



# **Module Guide**

## **International Tourism Management / Health and Medical Tourism**

Faculty European Campus Rottal-Inn

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## T101 FOREIGN LANGUAGE I

Module code	T101
Module coordination	Tanja Mertadana
Module Group	Language Competences
Course number and name	T101 Foreign Language I
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	4
Workload	Time of attendance: 60 hours self-study: 60 hours Total: 120 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	4
Language of Instruction	English

### Module Objective

The modules Foreign Language I and III aim to equip students with specialized language skills necessary for independent performance in a globalized international tourism management sector. In doing so, it strives to deepen students' relationship with the English language in business and technical settings so that they can effectively and efficiently implement the language as a practical communication tool. International students are recommended to take German as a Foreign Language.

To this end, the module targets instruction of the four cardinal language skills (listening, reading, speaking, and writing) across a wide range of core topics related to international tourism management. Students also craft the content of their own learning through needs analyses and frequent immersive and self-directed projects.

It is essential to the module to optimize fluency and communication skills, as well as to cultivate a clear understanding of the finer points of textual meaning and meaning produced in dialogue with others. Through a variety of task-based speaking, listening and writing activities, students enhance their oral and aural production and expand their ability to produce clear, concise and coherent pieces of writing – emails, reports, or expository paragraphs on processes. Particular emphasis will be placed on honing students' public speaking and team skills through work on a team presentation project for each course.



## General Business English

On completion of the module students will have achieved the following learning objectives:

### Professional competencies

- o Students will have an independent command of specialized business and technical terminology relevant to the field of international tourism management. Command here refers to oral and written production as well as aural and reading comprehension.
- o They will be in a position to deploy study skills such as close reading and coherent writing at a B2/C1-level and for use in niche tasks for the international tourism management sector.
- o They will have gained substantial knowledge of B2/C1-level language registers – both for formal study contexts and for semi-formal to formal professional contexts.
- o They will have gained essential experience in presenting on topics related to business and technical English. The goal here is to include niche knowledge in the protocols of a clearly structured, effectively delivered piece of public speaking.

### Methodological competencies

- o Students will have enhanced their abilities to structure the acquisition of specialized terminology and grammatical items and practiced ways to internalize new language that yield optimal learning benefits.
- o They will have extended and refined their practical research skills in English by engaging in at least two research projects – for example, by being asked to present on a discipline-specific topic in an individual or team presentation.

### Social competencies

- o Students will have gained valuable experience in training other personal effectiveness skills such as team work, integrity, and reliability.
- o They will have reflected on the learning benefits derived from several immersion projects.

## German as a Foreign Language

Please see the respective course description.

## Entrance Requirements

**General Business English:** The minimum entry-level requirement is a B2-level of English according to the Common European Framework of Reference for Languages



(CEFR) or A-level language skills according to the standards of the German education system. Alternatively, experience living abroad or successful participation in a study exchange may be sufficient.

**German as a Foreign Language:** Upon arrival, the student's German language proficiency is tested by means of a placement test. Depending on the result, the students attend a course of the appropriate level. After the successful completion of a course, students attend an advanced German course in the following semester.

## Learning Content

### General Business English

- o business basics
- o company structures
- o markets and market structures
- o business startups
- o launching a product
- o innovation and technology in business
- o online business
- o marketing
- o communication and business correspondence
- o business meetings and presentations
- o working across cultures
- o current business topics

### German as a Foreign Language

Please see the respective course description.

## Teaching Methods

Instruction and learning methods focus on training the four cardinal language skills (speaking, listening, reading, and writing) and on enhancing professional and social competencies. They include group discussions and group projects, individual and team work (e.g. individual and group presentations), real- and role-playing, close reading and listening activities, grammar games, method of loci, running dictations,



translations, peer feedback and review, work with learning stations, and various follow-up viewing and writing activities.

Study assignments will be set on a weekly basis.

## Recommended Literature

### General Business English

Brook-Hart, Guy. *Business Benchmark*. 2nd ed.: Upper Intermediate. Cambridge: CUP, 2013.

Business Spotlight: <[www.business-spotlight.de](http://www.business-spotlight.de)>

Butzphal, G., Maier-Fairclough, J. *Career Express. Business English B2*. Berlin: Cornelson, 2015.

Cotton, D., Falvey, D. & Kent, S. *Market Leader Upper Intermediate*. Harlow: Pearson Longman, 2016.

Doyle, Charles. *A Dictionary of Marketing*. 4th ed. Oxford: OUP, 2016.

Duckworth, M., Turner, R. *Business Results Upper Intermediate*. Oxford: OUP, 2008.

Emmerson, P. *Business Vocabulary Builder*. London: Macmillian, 2009.

Emmerson, P. *Business Grammar Builder. Intermediate to Upper-intermediate*. London: Macmillian, 2010.

Foley, M., Hall, D. *MyGrammarLab. Intermediate B1/B2*. Harlow: Pearson, 2012.

Law, Jonathan. *A Dictionary of Business and Management*. 6th ed. Oxford: OUP, 2016.

Rogers, Louis. *Skills for Business Studies*. Upper Intermediate. Oxford: OUP, 2012.

Vince, Michael. *Intermediate Language Practice*. 3rd ed. London: Macmillan, 2010.

### German as a Foreign Language

Please see the respective course description.



## T102 PERSONAL & SCIENTIFIC DEVELOPMENT

Module code	T102
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Key Competences
Course number and name	T102 Personal & Scientific Development
Lecturer	Prof. Dr. Marcus Herntrei
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	6
Workload	Time of attendance: 60 hours self-study: 120 hours Total: 180 hours
Type of Examination	assignment
Weight	6
Language of Instruction	English

### Module Objective

Students from more than 70 nations participate in this study programme. In spite of their very different backgrounds, most of the students unite the challenges of a first-degree course. Within the framework of the module, the students jointly define the framework conditions which they consider important for the achievement of their study goals. Among other things, they learn about different learning methods before they get to know the central methods and instruments of scientific work. The seminar accompanies the students in the preparation of their first research paper.

Professional and methodological competence:

The students know tools that help them to organize themselves. The students know the fundamentals of scientific work. They can define topics, specify them more precisely by means of research questions and map them by structuring their work. They are also able to carry out a literature review and know the formal requirements of scientific work.

Personal competence:

The students know new methods of knowledge transfer and acquisition.

Social competence:





Students will find their way around a new and intercultural learning environment. You have gained experience in structuring and target-oriented group work.

## **Applicability in this and other Programs**

The module prepares students for those exams that fall under the category "scientific work". This includes in particular the research papers and the final bachelor thesis, but also the presentations.

## **Entrance Requirements**

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## **Learning Content**

1. Personal Development
  - 1.1. Studying in PAN - habits, views, motives, and expectations
  - 1.2. Self-management and learning techniques
2. Scientific Writing
  - 2.1. Defining research topic & research questions
  - 2.2. Literature review
  - 2.3. Formal aspects
  - 2.4. Writing and structuring

## **Teaching Methods**

- o Lectures
- o Seminar teaching
- o Exercises
- o Self-study

## **Recommended Literature**

Allen, D. (2015). Getting things done (2nd. ed.). New York: Penguin Books.

Caunt, J. (2016). How to organize yourself (5th ed.). Creating success. London: Kogan Page.

Gastel, B. (2017). How to write and publish a scientific paper (8th ed.). Cambridge: Cambridge University Press.



Heard, S. B. (2016). The scientist's guide to writing. Princeton, Oxford: Princeton University Press.

Pfister, I. (2016). Get Organized! Frankfurt, New York: Campus Verlag.

Skern, T. (2011). Writing scientific English (2. ed.). UTB. Wien: Facultas-Verl.

Taylor, R. (2017). Willpower. Chichester: John Wiley & Sons Ltd.



## T103 APPLIED STATISTICS & DATA ANALYSIS

Module code	T103
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	Research and Methodology
Course number and name	T103 Applied Statistics & Data Analysis
Lecturer	Andreas Widenhorn
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Professional and methodological competence:

Students know a range of statistical methods to analyze data and apply these methods purposively to answer questions based on evidence from quantitative data. Students understand different concepts and methods from the field and can explain these methods and their (practical) application in research.

Students distinguish between different methods based on their capability and limitations and select suitable methods appropriate to specific research problems.

Students analyze research problems (based on case study) to formulate adequate research questions and analyze data to generate answers and solve research problems.

Personal competence:

Students work self-responsibly on the solution of problems and carry out statistical analyses autonomously and in small work groups. The solutions of the examples given require students' self-responsible and self-directed working style.



Social competence:

Small work groups are defined (2-3 pax) to solve research problems and answer research questions. Close cooperation deepens student's social competences and fosters a team-oriented working style.

## Applicability in this and other Programs

Quantitative and qualitative research

Bachelor thesis

## Entrance Requirements

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## Learning Content

### 1. Basics and key vocabulary

1.1. Statistical studies and surveys, characteristics, characteristic types, scales, data collection

1.2. Introduction to statistical software

1.3. Deutsche Reiseanalyse RA (as exercise data), data matrix, questionnaire / codebook

### 2. Frequency distributions

2.1. Discrete / classified frequency distributions, graphical representation

2.2. Exercises Deutsche Reiseanalyse: frequency distributions (calculation, interpretation)

### 3. Location parameters and measures of variance

3.1. Mean, mode and median, variance, coefficient of variation, volatility, quantiles, quartiles

3.2. Exercises Deutsche Reiseanalyse

### 4. Samples / sampling

4.1. Sampling methods; sample size, confidence interval

4.2. Exercises: construction of samples (Simple random sampling, quota sampling)

4.3. Calculation of sample size

4.4. Confidence intervals



## 5. Correlation calculation

### 5.1. Cross-tabulation, Chi-Square-Test

### 5.2. Correlation coefficient for different types of data

## 6. Regression analysis

### 6.1. Least squares method

### 6.2 Precision of regression coefficients

### 6.3 Hypothesis testing

### 6.4 Regression including dummy variables and interaction terms

### 6.5 Linear multiple regression

## Teaching Methods

The course sessions are divided into topic-oriented introductions and practice-oriented sessions where analyses are carried out to deepen the understanding of students and give the possibility to apply statistical methods to solve problems in tourism research and tourism marketing.

Therefore, a continuous case is used to connect the more theoretical inputs to practical application of statistical methods.

Cooperation in small groups is used to answer questions and carry out analyses.

The seminar is accompanied by tutorials where calculation examples from the course are repeated for better understanding and examples similar to those used during course sessions are calculated.

## Remarks

Data from "Deutsche Reiseanalyse" are used for analyses in course.

For all statistical analyses the statistical package "PSPP", published under the GNU General Public License, is used. Students can install the free programme on their computers to perform analyses and to become familiar with the programme or use SPSS provided on computers on the campus.

## Recommended Literature

Basic literature:

Cortinhas, C. & Black, K. (2012). Statistics for Business and Economics. Hoboken: Wiley. (provided to students as E-Book)

Recommended literature:



Halter, C. (2017). The PSPP Guide. Second Edition. An Introduction to Statistical Analysis. San Diego: Creative Minds.

Camões, J (2016). Data at work: best practices for creating effective charts and information graphics in Microsoft Excel. San Francisco: New Riders.

Black, K. (2016). Business Statistics: For Contemporary Decision Making. Hoboken: Wiley.

PSPP-Manual online: <https://www.gnu.org/software/pspp/manual/pspp.html>



## T104 FUNDAMENTALS OF BUSINESS ADMINISTRATION

Module code	T104
Module coordination	Prof. Katerina Volchek
Module Group	Business & Economics
Course number and name	T104 Fundamentals of Business Administration
Lecturer	Prof. Katerina Volchek
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Students have systematic overview over various concepts and current issues of business administration as a basis of the study programme in general and subsequent business oriented modules in particular. Students know relevant topics within the field of business administration and are able to classify practical cases.

Professional and methodological competence:

Students are able to identify specific problems of businesses (related to structures, processes and business environment). Students choose adequate tools to analyse these problems and propose solutions based on analyses.

Students are able to apply concepts, tools (SWOT, GE-matrix, PESTLE, Porter's five forces) and methods of business administration to the field of tourism.

Personal competence:

Students can analyse problems and create appropriate solutions self-responsibly. They are able to structure the process of knowledge acquisition based on prior knowledge and competences and personal working style.



Social competence:

Social competence of students is promoted by the appropriate use of cooperative methods such as group work and moderated discussion.

## **Applicability in this and other Programs**

Fundamental module for the study program, especially for the modules Entrepreneurship; Corporate Management & Leadership; Innovation, Product Development & Service Design in Health & Medical Tourism

## **Entrance Requirements**

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## **Learning Content**

1. Introduction to businesses and business administration
  - 1.1 Clarification of the field and discussion of basic terms
  - 1.2 Core processes of sustainable businesses
  - 1.3 Example of organisations and businesses in tourism and their functions: DMO, hotel, tour operator
2. Business Environment
  - 2.1. Theoretical model of the business environment
  - 2.2 Tools to analyse the business environment (PESTLE-analysis, Porter's five forces, GE-model)
  - 2.3. Scenario development
  - 2.4 Discussion and group work: application of analytical tools in the field of tourism (with special consideration of sustainability and environmental aspects)
3. Business Research
  - 3.1. Concept of research and research designs
  - 3.2 Quality criteria of business research
  - 3.3 Group work: research questions and research methods in applied business research
4. Strategic Management
  - 4.1. Clarification of terms: strategy - strategic management, UPE





- 4.2 Hierarchy of goals in businesses
- 4.3 Tools for strategic analysis (SWOT, BCG-matrix)
- 4.4 Strategy options (Porter's approach, Ansoff matrix)
- 4.5 Group work and discussion: McKinsey's 7S model - concept and application in the field of tourism
- 5. Service Industries & Service Marketing
  - 5.1 Service-dominant logic (SDL according to Vargo & Lusch)
  - 5.2 Implications of service dominant-logic for service industries in management and marketing
  - 5.3 Servicescape
  - 5.4 Case discussion: service orientation in the tourism business
- 6. Business creation
  - 6.1 Innovation as a core function of businesses
  - 6.2 Business creation model
  - 6.2 Group work and discussion: innovation in the field of (health) tourism

## Teaching Methods

Seminaristic teaching combining lecture, exercises, group work, group presentations, classroom discussions.

Students are encouraged to actively participate in course by choosing appropriate didactical methods.

## Remarks

Teaching is supported by iLearn platform: course materials (presentations, journal articles, cases) are provided to students online.

## Recommended Literature

Basic literature:

Thuis, P. & Stuive, R. (2014). Business Administration. Groningen: Noordhoff Uitgevers.

Hudson, S., & Hudson, L. (2013). Customer Service for Hospitality and Tourism. Oxford: Goodfellow.



Recommended literature:

Osterwalder, A., & Pigneur, Y. (2010) Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Hoboken: Wiley.

Page, S. (2014). Tourism Management. London: Taylor & Francis. 5th edition.

Additional material (articles from scientific and business journals, case studies...) is presented in course and provided on the iLearn platform



## T105 ECONOMY & SOCIETY

Module code	T105
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Business & Economics
Course number and name	T105 Economy & Society
Lecturer	Paul Clemens Murschetz
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

This module is designed to broaden the student's knowledge of the different approaches and perspectives of economics and the social sciences as applied to the tourism and hospitality industry as well as their interrelations.

The main aim of the module is to provide an opportunity for students to understand, apply and critically evaluate strategic analysis for tourism organisations and destinations. The examination and analysis of particular tourist organisations and destinations will provide a basis for understanding and critically evaluating the factors that can contribute to successful strategy. Students will be able to evaluate strategies, their appropriateness and the issues that will determine whether they are successful.

The student will acquire a theoretical foundation through the lecture program and discussions on concepts and frameworks used in economics and the social sciences . The module focuses on the development of institutions and their preconditions as well as the factors that promote socio-economic growth and environmental wealth as precondition for the tourism and hospitality industry to flourish. Additionally, also the global consequences of growth are reviewed.



The module helps understanding the challenges of international tourism management by facilitating the analysis and interpretation of strategic interactions, social networks and the embeddedness of economic actions in social structures. The consequences, chances and discontents of globalization and the role of global institutions are discussed.

Furthermore, the module promotes sensibility for the issues of sustainability, global environmental change and corporate social responsibility in times of the global COVID-19 pandemic. Finally, traps of collective action and individual decision-making and their impacts on governance systems are treated.

All concepts are linked to corresponding issues in the tourism industry and actual and ongoing debates in science and practice.

**Professional & methodical competences:** The students know the key theories, concepts and models in economics and theories in the social sciences, such as sociology and strategic management studies. They obtain the skills and tools to critically analyze economic and societal factors that individuals, groups, organizations and even countries have to deal with in a general way and in the context of the tourism industry.

Furthermore, they acquire a holistic understanding of the interdependence of economic and social drivers and issues. Students know the interpretation of economic and social data and indicators to evaluate the wider context the tourism industry is placed in. They have an overview of the classical instruments of market analysis and strategic decision-making management.

On successful completion, students will be able

- o to describe and assess the economic and societal context in which tourism organizations operate today.
- o understand the theory and practice of strategy in tourism
- o develop appropriate strategies based on critical situational analysis
- o provide an evaluation of the strategies pursued in different tourist context
- o identify and evaluate the critical success factors

**Social competence:** Students have an understanding of the manifold interdependencies of today's global economic and societal issues and how these impact on individual management and group decisions in the tourism and hospitality industry currently facing tremendous challenges.

**Personal competence:** Students develop written and verbal presentational skills as well as analytical skills. They demonstrate group-work, questioning and listening skills.



