

Appendix 01

Module Descriptions for the Master's Study Program M.Sc. Occupational Therapy, Speech Therapy, Physiotherapy

Module: 1.1 ET	Module name: Therapeutic fields of action (occupational therapy)	
Responsible for module Prof. Dr. Ulrike Marotzki		
Qualification level: Master's	Study half year: 1 and 2 or 3 and 4 (offered alternately with Module 1.2)	Type of module: Compulsory module
Credits: 12	Total workload: 360 h (per semester 180)	of that attendance time: 90 h (per semester 45)
		of that home study 270 h (per semester 135)
Duration and frequency: annually	Prerequisites: Bachelor's degree, knowledge of fields of action in occupational therapy	Language: German
Qualification goals / competencies Overarching qualification goals: 3, 5, 6, 8, 9, 10	<p>Students</p> <ul style="list-style-type: none"> - are able to review and critically evaluate conceptual models of occupational therapy against the background of various occupational therapy fields of action (prevention, counseling, diagnostics, therapy, rehabilitation) and on the basis of relevant literature, - have in-depth knowledge of the prerequisites and conditional factors of client-centered occupational therapy in different care contexts and fields of action, - can specify and further develop a concrete occupational therapy treatment process against the background of international process models and communicate it interprofessionally, - analyze framework conditions for professional action and adequately adapt their client-centered work to different contexts and different target groups, - integrate evidence from external sources into their clinical reasoning, - select occupational therapy tests and assessments appropriately, taking into account quality criteria, therapeutic objectives and client needs, and evaluate them critically, - describe their therapeutic actions in the form of therapeutic standards. <p>Coaching: Students develop strategies for evaluating their learning progress, utilizing special skills, and addressing or reducing weaknesses and gaps in knowledge. They reflect on the resulting opportunities based on this for their further professional development.</p>	
Module contents:	<ul style="list-style-type: none"> - Occupational therapy process models and object descriptions - Client and activity centering - Contextual reference - Top-down-, bottom-up approach - Occupation as ends and as means - Resource and deficit orientation - Design and quality of occupational therapy assessments and tests - Dealing with survey situations - Ethics in the use of tests and assessments <p>Coaching:</p> <ul style="list-style-type: none"> - Evaluation of individual learning progress with the help of a study diary 	

	- Development of learning strategies
Type of course(s):	Seminar Occupational therapy process and client centeredness Seminar II: Evaluation and outcome measurement and documentation Individual and group coaching
Types of learning:	Lecture, discussion, case study work
Requirements for awarding credits (module examination, scope and duration of the examination):	Seminar paper, term paper, case study, poster presentation
Use of the module	Profession-specific
(Basic) literature:	American Occupational Therapy Association (Hrsg.) (2018). Das Framework der AOTA. Gegenstandsbereich, Prozesse und Kontexte in der ergotherapeutischen Praxis. Deutschsprachige Ausgabe herausgegeben von Marotzki, U., Reichel, K. Bern: Hogrefe. Fawcett, A. (2007). Principles of Assessment and Outcome Measurement for Occupational Therapist and Physiotherapists. Chichester: Wiley And other current literature

