

Module descriptions of the Bachelor's degree program Occupational Therapy, Speech Therapy, Physiotherapy - Course offerings

1st study phase

University modules in the "Supplementary Teaching" cooperation model

University modules in the "Integrated Teaching" cooperation model

2nd study phase

Module block 1: Single-discipline perspectives and interprofessional
context

Module block 2: Methodical-controlled action

Module block 3: Social and economic conditions

Elective modules

University modules in the "Supplementary Teaching" cooperation model

Module: 0.1	Module name: Scientifically reflected therapeutic action - single-discipline and interdisciplinary perspectives	
Responsible for module Prof. Dr. Barbara Betz, Prof. Dr. Bernhard Borgetto, Jasmin Dürr, M.Sc. OT		
Qualification level: Bachelor	Year of training 1	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 40 h (2.7 SWS)
		of that home study 140 h
Duration and frequency: 2 semesters, annually	Prerequisites: Co-op students in guest student status	Language: German
Qualification level / Competencies: Overarching learning objectives: 1, 2, 5	<p>Students</p> <ul style="list-style-type: none"> - find their way around the study program and know all the important information channels, - know rules/guidelines for citation, formal text design and structure of presentations, - know different techniques of academic research/writing, - know the basic principles for self and time management - know the importance of science and research in the health professions, - are familiar with current developments in academization in the therapeutic health professions. <p>Students</p> <ul style="list-style-type: none"> - can name differences, similarities, strengths and weaknesses of single-discipline models and reference theories, - can explain the application of single-discipline models to treatment cases, - can describe and test (e.g. by means of case studies) different approaches to working with clients and patients. 	
Module contents:	<p>Course: Science and research in the therapeutic healthcare professions</p> <p>The course offers an introduction to the basic principles of academic 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"> - 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 academic papers) - Literature research - Literature acquisition - Literature management - Reading and excerpting (reading techniques, becoming familiar with different types of texts and publications, summarizing texts) 	

	<ul style="list-style-type: none"> - Self and time management - Use of the university's online offers - Academization of the healthcare professions - Logics of action in therapeutic and research work - Presentation of current research projects in the occupational therapy, speech therapy and physiotherapy study programs <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: Single-discipline 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>
<p>Type of course(s):</p>	<p>Seminar, exercise</p>
<p>Types of learning:</p>	<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>
<p>Requirements for awarding credits (module examination, scope and duration of the examination):</p>	<p>Presentation, term paper, written exam, portfolio, case study, poster presentation</p>

<p>Use of the module</p>	<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>
<p>Basic literature:</p>	<p>Borgetto B. (2015). Zwischenbilanz und aktuelle Entwicklungen in der Akademisierung 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/Holzwinden/Göttingen Zugriff am 10.03.2017 auf: http://www.hawk-hhg.de/gleichstellung/151440.php.</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/Holzwinden/Göttingen Zugriff am 10.03.2017 auf: http://www.hawk-hhg.de/sozialearbeitundgesundheit/185821.php.</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 Pflegenden. 2., durchgesehene Aufl. Bern: Huber.</p> <p>and current literature from the different disciplines</p>

Module: 0.2	Module name: Interprofessional and market-oriented/economics based action	
Responsible for module Prof. Dr. Barbara Betz, Prof. Dr. Bernhard Borgetto, Jasmin Dürr, M.Sc. OT		
Qualification level: Bachelor	Year of training 2 and 3	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 40 h (2.7 SWS)
		of that home study 140 h
Duration and frequency: 2 semesters, annually	Prerequisites: Co-op students in guest student status	Language: German
Qualification level / Competencies: Overarching learning objectives: 1, 2, 4, 5	<p>Students</p> <ul style="list-style-type: none"> - are able to apply the rules/guidelines for citation and text organization, - are familiar with the creation and presentation of their own academic (short) texts, - are able to apply techniques for self and time management in their studies. <p>Students</p> <ul style="list-style-type: none"> - are familiar with the social problem panorama and the resulting requirements for interprofessional cooperation between the healthcare professions, - know the work and fields of action of the respective other occupational groups, - present their own methodological procedures in a way that is easily understood by other professional groups, - describe differences and similarities of the occupational groups, - are able to communicate in an appropriate manner with the related professions and clarify their own main areas of emphasis, - formulate goals in relation to client/patient work in interprofessional exchange, - reflect on the possibilities and limits of professional competence in relation to specific cases. <p>Students</p> <ul style="list-style-type: none"> - know the importance of market-oriented/economics based action for the healthcare professions, - Know the basic principles of operational functions and terminology - know the requirements for setting up their own office. 	

<p>Module contents:</p>	<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"> - How the occupational groups see themselves and how others see them - Focus of single-discipline interventions - Basic principles of interprofessional collaboration - How to present single-discipline findings transparently to the interprofessional team - Interfaces of interprofessional collaboration Introduction to market-oriented/economics based action <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"> - Basic business terminology - Organizational structures in the inpatient and outpatient sector - Overview of requirements for establishing your own practice <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>
<p>Type of course(s):</p>	<p>Seminar, exercise</p>
<p>Types of learning:</p>	<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>
<p>Requirements for awarding credits (module examination, scope and duration of the examination):</p>	<p>Presentation, term paper, written exam, portfolio, case study, poster presentation</p>

<p>Use of the module</p>	<p><i>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.</i></p>
<p>Basic literature:</p>	<p>Betz B. (2014). Praxis-Management für Physiotherapeuten, Ergotherapeuten und Logopäden. Praxen wirtschaftlich erfolgreich führen. Berlin: Springer.</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>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.</p> <p>M. Dick, W. Marotzki, H. Mieg (Hrsg.), Handbuch Professionsentwicklung. Heilbronn: Verlag Julius Klinkhardt.</p> <p>and other current literature</p>

University modules in the "Supplementary Teaching" cooperation model

Module: M2-IL		Module name: Disciplinary perspectives (OT)	
Responsible for module Prof. Dr. Ulrike Marotzki (HAWK), Birthe Schön, MSc., (HNS), Wiebke Flotho, MSc. (ASS)			
Qualification level: Bachelor		Year of training 1	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 160 h (10.6 SWS)	
		of that home study 20 h	
Duration and frequency: one semester, annually	Prerequisites: Co-op students in guest student status	Language: German	
Qualification goals / competencies Overarching learning 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"> - 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, - understand formal theories in relation to action or activity in the context of a changing society and apply them accordingly. <p>Students understand how health promotion, prevention and (re)integration ("re/habilitation") can promote, maintain and restore health through activity.</p> <p>Social competence (dealing with others)</p> <p>Students</p> <ul style="list-style-type: none"> - use special terminology to communicate with others, - are willing to exchange information with others about their own work experiences and activities, - communicate transparently and appropriately about their own thinking and decision-making processes in the occupational therapy process and when communicating and instructing measures, - 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. 		

	<ul style="list-style-type: none"> - They deal responsibly and reflectively with questions of professional ethics and their occupational therapy role (see ErgThAprV 15.9), - critically reflect on their own and others' behavior, - 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, <p>Social competence (dealing with others)</p> <ul style="list-style-type: none"> - reflect on themselves and their personal image of humanity with regard to their work with clients (see ErgThAprV 15.3), - consciously perceive their attitudes, their individual attitude to themselves, to work and activity and are prepared to develop these further (see ErgThAprV 15.3), - reflect on the usefulness of a higher-level system for describing an occupational therapy problem context, - understand the orientation towards an occupational therapy system and conceptual practice models as fundamental for their professional self-image, - are aware of the importance of reflecting on their own thinking and decision-making processes in the occupational therapy process, - reflect on their therapeutic role, attitude and personality against the background of their previous experience and professional motivation (see ErgThAprV 15.8+9), - are open-minded when it comes to developing a professional identity and contributing their own personality (see ErgThAprV 15.9), - are prepared to regularly reflect on their own attitude and, if necessary, to change their previous opinion or attitude, - are responsible for the implementation of the prevention concept.
<p>Module contents:</p>	<p>Contents according to ErgThAprV</p> <p>#10 Psychology and educational science</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 10.6.2 Work and personal development 10.6.3 Personal difficulties in the work and adjustment process 10.6.4 Basic principles of organizational psychology 10.6.5 Work and disabilities</p> <p>#13 Handicraft and design techniques with different materials (of that 30 h)</p> <p>13.3 Work processes: 13.3.1 Simple and complex tasks</p> <p>#15 Basic principles of occupational therapy</p> <p>15.1 Importance of medical and social science principles for occupational therapy 15.2 Conceptual models in occupational therapy</p>

	<p>15.4 Learning about action, action-theoretical approaches</p> <p>#22 Prevention and rehabilitation (40 h)</p> <p>22.1 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>
Type of course(s):	Seminar
Types of learning:	<p>Attendance time: Small group work, work with historical materials in occupational therapy, case work</p> <p>Home study: Study of literature, case studies</p>
Requirements for awarding credits (module examination, scope and duration of the examination):	Written exam, oral examination, portfolio, case study, poster presentation
Use of the module	<i>Specifically occupational therapy</i>
Basic literature:	<p>Jerosch-Herold et al. (2011) Konzeptionelle Modelle für die ergotherapeutische Praxis.</p> <p>Specialist journals: USA, Canada, Scandinavia, GB, Australia magazine Occupational Therapy & Rehabilitation</p> <p>and other current literature</p>

Module: M8-IL	Module name: Job-relevant conditions/methodical-controlled action (ET)	
Responsible for module Prof. Dr. Ulrike Marotzki (HAWK), Birthe Schön, MSc., (HNS), Wiebke Flotho, MSc. (ASS)		
Qualification level: Bachelor	Year of training 1	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 140 h (9.3 SWS)
		of that home study 40 h
Duration and frequency: one semester, annually	Prerequisites: Co-op students in guest student status	Language: German
Qualification goals / competencies Overarching learning 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.</p> <p>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>	

