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Bachelor's Program:  
Educational Sciences in the Healthcare Professions of  
Occupational Therapy, Speech Therapy, Physiotherapy  
OSP

## Module Handbook

Valid from: WS 2019/20;

according to the decision of the Study Commission of the Health Department of the  
Faculty of Social Work and Health from 23.01.2019



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# 1 Module overview

## 1.1 Module blocks

### 1. Study phase

**Additional modules in the Bachelor's degree program in educational sciences in the healthcare professions of occupational therapy, speech therapy, physiotherapy, 1st study phase**

Module	SWS	Course attendance time	Home study	Total workload	CP
<b>0.1</b> Scientifically reflected therapeutic action	2.7	40.0	140.0	180.0	6
Single-discipline and interdisciplinary perspectives					
<b>0.2</b> Interprofessional and market-oriented/economics based action	2.7	40.0	140.0	180.0	6
Sum	5.4	80.0	280.0	360.0	12

**Integrated teaching in the Bachelor's degree program in educational sciences in the health professions of occupational therapy, speech therapy, physiotherapy, 1st study phase**

Module	SWS	Attendance time	Home study	Total workload	CP
<b>M 2-IL</b> Disciplinary perspectives	10.6	160.0	20.0	180.0	6
<b>M 8-IL</b> Job-relevant framework conditions / Methodical-controlled action	9.3	140.0	40.0	180.0	6
M 9 Professional relationships / Partnerships and collaboration	9.3	140.0	40.0	180.0	6
<b>0.2</b> Interprofessional and market-oriented/economics based action	2.7	40.0	140.0	180.0	6
Sum	31.9	480.0	240.0	720.0	24

### 2. Study phase

**Module blocks and modules in the Bachelor's degree program in educational sciences in the health professions of occupational therapy, speech therapy, physiotherapy, 2nd study phase; I**

Disciplinary perspectives and interprofessional context	CP	Methodical-controlled action	CP	Social and economic framework conditions	CP	Educational sciences	CP
<b>1.1</b> Theory and history of occupational therapy/speech therapy/physiotherapy	6	<b>2.1</b> Methodical principles of evidence-based practical work	6	<b>3.1</b> Basic principles of health sciences	6	<b>4.1</b> Introduction to educational theory	3

<b>1.2</b> Therapeutic fields of action of occupational therapy/speech therapy/physiotherapy	6	<b>2.2</b> Methods workshop	6	<b>3.2</b> Market-oriented and economics based action I: Business management	3	<b>4.2</b> Basic principles of didactic action	3
<b>1.3</b> (Inter) Professional thinking, reasoning and decision-making	9	<b>2.3</b> Bachelor's thesis	15	<b>3.3</b> Market-oriented and economics based action II: Marketing and cost management	6	<b>4.3</b> Specialized didactics OSP	6

1.4 Ethics and diversity	6			3.4 Communication and counseling in the therapy process	3	4.4 Educational sciences study project	6
1.5 Specialized English	3					4.5 Competence orientation in teaching / learning processes	6
						4.6 Educational psychology	9
						4.7 Practical training phase 1	12
						4.8 Curriculum development OSP	6
						4.9 School development/ Education organization	6
						4.10 Practical training phase 2	12
						4.11 Job-related professionalization	6
Sum	30	Sum	27	Sum	18	Sum	75

**Module blocks and modules in the Bachelor's degree program in educational sciences in the health professions of occupational therapy, speech therapy, physiotherapy, 2nd study phase; II**

Module	SWS	Classroom attendance time	Home study	Practical training	Total workload	CP
1.1 Theories and history of occupational/speech/physiotherapy	4.0	60.0	120.0		180.0	6
1.2 Therapeutic fields of action in occupational/speech/physiotherapy	4.0	60.0	120.0		180.0	6
1.3 (Inter)Professional thinking, reasoning and decision-making	6.0	90.0	180.0		270.0	9
1.4 Ethics and diversity	4.0	60.0	120.0		180.0	6
1.5 Specialized English	2.0	30.0	60.0		90.0	3
2.1 Methodological principles of evidence-based practice	4.0	60.0	120.0		180.0	6
2.2 Methods workshop	4.0	60.0	120.0		180.0	6
2.3 Bachelor's thesis	1.0	15.0	435.0		450.0	15
3.1 Basic principles of health sciences	4.0	60.0	120.0		180.0	6
3.2 Market-oriented and economics based action I: Business management	2.0	30.0	60.0		90.0	3

<b>3.3</b> Market-oriented and economics basedaction II: Marketing and cost management	4.0	60.0	120.0		180.0	6
<b>3.4</b> Communication and counseling in the therapy process	2.0	30.0	60.0		90.0	3
<b>4.1</b> Introduction to educational theory	2.0	22.5	67.5		90.0	3
<b>4.2</b> Basic principles of didactic action	2.0	22.5	67.5		90.0	3
<b>4.3</b> Specialized didactics OSP	4.0	60.0	120.0		180.0	6
<b>4.4</b> Educational sciences study project	2.0	30.0	50.0	100.0	180.0	6



4.5 Competence orientation in teaching / learning processes	4.0	45.0	135.0		180.0	6
4.6 Educational psychology	6.0	67.5	202.5		270.0	9
4.7 Practical training phase 1	4.0	60.0	100.0	200.0	360.0	12
4.8 Curriculum development OSP	4.0	60.0	120.0		180.0	6
4.9 School development / Education organization	4.0	60.0	120.0		180.0	6
4.10 Practical training phase 2	4.0	60.0	100.0	200.0	360.0	12
4.11 Job-related professionalization	4.0	60.0	120.0		180.0	6
Sum	81.0	1162.5	2837.5	500.0	4500.0	150

The courses in the modules 'Theory and History of Occupational and Speech Therapy/Physiotherapy' and 'Therapeutic Fields of Activity in Occupational and Speech Therapy/Physiotherapy' are conducted in single-discipline student groups. Courses in other modules are offered across different professions.

## 1.2 Module sequence, 1st study phase

### Study schedule 1st study phase: Cooperation model Additional teaching (1st to 3rd year of training)

1st year of training	CP PL	2nd to 3rd year of training	CP PL
<b>0.1</b> Scientifically reflected therapeutic action - single-discipline and interdisciplinary perspectives <i>PF: R, H, K, Pf, FS, PP</i>	6 Plb	<b>0.2</b> Interprofessional and Market-oriented and economics based action <i>PF: R, H, K, Pf, FS, PP</i>	6 Plb

**CP: Credit points (total: 12)      PL: Examination (PLb = graded [total: 2])**  
**PF: Type(s) of exam**

FS: Case study, H: Research paper, K: Written examination, Pf: Portfolio, R: Seminar paper; PP: Poster presentation

The modules in the additional teaching cooperation model extend over two of the three years of training. If possible, there are no courses for additional teaching in the first half of the 1st year of training and in the last half of the 3rd year of training. The period of the start of the training varies depending on the cooperation school. Module 0.1 is offered for the most part in the 1st year of training. Module 0.2 is offered for the most part in the 2nd and 3rd years of training.

### Study plan 1st study phase: Cooperation model Integrated teaching (II) (1st to 3rd year of training)

1st year of training	CP PL	2nd to 3rd year of training	CP PL
<b>M 2-IL Job-relevant framework</b> Disciplinary perspectives <i>PF: K, FS, PP, Pf, M</i>	6 Plb	<b>0.2</b> Interprofessional and	6 Plb
<b>M 8-IL Job-relevant framework</b> Job-relevant framework conditions / Methodical-controlled action	6 Plb	market-oriented/ economics based action <i>PF: R, H, K, Pf, FS, PP</i>	

*PF: K, H, R, FS, PP, Pf*

<b>M 9-IL Job-relevant framework</b> Professional relationships, partnerships and collaboration <i>PF: R, H, M, FS, K</i>	6 PLb	
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**CP** Credit points (total: 24)      **Examination (PLb = graded [total: 4])**  
**:** Type(s) of exam  
**PF:**

FS: Case study, H: Research paper, K: Written examination, Pf: Portfolio, R: Seminar paper; PP: Poster, M: Oral examination

### 1.3 Module sequence, 2nd study phase

#### Module sequence and examinations, 2nd study phase, 4th to 8th semester

4th semester	SWS PL	5th semester	SWS PL	6th semester	SWS P	7th semester	SWS P	8th semester	SWS P
<b>1.1</b> Theory and history	4.0 bPL	<b>1.2</b> Therapeutic action  Basic principles	4.0 bPL	<b>3.1</b> Health sciences	4.0 uPL	<b>2.2</b> Methods workshop	4.0 uPL	<b>4.10</b> Practical training-phase 2	4.0 uPL
<b>1.3</b> (Inter)Professional thinking, reasoning and decision-making	6.0 uPL	<b>1.4</b> Ethics and diversity	4.0 bPL	<b>3.4</b> Communication and counseling in the therapy process	2.0 uPL	<b>4.8</b> Curriculum development OSP	4.0 uPL	<b>4.11</b> Job-related professionalism	4.0 uPL
<b>1.5</b> Specialized English	2.0 uPL	<b>3.3</b> Market-oriented and economics based action II (Marketing and cost management)	4.0 bPL	<b>4.4</b> Educational sciences study project	2.0 bPL	<b>4.9</b> School development / Educational organization	4.0 uPL	<b>2.3</b> Bachelor's thesis	1.0 bPL
<b>3.2</b> Market-oriented and economics-based action	2.0 uPL	<b>4.3</b> Specialized didactics OSP	4.0 bPL	<b>4.5</b> Competence orientation in teaching-learning processes	2.0 bPL	<b>4.5</b> Competence orientation in teaching-learning processes	2.0 uPL		
<b>2.1</b> Basic methodical principles of evidence-based based	4.0 bPL	<b>4.6</b> Educational psychology II	2.0 uPL	<b>4.6</b> Educational psychology III	2.0 uPL bPL				

<b>Practical training</b>									
<b>4.1</b> Introduction to educational science	2.0 uPL			<b>4.7</b> Practical training phase 1	4.0 uPL				
4.2 Basic principles of didactic action	2.0 uPL								
<b>4.6</b> Educational psychology I	2.0 uPL								
Sum	24.0 8		18.0 5	Sum	16.0 7	Sum	14.0 4	Sum	9.0 3

## 2 Study goals and modules

### Study goals and modules

Study goal	Module
<p>1. Carry out (inter)professional activities in a methodical and secure manner and provide client-oriented and context-appropriate services</p>	<p><u>1st study phase:</u>            0.1 Scientifically reflected therapeutic action - single-discipline and interdisciplinary perspectives            0.2 : Interprofessional and market-oriented/economics based action            M5-IL: Disciplinary perspectives (OT)            M8-IL: Job-relevant conditions/methodical-controlled action (OT)            M9-IL: Professional relationships, partnerships, collaboration (OT)</p> <p><u>2nd study phase:</u>            1.1 Theories and history OSP            1.2 Therapeutic fields of action OSP            1.3 (Inter-)Professional thinking, reasoning and decision-making            1.4 Ethics and diversity            3.4 Communication and counseling in the therapy process            4.2 Basic principles of didactic action            4.3 Specialized didactics OSP            4.4 Educational science study project            4.5 Competence orientation in teaching/learning processes            4.6 Educational psychology            4.7 Practical training phase 1            4.8 Curriculum development OSP            4.10 Practical training phase 2</p>
<p>2. Reflecting on own services and evidence-based further development</p>	<p><u>1st study phase:</u>            0.1 : Scientifically reflected therapeutic action - single-discipline and interdisciplinary perspectives            0.2 : Interprofessional and market-oriented/economics based action            M2-IL: Disciplinary perspectives (OT)            M8-IL: Job-relevant conditions/methodical-controlled action (OT)            M9-IL: Professional relationships, partnerships, collaboration (OT)</p> <p><u>2nd study phase:</u>            1.1 Theories and history OSP            1.2 Therapeutic fields of action OSP            1.3 (Inter-)Professional thinking, reasoning and decision-making            1.4 Ethics and diversity            1.5 Specialized English            2.1 Methodological principles of evidence-based practice            2.2 Methods workshop            2.3 Bachelor's thesis            3.4 Communication and counseling in the therapy process            4.3 Specialized didactics OSP            4.4 Educational science study project            4.5 Competence orientation in teaching/learning processes            4.6 Educational psychology            4.7 Practical training phase 1            4.8 Curriculum development OSP            4.9 School development / Education organization            4.10 Practical training phase 2            4.11 Job-related professionalization</p>

<p>3. Competently perform documentation tasks, collect data in a standardized manner, and participate in research tasks</p>	<p><u>2. Study phase:</u>  2.1 Methodological principles of evidence-based practice  2.2 Methods workshop  2.3 Bachelor's thesis  3.1 Basic principles of health sciences  4.6 Educational psychology  4.11 Job-related professionalization</p>
<p>4 Market-oriented and economics based action</p>	<p><u>1st study phase:</u>  0.2 Interprofessional and market-oriented/economics based action</p> <p><u>2nd study phase:</u>  3.2 Market-oriented and economics based action I (business management)  3.3 Market-oriented and economic action II (marketing and costs management)  4.4 Educational sciences study project  4.9 School development / Education organization</p>
<p>5. Developing a professional identity and contributing the single-discipline perspective in an interprofessional working context in a constructive way</p>	<p><u>1st study phase:</u>  0.1 : Scientifically reflected therapeutic action - single-discipline and interdisciplinary perspectives  0.2 : Interprofessional and market-oriented/economics based action  M2-IL: Disciplinary perspectives (OT)  M8-IL: Job-relevant conditions/methodical-controlled action (OT)  M9-IL: Professional relationships, partnerships, collaboration (OT)</p> <p><u>2nd study phase:</u>  1.1 Theories and history OSP  1.2 Therapeutic fields of action OSP  1.3 (Inter-)Professional thinking, reasoning and decision-making  1.4 Ethics and diversity  1.5 Specialized English  2.1 Methodological principles of evidence-based practice  3.1 Basic principles of health sciences  4.1 Introduction to educational theory  4.2 Basic principles of didactic action  4.3 Specialized didactics OSP  4.4 Educational science study project  4.5 Competence orientation in teaching/learning processes  4.6 Educational psychology  4.7 Practical training phase 1  4.8 Curriculum development OSP  4.10 Practical training phase 2  4.11 Job-related professionalization</p>
<p>6. Continuation of academization and alignment with inter- national training standards</p>	<p>This makes it clear that the program has an objective that goes beyond the current program design. The aim is to achieve primary qualification training for the three professions at German universities as well and to implement it in Hildesheim in the long term. On the basis of the current legal framework for training (statutory training and examination regulations), the best possible way is being sought to achieve alignment with international training standards. The academic qualification of potential teachers at technical colleges should be seen as only one step along this path.</p> <p>This also requires attention to educational policy on the part of course developers and a process of constant revision and adaptation of the curriculum.</p>
<p>7. Life-long learning as a professional attitude</p>	<p>This interdisciplinary competence is aimed at by means of didactic methods of course design, e.g. research-based learning, case and group work as well as problem-oriented learning.</p>

- 3 1st study phase:  
Modules based on the requirements of the training and examination regulations for occupational therapy, speech therapy, physiotherapy**

### 3.1 Distribution of workload and CPs per module (occupational therapy)

No.	Module	Module contents	Workload	Classroom attendance time	Home study	CP
M1	The healthy person: Physical preconditions, development and life contexts across the lifespan	Biology, anatomy, physiology Basic principles of occupational medicine Basic health science, hygiene, shares psych./edu.	180	60	120	6
M2	Occupational therapeutic fields of action, methodical application	Occupational therapeutic treatment processes	360	120	240	12
M3	The person with impaired health in terms of bodily functions, structures, activities, participation	General theory of disease Special theory of disease Pharmacology Education of the disabled includes medical sociology and gerontology	180	60	120	6
M4	Practical occupational therapy	Occupational therapeutic resources Games, aids, supports and technical media	360	120	240	12
M5	Social framework conditions**	Occupational, legal and civic studies, shares medical sociology and gerontology Prevention and rehabilitation Shares psych./edu.	90	30	60	3
M6	Disciplinary perspectives*	Basic occupational therapy, shares psych./edu.	90	30	60	3
M7	Multi-professional and key competencies**	Shares psych./edu. Professional, legal, and governmental studies Basic principles of occupational therapy	90	30	60	3
M8	Methodical-controlled action*	Job-related language Introduction to academic writing/research Shares psych./edu.	90	30	60	3
M9	Practical training***	Practical training in the various specialist areas	900	225	675	30
Sum						78

\* Is broadened in the cooperation model "additional teaching" by the university module 0.1 'Scientifically reflected therapeutic action - single-discipline and interdisciplinary perspectives"

\*\* Is supplemented in the cooperation model "additional teaching" by the university module 0.2 "Interprofessional and market-oriented/economic action"

\*\*\*The workload here is set at 1:3. Course attendance = instruction, accompanying teaching/ self-study = practical experience



### 3.2 Distribution of workload and CPs per module (speech therapy)

No.	Module	Contents	Workload	Classroom attendance time	Home study	CP
M1	The healthy person: Physical preconditions, development and life contexts across the lifespan	Anatomy/physiology pediatrics/neuropediatrics (development) phoniatrics Audiology/pediatric audiology psychology/clinical psychology linguistics Orthodontics/surgery includes aphasiology	180	60	120	6
M2	Speech therapy fields of action, methodical application	Speech therapy includes neuropediatrics/pediatrics	90	30	60	3
M3	The person with impaired health in terms of bodily functions, structures, activities, participation	Neurology and psychiatry pathology ear/nose/throat medicine includes child and adolescent psychiatry includes aphasology includes phoniatrics includes audiology/pediatric audiology includes orthodontics/jaw surgery includes special education includes neuropediatrics/pediatrics (pathology)	270	90	180	9
M4	Practical speech therapy	includes speech therapy Electro and hearing aid acoustics shares voice training	180	60	120	6
M5	Social framework conditions**	Professional, legal, civic studies Educational science Special education Child & adolescent psychiatry includes phoniatrics sociology	90	30	60	3

No.	Module	Contents	Workload	Classroom attendance time	Home study	CP
M6	Disciplinary perspectives*	Systematics and history of speech therapy Special education as reference science Psychology as reference science Audiology/pedaudiology as reference science includes psychology audiology/pediatric audiology Phoniatrics/ Physical-apparative therapy for voice and speech disorders Aphasiology	180	60	120	6
M7	Multi-professional and key competencies**	Educational science Speech training includes psychology	90	30	60	3
M8	Methodical-controlled action*	Includes speech therapy includes psychology includes sociology professional studies Includes phonetics/linguistics includes educational science	90	30	60	3
M9	Practical training***	Practical training in the developmental and acquired speech therapy dysfunctional areas: Speech, language, voice and swallowing disorders	1170	292	878	39
Sum						78

\* Is broadened in the cooperation model "additional teaching" by the university module 0.1 'Scientifically reflected therapeutic action - single-discipline and interdisciplinary perspectives'.