Module: 1.1 CP		Module name: Therapeutic fields of action (speech therapy)	
Responsible for module Prof. Dr. Ulla Beushausen			
Qualification level: Master's		Study half year: 1 and 2 or 3 and 4 (offered alternately with module 1.2)	Type of module: Compulsory module
Credits: 12	Total workload: 360 h (per semester 180)		of that attendance time: 90 h (per semester 45)
			of that home study 270 h (per semester 135)
Duration and frequency: annually	Prerequisites: Bachelor's degree, knowledge of fields of action in speech therapy		Language: German
Qualification goals / competencies Overarching learning objectives: 1, 2, 5, 6, 9, 10	<p>Students</p> <ul style="list-style-type: none"> - are able to work on selected examples of the therapeutic process (prevention, counseling, diagnostics, therapy and evaluation) in a model-guided manner, - possess in-depth knowledge of the conditioning factors of the speech-therapeutic process in German-speaking countries and can specify and further develop this against the background of international structures and requirements, - are able to define speech therapy fields of action in different contexts (different settings and target groups), - integrate evidence from external sources into their clinical reasoning, - can assess the quality of studies, diagnostic procedures and therapeutic methods and are able to practically apply research methods in selected issues (projects), <p>On coaching: Students develop strategies for evaluating their learning progress, utilizing special skills, and addressing or reducing weaknesses and gaps in knowledge. They reflect on the resulting opportunities based on this for their further professional development.</p>		
Module contents:	<ul style="list-style-type: none"> - Models of speech therapy (speech processing and speech production models) - Goal setting strategies and participatory decision-making - Resource orientation - Speech therapy for the elderly and children between 0-3 years of age - Bilingualism - Prevention of communication disorders - New fields of action, e.g. telehealth - Evidence-based speech therapy - Advanced methodological competence in the therapeutic process - Aspects of the professionalization of speech therapy - Guidelines and standards in speech therapy - Clinical reasoning (advanced studies) <p>Projects "Research methodology in speech therapy": Intercultural translation, adaptation and validation of diagnostic procedures alternating with conducting single case studies.</p>		

	Coaching: - Evaluation of individual learning progress - Development of learning strategies
Type of course(s):	Seminar I: Speech therapy process in selected fields of action Seminar II: Evidence-based speech therapy Individual and group coaching
Types of learning:	Lecture, discussion, case study work
Requirements for awarding credits (module examination, scope and duration of the examination):	Seminar paper, term paper, case study, poster presentation
Use of the module	Profession-specific
(Basic) literature:	Beushausen, U, Grötzbach, H. (2018). Evidenzbasierte Sprachtherapie. 2. völlig überarb. U. ergänzte Auflage. Idstein: Schulz-Kirchner Verlag. Beushausen, U. (2009). Therapeutische Entscheidungsfindung in der Sprachtherapie: München: Elsevier. Grohnfeldt, M. (2018). Kompendium der akademischen Sprachtherapie und Logopädie: Band 1-4, Stuttgart: Kohlhammer. Lubinski, R. (2018). Professional Issues in Speech- Language Pathology and Audiology. 4. Aufl. San Diego: Sing. Publ.

Module: 1.1 PT	Module name: Therapeutic fields of action (physiotherapy)	
Responsible for module Prof. Dr. Annette Probst		
Qualification level: Master's	Study half year: 1 and 2 or 3 and 4 (offered alternately with module 1.2)	Type of module: Compulsory module
Credits: 12	Total workload: 360 h (per semester 180)	of that attendance time: 90 h (per semester 45)
		of that home study 270 h (per semester 135)
Duration and frequency: annually	Prerequisites: Bachelor's degree, knowledge of fields of action in physiotherapy	Language: German
Qualification goals / competencies Overarching learning objectives: 3, 4, 5, 6, 8, 9, 10	Students are able to <ul style="list-style-type: none"> - analyze selected examples of the therapeutic process (prevention, palliation, counseling, diagnostics, therapy and evaluation) in a model-guided manner and classify them for therapy development, - discuss in-depth knowledge of the conditioning factors of structures and processes of therapy that influence physiotherapeutic intervention in different health care contexts and are thus able to specify and further develop physiotherapeutic care concepts against the background of epidemiological needs, - derive client-centered work adequately and adapt it to different contexts and different target groups, - Integrate evidence from external sources into their clinical reasoning, - adequately select and evaluate physiotherapeutic tests and assessments, taking into account quality criteria, therapeutic objectives and client needs, - weigh therapeutic action in the form of therapeutic standards, - classify the background of the guideline development and to derive therapeutic consequences from it. On coaching: Students develop strategies for evaluating their learning progress, utilizing special skills, and addressing or reducing weaknesses and gaps in knowledge. They reflect on the resulting opportunities based on this for their further professional development.	
Module contents:	<ul style="list-style-type: none"> - Physiotherapeutic process models and understanding of the subject matter - Client-centeredness versus patient-centeredness - Contextual reference - Resource and deficit orientation - Design and quality of physiotherapy assessments and tests - Dealing with survey situations - Ethics in the use of tests and assessments - Narrative anamnesis procedures - Epidemiological bases - Development of guidelines Coaching: <ul style="list-style-type: none"> - Evaluation of individual learning progress 	