<p>Module contents:</p>	<p>Contents according to ErgThAprV</p> <p>1 Professional, legal, and governmental studies</p> <p>1.1 Professional knowledge and ethics, history of the profession</p> <p>1.2 The healthcare system in the Federal Republic of Germany and international cooperation in the health care system, including the health programs of international organizations such as the World Health Organization and the Council of Europe</p> <p>1.3 Current professional and health policy issues</p> <p>1.4 Occupational therapist law; legal regulations for other health care professions and their differentiation from each other</p> <p>1.5 Labor and professional regulations, insofar as they are relevant to the practice of the profession</p> <p>1.6 Introduction to labor and occupational safety law</p> <p>1.7 Introduction to social and rehabilitation law</p> <p>1.8 Introduction to hospital and epidemic law as well as drug and narcotics law</p> <p>1.9 Criminal law, civil law and public law regulations relevant to the practice of the profession; legal status of the patient or his or her legal guardians, data protection</p> <p>1.10 The foundations of the state order in the Federal Republic of Germany</p> <p>2 Job-related language, Introduction to academic writing, research</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>10 Psychology and educational science</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>15 Basic principles of occupational therapy</p> <p>15.11 Basic principles of quality assurance; structure, process and result quality</p>
<p>Type of course(s):</p>	<p>Seminar</p>

Types of learning:	Attendance time: Small group work, case study work Home study: Study of literature, case studies
Requirements for awarding credits (module examination, scope and duration of the examination):	Written examination, term paper, portfolio, case study, poster presentation, seminar presentation
Use of the module	<i>Specifically occupational therapy</i>
Basic literature:	Jerosch-Herold et al. (2011) Konzeptionelle Modelle für die ergotherapeutische Praxis. Specialist journals: USA, Canada, Scandinavia, GB, Australia magazine Occupational Therapy & Rehabilitation and other current literature

Module: M9-IL		Module name: Professional relationships, partnerships and collaboration (OT)	
Responsible for module Prof. Dr. Ulrike Marotzki (HAWK), Birthe Schön, MSc., (HNS), Wiebke Flotho, MSc. (ASS)			
Qualification level: Bachelor		Year of training 1	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 140 h (9.3 SWS)	
		of that home study 40 h	
Duration and frequency: one semester, annually	Prerequisites: Co-op students in guest student status	Language: German	
Qualification goals / competencies 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>		

Module contents:	Contents according to ErgThAprV 10 Psychology and educational science 10.4.3 Interaction in groups 12 Medical sociology and gerontology 12.1.1 Natural and social science understanding of illness 12.1.2 Institutional sociology and role sociology 12.1.3 Social evaluation of chronic illness and disability 12.1.4 Processing and coping with illness and disability 15 Basic occupational therapy 15.5 Communication and instruction 15.6 Basic principles of therapeutic work in groups 15.7 Introduction to client-centered counseling 15.10 Support, counseling and inclusion of family members in the therapy 15.12 Key qualifications for team work
Type of course(s):	Seminar
Types of learning:	Attendance time: Small group work, case study work Home study: Study of literature, case studies
Requirements for awarding credits (module examination, scope and duration of the examination):	Written exam, term paper, oral exam, case study, seminar presentation
Use of the module	<i>Specifically occupational therapy</i>
Basic literature:	Specialist journals: USA, Canada, Scandinavia, GB, Australia magazine Occupational Therapy & Rehabilitation and other current literature

Module block 1: Single-discipline perspectives and interprofessional context

Module: 1.1 ET	Module name: Theory and history of occupational therapy	
Responsible for module Prof. Dr. Ulrike Marotzki		
Qualification level: Bachelor	Study half year: 4	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 60 h (4 SWS)
		of that home study 120 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 1, 2, 5	Students <ul style="list-style-type: none"> - 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, - have in-depth knowledge of occupational therapy models as well as resources and barriers to implement them in therapeutic practice, - have basic knowledge of occupational science, programmatic and research fields. 	
Module contents:	<ul style="list-style-type: none"> - History of German occupational therapy and international developments in the profession - Key terms and models of occupational therapy from the German- and English-speaking language areas - Studies on the implementation of occupational therapy models and programs in actual practice - Basic principles of occupational science, fields of research 	
Type of course(s):	Seminar	
Types of learning:	Small group work, work with historical materials in occupational therapy, case work Home study: Study of literature	
Requirements for awarding credits (module examination, scope and duration of the examination):	Seminar paper, term paper, presentation, case study, oral examination	

Use of the module	<i>The module can only be used in the ELP and BiG Bachelor's degree programs specific to the discipline of occupational therapy.</i>
Basic literature:	<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"> ▪ All issues of the magazine Occupational Therapy & Rehabilitation ▪ Specialist journals: USA, Canada, Scandinavia, GB, Australia ▪ And other current literature

Module: 1.1 CP	Module name: Theory and history of speech therapy	
Responsible for module Prof. Dr. Ulla Beushausen		
Qualification level: Bachelor	Study half year: 4	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 60 h (4 SWS)
		of that home study 120 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 1, 2, 5	Students <ul style="list-style-type: none"> - 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, - are able to trace the historical development of speech therapy terms, - 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, - 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, - 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. 	
Module contents:	<ul style="list-style-type: none"> - Key terms and models of speech therapy from the German and English language areas (linguistics, educational science, psychology, medicine) - Systematics of the speech therapy subject area - Informal and standardized testing procedures - Terms of diagnostic and test theory and statistics - Historical milestones in speech therapy 	
Type of course(s):	Seminar	
Types of learning:	Lecture, small group work, presentation of work findings in the plenary, exercises on test statistics Home study: Test reviews, test taking, literature study	

Requirements for awarding credits (module examination, scope and duration of the examination):	Seminar paper, term paper, presentation, case study, oral examination
Use of the module	<i>The module can only be used in the B.Sc. OSP degree programs specific to the discipline of speech therapy.</i>
Basic literature:	Beushausen, U. (2007). Testhandbuch Sprache. Bern: Owens R., Metz D, Fariella K. (2014). Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective. 5 Aufl. Allyn & Bacon Communication Sciences and Disorders. Thiele, A. (2008): Aus der Geschichte der Logopädie: Von der Antike bis zur Gegenwart Taschenbuch. VDM-Verlag Müller

Module: 1.1 PT	Module name: Theory and history of physiotherapy	
Responsible for module Prof. Dr. Annette Probst		
Qualification level: Bachelor	Study half year: 4	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 60 h (4 SWS)
		of that home study 120 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 1, 2, 5	Students <ul style="list-style-type: none"> - 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, - 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, - 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. 	
Module contents:	<ul style="list-style-type: none"> - Key terms used in physiotherapy from the German and English language areas (pathokinesiology, movement, movement action, etc.). - Systematics of the physiotherapeutic subject area - Models of physiotherapy (Hislop, Cott et al., Hüter-Becker, Probst) - Client-centered/patient-oriented perspectives in the physiotherapeutic process - History of German physiotherapy and international developments in the physiotherapeutic profession - Basic sociological and health-scientific principles of physiotherapy 	
Type of course(s):	Seminar	
Types of learning:	Lecture, seminar group work, case study work	

Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, seminar paper, case study, oral examination
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Use of the module	<i>The module can only be used in the B.Sc. OSP degree programs specific to the discipline of speech therapy.</i>
Basic literature:	<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 in der Geschlechterforschung. Münster: LIT-Verl. S. 309-334.</p>

Module: 1.2 ET	Module name: Therapeutic fields of action in occupational therapy	
Responsible for module Prof. Dr. Ulrike Marotzki		
Qualification level: Bachelor	Study half year: 5	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 60 h (4 SWS)
		of that home study 120 h
Duration and frequency: 1 per semester, every semester	Prerequisites: Module 1.1 OT: Theory and history of occupational therapy	Language: German
Qualification goals / competencies Overarching learning objectives: 1, 2, 5	Students <ul style="list-style-type: none"> - 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, - 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, - 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), - select assessments according to the field of activity and problem and apply them appropriately, - are able to develop ideas for new forms of services in the field of occupational therapy, taking into account relevant developments in society, the health care system, the profession, technology/media, target groups, etc., - are familiar with contemporary, current, evidence-based forms of occupational therapy intervention. 	
Module contents:	<ul style="list-style-type: none"> - 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 - Occupational therapeutic assessments - Approaches to health promotion and prevention - Methods for the conception and evaluation of therapeutic processes and projects 	
Type of course(s):	Seminar	

Types of learning:	Small group work, case study work, presentation of work findings in the plenary, exercises on the application of assessment Home study: Study of literature
Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, seminar paper, oral examination, written exam (2 hours)
Use of the module	<i>The module can only be used in the ELP and BiG Bachelor's degree programs specific to the discipline of occupational therapy.</i>
Basic literature:	<ul style="list-style-type: none"> ▪ Specialist journals: USA, Canada, Scandinavia, GB, Australia ▪ And other current literature

Module: 1.2 CP	Module name: Therapeutic fields of action in speech therapy	
Responsible for module Prof. Dr. Ulla Beushausen		
Qualification level: Bachelor	Study half year: 5	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 60 h (4 SWS)
		of that home study 120 h
Duration and frequency: 1 per semester, every semester	Prerequisites: Module 1.1 OT: Theory and history of speech therapy	Language: German
Qualification goals / competencies Overarching learning objectives: 1, 2, 5	Students are able to <ul style="list-style-type: none"> - specify speech therapy fields of action in the therapeutic process (prevention, counseling, diagnostics, therapy) across different age and target groups as well as settings, - name the main problems and treatment procedures involved in the respective field of speech therapy, - select and apply informal testing procedures and tests in relation to fields of activity and problems, - develop ideas for new forms of services in the field of speech therapy, - work independently on questions arising in the fields of action using selected, previously taught evaluation methods. 	
Module contents:	<ul style="list-style-type: none"> - 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) - Systematics of the speech therapy subject area - Methods for the evaluation of projects - Execution of (small-scale) projects 	
Type of course(s):	Seminar	
Types of learning:	Lecture, small group work, presentation of work findings in the plenary Home study: Execution of projects, study of literature	

Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, seminar paper, case study, oral examination, written exam (2 hours)
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Use of the module	<i>The module can only be used in the B.Sc. OSP degree programs specific to the discipline of speech therapy.</i>
Basic literature:	<p>Beushausen, U. (2009). Entscheidungsfindung in der Sprachtherapie. München. Elsevier</p> <p>Beushausen, U., Klein, S. (2015). Sprachförderung. Schulz-Kirchner. Idstein: 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> <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. 5 5th edition San Diego: Sing. Publ.</p>

Module: 1.2 PT	Module name: Therapeutic fields of action in occupational therapy	
Responsible for module Prof. Dr. Annette Probst		
Qualification level: Bachelor	Study half year: 5	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 60 h (4 SWS)
		of that home study 120 h
Duration and frequency: 1 per semester, every semester	Prerequisites: Module 1.1 OT: Theory and history of physiotherapy	Language: German
Qualification goals / competencies Overarching learning objectives: 1, 2, 5	<p>Students</p> <ul style="list-style-type: none"> - are able to analyze and describe physiotherapeutic fields of action systematically on the levels of structures and framework conditions, therapeutic process and physiotherapeutic intervention, - 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, - 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, - 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, - are able to develop innovative ideas for the conception and evaluation of offers in physiotherapeutic fields of action. 	
Module contents:	<ul style="list-style-type: none"> - Systematization of physiotherapeutic fields of action (structures and framework, therapeutic process, physiotherapeutic intervention) - Interaction work in the physiotherapeutic process - Specifics of a physiotherapeutic diagnosis - Frame of reference for physiotherapeutic assessments - Methods for the conception and evaluation of projects 	
Type of course(s):	Seminar	

Types of learning:	Lecture, seminar-based group work, development and execution of projects
Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, seminar paper, case study, oral examination, written exam (2 hours)
Use of the module	<i>The module can only be used in the B.Sc. OSP degree programs specific to the discipline of speech therapy.</i>
Basic literature:	<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. Vorschläge und Perspektiven für humane Dienstleistungsarbeit. 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>

Module: 1.3	Module name: Study project	
Responsible for module Prof. Dr. Ulrike Marotzki		
Qualification level: Bachelor	Study half year: 5	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 30 h (2 SWS)
		of that home study 150 h (including 100 h of practical training)
Duration and frequency: 1 per semester, every semester	Prerequisites: Students in the 5th semester	Language: German
Qualification goals / competencies Overarching learning objectives: 1, 2, 3, 4, 5	Students are able to <ul style="list-style-type: none"> - to apply theoretical knowledge acquired during the course of study to a problem in a practical field, - conduct problem-related research, - plan, coordinate and carry out a project cooperatively, - analyze an application-related problem in a concrete practical context and constructively involve the colleagues working there, - Present findings appropriately to different target groups, - critically evaluate their own learning experiences in the field of action. 	
Module contents:	Study projects offer the opportunity for a thematic deepening of already treated single-discipline, interprofessional and reference-scientific contents. It is possible to choose from among a number of different projects. The starting point is a project outline, which is usually drafted and presented by the teachers. 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. Projects are developed and reviewed in groups.	
Type of course(s):	Impulse talks, project work, job shadowing, short internship	
Types of learning:	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, job shadowing/exercise in the field of practice, group work	

Requirements for awarding credits (module examination, scope and duration of the examination):	Preparation of a practical/project report of up to 20 pages, presentation of the project results to the semester group (30 min.).
Use of the module	<i>The module is not suitable for use outside the ELP and BiG Bachelor's degree programs.</i>
Basic literature:	Depends on the project

Module: 1.4		Module name: (Inter-)Professional thinking, reasoning and decision-making	
Responsible for module Prof. Dr. Ulla Beushausen			
Qualification level: Bachelor		Study half year: 4	Type of module: Compulsory module
Credits: 9 ECTS	Total workload: 270 h	of that attendance time: 90 h (6 SWS)	
		of that home study 180 h	
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German	
Qualification goals / competencies Overarching learning objectives: 1, 2, 5	Students <ul style="list-style-type: none"> - are familiar with various types and models of clinical reasoning (CR) from different disciplines, - consciously use forms of CR in their work with clients in order to perceive problems in a differentiated way, - reflect on their therapeutic approach against the background of a client-centered perspective and can make this transparent, - critically examine their own learning, thinking and decision-making processes, - are familiar with typical problem situations and strategies for overcoming them in therapeutic practice, - develop awareness of their own strengths and limitations and the need to continually update their own knowledge for therapeutic work, - know and take into account client preferences in their significance for the evidence-based nature of therapeutic action, - draw appropriate conclusions from internal and external evidence and embed them in the CR process, - implement conclusions from evidence-based practice and evidence-based research into the CR process, - 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, - know and understand the importance of the ICF for professional action and the professionalization of the therapy professions, - are able to justify interprofessionally developed therapeutic options in a comprehensible manner, - know and understand central aspects of interprofessionality that are important for therapeutic action and the professionalization of the therapy professions, - are able to communicate, justify and decide in a case-oriented manner in an interprofessional team. 		

Module contents:	<ul style="list-style-type: none"> - Introduction to clinical reasoning (CR) - Approaches used in clinical reasoning - Forms of clinical reasoning - Conceptual principles of evidence-based practice - Methods of self-reflection/supervision - Consultations with colleagues - Introduction to ICF/ICD - Team work and key competencies in interprofessional collaboration - Case work (communicating and deciding) in an interdisciplinary team
Type of course(s):	Seminar
Types of learning:	Lecture, group work, exercises, problem-oriented learning based on case studies, role play, presentation and discussion of work results in plenary, lecture, problem-oriented learning, case analysis, poster preparation and poster presentation
Requirements for awarding credits (module examination, scope and duration of the examination):	Case study, term paper, seminar paper, poster presentation
Use of the module	<i>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.</i>
Basic literature:	<p>Beushausen, U. (2009). <i>Therapeutische Entscheidungsfindung in der Sprachtherapie: Grundlagen und 14 Fallbeispiele</i>: Elsevier, Urban&FischerVerlag.</p> <p>Borgetto, B., Max, M., Tomlin, G., Gantschnig, B.E., Schiller, S. & 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. & 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). Interprofessionelle Kooperation. IN M. Dick, W. Marotzki, H. Mieg (Hrsg.), <i>Handbuch Professionsentwicklung</i>. Heilbronn: Verlag Julius Klinkhardt.</p> <p>Vollmer A. (2016b). Konstruktive Kontroverse. In M. Dick, W. Marotzki, H. Mieg (Hrsg.), <i>Handbuch Professionsentwicklung</i>. Heilbronn: Verlag</p>

	Julius Klinkhardt.
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Module: 1.5		Module name: Ethics and diversity	
Responsible for module Dr. Sandra Schiller			
Qualification level: Bachelor		Study half year: 5	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h		of that attendance time: 60 h (4 SWS)
			of that home study 120 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German	
Qualification goals / competencies Overarching learning objectives: 1, 2, 5	Students <ul style="list-style-type: none"> - know central aspects of professional ethics and understand the importance of an ethical perspective for professional action and the professionalization of the therapy professions, - know and understand central aspects of gender mainstreaming that are important for therapeutic action and the professionalization of the therapy professions, - 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, - understand the importance of a diversity-sensitive perspective in their professional actions, - understand ethically reflected and diversity-sensitive practice on an individual and institutional level as a quality standard of therapeutic intervention, - anchor the importance of a diversity-sensitive perspective in the socioeconomic context of health care and reflect on it accordingly. Students are able to <ul style="list-style-type: none"> - 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, - adopt an ethical and diversity-sensitive perspective in their professional activities and critically reflect on their own decisions, - describe everyday practices on the basis of case histories and analyze them in terms of "doing/undoing gender" and other diversity characteristics, - critically reflect on their own culturally shaped perceptions as a basis for developing diversity-sensitive competencies in dealing with clients. 		

