): Biologie Anatomie Physiologie. Munich: Urban & Fischer

Huch R, Juergens KD (2012): Mensch Koerper Krankheit. Munich: Urban & Fischer

Lohaus A, Vierhaus M (publishers) (2015): Entwicklungspsychologie des Kindes- und Jugendalters für Bachelor. Heidelberg: Springer

Münch M, Schwermann M (2015): Professionelles Schmerzmanagement bei Menschen mit Demenz. Stuttgart: Kohlhammer

Thomm M (2011): Schmerzmanagement in der Pflege. Berlin, Heidelberg: Springer

Schwermann M (2017): Schmerzmanagement bei chronischen Schmerzen. Stuttgart: Kohlhammer

Silverthorn DU. (2009): Physiologie. Munich: Pearson Studium



## 2.4 BASICS OF EDUCATION

Module no.	2.4
Module coordinator	Prof. Dr. Karsten Gensheimer
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: II.1; II.2 and Annex 2: I.2; II.2
Framework curriculum according to Section 53 PflBG	CE 04; 03
Course number and name	Basics of Education
Lecturers	Prof. Dr. Karsten Gensheimer
Semester	2
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	6
ECTS	5
Workload	Contact hours: 90 hours Self-study: 110 hours Total: 200 hours
Type of Examination	PStA
Weight of the grade	5/240
Language of instruction	German

### Module objectives

#### Overall objective of the module

Students learn the basics of the health education of clients from different living environments and different life phases. They recognise the complexity of health-related behaviour and its predictors on an individual level. In this context, they analyse the current health policy framework and other aspects associated with changing or maintaining a lifestyle/behaviour. In addition to the construct of health literacy, communicative, psychological, pedagogical and neuroscientific education and mediation strategies are of particular importance.

## **Professional skills**

Students...

- o identify structures and processes of health promotion and prevention and can relate these to current health policy developments.
- o learn models and theories of health-related behaviour and can related the important factors to their own professional counselling.
- o know about the important aspects of promoting health literacy and can conceptualise these for specific objectives/case studies.
- o know about the important aspects of promoting activity-related health literacy and can conceptualise these for specific objectives/case studies.
- o deal with didactic-methodical mediation strategies that are important in health counselling and that focus primarily on promoting resources.
- o explain the importance of verbal and non-verbal communication for the promotion of person-centredness and health literacy.
- o describe characteristics of a person-centred and health-literacy promoting language culture and learn the linguistic and non-verbal ways of shaping it.
- o describe the connection between status and body language and familiarise themselves with ways of shaping their own status.
- o explain the different statuses and their effects.

## **Methods expertise**

Students...

- o are able to design initial interventions to promote a healthy lifestyle.
- o can recognise the possibilities of health promotion and prevention in nursing and develop health-promoting and preventive concepts.
- o analyse the status behaviour of others and use different means to shape their own status according to the situation. o use language as a tool for targeted nursing.
- o o use linguistic means to promote health literacy.
- o analyse the language culture in practice, change their own language habits into a person-centred language.
- o conceptualise, design and reflect on counselling and instruction concepts on the basis of reliable research results (state written examination according to PfiAPrV: Section 35 Para. 2 Clause 3; in conjunction with Annex 5 II., Sentences 1, 3 and 4)

## **Personal skills**

Students...

- o are aware of the need for health-promoting and preventive measures, and recognise the individual needs of clients.
- o reflect on the importance of nursing in the health promotion process for high-quality client care.
- o recognise the promotion of health literacy as a primary goal when working with clients.
- o critically question the language culture in the field of nursing.
- o recognise the effect of language and its potential as a nursing activity.
- o recognise that one can influence one's own status through behaviour and that permanent status changes are important for successful communication.

## **Applicability in this degree programme**

3.4 Educations Concepts and Methods

4.4 Healthcare Communication and Information

6.4 Psychological and Social Aspects of Health

7.3 Complex Intervention

8.3 Bachelor's Thesis

## **Applicability in this and other degree programmes**

In this degree programme: Educations Concepts and Methods;  
Health Communication and Information; Psychological and Social Aspects of Health

In other degree programmes: Management in Health, Social and Rescue Services,  
Physiotherapy Majoring in Kinesiology

## **Admission requirements and/or recommended prerequisites**

None

## **Content**

1. **Health promotion & prevention**

2. **Health literacy**
3. **Activity-related health literacy**
4. **Importance of physical activity with regard to chronic diseases**
5. **Didactic-methodical mediation strategies**
6. **Language and nursing**
  - 6.1. Basics of person-centred language
  - 6.2. Language as a nursing tool
  - 6.3. Body language and status

## **Teaching and learning methods**

- o Lecture
- o Work in small groups
- o Classroom conversation
- o Discussions
- o Transfer tasks and exercises
- o Text work

## **Remarks**

### **Suggestions for work-oriented learning (simulation and skills training):**

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### **Suggestions for work-linked learning (practical assignment/case study):**

- o Analysis and reflection of nursing documentation with regard to person-centred language

## **Recommended reading**

To be provided at the start of the semester

## 2.6 WP3 LEGAL BASICS

Module no.	2.6 WP3
Module coordinator	Daniel Schümann
Course number and name	2.6 WP3 Legal Basics
Lecturers	Daniel Schümann
Semester	2
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	
Semester periods per week (SWS)	0
ECTS	5
Workload	Contact hours: 0 hours Total: 0 hours
Weight of the grade	
Language of instruction	German

### Admission requirements and/or recommended prerequisites

None

### Content

Legal basics

- o Health and social services law
- o Professional and organisational law
- o Contract and criminal law, Delegation
- o Liability law

Labour law

- o Collective labour law
- o Individual labour law

Technical protection laws

- o Workplace ordinance
- o Hazardous substances ordinance
- o Medicinal Devices Act
- o Technical rules for hazardous substances

### 3.1 PROFESSIONAL IDENTITY AND POLICY/ BASIC MODULE ON THE DELEGATION OF HEALING TASKS

Module no.	3.1
Module coordinator	Prof. Dr. Michael Bossle
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: IV.3, V.5-7 and Annex 2: V.2
Framework curriculum according to Section 53 PflBG	CE 01 - CE 11
Course number and name	Professional Identity and Policy Basic Module on Healing
Semester	3
Duration of the module	1 semester
Module frequency	Annual
Course type	FWP, compulsory course
Level	Undergraduate
Semester periods per week (SWS)	5
ECTS	5
Workload	Contact hours: 75 hours Self-study: 75 hours Total: 150 hours
Type of Examination	PStA
Weight of the grade	5/210
Language of instruction	German

#### Module objectives

This module lays the foundations for developing a sound understanding of nursing and professional self-image as a university-qualified nursing specialist and for participating in the further development of the nursing profession. To this end, students deal with profession-specific value orientations and attitudes, the development of a professional attitude and the shaping of person-centred interaction and care relationships, and analyse and reflect on the social and political frameworks for the quality of nursing and care.

#### Professional skills

Students...

- o explain the theoretical basics of person-centredness.
- o define the core and independent contribution of professional nursing to healthcare on the basis of findings in nursing and relational sciences.
- o describe profession-theoretical approaches and categorise the nursing profession based on these.
- o understand the concept of the double rationale of action and the importance of hermeneutic case understanding in professional nursing.
- o describe the subject matter, tasks, status quo and challenges with regard to the forming of self-regulatory organisations for the nursing profession.
- o analyse their own practical experience on the basis of empirically proven findings on professional identity and the current nursing habitus.
- o relate the historical development of the nursing profession to the current structure of the profession and nursing practice.
- o describe the actors and power structures relevant to professional-policy developments, and learn ways to identify and influence them.
- o describe ways of making care visible and presenting themselves appropriately as caregivers
- o have an understanding of the historical context of the nursing profession and position
- o themselves, with their academic training in nursing, in the context of healthcare professions, taking into account the specifically authorised tasks

### **Methods expertise**

Students...

- o use targeted strategies to counteract the voicelessness and invisibility of nursing.
- o use verbal and non-verbal communication techniques that are unbiased and affirmative.
- o identify profession-related training and further training requirements for themselves and for their team (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 V Sentence 4)
- o develop instruments that make it possible for patients to be systematically integrated into care decisions, action planning and evaluations.
- o develop survey instruments and documentation forms that can be used to record and document the patient's subjective point of view.



- o obtain feedback from care recipients on the extent to which they experience the care as person-centred.
- o participate in social negotiation processes concerning the quality of nursing and care (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 2; Annex 5 IV Sentence 3) Personal skills Students...
- o understand personal requirements for providing person-centred nursing, and reflect on their own challenges, limitations and potential influences.
- o build a therapeutic working relationship characterised by trust, respect and acceptance.
- o understand the influence of political, social and professional factors on person-centredness and recognise the complex relationship structure.
- o show professional care, responsiveness and genuine interest towards the person in need of care.
- o address the overall needs and priorities of the person and do not reduce them to the illness or being ill.
- o consider the person's knowledge, values, convictions and cultural background when planning and providing care
- o work together with the care recipient to agree on care goals and make care decisions.
- o understand that learning about the historical development of the nursing profession is a key prerequisite for developing a professional identity in the nursing profession, and reflect on their own understanding of nursing.
- o become aware of the friction between the normative goals of professional care and the current habitus, and recognise the resulting consequences when taking over specifically authorised tasks.
- o critically reflect on the importance of different approaches to the profession and professionalisation for their own profession. understand that nursing makes a contribution to healthcare that is independent and complementary to medicine, and are able to articulate this perspective clearly and communicate it to others.
- o recognise that disciplinarity is an important prerequisite for interdisciplinarity.
- o understand the importance of political thinking for changing structures and systems.
- o critically examine the current political consciousness in the nursing profession and recognise its relevance for professional development.
- o deal with the historical development of the nursing profession and recognise the historically anchored relationship between medicine and nursing.

- o recognise habitual differences between nursing and medicine and the resulting potential for conflict.
- o become aware of the phenomenon of voicelessness and invisibility of nursing and its influencing factors.
- o reflect on their personal development as professional caregivers and begin to develop a professional identity
- o develop a sound understanding of nursing and a professional self-image as a university-qualified nursing specialist (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 V Sentence 6)
- o are prepared to contribute to the further development of the nursing profession in line with social changes and professional-policy developments (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 V Sentence 7).

**Important for accreditation for the focus area of "learning support":**

**Methods expertise**

Students

- o build, maintain and terminate relationships in professional practice through mutual interaction regardless of cultural or social background.

**Personal skills**

Students

- o observe the limits of their own capabilities and competence area
- o use strategies to maintain their own resources and to reduce stress

**Applicability in this degree programme**

2.1 Systemic Healthcare Communication and Management Skills

4.1 Ethical Decisions

4.2 Cooperation

6.2 Practical Exercise Development

**Applicability in this and other degree programmes**

B.Sc. modules Nursing:

- o Ethical Decisions

- o Systemic Healthcare Communication
- o Cooperation
- o Practical Exercise Development

B.A. Nursing pedagogy

## **Admission requirements and/or recommended prerequisites**

None

## **Content**

1. Theoretical basics of person-centredness: definition and definition boundaries, introduction to PCPF
2. Personal requirements, challenges, limits and potential influences for providing person-centred care
3. Person-centred processes and principles of action
4. Nursing habitus and professional development as factors influencing person-centred practice
5. Person-centred processes and principles of action
6. Core and mission of professional care
7. Empirically proven findings on professional identity and the current rationale of nursing practice
8. Profession and professionalisation
9. Nursing in historical change (understanding of nursing, areas of responsibility, characteristics of the profession)
10. Current professional-policy aspects and developments (Nursing Professions Act, specifically authorised tasks, nursing councils, etc.)
11. Actors and political systems in the healthcare sector
12. Invisibility and voicelessness of nursing

### **Important for recognition:**

- o Profession and professionalisation
- o Roles

- o Role theory
- o Social role
- o Role in the nursing context
- o Diversity
  - o Intergeneration situations
  - o Intercultural competence

## **Teaching and learning methods**

- o Lecture
- o Class conversation
- o Discussions
- o Transfer tasks and exercises
- o Text work

## **Remarks**

### **Suggestions for work-oriented learning (simulation and skills training):**

- o none
- 

### **Suggestions for work-linked learning (practical assignment/case study):**

- o Assignments to observe the representation and self-presentation of the profession  
Nursing within the facility
- o Analysing and reflecting on the portrayal of the nursing profession in the media
- o Analysing and reflecting on visit situations with regard to establishing  
interprofessional cooperation
- o Analysing and reflecting on informal and formal hierarchies and power structures in  
the facility

## **Recommended reading**

To be provided at the start of the semester

### 3.2 QM, CARE AND CASE MANAGEMENT AND LONG-TERM CARE ACCORDING TO THE GERMAN SOCIAL CODE (SGB)

Module no.	3.2
Module coordinator	Prof. Dr. Christian Rester
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: III.2; IV.2; IV.2 and Annex 2: III.1,3; IV.1
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 05, CE 06
Course number and name	QM, Care and Case Management and Long-term Care According to the SGB
Lecturers	Stefan Brunner Prof. Dr. NN NN AGW Stefan Schönstein Daniel Schümann
Semester	3
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Contact hours: 60 hours Self-study: 90 hours Total: 150 hours
Type of Examination	written examination
Weight of the grade	5/240
Language of instruction	German

### Module objectives

#### Overall objective of the module

Students acquire skills in managing complex and highly complex cases using the methods of care, case management and quality management. They acquire the skills to determine the need for long-term care according to the SGB XI. They develop an

understanding of how to coordinate the care of chronically ill patients across sectors, facilitate communication between stakeholders and advise on individual cases in this regard. Students acquire the skills to guide individual cases through the health system using specific and methodical procedures, deduce the service areas relevant for the case and manage the processes of service provision so that continuous cross-sectoral support can be ensured. Students acquire the skills to master the currently relevant features for determining the need for care in the case and to consequently carry out control according to the methods of care and case management. Students participate in the development, implementation and evaluation of scientific approaches to quality management.

### **Professional skills**

Students...

- o acquire an understanding of the relevance and areas of application of care and case management and quality management, and scientifically analyse quality management and quality development procedures.
- o understand quality development and quality assurance as legally anchored and interdisciplinary concerns in healthcare institutions.
- o are familiar with models, phase- and process approaches and levels in case and care management, know the practice-orientated methods of quality management and are aware of the legal framework.
- o are familiar with relevant quality management systems, such as DIN EN ISO 9001:2015, EFQM, KTQ and quality-related legal principles (e.g., Nursing Care Quality Assurance Act (PQsG)).
- o determine the need for long-term care in accordance with the Nursing Care Insurance Law.

### **Methods expertise**

Students...

- o are proficient in key instruments from all phases of care and case management.
- o can apply these to selected ideal-typical case situations and coordinate the nursing process design to different outpatient and inpatient health care settings.
- o anticipate ideal-typical risks and expected support requirements in complex case situations and relate these to ideal-typical
- o gaps in care, and support the continuity of health and nursing care at interdisciplinary and institutional interfaces.

- o coordinate nursing and integrated care for people of all ages in various health care settings and promote and organise coordination and cooperation between family systems, social networks and professional care systems.
- o integrate extended requirements for internal and external quality assurance.
- o fulfil documentation obligations, create, manage and evaluate quality-relevant documents, also in the context of internal and external control and supervision.
- o take responsibility for managing and evaluating nursing processes for people with special health problems and for people in highly stressful and critical living and nursing conditions, including highly complex care needs, specific client groups and special process dynamics.
- o scientifically analyse how care processes in different areas of care are currently managed and contribute to further developing the management of care processes, including the management of care processes across areas of care (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 3).
- o are involved in the development, implementation and evaluation of science-based or science-orientated innovative approaches to quality management and quality development (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 IV Sentence 2).
- o independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, taking into account in-depth research-based knowledge (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 2)
- o use modern forms of electronic and digital methods to support individual nursing process steps such as documentation, integration of sensor-based data for decision-making and modern forms of electronic communication between all stakeholders involved in the nursing of people in need of care.
- o bring the nursing perspective to interprofessional communication.

### **Personal skills**

Students...

- o and the therapeutic team evaluate the entire care process in terms of patient orientation and participation.
- o reflect on their understanding of quality and evaluate the contribution of their profession to quality development and quality assurance.

- o regularly review their nursing practice through critical reflection and evaluation with regard to outcome and patient orientation, and draw conclusions for the further development of nursing quality.
- o reflect on the relationships between the existing framework conditions and the internal and external quality requirements of employees, people in need of care and their relatives, as well as standards and laws.
- o participate in social negotiation processes concerning the quality of nursing and care.
- o contribute to the further development of the profession.

### **For recognition in the focus area of leadership skills:**

#### **Professional skills**

Students

- o name the legal foundations of quality management.
- o describe the main features of different quality management systems.
- o present the significance and the process of dealing with risks and errors in a differentiated manner.
- o explain the relevance of quality management for their management function.

#### **Personal skills**

Students

- o understand the importance and usefulness of quality management systems.
- o consider quality assurance and quality management as some of the key management tasks.

## **Applicability in this degree programme**

4.2 Cooperation

8.3 Bachelor's Thesis

## **Applicability in this and other degree programmes**

Modules in this degree programme: Bachelor's Thesis; Cooperation; Practical Exercise Development

Management in Health, Social and Rescue Services and Physiotherapy (cooperative)



## **Admission requirements and/or recommended prerequisites**

Diagnostics and Organisation;

### **Content**

1. Models for phases, levels and processes in care and case management and basic care programmes (disease management, managed care, integrated care)
2. Care discontinuities and their relevance in care and case management
3. Relevant aspects of nursing standards and health diagnoses with references to case and care management
4. Basic instruments and their applications
5. Admission and planning of care, discharge and assistance
6. Basics of quality management
7. Selected QM methods and techniques
8. Audit and certification
9. Specialisation and further development of quality management
10. Legal and normative framework conditions
11. Structural organisation of a quality management system using the example of DIN EN ISO 9001:2015
12. Process management; documentation; evaluation and assessment (external and internal audits)
13. Determining the need for long-term care in accordance with the Nursing Care Insurance Law
14. Digitalisation in care and case management, in QM and process management and electronic healthcare data

### **For recognition in the focus area of leadership skills:**

- o General and legal basics of quality management
- o Quality management models (e.g., DIN EN ISO 9001:2015, KTQ, EFQM, centre certification)
- o Patient safety

- o Risk/error management
- o PDCA
- o Internal audit instrument
- o Balanced scorecard
- o Quality management as a key component of overall hospital management
- o Guidelines of the Federal Joint Committee
- o Hospital quality reports
- o In-depth risk management/risk management
- o Basics of quality indicators, quality assurance

## Teaching and learning methods

Seminar, seminar-based lesson and exercises

## Remarks

### **Suggestions for work-oriented learning (simulation and skills training):**

Students

- o recognise, describe, analyse and reflect on the contributions that are made by caregivers and other stakeholders to health and nursing care and that need to be coordinated for nursing people in need of care in the scenario chosen in this semester, based on the findings and methods of care and case management and the determination of long-term care needs according to the SGB and
- o can use this as a basis for developing concepts for counselling, information, promotion of health and prevention of illness for people in need of care and for developing concepts for complex and highly complex cases and
- o describe and coordinate stakeholders in health care on a theoretical basis and
- o describe and develop indicators for recording and communicating the quality of nursing care, and can formulate these concepts for practical assignments

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### **Suggestions for work-linked learning (practical assignment/case study):**

Students

- o record, describe and discuss current indicators of the quality of nursing and the characteristics used to determine long-term care needs,

- o deal with processes for recording the quality of nursing care in their practice and
- o reflect on the requirements for further developing the quality of nursing, the determination of long-term care needs and the use of care and case management methods, in particular for specific applications in their practice.

## Recommended reading

Ewers M, Schaeffer D (publishers) (2005): Case Management in Theorie und Praxis. Bern: Huber

Pfaff H, Schrappe M, Lauterbach KW, Engelmann U, Halber M (publishers) (2003): Gesundheitsversorgung und Disease Management. Bern: Huber ?

Reibnitz vC (2009): Case Management: praktisch und effizient. Heidelberg: Springer

Kossack/Wolf/Pals (2016): Qualitätsmanagement im Krankenhaus verstehen und anwenden: Die ISO 9001:2015 in Kliniken und anderen Einrichtungen des Gesundheitswesens. Symposium, Düsseldorf.

MDK Bavaria: Quality inspections in nursing homes:  
[http://www.mdkbayern.de/clients/mdk\\_bayern/webcms/CMS2Content.nsf/content/qualipflege.html?Open](http://www.mdkbayern.de/clients/mdk_bayern/webcms/CMS2Content.nsf/content/qualipflege.html?Open)

MDS: Quality of care: <https://www.mds-ev.de/themen/pflegequalitaet/qualitaetspruefungen.html>

Neumann (2005): Führungsorientiertes Qualitätsmanagement. Hanser, Munich.

Panka (2014): Quality assurance: Pflegebegleitung und Pflegevisite. Schlütersche.

Seghezzi/Fahrni/Friedli (2013): Integriertes Qualitätsmanagement. Der St. Galler Ansatz. 4th fully revised edition. Hanser, Munich.

### 3.3 COPING & STRESS TOLERANCE, ROLE IDENTITY, SECURITY & PROTECTION, DISEASE THEORY 1

Module no.	3.3
Module coordinator	Prof. Dr. Christian Rester
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: I.1-7; III.2; II.1-2 and Annex 2: I.1,3,5
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 11 & 04 to 11
Course number and name	Coping & Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1 Disease Theory 1
Lecturers	Prof. Dr. Karsten Gensheimer Prof. Dr. Christian Rester
Semester	3
Duration of the module	1 semester
Module frequency	Annual
Course type	FWP, compulsory course
Level	Undergraduate
Semester periods per week (SWS)	8
ECTS	5
Workload	Contact hours: 120 hours Self-study: 30 hours Total: 150 hours
Type of Examination	oral examination
Weight of the grade	5/240
Language of instruction	German

#### Module objectives

**Overall objectives of the module:** Students acquire a broad understanding of specific theories, models and empirical findings in the domains of coping and stress tolerance, role identity, and security and protection based on the principles of nursing, health and relational sciences. They acquire the competence to take responsibility for care in the event of clinically relevant phenomena such as specific post-traumatic reactions, impairments of coping behaviour and the behaviour and reactions triggered by neurobehavioral stress. Students acquire the competence to take responsibility for care in the event of clinically relevant phenomena such as infections, physical injuries, the

experience and risks of heterogeneous and autogenous violence, environmental hazards, defence processes for allergies as well as thermoregulation. They acquire the competence to take responsibility for care in the event of clinically relevant phenomena such as impairment of role identity, family relationships and role expectations. To this end, they acquire basic knowledge in the fields of psychotraumatology and stress theory as well as the basics of immunological, infectiological and family theory.

Students acquire the competence to identify clinically relevant phenomena in the areas of coping and stress tolerance, role identity, security and protection and to develop targeted interventions and evaluation criteria based on scientific knowledge using the methods of health diagnostics. To this end, they have a broad knowledge at a guideline level and are familiar with the most important interventions. Students recognise emergency situations for selected phenomena that are highly relevant from the clinical point of view. These include vital threats of danger to self and others, neurological, psychiatric and cardiopulmonary dysfunction as well as intra-individual or inter-individual crises. In this context, students are familiar with death, grief, dying, suicidal behaviour and crises from a physio-psycho-social perspective.