	- Development of learning strategies
Type of course(s):	Seminar I: Physiotherapy process and client centeredness Seminar II: Evaluation and outcome measurement and documentation Individual and group coaching
Types of learning:	Lecture, discussion, case study work
Requirements for awarding credits (module examination, scope and duration of the examination):	Seminar paper, term paper, case study, poster presentation
Use of the module	Profession-specific
(Basic) literature:	Higgs, J., Jones, M., Eds. (2000). Clinical Reasoning in the Health Professions. Oxford. Fawcett, A. (2007). Principles of Assessment and Outcome Measurement for Occupational Therapist and Physiotherapists. Chichester: Wiley Probst A. (2012). Modell zur Systematisierung von Strukturen und Prozessen in Handlungsfeldern der Physiotherapie. Analysemodell zur (Weiter)Entwicklung physiotherapeutischer Versorgungskonzepte. Unveröffentlichte Präsentation, HAWK Hildesheim/Holzminden/Göttingen. Gibson, B., Nicholls, D. & et al. (eds.) (2018). Manipulating practices. A critical physiotherapy reader. Cappelen DAMM Akademisk.

Module: 1.2 ET		Module name: Basic theoretical principles (occupational therapy)	
Responsible for module Prof. Dr. Ulrike Marotzki			
Qualification level: Master's		Study half year: 1 and 2 or 3 and 4 (offered alternately with module 1.1)	Type of module: Compulsory module
Credits: 12	Total workload: 360 h (per semester 180)		of that attendance time: 90 h (per semester 45)
			of that home study 270 h (per semester 135)
Duration and frequency: annually	Prerequisites: Bachelor's degree, knowledge of theories and models in occupational therapy		Language: German
Qualification goals / competencies Overarching qualification goals: 3, 5, 6, 8, 10	<p>Students</p> <ul style="list-style-type: none"> - analyze basic principles of action theory from psychology, sociology and pedagogy with regard to their contribution to occupational therapy theory development, - justify their occupational therapy activities on the basis of selected theories of action, - use models of action theory for interdisciplinary communication, - know the origins, objectives and concepts of occupational science and its theoretical substantiation function for occupational therapy and its interdisciplinary and international orientation, - discuss the value of empirical studies of occupational science to occupational therapy, the future development of the occupational therapy profession, and occupational science. <p>Coaching: Students develop strategies for evaluating their learning progress, utilizing special skills, and addressing or reducing weaknesses and gaps in knowledge. They reflect on the resulting opportunities based on this for their further professional development.</p>		
Module contents:	<ul style="list-style-type: none"> - Overview of selected theories of action from psychology, sociology and education - In-depth examination of selected approaches to action theory on the basis of original texts - Application of theories of action to one's own professional practice - Origin, objective and terms of Occupational Science - Selected research approaches and empirical studies in Occupational Science - Transfer of Occupational Science to German occupational therapy - Future scenarios for the development of the occupational therapy profession <p>Coaching:</p> <ul style="list-style-type: none"> - Evaluation of individual learning progress - Development of learning strategies 		
Type of course(s):	Seminar I: Theoretical foundations of action Seminar II: Occupational Science		

	Individual and group coaching
Types of learning:	Lecture, discussion, case study work
Requirements for awarding credits (module examination, scope and duration of the examination):	Seminar paper, term paper, case study, poster presentation
Use of the module	Profession-specific
(Basic) literature:	<p>Boesch E. E. (1988). Handlungstheorie und Kulturpsychologie. Psychologische Beiträge, Band 30, 1988, S.233-247</p> <p>DVE (Deutscher Verband der Ergotherapeuten e.V.), Miesen, M. (Hrsg.) (2004) Berufsprofil Ergotherapie. Idstein: Schulz-Kirchner-Verlag.</p> <p>Luckmann Thomas (1992) Theorie des sozialen Handelns, Berlin, New York: Walter de Gruyter (especially: Chpt1-7, pg.1-102)</p> <p>Straub J., Kempf W., Werbik H.(Hg)(1997): Psychologie. Eine Einführung. Grundlagen, Methoden, Perspektiven. München: DTV</p> <p>Laliberte Rudman, D. (2010): Occupational terminology: Occupational possibilities. J Occup Sci 17 (1): 55–59.</p> <p>Pierce D (2014) Occupational Science for Occupational Therapy. Thorofare, Slack</p> <p>Röse, K.M. (2017): Betätigung von Personen mit Demenz im Kontext Pflegeheim. Bern: Hogrefe Verlag.</p> <p>Wilcock, A. A.; Hocking, C. (2015). An occupational perspective of health. 3th ed. Thorofare, NJ: Slack.</p> <p>Wilcock A. A. (1998). An occupational perspective of health. Thorofare, NJ: Slack.</p> <p>Wilcock A. A. (1991). Occupational Science In: British Journal of Occupational Therapy 54, 297-300.</p> <p>And other current literature</p>