\*\* Is supplemented in the cooperation model "additional teaching" by the university module 0.2 "Interprofessional and market-oriented/economic action"

\*\*\*The workload here is set at 1:3. Course attendance = instruction, accompanying teaching/ self-study = practical experience

### 3.3 Distribution of workload and CPs per module (physiotherapy)

No.	Module	Module contents	Workload	Attendance time	Home study	CP
M1	The healthy person: Physical prerequisites, developments, and life contexts across the lifespan	Anatomy, physiology, hygiene Includes psych./edu./soc.	270	90	80	9
M2	Physiotherapeutic fields of action, methodical application	Methodical application Physiotherapy	360	120	240	12
M3	The person with impaired health in terms of bodily functions, structures, activities, participation	Theory of special diseases, general theory of disease Includes psych./edu./soc. Special education for the disabled	180	60	120	6
M4	Practical physiotherapy	Techniques in physiotherapy Physical education physical therapy	360	120	240	12
M5	Social framework conditions**	Includes job-related, civic and legal studies, includes edu./psych./soc. Includes prevention and rehabilitation	90	30	60	3
M6	Disciplinary perspectives*	Basic diagnostic and examination techniques PT Movement theory biomechanics / training theory	180	60	120	6
M7	Multi-professional and key competencies**	Includes psych./edu./soc. Includes prevention and rehabilitation, includes job-related, civic and legal studies	90	30	60	3
M8	Methodical-controlled action*	Language and writing, includes edu./psych./soc.	90	30	60	3
M9	Practical training***	Practical training in various special fields of medicine	720	180	540	24
Sum						78

\* Is broadened in the cooperation model "additional teaching" by the university module 0.1 'Scientifically reflected therapeutic action - single-discipline and interdisciplinary perspectives'.

\*\* Is supplemented in the cooperation model "additional teaching" by the university module 0.2 "Interprofessional and market-oriented/economic action"

\*\*\*The workload here is set at 1:3. Course attendance = instruction, accompanying teaching/ self-study = practical experience

<b>Module:</b> M1 (ET)	<b>Module name:</b> The healthy person: Physical prerequisites, developments and life contexts across the lifespan		
<b>Responsible for module:</b> Prof. Dr. Marotzki, responsible for the cooperating schools			
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module	
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h	
		<b>of that home study:</b> 120 h	
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German	
		<b>Planned group size:</b> 20	
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to describe the healthy human being in the interplay of his or her bodily functions and structures and in consideration of development and life context.</li> </ul>		
<b>Module contents:</b>	<ul style="list-style-type: none"> <li>• Biology, anatomy, physiology</li> <li>• Basic principles of occupational therapy</li> <li>• Basic health science and hygiene</li> <li>• Includes educational science and psychology</li> </ul>		
<b>Type of course</b>	Seminar, lecture, exercise		
<b>Types of learning</b>	Individual work, group work, POL		
<b>Module exam</b>	Oral examination, written examination, seminar paper		
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.		
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination		

<b>Module:</b> M1 (CP)	<b>Module name:</b> The healthy person: Physical prerequisites, developments and life contexts across the lifespan		
<b>Responsible for module:</b> Prof. Dr. Beushausen, responsible for the cooperating schools			
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module	
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h	
		<b>of that home study</b> 120 h	
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German	
		<b>Planned group size:</b> 20	
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to describe the healthy human being in the interplay of his or her bodily functions and structures and in consideration of development and life context.</li> </ul>		
<b>Module contents:</b>	<ul style="list-style-type: none"> <li>Anatomy and physiology</li> <li>Pediatrics/neuropediatrics, phoniatics,audiology/pediatric audiology</li> <li>Psychology/clinical psychology</li> </ul>		
<b>Type of course</b>	Seminar, lecture, exercise		
<b>Types of learning</b>	Individual work, group work, POL		
<b>Module exam</b>	Oral examination, written examination, seminar paper		
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.		
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination		

<b>Module:</b> M1 (PT)	<b>Module name:</b> The healthy person: Physical prerequisites, developments and life contexts across the lifespan		
<b>Responsible for module:</b> Prof. Dr. Probst, responsible for the cooperating schools			
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module	
<b>Credit points (Credits):</b> 9	<b>Total workload:</b> 270 h	<b>of that attendance time:</b> 90 h	
		<b>of that home study:</b> 180 h	
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German	
		<b>Planned group size:</b> 20	
<b>Qualification goals: / competencies</b>	<ul style="list-style-type: none"> <li>The ability to describe the healthy human being in the interplay of his or her bodily functions and structures and in consideration of development and life context.</li> </ul>		
<b>Module contents:</b>	<ul style="list-style-type: none"> <li>Anatomy</li> <li>Physiology</li> <li>Hygiene</li> <li>Includes educational science/psychology and sociology</li> </ul>		
<b>Type of course</b>	Seminar, lecture, exercise		
<b>Types of learning</b>	Individual work, group work, POL		
<b>Module exam</b>	Oral examination, written examination, seminar paper		
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.		
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination		

<b>Module:</b> M2 (OT)	<b>Module name:</b> Occupational therapy fields of action, methodical application	
<b>Responsible for module:</b> Prof. Dr. Marotzki, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 12	<b>Total workload:</b> 360 h	<b>of that attendance time:</b> 120 h
		<b>of that home study</b> 240 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to apply knowledge and skills of specific treatment procedures to patients and clients with different disabilities.</li> </ul>	
<b>Module contents:</b>	<ul style="list-style-type: none"> <li>Occupational therapeutic treatment processes</li> <li>Occupational therapy process</li> <li>Client-centered assessment: Children, young people, adults</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M2 (CP)	<b>Module name:</b> Speech therapy fields of action, methodical application	
<b>Responsible for module:</b> Prof. Dr. Beushausen, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study:</b> 60 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to apply knowledge and skills of specific treatment procedures to patients and clients with different disabilities.</li> </ul>	
<b>Contents of the module</b>	<ul style="list-style-type: none"> <li>Speech therapy</li> <li>includes neuropediatrics/pediatrics</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	



<b>Module:</b> M2 (PT)	<b>Module name:</b> Occupational therapy fields of action, methodical application		
<b>Responsible for module:</b> Prof. Dr. Probst, responsible for the cooperating schools			
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module	
<b>Credit points (Credits):</b> 12	<b>Total workload:</b> 360 h	<b>of that attendance time:</b> 120 h	
		<b>of that home study</b> 240 h	
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German	
		<b>Planned group size:</b> 20	
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to apply knowledge and skills of specific treatment procedures to patients and clients with different disabilities.</li> </ul>		
<b>Contents of the module</b>	<ul style="list-style-type: none"> <li>Methodical applications of physiotherapy</li> </ul>		
<b>Type of course</b>	Seminar, lecture, exercise		
<b>Types of learning</b>	Individual work, group work, POL		
<b>Module exam</b>	Oral examination, written examination, seminar paper		
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.		
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination		

<b>Module:</b> M3 (OT)	<b>Module name:</b> The person with impaired health in terms of bodily functions, structures, activities, participation		
<b>Responsible for module:</b> Prof. Dr. Marotzki, responsible for the cooperating schools			
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module	
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h	
		<b>of that home study:</b> 120 h	
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German	
		<b>Planned group size:</b> 20	
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to describe people with impairments in terms of their structures, bodily functions, activities and participation on the basis of reference sciences, as well as to evaluate the development and course of diseases and disabilities.</li> </ul>		
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• General theory of disease</li> <li>• Special theory of disease</li> <li>• Pharmaceutics</li> <li>• Special education for the disabled</li> <li>• includes medical sociology and gerontology</li> </ul>		
<b>Type of course</b>	Seminar, lecture, exercise		
<b>Types of learning</b>	Individual work, group work, POL		
<b>Module exam</b>	Oral examination, written examination, seminar paper		
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.		
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination		

<b>Module:</b> M3 (CP)	<b>Module name:</b> The person with impaired health in terms of bodily functions, structures, activities, participation		
<b>Responsible for module:</b> Prof. Dr. Beushausen, responsible for the cooperating schools			
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module	
<b>Credit points (Credits):</b> 9	<b>Total workload:</b> 270 h	<b>of that attendance time:</b> 90 h	
		<b>of that home study</b> 180 h	
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German	
		<b>Planned group size:</b> 20	
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to describe people with impairments in terms of their structures, bodily functions, activities and participation on the basis of reference sciences, as well as to evaluate the development and course of diseases and disabilities.</li> </ul>		
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Neurology/psychiatry</li> <li>• Pathology</li> <li>• Ears/nose/throat medicine</li> <li>• Includes child and adolescent psychiatry</li> <li>• Includes aphasiology</li> <li>• includes phoniatics</li> <li>• Includes audiology/pediatric audiology</li> <li>• Includes orthodontics / oral surgery</li> <li>• Includes special education</li> <li>• Includes neuropsychiatry/pediatrics</li> </ul>		
<b>Type of course</b>	Seminar, lecture, exercise		
<b>Types of learning</b>	Individual work, group work, POL		
<b>Module exam</b>	Oral examination, written examination, seminar paper		
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.		
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination		

<b>Module:</b> M3 (PT)	<b>Module name:</b> The person with impaired health in terms of bodily functions, structures, activities, participation	
<b>Responsible for module:</b> Prof. Dr. Probst, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study:</b> 120 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies:</b>	<ul style="list-style-type: none"> <li>The ability to describe people with impairments in terms of their structures, bodily functions, activities and participation on the basis of reference sciences, as well as to evaluate the development and course of diseases and disabilities.</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>Special theory of disease</li> <li>General theory of disease</li> <li>Includes educational science/psychology/sociology (special education for the disabled)</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M4 (OT)	<b>Module name:</b> Practical occupational therapy	
<b>Responsible for module:</b> Prof. Dr. Marotzki, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 12	<b>Total workload:</b> 360 h	<b>of that attendance time:</b> 120 h
		<b>of that home study</b> 240 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to safely apply and execute therapeutic means and measures, to evaluate them and to apply them in a person- and situation-related manner, taking into account the relevant theoretical principles</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Occupational therapeutic resources</li> <li>• Games, aids, supports and technical media</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M4 (CP)	<b>Module name:</b> Practical speech therapy	
<b>Responsible for module:</b> Prof. Dr. Beushausen, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study</b> 120 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to safely apply and execute therapeutic means and measures, to evaluate them and to apply them in a person- and situation-related manner, taking into account the relevant theoretical principles</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• includes speech therapy</li> <li>• Electro and hearing aid acoustics</li> <li>• Includes voice training</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M4 (PT)	<b>Module name:</b> Practical physiotherapy	
<b>Responsible for module:</b> Prof. Dr. Probst, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points:</b> 12	<b>Total workload:</b> 360 h	<b>of that attendance time:</b> 120 h <b>of that home study</b> 240 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to safely apply and execute therapeutic means and measures, to evaluate them and to apply them in a person- and situation-related manner, taking into account the relevant theoretical principles</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Techniques in physiotherapy</li> <li>• Movement and exercise</li> <li>• Physical therapy</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M5 (OT)	<b>Module name:</b> Social framework conditions	
<b>Responsible for module:</b> Prof. Dr. Marotzki, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study:</b> 60 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to take into account the importance of the social framework for therapeutic action and to use it as a resource.</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Professional, legal, and governmental studies</li> <li>• includes medical sociology and gerontology</li> <li>• Prevention and rehabilitation</li> <li>• Includes psychology and educational science</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper, portfolio	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	



<b>Module:</b> M5 (CP)	<b>Module name:</b> Social framework conditions	
<b>Responsible for module:</b> Prof. Dr. Beushausen, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study</b> 60 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to take into account the importance of the social framework for therapeutic action and to use it as a resource.</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Includes job-related, legal, civic studies</li> <li>• Includes educational science</li> <li>• Includes special education</li> <li>• Includes child &amp; adolescent psychiatry</li> <li>• includes phoniatics</li> <li>• Includes sociology</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M5 (PT)	<b>Module name:</b> Social framework conditions		
<b>Responsible for module:</b> Prof. Dr. Probst, responsible for the cooperating schools			
<b>Qualification level:</b> Bachelor		<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h		<b>of that attendance time:</b> 30 h
			<b>of that home study:</b> 60 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none		<b>Language:</b> German
			<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to take into account the importance of the social framework for therapeutic action and to use it as a resource.</li> </ul>		
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Includes job-related, civic and legal studies</li> <li>• Includes psych./edu./soc.</li> <li>• Includes prevention and rehabilitation</li> </ul>		
<b>Type of course</b>	Seminar, lecture, exercise		
<b>Types of learning</b>	Individual work, group work, POL		
<b>Module exam</b>	Oral examination, written examination, seminar paper		
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.		
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination		

<b>Module:</b> M6 (OT)	<b>Module name:</b> Disciplinary perspectives	
<b>Responsible for module:</b> Prof. Dr. Marotzki, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study</b> 60 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to reflect on therapeutic action from the perspective of profession-specific basic assumptions (models) and to master basic skills related to these</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>Basic occupational therapy</li> <li>Includes psychology and educational science</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper, portfolio	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M6 (CP)	<b>Module name:</b> Disciplinary perspectives	
<b>Responsible for module:</b> Prof. Dr. Beushausen, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study</b> 120 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to reflect on therapeutic action from the perspective of profession-specific basic assumptions (models) and to master basic skills related to these</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• includes speech therapy</li> <li>• Includes special education</li> <li>• Includes psychology</li> <li>• Includes audiology/pediatric audiology</li> <li>• Phoniatics/ Physical-apparative therapy for voice and speech disorders</li> <li>• Includes aphasiology</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M6 (PT)	<b>Module name:</b> Disciplinary perspectives	
<b>Responsible for module:</b> Prof. Dr. Probst, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study</b> 120 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to reflect on therapeutic action from the perspective of profession-specific basic assumptions (models) and to master basic skills related to these</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Basic diagnostic and examination techniques</li> <li>• Basic principles of PT</li> <li>• Movement and exercise</li> <li>• Biomechanics / training theory</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M7 (OT)	<b>Module name:</b> Multi-professional and key competencies	
<b>Responsible for module:</b> Prof. Dr. Marotzki, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study</b> 60 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to communicate and cooperate with different target groups (e.g. patients and in interdisciplinary teams and organizations) in a goal-oriented manner</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>Includes psychology and educational science</li> <li>Professional, legal, and governmental studies</li> <li>Basic occupational therapy</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper, portfolio	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M7 (CP)	<b>Module name:</b> Multi-professional and key competencies	
<b>Responsible for module:</b> Prof. Dr. Beushausen, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study</b> 60 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to communicate and cooperate with different target groups (e.g. patients and in interdisciplinary teams and organizations) in a goal-oriented manner</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>Educational science</li> <li>Speech training</li> <li>Includes psychology</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M7 (PT)	<b>Module name:</b> Multi-professional and key competencies	
<b>Responsible for module:</b> Prof. Dr. Probst, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study</b> 60 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to communicate and cooperate with different target groups (e.g. patients and in interdisciplinary teams and organizations) in a goal-oriented manner</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Includes psych./edu./soc.</li> <li>• Includes prevention and rehabilitation</li> <li>• Includes job-related, civic and legal studies</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	



<b>Module:</b> M8 (OT)	<b>Module name:</b> Methodical-controlled action	
<b>Responsible for module:</b> Prof. Dr. Marotzki, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study:</b> 60 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to analyze and evaluate therapeutic actions with the help of scientific criteria and methods</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>Job-related language, Introduction to academic writing, research</li> <li>Includes psychology and educational science</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper, portfolio	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M8 (CP)	<b>Module name:</b> Methodical-controlled action	
<b>Responsible for module:</b> Prof. Dr. Beushausen, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study</b> 60 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>• The ability to analyze and evaluate therapeutic actions with the help of scientific criteria and methods</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• includes speech therapy</li> <li>• Includes psychology</li> <li>• Includes sociology</li> <li>• Job-related studies</li> <li>• Includes phonetics/linguistics</li> <li>• Includes educational science</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M8 (PT)	<b>Module name:</b> Methodical-controlled action	
<b>Responsible for module:</b> Prof. Dr. Probst, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study</b> 60 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to analyze and evaluate therapeutic actions with the help of scientific criteria and methods</li> </ul>	
<b>Contents of the module</b>	<ul style="list-style-type: none"> <li>Language and writing</li> <li>Includes psych./edu./soc.</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M9 (OT)	<b>Module name:</b> Practical training	
<b>Responsible for module:</b> Prof. Dr. Marotzki, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points:</b> 30	<b>Total workload:</b> 900 h	<b>of that instruction/ supervision:</b> 225 h
		<b>of that practical training:</b> 675 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to apply and reflect on acquired knowledge and skills in a way that is appropriate to the person and situation when working with patients and clients</li> </ul>	
<b>Contents of the module</b>	<ul style="list-style-type: none"> <li>Practical training in the various specialist areas</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Practical exam	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M9 (CP)	<b>Module name:</b> Practical training	
<b>Responsible for module:</b> Prof. Dr. Beushausen, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points:</b> 39	<b>Total workload:</b> 1170 h	<b>of that instruction/supervision:</b> 292 h
		<b>of that practical training:</b> 878 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to apply and reflect on acquired knowledge and skills in a way that is appropriate to the person and situation when working with patients and clients</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>Practical training in the developmental and acquired speech therapy dysfunctional areas: Speech, language, voice and swallowing disorders</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>Module:</b> M9 (PT)	<b>Module name:</b> Practical training	
<b>Responsible for module:</b> Prof. Dr. Probst, responsible for the cooperating schools		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b>	<b>Type of module:</b> Compulsory module
<b>Credit points:</b> 24	<b>Total workload:</b> 720 h	<b>of that instruction/supervision:</b> 180 h
		<b>of that practical training:</b> 540 h
<b>Duration and frequency:</b>	<b>Prerequisites:</b> none	<b>Language:</b> German
		<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b>	<ul style="list-style-type: none"> <li>The ability to apply and reflect on acquired knowledge and skills in a way that is appropriate to the person and situation when working with patients and clients</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>Practical training in the various specialist areas</li> </ul>	
<b>Type of course</b>	Seminar, lecture, exercise	
<b>Types of learning</b>	Individual work, group work, POL	
<b>Module exam</b>	Oral examination, written examination, seminar paper	
<b>Use of the module</b>	The module is a prerequisite for participation in semesters 4 to 6.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

#### **4 1st study phase: Modules for supplementary and integrated teaching**

<b>Module:</b> 0.1	<b>Module name:</b> Scientifically reflected therapeutic action - single-discipline and interdisciplinary perspectives		
<b>Responsible for module:</b> Prof. Dr. Barbara Betz, Prof. Dr. Bernhard Borgetto, Jasmin Dürr, M.Sc. OT			
<b>Qualification level:</b> Bachelor		<b>Year of training</b> 1	<b>Type of module:</b> Compulsory module
<b>Credit points:</b> 6 ECTS	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 40 h (2.7 SWS)	
		<b>of that home study</b> 140 h	
<b>Duration and frequency:</b> 2 semesters, annually	<b>Prerequisites:</b> Co-op students in guest student status	<b>Language:</b> German <b>Planned group size:</b> 20	
<b>Qualification goals / competencies</b>  Overarching program objectives: 1, 2, 5	<p>Students</p> <ul style="list-style-type: none"> <li>- find their way around the study program and know all the important information channels,</li> <li>- know rules/guidelines for citation, formal text design and structure of presentations,</li> <li>- know different techniques of academic research/writing,</li> <li>- know the basic principles for self and time management</li> <li>- know the importance of science and research in the health professions,</li> <li>- are familiar with current developments in academization in the therapeutic health professions.</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>- can name differences, similarities, strengths and weaknesses of single-discipline models and reference theories,</li> <li>- can explain the application of single-discipline models to treatment cases,</li> <li>- can describe and test (e.g. by means of case studies) different approaches to working with clients and patients.</li> </ul>		
<b>Module contents:</b>	<p>Course: Science and research in the therapeutic health professions</p> <p>The course offers an introduction to the basic principles of scientific work. In addition, the importance of science and research for the professional groups is made clear. Further contents include:</p> <ul style="list-style-type: none"> <li>- Rules/guidelines for citation and text design (formulating literal and meaningful citations, source references, design of the bibliography, gender-appropriate language, structure and formatting of scientific papers)</li> <li>- Literature research</li> <li>- Literature acquisition</li> <li>- Literature management</li> </ul>		