## Applicability in this and other Programs

The module is based on general economical and sociological principles and offers interfaces to modules from health, tourism and destination management as part of the study program "International Tourism Management / Health and Medical Tourism".

## Entrance Requirements

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## Learning Content

1. Basic Principles in Economics
  - 1.1. The «Doughnut Model» of 21<sup>st</sup> Century Economics (by Kate Rayworth)
  - 1.2. Orthodox vs. New Economics ? The Principles
2. Tourism Industry Analysis
  - 2.1. PESTLE / STEEPLD Analysis of the Tourism Industry (Environmental Analysis)
  - 2.2. Tourism and the COVID-19 CRISIS!
  - 2.3. STEEPLD REACTIONS OF CEO (of a tourism company)
  - 2.4. CASE STUDY 1: The Oktoberfest
  - 2.5. SWOT Analysis of the Tourism Industry (Business Firm Analysis)
  - 2.6. SWOT REACTIONS OF CEO
3. Tourism Industry Analysis
  - 3.1. Michael Porter?s 5 Forces industry analysis
  - 3.2. Porter?s 3 generic strategies
4. STUDENT PRESENTATION ON 5 FORCES ANALYSIS
5. Marketing Management in Tourism
  - 5.1. The Marketing Mix
  - 5.2. Marketing Trends
  - 5.3. CASE STUDY 2: The ?Wulfenia? Cinema
  - 5.4. Branding management and The Brand Health Check
  - 5.5. CASE STUDY 3: SABAI



6. Marketing Management and Marketing Mix in Hospitality
7. Management Strategies in Tourism Ctd.
  - 7.1. Value chain strategies
  - 7.2. Growth analysis (Ansoff Matrix)
  - 7.3. Calculating profit
  - 7.4. Portfolio analysis (BCG matrix)
  - 7.5. Resource-based view of strategy (VRIN matrix)
  - 7.6. CASE STUDY 4: Stakeholder-Analyse ? ?Overtourism in Salzburg?
8. STUDENT PRESENTATION to ?Overtourism in Salzburg?
9. WRAP UP and EXAM Preparation

## Teaching Methods

- o Lectures
- o Seminar teaching
- o Exercises
- o Assignment
- o Self study

## Recommended Literature

Adlwarth, Wolfgang (2011). ?Corporate Social Responsibility in Tourism - Consumer Requests and the Image of Suppliers?. In: Trends and Issues in Global Tourism 2011. Ed. by Conrady, Roland and Buck, Martin. Heidelberg: Springer, pp. 293?300.

Akerlof, George A. and Shiller, Robert J. (2009). Animal Spirits. Princeton: Princeton University Press.

Aspers, Patrik and Kohl, Sebastian (2015). ?Economic theories of globalization?. In: The Routledge Handbook of Globalization Studies. Routledge, pp. 41?59.

Bruce, Steve (2000). Sociology ? A Very Short Introduction. Oxford University Press.

Cooper, Chris and Hall, C. Michael (2011). Contemporary Tourism. London:Routledge.

Dasgupta, Partha (2007). Economics ? A Very Short Introduction. Oxford: Oxford University Press.



Dasgupta, Partha and Maskin, Eric (2004). 'The fairest vote of all?'. In: Scientific American March 2004, pp. 92-97.

Granovetter, Mark S. (1973). 'The Strength of Weak Ties?'. In: American Journal of Sociology 78.6, pp. 1360-1380.

Helpman, Elhanan (2004). *The Mystery of Economic Growth*. Cambridge: Belknap.

Mankiw, G. N. (2016). *Economics*.

[http://cws.cengage.co.uk/mankiw\\_taylor/students/mcqs.htm](http://cws.cengage.co.uk/mankiw_taylor/students/mcqs.htm)

Martinelli, Alberto and Smelser, Neil J. (1990). 'Economic Sociology: Historical Threads and Analytic Issues?'. In: *Economy and Society*. Ed. by Martinelli, Alberto and Smelser, Neil J. London: Sage, pp. 1-49.

Raworth, K. (2019). *The Doughnut Model of 21st Century Economics*. London: Random House Business.

Stiglitz, Joseph E. (2002). *Globalization and its discontents*. London: Penguin

Swedberg, Richard (2003). *Principles of Economic Sociology*. Princeton: Princeton University Press.

Tribe, J. (2010). *Strategy for Tourism*. Wood Eaton, OX: Goodfellow Publishers.



## T106 INTRODUCTION TO TOURISM MANAGEMENT WITH FOCUS ON MEDICAL AND HEALTH TOURISM

Module code	T106
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	International Health & Medical Tourism
Course number and name	T106 Introduction to Tourism Management with Focus on Medical and Health Tourism
Lecturers	Prof. Dr. Marcus Herntrei Prof. Dr. Georg Christian Steckenbauer
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

**Professional competence:** The students know the phenomenon of tourism under consideration of interdisciplinary approaches. They can assess the essential framework conditions. They can evaluate demand trends and know the special features of tourism products. They are familiar with important service providers along the tourism service chain (tourism destinations, tour operators, travel agencies, airlines etc.) and know their current management challenges. In addition to the fundamental insight into the tourism industry, a deeper insight into the market structures as well as into the actors of health and medical tourism is given according to the specialisation of the study programme.

**Methodological competence:** The students are able to present and classify various (health and medical) tourism service providers and their functions. They are capable of analysing market developments.

**Social competence:** The students learn the importance of sustainability and social responsibility in tourism and especially in health and medical tourism.





Personal competence: The students are encouraged to think about their own behaviour, norms and values and define them for themselves.

## **Applicability in this and other Programs**

The module gives the students the fundamental knowledge of tourism and managing tourism destinations and teaches them contemporary issues in tourism and hospitality industry. It is a prerequisite for other courses such as marketing in health & medical tourism, hospitality management, marketing principles, management of tour operators and facilitators in medical tourism, corporate management & leadership, etc. It is also suitable for other courses in master of international tourism development.

## **Entrance Requirements**

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## **Learning Content**

1. Introduction
2. The tourist, tourist behaviour and tourism flows
3. The tourism destination
4. Global stakeholders & contemporary management challenges
5. The global market of health and medical tourism
6. Outlook: Tourism in an uncertain world

## **Teaching Methods**

- o lectures
- o group works
- o assignments
- o self-study

## **Remarks**

Guest lectures

## **Recommended Literature**

Morrison, A. M. (2019). Marketing and managing tourism destinations. London, New York: Routledge.



Berge, P. M.; Eliassen, S. B. (2010): Hospitality and Tourism Management: Nova Science Publishers.

Edgell, D. L. (2020). Managing sustainable tourism: A legacy for the future. New York: Routledge.

Inkson, C.; Minnaert, L. (2012): Tourism Management. An Introduction: SAGE Publications.

Lickorish, L. J., & Jenkins, C. L. (2007). Introduction to tourism. London: Routledge.

Page, S. (2019). Tourism management. New York: Routledge.

Smith, M. K.; Puczko, L. (Hg.) (2017). The Routledge handbook of health tourism. London, New York: Routledge.

Smith, M. K., & Puczko, L. (2014). Health, tourism and hospitality: Spas, wellness and medical travel (Second edition). New York: Routledge.

Smith, M. K., & Puczko, L. (2009). Health and wellness tourism. Amsterdam, Boston: Elsevier/Butterworth-Heinemann.

Visser, G.; Ferreira, S. (2013): Tourism and Crisis: Routledge.

Walker, J. R., & Walker, J. T. (2011). Tourism concepts and practices. Pearson Education India.



## T201 FOREIGN LANGUAGE II

Module code	T201
Module coordination	Tanja Mertadana
Module Group	Language Competences
Course number and name	T201 Foreign Language II
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 30 hours Total: 60 hours
Type of Examination	written ex. 60 min.
Duration of Examination	60 min.
Weight	2
Language of Instruction	English

### Module Objective

The modules Foreign Language II and IV aim to equip students with specialized language skills necessary for independent performance in a globalized international tourism management sector. As a specialty the students can either choose an English course or vote between other languages such as Italian, Spanish, French or German as a Foreign Language.

#### Business English: Writing and communication skills

On completion of the module students will have achieved the following learning objectives:

Professional competencies

- o Students will have an independent command of specialized business terminology relevant to the field of international tourism management. Command here refers to oral and written production as well as aural and reading comprehension.
- o They will be in a position to deploy study skills such as close reading and coherent writing at a B2/C1-level and for use in niche tasks for the international tourism management sector.



- o They will have gained substantial knowledge of B2/C1-level language registers – both for formal study contexts and for semi-formal to formal professional contexts.
- o They will have gained essential experience in presenting on topics related to Business English. The goal here is to include niche knowledge in the protocols of a clearly structured, effectively delivered piece of public speaking.

#### Methodological competencies

- o Students will have enhanced their abilities to structure the acquisition of specialized terminology and grammatical items and practiced ways to internalize new language that yield optimal learning benefits.
- o They will have extended and refined their practical research skills in English by engaging in at least two research projects – for example, by being asked to present on a discipline-specific topic in an individual or team presentation.

#### Social competencies

- o Students will have gained valuable experience in training other personal effectiveness skills such as team work, integrity, and reliability.
- o They will have reflected on the learning benefits derived from several immersion projects.

#### **Other languages**

Please see the respective course description.

#### **German as a Foreign Language**

Please see the respective course description.

The modules Foreign Language II and IV aim to equip students with specialized language skills necessary for independent performance in a globalized international tourism management sector. As a specialty the students can either choose an English course or vote between other languages such as Italian, Spanish, French or German as a Foreign Language.

#### **Business English: Writing and communication skills**

On completion of the module students will have achieved the following learning objectives:

Professional competencies



- o Students will have an independent command of specialized business terminology relevant to the field of international tourism management. Command here refers to oral and written production as well as aural and reading comprehension.
- o They will be in a position to deploy study skills such as close reading and coherent writing at a B2/C1-level and for use in niche tasks for the international tourism management sector.
- o They will have gained substantial knowledge of B2/C1-level language registers – both for formal study contexts and for semi-formal to formal professional contexts.
- o They will have gained essential experience in presenting on topics related to Business English. The goal here is to include niche knowledge in the protocols of a clearly structured, effectively delivered piece of public speaking.

#### Methodological competencies

- o Students will have enhanced their abilities to structure the acquisition of specialized terminology and grammatical items and practiced ways to internalize new language that yield optimal learning benefits.
- o They will have extended and refined their practical research skills in English by engaging in at least two research projects – for example, by being asked to present on a discipline-specific topic in an individual or team presentation.

#### Social competencies

- o Students will have gained valuable experience in training other personal effectiveness skills such as team work, integrity, and reliability.
- o They will have reflected on the learning benefits derived from several immersion projects.

#### **Other languages**

Please see the respective course description.

#### **German as a Foreign Language**

Please see the respective course description.

### **Entrance Requirements**

Business English: Writing and communication skills: The minimum entry-level requirement is a B2/C1-level of English according to the Common European Framework of Reference for Languages (CEFR) or A-level language skills according to the standards of the German education system. Alternatively, experience living abroad or successful participation in a study exchange may be sufficient.



Other languages: Please see the respective course description.

German as a Foreign Language: Upon arrival, the student's German language proficiency is tested by means of a placement test. Depending on the result, the students attend a course of the appropriate level. After the successful completion of a course, students attend an advanced German course in the following semester.

## Learning Content

### **Business English: Writing and communication skills**

Writing and communication skills in business, including a review and consolidation of the business topics dealt with in Foreign Language I (General Business English).

- o review and consolidation of FL I topics
- o job satisfaction
- o success in business
- o business correspondence
- o meetings, negotiations and presentations
- o international marketing
- o working across cultures
- o current business topics

### **Other languages**

Please see the respective course description.

### **German as a Foreign Language**

Please see the respective course description.

## Teaching Methods

Instruction and learning methods focus on training the four cardinal language skills (speaking, listening, reading, and writing) and on enhancing professional and social competencies. They include group discussions and group projects, individual and team work (e.g. individual and group presentations), real- and role-playing, close reading and listening activities, grammar games, method of loci, running dictations, translations, peer feedback and review, work with learning stations, and various follow-up viewing and writing activities.



Study assignments will be set on a weekly basis.

## Recommended Literature

### Business English: Writing and communication skills

Black, John, Hashimzade, Nigar & Myles, Gareth. *A Dictionary of Economics*. 5th ed. Oxford: OUP, 2017.

Brook-Hart, Guy. *Business Benchmark*. 2nd ed.: Upper Intermediate. Cambridge: CUP, 2013.

Business Spotlight: <[www.business-spotlight.de](http://www.business-spotlight.de)>

Butzphal, G., Maier-Fairclough, J. *Career Express. Business English B2*. Berlin: Cornelson, 2015.

Cotton, D., Falvey, D. & Kent, S. *Market Leader Upper Intermediate*. Harlow: Pearson Longman, 2016.

Doyle, Charles. *A Dictionary of Marketing*. 4th ed. Oxford: OUP, 2016.

Duckworth, M., Turner, R. *Business Results Upper Intermediate*. Oxford: OUP, 2008.

Law, Jonathan. *A Dictionary of Business and Management*. 6th ed. Oxford: OUP, 2016.

McCarthy, Michael & O'Dell, Felicity. *Academic Vocabulary in Use*. Cambridge: CUP, 2016.

Murphy, Raymond. *English Grammar in Use*. Klett Verlag, 2012.

Rogers, Louis. *Skills for Business Studies*. Upper Intermediate. Oxford: OUP, 2012.

### Other languages

Please see the respective course description.

### German as a Foreign Language

Please see the respective course description.



## T202 COMPULSORY ELECTIVE SUBJECTS OF A GENERAL ACADEMIC NATURE (AWP)

Module code	T202
Module coordination	Tanja Mertadana
Module Group	Key Competences
Course number and name	T202 Compulsory elective subjects of a general academic nature (AWP)
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 30 hours Total: 60 hours
Type of Examination	Examination form of the chose module
Weight	2
Language of Instruction	English

### Module Objective

The AWP subjects (Electives) provide the students with the opportunity to gain knowledge and skills in other fields than their chosen field of study. Students can choose both instructor-led inhouse courses and courses of the Virtual University of Bavaria (vhb).

The contents of the courses cover the following areas:

- o Languages
- o Didactical-educational area
- o Social sciences
- o Psychological-sociological area
- o Technical-scientific area
- o Philosophical and socio-ethical area
- o Business area





The students can choose their courses from the AWP-module according to their own preferences.

## **Entrance Requirements**

For advanced language courses, students have to prove the required language skills (for example through successful completion of a lower level).

Electives may not have thematic overlaps with the actual study course.

The module can also be chosen by students of other fields of study.

## **Learning Content**

Please see the respective course description.

## **Teaching Methods**

Seminar, exercises, class presentations, classroom pair/group work

## **Recommended Literature**

Please see the respective course description.



## T203 ACCOUNTING & CONTROLLING

Module code	T203
Module coordination	Prof. Dr. Robert Feicht
Module Group	Business & Economics
Course number and name	T203 Accounting & Controlling
Lecturer	Prof. Dr. Robert Feicht
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Students become aware of how to achieve success through optimised accounting and controlling methods, gain a deep insight into the factors of the objectified process that strive for transparency and drive success in company management.

Furthermore, this course outlines and structures the basic challenges and assumptions for companies in the field of accounting and controlling. Outlined and analysed is the current status of accounting and controlling. After laying this foundation, the "objectification-orientated controlling approach" is deducted, related to accounting and management in tourism and healthcare companies.

Upon completion of this course, students are able to

- o understand accounting and controlling system,
- o use the strategic planning and operational planning under controlling
- o solve problems taken place in the given accounting situations and apply the solutions in tourism business,



- o examine the cause for differences and manage the methods of analysis for businesses,
- o show feedback,
- o understand the different elements of calculation,
- o perform rigid, flexible and break even calculations

Competences Development:

Professional competences - Considerable knowledge of professional fiscal theory, techniques, practices and procedures.

Social and personal competences - Ability to present information effectively in a manner suited to the characteristics and needs of the audience. Ability to convey information clearly and concisely either verbally or in writing to ensure that the intended audience understands the information and the message.

## **Applicability in this and other Programs**

Fundamental module for the study program International Tourism Management / Health & Medical Tourism, especially for the modules entrepreneurship, management of tour operators and facilitators in medical tourism, hospitality management and health destination management.

## **Entrance Requirements**

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## **Learning Content**

1. The Internal Profile of Financial Accounting
  - 1.1. The development of Accounting
  - 1.2. The significance and limitations of accounting information
  - 1.3. The users of accounting information and their needs.
  - 1.4. The accounting cycle
2. The Methods of Accounting
  - 2.1. Accrual basis
  - 2.2. Cash basis
3. Accounting Standards
  - 3.1. The standard-setting process and the development of standards



- 3.2. The use of International Financial Reporting Standards for Small and Medium-sized Entities (IFRS for SMEs) 2009
- 3.3. International Accounting Standards (IAS) in the preparation of financial statements
- 4. Financial Reporting
  - 4.1. Objectives of Financial Reporting
  - 4.2. Qualities of accounting information – relevance, reliability, consistency, comparability, understandability, substance over form
  - 4.3. Statement of Financial Position (Balance Sheet)
  - 4.4. Statement of Comprehensive Income (Income Statement)
  - 4.5. Statement of Changes in Equity
  - 4.6. Statement of Cash Flows
  - 4.7. Notes to Financial Statements.
- 5. Accounting principles, concepts and conventions
  - 5.1. Historical cost, prudence, materiality, going concern,
  - 5.2. Entity, monetary concept, revenue recognition, matching principles.
- 6. The Changing Role of Controlling
  - 6.1. Appraisal of several definitions
  - 6.2. Concept of controlling
  - 6.3. Framework and evolution of controlling
- 7. Basic Assumptions of Controlling
  - 7.1. Influence of globalization
  - 7.2. Scientific and theoretical perspective
  - 7.3. Management cycle
  - 7.4. Controlling in Germany and other countries
- 8. Value Orientation
  - 8.1. Profit and Profitability Indicators
  - 8.2. Calculations focused on cash



- 8.3. Calculations focused on risk
- 8.4. Calculations focused on time
- 9. Controlling Analysis in hospitality and tourism
  - 9.1. Status Analysis
  - 9.2. Costs and sales analysis
  - 9.3. Deduction of objectification approach
  - 9.4. Pricing Decisions in Hospitality and Tourism
- 10. History of controlling in the EU
  - 10.1. Development
  - 10.2. Current Status
- 11. Controlling System Elements
  - 11.1. Problem definition
  - 11.2. Vision
  - 11.3. Targets
  - 11.4. Tasks and Organization of Controlling
  - 11.5. Practical application, tools and procedures
- 12. Final Summary
  - 12.1. Preparation for the practical use of the subject
  - 12.2. Mock exam

## **Teaching Methods**

### **Theoretical Methods**

The teacher gives the necessary materials to learn, explains, analyses in class all the concepts and methods and clarifies the students' doubt with help of examples.