Module: 1.2 LP		Module name: Basic theoretical principles (speech therapy)	
Responsible for module Prof. Dr. Ulla Beushausen			
Qualification level: Master's		Study half year: 1 and 2 or 3 and 4 (offered alternately with module 1.1)	Type of module: Compulsory module
Credits: 12	Total workload: 360 h (per semester 180)		of that attendance time: 90 h (per semester 45)
			of that home study 270 h (per semester 135)
Duration and frequency: annually	Prerequisites: Bachelor's degree, knowledge of theories and models in occupational therapy		Language: German
Qualification goals / competencies Overarching qualification goals: 1, 2, 3, 7, 9	<p>Students</p> <ul style="list-style-type: none"> - know the definitions of important terms of the reference sciences of speech therapy and are able to use them for their own theorizing, - are able to refer to, interpret, analyze and apply relevant models of speech therapy (from: pedagogy, psychology/neuropsychology, linguistics, sociology, etc.) to their professional practice, e.g. in the project: Pedagogy/Didactics in Speech Therapy, - develop criteria for an independent conceptualization of speech therapy and can classify and reflect on speech therapy as a science - are able to evaluate test procedures, identify diagnostic needs and develop suitable measurement instruments, - know the state of research on selected disorders and therapeutic measures, - can assess the quality of systematic reviews and meta-analyses and transfer their results to their professional practice, - develop a meaningful research strategy for speech-language pathology within the framework of evidence-based practice. <p>Coaching: Students develop strategies for evaluating their learning progress, utilizing special skills, and addressing or reducing weaknesses and gaps in knowledge. They reflect on the resulting opportunities based on this for their further professional development.</p>		
Module contents:	<ul style="list-style-type: none"> - Criteria and implementation of a theory formation of speech therapy - Models and terms of the reference sciences of speech therapy - Basic psychological, pedagogical, linguistic and neuropsychological principles of speech therapy - Studies of communication theory principles and fields of work in relation to selected population groups (e.g. children, professional speakers, the elderly, migrants, people with a chronic illness) - Diagnostic procedures in speech therapy - Conceptualization of speech therapy (concept of man, concept of profession and understanding of research) - Selected research approaches and empirical studies - Transfer to German speech therapy 		

	<ul style="list-style-type: none"> - International comparison <p>Project Didactics Teaching practice in higher education and vocational school contexts</p> <p>Project Diagnostics Quality criteria in diagnostics</p> <p>Coaching:</p> <ul style="list-style-type: none"> - Evaluation of individual learning progress - Development of learning strategies
Type of course(s):	<p>Seminar I: Theoretical foundations of action</p> <p>Seminar II: Speech therapy as a science</p> <p>Individual and group coaching</p>
Types of learning:	Lecture, discussion, case study work
Requirements for awarding credits (module examination, scope and duration of the examination):	Seminar paper, term paper, case study, poster presentation
Use of the module	Profession-specific
(Basic) literature:	<p>Beushausen, U, Grötzbach, H. (Hrsg., erscheint Ende 2018): Testhandbuch Sprache: „Neurologie“. Schulz-Kirchner Verlag.</p> <p>Irwin, N., Lass, J., Pannbacker, M., Koay, E. (2018). Clinical Research Methods in Speech-Language Pathology and Audiology, 3. Aufl. San Diego: Pl. Publish.</p> <p>Bunning, C. (2004). Speech and language therapy intervention: frameworks and processes, London: Whurr.</p> <p>Kazdin, A. (2010): Single-Case Research Designs: Methods for Clinical and Applied Settings.2.Aufl. Oxford Press.</p> <p>Haynes, W., Johnson, C. (2008): Understanding Research and evidence-based practice in communication Disorders. Pearson.</p> <p>Other literature will be announced in the lecture.</p>