	<ul style="list-style-type: none"> <li>- Reading and excerpting (reading techniques, becoming familiar with different types of texts and publications, summarizing texts)</li> <li>- Self and time management</li> <li>- Use of the university's online offers</li> <li>- Academization of the health professions</li> <li>- Logics of action in therapeutic and research work</li> <li>- Presentation of current research projects in the occupational therapy, speech therapy and physiotherapy study programs</li> </ul> <p>The contents are taught in interdisciplinary seminar groups. The techniques of academic work are also linked to the acquisition of subject matter specific to the discipline and further deepened in the module Interprofessional and Market-Oriented/Economics based Action.</p> <p>Course: Disciplinary perspectives</p> <p>Students can choose between different topics within a spectrum (interdisciplinary seminar groups are possible; e.g. students of occupational therapy can also choose topics from the field of speech therapy).</p> <p>Through the examination of original literature and case studies, profession-specific theories, terms, models, assessments, tests, and therapeutic procedures are analyzed, classified, and applied with regard to therapeutic action.</p>
<b>Type of course(s):</b>	Seminar, exercise
<b>Types of learning:</b>	<p>Attendance time: Talks/lectures, active listening, working on case studies, exercises, individual and group seminar work, presentation and discussion of work results in the plenum, webinars, video conferences, inclusion of e-learning elements</p> <p>Home study: Study of literature, individual exercises, group work</p>
<b>Requirements for awarding credits (module examination, scope and duration of the examination):</b>	Presentation, term paper, written exam, portfolio, case study, poster presentation
<b>Use of the module</b>	<p><i>The introduction to the basics of academic work creates an important foundation for professional, academically oriented action in studies and in practice. The techniques of academic work are deepened and tested in the further course of study.</i></p> <p><i>The single-discipline parts of the module build on the teaching content of the vocational colleges and convey the academic view of professional terms and theories. The module provides the basis for the module on "Theory and History of Occupational Therapy, Speech therapy, Physiotherapy".</i></p>
<b>Basic literature:</b>	Borgetto B. (2015). Zwischenbilanz und aktuelle Entwicklungen in der Akademi-

	<p>sierung der Therapieberufe. In: Pundt J., Kälble K. (Hrsg.), Gesundheitsberufe und gesundheitsberufliche Bildungskonzepte.</p> <p>Borgetto B., Siegel A. (2009). Gesellschaftliche Rahmenbedingungen der Ergotherapie, Logopädie und Physiotherapie. Eine Einführung in die sozialwissenschaftlichen Grundlagen des beruflichen Handelns. Bern: Huber.</p> <p>Brezina H., Grillenberger A. 2008 Schritt für Schritt zur wissenschaftlichen Arbeit in Gesundheitsberufen. 2., überarb. und erw. Aufl. Wien: facultas.wuv Universitätsverlag.</p> <p>Gleichstellungsbüro HAWK (2013). Das Gleichstellungsbüro informiert: Geschlechtergerechte Sprache. Hildesheim: Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminden/Göttingen Zugriff am 10.03.2017 auf: <a href="http://www.hawk-hhg.de/gleichstellung/151440.php">http://www.hawk-hhg.de/gleichstellung/151440.php</a>.</p> <p>Grunwald K. (2010) Wissenschaftliches Arbeiten. Grundlagen zu Herangehensweisen, Darstellungsformen und formalen Regeln. Unter Mitarb. von Spitta J. 8., vollständig überarb. und erw. Aufl. Eschborn: Klotz.</p> <p>Hole S., Schiller S. (2010) Studiengänge Ergotherapie, Logopädie, Physiotherapie. Verfassen wissenschaftlicher Arbeiten. Hildesheim: Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminden/Göttingen Zugriff am 10.03.2017 auf: <a href="http://www.hawk-hhg.de/sozialarbeitundgesundheit/185821.php">http://www.hawk-hhg.de/sozialarbeitundgesundheit/185821.php</a>.</p> <p>Kleibel V., Mayer H. (2011) Literaturrecherche für Gesundheitsberufe. 2., überarb. Aufl. Wien: facultas.</p> <p>Panfil E.-M. (Hrsg.) (2013). Wissenschaftliches Arbeiten in der Pflege. Lehr- und Arbeitsbuch für Pflegende. 2., durchgesehene Aufl. Bern: Huber.</p> <p>and current literature from the different disciplines</p>
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<b>Module:</b> 0.2	<b>Module name:</b> Interprofessional and market-oriented/economics based action	
<b>Responsible for module:</b> Prof. Dr. Barbara Betz, Prof. Dr. Bernhard Borgetto, Jasmin Dürr, M.Sc. OT		
<b>Qualification level:</b> Bachelor	<b>Year of training</b> 2 and 3	<b>Type of module:</b> Compulsory module
<b>Credit points:</b> 6 ECTS	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 40 h (2.7 SWS)
		<b>of that home study</b> 140 h
<b>Duration and frequency:</b> 2 semesters, annually	<b>Prerequisites:</b> Co-op students in guest student status	<b>Language:</b> German  <b>Planned group size:</b> 20
<b>Qualification goals / competencies</b> Overarching program objectives: 1, 2, 4, 5	<p>Students</p> <ul style="list-style-type: none"> <li>- are able to apply the rules/guidelines for citation and text organization,</li> <li>- are familiar with the creation and presentation of their own academic (short) texts,</li> <li>- are able to apply techniques for self and time management in their studies.</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>- are familiar with the social problem panorama and the resulting requirements for interprofessional cooperation between the healthcare professions,</li> <li>- know the work and fields of action of the respective other occupational groups,</li> <li>- present their own methodological procedures in a way that is easily understood by other professional groups,</li> <li>- describe differences and similarities of the occupational groups,</li> <li>- are able to communicate in an appropriate manner with the related professions and clarify their own main areas of emphasis,</li> <li>- formulate goals in relation to client/patient work in interprofessional exchange,</li> <li>- reflect on the possibilities and limits of professional competence in relation to specific cases.</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>- know the importance of market-oriented/economics based action for the health professions,</li> <li>- Know the basic principles of operational functions and terminology</li> <li>- know the requirements setting up their own office.</li> </ul>	
<b>Module contents:</b>	<p>Course: Introduction to interprofessional action</p> <p>Students work with case studies to learn about each other's professions and opportunities for interprofessional work. In doing so, they include and reflect on their experiences from practical training.</p> <ul style="list-style-type: none"> <li>- How the occupational groups see themselves and how others see them</li> <li>- Focus of single-discipline interventions</li> <li>- Basic principles of interprofessional collaboration</li> <li>- How to present single-discipline findings transparently to the interprofessional team</li> <li>- Interfaces of interprofessional collaboration</li> </ul> <p>Course: Introduction to market-oriented/economics based action</p> <p>The importance of business management to the health professions is illustrated. Tasks and problem areas for which business administration can offer assistance and solutions are explained.</p>	

	<ul style="list-style-type: none"> <li>- Basic business terminology</li> <li>- Organizational structures in the inpatient and outpatient sector</li> <li>- Overview of requirements for establishing your own practice</li> </ul> <p>The knowledge in the field of scientific work is linked, tested and further deepened in this module with the acquisition of contents (see contents module 01).</p>
<b>Type of courses</b> :	Seminar, exercise
<b>Types of learning:</b>	<p>Attendance time: Talks/lectures, active listening, working on case studies, exercises, individual and group seminar work, presentation and discussion of work results in the plenum, webinars, video conferences, inclusion of e-learning elements</p> <p>Home study: Study of literature, individual exercises, group work</p>
<b>Requirements for awarding credits (module examination, scope and duration of the examination):</b>	Presentation, term paper, written exam, portfolio, case study, poster presentation
<b>Use of the module</b>	The module serves as a basis for the modules "(Inter-)Professional Thinking, Reasoning and Decision-Making", and "Market-Oriented and Economic based Action" in the 2nd study section. In addition, basic techniques of scientific work are taught and tested. This provides an important foundation for the 2nd study phase.
<b>Basic literature:</b>	<p>Betz B. (2014). Praxis-Management für Physiotherapeuten, Ergotherapeuten und Logopäden. Praxen wirtschaftlich erfolgreich führen. Berlin: Springer.</p> <p>Borgetto B., Siegel A. (2009). (2009). Gesellschaftliche Rahmenbedingungen der Ergo- therapie, Logopädie und Physiotherapie. Eine Einführung in die sozialwis- senschaftlichen Grundlagen des beruflichen Handelns. Bern: Huber.</p> <p>Robert Bosch Stiftung (2011). Memorandum Kooperation der Gesundheitsberufe. Qualität und Sicherstellung der zukünftigen Gesundheitsversorgung. Stuttgart.</p> <p>Vollmer A. (2016). Interprofessionelle Kooperation. In: M. Dick, W. Marotzki, H. Mieg (Hrsg.), Handbuch Professionsentwicklung. Heilbronn: Verlag Julius Klinkhardt.</p> <p>and other current literature</p>

<b>Module:</b> M2-IL	<b>Module name:</b> Disciplinary perspectives (OT)		
<b>Responsible for module:</b> Prof. Dr. Ulrike Marotzki (HAWK), Birthe Schön, MSc., (HNS), Wiebke Flotho, MSc. (ASS)			
<b>Qualification level:</b> Bachelor		<b>Year of training</b> 1	<b>Type of module:</b> Compulsory module
<b>Credit points:</b> 6 ECTS	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 160 h (10.6 SWS)	
		<b>of that home study</b> 20 h	
<b>Duration and frequency:</b> one semester, annually	<b>Prerequisites:</b> Co-op students in guest student status	<b>Language:</b> German <b>Planned group size:</b> 20	
<b>Qualification goals / competencies</b>  Overarching program objectives: 1, 2, 5	<p>ENOTHE field of competence: "Knowledge of occupational therapy"</p> <p>Students understand and be able to explain the theoretical concepts underlying occupational therapy, with a particular focus on the human being as a handling being and the execution of actions and activities.</p> <p>They are able to explain the relationship between action or activity performance, health and well-being.</p> <p>Students are able to</p> <ul style="list-style-type: none"> <li>- to synthesize relevant knowledge from biology, medicine, human and social sciences as well as theoretical concepts of occupational therapy together with theories of action/activity and participation and to relate them as examples to a case,</li> <li>- understand formal theories in relation to action or activity in the context of a changing society and apply them accordingly.</li> </ul> <p>Students understand how health promotion, prevention and (re)integration ("re/habilitation") can promote, maintain and restore health through activity.</p> <p><b>Social competence (dealing with others)</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>- use special terminology to communicate with others,</li> <li>- are willing to exchange information with others about their own work experiences and activities,</li> <li>- communicate transparently and appropriately about their own thinking and decision-making processes in the occupational therapy process and when communicating and instructing measures,</li> <li>- respect the client as a responsible and active participant in the therapy process and are prepared to enter into a trusting relationship based on partnership.</li> <li>- They deal responsibly and reflectively with questions of professional ethics and their occupational therapy role (see ErgThAprV 15.9),</li> </ul>		

	<ul style="list-style-type: none"> <li>- critically reflect on their own and others' behavior,</li> <li>- know about the importance of the use of one's own person and the shaping of the therapeutic relationship for the success of the therapy,</li> </ul> <p><b>Social competence (dealing with others)</b></p> <ul style="list-style-type: none"> <li>- reflect on themselves and their personal image of humanity with regard to their work with clients (see ErgThAprV 15.3),</li> <li>- consciously perceive their attitudes, their individual attitude to themselves, to work and activity and are prepared to develop these further (see ErgThAprV 15.3),</li> <li>- reflect on the usefulness of a higher-level system for describing an occupational therapy problem context,</li> <li>- understand the orientation towards an occupational therapy system and conceptual practice models as fundamental for their professional self-image,</li> <li>- are aware of the importance of reflecting on their own thinking and decision-making processes in the occupational therapy process,</li> <li>- reflect on their therapeutic role, attitude and personality against the background of their previous experience and professional motivation (see ErgThAprV 15.8+9),</li> <li>- are open-minded when it comes to developing a professional identity and contributing their own personality (see ErgThAprV 15.9),</li> <li>- are prepared to regularly reflect on their own attitude and, if necessary, to change their previous opinion or attitude,</li> <li>- are responsible for the implementation of the prevention concept.</li> </ul>
<p><b>Module contents:</b></p>	<p><b>Contents according to ErgThAprV</b></p> <p><b>#10 Psychology and educational science</b></p> <p>10.6 Industrial psychology; organizational psychology; occupational socialization from a sociological and psychological perspective</p> <p>10.6.1 Meaning and function of work in society</p> <p>10.6.2 Work and personal development</p> <p>10.6.3 Personal difficulties in the work and adjustment process</p> <p>10.6.4 Basic principles of organizational psychology</p> <p>10.6.5 Work and disabilities</p> <p><b>#13 Handicraft and design techniques with different materials</b> (of that 30 h)</p> <p>13.3 Work processes:</p> <p>13.3.1 Simple and complex tasks</p> <p><b>#15 Basic principles of occupational therapy</b></p> <p>15.1 Importance of medical and social science principles for occupational therapy</p> <p>15.2 Conceptual models in occupational therapy</p> <p>15.4 Learning about action, action-theoretical approaches</p> <p><b>#22 Prevention and rehabilitation</b> (40 h)</p> <p>22.1 Theoretical principles of prevention and practical application</p>

	<p>22.2 Use of occupational therapy methods in prevention; practical application</p> <p>22.3 Basic theoretical principles of rehabilitation</p> <p>22.4 Introduction to rehabilitation psychology</p> <p>22.5 Goals of rehabilitation in consideration of the different disabilities</p> <p>22.6 Rehabilitation facilities and services</p> <p>22.7 Rehabilitation planning in an interdisciplinary team</p>
<b>Type of course(s):</b>	Seminar
<b>Types of learning:</b>	<p>Attendance time: Small group work, work with historical materials of occupational therapy, case work</p> <p>Home study: Study of literature, case studies</p>
<b>Requirements for awarding credits (module examination, scope and duration of the examination):</b>	Written exam, oral examination, portfolio, case study, poster presentation
<b>Use of the module</b>	<i>Specifically occupational therapy</i>
<b>Basic literature:</b>	<p>Jerosch-Herold et al. (2011) Konzeptionelle Modelle für die ergotherapeutische Praxis.</p> <p>Specialist journals: USA, Canada, Scandinavia, GB, Australia, Occupational Therapy &amp; Rehabilitation magazine</p> <p>and other current literature</p>

<b>Module:</b> M8-IL	<b>Module name:</b> Job-relevant conditions/methodical-controlled action (OT)		
<b>Responsible for module:</b> Prof. Dr. Ulrike Marotzki (HAWK), Birthe Schön, MSc., (HNS), Wiebke Flotho, MSc. (ASS)			
<b>Qualification level:</b> Bachelor		<b>Year of training</b> 1	<b>Type of module:</b> Compulsory module
<b>Credit points:</b> 6 ECTS	<b>Total workload:</b> 180 h		<b>of that attendance time:</b> 140 h (9.3 SWS)
			<b>of that home study</b> 40 h
<b>Duration and frequency:</b> one semester, annually	<b>Prerequisites:</b> Co-op students in guest student status		<b>Language:</b> German
			<b>Planned group size:</b> 20
<b>Qualification goals / competencies</b> Overarching program objectives: 1, 2, 5	<p>ENOTHE fields of competence: "Research and Development in Occupational Therapy and Occupational Science Management" and "Public Relations in Occupational Therapy"</p> <p>Students formulate professionally relevant questions on the basis of their specialist knowledge and independently research the scientific literature and other relevant sources of information that are useful for answering these questions. They deal critically with specialist literature and other sources of information. They increase their knowledge of action/activity and occupational therapy professional practice and incorporate this – including client involvement where appropriate – into the ongoing process of quality assurance of the occupational therapy process. Their responsible actions include lifelong learning activities and are demonstrated by their proactive role in the development and improvement of occupational therapy.</p> <p>They communicate their work results and other professional content appropriately to various audiences. They integrate others into rational and reasoned discussion about action/activity in occupational therapy.</p> <p>Students act in accordance with relevant legislation and regulations and select focal points of occupational therapy services. This takes into account current developments in healthcare, society and legislation, as well as ethical principles.</p>		
<b>Module contents:</b>	<p><b>Contents according to ErgThAprV</b></p> <p><b>1 Professional, legal, and governmental studies</b></p> <p><b>1.1</b> Professional knowledge and ethics, history of the profession</p> <p><b>1.2</b> The healthcare system in the Federal Republic of Germany and international cooperation in the healthcare system, including the health programs of international organizations such as the World Health Organization and the Council of Europe</p> <p><b>1.3</b> Current professional and health policy issues</p> <p><b>1.4</b> Occupational therapist law; legal regulations for other healthcare professions and their differentiation from each other</p> <p><b>1.5</b> Labor and professional regulations, insofar as they are relevant to the practice of the profession</p> <p><b>1.6</b> Introduction to labor and occupational safety law</p> <p><b>1.7</b> Introduction to social and rehabilitation law</p> <p><b>1.8</b> Introduction to hospital and epidemic law as well as drug and narcotics law</p> <p><b>1.9</b> Criminal law, civil law and public law regulations relevant to the practice of</p>		



	the profession; legal status of the patient or his or her legal guardians, data protection
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	<p>1.10 The foundations of the state order in the Federal Republic of Germany</p> <p><b>2 Job-related language, Introduction to academic writing, research</b></p> <p>2.1 Introduction to job-related terminology</p> <p>2.2 Reporting and describing</p> <p>2.3 Evaluation and characterization</p> <p>2.4 Presenting and arguing</p> <p>2.5 Introduction to statistics and job-related application</p> <p>2.6 Specialized English</p> <p>2.7 Use and evaluation of German and foreign-language specialist literature</p> <p>2.8 Preparation of a written paper based on the investigation of a problem</p> <p><b>10 Psychology and educational science</b></p> <p>10.1.2 Teaching and learning in reference to educational science</p> <p>10.3.2 Thought and language</p> <p>10.3.3 Learning including social learning</p> <p><b>15 Basic principles of occupational therapy</b></p> <p>15.11 Basic principles of quality assurance; structure, process and result quality</p>
<b>Type of course(s):</b>	Seminar
<b>Types of learning:</b>	<p>Attendance time: Small group work, case study work</p> <p>Home study: Study of literature, case studies</p>
<b>Requirements for awarding credits (module examination, scope and duration of the examination):</b>	Written examination, term paper, portfolio, case study, poster presentation, seminar presentation
<b>Use of the module</b>	<i>Specifically occupational therapy</i>
<b>Basic literature:</b>	<p>Jerosch-Herold et al. (2011) Konzeptionelle Modelle für die ergotherapeutische Praxis.</p> <p>Specialist journals: USA, Canada, Scandinavia, GB, Australia magazine Occupational Therapy &amp; Rehabilitation</p> <p>and other current literature</p>