<p>Module contents:</p>	<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.</p> <p>This relates to the level of the individual therapist, but also brings them into the broader context of the health care 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>
<p>Type of course(s):</p>	<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>
<p>Types of learning:</p>	<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>
<p>Requirements for awarding credits (module examination, scope and duration of the examination):</p>	<p>Case study, term paper, seminar paper, empirical project, practical/project report</p>
<p>Use of the module</p>	<p><i>The module complements the disciplinary 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 disciplinary parameters.</i></p> <p><i>The module can also be used in other study programs, provided that an ethically sound, diversity-sensitive reflection of the professional environment of the health care professions in the German health care system is relevant for them.</i></p>

(Basic) literature:	<p>Black, R. M. & Wells, S. A. (2007). Culture & Occupation: A Model of Empowerment in Occupational Therapy. Bethesda, Md.: AOTA.</p> <p>Domenig, D. & Cattacin, S. (Hrsg.) (2015). Gerechte Gesundheit: Grundlagen, Analysen, Management. Bern: Hogrefe.</p> <p>Kuhlmann, E. & Kolip, P. (2005). Gender und Public Health. Grundlegende Orientierungen für Forschung, Praxis und Politik. Weinheim, München: Juventa.</p> <p>Schröder-Bäck, P. & Kuhn, J. (Hrsg.). Ethik in den Gesundheitswissenschaften: Eine Einführung. Weinheim: Beltz, 2016.</p> <p>Steinkamp, N. & 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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Module: 1.6		Module name: Specialized English	
Responsible for module Dr. Sandra Schiller			
Qualification level: Bachelor		Study half year: 4	Type of module: Compulsory module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)	
		of that home study 60 h	
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: English	
Qualification goals / competencies Overarching learning objectives: 2, 5	<p>Students</p> <ul style="list-style-type: none"> - know reading strategies for English language texts and key reference materials, - the relevant basic academic vocabulary, - relevant basic job-related vocabulary, - test and expand their own language potential (especially with regard to job-related vocabulary). Students are able to - read and understand specialized and multidisciplinary texts with the help of appropriate reading strategies, - make their own contributions in discussions of subject-specific or interdisciplinary issues (also in the form of short presentations), - communicate in English in basic language situations of client care. <p>Since relevant literature in the health care 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 health care 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>		

Module contents:	<ul style="list-style-type: none"> - Introduction to reading strategies and to the use of key subject-specific and general language reference materials - Reading and discussion of English-language texts on subject-specific and multidisciplinary issues - Basic features of professional communication in everyday working life - Teaching of introductory job-related vocabulary through text examples and language exercises
Type of course(s):	<p>Seminar</p> <p>The seminar serves to train and deepen technical language skills in English as required at the Bachelor's level for studies and everyday professional life.</p>
Types of learning:	<p>Lecture, seminar group work, exercises, presentation and discussion of work results</p>
Requirements for awarding credits (module examination, scope and duration of the examination):	<p>Portfolio</p>
Use of the module	<p><i>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.</i></p>
(Basic) literature:	<p>Schiller S. Fachenglisch für Gesundheitsberufe. 3. Aufl. Heidelberg: Springer, 2011 (bzw. die aktuell in Vorbereitung befindliche 4. Aufl.)</p>

Module block 2: Methodical-controlled action

Module: 2.1		Module name: Methodological principles of evidence-based practice	
Responsible for module Prof. Dr. Bernhard Borgetto, Prof. Dr. Ulrike Marotzki			
Qualification level: Bachelor		Study half year: 4	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 60 h (4 SWS)	
		of that home study 120 h	
Duration and frequency: 1 per semester, every semester	Prerequisites:	Language: German	
Qualification goals / competencies Overarching learning objectives: 2, 3, 5	<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"> - know the basics of science and epistemology, - are able to work academically in a formally correct manner, - know the basics of scientific logic and discourse, - understand the significance of research findings (external evidence) for practical application, - develop practice-appropriate questions and search strategies for selected problems, - critically evaluate the relevant literature, - draw appropriate conclusions from external evidence and embed them in the clinical reasoning process. <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"> - understand the statistical characteristics of descriptive statistics, - understand statistical hypothesis testing, - are able to assess the suitability of the above-mentioned statistical methods. <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>		

- know procedures of content analysis, data coding and category formation,
- are able to assess the suitability of the above-mentioned statistical methods.

	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.
Module contents:	<p>Course conceptual basics Introduction</p> <ul style="list-style-type: none"> - Definition, origins, and basic principles of evidence-based practice - External and internal evidence - An overview of the research process - Evaluating external evidence - Producing external evidence - Examples and ways to implement evidence-based practice - Advantages and disadvantages of evidence-based practice <p>Course Basic Methodological Principles: Statistics</p> <ul style="list-style-type: none"> - Definition, origins, and basic principles of statistical research methods - Scale level, type of variable - Descriptive statistics - Distribution statistics (shape measures, binomial, t-distribution) - Bivariate statistics (correlation analysis) - Basic inferential statistics (hypothesis testing) <p>Course Basic Methodological Principles: Interpretive research</p> <ul style="list-style-type: none"> - Definition, origins, and basic principles of interpretive research methods - Content analysis of interviews - Data coding - Category formation - Data interpretation
Type of course(s):	Lecture with exercise
Types of learning:	<p>Attendance time: 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>
Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, written exam (2-hour), practical training/project report

Use of the module	<i>The module can be used in health and social studies courses at the university.</i>
(Basic) literature:	<p>Borgetto, B., Max, M., Tomlin, G., Gantschnig, B.E., Schiller, S. & 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. & Pfingsten, A. (2017). Die Forschungspyramide - Teil 2: Methodologische Grundlagen: ergoscience, 12(3): im Druck.</p> <p>Borgetto, B., Max, M., Tomlin, G., Gantschnig, B.E., Schiller, S. & Pfingsten, A. (2017). Die Forschungspyramide - Teil 3: Grundlagen der praktischen Anwendung: ergoscience, 12(4): im Reviewverfahren.</p> <p>Döring, N. & 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>

Module: 2.2		Module name: Methods workshop	
Responsible for module Prof. Dr. Bernhard Borgetto			
Qualification level: Bachelor		Study half year: 5	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 60 h (4 SWS)	
		of that home study 120 h	
Duration and frequency: 1 per semester, every semester	Prerequisites: Module 2.1: Methodological principles of evidence-based practice	Language: German	
Qualification goals / competencies Overarching learning objectives: 2, 3	<p>Students</p> <ul style="list-style-type: none"> - know the current topics, issues and trends in the professions and related sciences, - know different types of a Bachelor's thesis, - know the profile of the study program as well as the research focus of the lecturers, - are able to develop their own questions and assign them to the profile of the course, - are able to plan scientific processes for their own questions, - 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 6th semester, - are able to apply research techniques, - have strategies for autonomous knowledge and time management as well as planning and problem-solving skills, - have the ability to criticize and deal with conflicts. 		
Module contents:	<ul style="list-style-type: none"> - Analysis of national and international research priorities - Research focus of the lecturers in the study program - Introduction to different types of theses and basic procedures - Argumentation patterns and types - Planning of the academic work process, including outline design and choice of methods - Development of your own academic question based on the work, research and study focus of the degree program - Derivation of the research question and the procedure of the study in an exposé 		

<p>Type of course(s):</p>	<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>
<p>Types of learning:</p>	<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/IDR:</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>
<p>Requirements for awarding credits (module examination, scope and duration of the examination):</p>	<p>Exposé</p>
<p>Use of the module</p>	<p><i>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 studies.</i></p>

(Basic) literature:	<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: http://www.hawk-hhg.de/gleichstellung/151440.php.</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: http://www.hawk-hhg.de/sozialearbeitundgesundheit/185821.php.</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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Module: 2.3	Module name: Bachelor thesis	
Responsible for module Prof. Dr. Bernhard Borgetto, Prof. Dr. Barbara Betz		
Qualification level: Bachelor	Study half year: 6	Type of module: Compulsory module
Credits: 15 ECTS	Total workload: 450 h	of that attendance time: 15 h (1 SWS)
		of that home study 435 h
Duration and frequency: 1 per semester, every semester	Prerequisites: 135 ECTS	Language: German
Qualification goals / competencies Overarching learning objectives: 2, 3	<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"> - 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. - Conceptual work - Development/critique of practice-oriented concepts/models on the basis of systematically researched scientific findings and theories - Systematic reviews - creation or updating of the state of knowledge on a limited topic on the basis of scientific procedures - 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. - Empirical work - Creation of new knowledge with scientific research methods - Methodological work - Construction and/or validation of scientific measurement/data collection instruments, testing of interview guidelines <p>Students will be able to critically reflect on the results of their Bachelor thesis and to classify them in terms of theory.</p>	

Module contents:	Topics for the Bachelor thesis
Type of course(s):	Bachelor's workshop (3-4 blocked sessions)
Types of learning:	Supervised small group work, presentation and discussion
Requirements for awarding credits (module examination, scope and duration of the examination):	Bachelor's thesis and Bachelor's colloquium
Use of the module	<i>The module is thematically open in principle, and can therefore also be used in other health-related degree programs at the university.</i>
(Basic) literature:	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.

Module block 3: Social and economic framework conditions

Module: 3.1	Module name: Basic principles of health science	
Responsible for module Prof. Dr. Bernhard Borgetto		
Qualification level: Bachelor	Study half year: 6	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 60 h (4 SWS)
		of that home study 120 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 3, 5	Students acquire interdisciplinary competencies for assessing structures and developments in health care and health policy. Students <ul style="list-style-type: none"> - know the structure, institutional organization, financing and control relationships of the subsystems and sectors of the health care system, - recognize the problems of the supply structures, - assess the consequences of changes for their own professional group, - know the functions, subject matter, goals, actors and control instruments of health policy, - reflect on development lines and strategies of health policy, - assess the relevance of health policy contexts for their own profession and discuss in active participation, - know the most important quality management concepts, QM actors and QM initiatives and their basic concepts and contents, - know the health policy relationship between external evidence and quality outcomes/health economic evaluation. 	
Module contents:	Course: Structure of the health care system <ul style="list-style-type: none"> - Concept and functions of health care - Statutory health insurance - Outpatient medical care, inpatient care, provision of medicines, provision of remedies Course: Healthcare policy <ul style="list-style-type: none"> - Definition, socio-political guiding principles - Actors in healthcare policy - Health policy problem panorama and possible solutions - Basic principles of quality management in healthcare systems 	

Type of course(s):	Seminar, lecture with small group work; the module contents are looked at in more depth during exercises in working groups
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Types of learning:	<p>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>
Requirements for awarding credits (module examination, scope and duration of the examination):	<p>Written exam (2-hour), term paper, seminar paper</p>
Use of the module	<p><i>The module complements the disciplinary modules in relation to the institutional-political framework of professional action.</i></p> <p><i>The module can be used with adapted emphasis in all health-related degree programs at the university.</i></p>
(Basic) literature:	<p>Borgetto B., Siegel A. (2009). Gesellschaftliche Rahmenbedingungen der Ergotherapie, 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>

Module: 3.2	Module name: Market-oriented and economics based action (I) – business management	
Responsible for module Prof. Dr. Barbara Betz		
Qualification level: Bachelor	Study half year: 4	Type of module: Compulsory module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification level / Competencies: Overarching learning objectives: 4	Students develop a positive attitude toward the business demands of managing a therapeutic practice or playing management roles in inpatient care settings. They <ul style="list-style-type: none"> - are able to think and act in terms of business management and are familiar with the fundamentals and framework of managing healthcare facilities, - 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, - they can plan their goals analogous to the management control loop, prepare and realize decisions and control goals, - are able to assess the risk of setting up a practice, know business ratios and can interpret them, - know the basics of personnel management (management style, management-by techniques, models of human behavior) and are able to motivate employees, - are aware of their responsibility for the health of their employees and know the basics of promoting health in the workplace, - are familiar with the latest trends in the field of business management, - 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. 	