### **Practical Methods**

The students solve exercises applying the theoretical knowledge they have learned.

### **Forms of Delivery**

Lectures, assignment, exercise (seminary form), project work (case seminars), presentations, tutoring, group work



## Remarks

Online part: Students have access to iLearn platform under unique passwords. There is all study material shared with them. When there is a need, practical visits (excursions/field trips) and field trips are organized. Also experts from industry held guest lectures and co-organize the internships.

## Recommended Literature

Boer, P. M. C. d. (2011). Basics of financial management (1. ed.). Groningen: Noordhoff Uitg. Routledge Taylor & Francis.

Bragg, S. M. (2017). The new controller guidebook (Fourth edition). AccountingTools series. Centennial, Colorado: AccountingTools.

Brealey, R. A. (2015). Fundamentals of corporate finance (Eighth Edition, International student edition). The McGraw-Hill/Irwin series in finance, insurance, and real estate. New York, NY: McGraw-Hill Education.

Drucker, P. F. (2014). The Effective executive. München: Vahlen.

McLaney, E. J. (2016). Accounting and finance (Eighth edition). Harlow, England: Pearson.



## T204 MARKETING IN HEALTH & MEDICAL TOURISM I - BASIC PRINCIPLES AND MARKETS

Module code	T204
Module coordination	Prof. Katerina Volchek
Module Group	International Health & Medical Tourism
Course number and name	T204 Marketing in Health & Medical Tourism I - Basic Principles and Markets
Lecturer	Prof. Katerina Volchek
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

This module is designed to create a solid foundation of marketing in tourism, in particular in the field of health and medical tourism. The student will acquire a theoretical basis through the lecture program and discussions on marketing concepts and frameworks. The module will focus on what being "market oriented" means, both in theory and with practical examples. The module helps to understand the challenges of marketing in general and in particular in the field of health and medical tourism: analysing marketing environments, evaluating strategic alternatives and designing and implementing marketing programs involving decisions about products/ services, pricing, distribution and promotion.

Furthermore, a good overview of the most important regions of origin and destination in health and medical tourism is given and students gain a sound understanding of the international supply and demand situation in this area.

Professional and methodological competences:



Students develop knowledge and understanding of key theories, concepts and models in marketing to guide the development and execution of marketing strategies. They obtain the skills to critically analyse marketing situations facing organizations. Students get a deepened understanding of the marketing mix and the steps to an effective development of a marketing mix and a marketing strategy. Students will understand the specific challenges of marketing in an international context - not exclusively but with a special focus on the area of health and medical tourism.

Personal and social competences:

Students develop written and verbal presentational skills. They demonstrate group-work, questioning and listening skills.

## **Applicability in this and other Programs**

The module is based on Fundamentals of Business Administration and offers an interface esp. to the modules Corporate Management & Leadership, Hospitality Management, Entrepreneurship and Innovation, Product Development & Service Design in Health & Medical Tourism.

## **Entrance Requirements**

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## **Learning Content**

1. Fundamentals of marketing
  - 1.1. The evolution of marketing
  - 1.2. Relationship economics
  - 1.3. Basic marketing terms and concepts
  - 1.4. Marketing planning: an overview of marketing
  - 1.5. Specifics in marketing of health and medical tourism
2. Situational analysis in the marketing planning process
  - 2.1. Assessing the internal marketing situation
  - 2.2. Assessing the external marketing situation
  - 2.3. Analysing buying behaviour on B2C and B2B markets
  - 2.4. SWOT analysis
3. Strategy Formulation in the marketing planning process
  - 3.1. Marketing management planning





- 3.2. Market segmentation, targeting and positioning
4. International Markets in health and medical tourism
5. Marketing mix in the marketing planning process
  - 5.1. Product and service decisions
  - 5.2. Pricing decisions
  - 5.3. Distribution decisions
  - 5.4. Communication decisions
6. Implementing and controlling in the marketing planning process
  - 6.1. Organizing and implementing the marketing plan
  - 6.2. Budgeting and control
  - 6.3. Ethical, social and environmental aspects of marketing planning – special focus on health and medical tourism
  - 6.4. Developing and managing customer relationships

## Teaching Methods

- o Exercises
- o Self study
- o Seminar teaching
- o Case Studies

## Remarks

- o Guest lectures
- o Teaching is supported by iLearn platform: course materials (presentations, journal articles, cases) are provided to students online.

## Recommended Literature

Ariely, D. (2010). Predictably Irrational: The Hidden Forces That Shape Our Decisions. New York: Harper Perennial.

Cravens, D. & Nigal, P. (2012). Strategic Marketing. New York: McGraw-Hill.

Hall, C.M. (2012). Medical Tourism: The Ethics, Regulation, and Marketing of Health Mobility. Abingdon: Routledge.



Hollensen, S. & Opresnik, M. (2015). Marketing: A Relationship Perspektive. München: Vahlen.

Hodges, J., Kimball, A., & Turner, L. (2012). Risks and Challenges in Medical Tourism: Understanding the Global Market for Health Services. Praeger.

Hudson, S. & Hudson, L. (2017). Marketing for Tourism, Hospitality & Events. London: SAGE.

Kotler P. & Armstrong, G. (2009). Principles of Marketing. Upper Saddle River, NJ: Prentice Hall.

Parker, H.M. (2019). The 2020-2025 World Outlook for Health Tourism. Las Vegas: ICON Group International.

Wedel, M. & Wagner A.K. (2000). Market Segmentation: Conceptual and Methodological Foundations. Wiesbaden: Springer



## T205 QUANTITATIVE & QUALITATIVE RESEARCH

Module code	T205
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	Research and Methodology
Course number and name	T205 Quantitative & Qualitative Research
Lecturers	Prof. Dr. Marcus Herntrei Prof. Dr. Georg Christian Steckenbauer
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	6
Workload	Time of attendance: 60 hours self-study: 120 hours Total: 180 hours
Type of Examination	assignment
Weight	6
Language of Instruction	English

### Module Objective

Students have a deepened understanding of (applied) research in the field of tourism. They can define a research topic and according research questions, develop an appropriate research design using qualitative and quantitative methods and implement research projects based on this design.

Technical competence:

Students understand basic concepts of research and can apply these concepts the field of tourism and leisure.

In particular students are able to:

- o explain different research paradigms,
- o distinguish research designs and the conditions for application of these designs,
- o define research topics in the field of tourism research and formulate research questions,
- o plan qualitative and quantitative research methods,
- o collect and analyse data using these methods,



- o develop appropriate answers to research questions based on analyses and to
- o write research reports following scientific standards and formal guidelines (APA standard).

Methodological competence:

Students can choose adequate methods to answer research questions, plan and implement these methods.

In particular:

- o Quantitative methods: questionnaire survey (online and offline)
- o Qualitative methods: qualitative interview (in-depth interview), focus group discussion, qualitative observation

Furthermore, students can apply tools for research management (citation and referencing software) and analysis of empirical data (PSPP/SPSS).

Personal competence:

Students train their competences of self-responsible and self-guided work by fulfilling a specific task in a research project and therefore contribution to the final result and the joint project report.

Social competence:

Students have to closely cooperate to carry out a research project as a group work during the semester and to contribute to this joint project. Good and smooth cooperation in the working group is a prerequisite for the successful implementation of the joint research project.

## **Applicability in this and other Programs**

Modules where seminar papers and scientific presentations are composed.

Bachelor thesis

## **Entrance Requirements**

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## **Learning Content**

1. Introduction to research
  - 1.1. Terms and classification
2. Research designs
  - 2.1. Qualitative design



- 2.2. Quantitative design
- 2.3. Mixed-methods design

### 3. Quality criteria

- 3.1. Objectivity
- 3.2. Validity
- 3.3. Reliability

### 4. Using scientific literature

### 5. Sampling

- 5.1 Sampling methods
- 5.2. Sample size

### 6. Data collection

- 6.1. In-depth interview
- 6.2. Focus-group discussion
- 6.3. Questionnaire survey

### 7. Data analysis

- 7.1. Analysis of qualitative data
- 7.2. Analysis of quantitative data

### 8. Presenting research results

- 8.1. Presenting qualitative results in research
- 8.2. Presenting quantitative results - creating graphs
- 8.3. Planning and executing presentations
- 8.4. Writing research reports / research articles
- 8.5. Creating scientific posters

### 9. Research management

- 9.1. Planning research projects
- 9.2. Creating research proposals

## Teaching Methods

Seminaristic teaching combining topic-oriented lectures, group work, group presentations and classroom discussions.

Students conduct a joint research project with clearly defined tasks. The lecturer(s) support(s) the students in this process of self-organized and self-responsible learning.

Students are encouraged to actively participate in course by choosing appropriate didactical methods.

## Recommended Literature

Basic literature:



Brunt, P. (2017). Research Methods in Tourism, Hospitality & Events Management. London: Sage.

Veal, A.J. (2018). Research Methods for Leisure and Tourism. 5th edition. Harlow: Pearson.

American Psychological Association. (2010). Publication Manual of the American Psychological Association, Sixth Edition. Washington, DC.

Recommended literature:

Creswell, J. W. (2014). Research Design. Qualitative, Quantitative, and Mixed Methods Approaches. London: Sage.

Cortinhas, C. & Black, K. (2012). Statistics for Business and Economics. Hoboken: Wiley.

Halter, C. (2017). The PSPP Guide. Second Edition. An Introduction to Statistical Analysis. San Diego: Creative Minds.

Camões, J (2016). Data at Work: Best Practices for Creating effective Charts and Information Graphics in Microsoft Excel. San Francisco: New Riders.

PSPP-Manual online: <https://www.gnu.org/software/pspp/manual/pspp.html>

Additional material (articles from scientific journals, conference proceedings) is presented in course and provided to students on iLearn platform



## T206 MEDICAL BASICS FOR TOURISM PROFESSIONALS

Module code	T206
Module coordination	Prof. Dr. Melanie Kappelmann-Fenzl
Module Group	International Health & Medical Tourism
Course number and name	T206 Medical Basics for Tourism Professionals
Lecturer	Prof. Dr. Melanie Kappelmann-Fenzl
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

After successfully completing the module, students will be able:

- o to understand the basic medical objectives in anatomy and physiology and biochemistry and their relation to each other
- o to understand and describe changes in human motor skills across the lifespan
- o to analyze the different beneficial effects of physical activity and their results on health outcomes
- o to understand the interrelation of cognitive and motor functions in life development and the benefit of regular physical activity
- o to understand the molecular, physical and mental alterations due to life style and environment

### Entrance Requirements

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## Learning Content

- o Human development and aging
- o Basics in anatomy and physiology of the different organ systems within the human body
- o Nutrition and weight control
- o Dysfunctionalities of the organ systems and their effects on physical activity
- o Molecular alterations and their effects on cardiac rhythmus, metabolism, the nervous system and biomechanics

## Teaching Methods

The module consists of a lecture part with blended learning components, including practical exercises and interactive discussions on current topics. The lecture part will prepare students' basic knowledge on medical objectives and the practical exercises as well as the interactive discussions will practice students' critical thinking skills. They will be encouraged to study respective literature for a substantive discussion in class. The practical exercises will provide the opportunity to deepen the gained knowledge and to learn about the complexity of the human body by taking all the learning objectives into relation. The outcome of these small-scale exercises and discussions on current literature will be presented as a poster in class.

## Recommended Literature

Åstrand, P.-O. (2003). Textbook of work physiology: Physiological bases of exercise (4. ed.). Champaign, IL: Human Kinetics.

Clark, R. K. (2005). Anatomy and physiology: Understanding the human body. Sudbury, Mass.: Jones and Bartlett Publishers.

McArdle, W. D., Katch, F. I., & Katch, V. L. (2015). Exercise physiology: Nutrition, energy, and human performance (8. ed.). Philadelphia, Baltimore, New York, London: Wolters Kluwer Health.





## T207 INTERCULTURAL MANAGEMENT IN INTERNATIONAL HEALTH & MEDICAL TOURISM

Module code	T207
Module coordination	Prof. Dr. Michelle Cummings-Koether
Module Group	Key Competences
Course number and name	T207 Intercultural Management in International Health & Medical Tourism
Lecturer	Prof. Dr. Michelle Cummings-Koether
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

#### Module Objective

Intercultural differences have a great influence on management decisions and outcomes. For future managers, intercultural competence is one of the most important requirements for working successfully in a global environment.

Intercultural differences can affect the ability to constructively work together in international environments. Often those differences are not recognized until after misunderstandings have already begun. Many conflicts in international teams can be led back to cultural differences, and the ability to recognize the causes of these conflicts, as well as the ability to rationalize different possibilities to solve these conflicts, is an essential part of being culturally competent. This is especially relevant in the tourism industry. Additionally, cultural competence is essential, when the medical aspect is added to the tourism field.

This ability to recognize and respond appropriately to cultural differences can help lead to more successful working relationships. Intercultural competence is the ability to recognize one's own cultural patterns, and the ability to respond to other's cultural



patterns in the best way possible for both sides, and to find way to reduce misunderstandings and conflicts for future cultural interactions.

After completing the course, the students are expected to have the following competences and skills.

**Professional competence and skills:**

- o Develop knowledge and understanding of key theories, concepts and models in intercultural communication.
- o Familiar with different cultural standardization model, and how to apply these to various cultures.
- o The ability to work with other cultures on a common level of understanding, based on an analysis of commonalities and differences.
- o To be more effective in international environments
- o To better understand and solve cultural problems, and to recognize how these affect international working environments
- o To recognize how stereotypes and prejudice play into interactions between cultures
- o The ability to differentiate between the different types of cultures

**Method competence:**

The students are able to understand how cultures develop and change over time. They can look at certain behavior in a certain culture, and are able to recognize what cultural standards are driving this behavior, thus being able to adapt their own behavior to be able to react appropriately. They are able to analyze the effectiveness of working with others on various levels, that go beyond skill sets, and look for cultural patterns that work well with their own patterns.

The module examines case studies and readings that focus on general concepts of "culture" as well as in particular on issues of intercultural competence, cultural identity and cultural diversity from a strategic, organizational and management perspective, and how this is visible in the tourism and medical fields.

**Personal and social competences:**

- o The ability to understand one's own cultural patterns and attitude
- o The possibility to increase one's own tolerance for cultural differences
- o Increased cultural and emotional intelligence
- o Students should develop written and verbal presentational skills. They demonstrate group-work, questioning and listening skills



- o To understand international differences in physician–patient communication methods and physician–visitation culture
- o To better understand cultural factors and their interactions with the medical care system

## **Applicability in this and other Programs**

The students will be able to work more effectively in international environments and to communicate more effectively with colleagues from cultures other than their own.

Application of intercultural theory to medical theory.

Students will be more equipped to successfully solve intercultural problems and conflicts, as well as potential miscommunication in the tourism context, due to cultural communication differences.

Increased cultural and emotional intelligence will help them to recognize potential problems and conflicts more effectively, and give them the ability to deescalate these more effectively and quickly.

The students will be able to recognize and apply the most common management methods for intercultural and international settings.

## **Entrance Requirements**

Fluent in English

## **Learning Content**

- o Relevance of intercultural management
- o Intercultural management trends and current theory
- o Functions of culture and how these develop
- o Cultural standards and how to apply these to various cultures
- o How stereotypes and prejudice affect international work environments, with a focus on the tourism and medical fields
- o Principles of effective intercultural communication and negotiations
- o Culture and management: organization, motivation and leadership in different cultures



- o Importance of internationalization for firms and challenges in context of international operations
- o Intercultural training
- o Creating a connection between the intercultural field and the tourism and medical fields
- o Application of intercultural theory to medical theory.

## Teaching Methods

- o group discussions
- o interactive teaching
- o presentations
- o project
- o case studies

## Recommended Literature

- o Deresky, H. (2017). *International Management: Managing across Borders and Cultures*. New Jersey: Pearson.
- o Hofstede, G. (2010). *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill.
- o Kawamura, K.M. (2015). *Cross Cultural Competence. A Field Guide for Developing Global Leaders and Managers*. Bingley: Emerald Group Publishing.
- o Lewis, R.D. (2005). *When Cultures Collide: Leading Across Cultures*. Boston, MA: Nicholas Brealey International.
- o Meyer, E. (2016). *The Culture Map*. New York: Public Affairs
- o Moran, R.T.; Harris, P.R.; Moran, S.V. (2010). *Managing Cultural Differences: Global Leadership Strategies for Cross-Cultural Business Success*. London: Routledge.
- o Smith, P.B. (2006). When Elephants Fight, the Grass Gets Trampled: The GLOBE and Hofstede Projects: Commentary. *Journal of International Business Studies*, 37(6), pp. 915-921.
- o Trompenaars, F. & Hampden-Turner, C. (2011). *Riding the Waves of Culture: Understanding Diversity in Global Business*. Boston, MA: Nicholas Brealey International.