<b>Module:</b> M9-IL	<b>Module name:</b> Professional relationships, partnerships and collaboration (OT)		
<b>Responsible for module:</b> Prof. Dr. Ulrike Marotzki (HAWK), Birthe Schön, MSc., (HNS), Wiebke Flotho, MSc. (ASS)			
<b>Qualification level:</b> Bachelor		<b>Year of training</b> 1	<b>Type of module:</b> Compulsory module
<b>Credit points:</b> 6 ECTS	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 140 h (9.3 SWS)	
		<b>of that home study</b> 40 h	
<b>Duration and frequency:</b> one semester, annually	<b>Prerequisites:</b> Co-op students in guest student status	<b>Language:</b> German	
<b>Qualification goals / competencies</b>  Overarching learning objectives: 1, 2, 5	<p>ENOTHE field of competence: "Professional relationships, partnerships and collaboration"</p> <p>Students establish and maintain a therapeutic relationship as the foundation of the occupational therapy process. They work in partnership with clients, caregivers, team members, and other stakeholders to consult on how to facilitate action/activity and participation. They act according to the principles of client-centered practice and select appropriate theories, practice models and methods to enable action/activity and to meet the desire for good health. They also refer to the relationship between action/activity performance, health, and well-being.</p> <p>Students analyze their knowledge of action/activity in the context of a changing society and are aware of individual differences, cultural beliefs, habits and their influence on action/activity and participation. They take into account the social influences on health and illness as well as the social circumstances of the clients. They advocate for occupational justice and enable accessible and adaptable living environments.</p>		
<b>Module contents:</b>	<p><b>Contents according to ErgThAprV</b></p> <p><b>10 Psychology and educational science</b></p> <p>10.4.3 Interaction in groups</p> <p><b>12 Medical sociology and gerontology</b></p> <p>12.1.1 Natural and social science understanding of illness</p> <p>12.1.2 Institutional sociology and role sociology</p> <p>12.1.3 Social evaluation of chronic illness and disability</p> <p>12.1.4 Processing and coping with illness and disability</p> <p><b>15 Basic principles of occupational therapy</b></p>		

	<p>15.5 Communication and instruction</p> <p>15.6 Basic principles of therapeutic work in groups</p> <p>15.7 Introduction to client-centered counseling</p> <p>15.10 Support, counseling and inclusion of family members in the therapy</p> <p>15.12 Key qualifications for team work</p>
<b>Type of course(s):</b>	Seminar
<b>Types of learning:</b>	<p>Attendance time: Small group work, case study work</p> <p>Home study: Study of literature, case studies</p>
<b>Requirements for awarding credits (module examination, scope and duration of the examination):</b>	Written exam, term paper, oral exam, case study, seminar presentation
<b>Use of the module</b>	<i>Specifically occupational therapy</i>
<b>Basic literature:</b>	<p>Specialist journals: USA, Canada, Scandinavia, GB, Australia magazine Occupational Therapy &amp; Rehabilitation</p> <p>and other current literature</p>

**5 2nd study phase:**  
**Module block 'Disciplinary perspectives and interprofessional context'**

<b>Module:</b> 1.1 ET	<b>Module name:</b> Theory and history of occupational therapy	
<b>Responsible for module:</b> Prof. Dr. Ulrike Marotzki		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 4	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study</b> 120 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 25 <b>Weight of the grade:</b> 0.025
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 1, 2, 5</p> <p>Students</p> <ul style="list-style-type: none"> <li>- have in-depth knowledge of the historical development of German occupational therapy, can describe it and relate it to social and health policy developments in post-war Germany,</li> <li>- have in-depth knowledge of occupational therapy models as well as resources and barriers to implement them in therapeutic practice,</li> <li>- have basic knowledge of occupational science, programmatic and research fields.</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>- History of German occupational therapy and international developments in the profession</li> <li>- Key terms and models of occupational therapy from the German- and English-speaking language areas</li> <li>- Studies on the implementation of occupational therapy models and programs in actual practice</li> <li>- Basic principles of occupational science, fields of research</li> </ul>	
<b>Type of course</b>	Seminar	
<b>Types of learning</b>	<p>Small group work, work with historical materials in occupational therapy, case work</p> <p>Home study: Literature work</p>	
<b>Module exam</b>	Seminar paper, term paper, case study, oral examination	
<b>Use of the module</b>	The module can only be used in the ELP and BiG Bachelor's degree programs specific to the discipline of occupational therapy.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<p><b>(Basic) literature</b></p>	<p>Townsend E., Polatajko H. (2008). Enabling Occupation II. Ottawa: CAOT Publications, ACE.</p> <p>Jerosch-Herold et al. (2011) Konzeptionelle Modelle für die ergotherapeutische Praxis.</p> <p>Zemke, R., Clark, F. (Ed.)(1996) Occupational Science. The Evolving Discipline. Philadelphia: F.A. Davis</p> <ul style="list-style-type: none"> <li>▪ All issues of the magazine Occupational Therapy &amp; Rehabilitation</li> <li>▪ Specialist journals: USA, Canada, Scandinavia, GB, Australia</li> <li>▪ And other current literature</li> </ul>
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<b>Module:</b> 1.1 CP	<b>Module name:</b> Theory and history of speech therapy	
<b>Responsible for module:</b> Prof. Dr. Ulla Beushausen		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 4	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study:</b> 120 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 25 <b>Weight of the grade:</b> 0.025
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 1, 2, 5</p> <p>Students</p> <ul style="list-style-type: none"> <li>- have in-depth knowledge of the historical development of German speech therapy, can describe and analyze it and classify it in the context of international developments,</li> <li>- are able to trace the historical development of speech therapy terms,</li> <li>- know the reference sciences of speech therapy and are able to analyze their terminology as well as to assign important theories relevant to speech therapy to the reference sciences,</li> <li>- know different diagnostic approaches that are used in speech therapy practice. They are able to analyze their advantages and disadvantages as well as their suitability for different patients,</li> <li>- know the basics of test theory and test design and can apply them to common speech therapy diagnostic instruments as well as interpret and evaluate results in the field of test statistics.</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Key terms and models of speech therapy from the German and English language areas (linguistics, educational science, psychology, medicine)</li> <li>• Systematics of the speech therapy subject area</li> <li>• Informal and standardized testing procedures</li> <li>• Terms of diagnostic and test theory and statistics</li> <li>• Historical milestones in speech therapy</li> </ul>	
<b>Type of course</b>	Seminar	
<b>Types of learning</b>	<p>Lecture, small group work, presentation of work findings in the plenary, exercises on test statistics</p> <p>Home study: Test reviews, test taking, literature study</p>	
<b>Module exam</b>	Seminar paper, term paper, case study, oral examination	
<b>Use of the module</b>	The module can only be used in the ELP and BiG Bachelor's degree programs specific to the discipline of speech therapy.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	



<p><b>(Basic) literature</b></p>	<p>Beushausen, U. (2007). Testhandbuch Sprache. Bern: Huber.</p> <p>Owens R., Metz D, Fariella K. (2014). Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective. 5 Aufl. Allyn &amp; Bacon Communication Sciences and Disorders.</p> <p>Thiele, A. (2008). From the history of speech therapy: Von der Antike bis zur Gegenwart Taschenbuch. VDM-Verlag Müller</p>
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<b>Module:</b> 1.1 PT	<b>Module name:</b> Theory and history of physiotherapy	
<b>Responsible for module:</b> Prof. Dr. Annette Probst		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 4	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study</b> 120 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 25 <b>Weight of the grade:</b> 0.025
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 1, 2, 5</p> <p>Students</p> <ul style="list-style-type: none"> <li>• are familiar with the meaning and function of physiotherapeutic terminology, key terms and definitions, and apply them to their professional problems in various fields of activity,</li> <li>• know the structure, function and focus of physiotherapeutic models and apply them to problems in actual practice. They are able to analyze problems of transferability of English-language models to the German context,</li> <li>• have in-depth knowledge of the historical development of physiotherapy, are able to describe and analyze it and classify it in the context of international developments.</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Key terms used in physiotherapy from the German and English language areas (pathokinesiology, movement, movement action, etc.).</li> <li>• Systematics of the physiotherapeutic subject area</li> <li>• Models of physiotherapy (Hislop, Cott et al., Hüter-Becker, Probst)</li> <li>• Client-centered/patient-oriented perspective in the physiotherapeutic process</li> <li>• Basic sociological and health-scientific principles of physiotherapy</li> <li>• History of German physiotherapy and international developments in the physiotherapeutic profession</li> </ul>	
<b>Type of course(s)</b>	Seminar	
<b>Types of learning</b>	Lecture, seminar group work, case study work	
<b>Module exam</b>	Seminar paper, term paper, case study, oral examination	
<b>Use of the module</b>	The module can only be used in the ELP and BiG Bachelor's degree programs specific to the discipline of physiotherapy.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<p><b>(Basic) literature</b></p>	<p>Cott C.A. et al. (1995). The Movement Continuum Theory for Physiotherapy. In: Physiotherapy Canada, 47 (2), pg. 87-94.</p> <p>Hislop H.J. (1975). The Not-So-Impossible Dream. In: Physical Therapy, 10, S. 1069-1080.</p> <p>Hüter-Becker A. (1997). Ein neues Denkmodell für die Physiotherapie. In: Krankengymnastik, 49 (4), pg. 565-569.</p> <p>Probst A. (2007). Modell der menschlichen Bewegung in der Physiotherapie. In: physioscience, 3, pg. 131-135.</p> <p>Schiller S. (2013). Zur Professionsgeschichte der deutschen Physiotherapie aus Genderperspektive. In: U. Bohle u.a. (Hrsg.). Transdisziplinäre Perspektiven der Geschlechterforschung. Münster: LIT-Verl. Pg. 309-334</p>
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<b>Module:</b> 1.2 ET	<b>Module name:</b> Therapeutic fields of action in occupational therapy	
<b>Responsible for module:</b> Prof. Dr. Ulrike Marotzki		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 5	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study</b> 120 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 25 <b>Weight of the grade:</b> 0.025
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 1, 2, 5</p> <p>Students</p> <ul style="list-style-type: none"> <li>- concretize the occupational therapy process in occupational therapy fields of action for clients of different ages and target groups in a client- and activity-oriented manner,</li> <li>- relate occupational therapy tasks to both the target group's individual needs and (multi-professional) structures, and thus participate in theory-practice transfer in a well-founded manner,</li> <li>- name the main problems in the work with clients in the respective fields of activity (counseling and involvement of family members, ethical issues, therapeutic framework),</li> <li>- select assessments according to the field of activity and problem and apply them appropriately,</li> <li>- are able to develop ideas for new forms of services in the field of occupational therapy, taking into account relevant developments in society, the healthcare system, the profession, technology/media, target groups, etc.,</li> <li>- are familiar with contemporary, current, evidence-based forms of occupational therapy intervention.</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>- Contents and concepts of the fields of activity of occupational therapy, in particular the work with children and adults with restrictions of activities and occupations, e.g. due to physical, mental or age-related problems</li> <li>- Occupational therapeutic assessments</li> <li>- Approaches to health promotion and prevention</li> <li>- Methods for the conception and evaluation of therapeutic processes and projects</li> </ul>	
<b>Type of course (s)</b>	Seminar	
<b>Types of learning</b>	Case study work, small group work, presentation of work findings in the plenary, exercises on the application of assessment Home study: Study of literature	
<b>Module exam</b>	Written exam, seminar paper, term paper, case study, oral examination	

<b>Use of the module</b>	The module can only be used in the ELP and BiG Bachelor's degree programs specific to the discipline of occupational therapy.
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<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination
<b>Basic literature</b>	<ul style="list-style-type: none"><li>▪ Specialist journals: USA, Canada, Scandinavia, GB, Australia</li><li>▪ And other current literature</li></ul>

<b>Module:</b> 1.2 CP	<b>Module name:</b> Therapeutic fields of action in speech therapy	
<b>Responsible for module:</b> Prof. Dr. Ulla Beushausen		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 5	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study:</b> 120 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 25 <b>Weight of the grade:</b> 0.025
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 1, 2, 5</p> <p>Students</p> <ul style="list-style-type: none"> <li>• are able to specify speech therapy fields of action in the therapeutic process (prevention, counseling, diagnostics, therapy) across different age and target groups as well as settings,</li> <li>• are able to name the main problems and treatment procedures involved in the respective field of speech therapy,</li> <li>• are able to select and apply informal testing procedures and tests in relation to fields of activity and problems,</li> <li>• are able to develop ideas for new forms of services in the field of speech therapy,</li> <li>• are able to work independently on questions arising in the fields of action using selected, previously taught evaluation methods.</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• New fields of speech therapy from the German-speaking and Anglo-American language areas (e.g., including speech therapy in schools, speech promotion, telehealth, geriatric issues (dementia), swallowing and feeding disorders, multilingualism)</li> <li>• Systematics of the speech therapy subject area</li> <li>• Methods for the evaluation of projects</li> <li>• Execution of small-scale projects</li> </ul>	
<b>Type of course(s)</b>	Seminar	
<b>Types of learning</b>	Lecture, small group work, presentation of work findings in the plenary Home study: Study of literature	
<b>Module exam</b>	Seminar paper, term paper, presentation, case study, oral examination	
<b>Use of the module</b>	The module can only be used in the ELP and BiG Bachelor's degree programs specific to the discipline of speech therapy.	
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination	

<b>(Basic) literature</b>	<p>Beushausen, U. (2009). Entscheidungsfindung in der Sprachtherapie. München. Elsevier</p> <p>Beushausen, U., Klein, S. (2015). Sprachförderung. Schulz-Kirchner. Idstein, 3. überarbeitete Auflage.</p> <p>Ehlert, H., Beushausen, U. (2014). Erfolgreiche Sprachförderung in der Kita. Schulz-Kirchner Verlag.</p> <p>Beushausen, U, Grötzbach, H. (11/2011): Evidenz-basierte Sprachtherapie. Grundlagen und Praxis. München. Elsevier.</p>
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	<p>Beushausen, U., Haug, C. (2011). Stimmstörungen bei Kindern. Reihe (Hrsg: Grohnfeldt, M.): Praxis der Sprachtherapie und Sprachheilpädagogik. Ernst-Reinhardt-Verlag. München.</p> <p>Ehlert, H., Beushausen, U. (2014). Erfolgreiche Sprachförderung in der Kita. Schulz-Kirchner Verlag.</p> <p>Lubinski R., Hudson, M. (2012). Professional issues in speech language pathology and audiology. 5th edition San Diego: Sing. Publ.</p>
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<b>Module:</b> 1.2 PT	<b>Module name:</b> Therapeutic fields of action in occupational therapy		
<b>Responsible for module:</b> Prof. Dr. Annette Probst			
<b>Qualification level:</b> Bachelor		<b>Study half year:</b> 5	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h		<b>of that attendance time:</b> 60 h
			<b>of that home study</b> 120 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 25 <b>Weight of the grade:</b> 0.025	
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 1, 2, 5</p> <p>Students</p> <ul style="list-style-type: none"> <li>- are able to analyze and describe physiotherapeutic fields of action systematically on the levels of structures and framework conditions, therapeutic process and physiotherapeutic intervention,</li> <li>- are able to name problems in the respective physiotherapeutic field of action in curation, rehabilitation, palliation, health promotion and prevention across different life spans and settings and to derive interventions appropriate to the target group,</li> <li>- are able to describe the requirements of interaction work in physiotherapeutic fields of activity and apply selected methodical procedures within the framework of target agreement and the establishment of cooperation in practice,</li> <li>- are able to select and apply assessments and tests for the preparation of a physiotherapeutic diagnosis in a field of activity and problem-related manner,</li> <li>- are able to develop innovative ideas for the conception and evaluation of offers in physiotherapeutic fields of action.</li> </ul>		
<b>Module contents</b>	<ul style="list-style-type: none"> <li>- Systematization of physiotherapeutic fields of action (structures and framework, therapeutic process, physiotherapeutic intervention)</li> <li>- Interaction work in the physiotherapeutic process</li> <li>- Specifics of a physiotherapeutic diagnosis</li> <li>- Frame of reference for physiotherapeutic assessments</li> <li>- Methods for the conception and evaluation of projects</li> </ul>		
<b>Type of course(s)</b>	Seminar		
<b>Types of learning</b>	Lecture, seminar group work, development and execution of projects		
<b>Module exam</b>	Seminar paper, term paper, presentation, case study, oral examination		
<b>Use of the module</b>	The module can only be used in the ELP and BiG Bachelor's degree programs specific to the discipline of physiotherapy.		
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination		

<p><b>(Basic) literature</b></p>	<p>Barnard R.A., Cruice M.N., Playford E.D. (2010). Strategies Used in the Pursuit of Achievability During Goal Setting in Rehabilitation. In: Qualitative Health Research, 20 (2), pg. 239 – 250.</p> <p>Böhle F, Stöger U, Wehrich M (2015). Designing interaction work. Suggestions and perspectives for human service work. Berlin: sigma.</p> <p>European Region WCPT (2003). European Physiotherapy Benchmark Statement. Adopted Final Version.</p> <p>Probst A, Kösling A (2008). "Jeder erwachsene Mann war auch mal Sohn" – Die Bedeutung der Kategorie Geschlecht in den Gesundheitsfachberufen. In: Haasper, I, Jansen-Schulz (Hg.): Key Competence: Gender. Münster: LIT Verlag, 231- 251.</p> <p>Probst A. (2012). Bedeutung von Berührung und Körperkontakt für das Arbeitshandeln von Therapeuten und Therapeutinnen in somatisch orientierten Therapien. In: Schmidt, R-B, Schetsche M (Hg.): Körperkontakt. Interdisziplinäre Erkundungen. Gießen: Psychosozial-Verlag, 183 – 199.</p> <p>Steenbeek D., Ketelaar M., Galama K. (2008). Goal Attainment Scaling in paediatric rehabilitation: a report on clinical training of an interdisciplinary team. In: Child: care, health and development, 34 (4), pg. 521-529.</p>
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<b>Module:</b> 1.3	<b>Module name:</b> (Inter-)Professional thinking, reasoning and decision-making	
<b>Responsible for module:</b> Prof. Dr. Ulla Beushausen		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 4	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 9	<b>Total workload:</b> 270 h	<b>of that attendance time:</b> 90 h
		<b>of that home study</b> 180 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 75 <b>Weight of the grade:</b> 0.0375
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 1, 2, 5</p> <p>Students</p> <ul style="list-style-type: none"> <li>- are familiar with various types and models of clinical reasoning (CR) from different disciplines,</li> <li>- consciously use forms of CR in their work with clients in order to perceive problems in a differentiated way,</li> <li>- reflect on their therapeutic approach against the background of a client-centered perspective and can make this transparent,</li> <li>- critically examine their own learning, thinking and decision-making processes,</li> <li>- are familiar with typical problem situations and strategies for overcoming them in therapeutic practice,</li> <li>- develop awareness of their own strengths and limitations and the need to continually update their own knowledge for therapeutic work,</li> <li>- know and take into account client preferences in their significance for the evidence-based nature of therapeutic action,</li> <li>- draw appropriate conclusions from internal and external evidence and embed them in the CR process,</li> <li>- implement conclusions from evidence-based practice and evidence-based research into the CR process,</li> <li>- know central aspects of cooperation and teamwork both between the therapy professions and with other related disciplines and understand the importance of interprofessional cooperation against the background of societal requirements,</li> <li>- know and understand the importance of the ICF for professional action and the professionalization of the therapy professions,</li> <li>- are able to justify interprofessionally developed therapeutic options in a comprehensible manner,</li> <li>- know and understand central aspects of interprofessionalism that are important for therapeutic action and the professionalization of the therapy professions,</li> <li>- are able to communicate, justify and decide in a case-oriented manner in an interprofessional team.</li> </ul>	