Module: 1.2 PT		Module name: Basic theoretical principles (physiotherapy)	
Responsible for module Prof. Dr. Annette Probst			
Qualification level: Master's		Study half year: 1 and 2 or 3 and 4 (offered alternately with module 1.1)	Type of module: Compulsory module
Credits: 12	Total workload: 360 h (per semester 180)		of that attendance time: 90 h (per semester 45)
			of that home study 270 h (per semester 135)
Duration and frequency: annually	Prerequisites: Bachelor's degree, knowledge of theories and models in occupational therapy		Language: German
Qualification goals / competencies Overarching qualification goals: 3, 5, 7	<p>Students are able to</p> <ul style="list-style-type: none"> - analyze basic principles of action theory from psychology, sociology and pedagogy with regard to their contribution to occupational therapy theory development, - justify their physiotherapeutic actions on the basis of selected theories of action, - examine the transferability of action theory models to the situational requirements of their individual practice, - to derive and develop a physiotherapeutic concept of action, - use models of action theory for interdisciplinary communication, - discuss and take a position on the origin, purpose and concepts of the human movement model in physical therapy and the theoretical justification function for physical therapy, - analyze the value of empirical studies in movement sciences for physical therapy and derive and classify them for the future development of the profession. <p>Coaching: Students develop strategies for evaluating their learning progress, utilizing special skills, and addressing or reducing weaknesses and gaps in knowledge. They reflect on the resulting opportunities based on this for their further professional development.</p>		
Module contents:	<ul style="list-style-type: none"> - Overview of selected theories of action from psychology, sociology and pedagogy, in-depth discussion of selected approaches to action theory with possibilities for transfer to physical therapy, application to own professional practice - Origin, objective and terms of the model of human movement in physiotherapy, selected research approaches and empirical studies from movement sciences e.g. on movement learning, future scenarios for the development of the physiotherapeutic profession <p>Coaching:</p> <ul style="list-style-type: none"> - Evaluation of individual learning progress 		

	- Development of learning strategies
Type of course(s):	Seminar I: Theoretical foundations of action Seminar II: Model of Human Motion in Physiotherapy Individual and group coaching
Types of learning:	Lecture, discussion, case study work
Requirements for awarding credits (module examination, scope and duration of the examination):	Seminar paper, term paper, case study, poster presentation
Use of the module	Profession-specific
(Basic) literature:	Fichtmüller, F. (2006). Handlungstheoretische Reflexionsebenen in der Pflegedidaktik. Ein Instrument zur Analyse von Handlungsbegriffen in pflegedidaktischen Zusammenhängen. In: Pflege&Gesellschaft, 11.Jg., 3, S. 157-169. Klein, G. (2004). Bewegung. Sozial-und kulturwissenschaftliche Konzepte. Bielefeld. Transcript. Nicholls, D. (2018). The End of Physiotherapy. Routledge. Probst A. (2017). Modell der menschlichen Bewegung in der Physiotherapie. In: Höppner, H., Richter, R. (Hrsg). Theorie und Modelle der Physiotherapie. Bern: Hogrefe, S. 99 – 113.