Module contents:	<ul style="list-style-type: none"> - General principles of business management; the management process (goal setting, planning, decision, realization, control); - Key business figures - Motivation of employees/motivation theories; leadership styles; management-by-techniques - Basic principles of promoting health in the workplace and legal anchoring - Interfaces to quality management, benchmarking, change management - Exercises in goal setting, planning, decision making and leadership styles in healthcare
Type of course(s):	<p>Lecture, small group work</p> <p>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.</p>
Types of learning:	<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, follow-up on the lecture, exam preparation</p>
Requirements for awarding credits (module examination, scope and duration of the examination):	<p>Written exam (1-hour), term paper</p>
Use of the module	<p><i>The module may be included in other health professions degree programs.</i></p>
(Basic) literature:	<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: Berufskassen-, Steuerrecht und Betriebswirtschaft. München, Jena: Urban & Fischer</p>

Module: 3.3	Module name: Market-oriented and economic action (II) – Marketing and costs management	
Responsible for module Prof. Dr. Barbara Betz		
Qualification level: Bachelor	Study half year: 6	Type of module: Compulsory module
Credits: 6 ECTS	Total workload: 180 h	of that attendance time: 60 h (4 SWS)
		of that home study 120 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification level / Competencies: Overarching learning objectives: 4	<p>Students develop a positive attitude toward the business demands of managing a therapeutic practice or playing management roles in inpatient care settings. They</p> <ul style="list-style-type: none"> - are able to think and act in terms of business management and are familiar with the fundamentals and framework of managing healthcare facilities, - are familiar with the instruments of marketing and cost management and can apply the methods from these areas in their everyday work, - 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), - 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), - 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), - can develop measures appropriate to target groups (e.g. flyers) and communicate them effectively to the public, - know the calculation bases for services outside the statutory health insurance funds and can calculate prices for self-pay offers. 	

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>Module contents:</p>	<p>Course: Marketing</p> <ul style="list-style-type: none"> - Basic knowledge and concepts of marketing, especially services marketing - General conditions of service providers in the health care market - Marketing management process (situation analysis, market research methods) and concept and measure development (marketing mix, 4 P's: Product, Promotion, Place, Price) - Introduction to strategic planning methods: SWOT analysis, life cycle analysis, Ansoff matrix - Basic legal principles in the healthcare system: German Drug Advertising Act (HWG), supply contracts with the statutory health insurers (GKV), Unfair Competition Act (UWG) - Basic principles of price calculation - Guided Case Study Marketing: Management of an own practice <p>Course Cost management/accounting</p> <ul style="list-style-type: none"> - Basic principles and basic concepts of business accounting - Basic accounting principles and introduction to hospital accounting; revenue/surplus accounting - Payroll accounting - Introduction to cost and service accounting - Break-even accounting - Basic legal principles in the healthcare system
<p>Type of course(s):</p>	<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>
<p>Types of learning:</p>	<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>
<p>Requirements for awarding credits (module examination, scope and duration of the examination):</p>	<p>Written exam (2 hours), case study according to given outline with worksheets provided</p>

Use of the module	<i>The module may be included in other health professions degree programs.</i>
(Basic) literature:	Betz B. (2014). Praxis-Management für Physiotherapeuten, Ergotherapeuten und Logopäden. Praxen wirtschaftlich erfolgreich führen. Berlin, Springer Boxberg E., Rosenthal F. (2003). Selbständig im Gesundheitswesen: Berufskassen-, Steuerrecht und Betriebswirtschaft. München, Jena: Urban & Fischer Meffert H., Bruhn M. (2003). Dienstleistungsmarketing. 4. Auflage. Wiesbaden: Gabler.

Module: 3.4	Module name: Communication and counseling in the therapy process	
Responsible for module Prof. Dr. Ulla Beushausen		
Qualification level: Bachelor	Study half year: 6	Type of module: Compulsory module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 1, 2	Students <ul style="list-style-type: none"> - have in-depth knowledge of health communication (communication models, disease management models, counseling approaches, motivation theories), - can transfer techniques of conversation management to the therapeutic process (anamnesis, diagnostics, therapy and counseling), - apply these techniques in their own therapeutic practice, - are able to communicate in interdisciplinary and multi-professional teams, - evaluate case studies from professional practice accordingly and develop action concepts for practical application, - reflect on their own attitude and their roles in the therapeutic process. 	
Module contents:	Tasks and strategies of health communication are explained and transferred to the therapeutic everyday life of the students and practically tested. The respective communicative requirements of specific patients and clients are derived from essential motivation and disease management models. Approaches are developed for the counseling activities of the therapeutic healthcare professions. Students practice interdisciplinary communication strategies in small groups and in role play. Video sequences are analyzed.	
Type of course(s):	Seminar with practical exercise	
Types of learning:	Lecture, individual and group work, role play, case studies	
Requirements for awarding credits (module examination, scope and duration of the examination):	Written exam (1-hour), term paper, seminar paper, Portfolio, Fallstudie	

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

Compulsory elective module (WPM)

Module: WPM 4.1	Module name: Female-dominated professions in health and social care from a historical perspective	
Responsible for module Dr. Sandra Schiller		
Qualification level: Bachelor	Study half year: 4/5	Type of module: Compulsory elective module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: Knowledge of English at the B2/C1 level	Language: English
Qualification goals / competencies Overarching learning objectives: 5	Students <ul style="list-style-type: none"> - know the current characteristics of their profession against the background of historical development and know accordingly about their flexibility and formability, - are familiar with the relevant academic vocabulary necessary for reading contemporary historical and theoretical texts. Students are able to <ul style="list-style-type: none"> - adopt a critical gender perspective in relation to historically conditioned expressions of their profession, - read and understand specialized and multidisciplinary texts with the help of appropriate reading strategies, - make their own contributions in discussions of subject-specific or interdisciplinary issues (also in the form of short presentations), 	
Module contents:	This compulsory elective module provides insights into the cultural and social historical context of the emergence of the health professions and social work or early childhood education in the late 19th and early 20th centuries through an examination of historical sources (written and image material) and historiographical accounts. A main focus is placed on the historical gender discourse in general as well as in relation to the health professions and social work or the field of education and upbringing in childhood. In addition, the development of these professions in Germany, Great Britain and the USA is made comprehensible in connection with central historical events and social phenomena such as medicalization and social disciplining, the <i>Lebensreform</i> movement, and the professionalization of care for the poor. Significant insights into the development of these professions can be gained in particular through the interprofessional perspective.	

Type of course(s):	Seminar The seminar serves to deepen knowledge of historical development in an international and cross-disciplinary context.
Types of learning:	Lecture, seminar-based group work, discussion in the plenary session
Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, presentation, seminar paper, written exam, practical training/project report
Use of the module	<i>The module is related to the Specialized English module, the Ethics and Diversity module, and the disciplinary modules on Theory and History. As a supplement to the existing compulsory course, it provides a decidedly humanistic perspective in the sense of the Medical Humanities. The module can also be taken by students in the Social Work and Childhood Education programs.</i>
(Basic) literature:	Allen, A. T. (1991). <i>Feminism and Motherhood in Germany, 1800-1914</i> . New Brunswick, N.J.: Rutgers Univ. Press. Friedland, J. (2011). <i>Restoring the Spirit: The Beginnings of Occupational Therapy in Canada, 1890-1930</i> . Montreal: McGill-Queens Univ. Press. Kruse, E. "Towards a History of Social Work Training in Germany – Discourse and Struggle for Power at the Turning Points." .” In: Gisela Hauss & Dagmar Schulte (Hrsg.). <i>Amid Social Contradictions: Towards a History of Social Work in Europe</i> . Opladen & Farmington Hills, MI: Budrich, 2009, S. 89-108. Linker, B. (2011). <i>War’s Waste: Rehabilitation in World War I America</i> . Chicago: Univ. of Chicago Press. Schiller S. (2013). <i>Zur Professionsgeschichte der deutschen Physiotherapie aus Genderperspektive</i> . In: U. Bohle u.a. (Hrsg.). <i>Transdisziplinäre Perspektiven in der Geschlechterforschung</i> . Münster: LIT-Verl. Pg. 309-334. Wilcock, A. (Hrsg.) (2001-2). <i>Occupation for Health</i> . Vol. 1: A Journey from Self Health to Prescription. Vol. 2: A Journey from Self Health to Prescription. London: British Association and College of Occupational Therapists. Duchan J. F. 2001-11 <i>Getting Here – A Short History of Speech Pathology in America</i> . Website: http://www.acsu.buffalo.edu/~duchan/new_history/overview.html