**Health diagnostics 3:** Students conduct a diagnostic interview with persons in need of care and/or their relatives and negotiate care goals with the recipients. When doing so, they take into account the data collected and ensure a high level of understanding on the part of the person in need of care. Students combine external and internal evidence and agree on realistic care goals with the person in need of care and their relatives. They take into account the level of knowledge, motivation and volition of the person in need of care. Students communicate their health diagnostics intraprofessionally. They document their care in analogue and digital form.

### **Professional skills:**

Students

- o describe the basics of post-traumatic reactions, coping mechanisms and neurobehavioural stress, and can recognise health risks
- o describe infectiological and immunological basics and describe the theoretical basics of hygienic working methods and infection prophylaxis and reflect on (their own) behaviour and contexts in this regard
- o describe the most important forms of physical injuries, in particular acute and chronic wounds, forms of violence and have a broad understanding of wound healing
- o describe the basics of family and community care and have a broad understanding of the role identity of family caregivers and use the basic knowledge from this to analyse clinical characteristics and data in case work in the field of nursing.
- o describe the principles described above as a bio-psycho-socio-cultural integrative and master clearly defined references to the processes of coping mechanisms, post-traumatic reactions, physical injuries, infections as well as family and role processes that are important in nursing

### **Methods expertise:**

#### Students

- o recognise in nursing situations the most important clinically relevant phenomena in the areas of post-traumatic reactions, coping mechanisms and neurobehavioural stress such as anxiety, aggression, alienation, apathy, powerlessness, ineffective coping and ineffective activity planning, symptoms of substance withdrawal or grief, and can develop and implement science-based interventions for these phenomena and thus help people in need of care and their relatives in coping with severe crises
- o recognise in clinical situations the most important and specifically selected
  - o characteristics and data on infections in the gastrointestinal tract, respiratory tract, skin, soft tissue, urogenital tract, central nervous system, eye and ear and the lung-cardiovascular tract, and have basic knowledge of a sepsis clinic and of coordinated hygienic action, and support medical action with their knowledge of basic pharmaceutical-medical therapy programs and
  - o are proficient in the clinical and nursing-related assessment of psycho-physical integrity, physiological functionality and social stability, and recognise health hazards, i.e., students
  - o recognise in clinical situations the most important characteristics of health impairment risks due to the above-mentioned phenomena of the psycho-physical-social reaction to health hazards and make their own clinical assessments of health-endangering risks such as aspiration, dry eyes, haemorrhage, decubitus or skin injuries, dry mouth, fall, thermal injury, positional injury, urinary tract injury and
  - o recognise risks of danger to self and others, in particular the risks of all forms of violence and
  - o make a contribution to all clinical assessments mentioned above and to the clinical assessments made during case work and responsibly communicate them in an intra- and interprofessional team and develop approaches for coordinating care in health care settings. Building on this,
  - o work with people of all ages and their caregivers and the social network to develop age-appropriate, living environment-oriented programmes for dealing and coping with the need for care and its consequences, and instructively guide people of all ages requiring care and their caregivers in dealing with illness, therapy and care requirements and enable them to achieve their health goals with the greatest possible independence and self-determination, and
  - o master the basics of developing case-based evaluation criteria for people of all ages requiring care and their caregivers and can derive these from health diagnostic principles and use them in the development of specific cases

- o plan, organise, design, manage and implement nursing processes for complex and highly complex care needs, for specific client groups in nursing situations with specific health problems and in highly stressful and critical life situations based on scientific theories, models and research results (state written examination according to PflAPrV: Section 35 Para. 2 **Clause 1**; Annex 5 I. Sentence 1 to Sentence 7)
- o use nursing and relational science methods and research results to promote development and autonomy in the lifespan of patients and support people of all age groups in managing their lives (state written examination according to PflAPrV: Section 35 Para. 2 **Clause 2**; Annex 5 I. Sentence 1 to Sentence 7)
- o justify instructions and measures for diagnostics, therapy or rehabilitation on the basis of in-depth research-based knowledge (state written examination according to PflAPrV: Section 35 Para. 2 **Clause 6**; Annex 5 I. Sentence 1 to Sentence 7)

### **Personal skills:**

#### Students

- o reflect on the particular challenges of decision-making together with people in need of care and their caregivers taking clinical diagnostics into account take into account social, especially family, spatial and cultural contexts
- o reflect on and discuss the particular challenges of including people with disabilities and psychiatric diagnoses
- o understand the particular importance of involving the respective caregivers in care in all life situations and at all ages, especially for people with psychiatric diagnoses
- o identify knowledge deficits and, where needed, independently acquire new information about the knowledge areas of nursing, especially the domains coping and stress tolerance, role identity as well as security and protection; reflect on their limitations when it comes to designing training, counselling, instruction and information services and reflect on the importance of intra- and interprofessional collaboration

### **For recognition in the area of "leadership skills":**

#### **Professional skills**

#### Students

- o name different definitions of the terms health and illness and their social significance.
- o explain the connection between professional activity and possible effects on their own health.
- o describe different models of health and disease.

- o show the connection between social situation and health/illness.

### **Methods expertise**

Students

- o apply strategies to deal with stress and extremely demanding situations and reflect on their own health-related behaviour.
- o use discussions to gain an understanding of patients and their caregivers and take this into account when planning actions for them.
- o take into account findings from models of health and illness in specific counselling situations.
- o reflect critically on their own ideas about health and illness and take the results of their reflection into account when dealing with patients and caregivers.
- o use models of health and illness in connection with coping strategies.
- o independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, taking into account in-depth research-based knowledge (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 2)

### **Personal skills**

Students

- o take responsibility for their own health-related behaviour and are sensitive to personal stress situations.
- o accept different ideas of health and illness and the resulting behaviours, taking into account transcultural care.
- o consider the perspective of the patient and caregivers when assessing nursing situations in connection with health and illness.
- o recognise that subjective theories of health and illness can influence patient behaviour.

## **Applicability in this degree programme**

2.3 Perception & Cognition, Self-concept, Growth, Development & Well-being

4.3 Sexuality, Spirituality & Congruence, Disease Theory 2

5.3 Special Pathology and Crises

6.3 Innovation in Nursing Care



### 7.3 Complex Intervention

### 8.3 Bachelor's Thesis

## **Applicability in this and other degree programmes**

In this degree programme:

- o Health Promotion, Activity/Rest, Nutrition, Excretion/Exchange;
- o Perception, Cognition, Self-concept, Well-being, Growth and Development,
- o Sexuality, Spirituality & Congruence, Disease Theory 2
- o Practical Exercises 1 to 3

In other degree programmes: Management in Health, Social and Rescue Services, Physiotherapy Dual Majoring in Kinesiology

## **Admission requirements and/or recommended prerequisites**

1st semester: Health Promotion; 2nd semester: Perception and Cognition;

## **Content**

1. Health diagnostics 3
  - 1.1. Diagnostic interview
  - 1.2. Participatory decision-making
  - 1.3. Motivation, volition and joint planning of intervention and outcome
2. Coping and stress tolerance
  - 2.1. Post-traumatic reactions
  - 2.2. Coping reactions
  - 2.3. Neurobehavioural stress
3. Infectiology, microbiology and immunology
  - 3.1. Pathogens, bacteriology, virology, mycology, parasitology
  - 3.2. Immune system
  - 3.3. Hygiene and infection prophylaxis, nosocomial infections, resistance

- 3.4. Specialised infectiology 1
- 4. Sustainable action
  - 4.1. Reusable materials in care
  - 4.2. Supply and disposal channels
  - 4.3. Ecology of reusable materials
- 5. Security and protection
  - 5.1. Infections
  - 5.2. Physical injuries
  - 5.3. Violence
  - 5.4. Environmental hazards
  - 5.5. Defence processes
  - 5.6. Thermoregulation
- 6. Role identity
  - 6.1. Family and family-like relationships
  - 6.2. Family caregivers
  - 6.3. Interventional approaches

**For recognition in the area of "leadership skills":**

- o Definitions of health and illness o Relationship between health and illness
- o Models of health and illness taking into account transcultural aspects
- o Salutogenesis
- o Subjective theories related to health and illness and their impact on one's own behaviour
- o Stress/burnout prophylaxis
- o Coping strategies
- o Resilience

## Teaching and learning methods

Lecture, seminar, seminar-based exercises and scenario training

## Remarks

### **Suggestions for work-oriented learning (simulation and skills training):**

Symptoms of post-traumatic reactions, stress tolerance and neurobehavioral stress can pose clinical challenges in internal and external crises. These symptoms can occur in all settings (outpatient welfare centres, hospitals and nursing homes) with or without acute medical treatment. They can be symptoms of chronic health challenges and can be caused by psychophysical-social changes. For example, indications of an anxiety diagnosis in connection with developmental crises can occur in young people. They can occur before an operation, when moving into a new home or into a retirement home. Whether associated symptoms, e.g., worrying, restless wandering, aimless movements, exhaustion, trembling, increased caution then lead to a diagnosis of anxiety, fear, powerlessness, defensive coping, ineffective activity planning, is a question of differential diagnostics. Students are given the opportunity to apply theoretical knowledge and reflect on their own behaviour and ability to act.

Symptoms from role identities occur in parents, family caregivers, relatives or people in need of care. They can jeopardise the health of individual role holders and their relationships with each other. The symptoms range from everyday worries to physical, psychological and social exhaustion. They can occur simultaneously or accumulate, and they can affect all phases of human life. They also affect socio-economic and cultural levels. They can also affect the interaction of family caregivers with other members of their social systems, with the people in need of care or with the stakeholders of professional systems involved in providing care. Students practise diagnosing these challenges in the scenarios.

Students practise hygienic behaviour in the areas of security and protection, as a continuation of introductory courses from previous semesters and now with a theoretical basis. They apply the basics of immunology and infectiology. They recognise transmission routes in scenarios, for example access points (catheters, cannulas, drains, tubes, etc.) and consider infection risks in their reasoned actions. They are responsible for infection-prevention measures, establishing procedures for various forms of action to be taken in the event of asepsis and antisepsis and different types of isolation measures, and developing expertise in hygienic behaviour to protect patients and the staff. They name the basics of disinfection and sterilisation and are aware of supply and disposal channels.

Students deepen and expand their previously acquired physical examination skills. To this end, the module includes physical examination for physical integrity and physical functionality as well as examination for injuries and infection risks. These include, for example, the examination of the upper and lower respiratory tract, oral hygiene, the risk of injuries to the skin and mucous membrane and the risk of falls and decubitus, thrombosis, pneumonia and contracture. Students identify potential infection risks.

Students practise diagnosing these challenges in the scenarios and developing evidence-based measures. In this semester, students practise conducting diagnostic interviews. They learn how to negotiate care goals on the basis of collected findings, the understanding of the person in need of care and empirical knowledge. To this end, students determine the knowledge, motives for action and volition of the person in need of care.

**Scenario 1:** A 12-year-old boy lost his father in a car accident and fractured his right tibia and fibula and suffered multiple contusions on both legs and a blunt chest trauma. After five days of rehabilitation with secondary wound healing in the status post external fixation on the right shank, he was moved to the previous paediatric surgery ward. He has leucocytosis, subfebrile temperatures, does not have core stability, is mostly bedridden, has a BMI of 40 and is in severe pain. His mother is overburdened with his 4-year-old sister and the management of a company. She expresses unusually high concern and cannot shake off the idea that her son will never be able to walk properly again. However, according to the mother, this is essential for a change in his body weight.

**Age:** children, adults, siblings, family caregivers

**Setting:** paediatric surgery

**Specific challenges:** risk of infection, risk of sepsis, overburdening of family caregivers and siblings

**Scenario 2:** A 57-year-old woman, with status post liver transplant eight weeks ago due to sclerosing cholangitis and hepatitis C is hospitalised due to unclear somnolence. She was confused on admission, initially delirious. The symptoms change only slightly in the course of the first few days; she cannot give full details of where or who she is. The wound to the LTx secretes some fluid. There is a diagnostic suspicion of an incorrect or overdose of immunosuppressants and a suspected wound infection. The 50-year-old husband demands information about his wife's condition during the initial consultation, saying that he has been looking after his wife's medication. It is all very stressful, and he complains of difficulty falling asleep or sleeping through the night, sudden weight loss, constant headaches and the fear of not having done everything right.

**Age:** elderly people, care-giving relatives

**Setting:** general surgical ward, monitoring ward, increased risk of infection

**Specific challenges:** risk of infection, delirium, overburdening of family caregivers

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**Suggestions for work-linked learning (practical assignment/case study):**

Students

- o conduct one (1) diagnostic interview **each** with a person they have diagnosed from the areas of coping, stress tolerance, security and protection, and role identity
- o are familiar with the practice facility's guidelines on the standard approach to hygiene issues and use these to develop the basics of key hygiene-related behaviours and relate them to their own practice
- o learn about the supply and disposal channels in the practice facility and learn how to deal with the topic of sustainability

## Recommended reading

Adam D, Doerr HW, Link H, Lode H (publishers) (2004): Die Infektiologie. Heidelberg: Springer

Bergler R (2009): Psychologie der Hygiene. Heidelberg: Steinkopff

Fischer G, Riedesser P (2009): Lehrbuch der Psychotraumatologie. Stuttgart: UTB

Fuchs R, Gerber M (publishers) (2018): Handbuch Stressregulation und Sport. Heidelberg: Springer

Friedemann M, Köhler C (2017); Familien- und umweltbezogene Pflege: Die Theorie des systemischen Gleichgewichts und ihre Umsetzung. Bern: Hogrefe

Hofmann F, Tiller FW (2012): Praktische Infektiologie. Heidelberg, Munich, Landsberg, Frechen, Hamburg: Ecomed Medizin

Hurrelmann K, Klotz T, Haisch J (publishers) (2017): Lehrbuch Prävention und Gesundheitsförderung. Bern: Huber

Kaakinen JR, Coehlo DP, Steele R, Robinson M (2018): Family Health Care Nursing. Philadelphia: Davis

Leik MTC (2012): Family Nurse Practitioner. Certification Intensive Review. New York: Springer

Wagner F, Schnepf W (2011): Familiengesundheitspflege in Deutschland. Bern: Huber

### 3.4 EDUCATIONS CONCEPTS AND METHODS

Module no.	3.4
Module coordinator	Prof. Dr. Karsten Gensheimer
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: II.1-3 and Annex 2: I.2; II.1,2
Course number and name	Educations Concepts and Methods
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 01, CE 02, CE 03
Lecturers	Prof. Dr. Michael Bossle Tanja Jänicke-Stöger Birgit Rathwallner
Semester	3
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Contact hours: 60 hours Self-study: 90 hours Total: 150 hours
Type of Examination	Performance examination
Weight of the grade	5/240
Language of instruction	German

#### Module objectives

##### Overall objective of the module

Students expand their competence in pedagogical/psychological measures to improve the health status and sense of coherence of patients, their families and other clients in the nursing field using four main strategies of communication with patients: information, counselling, instruction and moderation.

##### Professional skills

Students...

- o name the necessary areas and goals of education (e.g., attitudes, feelings, cognitive content, practical skills).
- o know selected basic counselling concepts (e.g., person-centred, systemic, cognitive).
- o apply techniques for structuring a conversation (in terms of time, content, flow, parts of the conversation).
- o apply dialogue techniques to create a positive relationship (e.g., active listening).
- o name emotions and associated behavioural impulses and recognise them during the course of an interaction.
- o name the necessary characteristics of training programmes (e.g., adult-orientated learning, living environment orientation, (learning) biography, subjective perceptions of illness).
- o name the process steps of training programmes.

### **Methods expertise**

Students...

- o prepare information material that is appropriate in terms of content and form on a case-by-case basis.
- o use different information channels (verbal, written, media).
- o conduct open-ended counselling sessions.
- o moderate easy conversations in groups and analyse their progress.
- o evaluate selected patient education programmes (e.g., from the pharmaceutical industry) and develop measures to improve them.
- o conceptualise, design and reflect on counselling and instruction concepts on the basis of reliable research results (state written examination according to PflAPrV: Section 35 Para. 2 Clause 3; in conjunction with Annex 5 II., Sentences 1, 2 and 3)
- o analyse, reflect on and critically evaluate communication, interaction and counselling processes in nursing practice using nursing and relational science methods (state written examination according to PflAPrV: Section 35 Para. 2 Clause 4; in conjunction with Annex 5 II., Sentences 1, 3 and 4)

### **Personal and social skills**

Students...

- o develop a detached attitude towards their personal goals as experts and perceive the goals of their patients as legitimate goals.
- o tolerate uncertainty regarding the results of a counselling session.
- o recognise and name their own emotions during the course of an interaction.
- o reflect on the individual goals and messages of those involved in the discussion process.

## **Applicability in this degree programme**

2.4 Basics of Education

4.4 Healthcare Communication and Information

6.4 Psychological and Social Aspects of Health

## **Applicability in this and other degree programmes**

In this degree programme: Health Communication and Information; Psychological and Social Aspects of Health

In other degree programmes: Management in Health, Social and Rescue Services, Physiotherapy Majoring in Kinesiology

## **Admission requirements and/or recommended prerequisites**

Basics of Education

## **Content**

0. Introduction
  - o Areas and goals of education
  - o Educational approaches in home care
  - o Psychological foundations (emotion, cognition and behaviour)
1. Information
  - o Provision of targeted information with brochures
  - o Wittener list for brochure evaluation
  - o Micro-training



2. Training
  - o Characteristics of training programmes
  - o Process steps of training programmes
  - o Selected examples: patient learning centres
3. Counselling
  - o Communication models
  - o Counselling models
  - o Conversation techniques
4. Moderation
  - o Group processes
  - o Leading conversations in groups
  - o Examples of psychoeducation in groups

## **Teaching and learning methods**

Lecture, structured discussion, transfer and exercise units, project work

## **Remarks**

**Suggestions for work-oriented learning (simulation and skills training):**

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**Suggestions for work-linked learning (practical assignment/case study):**

## **Recommended reading**

Hacker, M. (2017). *Eduktion in der Pflege*. Vienna: Facultas.

Jurkowitsch, R.E. (2016). *Eduktion und Kommunikation im Gesundheitswesen: Aufgaben - Möglichkeiten - Umsetzung*. Vienna: Facultas.

Langer, I., Schulz v. Thun, F., Tausch, R. (2004). *Sich verständlich ausdrücken*.

Munich: Reinhardt-Verlag. <https://patientenedukation.de/>

### 3.6 WP 4 PERSONNEL PLANNING

Module no.	3.6 WP 4
Module coordinator	Prof. Dr. Thomas Geiß
Course number and name	3.6 WP 4 Personnel Planning
Lecturers	Prof. Dr. Thomas Geiß
Semester	3
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	
Semester periods per week (SWS)	0
ECTS	5
Workload	Contact hours: 0 hours Total: 0 hours
Weight of the grade	
Language of instruction	German

#### Module objectives

##### Professional skills

Students

- o explain the relationship between labour laws and personnel planning.
- o familiarise themselves with personnel planning tools.
- o understand the importance of modern IT support in this field.
- o explain personnel deployment in the context of a company's performance and cost accounting.

#### Admission requirements and/or recommended prerequisites

None

#### Content

Personnel requirements and personnel deployment planning

- o Basics of creating and designing duty rosters
- o Company-related work regulations in the duty roster Planning and calculation of absences in the duty roster
- o Basics of organising working hours in the duty roster
- o IT-supported systems
- o In-depth study of labour law
  - o Working Hours Act
  - o German Civil Code
  - o Trade regulations o Collective bargaining law
  - o Part-time Employment and Promotion Act
  - o Maternity Protection Act
  - o Youth Employment Protection Act
  - o Federal Leave Act
- o Determination of staffing requirements
- o Occupational health recommendations
- o Application procedure/start and end of an employment relationship

#### Personnel absenteeism

- o Calculation of absenteeism rate
- o Sick leave cover
- o Compensation models
- o Part-time Employment and Promotion Act
- o SGB III
- o Reconciliation of family and career
- o Company agreements
- o Strategies for dealing with the discrepancy between expectations and reality

## 4.1 ETHICAL DECISIONS

Module no.	4.1
Module coordinator	Prof. Dr. Christian Rester
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: V.5; I.5; II.4 and Annex 2: I.6; II.1,3
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 01, 03 & CE 04 to CE 11
Course number and name	Ethical Decisions
Lecturers	Anna Schindler
Semester	4
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	5
ECTS	5
Workload	Contact hours: 60 hours Self-study: 90 hours Total: 150 hours
Type of Examination	written examination
Weight of the grade	5/240
Language of instruction	German

### Module objectives

#### Overall objectives of the module

In this module, students learn to familiarise themselves with the normative foundations and application situations of ethically justified decisions in nursing care. Based on the understanding of professional ethics, they learn to understand the importance of human rights, especially self-determination and participation rights, and codes of ethics. Building on this, they can analyse given reasoning patterns and structure their own justifications in order to be able to assess positions as justified during interdisciplinary communication.

#### Professional skills

Students...

- o define the significance of human and fundamental rights for nursing actions.
- o differentiate self-determination and participation rights from other rights.
- o analyse codes of professional ethics.
- o define ethical reasoning patterns in the evaluation of everyday and difficult care decisions.
- o analyse how ethical reasoning works when using technical assistance systems.

### **Methods expertise**

Students...

- o analyse dilemma situations in care decisions using selected action schemes.
- o evaluate their applicability for the respective care concept.
- o practise understanding-oriented and participation-oriented forms of communication (ethics counselling) in simulated situations with people in need of care, their caregivers, with colleagues from their own group and with other groups in the healthcare professions.
- o analyse, reflect on and evaluate communication, interaction and counselling processes from an ethical point of view (state written examination according to PflAPrV: Section 35 Para. 2 Clause 4; in conjunction with Annex 5 II., Sentence 2).
- o analyse and reflect on the value orientations and attitudes in professional ethics in a scientifically sound manner (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 V Sentence 5).
- o make well-founded ethical decisions in moral conflict and dilemma situations, taking into account human rights and the approaches of nursing ethics, and promote ethical behaviour in the nursing profession (state written examination according to PflAPrV: Section 35 Para. 2 Clause 4; in conjunction with Annex 5 II., Sentence 4).

### **Personal skills**

Students...

- o reflect on the connection between their own ethical conflicts and the experience of stressful and critical life situations (moral distress).
- o understand the importance of their own argumentative rigour during interdisciplinary dialogue.
- o reflect on their specific role in relation to other healthcare professions.

## **Important for recognition in the field of learning support:**

### **Professional skills**

Students

- o make sound and well-thought-out decisions in nursing and guidance practice, taking ethical principles and guidelines into consideration.
- o analyse nursing in the area of conflict between ethics and economics.

### **Methods expertise**

Students

- o observe the ethical and moral principles of nursing care in the process of teaching and learning.

### **Personal skills**

Students

- o formulate and reflect on their own ethical orientation.
- o take responsibility for the framework conditions of ethical and moral behaviour.
- o are mindful of systemic relationships and take personal or shared responsibility for the concerns of nursing practice based on their values.