## T301 FOREIGN LANGUAGE III

Module code	T301
Module coordination	Tanja Mertadana
Module Group	Language Competences
Course number and name	T301 Foreign Language III
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	4
Workload	Time of attendance: 60 hours self-study: 60 hours Total: 120 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	4
Language of Instruction	English

### Module Objective

The modules Foreign Language I and III aim to equip students with specialized language skills necessary for independent performance in a globalized international tourism management sector. In doing so, it strives to deepen students' relationship with the English language in business and technical settings so that they can effectively and efficiently implement the language as a practical communication tool. International students are recommended to take German as a Foreign Language.

To this end, the module targets instruction of the four cardinal language skills (listening, reading, speaking, and writing) across a wide range of core topics related to international tourism management. Students also craft the content of their own learning through needs analyses and frequent immersive and self-directed projects.

It is essential to the module to optimize fluency and communication skills, as well as to cultivate a clear understanding of the finer points of textual meaning and meaning produced in dialogue with others. Through a variety of task-based speaking, listening and writing activities, students enhance their oral and aural production and expand their ability to produce clear, concise and coherent pieces of writing – emails, reports, or expository paragraphs on processes. Particular emphasis will be placed on honing students' public speaking and team skills through work on a team presentation project for each course.



## Technical English (C1)

On completion of the module students will have achieved the following learning objectives:

### Professional competencies

- o Students will have an independent command of specialized business and technical terminology relevant to the field of international tourism management. Command here refers to oral and written production as well as aural and reading comprehension.
- o They will be in a position to deploy study skills such as close reading and coherent writing at a C1-level and for use in niche tasks for the international tourism management sector.
- o They will have gained substantial knowledge of C1-level language registers – both for formal study contexts and for semi-formal to formal professional contexts.
- o They will have gained essential experience in presenting on topics related to business and technical English. The goal here is to include niche knowledge in the protocols of a clearly structured, effectively delivered piece of public speaking.

### Methodological competencies

- o Students will have enhanced their abilities to structure the acquisition of specialized terminology and grammatical items and practiced ways to internalize new language that yield optimal learning benefits.
- o They will have extended and refined their practical research skills in English by engaging in at least two research projects – for example, by being asked to present on a discipline-specific topic in an individual or team presentation.

### Social competencies

- o Students will have gained valuable experience in training other personal effectiveness skills such as team work, integrity, and reliability.
- o They will have reflected on the learning benefits derived from several immersion projects.

## German as a Foreign Language

Please see the respective course description.

## Applicability in this and other Programs

English language courses (Foreign Language I + III)



## Entrance Requirements

Technical English (C1): The minimum entry-level requirement is B2/C1-level of English according to the Common European Framework of Reference for Languages (CEFR) or A-level language skills according to the standards of the German education system. Alternatively, experience living abroad or successful participation in a study exchange may be sufficient.

German as a Foreign Language: Upon arrival, the student's German language proficiency is tested by means of a placement test. Depending on the result, the students attend a course of the appropriate level. After the successful completion of a course, students attend an advanced German course in the following semester.

## Learning Content

### Technical English (C1)

Course content is divided across a set of mandatory topics that the lecturer chooses and non-mandatory topics that students elect to work on.

Mandatory topics include, but are not restricted to the following:

- o Mathematical operations and numbers
- o Measurements and units
- o Geometric forms
- o Fundamentals of physics (e.g. forces)
- o Materials and their properties
- o Case study on an area related to technology/design/engineering
- o Communication skills (e.g. presentations)
- o Grammar items (e.g. passive vs active, tenses, conditionals)

Examples of non-mandatory topics include the following:

- o Renewable energy
- o E-mobility
- o Basic electrical engineering
- o Computing
- o Geo-information systems



- o Work safety

## German as a Foreign Language

Please see the respective course description.

## Teaching Methods

Instruction and learning methods focus on training the four cardinal language skills (speaking, listening, reading, and writing) and on enhancing professional and social competencies. They include group discussions and group projects, individual and team work (e.g. individual and group presentations), real- and role-playing, close reading and listening activities, grammar games, method of loci, running dictations, translations, peer feedback and review, work with learning stations, and various follow-up viewing and writing activities.

Study assignments will be set on a weekly basis.

## Recommended Literature

### Technical English (C1)

Astley, Peter, and Lewis Lansford. *Engineering 1: Student's Book*. Oxford: Oxford UP, 2013. Print.

Bauer, Hans-Jürgen. *English for Technical Purposes*. Berlin: Cornelson, 2000. Print.

Blockley, David. *Engineering: A Very Short Introduction*. Oxford: OUP, 2012. Print.

Büchel, Wolfram, et. al. *Englisch-Grundkurs für technische Berufe*. Stuttgart: Klett, 2001. Print.

engine: Englisch für Ingenieure. Darmstadt. <[www.engine-magazin.de](http://www.engine-magazin.de)>

Foley, Mark, and Diane Hall. *MyGrammarLab*. Harlow: Pearson, 2012. Print.

Glendinning, Eric H., and Alison Pohl. *Technology 2*. Oxford: Oxford UP, 2008. Print.

Glendinning, Eric H. and Norman. *Oxford English for Electrical and Mechanical Engineering*. Oxford: OUP, 2001. Print.

Hollett, Vicki and John Sydes. *Tech Talk: Intermediate*. Oxford: OUP, 2010. Print.

Ibbotson, Mark. *Cambridge English for Engineering*. Cambridge: Cambridge UP, 2008. Print.

Lansford, Lewis, and Peter Astley. *Engineering 1*. Oxford: Oxford UP, 2013. Print.

Möllerke, Georg. *Modern English for Mechanical Engineers*. Munich: Carl Hanser Verlag, 2010. Print.





Puderbach, Ulrike, and Michael Giesa. *Technical English - Mechanical Engineering*.  
Haan-Gruiten: Verl. Europa-Lehrmittel Nourney, Vollmer, 2012. Print.

### **German as a Foreign Language**

Please see the respective course description.



## T302 COMPLIANCE, PROCESS & QUALITY MANAGEMENT IN HEALTH & MEDICAL TOURISM

Module code	T302
Module coordination	Prof. Dr. Gernot Znidar
Module Group	International Health & Medical Tourism
Course number and name	T302 Compliance, Process & Quality Management in Health & Medical Tourism
Lecturer	Prof. Dr. Gernot Znidar
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	6
Workload	Time of attendance: 60 hours self-study: 120 hours Total: 180 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	6
Language of Instruction	English

### Module Objective

Professional competence:

- o Students are familiar with the corporate and public law obligations of a company.
- o They understand the meaning of key terms such as corporate compliance, code of conduct, corporate governance and know their similarities and differences.
- o The students understand the holistic approach of service quality in tourism.
- o The students are familiar with the particularities of quality management at the interface between health and tourism.
- o The students know models and methods of process management.
- o They are aware of the importance and specifics of process management for international medical tourists. They know the relationship between service quality and customer satisfaction in health and medical tourism.



- o They know the most important certification agencies in international medical tourism (JCI, Temos) and are familiar with the basic procedure of certifications.

Methodological competence:

- o The students are proficient in individual instruments for measuring and analysing the quality of service.
- o They are able to assess the quality of service, especially from the health and medical customers' point of view, with regard to the services offered by health tourism and medical service providers.
- o They can apply the specifications of international certification agencies in a given context

Personal and social competence:

- o The students recognise the problems, possibilities and limits of objective measurement and assessment in subjective perception and feeling in the field of quality and beyond.
- o Students learn various instruments of quality measurement and quality management.

## **Applicability in this and other Programs**

Bachelor thesis, Innovation, Product Development & Service Design in Health & Medical Tourism, Ethics & Sustainability in International Health & Medical Tourism, Cooperation and Network Management in Health and Medical Tourism

## **Entrance Requirements**

keine

## **Learning Content**

### 1. Corporate compliance

- o Corporate compliance
- o Corporate governance
- o Corporate social responsibility
- o Risk management
- o Compliance management system & quality management in health tourism companies and medical tourism facilities
- o Basics in health and medical compliance behaviour



- o Sensitization in tourism for all
- 2. Process Management
  - o Planning of business processes
  - o Process oriented process management
  - o Analytical methods
  - o Knowledge-based processes
  - o Practical examples in international medical tourism
- 3. The concept of quality
  - o Determinants of service quality
  - o Dimensions of service quality
  - o Effects of service quality
- 4. Analysis & measurement of quality
  - o Customer-oriented measuring methods
  - o Objectives and subjective measuring methods
  - o Event-oriented measurement methods
  - o Problem-oriented measurement methods
  - o Result-oriented measurement methods
  - o Company and management-oriented measurement methods
  - o Employee-oriented measurement methods
- 5. Quality management
  - o Dynamic Process Model
  - o Total Quality Management (TQM)
  - o ISO-Norm 9001:2015
  - o GAP-Modell
  - o EFQM-Modell
- 6. Certification agencies in medical tourism
  - o JCI, Temos, MTA, MTQUA, TÜV, etc.



7. Cases from health tourism companies

## Teaching Methods

- o lectures
- o group work
- o surveys
- o self study
- o case study

## Remarks

guest lecturer, field trip, survey

## Recommended Literature

Ahuja, R. K. (2016). Service quality management in hospitality and tourism. New Delhi: Random Publications.

Besterfield, D. H. (2013). Quality improvement (9. ed., internat. ed.). Boston: Pearson Prentice Hall.

Cudney, E. A. (2017). Design for Six Sigma. Continuous improvement series. Boca Raton: CRC Press.

Dumas, M., La Rosa, M., Mendling, J., & Reijers, H. A. (2018). Fundamentals of Business Process Management (2nd ed. 2018). Berlin, Heidelberg: Springer Berlin Heidelberg.

Foster, S. T. (2017). Managing quality (sixth edition, global edition). Always learning. Boston: Pearson.

Hall, C.M. (2012). Medical Tourism: The Ethics, Regulation, and Marketing of Health Mobility. Abingdon: Routledge.

Krasnegor, N. A., Epstein, L., Johnson, S. B., Yaffe, S. J., & Epstein, L. H. (2013). Developmental Aspects of Health Compliance Behavior. Hoboken: Taylor and Francis.

Langabeer II, J. R. (2018). Performance Improvement in Hospitals and Health Systems: Managing Analytics and Quality in Healthcare, 2nd Edition (2nd ed.). HIMSS Book Series. Milton: Taylor and Francis.

Mitra, A. (2016). Fundamentals of quality control and improvement (fourth edition). Hoboken, New Jersey: Wiley.



Montgomery, D. C. (2011). Managing, controlling, and improving quality. Hoboken, NJ: Wiley.

Reimann, G. (2016). Successful quality management according to DIN EN ISO 9001:2015 (1st English edition). Beuth Practice. Berlin: Beuth.

The Joint Commission (2016). JCI Hospital 6th Edition. eBook Package. Oak Brook: JCI.

The Joint Commission (2019). JCI Accreditation Standards for Ambulatory Care, 4<sup>th</sup> ed. Oak Brook: JCI.

The Joint Commission (2019). The Joint Commission Big Book of Performance Improvement Tools and Templates. Oak Brook: JCI.



## T303 MARKETING IN HEALTH & MEDICAL TOURISM II - DIGITAL SERVICES MARKETING

Module code	T303
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	International Health & Medical Tourism
Course number and name	T303 Marketing in Health & Medical Tourism II - Digital Services Marketing
Lecturer	Mario Baier
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

This module is designed to broaden the student's knowledge of digital marketing and service marketing in a tourism environment with a special focus on the field of health tourism. During this module, theoretical foundations and practical application of marketing of services is examined. In particular, services in the area of health services and health tourism are used to convey the topic to the students in the most practice-oriented way possible.

Topics include the general nature of services and the marketing mix for services, service encounter, human factor and service quality. This module focuses on the key elements (culture, communications, strategy, operations, people and technology) that marketers must integrate to establish and sustain successful service excellence and provide customer value. While the course examines broad issues in managing service businesses, a core theme is how customer value is created, particularly in the field of health tourism.

Further topics covered in the module are: consumer behaviour in service settings, service quality and satisfaction, developing service strategies, managing customer service, service recovery and service technologies. Especially the role and



consequences of digital technologies on both social relations and marketing practice are explored.

Practical examples from the field of health services and health tourism are used to deepen students' knowledge and to show the characteristics of the sector. In particular, the specifics of (digital) marketing in these fields will be discussed.

Professional and methodological competences:

Students understand and explain the nature and scope of services marketing in a digital world in the field of tourism in general and health tourism in particular. They use critical analysis to perceive service shortcomings with reference to ingredients to create service excellence. Characteristics and challenges of service marketing are identified and discussed. Students are able to explain the social paradigm, which comes along with the rise of digital technologies, and critically discuss its impact for service marketing practices and social life.

Special reference is made to the specifics of marketing health tourism offers. Students will creatively employ digital marketing tools and strategies to meet service/marketing goals. Students will be able to critically analyse the suitability and ethics of different digital marketing practices especially in the particularly sensitive cross-sectional area of health and tourism.

Personal and social competences:

Students should develop written and verbal presentational skills. They demonstrate group-work, group-interactions, questioning and listening skills. They will develop argumentation skills in relation to the analysis of digital and service marketing and demonstrate the ability to take part in the creation of a digital marketing campaign.

## **Applicability in this and other Programs**

The module is based on general Marketing in Health & Medical Tourism I / Basic Principles and Markets and offers an interface to modules from marketing principles, like Health Destination Management. Especially the modules Innovation, Product Development & Service Design in Health & Medical Tourism, Entrepreneurship and Management of Tour Operators and Facilitators in Medical Tourism base on this module.

## **Entrance Requirements**

keine

## **Learning Content**

1. Marketing in the service industry with a special focus on tourism products and health services
2. Positioning services, supplementary and core services





3. Distributing services through physical and digital channels
4. Marketing platforms for international medical tourism (Medico etc.)
5. Marketing in a digital world / digital marketing strategy
6. Exploring the digital 'consumer'
7. Differences and specifics in international social media marketing for health and medical tourism
8. Online market research, web analytics and technologies
9. Campaign planning for digital media
10. The ethics of digital marketing: security and privacy with a special focus on the field of healthcare and health tourism providers

## Teaching Methods

- o Lectures
- o Seminar teaching
- o Exercises
- o Group work and discussion

## Remarks

- o Guest lectures
- o Teaching is supported by iLearn platform: course materials (presentations, journal articles, cases) are provided to students online.

## Recommended Literature

Chaffey, D. & Ellis-Chadwick, F. (2015). Digital Marketing: Strategy, Implementation and Practice. Pearson: Prentice Hall.

Fuchs, C. (2014). Social Media: A Critical Introduction. London: SAGE.

Hall, C.M. (2012). Medical Tourism: The Ethics, Regulation, and Marketing of Health Mobility. Abingdon: Routledge.

Hudson, S. & Hudson, L. (2017). Marketing for Tourism, Hospitality & Events: A Global & Digital Approach. London: SAGE.

Kasper, H., Helsdingen, P., Gabbott, M. (2006). Services Marketing Management: A Strategic Perspective. Hoboken/ NJ: Wiley.



Petersen, A. (2018). Digital Health and Technological Promise. Abingdon: Routledge.

Schegg, R. & Stangl, B. (2017). Information and Communication Technologies in Tourism 2017: Proceedings of the International Conference in Rome, Italy, January 24-26. Wiesbaden: Springer.



## T304 CORPORATE MANAGEMENT & LEADERSHIP

Module code	T304
Module coordination	Prof. Katerina Volchek
Module Group	Business & Economics
Course number and name	T304 Strategic Management & Leadership
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	assignment
Weight	5
Language of Instruction	English

### Module Objective

Students have deep understanding of core issues of strategic management and leaderships. Students are able to identify problems and can use suitable tools and methods to develop appropriate solutions to various problems in the field.

Professional and methodological competence:

Students understand the topic of strategic management and leadership in organisations and can describe and explain specific concepts and topics within these fields. Students can analyse problems in the field, choose appropriate tools and apply these tools to discuss possible solutions.

Students evaluate different concepts and tools concerning their usability and applicability in the field of tourism (management) and apply these concepts and methods to cases and examples from the field of tourism

Personal competence:

Students train their competences of self-responsible and self-guided work by composing a seminar paper as an individual semester project.

Social competence:



Social competence of students is promoted by the appropriate use of cooperative methods such as group work and moderated discussion.

## **Applicability in this and other Programs**

Foundation for specialised management modules, in particular:

Innovation, Product Development & Service Design, Entrepreneurship, Destination Management, Applied Destination Management and Tour Operator Management

## **Entrance Requirements**

keine

## **Learning Content**

1. Introduction to Strategic Management and Leadership
2. Strategic Positioning: External Environment
3. Strategic Positioning: Internal Environment
4. Strategic Choice: Business Level Strategies
5. Strategy Choice: Corporate Level Strategies
6. Strategy Choice: Functional Level Strategies
7. Strategy Development Process: Methods of Development
8. Strategy Development Process: Implementing Strategy and Managing Change
9. Strategy Development Process: Assessment of Strategy and Control
10. Strategic Leadership: The Role of Leadership in Organisation
11. Strategic Leadership: Customer-Focussed Organisations and Corporate Social Responsibility
12. Strategic Leadership: Managing Teams
13. Course Overview

## **Teaching Methods**

Seminaristic teaching combining lecture, exercises, group work, group presentations, classroom discussions. Students are encouraged to actively participate in course by choosing appropriate didactical methods.