<b>Module contents</b>	<ul style="list-style-type: none"> <li>- Introduction to clinical reasoning (CR)</li> <li>- Approaches used in clinical reasoning</li> <li>- Forms of clinical reasoning</li> <li>- Conceptual principles of evidence-based practice</li> <li>- Methods of self-reflection/supervision</li> <li>- Consultations with colleagues</li> <li>- Introduction to ICF/ICD</li> <li>- Team work and key competencies in interprofessional collaboration</li> <li>- Case work (communicating and deciding) in an interdisciplinary team</li> </ul>
<b>Type of course(s)</b>	Seminar
<b>Types of learning</b>	Lecture, group work, exercises, problem-oriented learning based on case studies, role play, presentation and discussion of work results in plenary, lecture, case analysis, poster preparation and poster presentation
<b>Module exam</b>	Seminar paper, term paper, case study, poster presentation
<b>Use of the module</b>	The module is related to the modules "Methodological Principles of Evidence-Based Practice" and "Therapeutic Fields of Action". The module is not suitable for use outside the ELP and BiG Bachelor's degree programs.
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination
<b>(Basic) literature</b>	<p>Beushausen, U. (2009). <i>Therapeutische Entscheidungsfindung in der Sprachtherapie: Grundlagen und 14 Fallbeispiele</i>: Elsevier, Urban&amp;FischerVerlag.</p> <p>Borgetto, B., Max, M., Tomlin, G., Gantschnig, B.E., Schiller, S. &amp; Pflingsten, A. (2017). Die Forschungspyramide - Teil 1: Theoretische und konzeptionelle Grundlagen: <i>ergoscience</i>, 12(2): 46-55</p> <p>Klemme, B., Siegmann, G., Köster, J., Kruse, A. &amp; Kunze, K. (2014). <i>Clinical Reasoning: Therapeutische Denkprozesse lernen</i>: Thieme.</p> <p>Schuntermann, M. (2009). <i>Einführung in die ICF</i>. 3. Auflage. Landsberg: ecomed verlagsgesellschaft.</p> <p>Packard, K., Chelal, H., Maio, A., Doll, J., Furze, J., Huggett, K. et al. (2012). Interprofessional team reasoning framework as a tool for case study analysis with health professions students: A randomized study. <i>Journal of Research in Interprofessional Practice and Education</i>, 2(3).</p> <p>Vollmer A. (2016a). <i>Interprofessionelle Kooperation</i>. M. Dick, W. Marotzki, H. Mieg (Hrsg.), <i>Handbuch Professionsentwicklung</i>. Heilbronn: Verlag Julius Klinkhardt.</p> <p>Vollmer A. (2016b). <i>Konstruktive Kontroverse</i>. M. Dick, W. Marotzki, H. Mieg (Hrsg.), <i>Handbuch Professionsentwicklung</i>. Heilbronn: Verlag Julius Klinkhardt.</p>

<b>Module:</b> 1.4	<b>Module name:</b> Ethics and diversity	
<b>Responsible for module:</b> Dr. Sandra Schiller		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 5	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study:</b> 120 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 75 <b>Weight of the grade:</b> 0.025
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 1, 2, 5</p> <p>Students</p> <ul style="list-style-type: none"> <li>- know central aspects of professional ethics and understand the importance of an ethical perspective for professional action and the professionalization of the therapy professions,</li> <li>- know and understand central aspects of gender mainstreaming that are important for therapeutic action and the professionalization of the therapy professions,</li> <li>- acquire a theoretically well-founded knowledge of the significance of culture as a framework condition of therapeutic action, which influences (individual and collective) health behavior as well as the offer of health services,</li> <li>- understand the importance of a diversity-sensitive perspective in their professional actions,</li> <li>- understand ethically reflected and diversity-sensitive practice on an individual and institutional level as a quality standard of therapeutic intervention,</li> <li>- anchor the importance of a diversity-sensitive perspective in the socioeconomic context of healthcare and reflect on it accordingly.</li> </ul> <p>Students are able to</p> <ul style="list-style-type: none"> <li>- analyze an ethical case history with the help of a process model individually and in a team discussion in a structured manner and justify the preferred course(s) of action in a comprehensible manner,</li> <li>- adopt an ethical and diversity-sensitive perspective in their professional activities and critically reflect on their own decisions,</li> <li>- describe everyday practices on the basis of case histories and analyze them in terms of "doing/undoing gender" and other diversity characteristics,</li> <li>- critically reflect on their own culturally shaped perceptions as a basis for developing diversity-sensitive competencies in dealing with clients.</li> </ul>	

<b>Module contents</b>	<p>This course provides an introduction to or reinforcement of knowledge of professional ethics (central concepts and ideas; content and function of professional codes, ethical reasoning/ethical decision making) as a guide to professional action and as a critical perspective on the context of the health professions. The course deals with central terms and concepts from gender mainstreaming and intersectionality and examines gender bias in research.</p> <p>The course provides an ethically reflected and diversity-sensitive perspective for professional action. Accordingly, the focus is on the one hand on the development of theoretical backgrounds (understanding of diversity categories such as gender, importance of socio-psychological identity processes, socio-economic factors) and on the other hand on the reflection of one's own professional practice with regard to the development or application of diversity-sensitive competencies. This relates to the level of the individual therapist, but also brings them into the broader context of the healthcare organization. In addition, students can be given the opportunity to test the practical relevance of the theoretical content within the framework of small projects.</p>
<b>Type of course(s)</b>	<p>Seminar, lecture, exercise</p> <p>Depending on the number of students in the respective group, the aim is to support individual reflection processes through the combination of lecture, seminar and exercise components in different group sizes.</p>
<b>Types of learning</b>	<p>Lecture, seminar group work, case analysis, presentation and discussion of work results in the plenum; practical tasks within the framework of projects, discussions with experts, excursions</p>
<b>Module exam</b>	<p>Case study, term paper, presentation, empirical project, practical/project report</p>
<b>Use of the module</b>	<p>The module complements the single-discipline modules in terms of developing an ethical and diversity-sensitive reflective capacity towards one's own professional practice and in terms of critical reflection on single-discipline parameters.</p> <p>The module can also be used in other study programs, provided that an ethically sound, diversity-sensitive reflection of the professional environment of the healthcare professions in the German healthcare system is relevant for them.</p>
<b>Prerequisite for awarding CPs</b>	<p>Completion of the course work and a passing grade for the module examination</p>

<p><b>(Basic) literature</b></p>	<p>Black, R. M. &amp; Wells, S. A. (2007). Culture &amp; Occupation: A Model of Empowerment in Occupational Therapy. Bethesda, Md.: AOTA.</p> <p>Domenig, D. &amp; Cattacin, S. (Hrsg.) (2015). Gerechte Gesundheit: Grundlagen, Analysen, Management. Bern: Hogrefe.</p> <p>Kuhlmann, E. &amp; Kolip, P. (2005). Gender und Public Health. Grundlegende Orientierungen für Forschung, Praxis und Politik. Weinheim, München: Juventa.</p> <p>Schröder-Bäck, P. &amp; Kuhn, J. (Hrsg.). Ethik in den Gesundheitswissenschaften: Eine Einführung. Weinheim: Beltz, 2016.</p>
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	<p>Steinkamp, N. &amp; Gordijn, B. (2010). Ethik in Klinik und Pflegeeinrichtung: Ein Arbeitsbuch. 3., überarb. Aufl. Köln: Luchterhand.</p> <p>Van Keuk, E. et al. (Hrsg.) (2011). Diversity: Transkulturelle Kompetenz in klinischen und sozialen Arbeitsfeldern. Stuttgart: Kohlhammer.</p>
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<b>Module:</b> 1.5	<b>Module name:</b> Specialized English	
<b>Responsible for module:</b> Dr. Sandra Schiller		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 4	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study:</b> 60 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> English <b>Planned group size:</b> 20 <b>Weight of the grade:</b> n.b.
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives:</p> <p>2, 5, 5 Students know</p> <ul style="list-style-type: none"> <li>- reading strategies for English language texts and key reference materials,</li> <li>- the relevant basic academic vocabulary,</li> <li>- relevant basic job-related vocabulary.</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>- test and expand their own language potential (especially with regard to job-related vocabulary).</li> </ul> <p>Students are able to</p> <ul style="list-style-type: none"> <li>- read and understand specialized and multisingle-discipline texts with the help of appropriate reading strategies,</li> <li>- make own contributions in discussions of subject-specific or interdisciplinary issues (also in the form of short presentations),</li> <li>- communicate in English in basic language situations of client care.</li> </ul> <p>Since relevant literature in the healthcare professions is predominantly published in English, students at the Bachelor's level must already develop the competence to read English-language literature with a good understanding of the text and efficient time management. In addition, students gain initial insight into the professional context of healthcare professions in English-speaking countries.</p> <p>The seminar teaches basic job-related language skills, which are built upon in the English-language elective courses with advanced, topic-specific reading and discussion or with further development of basic professional language skills.</p>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Introduction to reading strategies and to the use of key subject-specific and general language reference materials</li> <li>• Reading and discussion of English-language texts on subject-specific and multisingle-discipline issues</li> <li>• Basic features of professional communication in everyday working life</li> <li>• Teaching of introductory job-related vocabulary through text examples and language exercises</li> </ul>	

<b>Type of course(s)</b>	Seminar The seminar serves to train and improve language skills in English, as they are required for studying at the Bachelor level and for the everyday working world.
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<b>Types of learning</b>	Lecture, seminar group work, exercises, presentation and discussion of work results
<b>Module exam</b>	Portfolio
<b>Use of the module</b>	The module supports students in improving their active and passive English language skills in a professional context. In this way, it facilitates the use of English-language literature in other modules and the development of an international perspective in the therapy professions.
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination
<b>(Basic) literature</b>	Schiller S. (2011). Specialized English in the health professions 3. Aufl. Heidelberg u.a.: Springer.

**6 2nd study phase: Module block 'Methodical-controlled action'**

<b>Module:</b> 2.1	<b>Module name:</b> Methodological principles of evidence-based practice	
<b>Responsible for module:</b> Prof. Dr. Bernhard Borgetto, Prof. Dr. Ulrike Marotzki		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 4	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study:</b> 120 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 75 <b>Weight of the grade:</b> 0.025

<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 2, 3, 5</p> <p>Students are able to integrate practice and science in therapeutic activities and, on this basis, to further develop their own services in a reflective and evidence-based manner. They know the strengths and weaknesses of the most important research approaches and are able to evaluate the validity of empirical studies according to the most important criteria and to carry out simpler research projects themselves.</p> <p>Students</p> <ul style="list-style-type: none"> <li>- know the basics of science and epistemology,</li> <li>- are able to work academically in a formally correct manner,</li> <li>- know the basics of scientific logic and discourse,</li> <li>- understand the significance of research findings (external evidence) for practical application,</li> <li>- develop practice-appropriate questions and search strategies for selected problems,</li> <li>- critically evaluate the relevant literature,</li> <li>- draw appropriate conclusions from external evidence and embed them in the clinical reasoning process.</li> </ul> <p>In this context, students are familiar with the basic features of the research process, the most important study designs, and the function of quantitative and qualitative research methods.</p> <p>Students master descriptive statistics and the basic features of inferential statistics. They</p> <ul style="list-style-type: none"> <li>- understand the statistical characteristics of descriptive statistics,</li> <li>- understand statistical hypothesis testing,</li> <li>- are able to assess the suitability of the above-mentioned statistical methods.</li> </ul> <p>Students master the most important forms of qualitative interviews and the basic features of other methods of interpretative social and health research. They</p> <ul style="list-style-type: none"> <li>- know procedures of content analysis, data coding and category formation,</li> <li>- are able to assess the suitability of the above-mentioned statistical methods.</li> </ul> <p>Thus, graduates can competently perform tasks in documentation and quality management, collect qualitative and quantitative data, participate in research tasks, assess the significance of studies and take study findings into account in clinical decision-making.</p>
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<b>Module contents</b>	<p>Course conceptual basics</p> <ul style="list-style-type: none"> <li>- Definition, origins, and basic principles of evidence-based practice</li> <li>- External and internal evidence</li> <li>- An overview of the research process</li> <li>- Evaluating external evidence</li> <li>- Producing external evidence</li> <li>- Examples and ways to implement evidence-based practice</li> <li>- Advantages and disadvantages of evidence-based practice</li> </ul> <p>Course Basic Methodological Principles: Statistics</p> <ul style="list-style-type: none"> <li>- Definition, origins, and basic principles of statistical research methods</li> <li>- Scale level, type of variable</li> <li>- Descriptive statistics</li> <li>- Distribution statistics (shape measures, binomial, t-distribution)</li> <li>- Bivariate statistics (correlation analysis)</li> <li>- Basic inferential statistics (hypothesis testing)</li> </ul> <p>Course Basic Methodological Principles: Interpretive research</p> <ul style="list-style-type: none"> <li>- Definition, origins, and basic principles of interpretive research methods</li> <li>- Content analysis of interviews</li> <li>- Data coding</li> <li>- Category formation</li> <li>- Data interpretation</li> </ul>
<b>Type of course</b>	Lecture with exercise
<b>Types of learning</b>	<p>Lecture/active listening, includes seminar group work, exercises with empirical data (SPSS data sets, interview scripts), presentation and discussion of work findings in plenary session</p> <p>Home study: Study of literature, individual exercises, group work</p>
<b>Module exam</b>	Term paper, written exam (3-hour), practical training/project report
<b>Use of the module</b>	The module can be used in health and social studies courses at the university.
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination



<b>(Basic) literature</b>	<p>Borgetto, B., Max, M., Tomlin, G., Gantschnig, B.E., Schiller, S. &amp; Pfingsten, A. (2017). Die Forschungspyramide - Teil 1: Theoretische und konzeptionelle Grundlagen: ergoscience, 12(2): 46-55</p> <p>Borgetto, B., Max, M., Tomlin, G., Gantschnig, B.E., Schiller, S. &amp; Pfingsten, A. (2017). Die Forschungspyramide - Teil 2: Methodologische Grundlagen: ergoscience, 12(3): im Druck.</p>
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	<p>Borgetto, B., Max, M., Tomlin, G., Gantschnig, B.E., Schiller, S. &amp; Pfingsten, A. (2017). Die Forschungspyramide - Teil 3: Grundlagen der praktischen Anwendung: ergoscience, 12(4): im Reviewverfahren.</p> <p>Döring, N. &amp; Bortz, J. (2016). Forschungsmethoden und Evaluation in den Sozial- und Humanwissenschaften. 5. Auflage. Berlin, Heidelberg: Springer.</p> <p>Mayring, P. (2010): Qualitative Inhaltsanalyse. Grundlagen und Techniken. Weinheim, Basel: Beltz</p> <p>Schäfer, A., Schöttker-Königer, T. (2015). Statistik und quantitative Methoden für Gesundheitsfachberufe. Berlin, Heidelberg: Springer.</p>
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<b>Module: 2.2</b>		<b>Module name:</b> Methods workshop	
<b>Responsible for module:</b> Prof. Dr. Bernhard Borgetto			
<b>Qualification level:</b> Bachelor		<b>Study half year:</b> 7	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h		<b>of that attendance time:</b> 60 h
			<b>of that home study:</b> 120 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> Module 2.1: Methodological principles of evidence-based practice		<b>Language:</b> German <b>Planned group size:</b> 1x75, 4x20 <b>Weight of the grade:</b> n.b.
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 2</p> <p>Students</p> <ul style="list-style-type: none"> <li>- know the current topics, issues and trends in the professions and related sciences,</li> <li>- know different types of a Bachelor's thesis,</li> <li>- know the profile of the study program as well as the research focus of the lecturers,</li> <li>- are able to develop their own questions and assign them to the profile of the course,</li> <li>- are able to plan scientific processes for their own questions,</li> <li>- are able to specify their own possible research question for a BA thesis in an exposé, to place it in the current research context and to prepare it, together with a time schedule and a draft outline, for further work in the 8th semester,</li> <li>- are able to apply research techniques,</li> <li>- have strategies for autonomous knowledge and time management as well as planning and problem-solving skills,</li> <li>- have the ability to criticize and deal with conflicts.</li> </ul>		
<b>Module contents</b>	<ul style="list-style-type: none"> <li>- Analysis of national and international research priorities</li> <li>- Research focus of the lecturers in the study program</li> <li>- Introduction to different types of theses and basic procedures</li> <li>- Argumentation patterns and types</li> <li>- Planning of the academic work process, including outline design and choice of methods</li> <li>- Development of your own academic question based on the work, research and study focus of the degree program</li> <li>- Derivation of the research question and the procedure of the study in an exposé</li> </ul>		

<b>Type of course</b>	<p><i>Lecture:</i> The lecture provides an overview of generally relevant and course-specific research foci in the disciplines and related sciences. In addition, different types of and requirements for Bachelor's theses are addressed.</p> <p><i>Small group work:</i> Students develop their own questions, which can be answered in the Bachelor's thesis. The students' own research, the analysis of examples and the practice of time and knowledge management enable the creation of an exposé.</p> <p><i>Exercise:</i> Internet and database research (IDR): guided exercises in a PC pool</p> <p><i>Colloquium:</i> Presentation and justification of the student's own possible Bachelor project</p>
<b>Types of learning</b>	<p><i>Lecture:</i> active listening, independent study of literature, presentation of own work</p> <p><i>Small group work:</i> Individual and group work (including brainstorming, clusters, topic pyramid, argumentation patterns, writing types, discussions, consultation with colleagues) for the development and deepening of each student's own problems, including scientific approaches</p> <p><i>Exercise:</i> Supported research on the research topics of the disciplines and related sciences and on own questions, exemplary learning about methods</p> <p><i>Colloquium:</i> Presentation of student's own Bachelor project, training in argumentation and rhetoric</p>
<b>Module exam</b>	Exposé
<b>Use of the module</b>	The module serves to practice and apply academic techniques, to prepare for the Bachelor's thesis and, due to its specifically therapeutic and reference-scientific topics, is only with difficulty compatible for students from other study programs.
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination

<p><b>(Basic) literature</b></p>	<p>Brezina H., Grillenberger A. (2008). Schritt für Schritt zur wissenschaftlichen Arbeit in Gesundheitsberufen. 2., überarb. und erw. Aufl. Wien: facultas.wuv Universitätsverlag.</p> <p>Gleichstellungsbüro HAWK (2013). Das Gleichstellungsbüro informiert: Geschlechtergerechte Sprache. Hildesheim: Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminden/Göttingen Zugriff am 10.03.2017 auf: <a href="http://www.hawk-hhg.de/gleichstellung/151440.php">http://www.hawk-hhg.de/gleichstellung/151440.php</a>.</p> <p>Grunwald K. (2010). Wissenschaftliches Arbeiten. Grundlagen zu Herangehensweisen, Darstellungsformen und formalen Regeln. Unter Mitarb. von Spitta J. 8., vollständig überarb. und erw. Aufl. Eschborn: Klotz.</p> <p>Hole S., Schiller S. (2010). Studiengänge Ergotherapie, Logopädie, Physiotherapie. Verfassen wissenschaftlicher Arbeiten. Hildesheim: Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminden/Göttingen Zugriff am 10.03.2017 auf: <a href="http://www.hawk-hhg.de/sozialarbeitundgesundheit/185821.php">http://www.hawk-hhg.de/sozialarbeitundgesundheit/185821.php</a></p> <p>Kleibel V., Mayer H. (2011). Literaturrecherche für Gesundheitsberufe. 2., überarb. Aufl. Wien: facultas.</p> <p>Kornmeier M. (2010). Wissenschaftlich schreiben leicht gemacht: für Bachelor, Master und Dissertation. 3. akt. und erw. Aufl. Bern u.a.: Haupt (=UTB; 3154).</p> <p>Panfil E.-M. (Hrsg.) (2013). Wissenschaftliches Arbeiten in der Pflege. Lehr- und Arbeitsbuch für Pflegenden. 2., durchgesehene Aufl. Bern: Huber.</p> <p>Schiller S. (2009). Suche nach externer Evidenz. In: Borgetto B., Siegel A. Gesellschaftliche Rahmenbedingungen der Ergotherapie, Logopädie und Physiotherapie. Eine Einführung in die sozialwissenschaftlichen Grundlagen des beruflichen Handelns. Bern: Huber, S. 180-194.</p> <p>Stickel-Wolf C., Wolf J. (2006). Wissenschaftliches Arbeiten und Lerntechniken: Erfolgreich studieren - gewusst wie! 4. Aufl. Heidelberg: Gabler.</p>
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<b>Module: 2.3</b>	<b>Module name:</b> Bachelor's thesis	
<b>Responsible for module:</b> Prof. Dr. Bernhard Borgetto, Prof. Dr. Barbara Betz		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 8	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 15	<b>Total workload:</b> 450 h	<b>of that attendance time:</b> 15 h
		<b>of that home study</b> 435 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> 228 CP	<b>Language:</b> German <b>Weight of the grade:</b> 0.05
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 2, 3</p> <p>Students are familiar with the current state of research on their topic. On this basis, they develop and operationalize research questions and conceptual considerations for their Bachelor's thesis.</p> <p>In doing so, they build on the following typology of undergraduate theses:</p> <ul style="list-style-type: none"> <li>- Theoretical Work - Developing/critiquing scientific theories (phenomena, relationships, models) or specific viewpoints without reference to practice-oriented concepts based on systematically researched scientific knowledge and literature. Controversial academic standpoints in the subject area are identified, the current state of the academic debate is summarized and supplemented with the student's own positions and conclusions. Attention should be paid to a balanced selection of sources. In the case of topics from the reference sciences (e.g. business administration, health sciences), a reference to the therapeutic health professions should be established.</li> <li>- Conceptual work - Development/critique of practice-oriented concepts/models on the basis of systematically researched scientific findings and theories</li> <li>- Systematic reviews - creation or updating of the state of knowledge on a limited topic on the basis of scientific procedures</li> <li>- Practical Bachelor Theses - (A) Concept and (B) Product (B) e.g. brochures, flyers, posters etc. The conception should meet criteria of a conceptual work incl. literature necessary to justify and produce the product. The question/problem must fit into a theoretical frame of reference.</li> <li>- Empirical work - Creation of new knowledge with scientific research methods</li> <li>- Methodological work - Construction and/or validation of scientific measurement/data collection instruments, testing of interview guidelines</li> </ul> <p>Students are able to critically reflect and theoretically classify the findings of their Bachelor's thesis.</p>	