## **Applicability in this degree programme**

1.1 Science and Research

2.1 Systemic Healthcare Communication and Management Skills

3.1 Professional Identity and Policies/Basic Module on Medical Delegation

## **Admission requirements and/or recommended prerequisites**

None

## **Content**

1. Human and fundamental rights
2. Self-determination and participation rights
3. Codes of ethics

4. Basics of ethical reasoning
5. Case analyses and dilemma decisions
6. Everyday ethical issues in nursing care
7. Ethical boundary issues at the beginning and end of life
8. How ethics counselling works

**Important for recognition in the field of learning support:**

- o Ethical issues in practice
- o Ethical decision-making models

## **Teaching and learning methods**

Seminar, seminar-based lesson, exercises

## **Remarks**

**Suggestions for work-oriented learning (simulation and skills training):**

- o Simulation of ethical case discussions in the learning and transfer centre
- o Video analysis of simulated case discussions

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**Suggestions for work-linked learning (practical assignment/case study):**

- o Learning and work tasks for ethical case discussions
- o Practical reflections on ethical dilemma situations in practice
- o Practical assignments on recognising ethical dilemmas and ways of structuring them

## **Recommended reading**

1. Maio, Giovanni, Mittelpunkt Mensch. Lehrbuch der Ethik in der Medizin. Stuttgart. 2nd edition 2017.
2. Albisser Schleger, Heidi/Mertz, Marcel/Meyer-Zehnder, Barbara/Reiter-Theil, Stella, Klinische Ethik – METAP. Leitlinie für Entscheidungen am Krankenbett. Berlin. 2nd edition 2019.

## 4.2 COOPERATION

Module no.	4.2
Module coordinator	Prof. Dr. Thomas Boggatz
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: III.1-4; V.3 and Annex 2: III.1,3
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 07, 02, 03, 04
Course number and name	Cooperation
Lecturers	Prof. Dr. Thomas Boggatz
Semester	4
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	6
ECTS	5
Workload	Contact hours: 90 hours Self-study: 60 hours Total: 150 hours
Type of Examination	PStA
Weight of the grade	5/240
Language of instruction	German

### Module objectives

#### Professional skills

Students...

- o describe empirically proven influencing factors, characteristics and objectives of interprofessional collaboration.
- o differentiate between the goals, values and interests of nursing and those of other professions in the healthcare system.
- o integrate the needs of (caregiving) relatives into their nursing work



- o link and integrate low-threshold and self-help programmes into their counselling work
- o learn approaches and procedures for establishing an effective interprofessional collaboration and determine their own role and tasks in this collaboration.
- o work on concepts for the restructuring of tasks in the healthcare system and derive consequences for shaping the cooperation with other stakeholders in the care process.

### **Methods expertise**

Students...

- o critically and constructively compare and evaluate the existing role and task allocations in the healthcare system
- o are familiar with regional and supra-regional assistance and can explain access routes to relatives
- o are able to research, analyse and evaluate concepts of intra- and interprofessional collaboration (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 1)
- o are involved in the further development and implementation of science-orientated, innovative approaches to the collaboration between professional groups and the management of care processes in various areas of care and across areas of care (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 4).
- o organise specifically authorised activities responsibly and position nursing science insights in the intra- and interdisciplinary team (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 V Sentence 3).

### **Personal skills**

Students...

- o become aware of the importance of interprofessional collaboration, and challenge its current implementation in practice.
- o critically analyse the position of nursing in a multi-professional team.

- o scientifically analyse the current care structures for nursing/health, the management of care processes and forms of intra- and interprofessional collaboration and reflect on these critically (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 3).
- o evaluate task allocation concepts in the healthcare system from different perspectives.
- o recognise and evaluate their limits of collaboration in the context of systemic and political conditions of the healthcare system.

## **Applicability in this degree programme**

2.1 Systemic Healthcare Communication and Management Skills

3.2 QM, Care and Case Management and Long-term Care According to the German Social Code (SGB)

8.3 Bachelor's Thesis

## **Applicability in this and other degree programmes**

Practical Exercises 1-8, Practical Exercise Development, Bachelor's Thesis

## **Admission requirements and/or recommended prerequisites**

Diagnostics and Organisation; Professional Identity and Policy, Basics of Education

## **Content**

- o Current aspects of and developments in task allocation in the healthcare system
- o (SVR (expert advisory board) expert opinion, guideline on the delegation of healing tasks, Nursing Professions Act: specifically authorised tasks, model of horizontal coordination)
- o Characteristics of interprofessional collaboration
- o Approaches and procedures for establishing an effective interprofessional collaboration
- o Setting boundaries and potential influence of professional nursing work
- o Professional outpatient assistance and the self-help system in the German healthcare system o Participation in low-threshold, regional programmes

## Teaching and learning methods

Seminar work, exercises, lecture, learning diary

## Remarks

### Suggestions for work-oriented learning (simulation and skills training):

Existing scenarios can be adapted and explicitly modified to the skill and grade mix, i.e., specific simulations are additionally analysed based on different roles and their responsibilities. In addition, interprofessional collaboration, guidance and communication with relatives or members of low-threshold services are particularly important. Existing scenarios can also be expanded and/or analysed for this purpose. Scenarios with simulated patients are primarily used here.

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### Suggestions for work-linked learning (practical assignment/case study):

The **learning diary** plays a special role in **work-related learning** (practical assignments):

Students observe and analyse situations from everyday practice, where contacts are made in connection with the interprofessional team, the cooperation and counselling of (caregiving) relatives and the self-help system, and how the role of future academic caregivers can and must develop in this respect.

## Recommended reading

Bollinger, H. et al. (2008): Gesundheitsberufe im Wandel. Soziologische Beobachtungen und Interpretationen, Mabuse. Frankfurt/M.

Bossle, M. (2012): Die Zukunftsorientierung der deutschen Pflegewissenschaft an der Schnittstelle von Alter(n) und Pflege, HPS. Hungen

Eberhardt, D. (2017): Integration akademischer Berufsrollen in die Pflegepraxis: eine empirische Untersuchung aus praxeologischer Perspektive. Halle/Saale, available online at: <http://digital.bibliothek.unihalle.de/ulbhalhs/urn/urn:nbn:de:gbv:3:4-20688>

Fischer, R. (2013): Berufliche Identität als Dimension beruflicher Kompetenz. Entwicklungsverlauf und Einflussfaktoren in der Gesundheits- und Krankenpflege, Bertelsmann. Bielefeld

Igl, G. (2018): Gesetz über die Pflegeberufe (Pflegeberufegesetz PflBG)-Praxiskommentar, med-hoch-zwei. Heidelberg

Pundt, J. (2006): Professionalisierung im Gesundheitswesen: Positionen - Potenziale - Perspektiven, Hans Huber. Bern

Sachverständigenrat Gesundheit (SVR) (2007): Kooperation und Verantwortung, available

online at: [https://www.svr-gesundheit.de/fileadmin/user\\_upload/Gutachten/2007/Kurzfassung\\_2007.pdf](https://www.svr-gesundheit.de/fileadmin/user_upload/Gutachten/2007/Kurzfassung_2007.pdf)

Sennett, R. (2012): Zusammenarbeit, Hanser. Berlin

## 4.3 SEXUALITY, SPIRITUALITY & CONGRUENCE, DISEASE THEORY 2

Module no.	4.3
Module coordinator	Prof. Dr. Christian Rester
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: I.1-7; III.2; II.1-2 and Annex 2: I.1, 5
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 10, CE 04, CE 02, CE 06-08
Course number and name	Sexuality, Spirituality & Congruence, Disease Theory 2 Disease Theory 2
Lecturers	Prof. Dr. Thomas Boggatz Dr. Bianca Menchicchi Prof. Dr. NN NN AGW Anna Schindler
Semester	4
Duration of the module	1 semester
Module frequency	Annual
Course type	FWP, compulsory course
Level	Undergraduate
Semester periods per week (SWS)	8
ECTS	5
Workload	Contact hours: 120 hours Self-study: 30 hours Total: 150 hours
Type of Examination	oral examination
Weight of the grade	5/240
Language of instruction	German

### Module objectives

#### Overall objectives of the module

Students acquire a broad understanding of specific theories, models and empirical findings in the domains of sexuality and spirituality, based on the principles of nursing, health and relational sciences. Students acquire the competence to take responsibility for the health challenges of social gender, sexual identity, sexual function, and the

health-related challenges to reproductive behaviour. Students acquire the competence to take responsibility for health-related challenges of value conflicts, questions related to world view or religiosity and spirituality as well as the congruence of behaviour and metaphysical orientation, religiosity and spirituality.

#### **Health diagnostics 4**

Students evaluate nursing processes and develop outcome parameters. They document nursing processes to ensure quality in nursing care and come up with questions for research and investigation. Students communicate their health diagnostics intra- and interprofessionally.

#### **Professional skills**

Students...

- o have an overview, and develop an understanding of theories and models for the social, physiological and psychological determination of gender and develop an understanding of the relationship between gender and health.
- o have a linguistic ability for sexuality and recognise forms of expression of gender-related disadvantages.
- o know about historical developments in the profession of female nurses.
- o recognise health-endangering prenatal and postnatal lifestyles and are aware of health-related behaviour and conditions in the family.
- o recognise impairments in the parent-child bond and prenatal and postnatal health risks to the mother.
- o have a rough overview of the systems of values and norms that characterise societies and their individuals, and know the most important places of contemplation and corresponding practice that also shape healthcare, such as birth, dying and death, as well as comparable metaphysical upheavals.
- o recognise health hazards due to impairment in decision-making and decision conflicts, and encourage persons in need of care and their relatives to make self-determined decisions, even on the topic of palliative care.
- o recognise health hazards due to moral stress and impaired religiosity, spirituality or sense of purpose.
- o recognise the health-promoting potential of people in need of care to improve their situation by making a decision or by experiencing religious rituals and practices rooted in spirituality or ideology.

#### **Methods expertise**

Students...

- o are able to participate in key moments of modern discourses on the determination of gender and its social significance, and derive aspects of a professional and caring advocacy for disadvantaged people, especially those in need of care, of all ages.
- o can recognise gender-specific disadvantages when defining all forms of violence and are in a position not to accept them as something that can be undone; they are competent to record forms of violence in all age groups and all settings of nursing care using standardised assessments and to methodically take them into account in health care processes.
- o are in a position to protect and encourage gender identity with dignity in the provision of care and in supporting medical-diagnostic-therapeutic procedures, and to apply the best empirical scientific knowledge.
- o are proficient in giving advice on evidence-based interventions for prenatal and postnatal lifestyle, nutrition and activity (building on the Health Promotion module); they promote family self-care competence and involvement of other professions, coordinate care interprofessionally and across settings and recognise signs of intrafamilial violence.
- o develop age-appropriate, meaningful and life-shaping activities for toddlers, children and adolescents.
- o can help, in a mediating and life-promoting manner, in addressing questions related to the religious, spiritual or ideological way of living, taking into account gender, culture, religion and social situation when analysing situations, and taking into account their position and their professional actions.
- o recognise phenomena of religious, ideological and spiritual distress, specific phenomena of impairments caused by decisions, as well as basic forms of decision conflicts, and support people in the self-determined implementation of their health goals.
- o organise care for seriously ill and dying people of all ages in various fields of action and integrate social networks into their actions.
- o accompany and support seriously ill people of all ages and their immediate caregivers in phases of dying, recognise and accept their specific needs and offer support in coping with and processing loss and grief.
- o plan, organise, design, manage and implement nursing processes for complex and highly complex care needs, for specific client groups in nursing situations with specific health problems and in highly stressful and critical life situations based on scientific theories, models and research results (state written examination according to PflAPrV: Section 35 Para. 2 Clause 1; Annex 5 I. Sentence 1 to Sentence 7)

- o use nursing and relational science methods and research results to promote development and autonomy in the lifespan of patients and support people of all age groups in managing their lives (state written examination according to PflAPrV: Section 35 Para. 2 Clause 2; Annex 5 I. Sentence 1 to Sentence 7)
- o justify instructions and measures for diagnostics, therapy or rehabilitation taking into account in-depth research-based knowledge (state written examination according to PflAPrV: Section 35 Para. 2 Clause 6; Annex 5 I. Sentence 1 to Sentence 7)
- o independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, taking into account in-depth research-based knowledge (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 2)

### **Personal skills**

Students...

- o reflect on the special significance of professional care for the success of particularly challenging crises and illnesses in social discourse.
- o reflect on the special significance of health crises for the professionalisation of nursing.
- o recognise their own limits in dealing with particularly stressful incidents and derive appropriate action initiatives.
- o are able to determine their own metaphysical position, including its significance for health-related professional behaviour.

### **Applicability in this and other degree programmes**

In this degree programme:

- o Health Promotion, Activity and Rest, Nutrition, Excretion/Exchange
- o Perception, Cognition, Self-concept, Well-being, Growth and Development;
- o Coping and Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1,
- o Practical Exercises 1 to 4

In other degree programmes: Management in Health, Social and Rescue Services, Physiotherapy Dual Majoring in Kinesiology



## **Admission requirements and/or recommended prerequisites**

- o Health Diagnostics and Organisation
- o Basics of Evidence-based Action
- o Perception, Cognition, Self-concept, Well-being, Growth and Development;
- o Coping and Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1

## **Content**

### **9. Health diagnostics 4**

- 9.1. Evaluation
- 9.2. Outcomes
- 9.3. Quality
- 9.4. Documentation
- 9.5. Research

### **10. Sexuality**

- 10.1. Shaping, forms of expression of gender identity
- 10.2. Health, upbringing and reproductive behaviour
- 10.3. Basics and principles of nursing care

### **11. Gender**

- 11.1. Structure of and empirical findings on gender issues in nursing
- 11.2. Gender equality in healthcare provision
- 11.3. Body-sociological basics

### **12. Religiosity, spirituality, ideologically independent search for purpose and decisions**

- 12.1. Involvement in formative discourses
- 12.2. Significance for health and essential phenomena
- 12.3. Actions and incidents in the context of professional care

## Teaching and learning methods

Lecture, seminar, exercises

### Remarks

#### **Suggestions for work-oriented learning (simulation and skills training):**

Gender is a sublime subject matter of care. Gender gives rise to disadvantages. The aim of these scenarios is to perceive such disadvantages as unfounded and to teach health promotion. The birth of a child can be antenatal, perinatal and postnatal. Role expectations are socially conditioned. The task of teaching care and promoting self-determination is extremely demanding.

*Scenario for sexuality:* Anna is 36 weeks pregnant and is just a few weeks away from conceiving her first child. She is unsure about whether she should breastfeed after the birth or not. Her husband refuses it, her mother practically demands it. The expectant mother turns to all professional groups, including nursing. She sleeps badly, starts smoking again and complains of increasing discomfort.

*Scenario for spirituality:* Maria is 85 years old and is dying. Her relatives have a close but unstable relationship with her. Her physical condition is very unstable. The relatives are extremely unsettled and are not responsive to metaphysical associations, but demand them anyway. The mediating position of the treating and caregiving staff is unclear to everyone.

In the scenarios, students practise developing parameters for quality and outcome. These scenarios are particularly challenging because standard procedures can no longer be applied. The main challenge is to find, even in uncertain situations, solutions that not only make unclear processes transparent but also demand caring and humane action.

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#### **Suggestions for work-linked learning (practical assignment/case study):**

Students...

- o carry out one (1) health diagnosis each from the areas of sexuality and spirituality.
- o justify and document their decisions and develop quality parameters for care outcomes.
- o communicate their health diagnosis intra- and interprofessionally and methodically conduct a team discussion about its results.

## Recommended reading

Badura B, Schröder H, Vetter C (2007): Fehlzeiten-Report 2008. Arbeit, Geschlecht und Gesundheit. Berlin, Heidelberg: Springer

Braun vC, Stephan I (publishers) (2013): Gender@Wissen. Ein Handbuch der Gender Theorien. Cologne, Weimar, Vienna: UTB

Büttner M (2018): Sexualität und Trauma. Stuttgart: Schattauer.

Büssing A, Kohls N (publishers) (2016): Spiritualität transdisziplinär. Berlin, Heidelberg, New York: Springer

Gassner UM, Hayek vJ, Manzei A, Steger F (publishers) (2018): Geschlecht und Gesundheit. In collaboration with: Augst K. Baden-Baden: Nomos.

Hornberg C, Pauli A, Wrede B (publishers) (2016): Medizin, Gesundheit, Geschlecht. Wiesbaden: VS.

Koenig HG (2012): Spiritualität in den Gesundheitsberufen. Stuttgart: Kohlhammer.

Kolip P, Altgeld T (2006): Geschlechtergerechte Gesundheitsförderung und Prävention. Weinheim: Juventa

Windisch M (2014): Behinderung, Geschlecht, Soziale Ungleichheit: Intersektionelle Perspektiven.

## 4.4 HEALTHCARE COMMUNIKATION AND INFORMATION

Module no.	4.4
Module coordinator	Prof. Dr. Karsten Gensheimer
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: II.3 and Annex 2: I.2; II.2
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 04; CE 02, 03; CE 10 - CE 11
Course number and name	Healthcare Communication and Information
Lecturers	Prof. Dr. Doris Eberhardt Prof. Dr. Karsten Gensheimer
Semester	4
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	6
ECTS	5
Workload	Contact hours: 90 hours Self-study: 60 hours Total: 150 hours
Type of Examination	Performance examination
Weight of the grade	5/240
Language of instruction	German

### Module objectives

#### Overall objective of the module

The ability to design and organise counselling and instruction programmes in a person- and situation-oriented manner on the basis of reliable research results is further developed in this module. This module particularly focusses on empowering patients and those in need of care to make informed decisions by teaching students how to prepare health-related information comprehensibly and effectively and by promoting a critical approach to health-related information and digital information offerings.

## **Professional skills**

Students...

- o analyse the competence requirements, preferences and information needs of different target and recipient groups of health-related information.
- o describe methods that can be used to involve potential user groups in the creation, design and evaluation of health-related information.
- o describe the characteristics of quality-assured patient information and how to find it.
- o explain standards for the creation of comprehensible, user-friendly and living environment-orientated patient information (e.g., language and text structure that can be understood by laypeople, design elements, multimedia formats etc.).
- o describe the potential of digitalisation to prepare health-related information in such a way that it is understood and effective.

## **Methods expertise**

Students...

- o work with patients to tailor instruction measures to their personal learning patterns and strategies.
- o simplify health-related information and prepare work aids, media and materials in a didactic way.
- o use methods that enable people to achieve their health goals with the greatest possible independence and self-determination.
- o contribute to the creation and promotion of person-centred and barrier-free health-related information.
- o assess the range and quality of analogue and digital health-related information.
- o support the procurement and processing of information by recommending quality-assured health-related information and by providing individual and flexible training and counselling.
- o expand their conversation skills to include difficult conversation situations.
- o adapt the information offered during the conversation to the patient's goals.
- o deal with resistance from the patient in a constructive manner.
- o conceptualise, design, reflect on and evaluate counselling and instruction concepts on the basis of reliable research results (state written examination according to

PfIAPrV: Section 35 Para. 2 Clause 3 in conjunction with Annex 5 III, Sentences 1, 2 and 3)

- o analyse, reflect on and critically evaluate communication, interaction and counselling processes in nursing practice using nursing and relational science methods (state written examination according to PfIAPrV: Section 35 Para. 2 Clause 4 in conjunction with Annex 5 III, Sentences 1, 2 and 3)

### **Personal skills**

Students...

- o understand that many people find it difficult to assess health-related information and find appropriate and understandable information.
- o inform patients in such a way that they can make or participate in making decisions about their health and care.
- o reflect on the possibilities and limitations of designing, providing and disseminating quality-assured health-related information.
- o learn the importance of mass media for the promotion of health literacy.
- o recognise that promoting media literacy and critical judgement in the population when dealing with (digital) health-related information is a nursing task.

### **Applicability in this degree programme**

2.1 Systemic Healthcare Communication and Management Skills

2.2 Basics of Evidence-based Action

2.4 Basics of Education

3.4 Educations Concepts and Methods

### **Applicability in this and other degree programmes**

- o Systemic Healthcare Communication
- o Basics of Education o Educations Concepts and Methods
- o Basics of Evidence-based Action

## Admission requirements and/or recommended prerequisites

Modules Basics of Evidence-based Action, Systemic Healthcare Communication, Basics of Education, Educations Concepts and Methods

## Content

### 1 Preparation of health-related information and empowerment of users to handle it critically

- 1.1 Preparation of health-related information taking into account the information needs of different target and recipient groups
- 1.2 Enabling people to make informed decisions and participate in decisions, decision coaching
- 1.3 Person-centred conception and design of information, counselling and instruction programmes
- 1.4 Enabling people to critically evaluate health-related information

### 2 Counselling - help for self-help

- 2.1 Using conversation concepts when communicating health-related information
- 2.2 Dealing constructively with resistance
- 2.3 Counselling in crises

## Teaching and learning methods

- o Lecture
- o Class discussion
- o Discussions
- o Transfer tasks and exercises
- o Text work

## Remarks

**Suggestions for work-oriented learning (simulation and skills training):** o  
Scenario for decision coaching

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**Suggestions for work-linked learning (practical assignment/case study):**

- o Criteria-based evaluation of internal patient and health-related information

- o Developing aids for finding reliable health-related information
- o Analysing and reflecting on the strengths and weaknesses of the facility as a health-competent setting

## **Recommended reading**

To be provided at the start of the semester



## 4.5 WP5 VALUE-BASED MANAGEMENT

Module no.	4.5 WP5
Module coordinator	Prof. Dr. Stephan Gronwald
Course number and name	4.5 WP5 Value-based Management
Lecturers	Daniel Schümann
Semester	4
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	0
ECTS	0
Workload	Contact hours: 0 hours Total: 0 hours
Weight of the grade	5/210
Language of instruction	German

### Module objectives

The effective implementation of visions and innovations is closely linked to the organisational and process development based on these. The basis for this is provided by system-theoretical approaches and contexts that have strong parallels with bio-psycho-social thinking. Building on this, the module introduces the core fields of leadership action, participation, network organisation and management, as well as age- and gender-specific characteristics in organisations. As a logical consequence of this, the methodological tools for actively shaping change processes in organisations are also taught in the module.

After completing the *Compulsory Elective 1: Organisation and Process Development* module, students will have achieved the following learning objectives:

#### Professional skills:

Students

- o grasp the theoretical foundations of system-theoretical approaches and thought patterns (bio-psycho-social model)
- o are able to make a practical transfer to organisational situations and conditions
- o know the concrete approaches and model representations for possible change processes in organisations

- o have the methodological tools to initiate and practically support a change process

#### **Methods expertise:**

Students

- o can apply system-theoretical thinking to organisational processes
- o are proficient in the basics of contemporary management approaches
- o are able to analyse, change or fundamentally establish networks
- o can make targeted use of participative forms of communication and moderation

#### **Personal skills:**

Students

- o gain confidence in dealing with change processes
- o reflect on their personal attitude and role in organisational processes
- o develop individual ability to act on the basis of their own strengths and weaknesses analysis

## **Admission requirements and/or recommended prerequisites**

Module: Mental and Cognitive Processes - Learning to Understand People (7th semester)

### **Content**

1. Systems theory basics and transfer to processes of modern leadership
2. Starting points for organisational interventions and changes
  - 2.1. Leadership action
  - 2.2. Participation, co-determination
  - 2.3. Network organisation and management
3. Current and critical challenges in organisations
  - 3.1. Age (ageing) and ability to work? Demographic development
  - 3.2. Work 4.0, new work, agile management
  - 3.3. Ability to work and health

#### 4. Methods and tools

- 4.1. Moderation
- 4.2. Process orientation
- 4.3. Synergy development
- 4.4. 4.4. Personal skills

#### o Self-reflection

#### o Methods and tools

- 4.5. Moderation
- 4.6. Process orientation
- 4.7. Synergy development
- 4.8. 4.8. Personal skills

#### o Self-reflection

#### o Case studies and practical implementations

## **Teaching and learning methods**

Lesson structure based on a dialogue-based learning concept with strong involvement of students, e.g., workshops, discussions

Use of agile teaching and learning methods

## **Recommended reading**

Continuously updated lecture notes with current literature references

## 4.6 WP6 BASICS OF PROJECT WORK

Module no.	4.6 WP6
Module coordinator	Prof. Dr. Karsten Gensheimer
Course number and name	4.6 WP6 Basics of Project Work
Lecturers	Prof. Dr. Karsten Gensheimer
Semester	4
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	
Semester periods per week (SWS)	0
ECTS	0
Workload	Contact hours: 0 hours Total: 0 hours
Weight of the grade	
Language of instruction	German

### Module objectives

#### Professional skills

Students

- o know the basics of project management and the research process in the context of quantitative and qualitative studies.
- o explain the key criteria of a project.
- o describe the structure and process of planning a project.
- o recognise the complexity of a project and identify inhibiting and supporting factors in the process flow.
- o plan projects independently and in a target-oriented and situation-orientated manner.