Students have to write a seminar paper as individual contribution to course.



## Recommended Literature

### Basic literature:

Lynch, Richard L. *Strategic Management*. Seventh ed. 2018. Web.

Fevzi Okumus, Levent Altinay, and Prakash Chathoth. *Strategic Management in the International Hospitality and Tourism Industry*. Taylor and Francis, 2010. Web.

Johnson, G., Whittington, R., Regnér, P., Scholes, K., & Angwin, D. (2017). Exploring strategy.

Berger, F., & Brownell, J. (2014). *Organizational Behavior for the Hospitality Industry*. Upper Saddle River: Pearson.

### Recommended literature:

Malik, F. (2015). *Managing Performing Living: Effective Management for a New World*. Frankfurt, New York: Campus.

Puranam, P., & Vanneste, B. (2016). *Corporate strategy: Tools for analysis and decision-making*. Cambridge: Cambridge University Press.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association, Sixth Edition*. Washington, DC.



## T305 HOSPITALITY MANAGEMENT

Module code	T305
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	International Health & Medical Tourism
Course number and name	T305 Hospitality Management
Lecturers	Christoph Kinz Anton Leiner
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Professional competence:

- o Sound knowledge of the management areas of the hotel industry.
- o The students are familiar with the essential characteristics of the hotel business.
- o They are able to analyse the hotel industry's markets and identify market entry opportunities.
- o The students understand the essential determinants of the hotel and hotel industry
- o They are familiar with the tools of hospitality marketing and are able to apply them

Social competence: Students work in groups on a case study

Methodological competence: Students are familiar with various planning and analysis tools for the hotel context



## Entrance Requirements

keine

## Learning Content

1. Introduction
2. Selected structural features
  - 2.1 Differentiation possibilities
  - 2.2 Operating modes
  - 2.3 Hotel companies and individual hotels
  - 2.4 Actual changes in the market
  - 2.5 Challenges for the hotelier
  
3. Production of services
  - 3.1 Services of the hotel business
  - 3.2 Functions of the hotel business
  
4. Overview of the management areas in the hotel business
  - 4.1 Organisation of the hotel business
  - 4.2 Planning in hotel operations
  - 4.3 Human resource management in the hotel business
  - 4.4 Investment and financing in the hotel business
  
5. Marketing and Sales Challenges
  - 5.1 Actual situation of hotel distribution
  - 5.2 Online distribution
  - 5.3 Offline distribution
  - 5.3 Effectiveness & efficiency in distribution
  - 5.4 Yield Management

## Teaching Methods

Lectures, self study, group work, case study, field trip

## Remarks

case study, field trip

## Recommended Literature

- Bojanic, D. C. (2017). Hospitality marketing management (6 ed.). Hoboken, New Jersey: John Wiley & Sons Inc.
- Bowie, D. (2017). Hospitality marketing (3. ed.). London, New York: Routledge.
- Brymer, R. A. (2014). Hospitality (15. ed.). Dubuque, Iowa: Kendall Hunt.



Chen, J. (2015). *Advances in Hospitality and Leisure*. Advances in Hospitality and Leisure. Bradford: Emerald Group Publishing Limited.

Guilding, C. (2014). *Accounting essentials for hospitality managers* (3. ed.).

Hudson, S. (2017). *Marketing for tourism, hospitality & events*. Los Angeles: Sage.

Mullins, L. J. (2013). *Hospitality management and organisational behaviour* (5. ed.). Always learning. Harlow: Pearson.

Ogbeide, G.-C. (2014). *Revenue management, cost control, and financial analysis in the hospitality industry* (1. ed.). San Diego, Calif.: Cognella.

Pantelidis, I. S. (2017). *The Routledge handbook of hospitality management*. London: Routledge.

Walker, J. R. (2017). *Exploring the hospitality industry* (3. ed.). Boston: Pearson.





## T306 PROJECT MANAGEMENT

Module code	T306
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Business & Economics
Course number and name	T306 Project Management
Lecturer	Brigitte Hainzer
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

**Professional competence:** The students can define a project and its process. They know several practical tools and techniques for project management and have the ability to use them within the different stages of a project.

**Social competence:** The students know communication as a crucial tool in project management. Generationing ideas, the motivating of a team and an effective feedback are known as important social aspects of a project.

**Methodological competence:** The students are familiar with several project management tools and know how to move projects on to a successful outcome.

**Personal competence:** The students know tools for motivating team members, for improving creativeness and for giving feedback to team members.

### Applicability in this and other Programs

Innovation, Product Development & Service Design in Health & Medical Tourism, Health Destination Management, Bachelor's Thesis

### Entrance Requirements



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## Learning Content

1. basics of project management
2. scheduling
3. resource management
4. cost management
5. risk management
6. project management and monitoring
7. communication with project participants
8. reporting
9. Implementation of sample projects

## Teaching Methods

- o lectures
- o group work
- o case study
- o self study

## Remarks

organisation of an event

## Recommended Literature

Alam, M. D. (2016). Project-management in practice. Berlin: Springer.

Ellis, G. (2016). Project management in product development. Amsterdam: Elsevier Ltd.

Karten, B. (2016). Project management simplified. Industrial innovation series. Boca Raton, FL: CRC Press.

Kerzner, H. R. (2017). Project Management Workbook and PMP CAPM Exam Study Guide (12. ed.). Somerset: John Wiley & Sons Incorporated.

Lock, D. (2013). Project management (10. ed.). Burlington: Gower.



Lock, D. (2014). The essentials of project management (4. ed.). Farnham: Gower Publ.

Martinelli, R. J. (2016). Project management toolbox (2. ed.). Hoboken, New Jersey: Wiley.

Newton, R. (2007). Project Management Step by Step, Pearson Education Limited

Meredith, J. R. (2016). Project management (9. ed.). Singapore: Wiley.

Pinto, J. K. (2016). Project management (4. ed.). Always learning. Harlow: Pearson Education.

Schwalbe, K. (2015). An introduction to project management (5. ed.). Minneapolis, MN: Schwalbe Publishing.



## T401 FOREIGN LANGUAGE IV

Module code	T401
Module coordination	Tanja Mertadana
Module Group	Key Competences
Course number and name	T401 Foreign Language IV
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 30 hours Total: 60 hours
Type of Examination	written ex. 60 min.
Duration of Examination	60 min.
Weight	2
Language of Instruction	English

### Module Objective

The modules Foreign Language II and IV aim to equip students with specialized language skills necessary for independent performance in a globalized international tourism management sector. As a specialty the students can either choose an English course or vote between other languages such as Italian, Spanish, French or German as a Foreign Language.

#### Presentation skills for technical purposes (C1)

On completion of the module students will have achieved the following learning objectives:

Professional competencies

- o Students will have an independent command of specialized technical terminology relevant to the field of international tourism management. Command here refers to oral and written production as well as aural and reading comprehension.
- o They will be in a position to deploy study skills such as close reading and coherent writing at a C1-level and for use in niche tasks for the international tourism management sector.



- o They will have gained substantial knowledge of C1-level language registers – both for formal study contexts and for semi-formal to formal professional contexts.
- o They will have gained essential experience in presenting on topics related to Technical English. The goal here is to include niche knowledge in the protocols of a clearly structured, effectively delivered piece of public speaking.

#### Methodological competencies

- o Students will have enhanced their abilities to structure the acquisition of specialized terminology and grammatical items and practiced ways to internalize new language that yield optimal learning benefits.
- o They will have extended and refined their practical research skills in English by engaging in at least two research projects – for example, by being asked to present on a discipline-specific topic in an individual or team presentation.

#### Social competencies

- o Students will have gained valuable experience in training other personal effectiveness skills such as team work, integrity, and reliability.
- o They will have reflected on the learning benefits derived from several immersion projects.

#### **Other languages**

Please see the respective course description.

#### **German as a Foreign Language**

Please see the respective course description.

### **Applicability in this and other Programs**

Foreign Language II and IV are successive language courses in a language of your choice (Italian/French/Spanish) OR English courses.

### **Entrance Requirements**

Presentation skills for technical purposes (C1): The minimum entry-level requirement is C1-level of English according to the Common European Framework of Reference for Languages (CEFR) or A-level language skills according to the standards of the German education system. Alternatively, experience living abroad or successful participation in a study exchange may be sufficient.

Other languages: Please see the respective course description.



German as a Foreign Language: Upon arrival, the student's German language proficiency is tested by means of a placement test. Depending on the result, the students attend a course of the appropriate level. After the successful completion of a course, students attend an advanced German course in the following semester.

## Learning Content

### Presentation skills for technical purposes (C1)

Communication skills for technical contexts, including a review and consolidation of the topics dealt with in Foreign Language III (Technical English (C1)), with a special focus on presentations.

- o technical presentations, discussions and negotiations
- o commercial correspondence on technical topics
- o renewable energies and sustainability
- o product and project management
- o complaint management, service and repair
- o the future of cars
- o case study on an area related to technology/design/engineering
- o review of some grammar items

### Other languages

Please see the respective course description.

### German as a Foreign Language

Please see the respective course description.

## Teaching Methods

Instruction and learning methods focus on training the four cardinal language skills (speaking, listening, reading, and writing) and on enhancing professional and social competencies. They include group discussions and group projects, individual and team work (e.g. individual and group presentations), real- and role-playing, close reading and listening activities, grammar games, method of loci, running dictations, translations, peer feedback and review, work with learning stations, and various follow-up viewing and writing activities.

Study assignments will be set on a weekly basis.



## Remarks

Visit to a hotel medical clinic

## Recommended Literature

### Presentation skills for technical purposes (C1)

Bonamy, David. *Technical English 4*. Harlow, England: Pearson Education, 2011. Print.

Dunn, Marian, David Howey, and Amanda Ilic. *English for Mechanical Engineering in Higher Education Studies Coursebook*. Reading: Garnet Education, 2010. Print.

engine: Englisch für Ingenieure. Darmstadt. <[www.engine-magazin.de](http://www.engine-magazin.de)>

Ibbotson, Mark. *Professional English in Use Engineering Technical English for Professionals*. Cambridge: Cambridge UP, 2009. Print.

Inch. *Inch, das neue Sprachmagazin für technisches English*. <[inchbyinch.de](http://inchbyinch.de)>

Möllerke, Georg. *Modern English for Mechanical Engineers*. Munich: Carl Hanser Verlag, 2010. Print.

### Other languages

Please see the respective course description.

### German as a Foreign Language

Please see the respective course description.



## T402 COMPULSORY ELECTIVE SUBJECTS OF A GENERAL ACADEMIC NATURE (AWP)

Module code	T402
Module coordination	Tanja Mertadana
Module Group	Key Competences
Course number and name	T402 Compulsory elective subjects of a general academic nature (AWP)
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 60 hours Total: 90 hours
Type of Examination	Examination form of the chose module
Weight	2
Language of Instruction	English

### Module Objective

The AWP subjects (Electives) provide the students with the opportunity to gain knowledge and skills in other fields than their chosen field of study. Students can choose both instructor-led inhouse courses and courses of the Virtual University of Bavaria (vhb).

The contents of the courses cover the following areas:

- o Languages
- o Didactical-educational area
- o Social sciences
- o Psychological-sociological area
- o Technical-scientific area
- o Philosophical and socio-ethical area
- o Business area





The students can choose their courses from the AWP-module according to their own preferences.

## **Entrance Requirements**

For advanced language courses, students have to prove the required language skills (for example through successful completion of a lower level).

Electives may not have thematic overlaps with the actual study course.

The module can also be chosen by students of other fields of study.

## **Learning Content**

Please see the respective course description.

## **Teaching Methods**

Seminar, exercises, class presentations, classroom pair/group work

## **Recommended Literature**

Please see the respective course description.



## T403 LEGAL ASPECTS OF TOURISM

Module code	T403
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	International Health & Medical Tourism
Course number and name	T403 Legal Aspects of Tourism
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

After completing this model, the students will achieve the following learning targets:

#### Professional competences

- o The students know the main principles of contract law
- o They can describe and divide different types of contracts
- o The students know the different features of liability depending on the type of contract
- o They can divide the involved parties in tourism contracts and their legal relationships
- o They get a basic knowledge about different law fields in health law
- o The students know basics in European and American Data law and its consequences for tourism and medical services

#### Methodical competences

- o The students are able to read and understand legal codes



- o They can handle legal questions and cases

### **Personal competence**

- o The students are able to analyze a case and divide the different questions of the case and operate with the features in law
- o They can find practical solutions for legal problems

### **Social competence**

- o The students know how to work in virtual groups

## **Entrance Requirements**

keine

## **Learning Content**

- o basic knowledge: German contract law (conclusion, validity and performance of contracts, withdraw rights)
- o types of contracts in tourism (purchase agreement, lease agreement, employment law, package travel contract, brokerage contract)
- o special problems of accommodation contracts (classification, binding contracts, cancellation, defects, hotel classification in Germany)
- o special liability of innkeepers
- o overview service contract relating to services in hotels and clinics
- o basic knowledge in accounting law principles, tender law and competition law
- o the new package travel contract law in 2018 (classification of different contracts, brokerage in tourism, liability, information rights, consequences for services in clinics)
- o basic knowledge in health law (social law, law of professional regulations, insurance law, liability law)
- o The compare of the General Data Protection Regulation (GDPR) and the Health Insurance Portability and Accountability Act (HIPAA) and their consequences for the tourism and medical services

## **Teaching Methods**

- o Lectures
- o online-lectures



- o assignments
- o self-study
- o discussion panel

## Remarks

Virtual classroom, using the I-learn-feature

## Recommended Literature

Karen A. Wager, Frances Wickham Leer, John P. Glaser. (2017). *Health Care Information Systems. A practical approach for health care management*. John Wiles & Sons Inc.

Kyriaki-Korina Raptopoulou. (2015). *EU-Law and Healthcare Services*. Wolters Kluwer Law & Business

Synodinou, T.-E., Jougoux, P., Markou, C., & Prastitou, T. (Eds.). (2017). *EU Internet Law: Regulation and Enforcement*. Cham: Springer.

Tamara K Hervey, Jean McHale. (2015). *European Union Health Law. Themes and Applications*. Cambridge

Twigg-Flesner, C. (Ed.). (2016). *Research handbook on EU consumer and contract law. Research handbooks in European law*. Cheltenham: Edward Elgar Publishing.

van Leeuwen, B. (2017). *European standardisation of services and its impact on private law: Paradoxes of convergence. Modern studies in European law: volume 68*. Oxford [UK], Portland, Oregon: Hart Publishing.

Weber, F. (2014). *The law and economics of enforcing European consumer law: A comparative analysis of package travel and misleading advertising*. Zugl.: Bologna, Hamburg, Rotterdam, Univ., Diss., 2012 u.d.T.: Weber, Franziska : Towards an optimal mix of public and private enforcement in consumer law: a comparative law and economics analysis of European consumer law enforcement (package travel vs. misleading advertising). *Markets and the law*. Farnham, Surrey, UK, England: Ashgate.

Wrbka, S. (2015). *European consumer access to justice revisited*. Cambridge: Cambridge University Press.



## T404 INNOVATION, PRODUCT DEVELOPMENT & SERVICE DESIGN IM HEALTH & MEDICAL TOURISM

Module code	T404
Module coordination	Prof. Katerina Volchek
Module Group	International Health & Medical Tourism
Course number and name	T404 Innovation, Product Development & Service Design in Health & Medical Tourism
Lecturer	Prof. Katerina Volchek
Semester	4
Duration of the module	1 semester
Module frequency	Annually
Course type	required course
Level	Undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

The module teaches the basics of innovation management. A major focus is on the development of new products and services particularly in the field of health tourism. Approaches to classic product development in tourism are combined with the comparatively new perspective of service design.

Professional competence: The students know about the meaning and importance of innovation and innovation management. They are familiar with the aspect of product development and service design. In particular, students will be able to apply knowledge about service development and methods of service design to the field of health tourism and thus develop innovative products and services as well as evaluate and improve existing products and services. This also includes specific tasks and, as far as possible, close cooperation with providers in the field of health tourism.

The module also discusses the clear distinction between the development of therapeutic applications and tourism product development. The development of health tourism products must be carried out in close cooperation with experts from the field of medicine.



Social competence: In joint creative phases, the students develop products and services within the framework of concrete tasks.

Methodological competence: The students are familiar of tools for service design and product development.

Personal competence: The students learned and used creativity techniques in work groups.

## **Applicability in this and other Programs**

Bachelor's Thesis

## **Entrance Requirements**

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## **Learning Content**

1. Definition and process of innovation
  - o innovation and economic cycles
  - o invention vs. innovation
  - o pull and push factors of innovation
2. The spread of innovation
  - o diffusion of innovations
  - o basics of innovation strategies
  - o tools and methods for developing and analysing innovation strategies
3. Product and service innovation
  - o creativity techniques
  - o product innovation and competitiveness especially in the field of health tourism
  - o demarcation between the development of health tourism services and therapeutic concepts
  - o product development process
  - o tools and methods for product development
4. Service design
  - o definition and application of "service design"



- o tools and methods for the development of new or improvement of existing touristic services and products
- o service design process
- o service design strategies for (health) tourism providers

#### 5. Conclusion & outlook

- o combining product development and service design in the area of health services and health tourism
- o service design and product development from a management perspective
- o best-practices in health tourism

## Teaching Methods

- o lectures
- o assignment
- o group work
- o self study

## Recommended Literature

Dodgson, M. (2017). *Innovation Management: A Research Overview* (1st ed.). State of the Art in Business Research. New York: Routledge.