Module: WPM 4.2	Module name: Community Development from a Local and International Perspective	
Responsible for module Dr. Sandra Schiller		
Qualification level: Bachelor	Study half year: 4/5	Type of module: Compulsory elective module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: Knowledge of English at the B2 level	Language: English
Qualification goals / competencies Overarching learning objectives: 1, 5	<p>Students know</p> <ul style="list-style-type: none"> - and understand the community development (CD) approach as an innovative, interdisciplinary strategy for the health professions, especially in the area of community health promotion, - the possibilities of cooperation between different professional groups from the social and health sectors, especially in health promotion projects, - the framework for community-based health projects in occupational therapy, speech therapy, and physiotherapy. <p>Students are able to</p> <ul style="list-style-type: none"> - critically discuss the implementation possibilities and limitations of CD from an interdisciplinary and international perspective, - develop their own project ideas or ideas for their own professional competence acquisition in this field in Germany. 	
Module contents:	<ul style="list-style-type: none"> - How is community development characterized as an approach in general? - How is community development characterized as an approach to health (community-based health work)? - What are strategies for community health promotion? - What competencies do OTs, SPs, PTs, and other health and social professions) need to work with this approach? - Use of the process model for project work (Zinkstok, Schiller, Engelen, 2016) and other orientation aids - Challenges in working with a CD approach - International perspectives (especially comparison with Belgium and the Netherlands) 	

Type of course(s):	Seminar An international student workshop on community development in health and social care, organized and conducted together with colleagues from the partner universities Hogeschool Gent (Belgium) and Hogeschool van Amsterdam (Netherlands), will take place during the seminar (block event).
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Types of learning:	Lecture, seminar group work, case analysis, presentation and discussion of work results in the plenum, planning of a project, excursion
Requirements for awarding credits (module examination, scope and duration of the examination):	Seminar paper, term paper, case study, empirical project
Use of the module	<p><i>The module thematically complements the disciplinary modules on the fields of action and the elective module Health Promotion and Prevention.</i></p> <p><i>The module is also suitable for students in other programs in the Faculty of Social Work and Health who are interested in interdisciplinary collaboration on health-related issues in the community.</i></p>
(Basic) literature:	<p>Linker, B. (Hrsg.) (2011). Community Development in Health: A Literature Review. Health Empowerment Leverage Project. Nov. 2011. Access to: http://www.thinklocalactpersonal.org.uk/_assets/Resources/BCC/Evidence/help_literature_search.pdf</p> <p>Gilchrist A., Taylor M. (2011). The Short Guide to Community Development. Bristol: The Policy Press.</p> <p>Ife, J. (2009). Human Rights from Below: Achieving Rights through Community Development. Cambridge etc.: Cambridge Univ. Press.</p> <p>Toomey, A.H. (2009). Empowerment and disempowerment in community development practice: Oxford University Press and Community development Journal, 46 (2),181-195.</p> <p>Schiller, S. (2012). "Gemeinwesenorientierung in der Ergotherapie." In: Ergotherapie & Rehabilitation 51(3), 2012, pg. 24-26.</p> <p>Zinkstok R., Schiller, S., Engelen A. (2016). Community-Development-Framework. Een reflectiekader voor ergotherapeutisch handelen op basis van een Community Development benadering. In: Wilfried Van Handenhoven (Hrsg.). Jaarboek Ergotherapie 16 -17. Leuven: Acco, pg. 107-116. (German translation in preparation)</p>

Module: WPM 4.3	Module name: Basic principles of physical exercises science	
Responsible for module Karoline Munsch, M.Sc. PT; Marcus Trocha, M.Sc. PT		
Qualification level: Bachelor	Study half year: 4/5	Type of module: Compulsory elective module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 2, 5	<p>Students</p> <ul style="list-style-type: none"> - understand the basic theories of movement organization and motor learning, - recognize the importance of profession-specific selected movement science references, - are able to recognize assumptions about the organization of movement and movement learning for selected therapeutic procedures, - can reflect on their therapy planning against a movement science background, - know the basic principles of clinical-observational and instrumental methods of motion analysis, - have basic knowledge in the application of instrumental motion analysis, - are able to develop questions that can be investigated with the instrumental motion analysis systems available in the HAWK motion laboratory. 	
Module contents:	<p>An introduction is given to the various research directions and disciplines involved in exercise science. The course teaches the basic principles of theoretical references to movement organization, motor learning and motor development, which are significant for the design of therapeutic situations with patients. It covers Schmidt's schema theory, gestalt psychological theories of movement, and self-organization concepts of motor function. Conditions for movement learning are developed against the background of theoretical justifications and experimental research results. Based on this understanding, experiments on instrumental motion analysis (ZEBRIS 3D measurement system, Vicon system for gait analysis, EMG analysis system) will be performed.</p>	
Type of course(s):	Seminar	

Types of learning:	Lecture, seminar group work, exercise in motion laboratory
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Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, seminar paper
Use of the module	<i>Due to its subject-related content, the module is primarily used in the Bachelor's degree program in Occupational Therapy, Speech Therapy and Physiotherapy. It can also be used in other courses with movement therapy content.</i>
(Basic) literature:	<p>Hadders-Algra M. (2010). Variation and variability: Key words in human motor development. <i>Physical Therapy</i>, 90 (12), S. 1823-1837.</p> <p>Mulder T. (2006). <i>Das adaptive Gehirn. Über Bewegung, Bewusstsein und Verhalten</i>. Stuttgart u.a.: Thieme.</p> <p>Schöllhorn W. (2011). Erfolg durch Abwechslung. <i>Differentielles Bewegungslernen</i>. <i>physiopraxis</i> 8 (6), S. 32-35.</p> <p>Shumway-Cook A., Wollacott M. (2011). <i>Motor control, translating research into clinical practice</i>, Philadelphia: Lippincott Williams & Wilkins.</p> <p>Tamboer J.W.J. (1994). <i>Philosophie der Bewegungswissenschaften</i>. Butzbach-Griedel: Afra.</p> <p>Wulf G. (2009). <i>Aufmerksamkeit und motorisches Lernen</i>. München: Urban & Fischer</p>

Module: WPM 4.4	Module name: Open Campus OSP - Counseling and exchange opportunities by students for students	
Responsible for module Jasmin Dürr, M.Sc. OT		
Qualification level: Bachelor	Study half year: 4/5	Type of module: Compulsory elective module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 3, 4, 5	<p>Students know</p> <ul style="list-style-type: none"> - current positions and analyses on the academization of health professions, - know the structures of the Bachelor's degree program in Occupational Therapy, Speech Therapy and Physiotherapy and the Bachelor's degree program in Educational Sciences in the Health Professions of Occupational Therapy, Speech Therapy and Physiotherapy, - selected methods for evaluating the organization of studies, learning opportunities and the study plan, - Project management methods for project preparation, execution and evaluation, - Counseling formats for students. <p>Students are able to</p> <ul style="list-style-type: none"> - conduct information sessions at the cooperating schools, - organize events of introduction and exchange for the co-op students, - develop questions for the evaluation of the 1st study phase and organize evaluations, - analyze and structure job-related issues and present them in an addressee-oriented manner within the framework of public relations work, - Plan, prepare, execute and document projects as part of a project report, - critically evaluate their own learning experiences, <p>The events and evaluations are planned and carried out in cooperation with the HAWK pilots (academic and student assistants) and the program coordination for the 1st study phase.</p>	

Module contents:	<ul style="list-style-type: none"> - Development of the academization of the healthcare professions - Possibilities for reflection on the topic of " one' s own motivation to study" - Structures and contents of the 1st study phase and the 2nd study phase of the study programs for a Bachelor's degree in Occupational Therapy, Speech Therapy and Physiotherapy and a Bachelor's degree in Educational Sciences in the health professions of Occupational Therapy, Speech Therapy and Physiotherapy - Organizational forms of supervision of co-op students - Methodical procedures in project management - Methods for evaluating the organization of studies, learning opportunities and the course of studies: e.g. evaluation parcour - Public relations for health professions
Type of course(s):	Seminar, exercise
Types of learning:	Attendance time: Active listening, guided small group work, presentation and discussion of work findings in plenary session Home study: Study of literature, group work, exercises
Requirements for awarding credits (module examination, scope and duration of the examination):	Case study, practical training/project report
Use of the module	Due to the course-related content and the organizational framework, the module is used exclusively in the B.Sc. OSP program. <i>The module serves as a link between the 1st and 2nd study phases and facilitates the exchange between students across study phases.</i>