### Admission requirements and/or recommended prerequisites

None

## **Content**

- o Project and project phases (definition, organisation, execution, documentation)
- o o PDCA cycle
- o Varying significance of projects o Opportunities and risks before and during a project
- o Evaluation of projects (e.g., cost-benefit analysis)
- o Project bodies
- o Project management
- o Formulation of objectives
- o Project phases
- o Project schedule

## **Teaching and learning methods**

- o Lecture
- o Class discussion
- o Discussions
- o Transfer tasks and exercises based on a selected project
- o Text work

### 5.3 SPECIAL PATHOLOGY AND CRISES

Module no.	5.3
Module coordinator	Prof. Dr. Christian Rester
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: I.1-7; III.2; II.1-2 and Annex 2: I.1,3,4
Course number and name	Special Pathology and Crises
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 06; CE 03, 05, 07-11, CE 02
Semester	5
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	6
ECTS	10
Workload	Contact hours: 90 hours Self-study: 210 hours Total: 300 hours
Type of Examination	written examination
Weight of the grade	10/240
Language of instruction	German

### Module objectives

#### Overall objectives of the module

Students acquire the skills to diagnose care needs for people of different ages in highly stressful and critical life situations and to play a mediating role in organising, managing and evaluating care provision. Students acquire the skills to recognise life crises on the basis of theoretical principles of special pathologies, to consequently design nursing care, to communicate intra- and interprofessionally and to integrate connections with other areas of life. Students acquire the competence to integrate the social and cultural significance of life crises into their nursing-based thought process.

#### Health diagnostics 5

Students learn to diagnose in critical situations and communicate the organisation of nursing processes intra- and interprofessionally. They communicate their diagnostic results on care needs and on the special contribution of nursing in

proving care to people of all ages. They advocate for the goals of those in need of care and thus participate in interprofessional meetings.

### **Professional skills**

Students...

- o describe the basics of specific pathologies from a nursing and health science perspective and certain relational science approaches, particularly in medicine, psychology and sociology.
- o thus integrate the most important phenomena of challenges that are highly stressful for people of all ages and that are caused by events such as (somatic, paediatric and geriatric psychiatric) crises, fragility, vulnerability, severe chronic and highly complex illness and care processes, multimorbidity, specific complications and unstable and highly endangered health conditions as well as foundations of challenges in selected aspects of disasters, pandemics and epidemics.
- o describe the basics of action to be taken in emergencies, life-threatening situations and specific life crises and recognise that the theoretical foundations of the special contribution of nurses (Annex 5: I.4) are different. Students are well aware of the most important algorithms, emergency and evacuation plans for general acute, psychiatric and emergency medical care.
- o describe differentiated nursing challenges in the care and health care of old people such as isolation and loneliness, physical inactivity, dementia and challenges of transition to institutionalised care provided by care services and partial and full inpatient care, and describe the basics of counselling and support programmes for relatives and families.
- o describe the basics of psychiatric crises such as stupor, mania and depression as well as severe stress reactions and intoxications, and master basic professional actions.
- o describe the basics of palliative care in the context of setting and age, integrate social networks and describe the basics of coping with loss and grief.
- o describe specific principles for supporting families who experience particular challenges in the face of a premature birth or a crisis involving a child.
- o provide a rough overview of the most important professional stakeholders and institutionalised structures and processes involved in crisis situations.
- o understand the significance of the complexity of crises in human life and learn to remain capable of acting professionally in complex situations.
- o identify needs for interprofessional coordination depending on specific crises and their particular contexts.

## Methods expertise

Students...

- o recognise clinically relevant phenomena of physiological or organ-related crises, in particular of life-threatening clinical manifestations, and can make a specific nursing contribution to acute and emergency care in an interprofessional and team-integrated manner.
- o recognise clinically relevant phenomena of cognitive changes and impairments, especially dementia, and recognise the specific significance of important nursing outcomes such as everyday competence, and can scientifically justify, manage and evaluate nursing interventions in a targeted manner.
- o recognise socially relevant changes, in particular in isolation and loneliness, and can develop, manage, design and evaluate care as a promoting factor of autonomy and health and integrate social networks into their actions.
- o support people in need of care in a science-based manner by promoting health in the development of everyday competence, especially after acute and unexpected incidents and health-related and highly stressful changes. This also includes the development of nursing interventions during transitions to institutionalised care through outpatient and partial or full inpatient care.
- o help the people in need of care to develop health literacy to cope with chronic disease progression, fragile health, vulnerability, fragility, progressive dementia, life-limiting illnesses, and encourage participation in health promotion programmes such as integrated care.
- o integrate technical solutions to improve care for people with chronic and multiple illnesses.
- o learn and evaluate reliable research results and can integrate them into their field of action for the care of people in the above-mentioned specific problem situations, thus supporting the provision of care.
- o illustratively analyse care provision in highly complex problem situations using selected, specific care outcomes as examples.
- o plan, organise, design, manage and implement nursing processes for complex and highly complex care needs, for specific client groups in nursing situations with specific health problems and in highly stressful and critical life situations based on scientific theories, models and research results (state written examination according to PflAPrV: Section 35 Para. 2 Clause 1; Annex 5 I. Sentence 1 to Sentence 7)
- o use nursing and relational science methods and research results to promote development and autonomy in the lifespan of patients and support people of all



age groups in managing their lives (state written examination according to PflAPrV: Section 35 Para. 2 Clause 2; Annex 5 I. Sentence 1 to Sentence 7)

- o justify instructions and measures for diagnostics, therapy or rehabilitation on the basis of in-depth research-based knowledge (state written examination according to PflAPrV: Section 35 Para. 2 Clause 6; Annex 5 I. Sentence 1 to Sentence 7)
- o independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, taking into account in-depth research-based knowledge (state oral examination according to PflAPrV: Section 36 Para. 1 Clause 1; Annex 5 III Sentence 2)

### **Personal skills**

Students...

- o reflect on the particular importance of the intraprofessional communication of health diagnostics, especially in specific problem situations when nursing people of all ages with care needs.
- o recognise the particular importance of other influencing factors such as social contexts, education, income and social status on the results and changing care needs.
- o reflect on and understand the importance of reflective competence when handling particularly stressful incidents, emergencies and unusual problem situations, and can identify training and further training requirements for themselves.
- o develop a professional self-image as a university-qualified nursing specialist.

### **Applicability in this degree programme**

1.3 Health Promotion, Activity and Rest, Nutrition, Excretion

2.3 Perception & Cognition, Self-concept, Growth, Development & Well-being

3.3 Coping & Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1

### **Applicability in this and other degree programmes**

Physiotherapy Majoring in Kinesiology

### **Admission requirements and/or recommended prerequisites**

1st semester: Health Promotion, 2nd semester: Perception and Cognition,  
3rd semester: Coping; 4th semester: Sexuality and Spirituality; 1st semester:  
Diagnostics and Organisation

## Content

1. **Special pathologies and medical emergencies**
  - 1.1. Cardiovascular emergencies and vital threats
  - 1.2. Other specific forms of medical emergencies  
(gastroenterology, neurology, nephrology, endocrinology, traumatology)
  - 1.3. Rescue- and emergency medical care
  - 1.4. In-hospital intensive medical care
  - 1.5. Selected algorithms from a nursing perspective and CRM
2. **Psychological and psychiatric crises/emergencies (important syndromes)**
3. **Health, medical and psychological diagnostics, nursing intervention and evaluation with specific reference to crises**
  - 3.1. Suicidal tendency
  - 3.2. Aggression and agitation
  - 3.3. Anxiety, depression, acute psychosis
  - 3.4. Dementia, delirium and other forms of cognitive impairment
  - 3.5. Intoxications
  - 3.6. Sleep disorders
  - 3.7. Eating disorders
4. **Specific nursing phenomena of old age with specific reference to crises**
5. **Specific nursing phenomena of children and young people with specific reference to crises**
6. **Social and cultural emergency**
  - 6.1. Isolation and loneliness
  - 6.2. Custodial measures and alternatives
  - 6.3. Family burden
  - 6.4. Migration and alienation
7. **Palliative care and nursing interventions in the event of death and grief**

- 7.1. Basics for understanding dying, death and grief
- 7.2. Forms of organisation and the question of location
- 7.3. The specific contribution of nursing care to dying, death and grief
- 7.4. Specific challenges of palliative care
- 7.5. Specialised (outpatient) palliative care
- 7.6. Integrating social networks, volunteer hospice counsellors

#### **8. Methods of crisis work**

- 8.1. Crisis intervention and emergency counselling
- 8.2. Aftercare for relief units
- 8.3. Methods of self-care
- 8.4. Supervision
- 8.5. Collegial counselling

## **Teaching and learning methods**

Lecture, seminar, exercises

## **Remarks**

### **Suggestions for work-oriented learning (simulation and skills training):**

In scenarios, students learn to recognise the main clinical manifestations of situations and emergencies that are highly dangerous to health, to initiate treatment, to communicate interprofessionally and to involve other professional groups in a logical manner. Students should also learn how to take into account the social environment of those affected in crisis situations in a methodologically sound and appropriate manner. The scenarios are intended to treat cardiovascular, psychiatric, psychological and social threats. Students learn to identify and treat important clinical phenomena that they come across when dealing with people with chronic illnesses, particularly vulnerability, fragility, delirium and dementia (especially the behavioural and psychological symptoms), anxiety, depression and life-limiting illnesses. Students develop the skills to assess clinical phenomena and are trained to take social and psychological aspects of emergencies into account. Students practise the application of standardised assessment procedures in the scenarios.

*Age group and patient group:* the procedure described above is intended for older people, small children or infants.

*Setting:* the simulated working environment can be changed along the rescue chain. A home environment, the environment of an inpatient long-term care facility, an ambulance, an emergency ward, intensive care unit or a rehabilitation clinic can be chosen.

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**Suggestions for work-linked learning (practical assignment/case study):**

The time available to complete the work assignments can be found in Annex 1 of the currently valid study and examination regulation.

Students...

- o create an overview of standardised assessment tools and algorithms used in case of emergency situations in the facility.
- o conduct a detailed, criteria-based discussion on a difficult case of a vital threat or a psychiatric or social crisis with their professional colleagues.
- o discuss the particular challenges of dealing with emergency and crisis situations with professional colleagues and, if necessary, other professional groups.
- o choose, in consultation with the practice teachers assigned to them, one person in need of care (one case) for whom they carry out further health diagnostics in case of a vital threat or a situation that is a psychological or social threat.
- o discuss their findings on the need for care in the interprofessional team.

**Recommended reading**

Berzewski H (2009): Der psychiatrische Notfall. Heidelberg: Springer

Förstl H (2011): Demenzen in Theorie und Praxis. Berlin: Heidelberg: Springer

Kränzle S, Schmid S, Seege C (publishers) (2018): Palliative Care. Berlin: Springer

Lang W (2015): Psychiatrische Notfälle. Basel: Ecomed

Lasogga F, Gasch B. (publishers) (2018): Notfallpsychologie. Heidelberg: Springer

Marx G, Muhl E, Zacharowski K, Zeuzem S (publishers) (2017): Die Intensivmedizin. Heidelberg: Springer

Ortiz-Müller W, Scheuermann U, Gahleitner SB (2010): Praxis Krisenintervention. Stuttgart: Kohlhammer

Sauter D, Abderhalden C, Needham I, Wolff S (2020): Lehrbuch Psychiatrische Pflege. Bern: Hogrefe

Stein C (2009): Spannungsfelder der Krisenintervention. Stuttgart: Kohlhammer

Ziegenfuß T (2017): Notfallmedizin. Berlin, Heidelberg: Springer

## 5.4 WP7 TEACHING AND LEARNING PROCESSES IN NURSING

Module no.	5.4 WP7
Module coordinator	Prof. Dr. Michael Bossle
Course number and name	5.4 WP7 Teaching and Learning Processes in Nursing
Lecturers	Prof. Dr. Michael Bossle
Semester	5
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	
Semester periods per week (SWS)	0
ECTS	5
Workload	Contact hours: 0 hours Total: 0 hours
Weight of the grade	
Language of instruction	German

### Module objectives

#### Professional skills

Students

- o identify and describe their own learning strategies.
- o plan instructions taking into account individual learning requirements and learning biography.
- o plan instructions by selecting suitable methods.
- o implement specific instructions in a theory-based manner, taking into account the framework conditions.
- o agree on learning objectives with the trainee.

#### Methods expertise

Students

- o identify different learning techniques for self-monitoring their learning.

- o organise and accompany teaching and learning processes in practice.
- o evaluate their own instructions and use findings for further optimisation.

### **Personal skills**

Students

- o reflect continuously on their own competences and the design of their instructions.
- o give useful advice and optimise and develop their own pedagogical skills.
- o are involved in developments and collaborations within the facility and across learning centres.

## **Admission requirements and/or recommended prerequisites**

None

## **Content**

Learning and teaching basics or specialisation (*internal note: approx. 15 teaching units; separate focus areas: Focus area of Leadership (Basics of Paed. Psych. - Focus area of Learning Support (Specialisation in Paed. Psych.)*)

- o Learning psychology
- o Learning strategies
- o Forms of learning
- o Learning models and learning aids
- o Self-management and time management

*Content for specialisation, e.g.,:*

- o Communication and interaction in instruction processes in the field of nursing
- o Relationship management
- o Principles of non-violent communication o Integration of trainees into the team
- o Closeness and distance in teaching-learning processes
- o Dealing with disruptions in instruction
- o General and specialised didactic models

- o Formulation of learning objectives/taxonomy of learning objectives/formulation of competences
  - o Selection of methods of instruction
  - o Organisation of instruction
  - o Instruction process
  - o Counselling and cooperation
- o Third-party learning venue in cooperation with schools - skills lab
- o Simulation and demonstration
- o Cooperation between learning venues
- o Reflection on and documentation of instruction
- o Laws relevant to training and further training (tasks, scope and organisation of practical guidance)



## 5.5 WP8 ADVANCED PROJECT WORK

Module no.	5.5 WP8
Module coordinator	Prof. Dr. Karsten Gensheimer
Course number and name	5.5 WP8 Advanced Project Work
Lecturers	Prof. Dr. Karsten Gensheimer
Semester	5
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	
Semester periods per week (SWS)	0
ECTS	5
Workload	Contact hours: 0 hours Total: 0 hours
Weight of the grade	
Language of instruction	German

### Module objectives

#### Professional skills

Students

- o describe the tasks within a project.
- o identify potential conflicts at an early stage.
- o explain the evaluation criteria of a project.
- o describe moderation and presentation techniques.
- o outline the importance of project evaluation.

Students can plan projects in the fields of action of nursing care. In doing so, they set priorities for the appropriate assignment of tasks and justify them. In addition, they develop strategies and measures for solving selected project tasks and can apply the research approaches necessary for this.

#### Methods expertise

Students

- o manage projects independently.

- o delegate tasks within a project.
- o respond to problem situations in a solution-orientated manner.
- o identify changes taking into account the initial situation.
- o design the presentation of a project independently.
- o Students conceptualise a project (concept development or empirical research project), execute it and evaluate it.

### **Personal skills**

Students

- o are actively involved in project management.
- o take on project responsibility.
- o see the work involved in the project as an opportunity for further personal development.
- o see technical experts as important partners and make use of their skills.
- o are sensitised to dealing with resistance and conflicts.
- o view evaluation as part of project management.
- o consider themselves responsible for presenting the project.
- o Students cooperate successfully with project stakeholders.

### **Admission requirements and/or recommended prerequisites**

None

### **Content**

- o Project schedule o Implementation of a suitable project
- o Team management
- o Conflict resolution
- o Project completion
- o Evaluation
- o Project controlling

- o Project evaluation
- o Advanced presentation methods/techniques
- o Development, practical implementation and reflection of the project

## 5.6 WP9 DELEGATION OF HEALING TASKS - MODULE 1

Module no.	5.6 WP9
Module coordinator	Daniel Schümann
Course number and name	5.6 WP9 Delegation of Healing Tasks - Module 1
Lecturers	Daniel Schümann
Semester	5
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Semester periods per week (SWS)	0
ECTS	5
Workload	Contact hours: 0 hours Total: 0 hours
Language of instruction	German

## 6.2 PRACTICAL EXERCISE DEVELOPMENT

Module no.	6.2
Module coordinator	Prof. Dr. Doris Eberhardt
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: III.1; IV.1,2; V.1-2 and Annex 2: III., IV., V
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 02 & CE 04 - CE 11
Course number and name	Practice development
Semester	6
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	6
ECTS	10
Workload	Contact hours: 90 hours Self-study: 210 hours Total: 300 hours
Oral examination according to PflAPrV Section 36 Para. 1, No. 1-3	Individual examination of 30-45 minutes - for a detailed description, see Annex 2 of the study and examination regulations
Weight of the grade	10/240
Language of instruction	German

### Module objectives

#### Overall objective of the module

The basic principles taught in the previous modules of reflecting on and justifying one's own actions on the basis of laws, regulations, ethical guidelines and scientific findings are further expanded in this module to enable students to participate in the development and implementation of quality management concepts, guidelines and expert standards. On the one hand, students deepen and consolidate their ability to identify the body of evidence for a targeted innovation and to assess its quality. On the other hand, they study the findings of implementation science and the principles and methods of practical exercise development so that they can think through and help shape the change in culture and context required for the successful integration of scientific knowledge, taking into account different inter- and intraprofessional

perspectives. They learn about practical exercise development as a methodology for establishing a person-centred nursing practice and understand the practice environment and culture as factors that influence person-centred practice

### **Professional skills**

Students...

- o describe the methodological procedure for the development of evidence-based guidelines and are able to assess their methodological quality.
- o study the subject matter, objectives, models and current findings of implementation science.
- o explain indicators for the success and sustainability of implementation processes.
- o describe the theoretical background and methodological features of practical exercise development and derive their implications for the design of practical exercise development processes.
- o describe the steps of a practical exercise development project and study the associated tools and methods.
- o familiarise themselves with the transformational leadership approach and understand its significance for practical exercise development and implementation processes.
- o familiarise themselves with the concept and methods of facilitation and understand its importance for practical exercise development and implementation processes.
- o distinguish between different levels of evaluation.
- o describe basic evaluation approaches and methods and categorise them according to different evaluation purposes.

### **Methods expertise**

Students...

- o use theoretical models and approaches to think through and critically assess the specific design of a practical exercise development project.
- o try out selected methods of practical exercise development in small groups and reflect on their experiences.
- o create evaluation designs for different evaluation purposes.
- o evaluate the implementation of person-centred practice continuously, and systematically use the results to improve person-centred care.

## **Personal skills**

Students...

- o become aware of the possibilities and limitations of controlling implementation processes.
- o recognise the potential of emancipatory practical exercise development for increasing the effectiveness of person-centred care.
- o understand practical exercise development as a continuous, complex and participative process and represent the resulting implications for the design of implementation processes.
- o understand the importance of leadership and facilitation for the professional development of nursing practice.
- o become aware of the requirements and limitations of evaluating complex interventions and understand evaluation as an important step towards greater transparency in care provision, even in the face of conflicts with difficult-to-provide evidence of the effects of interpersonal interactions that are fundamental to care.
- o understand implementation processes as complex interventions.
- o support the implementation of procedures and processes, taking into account the patient's perspective.
- o include the patient's perspective in the development, implementation and evaluation of new measures.
- o act as a role model in the team and are willing to dedicate themselves to establishing person-centred practice.