Dodgson, M., Gann, D. M., & Phillips, N. (Eds.). (2014). *The Oxford handbook of innovation management* (First edition). Oxford handbooks in business and management. Oxford: Oxford Univ. Press.

Jones, P. (2013). *Design for Care: Innovating Healthcare Experience*. New York: Rosenfeld.

Pechlaner, H., Herntrei, M., & Kofink, L. (2009). Growth strategies in mature destinations: Linking spatial planning with product development. *Tourism: an international interdisciplinary journal*, 57(3), 285–307.

Pfannstiel, M.A. & Rasche, C. (2019). *Service Design and Service Thinking in Healthcare and Hospital Management: Theory, Concepts, Practice*. Heidelberg: Springer.

Polaine, A., Løvlie, L., Reason, B., & Thackara, J. (2013). *Service Design: From Insight to Inspiration*. La Vergne: Rosenfeld Media. Sangiorgi, D., & Prendiville, A. (Eds.). (2017). *Designing for service: key issues and new directions*. London: Bloomsbury Academic.



Stickdorn, Marc (2018). This is service design doing. : applying service design thinking in the real world : a practitioners' handbook. Sebastopol, CA: O'Reilly.

Stickdorn, Marc (2018). This is service design - methods : expanded service design thinking methods for real projects. Sebastopol, CA: O'Reilly.





## T405 ICT APPLICATION SYSTEMS IN HEALTH & MEDICAL TOURISM

Module code	T405
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Information Management in Health & Medical Tourism
Course number and name	T405 ICT Application Systems in Health & Medical Tourism
Semester	4
Duration of the module	1 semester
Module frequency	Annually
Course type	required course
Level	Undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 120 hours Total: 180 hours
Type of Examination	Assignment
Weight	6
Language of Instruction	English

### Module Objective

After completing the module, students will have achieved the following learning objectives:

#### Professional competence

- o The students know and understand the requirements of a networked healthcare industry and can assess and evaluate the role of telematics and medical technology.
- o They describe and apply different sensor systems.
- o Students plan simple field test designs to investigate scientific issues in health tourism using physiological sensors.
- o The students compare and analyse the measured results and evaluate them critically.
- o They list different scenarios for the use of ICT applications in health tourism.

#### Methodological competence



- o They evaluate the different measurement methods on the basis of various criteria and derive the most suitable measurement method for the application.
- o They know instruments, processes and tools necessary for the usage of ICT applications in health tourism.

### **Personal competence**

- o Students can implement their own field test ideas in health tourism by using ICT applications and defend them against competing approaches.
- o The students are able to deepen their own time management and self-study, as they work on smaller parts of self-study.

### **Social competence**

- o Students gain an insight into solving problems through group work and team work.
- o Approaches and solutions are developed and discussed in the group

## **Entrance Requirements**

keine

## **Learning Content**

1. Basics of network medicine
2. Definitions, differentiations, basics and delimitations in telematics
3. Cloud computing possibilities
4. Mobile applications (apps, smartphones, sensors)
  - 4.1. General overview
  - 4.2. Wearables and smart clothes
  - 4.3. Analysis of a mobile application using SWOT
  - 4.4. Case Study: Generate an idea for a possible health app (various questions)
5. Application systems of telematics
  - 5.1. Teleradiology
  - 5.2. Telepathology
  - 5.3. Teledermatology
  - 5.4. Acute Care and Emergency Telemedicine



- 5.5. Telesurgery
- 5.6. Telemonitoring
- 5.7. TeleCare
- 6. Principle rules of study design when using ICT applications
- 7. Practical exercises
  - 7.1. Web-based systems
  - 7.2. Field test design and implementation by using physiological sensors in the ECRI eHealth and Tourism Lab

## Teaching Methods

The module provides a framework for self-organised learning in order to support students in the reflection and further development of professional, methodological and social competencies. In addition to theoretical inputs, interaction exercises, problem-solving tasks and role-plays are also used as the key methods. Guided feedback sessions sensitise students to their communication style, their role behaviour in groups, and the conditions for successful collaboration.

In this setting, students have the opportunity to increase their observation skills, communication skills, cooperation skills, reflection skills, self-competence and team skills.

Experiments in small groups using training material enabling students to consolidate theoretical building blocks and practical skills for a maximum learning effectiveness.

## Remarks

In practical exercises based on case studies, students are required to implement the knowledge and skills that they have acquired in the lecture. By working in project teams, presenting solutions and discussing the results, students learn skills that meet the practical requirements of healthcare companies.

Practical laboratory experimental sessions in the ECRI eHealth and Tourism Lab are enabling the students to consolidate the theoretical knowledge as well as to develop practical skills in addressing and handling ICT applications for health tourism.

## Recommended Literature

Bartmann, F.J.: Telemedizinische Methoden in der Patientenversorgung – Anwendungsspektrum, Chancen und Risiken, Deutscher Ärzteverlag, Köln, 2012

Fong, B., Fong, A. C. M., & Li, C. K. (2011). *Telemedicine technologies: Information technologies in medicine and telehealth*. John Wiley & Sons.



Kumar, P.: Security Issues in Healthcare Applications Using Wireless Medical Sensor Networks: A Survey, 2012

Management Association, I. (2016). E-Health and Telemedicine: Concepts, Methodologies, Tools, and Applications (pp. 1-1759). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-8756-1

Gärtner: Kommunizierende medizinische Systeme und Netzwerke, Springer, Berlin, 2011

Yin, R. K. (2017). *Case study research and applications: Design and methods*. Sage publications

Hering, H., Hering, H., & Baumann. (2019). *How to write technical reports*. Springer Berlin Heidelberg.

Tong, R. (Ed.). (2018). *Wearable Technology in Medicine and Health Care*. Academic Press.

Pease, W. (Ed.). (2007). *Information and communication technologies in support of the tourism industry*. Igi Global.



## T406 MEDICAL WELLNESS & SPA MANAGEMENT

Module code	T406
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Health & Medical Tourism
Course number and name	T406 Medical Wellness & Spa Management
Lecturer	Prof. Dr. Gernot Znidar
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

The module teaches students the basics of Medical Wellness & Spa Management:

**Professional competence:** After attending this course, the students have knowledge about the spa and wellness market. They can classify the wellness trend with its key drivers into the health care market. They know the different spa forms and services. They are familiar with the current management challenges.

**Social competence:** The students know about conflicting target groups

**Methodological competence:** In addition, the students have known instruments, processes and tools necessary for the development and management of spa and wellness facilities.

**Personal competence:** The students are motivated to think about the consequences of changes in the tourism system, such as demographic change, health trends, changes in social and health policy.

### Applicability in this and other Programs

Natural Resources in Health Tourism, Contemporary Issues in International Health & Medical Tourism, Health Destination Management, Bachelor's Thesis



## Entrance Requirements

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## Learning Content

### 1. Introduction

The students learn about the development of the wellness paradigm, its important milestones and personalities. The demarcation of the school medicine approach as well as the use of both approaches for the spa industry are being worked out. It is classified into health care.

### 2. The wellness & spa market

The students get an overview of the developments in the spa and wellness market. The demand as well as the offer side are considered. The first and second health care market in Germany as well as the consequences of the social reforms are presented and discussed using examples. The German model of the health resort including the predication guidelines are presented and critically questioned by the students.

### 3. The spa facility

The different spa types are presented and separated from one another. A critical examination of the services associated with the spa types and the wellness paradigm.

### 4. Strategic planning

The basic principles of strategic planning already familiar to the students are transferred to the development of spa and wellness facilities and health destinations. Central peculiarities and differences are elaborated.

### 5. Architecture and design

Architecture and design are essential product characteristics and a differentiation factor, which clearly shows the gap to the first health care market. The students are taught the basics of staging experience, which are illustrated by numerous practical examples from the spa and wellness area.

### 6. Marketing and management

The special features in the marketing of spa and wellness facilities are shown. On the basis of existing marketing concepts, the students are asked to critically question and to show improvement approaches.

## Teaching Methods

Lectures and seminar lessons;

Exercises and class presentations; self-study



## Remarks

Excursions and guests lecturers

## Recommended Literature

Cohen, M., & Bodeker, G. (Eds.). (2009). Understanding the global spa industry: Spa management (1<sup>st</sup> ed.). Amsterdam: Butterworth-Heinemann.

D'Angelo, J. M. (2010). Spa business strategies: A plan for success (2nd ed.). Clifton Park, N.Y.: Milady.

Smith, M. K., & Puczko, L. (2014). Health, tourism and hospitality: Spas, wellness and medical travel (2nd ed.). New York: Routledge.

Tezak, E. (2012). Successful salon & Spa management (6th ed.). Clifton Park: Cengage Learning.

Wisnom, M. S., & Capozio, L. L. (2012). Spa management: An introduction (1st ed.). Upper Saddle River, N.J, London: Prentice Hall.



## T407 HEALTH CARE MANAGEMENT & HEALTH PROVISION

Module code	T407
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Health & Medical Tourism
Course number and name	T407 Health Care Management & Health Provision
Lecturer	Jessica Ortiz Huerta
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

This module deals with the structural and economic framework conditions related to healthcare, as well as with the main features of its political-legal status. Students acquire skills that enable them to identify the main features of decisions related to healthcare and that prepare them to take independent decisions. It discusses the current processes in the interplay between regulation and deregulation of the healthcare market, market economy and backup needs. Broadly speaking, the module provides an introduction to health management and serves as a guideline for healthcare systems, service organisations and the management of healthcare facilities.

The most important fields of activity are: structuring and provision of healthcare services in the international context, which includes mental health, acute care, primary care, chronic disease and integrated provision.

- o Use of resources in healthcare: Definition and management of priorities
- o Healthcare control





- o Technology, research and innovation
- o Global health policy: regulation of healthcare systems

Professional and methodological competences: After completing this course, students will be familiar with the fundamental processes of health management. They will be aware of healthcare models and will be able to use this knowledge to classify current situations. In addition, they will have an understanding of the actors and components of healthcare and their interaction in the healthcare market. They will be able to assess current issues and developments in the healthcare market to identify opportunities for their own economic activity and decisions.

Social and personal competencies: In small groups, students will work on current topics in the context of health economy, health policy and medical tourism.

## **Applicability in this and other Programs**

The module is based on the general principles of healthcare and offers an interface to modules related to health and medical tourism as part of the "International Tourism Management/Health & Medical Tourism" course of study, esp. to Contemporary Issues in International Health Tourism.

## **Entrance Requirements**

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## **Learning Content**

1. Introduction into health management and health provision
2. International health management
3. The current and future challenges of health management
4. Politics of health management and healthcare and the health policy process
5. Research and innovation in a health context
6. Financing healthcare
7. Allocating resources for health
8. Global health policy
9. Health and well-being
10. Healthcare services
11. Infrastructure of healthcare
12. Patient and public involvement



- 13. Governance and accountability
- 14. Main principles for the management of health organizations
- 15. Health & medical tourism

## Teaching Methods

- o Excursion
- o Guest lectures
- o Interdisciplinary field internships

## Remarks

- o Excursion
- o Guest lectures
- o Interdisciplinary field internships

## Recommended Literature

Acton, Q.A. (2012). *Issues in Healthcare Management, Economics, and Education: 2011 Edition*. Atlanta: Scholarly Editions.

Botterill, D. et al. (2013). *Medical Tourism and Transnational Health Care*. Houndmills: Palgrave Macmillan.

Burns, L.R., Bradley, E.H., Weiner, B.J. (2011). *Shortell and Kaluzny's Healthcare Management: Organization Design and Behavior*. Boston: Cengage Learning.

Cohen, I.G. (2015). *Patients with Passports: Medical Tourism, Law and Ethics*. New York: Oxford University Press.

Hodges, J.R. et al. (2012). *Risks and Challenges in Medical Tourism: Understanding the Global Market for Health Services*. Santa Barbara: Praeger.

Lindsay C. et al. (2015). *New Perspectives on Health, Disability, Welfare and the Labour Market. Broadening Perspectives in Social Policy*. Hoboken: John Wiley & Sons.

Walshe, K. & Smith, J. (Ed.) (2016). *Healthcare Management*. London: Mc-Graw-Hill Education.



## T501 INTERNSHIP (18 WEEKS)

Module code	T501
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Practical Competence
Course number and name	T501 Internship (18 weeks)
Semester	5
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	0
ECTS	26
Workload	Time of attendance: 0 hours self-study: 780 hours Total: 780 hours
Weight	26
Language of Instruction	English

### Module Objective

The general objective of the module is that students should apply the knowledge they have acquired in practice, and simultaneously learn about the operational processes in a tourism organisation. Students should be introduced to the work performed by a tourism manager by independently working on concrete operational and process-regulatory tasks in companies and organisations and thereby learn how to tackle problems competently and find solutions for the most varied and diverse of situations.

In addition, the internship semester offers the participants an opportunity to improve their cooperation and communication skills by making presentations or presenting reports of what they have achieved.

Training objective of internship:

- o Participants should get an overview of the working methods in the divisions of a tourism organisation.
- o Insight into the complexity of operations in the tourism industry.
- o Knowledge of modern work processes to solve complex issues.
- o Introduction to competence for action in the tourism industry as well as an introduction to working as a tourism manager through independent participation in concrete operational, process-regulatory tasks; acquisition of problem-solving skills.



## Entrance Requirements

The regulations are provided under §8 in the Study and Examination Regulation for the "International Tourism Management / Health & Medical Tourism" course of study.

## Learning Content

Training content of internship:

Wherever possible, students should assist in tasks that are related to their future competence fields, and complete sub-tasks independently and with individual responsibility. The degree of difficulty of these tasks should be commensurate to the level of training and subsequent work as Bachelor of Arts.

The minimum internship period in the training organisation must not be less than 18 full weeks. Together with the two PLV blocks, this makes it a minimum required internship period of 20 weeks (compare §2 (2) of the Framework Examination Regulation (RaPo)). It is possible to shorten the internship period in certain individual cases (e.g., if a student has completed vocational training).

Practical study phases are an integral part of the complete standard period of study and are completed as an ongoing process and not in a row (§8 Practical Study Phases, Study and Examination Regulation StPrO WS17/18).

The internship can also be completed abroad.

In addition, extensive information in the form of separate FAQs is available for the students on the Internet.



## T502 BLOCK SEMINAR TO ACCOMPANY THE INTERNSHIP (PLV) 1

Module code	T502
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Practical Competence
Course number and name	T502 Block Seminar to accompany the internship (PLV) 1
Semester	5
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 30 hours Total: 60 hours
Type of Examination	course assessment
Weight	2
Language of Instruction	English

### Module Objective

- o Consolidation of the skills acquired in practice through contemporary work processes in the tourism divisions of an organisation or in administration departments by combining theory and practice.

### Entrance Requirements

keine

### Learning Content

In addition to the 18 weeks in a training organisation, students need to complete two PLV weeks during the internship semester.

The first PLV week comprises Career Service seminars. PLV are practice-oriented courses which students must have attended by the start of the internship semester in the 5th semester. Every student is required to attend three seminars from the "Study and Personality Competence" category and two seminars from the "Professional Competence" category. Students can download the confirmation form for the seminars from iLearn.



Students are responsible for completing the five seminars by the beginning of the internship. They can sign up for the Career Service seminars at [www.th-deg.de/seminare/ec](http://www.th-deg.de/seminare/ec). Different seminars are offered every semester.



## T503 BLOCK SEMINAR TO ACCOMPANY THE INTERNSHIP (PLV) 2

Module code	T503
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Practical Competence
Course number and name	T503 Block Seminar to accompany the internship (PLV) 2
Semester	5
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 30 hours Total: 60 hours
Type of Examination	course assessment
Weight	2
Language of Instruction	English

### Module Objective

- o Consolidation of the skills acquired in practice through contemporary work processes in the tourism divisions of an organisation or in administration departments by combining theory and practice.
- o Reflection on practical experience.

### Entrance Requirements

keine

### Learning Content

The second PLV is offered as a block event (date to be announced). Registration for the PLV is carried out in the corresponding iLearn course for that particular semester.



## T601 BACHELOR THESIS TUTORIAL (SCIENTIFIC WORKSHOP)

Module code	T601
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Research and Methodology
Course number and name	T601 Bachelor Thesis Tutorial (Scientific Workshop)
Lecturer	Prof. Dr. Marcus Herntrei
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	assignment
Weight	5
Language of Instruction	English

### Module Objective

The tutorial for the Bachelor thesis is concerned with the acquisition and application of in-depth knowledge in planning, implementation and evaluation of tourism studies with a theoretical or empirical basis. The intention is for the bachelor thesis to demonstrate that the respective student is capable of processing a subject specific theme independently and structuring a scientific work in an appropriate manner both linguistically and formally. Students gain the competence to break down the processes in their bachelor thesis into different stages of development and to present these in a scientific manner.

During the module, students will learn how to find a topic, how to identify a specific problem and how to develop a certain question (or questions) related to the problem for their bachelor thesis. They have to decide which research methods they would like to take and give reasons for that. A literature review of the current scientific discussion is essential. Based on that, students will write a proposal for their future thesis they need to apply for at the supervisor. The student will present his/her proposal in an internal public lecture followed by a discussion at the end. This will give the student the opportunity to get direct feedback from the auditory. The supervisor advises the student with regard to presentation tools and points out common mistakes.





Professional and methodological competences:

The intention is for the students to acquire the ability, with guidance, to process a tourism issue scientifically utilizing professional methods. They learn how one identifies a tourism issue, researches in literature, and selects and applies suitable methods in response to the issue or question.