<b>Module contents</b>	Completion of an academic thesis on an educational science topic related to the respective discipline (O/S/P). This can be, for example, the development of concepts within the framework of curricular development work, a theoretical examination of problems in educational science or a student's own guided and methodically framed empirical pedagogical studies with a qualitative or quantitative approach.
<b>Type of course(s)</b>	Bachelor's workshop (3-4 blocked sessions)
<b>Types of learning</b>	Supervised small group work, presentation and discussion
<b>Module exam</b>	Bachelor's thesis and Bachelor's colloquium
<b>Use of the module</b>	The module is thematically open in principle, and can therefore also be used in other health-related degree programs at the university.
<b>Prerequisite for awarding CPs</b>	Passing grade for the module examination
<b>(Basic) literature</b>	Samac K., Prenner M., Schwetz H. (2009). Die Bachelorarbeit an Universität und Fachhochschule : ein Lehr- und Lernbuch zur Gestaltung wissenschaftlicher Arbeiten. 1. Aufl. Wien: Facultas.wuv.

**7 2nd study phase: Module block 'Social and economic framework conditions'**



<b>Module: 3.1</b>   <b>Module name:</b> Basic principles of health science		
<b>Responsible for module:</b> Prof. Dr. Bernhard Borgetto		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 6	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study:</b> 120 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 40 <b>Weight of the grade:</b> n.b.
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 3, 5</p> <p>Students acquire interdisciplinary competencies for assessing structures and developments in healthcare and health policy.</p> <p>Students</p> <ul style="list-style-type: none"> <li>- know the structure, institutional organization, financing and control relationships of the subsystems and sectors of the healthcare system,</li> <li>- recognize the problems of the supply structures,</li> <li>- assess the consequences of changes for their own professional group,</li> <li>- know the functions, subject matter, goals, actors and control instruments of health policy,</li> <li>- reflect on development lines and strategies of health policy,</li> <li>- assess the relevance of health policy contexts for their own profession and discuss in active participation,</li> <li>- know the most important quality management concepts, QM actors and QM initiatives and their basic concepts and contents,</li> <li>- know the health policy relationship between external evidence and quality outcomes/health economic evaluation.</li> </ul>	
<b>Module contents</b>	<p>Course: Structure of the healthcare system</p> <ul style="list-style-type: none"> <li>• Concept and functions of healthcare</li> <li>• Statutory health insurance</li> <li>• Outpatient medical care, inpatient care, provision of medicines, provision of remedies</li> </ul> <p>Course: Healthcare policy</p> <ul style="list-style-type: none"> <li>• Definition, socio-political guiding principles</li> <li>• Actors in healthcare policy</li> <li>• Health policy problem panorama and possible solutions</li> <li>• Basic principles of quality management in healthcare systems</li> </ul>	
<b>Type of courses</b>	Seminar, lecture with small group work; the module contents are looked at in more depth during exercises in working groups	

<b>Types of learning</b>	<p>Attendance time: Active listening, guided small group work, presentation and discussion of work findings in plenary session</p> <p>Home study: Study of literature, individual exercises, group work</p>
<b>Module exam</b>	Written exam (2-hour), term paper, seminar paper
<b>Use of the module</b>	<p>The module complements the single-discipline modules in relation to the institutional-political framework of professional action.</p> <p>The module can be used with adapted emphasis in all health-related degree programs at the university.</p>
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination
<b>(Basic) literature</b>	<p>Borgetto B., Siegel A. (2009). Gesellschaftliche Rahmenbedingungen der Ergo therapie, Logopädie und Physiotherapie. Bern: Huber.</p> <p>Kray, R., Koch, C., Sawicki, P.T. (Hg.) (2013). Qualität in der Medizin dynamisch denken. Wiesbaden</p> <p>Rosenbrock, R., Gerlinger, T. (2014). Gesundheitspolitik. Eine systematische Einführung. 3., vollständig überarbeitete und erweiterte Auflage. Bern: Huber.</p> <p>Simon M. (2010). Das Gesundheitssystem in Deutschland. Eine Einführung in Struktur und Funktionsweise. 3., überarbeitete und aktualisierte Auflage. Bern: Huber.</p>

<b>Module:</b> 3.2	<b>Module name:</b> Market-oriented and economics based action I (business management)	
<b>Responsible for module:</b> Prof. Dr. Barbara Betz		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 4	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h	<b>of that attendance time:</b> 30 h
		<b>of that home study</b> 60 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 75 <b>Weight of the grade:</b> n.b.
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 4</p> <p>Students develop a positive attitude toward the business demands of running a therapeutic practice or managing inpatient care facilities. They</p> <ul style="list-style-type: none"> <li>- are able to think and act in terms of business management and are familiar with the fundamentals and framework of managing healthcare facilities,</li> <li>- know the instruments of corporate management and can apply the methods from these areas in their daily work; they are familiar with the interfaces to quality management,</li> <li>- they can plan their goals analogous to the management control loop, prepare and realize decisions and control goals,</li> <li>- are able to assess the risk of setting up a practice, know business ratios and can interpret them,</li> <li>- know the basics of personnel management (management style, management-by techniques, models of human behavior) and are able to motivate employees,</li> <li>- are aware of their responsibility for the health of their employees and know the basics of promoting health in the workplace,</li> <li>- are familiar with the latest trends in the field of business management,</li> <li>- can manage a practice independently and are prepared for leadership roles in larger organizations. They know about the problems of an unbalanced work-life balance for practice owners and strategies for achieving this balance.</li> </ul>	

<b>Module contents</b>	<ul style="list-style-type: none"><li>- General principles of business management; the management process (goal setting, planning, decision, realization, control);</li><li>- Key business figures</li><li>- Motivation of employees/motivation theories; leadership styles; management-by-techniques</li><li>- Basic principles of promoting health in the workplace and legal anchoring</li><li>- Interfaces to quality management, benchmarking, change management</li><li>- Exercises in goal setting, planning, decision making and leadership styles in healthcare</li></ul>
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<b>Type of courses</b>	Lecture, small group work  The lecture provides an overview of the basic principles and concepts of business management. The exercise enables the students to take a more in-depth look at the contents of the lecture in small working groups and establishes the individual's connection to the professional environment.
<b>Types of learning</b>	Attendance time: Active listening, guided small group work, presentation and discussion of work findings in plenary session  Home study: Study of literature, individual exercises, group work, follow-up on the lecture, exam preparation
<b>Module exam</b>	Written exam (1-hour), term paper
<b>Use of the module</b>	The module may be included in other health professions degree programs.
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination
<b>(Basic) literature</b>	Betz B. (2014). Praxis-Management für Physiotherapeuten, Ergotherapeuten und Logopäden. Praxen wirtschaftlich erfolgreich führen. Berlin, Springer Boxberg E., Rosenthal F. (2003). Selbständig im Gesundheitswesen: Berufs-Kassen-, Steuerrecht und Betriebswirtschaft. München, Jena: Urban & Fischer

<b>Module:</b> 3.3	<b>Module name:</b> Market-oriented and economics based action (marketing and costs management)	
<b>Responsible for module:</b> Prof. Dr. Barbara Betz		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 5	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study:</b> 120 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none	<b>Language:</b> German <b>Planned group size:</b> 75 <b>Weight of the grade:</b> 0.025

<p><b>Qualification goals / competencies</b></p>	<p>Overarching learning objectives: 4</p> <p>Students develop a positive attitude toward the business demands of running a therapeutic practice or managing inpatient care facilities.</p> <p>They</p> <ul style="list-style-type: none"> <li>- are able to think and act in terms of business management and are familiar with the fundamentals and framework of managing healthcare facilities,</li> <li>- are familiar with the instruments of marketing and cost management and can apply the methods from these areas in their everyday work,</li> <li>- can carry out a situation analysis in their professional environment using the SWOT analysis and other analysis tools, identify new fields of work, formulate goals and develop a competitive action concept with strategy alternatives and a corresponding package of measures (marketing mix),</li> <li>- are able to plan their goals, prepare and implement decisions and control goals analogously to the management control cycle; they know the methods of market research and are able to independently conceptualize, implement and evaluate smaller projects (e.g. patient surveys),</li> <li>- know communication models and the possibilities of legal communication (especially advertising: law on advertising of medical products, law against unfair competition, contracts with health insurance companies),</li> <li>- can develop measures appropriate to target groups (e.g. flyers) and communicate them effectively to the public,</li> <li>- know the calculation bases for services outside the statutory health insurance funds and can calculate prices for self-pay offers.</li> </ul> <p>The students are aware of the importance of cost management in connection with the profitability of a facility and are able to independently carry out practice accounting, a profit and loss statement and a break-even calculation to determine the break-even point and estimate the risk of setting up a practice. They are familiar with the basics of accounting and cost and performance accounting as well as the differences between the accounting of a practice and that of a hospital.</p>
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<b>Module contents</b>	<p>Course: Marketing</p> <ul style="list-style-type: none"> <li>- Basic knowledge and concepts of marketing, especially services marketing</li> <li>- General conditions of service providers in the health care market</li> <li>- Marketing management process (situation analysis, market research methods) and concept and measure development (marketing mix, 4 P's: Product, Promotion, Place, Price)</li> <li>- Introduction to strategic planning methods: SWOT analysis, life cycle analysis, Ansoff matrix</li> <li>- Basic legal principles in the healthcare system: German Drug Advertising Act (HWG), supply contracts with the statutory health insurers (GKV), Unfair Competition Act (UWG)</li> <li>- Basic principles of price calculation</li> <li>- Guided Case Study Marketing: Management of an own practice</li> </ul> <p>Course Cost management/accounting</p> <ul style="list-style-type: none"> <li>- Basic principles and basic concepts of business accounting</li> <li>- Basic accounting principles and introduction to hospital accounting; revenue/surplus accounting</li> <li>- Payroll accounting</li> <li>- Introduction to cost and service accounting</li> <li>- Break-even accounting</li> <li>- Basic legal principles in the healthcare system</li> </ul>
<b>Type of courses</b>	<p>Lecture, exercise, small group work, case studies</p> <p>The lecture provides an overview of the basic principles and concepts of marketing and cost management. The exercises enable the students to take a more in-depth look at the contents of the lecture in small working groups and establishes the individual's connection to the professional environment; the case study enables the application of the marketing management process within the professional environment.</p>
<b>Types of learning</b>	<p>Attendance time: Active listening, guided small group work, supervised case study work, presentation and discussion of work findings in plenary session</p> <p>Home study: Study of literature, case study work in individual or group work, individual and group exercises, follow-up to the lecture, preparation for examination</p>
<b>Module exam</b>	<p>Written exam (2 hours), case study according to given outline with worksheets provided</p>
<b>Use of the module</b>	<p>The module may be included in other health professions degree programs.</p>
<b>Prerequisite for awarding CPs</b>	<p>Completion of the course work and a passing grade for the module examination</p>



<b>(Basic) literature</b>	<p>Betz B. (2014). Praxis-Management für Physiotherapeuten, Ergotherapeuten und Logopäden. Praxen wirtschaftlich erfolgreich führen. Berlin, Springer</p> <p>Boxberg E., Rosenthal F. (2003). Selbständig im Gesundheitswesen: Berufs-Kassen-, Steuerrecht und Betriebswirtschaft. München, Jena: Urban &amp; Fischer</p> <p>Meffert H., Bruhn M. (2003). Dienstleistungsmarketing. 4. Auflage. Wiesbaden: Gabler.</p>
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<b>Module:</b> 3.4	<b>Module name:</b> Communication and counseling in the therapy process		
<b>Responsible for module:</b> Prof. Dr. Ulla Beushausen			
<b>Qualification level:</b> Bachelor		<b>Study half year:</b> 6	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 3	<b>Total workload:</b> 90 h		<b>of that attendance time:</b> 30 h
			<b>of that home study:</b> 60 h
<b>Duration and frequency:</b> one semester, every semester	<b>Prerequisites:</b> none		<b>Language:</b> German <b>Planned group size:</b> 1x75 <b>Weight of the grade:</b> n.b.
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 1, 2</p> <p>Students</p> <ul style="list-style-type: none"> <li>• have in-depth knowledge of health communication (communication models, disease management models, counseling approaches, motivation theories),</li> <li>• can transfer techniques of conversation management to the therapeutic process (anamnesis, diagnostics, therapy and counseling),</li> <li>• apply these techniques in their own therapeutic practice,</li> <li>• are able to communicate in interdisciplinary and multiprofessional teams,</li> <li>• evaluate case studies from professional practice accordingly and develop action concepts for practical application,</li> <li>• reflect on their own attitude and their roles in the therapeutic process.</li> </ul>		
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Tasks and strategies of health communication are explained and transferred to the therapeutic everyday life of the students and practically tested.</li> <li>• The respective communicative requirements of specific patients and clients are derived from essential motivation and disease management models.</li> <li>• Approaches are developed for the consulting activities of the therapeutic healthcare professions.</li> <li>• Students practice interdisciplinary communication strategies in small groups and in role play.</li> <li>• Video sequences are analyzed.</li> </ul>		
<b>Type of course(s)</b>	Seminar with practical exercise		
<b>Types of learning</b>	Lecture, individual and group work, role play, case studies		
<b>Module exam</b>	Written examination, term paper, seminar paper, portfolio, case study		
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination		

<b>Use of the module</b>	The module is specific to the needs of the therapeutic health professions.
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<b>(Basic) literature</b>	Dehn-Hindenberg A. (2010). Gesundheitskommunikation im Therapieprozess. Idstein: Schulz-Kirchner. Elzer M. (2009). Kommunikative Kompetenzen in der Physiotherapie. Lehrbuch der Theorie und Praxis verbaler und nonverbaler Interaktion. Huber: Bern Tewes R. (2014). Einfach gesagt: Kommunikation für Physio- und Ergotherapeuten. Springer. Lange S. (2012). Kommunikationskompetenz in den Therapieberufen. Schulz-Kirchner. Idstein:
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## **8 2nd study phase: Module block 'Educational Sciences'**

<b>Module: Introduction to educational theory (University of Hildesheim)</b>	
<b>Module no.</b>	4.1
<b>Responsible for module:</b>	Prof. Dr. Britta Hoffarth
<b>Competency and qualification goals:</b>	Students are able to draw on basic and systematic knowledge of theories of educational science, gain insights into the history of pedagogical thought and action, and are able to take this into account in their own argumentations.
<b>Use of the module:</b>	Educational sciences in the health professions
<b>Rules for registration:</b>	Students can register for this module in their 4th study semester.
<b>Submodules, forms of teaching and learning:</b>	TM1: Lecture: Introduction to general educational sciences (2 SWS)
<b>Contents:</b>	TM: 1: Aspects of the theory and history of educational science and introduction to the basic concepts; delimitation and points of contact with neighboring disciplines
<b>Prerequisites:</b>	none
<b>Credit points</b>	3
<b>Workload: Attendance time:</b>	90 h
<b>Home study:</b>	22.5 h 67.5 h
<b>Duration in semesters:</b>	1
<b>Frequency with which the module is offered:</b>	Every winter semester
<b>Examinations (type, scope):</b>	Written examination following the lecture
<b>Credits awarded</b>	Completion of the course work and a passing grade for the module examination
<b>Special study achievements:</b>	Regular active participation, completion of smaller tasks as instructed by the lecturer, if applicable
<b>Examination committee responsible</b>	ELP/BiG examination committee

<b>Module: Basic principles of didactic action (University of Hildesheim)</b>	
<b>Module no.</b>	4.2
<b>Responsible for module:</b>	Prof. Dr. Melanie Fabel-Lamla
<b>Competency goals and learning outcomes:</b>	Students acquire the ability to use the concepts and theoretical approaches of general didactics in a theory- and practice-oriented manner by examining basic academic texts. Students acquire initial knowledge and skills in analyzing and planning teaching and learning activities. They are enabled to deal with the future professional field of teachers in health schools.
<b>Use of the module:</b>	Educational sciences in the health professions
<b>Rules for registration:</b>	It is strongly recommended that students complete this module in the 4th semester.
<b>Submodules, forms of teaching and learning:</b>	Basic principles of didactic action (S)      2 SWS
<b>Contents:</b>	<b>School as a pedagogical field of action, professional teacher action and interaction, general didactic models (lesson planning and analysis, curriculum, learning goals and competencies, prerequisites of learners and teachers, teaching methods, media)</b>
<b>Prerequisites:</b>	none
<b>Credit points</b>	3 CP
<b>Workload:</b>	90
<b>Attendance time</b>	22.5
<b>[h] Home study [h]</b>	67.5
<b>Duration in semesters:</b>	1
<b>Frequency with which the module is offered:</b>	every year in the winter semester
<b>Examinations (type, scope):</b>	The specific examinations to be taken in the courses will be announced by the instructor(s) at the beginning of the course.
<b>Credits awarded</b>	Completion of the course work and a passing grade for the module examination
<b>Special study achievements:</b>	Regular active participation, completion of smaller tasks as instructed by the lecturer, if applicable
<b>Examination committee responsible</b>	ELP/BiG examination committee

<b>Module: 4.3</b>		<b>Module name:</b> Specialized didactics OSP	
<b>Responsible for module:</b> Holger Ahrens, Dipl.Päd. univ., B.Sc. Practical physiotherapy			
<b>Qualification level:</b> Bachelor		<b>Study half year:</b> 5	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6		<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h <b>of that home study:</b> 120 h
<b>Duration and frequency:</b> one semester, every summer semester		<b>Prerequisites:</b> <ul style="list-style-type: none"> <li>• Introduction to educational theory</li> <li>• Basic principles of didactic action</li> </ul>	<b>Language:</b> German <b>Planned group size:</b> 20 <b>Weight of the grade:</b> 0.025
<b>Qualification goals / competencies</b>		<p>Overarching learning objectives: 1, 2, 5</p> <p>Students are able to</p> <ul style="list-style-type: none"> <li>• differentiate between didactics in its sub-disciplines (general didactics, subject didactics or special didactics),</li> <li>• name the problems of positioning subject didactics between general didactics and the subject sciences,</li> <li>• critically reflect on the concept of subject didactics in their own course of study,</li> <li>• recognize the urgent need for the development of a vocational didactics OSP and to develop first concepts for it,</li> <li>• fundamentally plan and implement teaching/learning situations in vocational school lessons and in professional practice, taking into account the special requirements of the therapeutic professions, as a person-related human service in challenging life situations according to a bio-psycho-social approach,</li> <li>• recognize the differences between learning process support in the classroom and in professional practice and to incorporate these differences into their teaching and instructional concepts,</li> <li>• pass on their reflected professional understanding and their own professional identity to the learners and reflect on it with them.</li> </ul>	
<b>Module contents</b>		<ul style="list-style-type: none"> <li>• Distinction between general didactics and subject didactics as well as the problem of their positioning</li> <li>• Genesis and conceptualization of subject-specific didactics OSP</li> <li>• Basic principles of planning and conducting lessons and practical guidance in vocational education OSP</li> <li>• Professional understanding, professional identity as an object of learning and teaching in professional practice</li> </ul>	
<b>Type of course</b>		Seminar, exercise	
<b>Types of learning</b>		Lecture, group work, role play, home study	
<b>Module exam</b>		Lesson outline and attempt at teaching	
<b>Use of the module</b>		Module contents prepare students for the first practical training phase.	