## **Applicability in this degree programme**

2.2 Basics of Evidence-based Action

3.1 Professional Identity and Policies/Basic Module on Medical Delegation

4.2 Cooperation

7.3 Complex Intervention

## **Applicability in this and other degree programmes**

- o Basics of Evidence-based Action
- o Cooperation

- o Professional Identity and Policy
- o Systemic Healthcare Communication Cooperation
- o Complex Interventions

## **Admission requirements and/or recommended prerequisites**

Modules Basics of Evidence-based Action, Professional Identity and Policy, Systemic Healthcare Communication, Cooperation

## **Content**

1. From evidence to recommendation: development of standards and guidelines and critical evaluation of methodological quality, exemplary analysis of various standards and guidelines (e.g. expert standards of the DNQP (German Network for the Development of Quality in Nursing), S1-S3 guidelines of the AWMF (Association of the Scientific Medical Societies in Germany))
2. Basics of implementation science: concepts, subject matter, models and theories, stakeholders, influencing factors, strategies and methods
3. Models and approaches for changing nursing practice, in particular the approach of practical exercise development: clarification of terms, theoretical anchoring, objectives, characteristics, methodological approach to practical exercise development projects and action research
4. Practical exercise development as a methodical procedure for analysing and (further) developing person-centred practice
5. Evaluation of practical exercise development processes: basics of evaluation research, phases, levels and purposes of evaluation, development of an evaluation design

## **Teaching and learning methods**

Lecture, class discussion, discussions, transfer and exercise tasks, text work

## **Remarks**

### **Suggestions for work-oriented learning (simulation and skills training):**

- o none

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### **Suggestions for work-linked learning (practical assignment/case study):**



- o Analysing and reflecting on internal standards, guidelines and recommendations for action with regard to their quality
- o Assessment of the implementation potential of an innovation in the facility
- o Creation of an implementation plan for an innovation
- o The testing and evaluation of tools for recording cultural and contextual factors in the facility
- o Analysing and reflecting on the quality of the working environment in the facility

## Recommended reading

To be provided at the start of the semester

Examination in module 6.2. Practical Exercise Development on the examination contents described in Section 36:

1. **Annex 5 PfiAPrV III and Section 36 Para. 1 Clause 1:** Responsible structuring and co-structuring of intra- and interprofessional action in various systemic contexts and for the further development of health and nursing care

No.	PfiAPrV Annex 5	According to PfiAPrV Section 36 Para. 1 Clause 1, students are tested on the following competences. Graduates:	Modules that teach these competences
1	III, 3	Sentence 3 Part 1 scientifically analyse the current care structures for nursing/health and the management of care processes, and reflect on these critically	1st sem.: Health Diagnostics and Organisation 4th sem.: Cooperation
2	III, Sentence 1 and Sentence 3	Sentence 1 scientifically analyse the forms of intra- and interprof. collaboration and reflect on these critically  <b>and Sentence 3</b> conceive and design the organisation of nursing work in heterogeneously qualified care teams and in different care settings on the basis of reliable research results	3rd sem.: QM, Care and Case Management and Long-term Care According to the SGB. And: 2nd sem.: Systemic Healthcare Communication and Leadership Skills

3	III, 2	independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, taking into account in-depth research-based knowledge	3rd sem.: QM, Care and Case Management and Long-term Care According to the SGB as well as in the modules on the domains of nursing in semesters 1-6 with module numbers: 1.3; 2.3; 3.3; 4.3; 5.3; 6.3;
4	III 4	are involved in the further development and implementation of science-orientated, innovative approaches to the collaboration between professional groups and the management of care processes in various areas of care and across areas of care.	Cooperation in the 4th semester

2. **Annex 5 PfiAPrV IV and Section 36 PfiAPrV Para. 1 Clause 2:**  
Reflection on and justification of one's own actions on the basis of laws, regulations, ethical guidelines and for participation in and implementation of quality management concepts, guidelines and expert standards,

No.	PfiAPrV Annex 5	According to PfiAPrV Section 36 Para. 1 Clause 2, students are tested on the following competences. Graduates:	Modules that teach these competences
1	IV., 1	scientifically analyse legal, economic and social framework conditions as well as quality management and quality development procedures and reflect on these critically	2nd semester: Systemic Healthcare Communication and Leadership Skills
2	IV., 2	are involved in the development, implementation and evaluation of science-based or science-orientated innovative approaches to quality management and quality development	3rd semester: QM, Care and Case Management and Long-term Care According to SGB

3	IV, 3	participate in social negotiation processes concerning the quality of nursing and care.	3rd sem.: Professional Identity and Policies/Basic Module on Medical Delegation
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3. **Annex V PflAPrV V and Section 36 PflAPrV Para. 1 Clause 3:** Reflection on and justification of their own actions on the basis of value orientations and attitudes in science and professional ethics as well as participation in professional development

No.	PflAPrV Annex 5	According to PflAPrV Section 36 Para. 1 Clause 3, students are tested on the following competences.	
		Graduates:	
1	V., 1	learn and evaluate reliable research results and select these for their own field of work	2nd sem.: Basics of Evidence-based Action
2	V., 2	utilise research-based problem solving and new technologies for designing nursing processes	2nd sem.: Basics of Evidence-based Action
3	V., 3	organise specifically authorised activities responsibly and position nursing science insights in the intra- and interdisciplinary team,	4th sem.: Cooperation (7th sem.: Complex Interventions) 6th sem.: Practical Exercise Development
4	V., 4	identify profession-related training and further training requirements for themselves and for their team	3rd sem.: Professional Identity and Policy
5	V., 5	analyse and reflect on the value orientations and attitudes in professional ethics in a scientifically sound manner settings	4th sem.: Ethical Decisions
6	V., 6	develop a sound understanding of nursing and a professional self-image as a university-qualified nursing specialist	3rd sem.: Professional Identity and Policy

7	V., 7	contribute to the further development of the profession.	3rd sem.: Professional Identity and Policy
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## 6.3 INNOVATION IN NURSING CARE

Module no.	6.3
Module coordinator	Prof. Dr. Christian Rester
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: III.4; I.1-7; III.2; II.1-2
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 09; CE 04 - CE 11
Course number and name	Innovation in Nursing Care
Semester	6
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	5
ECTS	7
Workload	Contact hours: 75 hours Self-study: 135 hours Total: 210 hours
Type of Examination	Project
Weight of the grade	7/240
Language of instruction	German

### Module objectives

#### Overall objective of the module

Students master methods of innovative action and learn to further develop their perceptions of specific nursing challenges into innovations in new forms of care in a contextualised and methodologically sound manner. This applies in particular to the development of fields of action that provide a framework for care-led interventions. Students work innovatively on a sample student project in one of the major fields of action: health promotion and prevention, rehabilitation, curative care, long-term care, outpatient, family and community care or palliative care. Excursions to selected places of nursing innovation promote awareness of the importance of lighthouse projects in nursing and health care.

### **Professional skills**

Students...

- o know the basics of creativity and innovation.
- o describe the most important methods of creativity and innovation management, strategies and processes.
- o are proficient in the most important planning and analysis methods as well as selected idea management and creativity techniques.
- o know the most important current further development needs in the major fields of action of nursing care, in particular
  - o health promotion
  - o prevention
  - o curative care
  - o palliative care
  - o rehabilitation
  - o long-term care
  - o outpatient care and family care structures
- o know the process of describing new clinical phenomena as health diagnoses (NANDA-I, ICNP submission).

### **Methods expertise**

Students...

- o are proficient in selected project and innovation management methods.
- o scientifically analyse a selected clinical phenomenon or a selected nursing challenge or possibly an already existing nursing intervention, and describe the current structures and the management of this challenge or care.
- o outline the innovation potential of this clinical phenomenon, challenge or intervention, and develop methodologically sound ideas for its further development.
- o confidently research a self-developed idea and integrate the research results into a development concept.
- o develop methods for implementing the intervention in a specific context.
- o involve stakeholders relevant to care in their concept development.

- o are involved in the further development and implementation of science-orientated, innovative approaches to the collaboration between professional groups and the management of care processes in various areas of care and across areas of care (state written examination according to PflAPrV: Section 35 Para. 2 Clause 5; Annex 5 III, Sentence 4).
- o plan, organise, design, manage and implement nursing processes for complex and highly complex care needs, for specific client groups in nursing situations with specific health problems and in highly stressful and critical life situations based on scientific theories, models and research results (state written examination according to PflAPrV: Section 35 Para. 2 **Clause 1**; Annex 5 I. Sentence 1 to Sentence 7)
- o use nursing and relational science methods and research results to promote development and autonomy in the lifespan of patients and support people of all age groups in managing their lives (state written examination according to PflAPrV: Section 35 Para. 2 **Clause 2**; Annex 5 I. Sentence 1 to Sentence 7)
- o justify instructions and measures for diagnostics, therapy or rehabilitation taking into account in-depth research-based knowledge (state written examination according to PflAPrV: Section 35 Para. 2 **Clause 6**; Annex 5 I. Sentence 1 to Sentence 7)
- o are involved in the development, implementation and evaluation of science-based innovative approaches to quality management and quality development.

### **Personal skills**

Students...

- o recognise and reflect on care processes in nursing and healthcare with maximum dynamics and change situations.
- o critically reflect on existing descriptions, definitions and classifications of clinical phenomena in nursing.
- o develop the attitude to participate in the further development of the nursing profession, especially with a critical view of the description of clinical phenomena.
- o develop a critical understanding of the specific contribution of nurses to health and nursing care.
- o develop a position on the scope for action and decision-making of scientifically trained nurses.
- o participate in social negotiation processes concerning nursing and care processes.

## **Applicability in this degree programme**

- 1.3 Health Promotion, Activity and Rest, Nutrition, Excretion
- 2.3 Perception & Cognition, Self-concept, Growth, Development & Well-being
- 3.3 Coping & Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1
- 4.3 Sexuality, spirituality & congruence, disease theory 2
- 8.3 Bachelor's Thesis

## **Applicability in this and other degree programmes**

Management in Health, Social and Rescue Services, Physiotherapy Dual Majoring in Kinesiology

## **Admission requirements and/or recommended prerequisites**

1st semester: Health Promotion, 2nd semester: Perception and Cognition, 3rd semester: Coping; 4th semester: Sexuality and Spirituality; 5th semester: Special Pathology and Crises; 1st semester: Diagnostics and Organisation

## **Content**

1. Basics of innovation management and project management
  - 1.1. Innovation strategies and innovation processes
  - 1.2. Planning and analysis methods
  - 1.3. Creativity techniques
2. Innovations
  - 2.1. in health promotion and prevention
  - 2.2. in palliative care and hospice work
  - 2.3. in curative care
  - 2.4. in rehabilitation and long-term care
  - 2.5. in family and community care
3. Excursion to a lighthouse project or best-practice facility/form of care
4. Student project



- 4.1. Concept development
- 4.2. Implementation strategies
- 4.3. Exemplary implementation
- 4.4. Evaluation
- 4.5. Presentation

## Teaching and learning methods

Lecture, seminar and seminar-based exercises

## Remarks

### **Suggestions for work-oriented learning (simulation and skills training):**

Students

- o record, describe and analyse the development of ideas for further developing nursing care - on the basis of the scenario chosen in this semester and by using methods of innovative action for the perception of specific challenges
- o develop research strategies and procedures for the team-orientated development of care-led interventions with innovation potential and o reflect on the limits of their actions

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### **Suggestions for work-linked learning (practical assignment/case study):**

- o develop and implement an innovative project in their practice, taking into account local and facility-specific features and
- o apply methods of innovative action taking into account and aiming at the ethos of the profession of nursing and
- o lead a discourse on innovations in nursing care with key players involved in the care of particularly challenging and highly complex cases.

## Recommended reading

Baas J (publisher) (2019): Die Zukunft der Gesundheit: vernetzt, digital, menschlich. Stuttgart: MVV

Hurrelmann K, Richter M, Klotz T, Stock S (publishers) (2019): Referenzwerk Prävention und Gesundheitsförderung. Grundlagen, Konzepte und Umsetzungsstrategien. Bern: Hogrefe

Müller-Mielitz S, Sottas B, Schachtrupp A (publishers) (2017): Innovationen in der Gesundheitswirtschaft. Melsungen: Braun

Müller-Prothmann T, Dörr N (2020): Innovationsmanagement. Strategien, Methoden und Werkzeuge für systematische Innovationsprozesse.

## 6.4 PSYCHOLOGICAL AND SOCIAL ASPECTS OF HEALTH

Module no.	6.4
Module coordinator	Prof. Dr. Karsten Gensheimer
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: II.1-4 and Annex 2: I.2,6
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 02 - CE 11
Course number and name	Psychological and Social Aspects of Health
Semester	6
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	5
ECTS	5
Workload	Contact hours: 75 hours Self-study: 75 hours Total: 150 hours
Type of Examination	PStA
Weight of the grade	5/240
Language of instruction	German

### Module objectives

#### Professional skills

Students...

- o know and understand the key theories and concepts of health psychology and social science that enable them to understand the living environments and circumstances of the people requiring care and to responsibly plan, organise, design and implement the appropriate care.
- o are familiar with the various epistemologies and perspectives that help us understand social worlds and processes that can be used when planning and evaluating health promotion and prevention interventions in different living environments.

- o know and understand the different approaches to 'self' and identity development, and can thus help a heterogeneous population in need of care to lead a self-determined, healthy life.
- o know and understand the concept of health literacy and can integrate and apply it in care planning, health counselling and information provision to people of all ages and circumstances.
- o deepen their knowledge of and acquire practical skills in qualitative research methods.

### **Methods expertise**

Students...

- o are able to understand and assess the diverse living environments and circumstances of the people they work with and to plan, organise, design and implement care appropriately.
- o are able to understand people as unique individuals, but at the same time, whose ability to act is influenced and limited by their living environments and social and interpersonal relationships. This enables them to develop largely appropriate care and health solutions and help people of all ages and backgrounds lead a healthy and autonomous life.
- o are able to plan ethically sound qualitative studies and collect and process qualitative data.
- o conceptualise, design, reflect on and evaluate counselling and instruction concepts on the basis of reliable research results (state written examination according to PflAPrV: Section 35 Para. 2 Clause 3 in conjunction with Annex 5 III, Sentences 1, 2 and 3)
- o analyse, reflect on and critically evaluate communication, interaction and counselling processes in nursing practice using nursing and relational science methods (state written examination according to PflAPrV: Section 35 Para. 2 Clause 4 in conjunction with Annex 5 III, Sentences 1, 2 and 3)

### **Personal skills**

Students...

- o are able to develop and communicate scientifically sound and practice-relevant arguments.
- o are able to reflect on their own person, experiences, values and attitudes, and use them in practice.

## **Applicability in this degree programme and other degree programmes**

This module teaches students the basics of the relationship between society and health, which apply to all modules where interpersonal interactions are important. This is particularly important for the Bachelor's thesis. The module 'Health and Social Justice' that is offered in the following semester then deals with these basics in greater depth.

## **Admission requirements and/or recommended prerequisites**

Successful completion of modules 1.1, 2.3 and 4.1 is recommended for a better understanding of the topics in this module.

## **Content**

1. Theories and models on the complex relationships between society(societies), culture(s) and health
2. Epistemologies and perspectives of the social sciences - e.g., social constructionism; systems theory; etc.
3. Society and the individual ? Approaches to self/identity and social processes of normalisation
4. Concepts and theories of health literacy and health psychology
5. Qualitative research methods (in-depth)

## **Teaching and learning methods**

Seminar-based lesson, lectures, seminars, exercises

## **Remarks**

### **Suggestions for work-linked learning (practical assignment/case study):**

Students should learn to understand and apply the discussed theories and perspectives in living and working environments. As a practical assignment, students are then encouraged to reflect on specific theories/perspectives in their day-to-day work and apply them to relevant situations. This reflection is discussed in subsequent courses.

## **Recommended reading**

Braun, V. & Clarke, V. (2013) *Successful Qualitative Research: A Practical Guide for Beginners*. London: Sage

Faltermaier, T. (2017) *Gesundheitspsychologie*. Stuttgart: Kohlhammer

Richter, M. & Hurrelmann, K. (2016) Soziologie von Gesundheit und Krankheit.  
Wiesbaden: Springer

## 6.5 WP10 PERSONNEL DEVELOPMENT

Module no.	6.5 WP10
Module coordinator	Prof. Dr. Stephan Gronwald
Course number and name	6.5 WP10 Personnel Development
Lecturers	Prof. Dr. Stephan Gronwald
Semester	6
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	
Semester periods per week (SWS)	0
ECTS	0
Workload	Contact hours: 0 hours Total: 0 hours
Weight of the grade	
Language of instruction	German

### Module objectives

#### Professional skills

Students

- o explain the term personnel development.
- o describe the connection between personnel development and the 'learning organisation'.
- o identify the difference between competence and qualification.

#### Methods expertise

Students

- o identify and document strategic objectives of their area of responsibility, taking the company's objectives into account.
- o plan a review of the competence level of their employees.
- o create an individual competence profile for employees in their area of responsibility.

#### Personal skills

Students

- o recognise the need to use the systems, structures and communication processes of personnel management to promote learning processes.
- o see it as their management task to support employees according to their talents and abilities.
- o are aware of the area of conflict between individuality and entrepreneurial goals.
- o see personnel development as part of organisational development.

## **Admission requirements and/or recommended prerequisites**

None

### **Content**

- o Definition of personnel development
- o Personnel development as part of organisational development
- o Objectives of personnel development (employee satisfaction, retention)
- o Competence vs. qualification o Training needs analysis
- o Requirement profiles
- o Career development
- o Motivation
- o Learning organisation, change management
- o Employee appraisal
- o Personnel development measures
- o Delegation as a management tool in the context of personnel development



## 6.6 WP11 ASSESSMENT AND EVALUATE

Module no.	6.6 WP11
Module coordinator	Prof. Dr. Michael Bossle
Course number and name	6.6 WB11 Assessment and Evaluate
Lecturers	Prof. Dr. Michael Bossle
Semester	6
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	
Semester periods per week (SWS)	0
ECTS	0
Workload	Contact hours: 0 hours Total: 0 hours
Weight of the grade	
Language of instruction	German

### Module objectives

#### Professional skills

Students

- o design learning and examination tasks in practical training in a skills-orientated and target group-oriented manner.
- o assess learning performances transparently on the basis of more appropriate tools/reference standards.
- o communicate learning outcomes with trainees in a constructive, supportive and appreciative manner.
- o document learning outcomes and examination performances in a comprehensible and legally compliant manner.

### Admission requirements and/or recommended prerequisites

None

### Content

- o Competence-orientated learning tasks and examinations o Right of examination:
  - o Laws relevant to education and training

- o Examination procedure in practice
- o Objective recording of performance
- o Behaviour as an examiner (verbal, non-verbal)
- o Operationalisation of teaching and learning objectives and their assessment
- o Assessment criteria and their recording
- o Grading and communication of grades
- o Subjectivity/objectivity of grading
- o Self-reflection and reflection on others quality of education

## 7.1 UTILITIES RESEARCH AND NEW TECHNOLOGIES

Module no.	7.1
Module coordinator	Prof. Dr. Christian Rester
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: I; II.4; III.1,3; IV.1-3; V.2
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 02 & CE 04 - CE 11
Course number and name	Utilities Research and New Technologies
Semester	7
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	6
ECTS	7
Workload	Contact hours: 90 hours Self-study: 120 hours Total: 210 hours
Written examination in accordance with: PflAPrV Section 35 Para. 2, No. 5, 6 & 7	Individual examination of 120 minutes - for a detailed description, see Annex 2 of the study and examination regulations
Weight of the grade	7/240
Language of instruction	German

### Module objectives

Students acquire a basic understanding of utilities research and the basics of new technologies in the context of nursing care. In particular, they are taught the basics of highly complex acute and long-term nursing situations and the care of people in highly stressful and critical life and nursing conditions, and use research-based problem solving for designing nursing processes. The focus here is on efforts to gain knowledge about the causes and effects of health-related and care-related care processes, orientation towards the core variables of outcome, perspective, in particular the patient or user perspective, and complexity in the interaction between different professions. Students are able to integrate new technologies in various forms into their nursing activities and acquire the skills to contribute to the design of structures and care processes on the basis of scientific findings. Students justify their nursing activities

from an ethical point of view scientifically, and by developing their own attitude towards the promotion of ethical behaviour in nursing practice.

### **Professional skills**

Students...

- o recognise the fundamental challenges of researching health and nursing care, and are familiar with basic models and forms of application of utilities research.
- o describe the most important forms of technical assistance systems that can help people of all ages maintain and regain everyday competence.
- o are familiar with the nursing and health care structures and the methods of managing care processes, taking into account intra- and interprofessional collaboration.
- o understand the interrelationships between planning, management and evaluation of nursing processes, in particular for highly complex acute and long-term nursing situations and for people with health problems, and the models of utilities research and the possibilities of using new technologies.
- o give an overview of nursing-related forms of new technologies (ambient assisted living, wearables, in particular electronic measurement of health data, electronically supported patient education and communication aids).
- o record the influence of technological and epidemiological developments in care structures in the health and care system.
- o analyse nursing processes of highly complex cases and of people in highly stressful and critical life and nursing conditions on the basis of nursing and relational science theories and research findings.
- o are familiar with approaches based on nursing ethics, the basics of nursing ethics and models for decision-making that take ethical aspects into account.

### **Methods expertise**

Students...

- o can transform their own forms of utilities research in nursing.
- o are able to understand forms and methods of utilities research and develop basic methods.
- o are proficient in the targeted research of nursing-relevant questions, and evaluate research results in a targeted manner.
- o use research-based problem solving and new technologies for

- o designing highly complex, acute and long-term nursing situations and for nursing people in highly stressful and critical life and nursing conditions.
- o are proficient in basic methods of utilities research.
- o coordinate the integrated care of chronically ill people of all ages in various care contexts.
- o scientifically analyse the current care structures for nursing and health and the management of care processes, as well as the forms of intra- and interprofessional collaboration.
- o contribute to the further development of science-orientated, innovative solutions for managing care processes in different areas of care and across areas of care.
- o make well-founded ethical decisions in moral conflict and dilemma situations, taking into account human rights and approaches based on nursing ethics.

### **Personal skills**

Students...

- o reflect on the significance of utilities research for the treatment process.
- o reflect on nursing processes on the basis of nursing and relational science methods, theories and research findings.
- o develop a critical understanding of their own forms of care and critically reflect on the current nursing and health care structures and the contributions of nursing to the management of care processes.
- o reflect on their scope of action and decision-making in different care structures and care processes.
- o reflect on the care structures in nursing and health, the management of care processes and the forms of intra- and interprofessional collaboration.
- o reflect the limits of technical assistance systems.
- o participate in social negotiation processes concerning nursing and care structures as well as nursing and care processes.

### **Applicability in this and other degree programmes**

In this degree programme: Science and Research; Systemic Healthcare Communication; Professional Identity and Policy; Ethical Decisions; Management in Health, Social and Rescue Services (MGSR)

## **Admission requirements and/or recommended prerequisites**

Science and Research, Systemic Healthcare Communication, Professional Identity and Policy

### **Content**

1. Basic perspectives of utilities research (result orientation, patient orientation, professional orientation and examples of contextualisation)
2. Basics of care structures in the nursing and healthcare sector
3. Methods of utilities research
  - 3.1. Care epidemiology
  - 3.2. Qualitative utilities research
  - 3.3. Patient-reported outcomes
  - 3.4. Quality and patient safety research
  - 3.5. Routine data
  - 3.6. Register data and big data analytics
4. Patient perspective
  - 4.1. Preferences and satisfaction
  - 4.2. Quality of life, mortality and morbidity
  - 4.3. Therapist-patient communication
  - 4.4. Forms of self-help
  - 4.5. Participatory decision-making
5. Health-professionals research
6. Institutions
  - 6.1. Acute inpatient care
  - 6.2. Long-term care and rehabilitation
  - 6.3. Outpatient care
7. Specific care topics in utilities research

- 7.1. Social inequality and poverty
- 7.2. Chronicity and multimorbidity and rarer diseases
- 7.3. People with disabilities
- 7.4. Prevention and health promotion
- 8. Technical assistance systems
  - 8.1. Ambient assisted living

## Teaching and learning methods

Seminar, seminar-based lesson, lecture

## Remarks

### **Suggestions for work-oriented learning (simulation and skills training):**

Students

- o identify, describe, analyse, discuss and debate issues of utilities research and digital support to promote independence and autonomy in people in need of care at the chosen age and setting of care in the context of the scenario chosen for this semester and
- o develop questions for the development and identification of care goals and
- o can adapt these questions to practice assignments for their practical work.

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### **Suggestions for work-linked learning (practical assignment/case study):**

Students

- o recognise and describe key elements of care processes in their practical work as well as forms and types of digital support systems for health care, in particular nursing care, to promote health literacy, promotion of health, prevention of illness and promotion of self-determination and independence,
- o interact with stakeholders and decision-makers at key moments and discuss the challenges and means of communication about care decisions and apply the outcomes of these discussions to care goals
- o recognise development needs for care processes and

- o can scientifically analyse and discuss specific care processes and
- o reflect on the nursing contributions, successes and development needs of selected concrete care in their practical work.