Module: 2.1	Module name: Basic methodological principles of qualitative research	
Responsible for module Prof. Dr. Ulrike Marotzki		
Qualification level: Master's	Study half year: 1	Type of module: Compulsory module
Credits: 6	Total workload: 180 h	of that attendance time: 45 h
		of that home study 135 h
Duration and frequency: annually	Prerequisites: Basic knowledge of qualitative research at the undergraduate level	Language: German
Qualification goals / competencies Overarching qualification goals: 2, 8	Students <ul style="list-style-type: none"> - are able to distinguish basic qualitative research approaches and assess their respective appropriateness for research questions and subjects, - are able to assign qualitative studies to research approaches and assess them methodologically with regard to the appropriateness of the chosen approach and the methodological procedure, - know research subjects and questions of their own and the other professions represented in the course. 	
Module contents:	<ul style="list-style-type: none"> - Fields of application of interpretative methodologies and methods - Grounded theory, ethnography, biographical research, phenomenological approach, participatory research - Quality criteria of qualitative research - Study evaluation - Development of initial ideas about the subject and research question of a qualitative research project 	
Type of course(s):	Seminar	
Types of learning:	Lecture, small interdisciplinary group work, presentation of work findings in the plenary	
Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, seminar paper, case study, oral examination	
Use of the module	Modules building on this: 2.3, 2.5, 2.6	
(Basic) literature:	Creswell, John (2017). Qualitative Inquiry and Research Design. Choosing among five Traditions. Thousand Oak et al.: SAGE Publication. Flick, U.; Kardorff v. E.; Steinke, I. (Hrsg.) (2017). Qualitative Forschung. Ein Handbuch. 12. Auflage. Reinbek bei Hamburg: Rowohlt. Kelle, U. (1994). Empirisch begründete Theoriebildung. Zur Logik und Methodologie interpretativer Sozialforschung. Weinheim: Deutscher Studienverlag. Current literature in the seminar	

Module: 2.1	Module name: Basic methodological principles of qualitative research	
Responsible for module Prof. Dr. Axel Schäfer		
Qualification level: Master's	Study half year: 2	Type of module: Compulsory module
Credits: 6	Total workload: 180 h	of that attendance time: 45 h
		of that home study 135 h
Duration and frequency: annually	Prerequisites: Basic knowledge of qualitative research at the undergraduate level	Language: German
Qualification goals / competencies Overarching qualification goals: 1, 2, 9	Students <ul style="list-style-type: none"> - are familiar with the data collection procedures used in quantitative research, - analyze quantitative data with appropriate methods and apply the necessary software for this purpose, - formulate hypotheses for their own questions and apply suitable procedures to test difference and correlation hypotheses, - apply variance-analytical and multivariate methods and interpret and discuss their findings, - are able to summarize the results of quantitative primary studies using meta-analytical procedures, - are able to adequately present data and statistical characteristics in written, tabular and graphical form. 	
Module contents:	<ul style="list-style-type: none"> - Summary introduction and review of basic knowledge of statistics and qualitative methodology at the undergraduate level OSP - Methods for the evaluation of quantitative data - Statistics: Multivariate analysis of variance, analysis of variance with repeated measures, analysis of covariance, multiple regression, factor analysis, meta-analysis - Application of SPSS / STATA / RevMan 	
Type of course(s):	Seminar	
Types of learning:	Attendance time: Active listening, seminar-based group work, presentation and discussion of work results in the plenum, guided exercises in the PC pool (SPSS, STATA, RevMan) Home study: Study of literature, individual exercises, group work	
Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, written exam, portfolio	
Use of the module	Taking into account the prerequisites, the module is suitable for all courses of study that deal with in-depth knowledge of quantitative empirical methods in health and therapy research.	

(Basic) literature:	Creswell, John (2017). Qualitative Inquiry and Research Design. Choosing among five Traditions. Thousand Oak et al.: SAGE Publication.
--------------------------------	--

	<p>Field, A. (2017). <i>Discovering Statistics using SPSS</i> (5th ed.). London: SAGE Publication.</p> <p>Eid M, Gollwitzer M and Schmitt M (2017): <i>Statistik und Forschungsmethoden: Lehrbuch</i>. (5th ed. Weinheim: Beltz</p> <p>Creswell, J. W. (2014). <i>Research design: qualitative, quantitative, and mixed methods approaches</i> (Fourth, international student ed.). Los Angeles: SAGE.</p>
--	--