(Basic) literature:	<p>Betz B. (2014). Praxis-Management für Physiotherapeuten, Ergotherapeuten und Logopäden. Praxen wirtschaftlich erfolgreich führen. Berlin: Springer.</p> <p>Borgetto B. (2015). Zwischenbilanz und aktuelle Entwicklungen in der Akademisierung der Therapieberufe. In: Pundt J., Kälble K. (Hrsg.), Gesundheitsberufe und gesundheitsberufliche Bildungskonzepte. Bremen: Apollon University Press, S. 265-290.</p> <p>Boy J., Dudeck C., Kuschel S. (2001). Projektmanagement. Grundlagen Methoden und Techniken Zusammenhänge. 9. Aufl. Offenbach: Gabal.</p> <p>Knoblauch J., Wöltje H., Hausner M. B., Kimmich M., Lachmann S. (2012). Zeitmanagement. 2., ergänzte Aufl. Freiburg: Haufe.</p> <p>Probst H.J., Haunerding M. (2007). Projektmanagement leicht gemacht: Projekte erfolgreich planen, steuern und abschließen. 2., überarb. Aufl. Heidelberg: Redline Wirtschaft.</p> <p>Reichel K., Junge I., Voigt-Radloff S. Walkenhorst U. (2015). Bedeutung der Empfehlungen des Wissenschafts- und des Gesundheitsforschungsrates für die Ergotherapie. Akademisierung und Forschungsaufbau. In: Ergotherapie und Rehabilitation, 54 (2), pg. 28-32.</p> <p>Themenheft der Zeitschrift Forum Logopädie: Akademisierung ohne Ausnahme: Logopädie gehört an die Hochschule aus dem Jahr 2013</p> <p>Wissenschaftsrat (2012). Empfehlungen zu hochschulischen Qualifikationen für das Gesundheitswesen. Access on 10.03.2017 to: www.wissenschaftsrat.de/download/archiv/2411-12.pdf.</p> <p>Current publications</p>
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Module: WPM 4.5	Module name: Health promotion and prevention	
Responsible for module Prof. Dr. Bernhard Borgetto		
Qualification level: Bachelor	Study half year: 4/5	Type of module: Compulsory elective module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 1, 2, 5	<p>Students are familiar with</p> <ul style="list-style-type: none"> - the different concepts and models of health and disease as well as health promotion and prevention, - the disciplinary concepts developed so far in health promotion and prevention. <p>Students are able to</p> <ul style="list-style-type: none"> - develop concepts for approaches and measures of health promotion and prevention on the basis of a specific discipline, - recognize resources and stresses in patients and clients, - assist patients, clients, and organizations in promoting health resources and reducing health burdens on the basis of a specific discipline in multi-professional teams, - implement health promotion and prevention measures in a safe, client-centered, and context-appropriate manner. 	
Module contents:	<ul style="list-style-type: none"> - Concepts and models on health and disease - Concepts and models on health promotion and prevention - Concepts in a specific discipline for health promotion and prevention - Settings approaches in health promotion and prevention <p>-Individual approaches in health promotion and prevention In the elective module, depending on the seminar In addition, it is possible and desirable for the lecturers to set priorities with regard to the respective disciplines and the setting or individual approaches.</p>	
Type of course(s):	<p>Seminar</p> <p>The seminar serves to communicate a basic overview and to develop the students' own concepts for work in health promotion and prevention. The seminar also includes exercises.</p>	

Types of learning:	Attendance time: Active listening, seminar-based group work, presentation and discussion of work findings in plenary session Home study: Study of literature, individual exercises, group work
Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, practical training/project report, seminar paper
Use of the module	<i>The module builds on the basic principles of health promotion and prevention taught in (occupational therapy, speech therapy and physiotherapy) training.</i> <i>The module can be used in all degree programs where the fundamentals of health promotion and prevention are to be taught and who have experience working with patients or clients in the field of health.</i>
(Basic) literature:	Borgetto B. (2009). Health promotion and prevention In: Borgetto B., Siegel A. Gesellschaftliche Rahmenbedingungen der Ergotherapie, Logopädie und Physiotherapie. Eine Einführung in die sozialwissenschaftlichen Grundlagen des beruflichen Handelns. Bern: Huber,pg. 227-246.

Module: WPM 4.6	Module name: Practice-oriented labor law	
Responsible for module Prof. Katja Scholz-Bürig		
Qualification level: Bachelor	Study half year: 4/5	Type of module: Compulsory elective module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 4	<p>In preparation for assuming managerial positions in outpatient or inpatient settings, students gain the necessary legal knowledge for recruiting, hiring, content, and terminating employment relationships. A consistently close reference to human resources management is established.</p> <p>Students know their own rights and obligations as employees and employers.</p> <p>They develop a basis for the performance of later management tasks in the outpatient or inpatient sector and are put in a position to employ and manage staff in their own practice in a competent and legally secure manner.</p>	
Module contents:	<ul style="list-style-type: none"> - Overview of the legal foundations in labor law - Legal foundations for personnel recruitment, in particular the limits of employers' right to ask questions during the initiation of the employment relationship - Students learn how an employment contract shapes the employment relationship and what problems can occur. - They know the admissibility and treatment of mini-jobs under labor law and the distinction between employees and freelancers. - They know the possibilities of temporary employment and essential provisions of various employee-protection laws. - They know the essential rights and obligations of the employer and employee in the employment relationship. - They are able to assess and enforce the consequences of breaches of duty (warning, dismissal, termination agreement). - They are able to understand the language used in writing letters of reference and write job references themselves. 	
Type of course(s):	Lecture with small group work The module contents are looked at in more depth during exercises in working groups	

Types of learning:	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
Requirements for awarding credits (module examination, scope and duration of the examination):	Written exam (1-hour), term paper
Use of the module	<i>The module may be included in other health professions degree programs.</i>
(Basic) literature:	Beck, Arbeitsgesetze, jeweils neueste Auflage (Anschaffung zwingend) Schaub, Günter; Koch, Ulrich; Linck, Rüdiger: Arbeitsrechts – Handbuch, 13. Auflage, München 2009

Module: WPM 4.7	Module name: Interventions in early childhood - at the crossroads of health promotion, prevention, therapy, and child protection.	
Responsible for module Jasmin Dürr, M.Sc. OT; Hanna Ehlert, M.Sc. ST; Birte Meier, M.Sc. ST		
Qualification level: Bachelor	Study half year: 4/5	Type of module: Compulsory elective module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 1, 2, 5	Students are familiar with <ul style="list-style-type: none"> - (selected) interventions in early childhood. - the basic definitions of the following terms: early help, health promotion, prevention, early intervention, child protection, - competencies and logics of action of the different actors (health care, education, social services, ...), - opportunities for interprofessional collaboration in this area, - the Federal Child Protection Act (in particular the Act on Cooperation and Information in Child Protection). Students are able to <ul style="list-style-type: none"> - allocate interventions in early childhood on the basis of the definitions presented in the seminar and reflect critically on these allocations (health promotion, prevention, therapy, child protection), - reflect on challenges in working with families, - adopt a resource-oriented perspective when working with families, - explain obligations of health care professionals on the basis of the law on cooperation and information in child protection, - identify challenges for health professionals in implementing the Child Protection Cooperation and Information Act, - outline initial ideas for the (further) development of interventions in early childhood. 	

<p>Module contents:</p>	<p>The seminar will provide an overview of possible interventions in early childhood (with a focus on 0-6 years). Opportunities for collaboration between health, education, and social services are developed. Students gain insight into the challenges and opportunities of networking and interprofessional collaboration. The competencies, logics of action and offerings of the various disciplines are addressed during the seminar.</p> <p>The focus is on the following questions, among others:</p> <ul style="list-style-type: none"> - What are interventions in early childhood? - What contribution can early interventions make to the empowerment of (expectant) parents and the healthy upbringing of children? - How can the different actors network in a meaningful way? - How can binding standards for the cooperation of the different actors be developed (e.g. in case of suspicion of (imminent) child endangerment)? <p>Interventions in early childhood:</p> <ul style="list-style-type: none"> - Theoretical embedding / state-of-the-art research - Basic legal principles - Competencies and logics of action of the different actors (health care, education, social services, ...) - Regional networking and structuring of offers: Insight into practical implementation using the example of early assistance - Opportunities / chances and challenges / problems of networking and interprofessional cooperation (see also National Center, 2010) - Concrete offers - Child protection: Tasks and challenges for occupational therapy, speech therapy and physiotherapy
<p>Type of course(s):</p>	<p>Seminar</p>
<p>Types of learning:</p>	<p>Attendance time: Lecture, active listening, work on case studies, seminar-based group work, presentation and discussion of work findings in plenary session</p> <p>Home study: Study of literature, individual exercises, group work, guest listener</p>
<p>Requirements for awarding credits (module examination, scope and duration of the examination):</p>	<p>Portfolio, report on excursion/job shadowing, term paper, seminar paper, case study, practical training/project report</p>

<p>Use of the module</p>	<p><i>The module builds on the content taught in vocational school training on interventions in early childhood and health promotion and prevention.</i></p> <p><i>The module is related to the modules "(Inter-)Professional Thinking, Reasoning and Decision-Making", "Therapeutic Fields of Action in Occupational Therapy, Speech Therapy and Physiotherapy" and the elective module "Health Promotion and Prevention".</i></p> <p><i>The seminar can also be offered in other degree programs at the Faculty of Social Work and Health.</i></p>
<p>(Basic) literature:</p>	<p>Meier B., Scholz-Minkwitz E., Dürr J., Borgetto B. (2016). Netzwerkaufbau Frühe Hilfen und Kinderschutz in Stadt und Landkreis Göttingen. Wissenschaftliche Begleitung. Hildesheim: Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminden/Göttingen Access on 31.01.2017 to: http://www.hawk-hhg.de/aktuell/default_216424.php.</p> <p>Menzel-Bösing M. (2015). Das Kindeswohl schützen. Eine Aufgabe für Ärzte, Angehörige der Medizinalfachberufe und Lehrer. Idstein: Schulz-Kirchner.</p> <p>Nationales Zentrum Frühe Hilfen (Hrsg.) (2010). Modellprojekt Guter Start ins Kinderleben. Werkbuch Vernetzung. Chancen und Stolpersteine interdisziplinärer Kooperation und Vernetzung im Bereich Früher Hilfen und im Kinderschutz. 2., Aufl. Köln: Nationales Zentrum Frühe Hilfen (Hrsg.) (2010).</p> <p>Sarimski K. (2013). Soziale Risiken im frühen Kindesalter. Grundlagen und frühe Interventionen. Göttingen u.a.: Hogrefe.</p>

Module: WPM 4.8	Module name: Personnel management	
Responsible for module Prof. Dr. Barbara Betz		
Qualification level: Bachelor	Study half year: 4/5	Type of module: Compulsory elective module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 4	<p>In preparation for assuming managerial positions in outpatient or inpatient settings, students gain a basic knowledge of personnel management. They</p> <ul style="list-style-type: none"> - are able to distinguish between quantitative and qualitative planning and know the advantages and disadvantages of full-time versus part-time employment, - know the importance of job descriptions and can create job descriptions and requirement profiles, - are able to write job advertisements, - are capable of analyzing application documents and distinguishing qualified from unqualified applicants, - are able to conduct selection interviews with job applicants, - know the contents of employment contracts and the legal basis, - know the basics of training new employees, - know the possibilities of personnel development, know the criteria for personnel assessment, are able to assess employees and have basic knowledge of how to conduct appraisal interviews, - are able to distinguish between the different types of dismissal, know the legal requirements, and are familiar with the criteria for socially acceptable dismissal, - are able to distinguish simple from qualified references and create references for their employees, - know the incentive systems for motivating employees and are able to use them accordingly in individual situations, - are familiar with working time models and recent developments in personnel management. 	