## **Recommended reading**

Hagemann T (publisher) (2019): Gestaltung des Sozial- und Gesundheitswesens im Zeitalter von Digitalisierung und technischer Assistenz. Baden-Baden: Nomos

Höfel F (2015): Versorgungsforschung. Bremen: Schattauer

Kirch W, Badura B, Pfaff H (2008): Prävention und Versorgungsforschung. Heidelberg: Springer Medizin

Meier PM, Düllings J, Henkel AG, Nolte G (2019): Digitale Transformation der Gesundheitswirtschaft. Chancen und Herausforderungen in disruptiven Zeiten. Stuttgart: Kohlhammer

Pfaff H, Neugebauer EAM, Glaeske g, Schrappe M (2011): Lehrbuch Versorgungsforschung. Stuttgart: Schattauer

Raspe H, Pfaff H, Härter M, Hart D et al (2010): Versorgungsforschung in Deutschland. Weinheim: Wiley



**2nd state written examination in Module 7.1 Utilities Research and New Technologies in accordance with Section 35 Para. 2 with a focus on Clauses 5 and 7.**

No.	PflAPrV Annex 5	According to PflAPrV Section 35 Para. 2 Clause 5 and Clause 7, students are tested on the following competences. Graduates:	Modules that teach these competences
1	III., 1 III., 3 III., 4	Clause 5: analyse and reflect on the care structures for nursing and health, the management of nursing processes and the forms of intra- and interprofessional collaboration and are involved in designing structures and care processes on the basis of scientific findings	2nd semester: Systemic Healthcare Communication and Leadership Skills, in particular Annex 5: III 1.3  6th semester: Innovations in Nursing Care, in particular Annex 5 III, 4
2	V., 1	Clause 7: evaluate research results and use research-based problem solving and new technologies for designing nursing processes	1. sem.: Science and Research, in particular Annex 5, V.1 2. sem.: Basics EBN, in particular Annex 5, V.2

## 7.3 COMPLEX INTERVENTION

Module no.	7.3
Module coordinator	Prof. Dr. Doris Eberhardt
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: I; II; IV.; V.; III.4
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 08; CE 02, CE 04 - CE 11
Course number and name	Complex Intervention
Semester	7
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	5
ECTS	8
Workload	Contact hours: 75 hours Self-study: 165 hours Total: 240 hours
Written examination according to PflAPrV Section 35 Para. 2, No. 1 and 2	Individual examination of 120 minutes - for a detailed description, see Annex 2 of the study and examination regulations
Weight of the grade	8/240
Language of instruction	German

### Module objectives

#### Overall objective of the module

In this module, students acquire the skills to recognise needs for the development of complex interventions in nursing care, to analyse these based on criteria and to integrate existing evidence from complex interventions into their nursing actions. They recognise the conditions under which nursing care comprises several interrelated and interacting individual components of interventions. They acquire the competence to justify the development of complex interventions in nursing as well as medical and health care on the basis of theoretical approaches, models and empirical findings on complex interventions and to make them usable for nursing. To this end, they deepen their scientific knowledge and research methodology of specifically selected complex

interventions on exemplary and highly relevant challenges in nursing care and relate their own clinical experiences. Students acquire the skills to develop their own ideas on complex interventions. In particular, students integrate the aspects of interdisciplinarity and inter- and intra-professionalism, intersectorality and context dependency in order to develop, implement and evaluate complex interventions. They aim to ensure continuity of care, especially for patients with chronic and multiple illnesses, and the integration of the social network and the family system into nursing according to the best scientific standards.

### **Professional skills**

Students...

- o are familiar with science-orientated assessment tools for ascertaining and assessing care needs, potential risks and health hazards in complex or highly complex acute and long-term nursing situations.
- o recognise, understand and describe the planning, organisation, design, implementation, management and evaluation of nursing processes for people with special health problems, taking into account scientific approaches to health promotion, prevention and curative care.
- o recognise, understand and describe the planning, organisation, design, implementation, management and evaluation of nursing processes for people in highly stressful and critical life and nursing conditions, including complex or highly complex care needs, specific client groups and special course dynamics, in a science-based and case-oriented manner.
- o recognise, understand and describe human development and the significance of family and social and cultural life as well as essential characteristics of autonomy and recognise, understand and describe the special significance of life situations and living environments on the basis of findings in nursing and relational sciences.
- o are aware of the importance of developing everyday competence on the basis of nursing and relational sciences.
- o describe specific characteristics and interacting components of complex interventions.
- o are familiar with the current guidelines and scientifically based algorithms for carrying out interventions in life-threatening crisis and disaster situations until a doctor arrives to take over the situation.
- o use their own experience to explain why individual interventions in complex systems do not have the desired effect, and justify the need to develop interacting and interrelated components as complex interventions.

- o differentiate between simple and complex interventions theoretically and on the basis of empirical examples.
- o use this knowledge to take responsibility for nursing people in highly stressful and critical life and nursing conditions, as well as for people with complex or highly complex care needs, specific client groups and special process dynamics.

### **Methods expertise**

Students...

- o use specific and science-orientated assessment procedures to determine individual care needs at all ages, in all life situations and care contexts, as well as potential risks and health hazards in complex or highly complex acute and long-term nursing situations.
- o plan, organise, design, manage and evaluate nursing processes for people with special health problems, taking into account scientifically based approaches to health promotion, prevention and curative care.
- o plan, organise, design, manage and evaluate nursing processes for people in highly stressful and critical life and nursing conditions as well as for highly complex care needs, specific client groups and special process dynamics in a science-based and case-oriented manner.
- o promote human development and the independence and autonomy of people and their families in their particular social and societal circumstances as well as their phenomenal and cultural environment on the basis of findings in nursing and relational sciences.
- o support and encourage people in need of care in their lifespan to develop everyday competence, and support and encourage people of all ages requiring care to manage their lives, taking into account in-depth knowledge of nursing and relational sciences.
- o are proficient in the application of current guidelines and scientifically based algorithms for carrying out interventions in life-threatening crisis and disaster situations until a doctor arrives to take over the situation.
- o align their nursing activities to ensure patient-oriented complex or highly complex care processes in a heterogeneously qualified care team and coordinate the care of people of all ages, taking into account the respective areas of responsibility and tasks in different forms of care.
- o advise, inform, instruct and train people of all ages about complex or highly complex health and care-related issues and further questions regarding nursing care.

- o evaluate their decisions in the nursing process and the effectiveness of care independently and as part of a care team.
- o organise specifically authorised activities responsibly and position nursing science insights in the intra- and interdisciplinary team.
- o plan, organise, design, manage and implement nursing processes for complex and highly complex care needs, for specific client groups in nursing situations with specific health problems and in highly stressful and critical life situations based on scientific theories, models and research results (state written examination according to PflAPrV: Section 35 Para. 2 Clause 1; Annex 5 I. Sentence 1 to Sentence 7)
- o use nursing and relational science methods and research results to promote development and autonomy in the lifespan of patients and support people of all age groups in managing their lives (state written examination according to PflAPrV: Section 35 Para. 2 Clause 2; Annex 5 I. Sentence 1 to Sentence 7)
- o justify instructions and measures for diagnostics, therapy or rehabilitation taking into account in-depth research-based knowledge (state written examination according to PflAPrV: Section 35 Para. 2 Clause 6; Annex 5 I. Sentence 1 to Sentence 7)

### **Personal skills**

Students...

- o assess the individual care needs of people of all ages, life situations and care contexts, and assess potential risks and health hazards in complex or highly complex acute and long-term nursing situations.
- o critically reflect on the benefits of science-orientated assessment tools.
- o reflect on nursing processes for people with special health problems, taking into account scientifically based approaches to health promotion, prevention and curative care.
- o develop their own position, based on science and reflecting on their experiences, on the contribution of professional nursing to the nursing and health care of people in highly stressful and critical life and nursing conditions and in the case of highly complex care needs, specific client groups and special process dynamics
- o critically reflect on the contribution of professional nursing to human development and the independence and autonomy of people and their families in their particular social and societal circumstances as well as their phenomenal and cultural environment on the basis of findings in nursing and relational sciences.

- o support and encourage people in need of care to develop everyday competence and to manage their lives, taking into account in-depth knowledge of nursing and relational sciences.
- o reflect on their experiences in dealing with life-threatening crises and disaster situations and reflect on the significance of such situations for those affected.
- o reflect on conflicts arising during an intervention due to the different interests of the various parties involved.

## **Applicability in this degree programme**

2.2 Basics of Evidence-based Action

6.2 Practical Exercise Development

## **Applicability in this and other degree programmes**

- o Evidence-based Action

Management in Health, Social and Rescue Services and Physiotherapy Dual Majoring in Kinesiology

## **Admission requirements and/or recommended prerequisites**

2nd semester: Basics of EBN; 1st semester: Health Diagnostics

1st semester: Health Promotion, 2nd semester: Perception and Cognition, 3rd semester: Coping; 4th semester: Sexuality and Spirituality; 5th semester: Special Pathology and Crises; 6th semester: Innovations in Nursing Care;

## **Content**

### **1. Complex interventions**

- 1.1 Introduction, basics, models and processes
- 1.2 Methods of developing complex interventions
  - 1.2.1. Conceptual aspects of complex interventions
  - 1.2.2. Interprofessionalism
  - 1.2.3. Context dependency
  - 1.2.4. Political and stakeholder level
  - 1.2.5. Affected party level

1.2.6. Development and significance of outcome measures

## **2. In-depth study of the applications of complex interventions**

2.1 Development

2.2 Living environment and life situation

2.3 Everyday competence

2.4 Health promotion

2.5 Socio-cultural determinants

2.6 Acute and chronic diseases

## **3. Evaluation of highly complex interventions**

# **Teaching and learning methods**

Lecture, seminar and seminar-based lesson

## **Remarks**

### **Suggestions for work-oriented learning (simulation and skills training):**

Students

- o should, in the scenario chosen in this semester, be able to grasp and describe the process chains, the parties involved, in particular the perspective of people in need of care and of their relatives, as well as the interactions of different elements of an intervention as a highly complex intervention, and analyse them for predetermined target parameters,
- o develop nursing contributions for a highly complex intervention and are able to describe the contributions of other stakeholders involved in highly complex interventions and integrate them into their actions

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### **Suggestions for work-linked learning (practical assignment/case study):**

Students

- o develop a highly complex intervention in consultation with the nursing and care staff at the practice facility
- o create an evaluation design for an innovation in the facility,

- o reflect on the specific nursing contribution to the nursing intervention developed

## **Recommended reading**

Craig P, Dieppe P, McIntyre S, Michie S, Nazareth I, Petticrew M (2018): Developing and evaluating complex interventions. [www.mrc.ac.uk/complexinterventionsguidance](http://www.mrc.ac.uk/complexinterventionsguidance)

Hoben M, Bähr M, Wahl HW (publishers) (2018): Implementierungswissenschaft für Pflege und Gerontologie. Stuttgart: Kohlhammer

Pfaff H, Neugebauer EAM, Glaeske G, Schrappe M (publishers) (2017): Lehrbuch Versorgungsforschung. Systematik. Methodik. Anwendung. Stuttgart: Schattauer

Robert Koch Institute, Bavarian Health and Food Safety Authority (publishers) (2012): Evaluation komplexer Interventionsprogramme in der Prävention: Lernende Systeme, lehrreiche Systeme? (Evaluation of complex intervention programmes in prevention: learning systems, educational systems?) Berlin: RKI



**1st state written examination in module 7.3 Complex Interventions  
Section 35 Para. 2 with focus on Clauses 1, 2 and 6 according to  
Section 35 Para. 3.**

No.	PflAPrV Annex 5	According to PflAPrV Section 35 Para. 2 Clause: 1, Clause 2 and Clause 6, students are tested on the following competences. Graduates:	Modules that teach these competences
1	I. 1-7  I. 1-7 in particular I., 5	<b>Clause 1:</b> plan, organise, design, manage and implement nursing processes for complex and highly complex care needs, for specific client groups in nursing situations with special health problems and in highly stressful and critical life situations based on nursing science theories and models and based on the outcomes of nursing research	All modules of the skill area of "Nursing domains":  1st sem.: Health Promotion, Activity/Rest, Nutrition, Excretion  2. sem.: Perception & Cognition, Self-concept, Growth, Development and Well-being  3. sem.: Coping & Stress Tolerance, Role Identity, Security & Protection, Disease Theory 1  4. semester: Sexuality, Spirituality & Congruence Disease Theory 2  5. sem.: Special Pathology and Crises  6. Semester: Innovation in Nursing Care
2	I., 1-7 in particular III., 2	<b>Clause 2:</b> use nursing and relational science methods and nursing research results to promote development and autonomy in the lifespan of patients and support people of all age groups in managing their lives	
3		<b>Clause 6:</b> justify medical instructions and measures for diagnostics, therapy or rehabilitation, taking into account in-depth research-based knowledge	

## 7.4 HEALTH AND SOCIAL JUSTICE

Module no.	7.4
Module coordinator	Prof. Dr. Karsten Gensheimer
Competences: PflAPrV (Training and Examination Ordinance for Nursing Professions)	Annex 5: II.1-4 and Annex 2: I.2,6; II.2
Framework curriculum according to Section 53 PflBG (Nursing Professions Act)	CE 02, CE 04 & CE 05 - CE 11
Course number and name	Health and Social Justice
Semester	7
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	4
ECTS	8
Workload	Contact hours: 60 hours Self-study: 180 hours Total: 240 hours
Written examination according to PflAPrV Section 35 Para. 2, No. 3 and 4	Individual examination of 120 minutes - for a detailed description, see Annex 2 of the study and examination regulations
Weight of the grade	8/240
Language of instruction	German

### Module objectives

#### Overall objective of the module

Students acquire the competence to conceptualise, design, reflect on and evaluate communication, interaction, counselling and training concepts for people with special health problems in acute and long-term nursing situations on the basis of reliable research results. Students also apply these skills taking into account theoretical and empirical and socio-ethical insights on social injustice with pathologies of discrimination, marginalisation and the associated vulnerability to the emergence of health and care-related disadvantage. Students acquire the competence to promote the autonomy of people with acute and long-term nursing conditions in highly stressful

and critical care situations, even in the case of highly complex care needs, specific client groups and special process dynamics, in a scientifically oriented and case-based manner across all ages and in all life situations and to conceptualise, design and evaluate person- and situation-oriented communication and counselling.

### **Professional skills**

Students...

- o recognise, understand and describe, highly complex communication, interaction and counselling situations using in-depth knowledge of nursing and relational science methods, theories and research results.
- o identify, understand and describe, using in-depth knowledge of the basics of nursing and relational sciences, counselling, information and training needs of people with individual care needs, potential risks and health hazards in highly complex acute and long-term nursing situations and of people with specific health problems, taking into account scientifically based approaches to promoting health literacy, health promotion, prevention and curative care.
- o identify, understand and describe communication, interaction and counselling needs of people in highly stressful and critical life and nursing conditions, even in the case of highly complex care needs, specific client groups and special dynamics.
- o have in-depth knowledge of the conception, design and evaluation of counselling and training concepts on the basis of reliable research results.
- o know and understand socio-psychological and sociological theories and concepts that deal with cultural and social processes.
- o know and understand social science theories and concepts of group processes and can apply these to their working and living environments.
- o know and understand social science theories and concepts of the emergence and consequences of social justice/injustice and discrimination against marginalised groups, and can identify these in their working and living environments.
- o know and understand the concept of intersectionality.
- o know and understand theories, concepts and methods of participation and inclusion and can identify and apply them.
- o understand and grasp the concept of health literacy at an institutional level.

### **Methods expertise**

Students

- o conceptualise, design and evaluate highly complex communication, interaction and counselling situations using in-depth knowledge of nursing and relational science principles.
- o conceptualise, design and evaluate, using in-depth knowledge of nursing and relational science principles, forms of counselling, information and training for people with individual care needs, potential risks and health hazards in highly complex acute and long-term nursing situations and of people with specific health problems, taking into account scientifically based approaches to promoting health literacy, health promotion, prevention and curative care.
- o conceptualise, design and evaluate communication, interaction and counselling for people in highly stressful and critical life and nursing conditions and in the case of highly complex care needs, specific client groups and special process dynamics.
- o apply in-depth knowledge of the conception, design and evaluation of counselling and training concepts on the basis of reliable research results.
- o make well-founded ethical decisions in moral conflict and dilemma situations, taking into account human rights and the approaches of nursing ethics.
- o are able to understand and assess the diverse living environments and circumstances of the people they work with even on a social level and to plan, organise, design and implement care appropriately.
- o are able to identify processes of social injustice and discrimination and counteract them on a personal and institutional level.
- o are able to interact with vulnerable groups in a living environment-orientated manner.
- o conceptualise, design, reflect on and evaluate counselling and instruction concepts on the basis of reliable research results (state written examination according to PflAPrV: Section 35 Para. 2 Clause 3 in conjunction with Annex 5 III, Sentences 1, 2 and 3)
- o analyse, reflect on and critically evaluate communication, interaction and counselling processes in nursing practice using nursing and relational science methods (state written examination according to PflAPrV: Section 35 Para. 2 Clause 4 in conjunction with Annex 5 III, Sentences 1, 2 and 3)

### **Personal skills**

Students...

- o critically reflect on nursing contributions and forms of health care in highly complex communication, interaction and counselling situations.
- o critically reflect, using in-depth knowledge of nursing and relational science principles, on the forms of counselling, information and training for people with individual care needs, potential risks and health hazards in highly complex acute and long-term nursing situations and for people with specific health problems.
- o reflect on the nursing contribution and the special role of professional nursing in the promotion of development, autonomy and health literacy, health promotion and prevention as well as curative care.
- o critically reflect on the communication, interaction and counselling of people in highly stressful and critical life and nursing conditions and in the case of highly complex care needs, specific client groups and special process dynamics in their nursing practice.
- o reflect on the nursing concept, design and evaluation of counselling and training concepts.
- o are able to develop and communicate scientifically sound and practice-relevant arguments.
- o are able to reflect on their own person, experiences, values and attitudes, and use them in practice.

## **Applicability in this degree programme**

8.3 Bachelor's Thesis

## **Applicability in this and other degree programmes**

The contents of this module are used wherever interpersonal interactions are important, especially also for the Bachelor's thesis.

This module may also be of interest to students of the "Management in Health, Social and Rescue Services" programme.

## **Admission requirements and/or recommended prerequisites**

The successful completion of module 6.4 "Psychological and Social Aspects of Health" is a prerequisite.

## **Content**

- o Society, culture(s) and group processes

- o Social justice and discrimination against marginalised groups (ethnicity; origin; physical characteristics/abilities; mental health; etc.)
- o Processes of inclusion and participation
- o Living environment-orientated interaction with vulnerable groups
- o Systemic and institutional health literacy

## **Teaching and learning methods**

Seminar-based lesson, lectures, seminars and exercises

## **Remarks**

**Suggestions for work-oriented learning (simulation and skills training):**

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**Suggestions for work-linked learning (practical assignment/case study):**

## **Recommended reading**

Braun, V. & Clarke, V. (2013) *Successful Qualitative Research: A Practical Guide for Beginners*. London: Sage

Fox, D., Prilleltensky, I. & Austin, S. (2009) *Critical Psychology*. London: Sage

Richter, M. & Hurrelmann, K. (2016) *Soziologie von Gesundheit und Krankheit*. Wiesbaden: Springer

Rosenbrock, R. & Hartung, S. (2012) *Handbuch Partizipation und Gesundheit*. Bern: Huber

**3rd state written examination in module 7.4: Health and Social Justice  
Section 35 Para. 2 with focus on Clauses 3 and 4**

No.	PflAPrV Annex 5	According to PflAPrV Section 35 Para. 2 Clause 3 and Clause 4, students are tested on the following competences. Graduates:	Modules that teach these competences
1	II., 1 II., 2 II., 3	Clause 3: conceptualise, design, reflect on and evaluate counselling and training concepts on the basis of reliable research results	All modules of the skill area of "Health Literacy" 2. sem.: Basics of Education 3. sem.: Educations Concepts and Methods 4th sem.: Healthcare Communication and Information
2	II., 1 II., 2 II., 3	Clause 4: analyse, reflect on and critically evaluate communication, interaction and counselling processes in nursing practice using nursing and relational science methods	6. sem.: Psychological and Social Aspects of Health and 7. sem.: Health and Social Justice
3	II., 4	Clause 4: analyse, reflect on and evaluate communication and interaction processes from an ethical point of view and Annex 5 II, Clause 4: make well-founded ethical decisions in moral conflict and dilemma situations, taking into account human rights and the approaches of nursing ethics, and promote ethical behaviour in nursing practice.	4th sem.: Ethical Decisions

## 8.3 BACHELOR'S THESIS

Module no.	8.3
Module coordinator	Prof. Dr. Doris Eberhardt
Course number and name	Bachelor's Thesis
Semester	8
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	2
ECTS	10
Workload	Contact hours: 30 hours Self-study: 270 hours Total: 300 hours
Type of Examination	Bachelor's thesis
Weight of the grade	10/240
Language of instruction	German

### Module objectives

A bachelor's thesis has to be written in order to obtain a bachelor's degree. This involves working on a problem statement within a specified period of time under a guide. Here, students demonstrate the ability to apply the skills acquired during their studies to independently solve problems in professional practice using scientific methods.

Students master the basics of academic work, project organisation and the presentation of scientific results.

They are able to engage with a problem or question extremely independently based on scientific standards and methods and to appropriately present the results in writing.

### Applicability in this and other degree programmes

All modules of the Nursing B.Sc. programme

### Admission requirements and/or recommended prerequisites

Passed modules of Pf-B 2020



## **Content**

- o Supervised processing of a problem statement from the nursing profession using scientific methods
- o Presentation of the results in a written report that fulfils the requirements of academic work and writing
- o Participation in presentations and discussions on the progress status of the Bachelor's thesis

## **Teaching and learning methods**

Independent work with guidance

Colloquia, short lectures, web conferences, consultation hours

## **Recommended reading**

To be provided at the start of the semester

## 8.4 PRACTICAL EXERCISE DEVELOPMENT PROJECT

Module no.	8.4
Module coordinator	Prof. Dr. Doris Eberhardt
Course number and name	8.4 Practical Exercise Development Project
Lecturers	Prof. Dr. Doris Eberhardt
Semester	8
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	
Semester periods per week (SWS)	0
ECTS	5
Workload	Contact hours: 0 hours Total: 0 hours
Type of Examination	Project
Weight of the grade	
Language of instruction	German

### Module objectives

Building on the knowledge acquired in the Practical Exercise Development module, students receive guidance on how to plan a practical exercise development project. They work with those involved to develop a specific vision; they develop appropriate strategies, manage the implementation of measures, accompany the team during implementation and evaluate the results. The practical exercise development project should be geared towards increasing the effectiveness of person-centred care.

#### Professional skills

Students...

- o describe the structure and process of a practical exercise development project.
- o apply the basics of person-centred and evidence-based nursing that they have already learned
- o and the principles of project management in relation to the methodological approach in their project. name the stakeholders and roles in practical exercise development projects
- o describe their tasks in the practical exercise development project.

## **Methods expertise**

Students...

- o are able to analyse operational practice using various criteria and identify areas in which change processes are required.
- o are able to translate the leadership approach into concrete behaviours and measures for the planned project.
- o develop and implement a project plan for a practical exercise development process based on the knowledge already acquired.
- o learn ways to identify and influence relevant stakeholders and power structures for their project.

## **Personal skills**

Students...

- o recognise the importance of emancipatory practical exercise development for the sustainable implementation of an innovation.
- o recognise relevant stakeholders and power structures within change processes
- o understand the importance of leadership for practical exercise development, reflect on their own leadership skills and are prepared to work on them.

## **Admission requirements and/or recommended prerequisites**

Module: Practical Exercise Development, module: Basics of Evidence-based Action

## **Content**

Development and implementation of a project plan for the implementation of an innovation

## **Teaching and learning methods**

Short lectures, discussions, presentations, individual and group counselling

## **Recommended reading**

To be provided at the start of the semester

## 8.5 WP12 DELEGATION OF HEALING TASKS - MODULE 2

Module no.	8.5 WP12
Module coordinator	Daniel Schümann
Course number and name	8.5 WP12 Delegation of Healing Tasks - Module 2
Lecturers	Daniel Schümann
Semester	8
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Semester periods per week (SWS)	0
ECTS	5
Workload	Contact hours: 0 hours Total: 0 hours
Language of instruction	German

## 8.6 WP13 MEDICAL EXAMINATION

Module no.	8.6 WP13
Module coordinator	Daniel Schümann
Course number and name	8.6 WP13 Medical Examination
Lecturers	Daniel Schümann
Semester	8
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Semester periods per week (SWS)	0
ECTS	5
Workload	Contact hours: 0 hours Total: 0 hours
Language of instruction	German

## PRACTICAL EXERCISE 1

Module no.	1.5
Module coordinator	Prof. Dr. Christian Rester
Course number and name	Practical Exercise 1
Semester	1
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	$\Sigma$ 2.5 SWS of which: <ul style="list-style-type: none"> <li>• 0.4 SWS of work-linked learning (practical assistance)</li> <li>• 2.1 SWS of work-oriented learning (PLE ST, PLE FT, PLE PR)</li> </ul>
ECTS	7 CP ( $\Sigma$ 210 hours of practical work)
Workload	Work-related learning 140 hours Work-linked learning 40 hours Work-oriented learning 30 hours
Type of Examination	Practical assignment, proof of practical hours
Weight of the grade	7/240
Language of instruction	German

### Qualification objectives, forms of learning and content of the module

Students are enabled to relate the competences acquired in the theoretical modules and in the practical training to each other, to combine them and to develop them further. Each practical module is a combination of three different forms of learning, which are intended to mutually ensure the development of competences to achieve the training objective according to PflBRefG (Nursing Professions Reform Act) Section 37 and Section 5.