Module: 2.3	Module name: Practice of data collection and analysis / qualitative	
Responsible for module Prof. Dr. Ulrike Marotzki		
Qualification level: Master's	Study half year: 2	Type of module: Compulsory module
Credits: 6	Total workload: 180 h	of that attendance time: 45 h
		of that home study 135 h
Duration and frequency: annually	Prerequisites: Module 2.1	Language: German
Qualification goals / competencies Overarching qualification goals: 1, 2, 6, 8, 9	In relation to a given research question, students are able to <ul style="list-style-type: none"> - recognize and reflect on their own research skills and inclinations, - articulate a methodological rationale for their choice of perspective on the research question, - formulate a concrete research question, - reflect on time and space constraints for conducting a qualitative data collection and analysis, - select adequate methods of data collection and analysis to reflect on and apply research ethics, - reflect on aspects of research ethics and consider formalities, - prepare and present results in a readily understandable manner. 	
Module contents:	<ul style="list-style-type: none"> - Short repetition of 2.1 - Specification of a concrete research question from the professional environment/region/currently running research projects - Planning of the research design, testing, execution and presentation - Basic research ethics (information letter, consent form, etc.) - Reflection on the projects carried out, also with regard to the students' own strengths and weaknesses 	
Type of course(s):	Seminar	
Types of learning:	Attendance time: Lecture, small interdisciplinary group work, presentation of work findings in the plenary Home study: Study of literature, data collection, evaluation in the interdisciplinary work group	
Requirements for awarding credits (module examination, scope and duration of the examination):	Project report, case study, oral examination	
Use of the module	Builds on: 2.5, 2.6	
(Basic) literature:	Creswell, John (2013). Qualitative Inquiry and Research Design. Choosing among five Approaches. 3rd. ed. Thousand Oak et al.: SAGE Publication.	

	<p>Flick, U.; Kardorff v. E.; Steinke, I. (Hrsg.) (2017). Qualitative Forschung. Ein Handbuch. 12. Auflage. Reinbek bei Hamburg: Rowohlt.</p> <p>Girtler, Roland (2009). Methoden der Feldforschung. 6. Aufl. Wien et al.: Böhlau-Verlag, UTB.</p> <p>Przyborski Aglaja; Wohrab-Sahr, Monika (2010). Qualitative Sozialforschung. 3. Aufl. München: Oldenbourg-Verlag.</p> <p>Strauss, Anselm (1994). Grundlagen qualitativer Sozialforschung. Datenanalyse und Theoriebildung in der empirischen soziologischen Forschung. München: Wilhelm-Fink-Verlag</p> <p>Current literature in the seminar</p>
--	---

Module: 2.4	Module name: Practice of data collection and analysis / quantitative	
Responsible for module Prof. Dr. Axel Schäfer		
Qualification level: Master's	Study half year: 3	Type of module: Compulsory module
Credits: 6	Total workload: 180 h	of that attendance time: 45 h
		of that home study 135 h
Duration and frequency: annually	Prerequisites: Module 2.2	Language: German
Qualification goals / competencies Overarching qualification goals: 1, 2, 5, 9	Students <ul style="list-style-type: none"> - are familiar with the principles and range of quantitative measurement methods and a selection of the most important data collection instruments, - construct and validate a questionnaire appropriate to the construct, - collect quantitative measurement data and analyze them, - present results in written, tabular and graphical form and interpret measurement data critically, - summarize quantitative research findings in reports and prepare them for publication manuscripts. 	
Module contents:	<ul style="list-style-type: none"> - Basic principles of test theory: Classical Test Theory (CTT) and Item Response Theory (IRT), Test Quality Criteria - Measurement methods and instruments for the collection of subjective and objective quantitative data - Questionnaire design, analysis and validation - Data collection and processing - Data analysis (SPSS, STATA, Excel) - Interpretation and presentation of data 	
Type of course(s):	Seminar	
Types of learning:	Attendance time: Active listening, seminar-based group work, presentation and discussion of work results in the plenum, guided exercises in the PC pool Home study: Study of literature, individual exercises, group work	
Requirements for awarding credits (module examination, scope and duration of the examination):	Project work, term paper, presentation	
Use of the module	The module builds on the basic principles of quantitative research methods and can be used in all courses where quantitative research questions in health and social research are to be investigated.	
(Basic) literature:	Bühner, M. (2011). Einführung in die Test- und Fragebogenkonstruktion (3rd ed.). München: Pearson. de Vet, H. C., Terwee, C. B., Mokkink, L. B., & Knol, D. L. (2011). Measurement in Medicine. Cambridge: Cambridge University Press.	