**Prerequisite for  
awarding CPs**

Completion of the course work and a passing grade for the module  
examination

**(Basic) literature**

- Arnold K.-H., Sandfuchs U., Wiechman J. (Hrsg.). (2009). Handbuch Unterricht. 2. aktual. Auflage. Stuttgart: UTB
- Jank W., Meyer, H. (2003). Didaktische Modelle. 6. Auflage. Berlin: Cornelsen
- Klemme B. (2012). Lehren und Lernen in der Physiotherapie. Stuttgart, New York: Thieme.
- Meyer, H. (2007). Leitfaden Unterrichtsvorbereitung. 6. Auflage. Berlin: Cornelsen Scriptor
- Peterßen W. H. (2000). Handbuch Unterrichtsplanung: Grundfragen, Modelle, Stufen, Dimensionen. 9., überarb. Und aktual. Auflage. München: Oldenbourg. [Nachdruck 2006]
- Richter H. (2002). Lernerfolgsüberprüfung im handlungsorientierten Unterricht der Berufsschule. Norderstedt: Books on Demand GmbH
- Schewior-Popp S. (2005). Lernsituationen planen und gestalten. Handlungsorientierter Unterricht im Lernfeldkontext. Stuttgart, New York: Thieme.
- von der Heyden, R. (2012). Grundlegung einer kompetenzorientierten Fachdidaktik für Ausbildungsprogramme in der Ergotherapie. In: Marzinzik K., Nauerth A., Stricker M. (Hrsg.). Kompetenzentwicklung basisnah. Berlin: LIT Verlag, S. 135-156
- Walkenhorst U. (2006). Entwicklung einer Fachdidaktik Ergo- und Physiotherapie -Theoretische Grundlagen-. In: Walkenhorst U., Klemme B. (Hrsg.). Interdisziplinäres Lernen und Arbeiten in der Ergo- und Physiotherapie. Beiträge aus Workshopveranstaltungen der Fachhochschule Bielefeld. Dortmund: Borgmann Media, Pg. 167-176.

<b>Module: 4.4</b>		<b>Module name:</b> Educational science study project	
<b>Responsible for module:</b> Holger Ahrens, Dipl.Päd. univ., B.Sc. Physiotherapy			
<b>Qualification level:</b> Bachelor		<b>Study half year:</b> 6	<b>Type of module:</b> Compulsory module
<b>Credit points:</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 30 h	
		<b>of that home study</b> 150 h including 100 h of practical training	
<b>Duration and frequency:</b> one semester, every winter semester	<b>Prerequisites:</b> <ul style="list-style-type: none"> <li>• Therapeutic fields of action in occupational/speech/physiotherapy</li> <li>• Specialized didactics OSP</li> </ul>	<b>Language:</b> German	
<b>Qualification goals / competencies</b>	<b>Planned group size:</b> 20		
	<b>Weight of the grade:</b> 0.025		
<b>Qualification goals / competencies</b>	Overarching learning objectives: 1, 2, 4, 5		
	Students are able to <ul style="list-style-type: none"> <li>• analyze an application-related and demand-oriented problem in a concrete training context and constructively involve colleagues and students working in this context,</li> <li>• to apply theoretical knowledge acquired during the course of study to a problem in a practical field and, in doing so, to orient themselves to the current state of scientific knowledge at any given time,</li> <li>• conduct problem-related research,</li> <li>• plan a project in relation to a defined impact goal and to carry it out in a coordinated, cooperative manner and oriented to the concrete framework conditions of the educational institution or to evaluate and reflect on it,</li> <li>• present findings appropriately to different target groups,</li> <li>• critically evaluate their own learning experiences in the field of action.</li> </ul>		
<b>Module contents</b>	Study projects offer the opportunity for thematic consolidation and practical application of the learning content of modules 1.1, 1.2, 4.2 and 4.3.		
	Problems of practical relevance proposed by the cooperating schools in the areas of school-based training, practical training or learning location cooperation form the starting point. These problems are usually implemented by HAWK teachers in the form of a project outline and presented to the students at the introductory meeting of the study project. The study projects can be both single-discipline and interdisciplinary in nature and also serve to establish initial contact with the future practical institution. The project includes the student planning and execution of the sub-steps, depending on the project, the presentation and discussion of the project findings in a cooperating vocational school, the preparation of a practical report, as well as the presentation of the findings.		
<b>Type of course</b>	Job shadowing, short internship, supervision		

<b>Types of learning</b>	Attendance time: supervised seminar group work, structured by the students in the sense of problem-oriented learning, guidance in the practical field Home study including practical training: Literature research, supervised job shadowing in the field, group work
<b>Module exam</b>	Practical training report and presentation (to be worked out and examined in groups)
<b>Use of the module</b>	Study projects are based on the contents of modules 1.1, 1.2, 4.2 and 4.3. They offer the opportunity for thematic deepening and practical application.
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination
<b>(Basic) literature</b>	Literature depends on the research question of the respective project.

<b>Module on “Competence orientation in teaching/learning processes” (University of Hildesheim)</b>	
<b>Module no.</b>	4.5
<b>Responsible for module:</b>	Prof. Dr. Christof Wecker
<b>Competency goals and learning outcomes:</b>	Students possess competencies in the use of findings from teaching-learning research and instructional research as well as their basic disciplines in the planning, implementation, and analysis of instruction and in the design of educational programs in different contexts (school-based learning, family-based education, professional as well as private professional learning).
<b>Use of the module:</b>	Educational sciences in the health professions
<b>Rules for registration:</b>	TM 1 is to be taken in the 6th semester and TM 2 in the 7th semester.
<b>Submodule, Forms of teaching and learning:</b>	TM: 1: Basics of teaching methodology and organization from course offer (V) <span style="float: right;">2 SWS</span>  TM: 2: Deepening of selected topics of teaching methodology and the design of educational offers (S) 2 SWS
<b>Contents:</b>	TM: 1: Instructional methods and design features to promote knowledge, skills, interests, and other cognitive and non-cognitive learning outcomes; specific learning requirements and outcomes  TM: 2: Possible applications of and state of research on selected teaching methods and design features of educational programs; consideration of special learning requirements and outcomes
<b>Prerequisites:</b>	Successful completion of the module on “Basic principles of didactic action”
<b>Credits (CP):</b>	6 CP (3 CP each per TM)
<b>Workload:</b>	180
<b>Attendance time [h]</b>	45
<b>Home study [h]</b>	135
<b>Duration in semesters:</b>	1-2
<b>Frequency with which the module is offered:</b>	TM 1: once per academic year (usually in the winter semester) TM 2: every semester
<b>Examinations (type, scope):</b>	Module exam: Written exam (90 minutes) in TM 1
<b>Credits awarded :</b>	Completion of the course work and a passing grade for the module examination

<b>Special study achievements:</b>	TM 2: regular active participation, documentation of planning, execution and/or analysis of (also self-simulated) teaching sequences, protocol, presentation, participation in scientific investigations as participant, etc.
<b>Examination committee responsible</b>	ELP/BiG examination committee

<b>Module “Introduction to educational psychology” (University of Hildesheim)</b>	
<b>Module no.</b>	4.6
<b>Responsible for module:</b>	Prof. Dr. Werner Greve
<b>Competency and qualification goals:</b>	<p>Students have a basic knowledge of the theories, methods, and research findings of psychology that are particularly relevant to educational applications.</p> <p>They acquire psychological skills on the basis of the knowledge they have of the psychological foundations of pedagogical processes,</p> <ul style="list-style-type: none"> <li>- on the psychology of teaching and learning and</li> <li>- on the social psychology of running a classroom</li> </ul>
<b>Use of the module:</b>	Educational sciences in the health professions
<b>Rules for registration:</b>	TM 1 is to be taken in the 4th study semester and TM 2 preferably in the 5th semester, otherwise in the 7th study semester and TM 3 in the 6th semester.
<b>Submodule, Forms of teaching and learning:</b>	<p>TM1: Lecture: Introduction to psychology (2 SWS)</p> <p>TM 2 Seminar: Psychology of teaching and learning (2 SWS)</p> <p>TM 3:Lecture with tutorial: Social psychology of classroom management (2 SWS)</p>
<b>Contents:</b>	<p>TM: 1: Selected theories, methods and research findings of some sub-areas of psychology (especially general, social and educational psychology) as background knowledge for the application-oriented specialization in TM 2+3</p> <p>TM 2: Contributions of psychology to the field of application of teaching and learning</p> <p>TM 3: Contributions of social psychology to the field of application of classroom management</p>
<b>Prerequisites:</b>	none
<b>Credit points</b>	9 CP (3 CP each per TM)
<b>Workload:</b>	270 h
<b>Attendance time:</b>	67.5 h
<b>Home study:</b>	202.5 h
<b>Duration in semesters:</b>	2
<b>Frequency with which the module is offered:</b>	TM 1+3: every winter semester, TM 2: every semester
<b>Examinations (type, scope):</b>	Module exam: Written exam (90 minutes) on the contents of the entire module
<b>Credits awarded</b>	Successful completion of all submodules and a passing grade on the module exam
<b>Special study achievements:</b>	none

<b>Examination committee responsible</b>	ELP/BiG examination committee
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<b>Module: 4.7</b>		<b>Module name:</b> Practical training phase 1	
<b>Responsible for module:</b> Holger Ahrens, Dipl.Päd. univ., B.Sc. Physiotherapy			
<b>Qualification level:</b> Bachelor		<b>Study half year:</b> 6	<b>Type of module:</b> Compulsory module
<b>Credits</b> 12		<b>Total workload:</b> 360 h	<b>of that attendance time:</b> 60 h <b>of that home study</b> 300 h including 200 h of practical training-
<b>Duration and frequency:</b> one semester, every winter semester	<b>Prerequisites:</b> <ul style="list-style-type: none"> <li>• Introduction to educational theory</li> <li>• Basic principles of didactic action</li> <li>• Specialized didactics OSP</li> <li>• Introduction to educational psychology 1</li> </ul>		<b>Language:</b> German  <b>Planned group size:</b> 6-7  <b>Weight of the grade:</b> n.b.
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 1, 2, 5</p> <p>Students are able to</p> <ul style="list-style-type: none"> <li>• to observe how and to what extent theory-led action is taken in vocational education OSP and which didactic or therapy-scientific models are applied,</li> <li>• to analyze, assess and evaluate their own and other people's teaching methods from a pedagogical point of view with the help of documentation,</li> <li>• plan, implement and evaluate learning processes in vocational education and training OSP at different learning sites and taking into account competence, situation, action and participant orientation (initially with mentor support),</li> <li>• autonomously apply subject didactic knowledge and pedagogical skills later on also in unfamiliar pedagogical situations, at different learning locations and, if necessary, in a multidisciplinary context,</li> <li>• prepare lesson plans in a structured and written form, taking into account the framework requirements with regard to subject-related occupational, speech and physiotherapeutic contents,</li> <li>• select appropriate teaching and assessment methods and adapt them to situational teaching contexts.</li> </ul>		
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Structured observation, planning, implementation and evaluation of lessons in the school-based part as well as of learning tasks in the practical part of the vocational education OSP, taking into account competence, situation, action and participant orientation</li> <li>• Writing a lesson plan</li> <li>• Analysis of teaching and learning methods</li> <li>• Testing within the framework of vocational training in the therapeutic professions</li> </ul>		

<b>Type of course</b>	Block seminar, internship, supervision
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<b>Types of learning</b>	Attendance time: Lecture; seminar-based group work; instruction, reflection and supervision in the field of practice  Practical training including home study: Literature research, guided observation/exercise in the field of practice, self-study
<b>Module exam</b>	Practical exercise, portfolio, report on practical training
<b>Use of the module</b>	The students are given the opportunity to get to know their possibilities and limits as pedagogical actors through practical experience and accompanying reflection, as well as to observe, plan, apply and reflect on teaching behavior in concrete situations. This should lead to an initial review of the choice of occupation and to the development of learning objectives for the rest of the study program. In the first practical phase, the focus is on the areas of teaching and practical training, including the planning, implementation and reflection of lessons, learning tasks and task supervision and practical training sequences.
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination
<b>(Basic) literature</b>	<ul style="list-style-type: none"> <li>• Arnold K.-H., Sandfuchs U., Wiechman J. (Hrsg.). (2009). Handbuch Unterrichtsplanung: 2. aktual. Auflage. Stuttgart: UTB</li> <li>• Gonschorek, G. &amp; Schneider, S. (2000). Einführung in die Schulpädagogik und die Unterrichtsplanung. Donauwörth: Auer.</li> <li>• Jank W., Meyer, H. (2003). Didaktische Modelle. 6. Auflage. Berlin: Cornelsen</li> <li>• Klemme B. (2012). Lehren und Lernen in der Physiotherapie. Stuttgart, New York: Thieme.</li> <li>• Meyer, H. (2007). Leitfaden Unterrichtsvorbereitung. 6. Auflage. Berlin: Cornelsen Scriptor</li> <li>• Peterßen W. H. (2000). Handbuch Unterrichtsplanung: Grundfragen, Modelle, Stufen, Dimensionen. 9., überarb. Und aktual. Auflage. München: Oldenbourg. [Nachdruck 2006]</li> <li>• Peterßen W.H. (2003). Lehreraufgabe Unterrichtsplanung: das Weingartener Planungsmodell. München: Oldenbourg.</li> <li>• Richter H. (2002). Lernerfolgsüberprüfung im handlungsorientierten Unterricht der Berufsschule. Norderstedt: Books on Demand GmbH</li> <li>• Rötters B., Schneider R., Koch-Priewe B., Thiele J., Wildt J. (Hrsg.). (2009). Forschendes Lernen im Lehramtsstudium. Hochschuldidaktik, Professionalisierung, Kompetenzentwicklung. Bad Heilbrunn: Klinkhardt</li> <li>• Schewior-Popp S. (2005). Lernsituationen planen und gestalten. Handlungsorientierter Unterricht im Lernfeldkontext. Stuttgart, New York: Thieme</li> </ul>

**Literature list for the practical training report**

- Arnold, K.-H. (2009). Unterricht als zentrales Konzept der didaktischen Theoriebildung und der Lehr-Lern-Forschung. In K.-H. Arnold, U. Sandfuchs & J. Wiechmann (Hrsg.), Handbuch Unterricht (S. 15-22). 2. aktual. Aufl. Bad Heilbrunn: Klinkhardt
- Arnold, K.-H. & Koch-Priewe, B. (2010). Traditionen der Unterrichtsplanung in Deutschland. Bildung und Erziehung, 63 (4),401-416.
- Bach, A., Brodhäcker, S. & Arnold, K.-H. (2011). Entwicklung allgemeindidaktischer Kompetenz in Schulpraktika: Erfassung der Kompetenzen zur Unterrichts- planung, -durchführung und -analyse. Lehrerbildung auf den Prüfstand, 3 (2), 158-179.
- Dubs, R. (2009). Lehrerverhalten: Ein Beitrag zur Interaktion von Lehrenden und Lernenden im Unterricht. 2., überarb. Aufl. Stuttgart:Steiner.
- Vollmer A. (2009). Unterrichtsqualität und Lehrerprofessionalität: Diagnose, Evaluation und Verbesserung des Unterrichts. Seelze: Kallmeyer.
- Klafki, W. (1994). Zur Unterrichtsplanung im Sinne kritisch-konstruktiver Didaktik. In W. Klafki (Hrsg.), Neue Studien zur Bildungstheorie und Didaktik. Zeitgemäße Allgemeinbildung und kritisch-konstruktive Didaktik (S. 251-284). 4., durchges. Aufl. Weinheim: Beltz
- Meyer, H. (2004). Was ist guter Unterricht? Berlin: CornelsenScriptor.
- Schulz, W. (1965). Unterricht – Analyse und Planung. In P. Heimann, G. Otto & W. Schulz (Hrsg.), Unterricht – Analyse und Planung (S. 13-47). Hannover: Schroedel.
- Wellenreuther, M. (2004). Lehren und Lernen - aber wie? Empirisch-experimentelle Forschungen zum Lehren und Lernen im Unterricht. Baltmannsweiler: Schneider Verlag Hohengehren.