1. **Work-related learning** enables students to experience the field of work and to acquire implicit knowledge and competence in conducive working environments (*practical work* in different areas of care in accordance with Section 7). This is supported by explicit *practical guidance* for students. Students gain experience in the working environment through practical work and learn through instruction and guidance. 10 percent of the practical training time to be completed during an

assignment is planned and structured by qualified practice teachers on the basis of the agreed training plan.

2. **Work-linked learning** enables students to develop reflection skills, tolerance to ambiguity and a theory-based understanding of nursing practice. Through *practical assistance*, *practical assignments* and *case studies*, which they work on both at their place of work and - without any sense of urgency - at appropriate places of reflection and learning, students reflect on their practical experiences systematically and methodically.
3. **Work-oriented learning** enables students to develop skills and competences in the most realistic situations possible in a structured way. Practical learning units according to Section 38 Para. 3, Sentence 4 include *skills and simulation training* at the university's Learning and Transfer Centre (LTZ). Students practise complex action sequences step by step, try out alternative courses of action and transfer their learning experiences into practice.

In terms of content, the practical module is interlinked with the content taught in this semester from the skill areas of system, organisation, nursing domains and health literacy, while taking into account the specifics of the respective location where the students perform their practical work. Suggestions for work-oriented and work-linked learning are described in the mentioned skill areas in the respective modules.

Passing this module requires participation in the learning activities corresponding to the described workload (proof required).

### **Qualification objectives of the Practical Exercise 1 module with references to Annex 5 of PflAPrV**

Students acquire professional skills, methods expertise and personal skills in practical application. Students:

- determine the care requirements for specific care phenomena, recognise health hazards in nursing situations and use specific and selected science-oriented assessment procedures (Annex 5, I., 1)
- increasingly accept individual responsibility for planning, organising and implementing specific nursing processes for people with minor health problems, taking into account scientifically based approaches to health promotion, prevention and curative care (Annex 5, I., 2)
- learn about life-threatening hazards and recognise the importance of a doctor arriving to provide care in life-threatening situations (Annex 5, I., 4)
- promote the autonomy of people in need of care on the basis of nursing science knowledge (Annex 5, I, 5)
- support people in need of care in carrying out everyday activities (Annex 5, I., 6)
- analyse the nursing process on the basis of the research findings in nursing science (Annex 5, I., 7)

- utilise nursing science knowledge during communication and interaction (Annex 5, II., 1)
- learn about communication and interaction processes in nursing practice using the methods of nursing science (Annex 5, II., 2)
- organise nursing work in nursing teams and in specific care settings (Annex 5, III., 1)
- execute certain medical instructions and measures for diagnostics in accordance with legal requirements (Annex 5, III., 2)
- analyse the current nursing care structures and processes (Annex 5, III., 3)
- deliberate on ideas for the further development of nursing care on the basis of initial knowledge (Annex 5, III., 4)
- discuss social negotiation processes concerning the quality of nursing and care based on their initial experiences (Annex 5, IV., 3)
- are familiar with initial selected results of nursing research and apply these to their nursing activities (Annex 5, V., 1)
- use research-supported problem solving for their reflections on care processes in nursing (Annex 5, V., 2)
- develop an understanding of care on the basis of initial knowledge, taking into account research results from nursing (Annex 5, V., 6)



## PRACTICAL EXERCISE 2

Module no.	2.5
Module coordinator	Prof. Dr. Christian Rester
Course number and name	Practical Exercise 2
Semester	2
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	$\Sigma$ 1.7 SWS of which: <ul style="list-style-type: none"> <li>• 0.4 SWS of work-linked learning (practical assistance)</li> <li>• 1.3 SWS of work-oriented learning (PLE ST, PLE FT, PLE PR)</li> </ul>
ECTS	8 CP ( $\Sigma$ 240 Stunden Praxiseinsatz)
Workload	Work-related learning 180 hours Work-linked learning 40 hours Work-oriented learning 20 hours
Type of Examination	Case study, proof of practical hours
Weight of the grade	8/240
Language of instruction	German

### Qualification objectives, forms of learning and content of the module

Students are enabled to relate the competences acquired in the theoretical modules and in the practical training to each other, to combine them and to develop them further. Each practical module is a combination of three different forms of learning, which are intended to mutually ensure the development of competences to achieve the training objective according to PflBRefG (Nursing Professions Reform Act) Section 37 and Section 5.

3. In particular, **work-related learning** enables students to experience the field of work and to acquire implicit knowledge and competence in conducive working environments (*practical work* in different areas of care in accordance with Section 7). This is supported by explicit practical *guidance* for students. Students gain experience in the working environment through practical work and learn through instruction and guidance. 10 percent of the practical training time to be completed during an assignment is planned and structured by qualified practice teachers on the basis of the agreed training plan.
4. **Work-linked learning** enables students to develop reflection skills, tolerance to ambiguity and a theory-based understanding of nursing practice. Through *practical assistance*, *practical assignments* and *case studies*, which they work on both at

their place of work and - without any sense of urgency - at appropriate places of reflection and learning, students reflect on their practical experiences systematically and methodically.

5. **Work-oriented learning** enables students to develop skills and competences in the most realistic situations possible in a structured way. Practical learning units according to Section 38 Para. 3, Sentence 4 include *skills and simulation training* at the university's Learning and Transfer Centre (LTZ). Students practise complex action sequences step by step, try out alternative courses of action and transfer their learning experiences into practice.

In terms of content, the practical module is interlinked with the content taught in this semester from the skill areas of system, organisation, nursing domains and health literacy, while taking into account the specifics of the respective location where the students perform their practical work. Suggestions for work-oriented and work-linked learning are described in the mentioned skill areas in the respective modules.

Passing this module requires participation in the learning activities corresponding to the described workload (proof required).

### **Qualification objectives of the Practical Exercise 2 module with references to Annex 5 of PflAPrV**

Students acquire professional skills, methods expertise and personal skills in practical application. Students:

- determine individual care requirements for specific care phenomena, identify potential risks and health hazards in acute and long-term nursing situations and use specific science-oriented assessment procedures (Annex 5, I., 1)
- increasingly accept individual responsibility for planning, organising, designing and implementing specific nursing processes for people with increasingly complex health problems, taking into account scientifically based approaches to health promotion, prevention and curative care (Annex 5, I., 2)
- increasingly learn to independently organise and carry out interventions in life-threatening crisis and disaster situations and have an increasingly differentiated understanding of the importance of multi-professional action, in particular the arrival of the doctor to provide care in critical and life-threatening situations (Annex 5, I., 4)
- promote development and autonomy in people in need of care, taking individual perspectives and living environments into account based on the knowledge of nursing and relational sciences (Annex 5, I, 5)
- support people in need of care in developing everyday competence and in managing their lives (Annex 5, I., 6)
- analyse the nursing process on the basis of methods, theories and research results of nursing sciences (Annex 5, I., 7)

- use in-depth knowledge of nursing and relational sciences in complex communication and interaction situations (Annex 5, II., 1)
- analyse and reflect on communication and interaction processes in nursing practice using the methods of nursing and relational sciences (Annex 5, II., 2)
- develop approaches to training concepts for people in need of care on the basis of reliable research results (Annex 5, II., 3)
- organise nursing work in nursing teams and in specific care settings on the basis of reliable results of nursing research (Annex 5, III., 1)
- execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements with increasing independence, and justify their actions on the basis of research-based knowledge (Annex 5, III., 2)
- analyse the current care structures for nursing/health and the management of care processes more and more scientifically and are familiar with approaches to criteria-based reflection (Annex 5, III., 3)
- substantiate ideas for the further development of nursing care based on research and their initial experience of nursing practice and, in the process, take into account the tasks of other healthcare professions (Annex 5, III., 4)
- scientifically analyse the legal and economic framework conditions of nursing (Annex 5, IV., 1)
- discuss social negotiation processes concerning the quality of nursing on the basis of experiences gained from nursing practice and scientific justifications (Annex 5, IV., 3)
- evaluate selected results of nursing research, select these for their own nursing activities and use them to justify their nursing activities (Annex 5, V., 1)
- use research-based problem solving in their own nursing activities and reflect on care processes on the basis of research results (Annex 5, V., 2)
- identify their own training needs (Annex 5, V., 4)
- develop an understanding of nursing on the basis of nursing research and their own initial experiences of nursing practice and describe the paths to an academically qualified nursing identity (Annex 5, V., 6)
- develop ideas for the further development of the nursing profession (Annex 5, V., 7)

## PRACTICAL EXERCISE 3

Module no.	3.5
Module coordinator	Prof. Dr. Christian Rester
Course number and name	Practical Exercise 3
Semester	3
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	$\Sigma$ 2.5 SWS of which: <ul style="list-style-type: none"> <li>• 0.4 SWS of work-linked learning (practical assistance)</li> <li>• 2.1 SWS of work-oriented learning (PLE ST, PLE FT, PLE PR)</li> </ul>
ECTS	10 CP ( $\Sigma$ 300 hours of practical work)
Workload	Work-related learning 220 hours Work-linked learning 50 hours Work-oriented learning 30 hours
Type of Examination	Practical assignment, proof of practical hours
Weight of the grade	10/240
Language of instruction	German

### Qualification objectives, forms of learning and content of the module

Students are enabled to relate the competences acquired in the theoretical modules and in the practical training to each other, to combine them and to develop them further. Each practical module is a combination of three different forms of learning, which are intended to mutually ensure the development of competences to achieve the training objective according to PflBRefG (Nursing Professions Reform Act) Section 37 and Section 5.

6. In particular, **work-related learning** enables students to experience the field of work and to acquire implicit knowledge and competence in conducive working environments (*practical work* in different areas of care in accordance with Section 7). This is supported by explicit practical *guidance* for students. Students gain experience in the working environment through practical work and learn through instruction and guidance. 10 percent of the practical training time to be completed

during an assignment is planned and structured by qualified practice teachers on the basis of the agreed training plan.

7. **Work-linked learning** enables students to develop reflection skills, tolerance to ambiguity and a theory-based understanding of nursing practice. Through *practical assistance, practical assignments* and *case studies*, which they work on both at their place of work and - without any sense of urgency - at appropriate places of reflection and learning, students reflect on their practical experiences systematically and methodically.
8. **Work-oriented learning** enables students to develop skills and competences in the most realistic situations possible in a structured way. Practical learning units according to Section 38 Para. 3, Sentence 4 include *skills and simulation training* at the university's Learning and Transfer Centre (LTZ). Students practise complex action sequences step by step, try out alternative courses of action and transfer their learning experiences into practice.

In terms of content, the practical module is interlinked with the content taught in this semester from the skill areas of system, organisation, nursing domains and health literacy, while taking into account the specifics of the respective location where the students perform their practical work. Suggestions for work-oriented and work-linked learning are described in the mentioned skill areas in the respective modules.

Passing this module requires participation in the learning activities corresponding to the described workload (proof required).

### **Qualification objectives of the Practical Exercise 3 module with references to Annex 5 of PflAPrV**

Students acquire professional skills, methods expertise and personal skills in practical application. Students:

- determine and assess individual care requirements, potential risks and health hazards in complex acute and long-term nursing situations and use specific science-orientated assessment procedures (Annex 5, I., 1)
- increasingly accept individual responsibility for planning, organising, designing, implementing, managing and evaluating nursing processes for people with increasingly complex health problems, taking into account scientifically based approaches to health promotion, prevention and curative care (Annex 5, I., 2)
- identify critical and life-threatening situations and increasingly learn to independently organise and carry out interventions in life-threatening situations and have an increasingly differentiated understanding of the importance of multi-professional action, in particular the importance of medical action in the care of critical and life-threatening situations (Annex 5, I., 4)
- promote the development and autonomy of people in need of care, taking into account individual perspectives, in particular life situations and living

environments, based on the knowledge of nursing and relational sciences (Annex 5, I, 5)

- help people in need of care to develop everyday competence and manage their life (Annex 5, I., 6)
- analyse nursing processes on the basis of nursing and relational science methods, theories and research findings (Annex 5, I., 7)
- use in-depth knowledge of nursing and relational sciences in complex communication and interaction situations (Annex 5, II., 1) • analyse, reflect on and evaluate communication and interaction processes in nursing practice on the basis of nursing and relational science methods (Annex 5, II., 2)
- conceptualise training concepts for people in need of care on the basis of reliable research results (Annex 5, II., 3)
- organise nursing work in nursing teams and in specific care settings on the basis of reliable results of nursing research (Annex 5, III., 1)
- execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements with increasing independence, and justify their actions on the basis of research-based knowledge (Annex 5, III., 2)
- analyse the current care structures for nursing/health and the management of care processes more and more scientifically and reflect on them critically (Annex 5, III., 3)
- substantiate ideas for the further development of nursing care based on research and their initial experience of nursing practice and, in the process, take into account the tasks, profiles and scientific rationales of other professional groups and can name obvious gaps in trans-segmental care paths (Annex 5, III., 4)
- scientifically analyse social and concrete legal and economic framework conditions of nursing and reflect on them critically (Annex 5, IV., 1)
- discuss social negotiation processes concerning the quality of nursing and care on the basis of experiences from nursing practice and scientific rationales (Annex 5, IV., 3)
- evaluate selected results of nursing research, select these for their own nursing activities and use them to justify their nursing activities (Annex 5, V., 1)
- use research-based problem solving in their own nursing activities and can reflect on care processes on the basis of research (Annex 5, V., 2)
- identify their own training needs (Annex 5, V., 4)
- develop an understanding of nursing on the basis of nursing research and their own experiences of nursing practice and describe the paths to an academically qualified nursing identity (Annex 5, V., 6)
- develop ideas for the further development of the nursing profession and can defend positions based on research (Annex 5, V., 7)

## PRACTICAL EXERCISE 4

Module no.	4.5
Module coordinator	Prof. Dr. Christian Rester
Course number and name	Practical Exercise 4
Semester	4
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	$\Sigma$ 1.7 SWS of which: <ul style="list-style-type: none"> <li>• 0.4 SWS of work-linked learning (practical assistance)</li> <li>• 1.3 SWS of work-oriented learning (PLE ST, PLE FT, PLE PR)</li> </ul>
ECTS	10 CP ( $\Sigma$ 300 hours of practical work)
Workload	Work-related learning 230 hours Work-linked learning 50 hours Work-oriented learning 20 hours
Type of Examination	Practical assignment, proof of practical hours
Weight of the grade	10/240
Language of instruction	German

### Qualification objectives, forms of learning and content of the module

Students are enabled to relate the competences acquired in the theoretical modules and in the practical training to each other, to combine them and to develop them further. Each practical module is a combination of three different forms of learning, which are intended to mutually ensure the development of competences to achieve the training objective according to PflBRefG (Nursing Professions Reform Act) Section 37 and Section 5.

- In particular, **work-related learning** enables students to experience the field of work and to acquire implicit knowledge and competence in conducive working environments (*practical work* in different areas of care in accordance with Section 7). This is supported by explicit practical *guidance* for students. Students gain experience in the working environment through practical work and learn through instruction and guidance. 10 percent of the practical training time to be

completed during an assignment is planned and structured by qualified practice teachers on the basis of the agreed training plan.

10. **Work-linked learning** enables students to develop reflection skills, tolerance to ambiguity and a theory-based understanding of nursing practice. Through *practical assistance*, *practical assignments* and *case studies*, which they work on both at their place of work and - without any sense of urgency - at appropriate places of reflection and learning, students reflect on their practical experiences systematically and methodically.
11. **Work-oriented learning** enables students to develop skills and competences in the most realistic situations possible in a structured way. Practical learning units according to Section 38 Para. 3, Sentence 4 include *skills and simulation training* at the university's Learning and Transfer Centre (LTZ). Students practise complex action sequences step by step, try out alternative courses of action and transfer their learning experiences into practice.

In terms of content, the practical module is interlinked with the content taught in this semester from the skill areas of system, organisation, nursing domains and health literacy, while taking into account the specifics of the respective location where the students perform their practical work. Suggestions for work-oriented and work-linked learning are described in the mentioned skill areas in the respective modules.

Passing this module requires participation in the learning activities corresponding to the described workload (proof required).

#### **Qualification objectives of the Practical Exercise 4 module with references to Annex 5 of PflAPrV**

Students acquire professional skills, methods expertise and personal skills in practical application. Students:

- determine and assess individual care requirements, potential risks and health hazards in complex acute and long-term nursing situations and use specific science-orientated assessment procedures (Annex 5, I., 1)
- independently accept responsibility for planning, organising, designing, implementing and managing nursing processes for people with increasingly complex health problems, taking into account scientifically based approaches to health promotion, prevention and curative care (Annex 5, I., 2)
- increasingly accept responsibility for planning, organising designing, implementing, managing and evaluating nursing processes for people in highly stressful and critical life and nursing conditions, including highly complex care needs, in a science-based and case-orientated manner (Annex 5, I., 3)
- increasingly improve the ability to identify life-threatening situations and increasingly learn to organise and carry out interventions in life-threatening crisis and disaster situations independently and have an increasingly differentiated understanding of the importance of multi-professional action in critical life situations, especially when collaborating on medical tasks for providing care in critical and life-threatening situations (Annex 5, I., 4)



- promote development in people in need of care in an age-group-specific manner and encourage autonomy in people in need of care, taking into account family contexts, life situations and living environments based on the knowledge of nursing and relational sciences (Annex 5, I, 5)
- help people in need of care, taking into account in-depth research-based knowledge from the field of nursing science, in the development of everyday competence and in managing their life (Annex 5, I., 6)
- analyse different and specific nursing processes on the basis of nursing and relational science methods, theories and research findings (Annex 5, I., 7)
- use in-depth knowledge of nursing and relational sciences in complex communication, interaction and counselling situations (Annex 5, II., 1)
- analyse, reflect on and evaluate communication, interaction and counselling processes in nursing practice using the methods of nursing and relational sciences (Annex 5, II., 2)
- conceptualise, design and evaluate information, instruction, training and counselling concepts for people in need of care on the basis of reliable research results (Annex 5, II., 3)
- apply ethical decision-making models in moral conflict and dilemma situations and can make theoretically justified decisions taking human rights into account (Annex 5, II., 4)
- conceptualise and design the organisation of nursing work in heterogeneously qualified nursing teams and in different care settings on the basis of reliable research results (Annex 5, III., 1)
- independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, and justify their actions on the basis of research-based, in-depth and broad knowledge (Annex 5, III., 2)
- scientifically analyse the current care structures for nursing/health and the management of care processes and reflect on these critically and analyse forms of intra- and interprofessional collaboration (Annex 5, III., 3)
- substantiate ideas for the further development of nursing care based on research and experience from their own and scientifically based nursing practice and, in the process, can take into account the tasks, profiles and scientific rationales of other professional groups (Annex 5, III., 4)
- scientifically analyse legal, economic and social framework conditions as well as quality management and quality development procedures and reflect on these critically (Annex 5, IV., 1)
- are involved in the development, implementation and evaluation of science-based or science-orientated innovative approaches to quality management and quality development (Annex 5, IV., 2)
- can participate in social negotiation processes concerning the quality of nursing and care on the basis of experiences from nursing practice and scientific rationales (Annex 5, IV., 3)
- evaluate selected results of nursing research, select these for their own nursing activities and use them to justify their nursing activities (Annex 5, V., 1)

- use research-based problem solving as well as new technologies in their own nursing activities and can reflect on care processes on the basis of research (Annex 5, V., 2)
- organise specifically authorised activities responsibly and position nursing science insights in an intradisciplinary team (Annex 5, V., 3)
- identify training requirements in nursing for themselves and for their team and know the initial approaches for profession-related training and further training requirements (Annex 5, V., 4)
- analyse and reflect on the value orientations and attitudes in professional ethics in a scientifically sound manner (Annex 5, V., 5)
- develop an understanding of nursing on the basis of nursing research and their own initial experiences of nursing practice and describe the paths to an academically qualified nursing identity (Annex 5, V., 6)
- develop ideas for the further development of the nursing profession (Annex 5, V., 7)

## PRACTICAL EXERCISE 5

Module no.	5.5
Module coordinator	Prof. Dr. Christian Rester
Course number and name	Practical Exercise 5
Semester	5
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	$\Sigma$ 1.7 SWS of which: <ul style="list-style-type: none"> <li>• 0.4 SWS of work-linked learning (practical assistance)</li> <li>• 1.3 SWS of work-oriented learning (PLE ST, PLE FT, PLE PR)</li> </ul>
ECTS	12 CP ( $\Sigma$ 360 hours of practical work)
Workload	Work-related learning 270 hours Work-linked learning 70 hours Work-oriented learning 20 hours
Type of Examination	Case study, individual practical examination + proof of practical hours
Weight of the grade	12/240
Language of instruction	German

### Qualification objectives, forms of learning and content of the module

Students are enabled to relate the competences acquired in the theoretical modules and in the practical training to each other, to combine them and to develop them further. Each practical module is a combination of three different forms of learning, which are intended to mutually ensure the development of competences to achieve the training objective according to PflBRefG (Nursing Professions Reform Act) Section 37 and Section 5.

12. In particular, **work-related learning** enables students to experience the field of work and to acquire implicit knowledge and competence in conducive working environments (*practical work* in different areas of care in accordance with Section 7). This is supported by explicit practical *guidance* for students. Students gain experience in the working environment through practical work and learn through instruction and guidance. 10 percent of the practical training time to be completed

during an assignment is planned and structured by qualified practice teachers on the basis of the agreed training plan.

13. **Work-linked learning** enables students to develop reflection skills, tolerance to ambiguity and a theory-based understanding of nursing practice. Through *practical assistance*, *practical assignments* and *case studies*, which they work on both at their place of work and - without any sense of urgency - at appropriate places of reflection and learning, students reflect on their practical experiences systematically and methodically.

14. In particular, **work-oriented learning** enables students to acquire skills and competences in the most realistic situations possible in a structured way. Practical learning units according to Section 38 Para. 3, Sentence 4 include *skills and simulation training* at the university's Learning and Transfer Centre (LTZ). Students practise complex action sequences step by step, try out alternative courses of action and transfer their learning experiences into practice.

In terms of content, the practical module is interlinked with the content taught in this semester from the skill areas of system, organisation, nursing domains and health literacy, while taking into account the specifics of the respective location where the students perform their practical work. Suggestions for work-oriented and work-linked learning are described in the mentioned skill areas in the respective modules.

Passing this module requires participation in the learning activities corresponding to the described workload (proof required).

### **Individual practical examination**

The Practical Exercise 5 module concludes with a practical examination. In the study and examination regulations for this programme, this examination is listed in Annex 1 and described in more detail in Annex 2.