Personal and social competence:

Through the obligatory work with literature, the bachelor thesis tutorial explicitly promotes the development of knowledge acquiring strategies. Participants acquire the competence to present and defend their work in a scientifically sound manner during a plenary session for students. Furthermore, the presentation of working results in tourism studies in a written and oral form is explicitly required by future employers and therefore highly promoted.

## **Applicability in this and other Programs**

The module is the preparation period, in which the students are acquainted with the requirements for the bachelor's thesis.

## **Entrance Requirements**

keine

## **Learning Content**

1. Definition of the topic & research questions
2. Literature review
3. Explicit wording of the topic
4. Description of the necessary preparatory work – corresponding time schedule
5. Discussion of the research design
6. Elaboration of the preliminary structure
7. Development of proposal
8. Presentation and discussion of proposal
9. Further development of scientific work

## **Teaching Methods**

- o Exercises
- o Self study



- o Seminar teaching

## Remarks

- o Excursion
- o Guest lectures
- o Interdisciplinary field internships

## Recommended Literature

Anson, C.M. & Schwegler, R.A. (2005). The Longman Handbook for Writers and Readers. London: Pearson Education<sup>4</sup>.

Brunt, P.; Horner, S.; Semley, N. (2017). Research Methods in Tourism, Hospitality & Events Management. London: SAGE.

Coles, T.; Duval, D.T.; Shaw, G. (2013). Student's Guide to Writing Dissertations and Theses in Tourism Studies and Related Disciplines. Abingdon: Routledge.

Finn, M.; Walton, M.; Elliott-White, M. (2000). Tourism and Leisure Research Methods: Data Collection, Analysis, and Interpretation. London: Pearson Education.

Jennings, G. (2011). Tourism Research. Hoboken/ NY: Wiley.

Phillimore, J. & Goodson, L. (2004). Qualitative Research in Tourism: Ontologies, Epistemologies and Methodologies. London: Psychology Press.

Ritchie, B.W.; Burns, P.; Palmer, C. (2005). Tourism Research Methods: Integrating Theory with Practice. Wallingford: CABI.

Veal, A.J. (2006). Research Methods for Leisure and Tourism: A Practical Guide. London: Pearson Education.



## T602 NATURAL RESSOURCES IN HEALTH TOURISM

Module code	T602
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	International Health & Medical Tourism
Course number and name	T602 Natural Ressources in Health Tourism
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

In addition to passive aspects such as the classic spa operation, modern health tourism increasingly includes active elements. Numerous studies prove the positive effect of a natural environment (e. g. forest, low mountain landscape) on the human body. Consequently, health-promoting, sporting activities should be transferred to a natural environment. This module enables students to develop appropriate products and services.

Professional competence: The students know the most important nature-bound health tourism products and offers and the necessary basic conditions. The students are familiar with instruments that enable them to carry out product development. They are aware about the potentials conflicts between tourism, agriculture and forestry.

Methodological competence: The students know tools for product development.

Social competence: In this context, the students also know the special needs of people with disabilities, who have these in nature experience based tourism products.

Personal competence: The students are encouraged to think about the value of the natural environment and the potential negative effects of the built environment.

### Applicability in this and other Programs



The module offers an interface to the module health destination management.

## Entrance Requirements

keine

## Learning Content

1. Introduction
2. Natural resources in health tourism
  - 2.1. Natural resources
  - 2.2. Therapeutic landscapes
3. Nature based health and active tourism
  - 3.1. Hiking
  - 3.2. Biking
  - 3.3. Nature based trend sports
4. Product development in nature based health tourism
  - 4.1. Strategic product development
  - 4.2. Case study

## Teaching Methods

- o lectures
- o field trip
- o self study
- o group work
- o case study

## Remarks

field trip

## Recommended Literature

Buckley, R. (2006). Adventure tourism. Wallingford, UK, Cambridge, MA: CABI Pub.



Fredman, P., & Tyrväinen, L. (2010). Frontiers in Nature-Based Tourism. *Scandinavian Journal of Hospitality and Tourism*, 10(3), 177–189.

Joseph S. Chen, Nina K. Prebensen (Ed.). (2017). *Nature tourism. Routledge studies in contemporary geographies of leisure, tourism and mobility*. London: Routledge.

Laing, J., & Frost, W. (2014). *Explorer travellers and adventure tourism. Tourism and cultural change: Vol. 40*. Bristol, Buffalo: Channel View Publications.

Marcus, C. C., Sachs, N. A., & Ulrich, R. S. (2014). *Therapeutic landscapes: An evidence-based approach to designing healing gardens and restorative outdoor spaces*. Hoboken, New Jersey: Wiley.

Pröbstl, U., Wirth, V., Elands, B.H.M., Bell, S. (Ed.). (2010). *Management of recreation and nature based tourism in European forests*. Berlin: Springer.

Tisdell, C. A., & Wilson, C. (2012). *Nature-based tourism and conservation: New economic insights and case studies*. Cheltenham, U.K.: Edward Elgar.



## T603 ENTREPRENEURSHIP

Module code	T603
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	Business & Economics
Course number and name	T603 Entrepreneurship
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

Entrepreneurship and innovation are important drivers for success in any industry. This is particularly so in the dynamic and rapidly evolving industries worldwide. This module examines key issues in entrepreneurship, with a special focus on tourism. Tourism industry is dominated by small and medium-sized enterprises all around the world. There is a need for an entrepreneurial approach to management in both the development of new businesses and in existing businesses. Such an approach is appropriate for both large and small businesses whether they be in the private or public sector of economies. Low barriers mean that independent entrepreneurship is a realistic prospect for graduates. This module addresses this need.

Professional and methodological competences:

Students should develop a critical understanding of the nature of enterprise, entrepreneurship and innovation within the industries to get actual entrepreneurial competence/skills. The module will consider entrepreneurship in a range of business contexts - large and small businesses, private and public sector businesses, regional, national and international businesses. Students will examine the nature and implications of the considerable body of entrepreneurship theory. Furthermore, the module should encourage greater awareness of entrepreneurship and innovation amongst students and to develop entrepreneurial competencies.

Personal and social competences:



Students should develop written and verbal presentational skills. In its core are creative problem solving and idea generation, scenario development of different business ideas and feasibility testing and negotiating for resources, debating and presenting ideas and positions. They demonstrate group-work, questioning and listening skills.

## **Applicability in this and other Programs**

The module is based on general business management principles and offers an interface to modules from health, tourism and destination management as part of the study program "International Tourism Management / Health and Medical Tourism".

## **Entrance Requirements**

keine

## **Learning Content**

1. Defining, characterizing and developing general concepts to understand entrepreneurship
2. Concepts of entrepreneurship
3. Enterprise environment and enterprise culture
4. Strategic aspects of entrepreneurship
5. Ethnic entrepreneurship and entrepreneurship in an international context
6. Business opportunity recognition and concept development
7. Intrapreneurship and social entrepreneurship
8. Entrepreneurial aspects of franchising
9. Role of government and government agencies in entrepreneurship
10. Feasibility and case studies

## **Teaching Methods**

- o Exercises
- o Self study
- o Seminar teaching

## **Remarks**

- o Excursion



- o Guest lectures
- o Interdisciplinary field internships

## Recommended Literature

Ateljevic, J. & Page, S.J. (eds.) (2009). *Tourism and Entrepreneurship*. Abingdon: Routledge.

Blackburn, R.A. & Schaper, M.T. (2016). *Government, SMEs and Entrepreneurship Development: Policy, Practice and Challenges*. London: Routledge.

Bolton, B. & Thompson, J. (2013). *Entrepreneurs: Talent, Temperament and Opportunity*. London: Routledge.

Bridge, S. & O'Neill, K. (2012). *Understanding Enterprise: Entrepreneurship and Small Business*. Basingstoke: Palgrave Macmillan.

Hatten, T.S. (2015). *Small Business Management: Entrepreneurship and Beyond*. Boston/ MA: Cengage Learning.

Kaplan, J. & Warren, A. (2013). *Patterns of entrepreneurship management*. Chichester: John Wiley & Sons.

Kuemmerle, W. (2005). *Case Studies in International Entrepreneurship: Managing and Financing Ventures in the Global Economy*. New York: McGraw-Hill.

Kuratko, D.F. (2016). *Entrepreneurship: Theory, Process, and Practice*. Boston/ MA: Cengage Learning.

Longenecker, J.G.; Petty, J.W.; Palich, L.E.; Hoy, F. (2013). *Small Business Management*. Boston/ MA: Cengage Learning.

Lowe, R. & Marriott, S. (2012). *Entrepreneurship and Innovation*. Abingdon: Routledge.

Praszkier, R. & Nowak, A. (2011). *Social Entrepreneurship: Theory and Practice*. Cambridge: Cambridge University Press.

Rimington, M.; Williams, C.; Morrison, A. (2009). *Entrepreneurship in the Hospitality, Tourism and Leisure Industries*. Abingdon: Routledge.

Sheldon, P.J. & Daniele, R. (eds.) (2016). *Social Entrepreneurship and Tourism: Philosophy and Practice Tourism on the Verge*. Wiesbaden: Springer.





## T604 CONTEMPORARY ISSUES IN INTERNATIONAL HEALTH & MEDICAL TOURISM

Module code	T604
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	International Health & Medical Tourism
Course number and name	T604 Contemporary Issues in International Health & Medical Tourism
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

Students have a very good overview over topics and current problems in international health and medical tourism. They can identify and describe critical areas and analyse specific problems within the field.

Students can analyse the situation of individual providers, describe specific problems and suggest solutions for problems.

Professional and methodological competence:

Students have both the professional and the methodological competence to work on current case studies from the field of health tourism and to develop adequate solutions for specific problems of individual service providers.

In particular, analytical methods and tools are used which have been taught in other modules (e.g. Introduction to Tourism Management with Focus on Medical and Health Tourism, Marketing in Health & Medical Tourism I & II, Corporate Management and Leadership) and these methods are applied to problems in the field of health and medical tourism.



Students develop presentations including the analyses and solutions for selected cases following scientific standards.

Personal competence:

Students can analyse problems and create appropriate solutions self-responsibly. They are able to structure the process of knowledge acquisition based on prior knowledge and competences and personal working style.

Social competence:

Social competence of students is promoted by the appropriate use of cooperative methods such as group work and moderated discussions.

## **Applicability in this and other Programs**

Bachelor thesis

## **Entrance Requirements**

keine

## **Learning Content**

1. Health Tourism: Categorisation and Phenomena
2. History and Development of International Health Tourism
3. Health Tourists
4. Providers and Mediators in International Health Tourism
5. International Mobility, Globalisation and Health Tourism Industry
6. Service Quality in International Health Tourism
7. Evidence-based Health Tourism
8. Emerging Markets in Health Tourism
9. Chances and Challenges for European Health Tourism Providers

## **Teaching Methods**

Seminaristic teaching combining lecture, exercises, group work, group presentations, classroom discussions. Students are encouraged to actively participate in course by choosing appropriate didactical methods.

Students have to create a poster and conduct a poster presentation about a relevant topic in international health tourism (following academic standards).



## Remarks

Teaching is supported by iLearn platform: course materials (presentations, journal articles, cases) are provided to students online.

## Recommended Literature

Basic literature:

Andreeva, A. (2012). Health tourism within the contemporary hospitality industry : issues, challenges and development. Berlin: Uni-Ed.

Botterill, D., Pennings, G., & Mainil, T. (2013). Medical tourism and transnational health care. Houndsmills: Palgrave Macmillan.

Cooper, M., Vafadari, K., & Hieda, M. (2015). Current issues and emerging trends in medical tourism. Hershey, PA: IGI Global.

Lunt, N., Smith, R., Exworthy, M., Green, S., Horsfall, D., & Mannion, R. (2012). Medical Tourism: Treatments, Markets and Health System Implications: A scoping review. Paris: OECD Publications Service.

Smith, M.K. & Puczkó, L. (2017). The Routledge Handbook of Health Tourism. London: Routledge.

Journal articles:

International Medical Travel Journal. Herts, U.K.: Intuition Communication Ltd.

Recommended literature:

Rask, L. (2016). Health, Tourism and Hospitality: Spas, Wellness and Medical Travel. New York: Scitus Academics.

Additional material (articles form scientific and business journals, case studies...) is presented in course and provided on the iLearn platform.



## T605 DATA ANALYSIS AND ARTIFICIAL INTELLIGENCE IN HEALTH & MEDICAL TOURISM

Module code	T605
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Information Management in Health & Medical Tourism
Course number and name	T605 Data Analysis and Artificial Intelligence in Health & Medical Tourism
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

After completing the module, students will have achieved the following learning objectives:

#### Professional competence

- o Students have basic knowledge of soft factors and knowledge culture, of the knowledge management process, knowledge search, the knowledge representation methods (such as ontologies), knowledge assessment methods (such as intellectual capital report), knowledge management software (such as knowledge portals), chatbots and methods of machine learning (such as neural networks and 4.0 techniques).
- o Using Information visualization methods for different data types
- o Know a leading hospital information system and have a basic understanding of the application scenarios.
- o Design interactive visualization systems for data from different application areas



- o Combine visualization and automated data processing to solve big data problems
- o Apply knowledge about main characteristics of human visual perception in information visualization and visual analytics

### **Methodological competence**

- o Students have a basic knowledge of programming with a logic programming language (like PROLOG), with the Artificial Intelligence Modelling Language (AIML), of handling an NN toolbox, and the application of software for generating an intellectual capital report.
- o They can deal with the basic concepts of AI and know which knowledge representation formalisms are appropriate for which problems, and can map domains in suitable formalisms. They can create a concept of "virtual training for increasing the human capital" for their institute and also set up the concept of how to "successfully introduce knowledge management".

### **Personal competence**

- o Students can implement their own knowledge-based ideas and defend them against competing approaches.
- o The students are able to deepen their own time management and self-study, as they work on smaller parts of self-study.

### **Social competence**

- o Students gain an insight into solving problems through group work and team work.

## **Entrance Requirements**

keine

## **Learning Content**

### **Knowledge Management**

1. Foundations and history of artificial intelligence
2. Knowledge management process and its sub-processes
3. Knowledge-based methods (knowledge representation such as ontologies, search methods, case-based closing, planning, machine learning, user modelling)
4. Knowledge management methods, such as those for promoting knowledge, exchange and the use of knowledge, knowledge visualisation, and knowledge assessment methods such as the intellectual capital report



5. Knowledge management systems (reference model, integrated systems such as in IBM), WMS in the healthcare sector. Architectures of knowledge management system couplings
6. Case study of knowledge management in health tourism using methods of optimised introduction of such knowledge management systems
7. Machine learning methods, in particular, neural networks in the theory of backpropagation using the Tensorflow software
8. Chatbot programming
9. Expert systems
10. Recommender systems

### **Information Visualization and Visual Analysis**

1. Overview of information visualization and visual analytics
2. Data presentation and data transformation
3. Visual representation of bivariate and multivariate data as well as time series and evaluation scales
4. Visual Analytics
  - 4.1. Big Data
  - 4.2. Data Mining
5. Case Study

### **Teaching Methods**

The module provides a framework for self-organised learning in order to support students in the reflection and further development of professional, methodological and social competencies. In addition to theoretical inputs, interaction exercises, problem-solving tasks and role-plays are also used as the key methods. Guided feedback sessions sensitise students to their communication style, their role behaviour in groups, and the conditions for successful collaboration.

In this setting, students have the opportunity to increase their observation skills, communication skills, cooperation skills, reflection skills, self-competence and team skills.

### **Remarks**

In practical exercises based on case studies, students are required to implement the knowledge and skills that they have acquired in the lecture. By working in project



teams, presenting solutions and discussing the results, students learn skills that meet the practical requirements of healthcare companies.

## Recommended Literature

Lehner, F., Wissensmanagement, Hanser Verlag, München, 4. Aufl. 2012

Popp, H., Kreupl, S., Mößlein, W. Die Wissensbilanz, in WISU- Das Wirtschaftsstudium, 2012, Heft 5, S675ff.

Silke Kreupl, Heribert Popp: Wissensmanagement an der Hochschule Deggendorf. Wissensmanagement, Heft 6/2010, 2010, S.18-21

Armutat, Sascha, u.a., Wissensmanagement erfolgreich einführen, DGFP, 2002

Görz, Günther, Rollinger, Claus-Rainer und Schneeberger, Josef, Handbuch der Künstlichen Intelligenz, Oldenbourg Verlag München, 4. Aufl., 2012

Popp, H., Lödel, D., Fuzzy Techniques and User Modelling in Sales Assistants, in: User Modeling and User Adapted Interaction, 5, S. 349-370, 1995

Popp, H., Protzel, P., Wallrafen, J., Mertens, P., Soft-Computing-Methoden für die Kreditwürdigkeitsprüfung, in: Kleinschmidt, P., Bachem, A., Derigs, U., Fischer, D., Leopold-Wildburger, U., Möhring, R. (Hrsg.), Operations Research Proceedings 1995, 305-310, 1996

Russell, Stuart, Norvig, Peter, Artificial Intelligence: A Modern Approach, The Intelligent Agent Book, Prentice Hall, 2003

Kohlhammer, J.: Visual Business Analytics: effektiver Zugang zu Daten und Informationen, dpunkt Verlag, Heidelberg, 2. Aufl., 2018

Stapelkamp, T.: Informationsvisualisierung : Web - Print - Signaletik, Springer Vieweg, Berlin, 2013

Preim, B.: Interaktive Systeme /1: Grundlagen, Graphical User Interfaces, Informationsvisualisierung, Springer, Berlin [u.a.], 2. Aufl., 2010



## T606 MANAGEMENT OF TOUR OPERATORS AND FACILITATORS IN MEDICAL TOURISM

Module code	T606
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	International Health & Medical Tourism
Course number and name	T606 Management of Tour Operators and Facilitators in Medical Tourism
Lecturer	Prof. Dr. Georg Christian Steckenbauer
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Students know the functions of tour operators and facilitators in the field of medical tourism and understand the operational processes of these intermediaries within the (medical) tourism service chain.