Module contents:	<ul style="list-style-type: none"> - General principles and development of human resources management - Personnel planning (quantitative, qualitative, full-time, part-time) - Recruitment (job description and advertisement, job profile) - Personnel selection (analysis of application documents, selection interviews) - Hiring personnel (employment contract, permanent/temporary employment relationships, training checklists); - Personnel appraisal (appraisal criteria and appraisal interviews) - Release of personnel (basics of labor law, law on protection against dismissal, types of release, preparation of references) - Company incentive systems; recent developments and changed framework conditions for personnel management, working time models
Type of course(s):	Lecture with small group work The module contents are looked at in more depth during exercises in working groups
Types of learning:	<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>
Requirements for awarding credits (module examination, scope and duration of the examination):	Written exam (1-hour), term paper
Use of the module	<i>The module may be included in other health professions degree programs.</i>
(Basic) literature:	<p>Betz B. (2014) Praxis-Management für Physiotherapeuten, Ergotherapeuten und Logopäden. Praxen wirtschaftlich erfolgreich führen. Berlin: Springer.</p> <p>Jung H. (2011). Personalwirtschaft. 9. Aktualisierte und verbesserte Auflage. München u.a.: Oldenbourg.</p>

Module: WPM 4.9	Module name: Marketing workshop	
Responsible for module Prof. Dr. Barbara Betz		
Qualification level: Bachelor	Study half year: 4/5	Type of module: Compulsory elective module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 4	<p>In order to perceive the identified market opportunities and to develop concepts for maintaining competitiveness, students develop an understanding of the process flow for developing marketing measures. They</p> <ul style="list-style-type: none"> - are able to develop public relations or advertising measures appropriate to target groups and communicate them effectively to the public (e.g. flyers), - can determine costs for measures and budget measures, - develop confidence in dealing with the German Drug Advertising Act (HWG) and can distinguish between permitted and prohibited measures, - are able to write a short press release, - are able to calculate prices for new service offerings. 	
Module contents:	<ul style="list-style-type: none"> - Basics of planning and creating flyers and brochures and other media - Event planning, organization, implementation and budget planning (e.g. open day, trade fair appearance), basics of project management - Basics of press relations (e.g. news pyramid) - Introduction to "Adobe InDesign" software 	
Type of course(s):	<p>Lecture with small group work</p> <p>The seminar is designed to focus on the area of marketing/public relations. The exercise enables students to work independently in small groups on practical tasks, some of which they have chosen themselves. The practical work is supervised.</p>	
Types of learning:	<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, establishment of a reference to the professional environment, group work, individual exercises</p>	

Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, practical training/project report
Use of the module	<i>Due to the partially subject-related content, the module is primarily used in the Bachelor's degree program Occupational Therapy, Speech Therapy, Physiotherapy, but can also be used in other degree programs at the Faculty of Social Work and Health.</i>
(Basic) literature:	Betz B. (2014) Praxis-Management für Physiotherapeuten, Ergotherapeuten und Logopäden. Praxen wirtschaftlich erfolgreich führen. Berlin: Springer. Heller, Eva (2008): Wie Farben wirken. Farbpsychologie. Farbsymbolik. Kreative Farbgestaltung, 4. Auflage, Rowohlt, Reinbek Sauer, Fred (2013): Flyer machen. Konzept, Design, Produktion, 1. Aufl., Göttingen: Business-Village Weinberger, Annja (2016): Flyer. Optimal gestalten, texten, produzieren, 4. durchgesehene Neuaufl., Grünwald: Stiebner.

Module: WPM 4.10	Module name: Practising Professional and Academic English	
Responsible for module Dr. Sandra Schiller		
Qualification level: Bachelor	Study half year: 4/5	Type of module: Compulsory elective module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 2, 5	<p>Students know relevant materials for improving their own language skills (oral and written expression) in an academic context at the undergraduate level.</p> <p>They test and expand their own language potential (especially in terms of academic vocabulary, the use of English grammar, writing texts and formulating word contributions in an academic context).</p> <p>Students are able to</p> <ul style="list-style-type: none"> - understand and discuss academic texts, - make own written and oral contributions in discussions of various academic topics (also in the form of short presentations) <p>The seminar provides an opportunity for the practical testing and improvement of English language skills in an academic context.</p>	
Module contents:	<ul style="list-style-type: none"> - Introduction to writing and discussion strategies - Reading and discussion of English-language texts on academic questions - Production of academic texts at the undergraduate level - Basic principles of academic communication - Teaching of introductory job-related vocabulary through text examples and language exercises 	
Type of course(s):	<p>Seminar</p> <p>The seminar is designed to broaden and improve written and oral academic language skills in English as required at the undergraduate level for graduate study.</p>	
Types of learning:	Lecture, seminar group work, exercises, presentation and discussion of work results	

Requirements for awarding credits (module examination, scope and duration of the examination):	Portfolio
Use of the module	<i>The module is related to the Specialized English module and deepens the improvement of students' active and passive English language skills in an academic context. In this way, it facilitates the use of English-language literature in other modules. The module can also be taken by students of related fields of study (e.g. social work, childhood education).</i>
(Basic) literature:	<p>Anderson, K. et al. Study Speaking: A Course in Spoken English for Academic Purposes. 2. ed. Cambridge u.a.: Cambridge Univ. Press, 2004.</p> <p>Hamp-Lyons, L. et al. Study Writing: A Course in Written English for Academic Purposes. 2. rev. ed. Cambridge u.a.: Cambridge Univ. Press, 2006.</p> <p>McCarthy, M. Academic Vocabulary in Use. 2. rev. ed. Cambridge u.a.: Cambridge Univ. Press, 2016.</p> <p>Murphy, R. English Grammar in Use. 4. rev. ed. Cambridge u.a.: Cambridge Univ. Press, 2015.</p>

Module: WPM 4.11	Module name: International and Cross-Cultural Perspectives in Allied Health	
Responsible for module Dr. Sandra Schiller		
Qualification level: Bachelor	Study half year: 4/5	Type of module: Compulsory elective module
Credits: 3 ECTS	Total workload: 90 h	of that attendance time: 30 h (2 SWS)
		of that home study 60 h
Duration and frequency: 1 per semester, every semester	Prerequisites: None	Language: German
Qualification goals / competencies Overarching learning objectives: 1, 5	<p>Students are familiar with</p> <ul style="list-style-type: none"> - current discussions in the therapy professions in English speaking countries, - the requirements for texts in an English-speaking professional context (e.g. presentation of one's own professional and university career; forms of documentation), - the importance of a transcultural perspective in the therapy professions, - The different factors of a culturally sensitive therapeutic practice on the micro, meso and macro level using German and international examples. <p>Students are able to</p> <ul style="list-style-type: none"> - test and expand their own language potential (especially with regard to specialist vocabulary), - critically compare relevant developments in the therapy professions in English-speaking countries with the situation in Germany, - recognize and take into account the importance of culture as a framework for therapeutic action, - use their own professional interests to research information on the current state of affairs in other (English-speaking) countries. 	
Module contents:	<ul style="list-style-type: none"> - Reading and discussion of English-language texts on subject-specific and multidisciplinary issues - Work situation and applying for jobs in English-speaking countries - Current discussions in the therapy professions on discipline-specific and cross-disciplinary issues (e.g., Standards of Proficiency, policy statements on social responsibility, health promotion, culturally competent therapy services, professional associations, and educational standards) - A look at culturally determined peculiarities in therapy 	
Type of course(s):	Lecture, seminar group work, case analysis, presentation and discussion of work results in the plenum, planning of a project, excursion	

Types of learning:	Seminar group work, exercises, discussion
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Requirements for awarding credits (module examination, scope and duration of the examination):	Seminar paper, term paper, case study, empirical project
Use of the module	<i>The module thematically complements the disciplinary modules on the fields of action. It provides the thematic consolidation and expansion of Module 1.6 (Specialized English), but can also be taken at the same time as that module.</i>
(Basic) literature:	<p>Black, Roxie M. & Shirley A. Wells (2007). Culture & Occupation: A Model of Empowerment in Occupational Therapy. Bethesda, Md.: AOTA Press.</p> <p>Boyt Schell, B. A. et al. (Hrsg.) (2013). Willard and Spackman's Occupational Therapy. 12. ed. Philadelphia u.a.: Lippincott Williams & Wilkins.</p> <p>Lattanzi, J. B. & Purnell L. D. (2006). Developing Cultural Competence in Physical Therapy Practice. Philadelphia: F.A. Davis</p> <p>Leavitt, R. L. (2010). Cultural Competence: A Lifelong Journey to Cultural Proficiency. Thorofare, NJ: Slack.</p> <p>Lubinski R. & Hudson M.W. (Hrsg.) (2013). Professional Issues in Speech-Language Pathology and Audiology. 4th ed. Australia etc.: Delmar.</p> <p>Porter, S. (Hrsg.) (2013). Tidy's Physiotherapy. 15. ed. Edinburgh u.a.: Saunders Elsevier.</p>