### **Qualification objectives of the Practical Exercise 5 module with references to Annex 5 of PflAPrV**

Students acquire professional skills, methods expertise and personal skills in practical application. Students:

- determine and assess individual care requirements, potential risks and health hazards in complex acute and long-term nursing situations and use specific science-oriented assessment procedures (Annex 5, I., 1)
- accept independent responsibility for planning, organising, designing, implementing, managing and evaluating nursing processes for people with complex health problems, taking into account scientifically based approaches to health promotion, prevention and curative care (Annex 5, I., 2)
- accept responsibility for planning, organising, designing, implementing, managing and evaluating nursing processes for people in highly stressful and critical life and nursing conditions and in the case of highly complex care needs,

specific client groups and special process dynamics in a science-based and case-orientated manner (Annex 5, I., 3)

- organise and carry out interventions in life-threatening crisis and disaster situations until the doctor arrives (Annex 5, I., 4)
- promote development and autonomy in the people requiring care, taking into account their family contexts, life situations and living environments based on the broad knowledge of nursing and relational sciences (Annex 5, I, 5)
- help people in need of care to develop everyday competence and manage their lives, taking into account in-depth, research-based knowledge from the field of nursing science (Annex 5, I., 6)
- analyse different and specific nursing processes on the basis of nursing and relational science methods, theories and research findings (Annex 5, I., 7)
- use in-depth knowledge of nursing and relational sciences in highly complex communication, interaction and counselling situations (Annex 5, II., 1)
- analyse, reflect on and evaluate communication, interaction and counselling processes in nursing practice using the methods of nursing and relational sciences (Annex 5, II., 2)
- conceptualise, design and evaluate information, instruction, training and counselling concepts for people in need of care on the basis of reliable research results (Annex 5, II., 3)
- apply ethical decision-making models in moral conflict and dilemma situations and can make theoretically justified decisions taking human rights into account (Annex 5, II., 4)
- conceptualise and design the organisation of nursing work in heterogeneously qualified nursing teams and in different care settings on the basis of reliable research results (Annex 5, III., 1)
- independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, and justify their actions on the basis of research-based, in-depth and broad knowledge (Annex 5, III., 2)
- scientifically analyse the current care structures for nursing/health and the management of care processes and reflect on these critically and analyse forms of intra- and interprofessional collaboration (Annex 5, III., 3)
- substantiate ideas for the further development of nursing care based on research and experience from their own and scientifically based nursing practice and, in the process, can take into account the tasks, profiles and scientific rationales of other professional groups. They consider challenges of trans-segmental care processes in their concepts and can anticipate gaps in care (Annex 5, III., 4)
- scientifically analyse legal, economic and social framework conditions as well as quality management and quality development procedures and reflect on these critically (Annex 5, IV., 1)
- are involved in the development, implementation and evaluation of science-based or science-orientated innovative approaches to quality management and quality development (Annex 5, IV., 2)
- can participate in social negotiation processes concerning the quality of nursing and care on the basis of experiences from nursing practice and scientific rationales (Annex 5, IV., 3)

- evaluate selected research results according to recognised evidence hierarchies from nursing and relational science research, select these for their own nursing activities and use them to justify their nursing activities (Annex 5, V., 1)
- use research-based problem solving as well as new technologies in their own nursing activities, can reflect on care processes based on research and can also reflect on the use of new technologies in a criteria-based manner (Annex 5, V., 2)
- organise specifically authorised activities responsibly and position nursing science insights in an intradisciplinary team (Annex 5, V., 3)
- identify training requirements in nursing for themselves and for their team and determine profession-related training and further training requirements within the nursing team (Annex 5, V., 4)
- analyse and reflect on the value orientations and attitudes in professional ethics in a scientifically sound manner (Annex 5, V., 5)
- describe their academic understanding of their role as university-educated nurses and are able to develop positions in the areas of activity and professional fields in order to develop academic role profiles of nursing academics (Annex 5, V., 6)
- are increasingly committed to the further development of the nursing profession in the fields of activity (Annex 5, V., 7)

## PRACTICAL EXERCISE 6

Module no.	6.5
Module coordinator	Prof. Dr. Christian Rester
Course number and name	Practical Exercise 6
Semester	6
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	$\Sigma$ 0.9 SWS of which: <ul style="list-style-type: none"> <li>• 0.4 SWS of work-linked learning (practical assistance)</li> <li>• 0.5 SWS of work-oriented learning (PLE ST, PLE FT, PLE PR)</li> </ul>
ECTS	8 CP ( $\Sigma$ 240 hours of practical work)
Workload	Work-related learning 202 hours Work-linked learning 30 hours Work-oriented learning 8 hours
Type of Examination	Practical assignment + proof of practical hours
Weight of the grade	8/240
Language of instruction	German

### Qualification objectives, forms of learning and content of the module

Students are enabled to relate the competences acquired in the theoretical modules and in the practical training to each other, to combine them and to develop them further. Each practical module is a combination of three different forms of learning, which are intended to mutually ensure the development of competences to achieve the training objective according to PflBRefG (Nursing Professions Reform Act) Section 37 and Section 5.

15. In particular, **work-related learning** enables students to experience the field of work and to acquire implicit knowledge and competence in conducive working environments (*practical work* in different areas of care in accordance with Section 7). This is supported by explicit practical *guidance* for students. Students gain experience in the working environment through practical work and learn through instruction and guidance. 10 percent of the practical training time to be

completed during an assignment is planned and structured by qualified practice teachers on the basis of the agreed training plan.

16. **Work-linked learning** enables students to develop reflection skills, tolerance to ambiguity and a theory-based understanding of nursing practice. Through *practical assistance*, *practical assignments* and *case studies*, which they work on both at their place of work and - without any sense of urgency - at appropriate places of reflection and learning, students reflect on their practical experiences systematically and methodically.
17. **Work-oriented learning** enables students to develop skills and competences in the most realistic situations possible in a structured way. Practical learning units according to Section 38 Para. 3, Sentence 4 include *skills and simulation training* at the university's Learning and Transfer Centre (LTZ). Students practise complex action sequences step by step, try out alternative courses of action and transfer their learning experiences into practice.

In terms of content, the practical module is interlinked with the content taught in this semester from the skill areas of system, organisation, nursing domains and health literacy, while taking into account the specifics of the respective location where the students perform their practical work. Suggestions for work-oriented and work-linked learning are described in the mentioned skill areas in the respective modules.

Passing this module requires participation in the learning activities corresponding to the described workload (proof required).

### **Qualification objectives of the Practical Exercise 6 module with references to Annex 5 of PflAPrV**

Students acquire professional skills, methods expertise and personal skills in practical application. Students:

- determine and assess individual care requirements, potential risks and health hazards in complex and highly complex acute and long-term nursing situations and use specific science-oriented assessment procedures (Annex 5, I., 1)
- accept independent responsibility for planning, organising, designing, implementing, managing and evaluating nursing processes for people with complex health problems, taking into account scientifically based approaches to health promotion, prevention and curative care (Annex 5, I., 2)
- accept responsibility for planning, organising, designing, implementing, managing and evaluating nursing processes for people in highly stressful and critical life and nursing conditions and in the case of highly complex care needs, specific client groups and special process dynamics in a science-based and case-orientated manner (Annex 5, I., 3)
- organise and carry out interventions in life-threatening crisis and disaster situations until the doctor arrives (Annex 5, I., 4)



- promote development and autonomy in people in need of care, taking into account their family contexts, life situations and living environments based on the broad knowledge of nursing and relational sciences (Annex 5, I, 5)
- help people in need of care to develop everyday competence and manage their lives, taking into account in-depth, research-based knowledge from the field of nursing science (Annex 5, I., 6)
- analyse different and specific nursing processes on the basis of nursing and relational science methods, theories and research findings (Annex 5, I., 7)
- use in-depth knowledge of nursing and relational sciences in highly complex communication, interaction and counselling situations (Annex 5, II., 1)
- analyse, reflect on and evaluate communication, interaction and counselling processes in nursing practice using the methods of nursing and relational sciences (Annex 5, II., 2)
- conceptualise, design and evaluate information, instruction, training and counselling concepts for people in need of care on the basis of reliable research results (Annex 5, II., 3)
- make well-founded ethical decisions in moral conflict and dilemma situations using ethical decision-making models that are based on nursing and relational sciences, in particular taking human rights into account (Annex 5, II., 4)
- conceptualise and design the organisation of nursing work in heterogeneously qualified nursing teams and in different care settings on the basis of reliable research results (Annex 5, III., 1)
- independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, and justify their actions on the basis of research-based, in-depth and broad knowledge (Annex 5, III., 2)
- scientifically analyse the current care structures for nursing/health and the management of care processes and reflect on these critically and analyse forms of intra- and interprofessional collaboration (Annex 5, III., 3)
- substantiate ideas for the further development of nursing and health care based on research and experience from their own and scientifically based nursing practice and can define their role in the further development and implementation of science-oriented and innovative approaches to the collaboration between professional groups in the healthcare system and to the management of care processes in different areas of care and across areas of care (Annex 5, III., 4)
- scientifically analyse legal, economic and social framework conditions as well as quality management and quality development procedures and reflect on these critically (Annex 5, IV., 1)
- are involved in the development, implementation and evaluation of science-based or science-orientated innovative approaches to quality management and quality development (Annex 5, IV., 2)
- can participate in social negotiation processes concerning the quality of nursing and care on the basis of experiences from nursing practice and scientific rationales (Annex 5, IV., 3)
- evaluate selected research results according to recognised evidence hierarchies from nursing and relational science research, understand the

importance of guidelines, select these for their own nursing activities and use them to justify their nursing activities (Annex 5, V., 1)

- use research-based problem solving as well as new technologies in their own nursing activities, can reflect on care processes based on research and can also reflect on the use of new technologies in a criteria-based manner (Annex 5, V., 2)
- organise specifically authorised activities responsibly and position nursing science insights in an intradisciplinary team (Annex 5, V., 3)
- identify training requirements in nursing for themselves and for their team and determine profession-related training and further training requirements within the nursing team (Annex 5, V., 4)
- analyse and reflect on the value orientations and attitudes in professional ethics in a scientifically sound manner (Annex 5, V., 5)
- describe their academic understanding of their role as university-educated nurses and are able to develop positions in the areas of activity and professional fields in order to develop academic role profiles of nursing academics (Annex 5, V., 6)
- are increasingly committed to the further development of the nursing profession in the fields of activity (Annex 5, V., 7)

## PRACTICAL EXERCISE 7

Module no.	7.5
Module coordinator	Prof. Dr. Christian Rester
Course number and name	Practical Exercise 7
Semester	7
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	$\Sigma$ 1.7 SWS of which: <ul style="list-style-type: none"> <li>• 0.4 SWS of work-linked learning (practical assistance)</li> <li>• 1.3 SWS of work-oriented learning (PLE ST, PLE FT, PLE PR)</li> </ul>
ECTS	7 CP ( $\Sigma$ 210 hours of practical work)
Workload	Work-related learning 150 hours Work-linked learning 40 hours Work-oriented learning 20 hours
Type of Examination	Case study + proof of practical hours
Weight of the grade	7/240
Language of instruction	German

### Qualification objectives, forms of learning and content of the module

Students are enabled to relate the competences acquired in the theoretical modules and in the practical training to each other, to combine them and to develop them further. Each practical module is a combination of three different forms of learning, which are intended to mutually ensure the development of competences to achieve the training objective according to PflBRefG (Nursing Professions Reform Act) Section 37 and Section 5.

18. **Work-related learning** enables students to experience the field of work and to acquire implicit knowledge and competence in conducive working environments (*practical work* in different areas of care in accordance with Section 7) . This is supported by explicit practical *guidance* for students. Students gain experience in the working environment through practical work and learn through instruction and guidance. 10 percent of the practical training time to be completed during an

assignment is planned and structured by qualified practice teachers on the basis of the agreed training plan.

19. **Work-linked learning** enables students to develop reflection skills, tolerance to ambiguity and a theory-based understanding of nursing practice. Through *practical assistance*, *practical assignments* and *case studies*, which they work on both at their place of work and - without any sense of urgency - at appropriate places of reflection and learning, students reflect on their practical experiences systematically and methodically.
20. **Work-oriented learning** enables students to develop skills and competences in the most realistic situations possible in a structured way. Practical learning units according to Section 38 Para. 3, Sentence 4 include *skills and simulation training* at the university's Learning and Transfer Centre (LTZ). Students practise complex action sequences step by step, try out alternative courses of action and transfer their learning experiences into practice.

In terms of content, the practical module is interlinked with the content taught in this semester from the skill areas of system, organisation, nursing domains and health literacy, while taking into account the specifics of the respective location where the students perform their practical work. Suggestions for work-oriented and work-linked learning are described in the mentioned skill areas in the respective modules.

Passing this module requires participation in the learning activities corresponding to the described workload (proof required).

### **Qualification objectives of the Practical Exercise 6 module with references to Annex 5 of PflAPrV**

Students acquire professional skills, methods expertise and personal skills in practical application. Students:

- determine and assess individual care requirements, potential risks and health hazards in complex and highly complex acute and long-term nursing situations and use specific science-oriented assessment procedures (Annex 5, I., 1)
- accept independent responsibility for planning, organising, designing, implementing, managing and evaluating nursing processes for people with complex health problems, taking into account scientifically based approaches to health promotion, prevention and curative care (Annex 5, I., 2)
- accept responsibility for planning, organising, designing, implementing, managing and evaluating nursing processes for people in highly stressful and critical life and nursing conditions and in the case of highly complex care needs, specific client groups and special process dynamics in a science-based and case-orientated manner (Annex 5, I., 3)
- organise and carry out interventions in life-threatening crisis and disaster situations until the doctor arrives (Annex 5, I., 4)

- promote development and autonomy in people in need of care, taking into account their family contexts, life situations and living environments based on the broad knowledge of nursing and relational sciences (Annex 5, I, 5)
- help people in need of care to develop everyday competence and manage their lives, taking into account in-depth, research-based knowledge from the field of nursing science (Annex 5, I., 6)
- analyse different and specific nursing processes on the basis of nursing and relational science methods, theories and research findings (Annex 5, I., 7)
- use in-depth knowledge of nursing and relational sciences in highly complex communication, interaction and counselling situations (Annex 5, II., 1)
- analyse, reflect on and evaluate communication, interaction and counselling processes in nursing practice using the methods of nursing and relational sciences (Annex 5, II., 2)
- conceptualise, design and evaluate information, instruction, training and counselling concepts for people in need of care on the basis of reliable research results (Annex 5, II., 3)
- make well-founded ethical decisions in moral conflict and dilemma situations using ethical decision-making models that are based on nursing and relational sciences, in particular taking human rights into account (Annex 5, II., 4)
- conceptualise and design the organisation of nursing work in heterogeneously qualified nursing teams and in different care settings on the basis of reliable research results (Annex 5, III., 1)
- independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, and justify their actions on the basis of research-based, in-depth and broad knowledge (Annex 5, III., 2)
- scientifically analyse the current care structures for nursing/health and the management of care processes and reflect on these critically and analyse forms of intra- and interprofessional collaboration (Annex 5, III., 3)
- substantiate research- and experience-based innovative solutions for the further development of nursing and health care, define their role in the further development and implementation of science-orientated and innovative approaches to the collaboration between professional groups in the healthcare system and to the management of care processes in different areas of care and across areas of care (Annex 5, III., 4)
- scientifically analyse legal, economic and social framework conditions as well as quality management and quality development procedures and reflect on these critically (Annex 5, IV., 1)
- are involved in the development, implementation and evaluation of science-based or science-orientated innovative approaches to quality management and quality development (Annex 5, IV., 2)
- can participate in social negotiation processes concerning the quality of nursing and care on the basis of experiences from nursing practice and scientific rationales (Annex 5, IV., 3)
- evaluate selected research results according to recognised evidence hierarchies from nursing and relational science research, understand the importance of

guidelines, select these for their own nursing activities and use them to justify their nursing activities (Annex 5, V., 1)

- use research-based problem solving as well as new technologies in their own nursing activities, can reflect on care processes based on research and can also reflect on the use of new technologies in a criteria-based manner (Annex 5, V., 2)
- organise specifically authorised activities responsibly and position nursing science insights in an intradisciplinary team (Annex 5, V., 3)
- identify training requirements in nursing for themselves and for their team and determine profession-related training and further training requirements within the nursing team (Annex 5, V., 4)
- analyse and reflect on the value orientations and attitudes in professional ethics in a scientifically sound manner (Annex 5, V., 5)
- describe their academic understanding of their role as university-educated nurses and are able to develop positions in the areas of activity and professional fields in order to develop academic role profiles of nursing academics (Annex 5, V., 6)
- are increasingly committed to the further development of the nursing profession in the fields of activity (Annex 5, V., 7)

## PRACTICAL EXERCISE 8

Module no.	1.8
Module coordinator	Prof. Dr. Christian Rester
Course number and name	Practical Exercise 8
Semester	8
Duration of the module	1 semester
Module frequency	Annual
Course type	Compulsory course
Level	Undergraduate
Semester periods per week (SWS)	0.4 SWS Practical assistance/practical examination
ECTS	15 CP ( $\Sigma$ 450 hours of practical work)
Workload	Work-related learning 360 hours Work-linked learning 90 hours
Type of Examination	Practical assignment + proof of practical hours
Practical examination according to Section 37 PflAPrV	Individual examination of 240 minutes - for a detailed description, see Annex 2 of the study and examination regulations
Weight of the grade	15/240
Language of instruction	German

### Qualification objectives, forms of learning and content of the module

Students are enabled to relate the competences acquired in the theoretical modules and in the practical training to each other, to combine them and to develop them further. Each practical module is a combination of three different forms of learning, which are intended to mutually ensure the development of competences to achieve the training objective according to PflBRefG (Nursing Professions Reform Act) Section 37 and Section 5.

18. In particular, **work-related learning** enables students to experience the field of work and to acquire implicit knowledge and competence in conducive working environments (*practical work* in different areas of care in accordance with Section 7). This is supported by explicit practical *guidance* for students. Students gain experience in the working environment through practical work and learn through instruction and guidance. 10 percent of the practical training time to be completed during an assignment is planned and structured by qualified practice teachers on the basis of the agreed training plan.

19. **Work-linked learning** enables students to develop reflection skills, tolerance to ambiguity and a theory-based understanding of nursing practice. Through *practical assistance, practical assignments* and *case studies*, which they work on both at their place of work and - without any sense of urgency - at appropriate places of reflection and learning, students reflect on their practical experiences systematically and methodically.

20. In particular, **work-oriented learning** enables students to acquire skills and competences in the most realistic situations possible in a structured way. Practical learning units according to Section 38 Para. 3, Sentence 4 include *skills and simulation training* at the university's Learning and Transfer Centre (LTZ). Students practise complex action sequences step by step, try out alternative courses of action and transfer their learning experiences into practice.

In terms of content, the practical module is interlinked with the content taught in this semester from the skill areas of system, organisation, nursing domains and health literacy, while taking into account the specifics of the respective location where the students perform their practical work. Suggestions for work-oriented and work-linked learning are described in the mentioned skill areas in the respective modules.

Passing this module requires participation in the learning activities corresponding to the described workload (proof required).

### **State examination**

The Practical Exercise 8 module concludes with an examination that is assessed as a state examination in accordance with Section 37 of the Training and Examination Ordinance for Nursing Professions (PflAPrV). In accordance with Section 37 Para. 1 of the PflAPrV, the competences specified in Annex V Clauses 1 to 5 are tested. In the study and examination regulations for this programme, this practical examination is listed in Annex 1 and described in more detail in Annex 2 of the study and examination regulations for the Nursing programme.

### **Qualification objectives of the Practical Exercise 6 module with references to Annex 5 of PflAPrV**

Students acquire professional skills, methods expertise and personal skills in practical application. Students:

- determine and assess individual care requirements, potential risks and health hazards in complex and highly complex acute and long-term nursing situations and use specific science-oriented assessment procedures (Annex 5, I., 1)
- accept independent responsibility for planning, organising, designing, implementing, managing and evaluating nursing processes for people with complex health problems, taking into account scientifically based approaches to health promotion, prevention and curative care (Annex 5, I., 2)
- accept responsibility for planning, organising, designing, implementing, managing and evaluating nursing processes for people in highly stressful and



critical life and nursing conditions and in the case of highly complex care needs, specific client groups and special process dynamics in a science-based and case-orientated manner (Annex 5, I., 3)

- organise and carry out interventions in life-threatening crisis and disaster situations until the doctor arrives (Annex 5, I., 4)
- promote development and autonomy in people in need of care, taking into account their family contexts, life situations and living environments based on the broad knowledge of nursing and relational sciences (Annex 5, I., 5)
- help people in need of care to develop everyday competence and manage their lives, taking into account in-depth, research-based knowledge from the field of nursing science (Annex 5, I., 6)
- analyse different and specific nursing processes on the basis of nursing and relational science methods, theories and research findings (Annex 5, I., 7)
- use in-depth knowledge of nursing and relational sciences in highly complex communication, interaction and counselling situations (Annex 5, II., 1)
- analyse, reflect on and evaluate communication, interaction and counselling processes in nursing practice using the methods of nursing and relational sciences (Annex 5, II., 2)
- conceptualise, design and evaluate information, instruction, training and counselling concepts for people in need of care on the basis of reliable research results (Annex 5, II., 3)
- make well-founded ethical decisions in moral conflict and dilemma situations using ethical decision-making models that are based on nursing and relational sciences, in particular taking human rights into account (Annex 5, II., 4)
- conceptualise and design the organisation of nursing work in heterogeneously qualified nursing teams and in different care settings on the basis of reliable research results (Annex 5, III., 1)
- independently execute medical instructions and measures for diagnostics, therapy or rehabilitation in accordance with legal requirements, and justify their actions on the basis of research-based, in-depth and broad knowledge (Annex 5, III., 2)
- scientifically analyse the current care structures for nursing/health and the management of care processes and reflect on these critically and analyse forms of intra- and interprofessional collaboration (Annex 5, III., 3)
- are involved in the further development and implementation of science-orientated, innovative approaches to the collaboration between professional groups and to the management of care processes in various areas of care and across areas of care (Annex 5, III., 4)
- scientifically analyse legal, economic and social framework conditions and quality management and quality development procedures and reflect on these critically (Annex 5, IV., 1)
- are involved in the development, implementation and evaluation of science-based or science-orientated innovative approaches to quality management and quality development (Annex 5, IV., 2)

- can participate in social negotiation processes concerning the quality of nursing and care on the basis of experiences from nursing practice and scientific rationales (Annex 5, IV., 3)
- evaluate selected research results according to recognised evidence hierarchies from nursing and relational science research, understand the importance of guidelines, select these for their own nursing activities and use them to justify their nursing activities (Annex 5, V., 1)
- use research-based problem solving as well as new technologies in their own nursing activities, can reflect on care processes based on research and can also reflect on the use of new technologies in a criteria-based manner (Annex 5, V., 2)
- organise specifically authorised activities responsibly and position nursing science insights in an intradisciplinary team (Annex 5, V., 3)
- identify training requirements in nursing for themselves and for their team and determine profession-related training and further training requirements within the nursing team (Annex 5, V., 4)
- analyse and reflect on the value orientations and attitudes in professional ethics in a scientifically sound manner (Annex 5, V., 5)
- describe their academic understanding of their role as university-educated nurses and are able to develop positions in the areas of activity and professional fields in order to draw up academic role profiles of nursing academics (Annex 5, V., 6)
- are increasingly committed to the further development of the nursing profession in the fields of activity (Annex 5, V., 7)