The students receive a well-founded overview of the activities and business areas of a medical tourism facilitators. In addition to the core processes, the following topics in particular are dealt with: quality management, financial processing with special consideration of (international) insurance, specifics of medical tourism and ethical considerations.

Professional competence:

The students know the procedures of a tour operator and a medical tourism facilitator and can understand the most important technical terms in this field. They have a sound market overview and they are familiar with the changes in the market, especially based on new Internet-based business models, which are presented and discussed in the module. In addition, the specifics that characterise a medical tourism facilitators are treated in more detail.





Social and personal competence:

The students work in groups on different tasks. Here they practice their presentation and criticizing skills. Students are encouraged to take a critical look at life cycles and their consequences. Ethical questions that are relevant in the field of medical tourism facilitators will be discussed.

Methodological competence:

The students deepen and expand their knowledge of business analysis, planning tools and process management within the field.

## **Applicability in this and other Programs**

The module is based on the general and introductory modules for Business & Economics. In addition, a further important component in the tourism service chain will be covered, linking to the modules Marketing in Health & Medical Tourism I+II and Innovation, Product Development & Service Design in Health & Medical Tourism.

## **Entrance Requirements**

keine

## **Learning Content**

- o Tour operators and medical tourism facilitators: definitions and terms
- o Roles and types of medical tourism facilitators
- o Position and functions in the health tourism system
- o The core processes of medical tourism facilitators: the value chain
- o Financial management with consideration of health insurances in the context of international health tourism
- o Quality management in medical tourism
- o Specific challenges of tour operators in health and medical tourism
- o Ethical issues in international medical tourism

## **Teaching Methods**

Lectures and seminar lessons;

Exercises and class presentations; self-study

## **Remarks**



guest lecturers

## **Recommended Literature**

Cohena, I.G. (2015). Patients with passports: medical tourism, law and ethics. New York: Oxford University Press.

Hall, C.M. (2012). Medical Tourism: The Ethics, Regulation, and Marketing of Health Mobility. Abingdon: Routledge.

Holland, J. & Leslie, D. (2018). Tour Operators and Operations. Development, Management and Responsibility. Wallingford: CABI.

Stephano, R.M. & Cook, W. (2013). The Medical Tourism Facilitator: A Best Practices Guide to Healthcare Facilitation for International Patients. Global Health Insurance Publications.

Syratt, G. (2016). Manual of travel agency practice (Third edition). London: Routledge, Taylor and Francis Group.

Todd, M.K. (2011). Medical Tourism Facilitator's Handbook. Boca Raton: CNC Press.



## T701 BACHELOR THESIS

Module code	T701
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Research and Methodology
Course number and name	T701 Bachelor Thesis
Semester	7
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	0
ECTS	10
Workload	Time of attendance: 0 hours self-study: 300 hours Total: 300 hours
Type of Examination	bachelor thesis
Weight	10
Language of Instruction	English

### Module Objective

Students show that – based on the theoretical and practical knowledge gained during their studies – they are able to independently resolve a scientifically and practically relevant problem by studying the facts, providing new insights, drawing conclusions and giving recommendations in a limited period of time. They are able to organize their workflow in order to meet the demands of the problems formulated in their thesis, as well as to monitor progress and make necessary amendments. Finally, students are able to document their approach and their results to meet the requirements of a scientific publication.

Professional competence: The students deal with a practically relevant problem and questions in a scientific way.

Social competence: The possibility of data collection and cooperation with companies opens up new perspectives for students.

Methodological competence: The students deepen and apply the methods and instruments learned during their studies.

Personal competence: The students learn to deal intensively with a question over a longer period of time.

### Applicability in this and other Programs



The module is the final element of the study program, with students having to bring together all theoretical and practical skills gained in the course of 7 semesters.

## **Entrance Requirements**

keine

## **Teaching Methods**

personal counselling

## **Recommended Literature**

Anson, C.M. & Schwegler, R.A. (2005): The Longman Handbook for Writers and Readers. London: Pearson Education<sup>4</sup>.

Brunt, P.; Horner, S.; Semley, N. (2017): Research Methods in Tourism, Hospitality & Events Management. London: SAGE.

Coles, T.; Duval, D.T.; Shaw, G. (2013). Student's Guide to Writing Dissertations and Theses in Tourism Studies and Related Disciplines. Abingdon: Routledge.

Finn, M.; Walton, M.; Elliott-White, M. (2000). Tourism and Leisure Research Methods: Data Collection, Analysis, and Interpretation. London: Pearson Education.

Jennings, G. (2011). Tourism Research. Hoboken/ NY: Wiley.

Phillimore, J. & Goodson, L. (2004). Qualitative Research in Tourism: Ontologies, Epistemologies and Methodologies. London: Psychology Press.

Ritchie, B.W.; Burns, P.; Palmer, C. (2005). Tourism Research Methods: Integrating Theory with Practice. Wallingford: CABI.

Veal, A.J. (2006). Research Methods for Leisure and Tourism: A Practical Guide. London: Pearson Education.



## T702 TRANSPORT & MOBILITY MANAGEMENT

Module code	T702
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	International Health & Medical Tourism
Course number and name	T702 Transport & Mobility Management
Semester	7
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Students have a sound overview over the broad field of mobility and transportation management in tourism, can identify critical issues and develop solutions for transportation management with a special view on sustainability aspects.

Professional competences:

Students know about the crucial role of transportation to tourism destinations and within destinations and can identify critical factors related to transportation. Students can critically analyse mobility concepts of tourism destinations with particular reference to sustainability issues and aspects of environmental protection.

Students can develop alternatives for existing mobility concepts and create suggestions to improve the ecological balance sheet in tourism destinations.

Personal competence:

Students can analyse problems and create appropriate solutions self-responsibly. They are able to structure the process of knowledge acquisition based on prior knowledge and competences and personal working style.

Social competence:



Social competence of students is promoted by the appropriate use of cooperative methods such as group work and moderated discussion.

## Entrance Requirements

none

## Learning Content

1. Introduction to the topic of mobility and transport in tourism
2. Modes of transport
  - 2.1. Private transport
  - 2.2. Aviation management
  - 2.3. Railroad management
  - 2.4. Cruise ship management
  - 2.5. Car rental management
  - 2.6. Intermodal use of transport modes in travel and tourism
3. International transport and sustainability
4. Sustainable mobility within tourism destinations
5. Case studies: best practice examples in sustainable transportation management

## Teaching Methods

Seminaristic teaching combining lectures, exercises, group work, group presentations, classroom discussions. Students are encouraged to actively participate in course by choosing appropriate didactical methods.

## Remarks

Teaching is supported by iLearn platform: course materials (presentations, journal articles, cases) are provided to students online.

## Recommended Literature

Basic literature:

Cohen, Scott A., Higham, James E.S., Gossling, Stefan, & Peeters, Paul (Eds.) (2017). Understanding and Governing Sustainable Tourism Mobility: Psychological and Behavioural Approaches. London: Routledge.



Hall, C. M. (2017). *Tourism, public transport and sustainable mobility*. Bristol: Channel View.

Recommended literature:

DeLacy, T., Jiang, M., Lipman, G., & Vorster, S. (2014). *Green Growth and Travelism: Concept, Policy and Practice for Sustainable Tourism* London: Routledge.

Hughes, M., Weaver, D., & Pforr, C. (2015). *The practice of sustainable tourism: resolving the paradox*. London: Routledge.



## T703 COOPERATION AND NETWORK MANAGEMENT IN HEALTH AND MEDICAL TOURISM

Module code	T703
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	International Health & Medical Tourism
Course number and name	T703 Cooperation and Network Management in Health and Medical Tourism
Semester	7
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

This module teaches the basics of network and cooperation management. It focuses on the development or improvement of professional networks and cooperations, particularly in the field of health and medical tourism. The main learning objective consists in the structuring and designing process of collaboration between the medical/health Industries with the tourism industry. In this process, we will draw extra attention to the fact that different actors of the performance network primarily aim at realizing their own interests and only in the second place focus on the concerns of networks or cooperation. Thus, the management and design of handling this field of dissent is essential for cooperations and networks in health and medical tourism.

Professional competence:

The students get to know the basics and importance of network and cooperation management in the field of health and medical tourism. They learn about the most important success factors regarding the development and management of networks and cooperations. With these skills, students will be able to apply their knowledge about network & cooperation management on the field of health tourism and thus





develop effective networks and cooperations. In this way, they will learn how to evaluate and improve existing networks & cooperations in health & medical tourism.

Another aim of this module will be discussing the basic principles of modern systemic organizational development.

Methodological competence:

The students will be introduced into the essential tools of organizational development (particularly network-development).

Social and Personal competence:

The students learn and further develop their social competencies (e.g. cross cultural conflict resolution, communication skills, group dynamics).

## **Applicability in this and other Programs**

Bachelor's Thesis

## **Entrance Requirements**

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## **Learning Content**

### **1. Components of successful and effective networks & cooperations in health & medical tourism**

- o The cooperation is organized as an autonomous social system.
- o The main foci are the achievement potential and performance of cooperation partners.
- o People and their relationships are taken into account accordingly.
- o The ‚Business Case‘ will be developed together.
- o A cooperative steering tool is established.
- o The cooperation is managed professionally. (Running the server in the net)
- o Internal prerequisites for cooperation are created.
- o Comprehensive teamwork is provided.
- o Different logics of cooperation and politics are considered.
- o Trust is the basis of cooperation.
- o Counselling is used in a target-oriented way (internally and externally).



## 2. Conclusion & outlook

- o the future of network & cooperation management in the field of medical & health tourism
- o best practice examples in the field of medical and health tourism

## Teaching Methods

- o lectures
- o assignment/presentations
- o group work and discussion
- o self-study

## Remarks

- o Excursion
- o Guest lectures
- o Interdisciplinary field internships

## Recommended Literature

Chisholm, R.F. (2008). Developing Interorganizational Networks. In: Cummings, T.G. (Editor). Handbook of Organization Development. Thousand Oaks California: Sage Publications, Inc.

Cummings, T.G. (Editor) (2008). Handbook of Organization Development. Thousand Oaks California: Sage Publications, Inc.

Goodwin (2005). Leadership in health Care: A European Perspective. Chapter 4: Networks, Partnerships and Collaboration.

Inkson, C; Minnaert, L. (2018). Tourism Management. London: Sage.

Lobnig (2011). Focusing the business case and making use of teamwork – key issues in consulting networks and collaborations. In: Buono A.F., Grossmann R., Lobnig H. & Mayer K. (Eds.): The Changing Paradigm of Consulting: Adjusting to the Fast-Paced World. Charlotte, NC: Information Age Publishing.

Macy, Moore, Rosa (2006). The strategic Value of Trust: within and between organizations (AOM Paper).

Provan, Isett, Milward (2004). Cooperation and Compromise: A Network Response to Conflicting Institutional Pressures in Community Mental Health. In: Nonprofit and Voluntary Sector Quarterly, vol. 33, no. 3, September 2004 489-514.



Todd, M.K. (2011). Medical Tourism Facilitator's Handbook. Boca Raton: CNC Press.



## T704 ETHICS & SUSTAINABILITY IN INTERNATIONAL HEALTH & MEDICAL TOURISM

Module code	T704
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	International Health & Medical Tourism
Course number and name	T704 Ethics & Sustainability in International Health & Medical Tourism
Semester	7
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

**Professional competence:** The students know the fundamental principles of sustainable development and their application to tourism. Further they are familiar with the development and forms of sustainable tourism with a focus on climate change, biodiversity, human rights, labour rights and anti-corruption.

**Social competence:** The students learn to work in groups, constructively discuss and present the results of their work in plenary session and represent them.

**Methodological competence:** The students know the methodological framework necessary to analyse and to understand the interrelationships in complex networks between tourism, environment and society.

**Personal competence:** The students have first approaches to sustainable tourism implemented independently in practice and addressed sustainability issues in the self-study.



## Applicability in this and other Programs

Bachelor's Thesis

### Entrance Requirements

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### Learning Content

1. Introduction to sustainable tourism
  - o definitions
  - o why sustainable tourism?
  - o effects of tourism
  - o the concept of sustainability and sustainable tourism
2. Challenges for the international tourism
  - o globalisation
  - o environmental and social problems
  - o supply and demand side
3. Sustainable tourism management
  - o corporate social responsibility and sustainable development
  - o sustainable management of natural resources in health tourism
  - o cases of sustainability management along the service chain in health & medical tourism
4. Ethics in medical tourism
  - o Ethics and regulations in international medical tourism
  - o Fertility tourism
  - o Stem cell therapy
  - o Transplant tourism
  - o Bioethical questions
  - o Assisted suicide & abortion
  - o 4. Outlook



- o sustainability and international tourism - a contradiction?
- o Sustainable management and GRI

## Teaching Methods

- o lectures
- o self study
- o group work
- o field trip

## Remarks

field trip

## Recommended Literature

Cohen, I. G. (2015). Patients with passports. New York: Oxford Univ. Press.

Edgell, D. L. (2016). Managing sustainable tourism (2. ed.). London, New York: Routledge.

Fennell, D. A. (2018). Tourism ethics (Second edition, reworked and updated.). Aspects of tourism: Vol. 81. Blue Ridge Summit, Pennsylvania: Channel View Publications.

Global Reporting Initiative (2016). Consolidated set of GRI sustainability reporting standards 2016. Amsterdam: GRI.

Hall, C. M. (2013). Medical tourism: The ethics, regulation, and marketing of health mobility (1st ed.). Routledge studies in contemporary geographies of leisure, tourism and mobility: Vol. 33. Abingdon, Oxon, New York, N.Y.: Routledge.

Harris, D. M. (2013). Ethics in health services and policy: A global approach. Jossey-Bass Public Health: [bk. 43]. San Francisco, Calif.: Jossey-Bass.

Lovelock, B. (2013). The ethics of tourism (1. ed.). London: Routledge.

Manente, M. (2014). Responsible Tourism and CSR. CSR, Sustainability, Ethics & Governance. Cham: Springer.

Middleton, V. T. C. (2016). Sustainable tourism. London: Routledge.

Ugur, L. K. (2017). Sustainable tourism development: Case studies and practical implications. Heilbronner Reihe Tourismuswirtschaft. Berlin: uni-edition.

UN Global Compact (2014). Guide to Corporate Sustainability. Shaping a Sustainable Future. New York: UN.



Weaver, D. B. (2015). Sustainable tourism: Theory and practice. London, New York: Routledge.



## T705 HEALTH DESTINATION MANAGEMENT

Module code	T705
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	International Health & Medical Tourism
Course number and name	T705 Health Destination Management
Semester	7
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

In this multi-disciplinary module students will be introduced to the role applied health destination management plays in the modern tourism business in addition to the more traditional planning and control aspects of management. Without a detailed understanding of topics related to health destination management, especially in an international context, students will not be able to successfully operate in an increasingly project-related world. Consequently, they need to be aware of the basic (project) management concepts and standards when working in an international environment. Often fieldwork is the first task being assigned to newly acquired staff making applied management skills a prerequisite for successfully entering the job market.

Professional and methodological competences:

The module provides students with a detailed knowledge about destination management and its practicability. Students will be able to successfully manage a destination in an international environment by considering intercultural challenges. The objective of the module is furthermore to understand and to be able to apply the basic concepts of international destination management and apply these concepts in a real-life environment/ project.

Personal and social competences:





Students will be able to discuss openly and deeply in intercultural teams all matters of the fieldwork. They have to work cooperatively and effectively in a project-related team and will have to present the results.

Due to the fact that the project-related focus is on regional issues, the study language is German.

## **Applicability in this and other Programs**

The module is based on general (project) management principles and offers an interface to modules from health, tourism and destination management as part of the study program "International Tourism Management / Health and Medical Tourism".

## **Entrance Requirements**

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## **Learning Content**

1. An introduction to applied health destination management
2. Stakeholders and stakeholder analysis
3. Quality and risk management
4. Planning tools and budgeting
5. Methodologies
6. Performance monitoring and control

## **Teaching Methods**

- o Seminar teaching
- o Self study
- o fieldwork

## **Remarks**

- o Excursion
- o Guest lectures
- o Interdisciplinary field internships
- o TOPSIM Simulation

## **Recommended Literature**



- Capone, F. (eds.) (2015). *Tourist Clusters, Destinations and Competitiveness: Theoretical Issues and Empirical Evidences*. Oxford: Routledge.
- Godfrey, K. & Clarke, J. (2000). *The tourism development handbook: a practical approach to planning and marketing*. Boston/ MA: Cengage Learning.
- Hall, M.C. (2010). *Fieldwork in Tourism: Methods, Issues and Reflections (Contemporary Geographies of Leisure, Tourism and Mobility)*. London: Routledge.
- Howie, F. (2010). *Managing the Tourist Destination*. Boston, MA: Cengage Learning.
- Morrison, A.M. (2013). *Marketing and Managing Tourism Destinations*. Oxford: Routledge.
- Pinto, J.K. (2016). *Project Management: Achieving competitive Advantage*. Harlow: Pearson Education.
- Puri, S. & Castillo, D.A. (2016). *Theorizing Fieldwork in the Humanities: Methods, Reflections, and Approaches to the Global South*. Wiesbaden: Springer.
- Ritchie, J. & Crouch, G. (2003). *The Competitive Destination. A Sustainable Tourism Perspective*. Oxford: CABI Publishing.
- Wilson, J. (2012). *The Routledge Handbook of Tourism Geographies*. Oxford: Routledge