<b>Module: 4.8</b>   <b>Module name:</b> Curriculum development OSP		
<b>Responsible for module:</b> Lena Ketterkat M.A., B.Sc. Speech therapy		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 7	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h
		<b>of that home study:</b> 120 h
<b>Duration and frequency:</b> one semester, every summer semester	<b>Prerequisites:</b> <ul style="list-style-type: none"> <li>Specialized didactics OSP</li> <li>1st practical training phase</li> </ul>	<b>Language:</b> German <b>Planned group size:</b> 20 <b>Weight of the grade:</b> n.b.
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 1, 2, 5</p> <p>Students</p> <ul style="list-style-type: none"> <li>are able to identify societal and health/educational policy developments and describe their relevance for curricula development in the healthcare sector,</li> <li>have basic knowledge of theories of modularized curriculum development and are able to critically reflect on them</li> <li>are able to comprehend the current curricular developments in vocational education and training ELP in Germany and understand their national differences, also in relation to current recommendations for the implementation of the training guidelines,</li> <li>are able to evaluate different curricula with regard to their modularization and competence orientation and to assess which didactic-methodical consequences their implementation could have,</li> <li>are able to formulate competence-related training objectives themselves and derive consequences for their own design of curricula and teaching from them,</li> <li>develop and test competence-oriented testing instruments and procedures under supervision,</li> <li>are aware that the design of a curriculum implicitly conveys an understanding of the profession and take this into account in curriculum development.</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>Current social and health/educational policy developments with an impact on curriculum development in healthcare</li> <li>Professional laws, training and examination regulations, training guidelines in therapy</li> <li>Competence profiles and guiding objectives OSP</li> <li>Module approach, action orientation and competence advancement in vocational training</li> <li>Theories on the development of competence- and module-oriented curricula in the dichotomy between subject-oriented training and examination regulations and module-oriented training concepts</li> <li>Assessment criteria for curriculum analysis and evaluation of curricula</li> </ul>	

	<ul style="list-style-type: none"> <li>• Development of partial curricula for vocational education OSP</li> <li>• Understanding of the profession as an internal component of curricula</li> </ul>
<b>Type of course</b>	Seminar, exercise
<b>Types of learning</b>	Lecture, group work, role play, home study
<b>Module exam</b>	Oral examination, term paper
<b>Use of the module:</b>	Module contents prepare students for the second practical training phase.
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination
<b>(Basic) literature</b>	<ul style="list-style-type: none"> <li>• Evers T. (2011). Zur Konstruktion von Curricula in Gesundheitsberufen. In: Bonse-Rohmann M., Burchert H. (Hrsg.). Neue Bildungskonzepte für das Gesundheitswesen. Bonn: Bundesinstitut für Berufsbildung (= Berichte zur beruflichen Bildung); Bielefeld: W. Bertelsmann Verlag, S.49-62</li> <li>• Klemme B. (2012). Lehren und Lernen in der Physiotherapie. Stuttgart, New York: Thieme.</li> <li>• Richter H. (2002). Lernerfolgsüberprüfung im handlungsorientierten Unterricht der Berufsschule. Norderstedt: Books on Demand GmbH</li> <li>• Schewior-Popp S. (2005). Lernsituationen planen und gestalten. Handlungsorientierter Unterricht im Lernfeldkontext. Stuttgart, New York: Thieme.</li> <li>• Schneider K. (2005). Das Lernfeldkonzept – zwischen theoretischen Erwartungen und praktischen Realisierungsmöglichkeiten. In: Schneider K., Brinker-Meyendriesch E., Schneider A. (Hrsg.). Pflegepädagogik. Für Studium und Praxis. 2. Aufl. Heidelberg: Springer Medizin Verlag, S.79-114.</li> <li>• Empfehlende Ausbildungsrichtlinie für staatlich anerkannte Physiotherapieschulen in Nordrhein-Westfalen (2005). Ministerium für Arbeit Gesundheit und Soziales des Landes Nordrhein-Westfalen (MAGS).</li> <li>• Handreichung zur praktischen Ausbildung am Patienten in der Physiotherapie (2004). Staatsinstitut für Schulqualität und Bildungsforschung (isb)</li> <li>• Lecture notes. Umsetzungshilfen zum Lehrplan an Berufsfachschulen für Physiotherapie (2010). Staatsinstitut für Schulqualität und Bildungsforschung (isb)</li> <li>• Rahmenrichtlinien für die Ausbildung in der Physiotherapie (2007). Niedersächsisches Kultusministerium (KM).</li> <li>• Thüringer Lehrplan für berufsbildende Schulen. Schulform: 3-jährige Höhere Berufsfachschule. Theoretischer Unterricht. Praktischer Unterricht. Praktische Ausbildung. Beruf: Physiotherapeut/Physiotherapeutin (2008). Thüringer Kultusministerium / Thüringer Institut für Lehrerfortbildung, Lehrplanentwicklung und Medien (Thillm).</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Wissenschaftsrat (2012). Empfehlungen zu hochschulischen Qualifikationen für das Gesundheitswesen. Berlin</li></ul> |
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<b>Module: 4.9</b>   <b>Module name:</b> School development / Education organization		
<b>Responsible for module:</b> Dr. Monika Scholz-Zemann		
<b>Qualification level:</b> Bachelor	<b>Study half year:</b> 7	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6	<b>Total workload:</b> 180 h	<b>of that attendance time:</b> 60 h <b>of that home study</b> 120 h
<b>Duration and frequency:</b> one semester, every summer semester	<b>Prerequisites:</b> <ul style="list-style-type: none"> <li>• Market-oriented action</li> <li>• Specialized didactics OSP</li> <li>• Quality orientation in organization and counseling</li> <li>• 1st practical training phase</li> </ul>	<b>Language:</b> German  <b>Planned group size:</b> 20  <b>Weight of the grade:</b> n.b.
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 2, 4</p> <p>Students</p> <ul style="list-style-type: none"> <li>• are able to identify societal and health/educational policy developments and describe their relevance for the development of the OSP vocational schools,</li> <li>• know current findings of school and teaching research and can transfer them to the special conditions at vocational schools OSP,</li> <li>• have basic knowledge of programs and models of school development and can implement and control their specific methods and instruments in the areas of organization, personnel and teaching in a team-oriented manner and differentiate between self-evaluation and evaluation by others</li> <li>• are familiar with concepts, goals, procedures and instruments of school quality development and quality assurance, have critically reflected on them and have examined their pedagogical and professional ethical feasibility,</li> <li>• are able to apply the principles of quality management to issues of continuing education and training in the healthcare sector, to develop appropriate concepts and to implement and evaluate them,</li> <li>• are able to present the didactics of action-oriented teaching as a background concept of quality-oriented school development.</li> </ul>	
<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Current societal and health/educational policy developments impacting healthcare educational organizations</li> <li>• Current findings of school and teaching research</li> <li>• Programs, methods and instruments of school development as well as their fields of action</li> <li>• School development as an area of competence for teachers</li> <li>• School development as a management process</li> <li>• Quality development and assurance concepts at vocational schools OSP (ISQ, ISO 9000 etc.)</li> </ul>	



<b>Type of course</b>	Seminar
<b>Types of learning</b>	Lecture, group work, home study
<b>Module exam</b>	Oral examination
<b>Use of the module</b>	Module contents prepare students for the second practical training phase.
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination
<b>(Basic) literature</b>	<ul style="list-style-type: none"> <li>• Altrichter H., Messner E., Posch, P. (2004). Schulen evaluieren sich selbst - ein Leitfaden. Seelze: Kallmeyersche Verlagsbuchhandlung</li> <li>• Altrichter H., Messner E., Posch, P. (2007). Lehrerinnen und Lehrer erforschen ihren Unterricht (4. Aufl.). Bad Heilbrunn: Klinkhardt</li> <li>• Bastian, J. (2007). Einführung in die Unterrichtsentwicklung (PÄDAGOGIK-Studium). Weinheim, Basel: Beltz</li> <li>• Blömeke S., Bohl T., Haag L., Lang-Wojtasik G., Sacher W.(Hrsg.) (2009) Handbuch Schule. Theorie – Organisation – Entwicklung. Bad Heilbrunn: Klinkhardt</li> <li>• Burkard, C. &amp; Eikenbusch, G. (2000). Praxishandbuch Evaluation in der Schule. Berlin: Cornelsen</li> <li>• Helmke, A. &amp; Schrader, F.-W. (2009). Qualitätsmerkmale "guten Unterrichts". In S. Hellekamps, W. Plöger &amp; W. Wittenbruch(Hrsg.), Handbuch für Erziehungswissenschaft, Band II/1: Schule (S. 701-712). Paderborn: Schöningh.</li> <li>• Helmke A. (2004) Unterrichtsqualität: Erfassen, Bewerten, Verbessern. 3. Aufl. Seelze: Kallmeyersche Verlagsbuchhandlung</li> <li>• Landwehr, N./ Steiner, P. (2003). Q2E Qualität durch Evaluation und Entwicklung – Konzepte, Verfahren und Instrumente zum Aufbau eines Qualitätsmanagements an Schulen. Bern: hep-Verlag</li> <li>• Meyer, H. (2004). Was ist guter Unterricht? Berlin: Cornelsen</li> <li>• Rolff, H.-G. (2007) Studien zur Theorie der Schulentwicklung. Weinheim 2007.</li> <li>• Schewior-Popp S. (2005). Lernsituationen planen und gestalten. Handlungsorientierter Unterricht im Lernfeldkontext. Stuttgart, New York: Thieme.</li> <li>• Wissenschaftsrat (2012). Empfehlungen zu hochschulischen Qualifikationen für das Gesundheitswesen. Berlin</li> </ul>

<b>Module:</b> 4.10	<b>Module name:</b> Practical training phase 2		
<b>Responsible for module:</b> Holger Ahrens, Dipl.Päd. univ., B.Sc. Physiotherapy			
<b>Qualification level:</b> Bachelor		<b>Study half year:</b> 8	<b>Type of module:</b> Compulsory module
<b>Credit points:</b> 12	<b>Total workload:</b> 360 h		<b>of that attendance time:</b> 60 h
			<b>of that home study</b> 300 h including 200 h of practical training-
<b>Duration and frequency:</b> one semester, every winter semester	<b>Prerequisites:</b> <ul style="list-style-type: none"> <li>• Practical training phase 1</li> <li>• Curriculum development OSP</li> <li>• School development and education organization</li> <li>• Competence orientation in teaching/learning processes</li> <li>• Introduction to educational psychology 2</li> </ul>		<b>Language:</b> German  <b>Planned group size:</b> 20  <b>Weight of the grade:</b> n.b.

<p><b>Qualification goals / competencies</b></p>	<p>Overarching learning objectives: 1, 2, 5</p> <p>Students are able to</p> <ul style="list-style-type: none"> <li>• plan, implement and evaluate a closed teaching unit on the basis of the subject knowledge, subject didactics and educational science knowledge acquired so far in the course of study, and to take into account school and curricular characteristics,</li> <li>• select contents and methods for this purpose in a well-founded way, to design the teaching-learning process in an action-oriented way and to draw conclusions for an improvement of the quality of teaching, e.g. by critically reflecting on the use of new findings from therapy science and educational research,</li> <li>• design competence-oriented examinations and evaluations and conduct feedback discussions that promote learning,</li> <li>• reflect on the relationship between scientific findings, complete situations of action and their own person, or to deal productively with the theory-practice relationship and to derive questions about their own process of professionalization from this,</li> <li>• take on the importance of scientific activity and theory-based reflection, even at the cost of distancing oneself from existing school practice or changing it,</li> <li>• participate responsibly in school life and to recognize the demands associated with the tasks of school management and teaching staff, also from the perspective of social, political and individual demands, and to classify these with regard to the special features of OSP vocational school,</li> <li>• assess and evaluate their professional motivation, development of skills and their own role against the background of their own school and teaching experiences in the practical phases; in this context, they reflect on the special features of OSP vocational schools and their current attitude to the profession they originally learned against the background of the knowledge they acquired during their studies (therapist/teacher images).</li> </ul>
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<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Initiation of professional teacher action</li> <li>• More in-depth approach to the role of teacher and pupil</li> <li>• Lesson planning, implementation, evaluation</li> <li>• Methods of teaching and learning</li> <li>• Design of examinations and evaluations in the field of OSP</li> <li>• Development of (partial) curricula in the area of OSP under the aspects of competence orientation, action orientation as well as subject integration (modularization concept)</li> <li>• School and teaching practice requirements as well as the role of school management, school life and organizational structures at vocational colleges OSP</li> <li>• Selected subject didactic and educational science references/theories (learning goal concepts/planning, learning styles/types, teacher images)</li> </ul>
<b>Type of course</b>	Block seminar, internship, supervision
<b>Types of learning</b>	Attendance time: Lecture; seminar-based group work; instruction, reflection and supervision in the field of practice  Practical training including home study: Literature research, guided observation/exercise in the field of practice, self-study
<b>Module exam</b>	Practical exercise, portfolio, report on practical training
<b>Use of the module</b>	<p>The students are again given the opportunity to become better acquainted with their possibilities and limits as pedagogical actors through practical testing and accompanying reflection, as well as to observe, plan, apply and reflect on teaching behavior even in unfamiliar situations.</p> <p>These targeted reflections with mentors and tutors as well as fellow students objectify the students' impressions, raise concrete, isolated experiences to a general level and promote their own ability to reflect.</p> <p><b>The focus of the second practical phase is on the areas of school organization and development, including curriculum development based on the learning field concept and competency-oriented training and examination design.</b></p>
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination

<p><b>(Basic) literature</b></p>	<ul style="list-style-type: none"> <li>• Arnold K.-H., Sandfuchs U., Wiechman J. (Hrsg.). (2009). Handbuch Unterrichtsplanung: 2. aktual. Auflage. Stuttgart: UTB</li> <li>• Gonschorek, G. &amp; Schneider, S. (2000). Einführung in die Schulpädagogik und die Unterrichtsplanung. Donauwörth: Auer.</li> <li>• Jank W., Meyer, H. (2003). Didaktische Modelle. 6. Auflage. Berlin: Cornelsen</li> <li>• Klemme B. (2012). Lehren und Lernen in der Physiotherapie. Stuttgart, New York: Thieme.</li> <li>• Meyer, H. (2007). Leitfaden Unterrichtsvorbereitung. 6. Auflage. Berlin: Cornelsen Scriptor</li> <li>• Peterßen W. H. (2000). Handbuch Unterrichtsplanung: Grundfragen, Modelle, Stufen, Dimensionen. 9., überarb. Und aktual. Auflage. München: Oldenbourg. [Nachdruck 2006]</li> <li>• Peterßen W.H. (2003). Lehreraufgabe Unterrichtsplanung: das Weingartener Planungsmodell. München: Oldenbourg.</li> <li>• Richter H. (2002). Lernerfolgsüberprüfung im handlungsorientierten Unterricht der Berufsschule. Norderstedt: Books on Demand GmbH</li> <li>• Roters B., Schneider R., Koch-Priewe B., Thiele J., Wildt J. (Hrsg.). (2009). Forschendes Lernen im Lehramtsstudium. Hochschuldidaktik, Professionalisierung, Kompetenzentwicklung. Bad Heilbrunn: Klinkhardt</li> <li>• Schewior-Popp S. (2005). Lernsituationen planen und gestalten. Handlungsorientierter Unterricht im Lernfeldkontext. Stuttgart, New York: Thieme.</li> </ul>
<p><b>Literature list for the practical training report</b></p>	<ul style="list-style-type: none"> <li>• Arnold, K.-H. (2009). Unterricht als zentrales Konzept der didaktischen Theoriebildung und der Lehr-Lern-Forschung. In K.-H. Arnold, U. Sandfuchs &amp; J. Wiechmann (Hrsg.), Handbuch Unterricht (S. 15-22). 2. aktual. Aufl. Bad Heilbrunn: Klinkhardt</li> <li>• Arnold, K.-H. &amp; Koch-Priewe, B. (2010). Traditionen der Unterrichtsplanung in Deutschland. Bildung und Erziehung, 63 (4),401-416.</li> <li>• Bach, A., Brodhäcker, S. &amp; Arnold, K.-H. (2011). Entwicklung allgemeindidaktischer Kompetenz in Schulpraktika: Erfassung der Kompetenzen zur Unterrichtsplanung, -durchführung und -analyse. Lehrerbildung auf den Prüfstand, 3 (2), 158-179.</li> <li>• Dubs, R. (2009). Lehrerverhalten: Ein Beitrag zur Interaktion von Lehrenden und Lernenden im Unterricht. 2., überarb. Aufl. Stuttgart: Steiner.</li> <li>• Vollmer A. (2009). Unterrichtsqualität und Lehrerprofessionalität: Diagnose, Evaluation und Verbesserung des Unterrichts. Seelze:Kallmeyer.</li> <li>• Klafki, W. (1994). Zur Unterrichtsplanung im Sinne kritisch-konstruktiver Didaktik. In W. Klafki (Hrsg.), Neue Studien zur Bildungstheorie und Didaktik. Zeitgemäße Allgemeinbildung und kritisch-konstruktive Didaktik (S. 251-284). 4., durchges. Aufl. Weinheim: Beltz</li> <li>• Meyer, H. (2004). Was ist guter Unterricht? Berlin: Cornelsen Scriptor</li> <li>• Schulz, W. (1965). Unterricht – Analyse und Planung. In P. Heimann, G. Otto &amp; W. Schulz (Hrsg.), Unterricht – Analyse und Planung (S. 13-47). Hannover: Schroedel.</li> <li>• Wellenreuther, M. (2004). Lehren und Lernen - aber wie? Empirisch-experimentelle Forschungen zum Lehren und Lernen im Unterricht. Baltmannsweiler: Schneider Verlag Hohengehren.</li> </ul>

<b>Module:</b> 4.11	<b>Module name:</b> Job-related professionalization		
<b>Responsible for module:</b> Prof. Dr. Annette Probst			
<b>Qualification level:</b> Bachelor		<b>Study half year:</b> 8	<b>Type of module:</b> Compulsory module
<b>Credit points (Credits):</b> 6		<b>Total workload</b> 180 h	<b>of that attendance time:</b> 60 h <b>of that home study</b> 120 h
<b>Duration and frequency:</b> one semester, every winter semester	<b>Prerequisites:</b> <ul style="list-style-type: none"> <li>• Curriculum development OSP</li> <li>• School development / Education organization</li> <li>• 2nd practical training phase</li> </ul>		<b>Language:</b> German  <b>Planned group size:</b> 20  <b>Weight of the grade:</b> n.b.
<b>Qualification goals / competencies</b>	<p>Overarching learning objectives: 2, 3, 5 Students</p> <ul style="list-style-type: none"> <li>• are able to analyze the profession, role and degree of professionalization of the vocational education staff in the vocational schools OSP and their internship institutions as well as to critically reflect on their own vocational pedagogical development,</li> <li>• recognize the need for professionalization in teacher education in the healthcare professions in relation to current professional pedagogical challenges, developments and needs,</li> <li>• are able to point out structural, legal and target-related peculiarities of the vocational education system, especially of the vocational schools OSP, and to critically reflect on the further development with regard to transparency and international connectivity,</li> <li>• have a basic knowledge and understanding of the fundamental academization of the healthcare professions and reflect in this regard efforts to develop and measure competencies in the context of educational policy and vocational education (research),</li> <li>• are able to apply their knowledge in unfamiliar situations and to apply their skills of analysis, problem solving and independent concept development to complex professional situations, Use education under new learning site-specific conditions,</li> <li>• are able to acquire and integrate new knowledge in vocational education, to deal with the complexity of national, federal education systems and to make well-founded decisions in vocational education,</li> <li>• are able to exchange views with professional representatives and laypersons on developments in the systems of health professional education at the current state of the art of the professional education discussion.</li> </ul>		

<b>Module contents</b>	<ul style="list-style-type: none"> <li>• Tasks performed by the vocational training personnel OSP</li> <li>• Structure of the vocational education system including legal, political and organizational foundations from the perspective of the healthcare professions OSP</li> <li>• The profession and role of the teacher, including special stresses and coping structures</li> <li>• Professionalization in the context of teacher education and professional teacher action in the context of the reference systems science/practice/subject</li> <li>• Competence development and measurement in the national and international field</li> <li>• Academization of the healthcare professions</li> </ul>
<b>Type of course</b>	Seminar
<b>Types of learning</b>	Lecture, group work, home study
<b>Module exam</b>	Seminar paper, written interjection
<b>Use of the module</b>	The contents of the module follow up on the second practical training phase and prepare students for their Bachelor's thesis.
<b>Prerequisite for awarding CPs</b>	Completion of the course work and a passing grade for the module examination
<b>(Basic) literature</b>	<ul style="list-style-type: none"> <li>• Bollinger H., Gerlach A. (2008). Professionalität als Kompetenz und Element der Qualitätssicherung in den Gesundheitsberufen. In: Matzick S. (Hrsg.). Qualifizierung in den Gesundheitsberufen. Herausforderungen und Perspektiven für die wissenschaftliche Weiterbildung. Weinheim, München: Juventa (S.139-157)</li> <li>• Dubs, R. (2009). Lehrerverhalten: Ein Beitrag zur Interaktion von Lehrenden und Lernenden im Unterricht. Stuttgart: Steiner.</li> <li>• Walkenhorst U., Klemme B. (2008). Kompetenzentwicklung und Qualifizierung in der Ergo- und Physiotherapie. In: Matzick S. (Hrsg.). Qualifizierung in den Gesundheitsberufen. Herausforderungen und Perspektiven für die wissenschaftliche Weiterbildung. Weinheim, München: Juventa (S. 179-194)</li> </ul>