	Eid, M., Gollwitzer, M., & Schmitt, M. (2017). Statistik und Forschungsmethoden (5th ed.). Weinheim: Beltz
--	--

Module: 2.5	Module name: Research planning	
Responsible for module Prof. Dr. Axel Schäfer		
Qualification level: Master's	Study half year: 3	Type of module: Compulsory module
Credits: 6	Total workload: 180 h	of that attendance time: 45 h
		of that home study 135 h
Duration and frequency: annually	Prerequisites: Modules 2.1, 2.2	Language: German
Qualification goals / competencies Overarching qualification goals: 1, 2, 3, 4, 5, 6, 7, 8, 9	<p>Students</p> <ul style="list-style-type: none"> - are able to access information and support for developing, applying for, funding, and conducting their own research, and to design research projects - develop research questions within the research focus areas of practice and professional research, clinical research, health care research, health promotion and prevention, and business administration and select appropriate qualitative and quantitative methods to answer the research question., - are familiar with the standards of therapeutic research ethics and can take these into account or apply them when designing and carrying out their own research work, - take into account economic aspects and apply project management methods, - are able to research suitable funding measures for the acquisition of third-party funds for planned projects, - are able to write outlines for research projects. 	
Module contents:	<ul style="list-style-type: none"> - Presentation of selected research foci and projects in the study program - Research funding at national and international level - Standards of therapeutic research ethics (basic research ethics principles and relevant (inter)national research ethics guidelines, ethical requirements for clinical trials) - Design of research proposals - Case number planning with g*Power, among others - Project management - Ethics application - Financial planning 	
Type of course(s):	Seminar, exercise	
Types of learning:	Seminar-based group work, coaching, lecture	
Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, presentation	
Use of the module	Can be used across the different disciplines	

(Basic) literature:	Eid, M., Gollwitzer, M., & Schmitt, M. (2017). Statistik und Forschungsmethoden (5th ed.). Weinheim: Beltz Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches (Fourth, international student ed.). Los Angeles: SAGE. Heinrichs B. (2006). Forschung am Menschen: Elemente einer Theorie biomedizinischer Humanexperimente. Berlin/New York: de Gruyter.
--------------------------------	--

Module: 2.6	Module name: Research in practical application	
Responsible for module Prof. Dr. Axel Schäfer		
Qualification level: Master's	Study half year: 4	Type of module: Compulsory module
Credits: 6	Total workload: 180 h	of that attendance time: 45 h
		of that home study 135 h
Duration and frequency: annually	Prerequisites: Module 2.1, 2.2, 2.3, 2.4, 2.5	Language: German
Qualification goals / competencies Overarching qualification goals: 1, 2, 3, 4, 5, 6, 7, 8, 9	Students <ul style="list-style-type: none"> - acquire in-depth knowledge of how to realize research projects, - conduct research projects in a self-determined, autonomous manner, utilizing the expertise of a team, - analyze research findings, interpret them and derive appropriate conclusions, - acquire a professional self-image of their profession as a researcher as an inner attitude. 	
Module contents:	<ul style="list-style-type: none"> - Quality criteria for the review of research proposals - Selected methods of data analysis and interpretation - Basic principles and quality criteria for the publication of research findings 	
Type of course(s):	Seminar, exercise	
Types of learning:	Seminar-based group work, project work, role play	
Requirements for awarding credits (module examination, scope and duration of the examination):	Project report (80%), presentation (20%)	
Use of the module	Can be used across the different disciplines	
(Basic) literature:	Eid, M., Gollwitzer, M., & Schmitt, M. (2017). Statistik und Forschungsmethoden (5th ed.). Weinheim: Beltz Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches (Fourth, international student ed.). Los Angeles: SAGE.	

Module: 3.1	Module name: BBasic principles of the humanities and health sciences	
Responsible for module Prof. Dr. Bernhard Borgetto, Dr. Sandra Schiller		
Qualification level: Master's	Study half year: 2 and 3	Type of module: Compulsory module
Credits: 9	Total workload: 270 h	of that attendance time: 67.5 h
		of that home study 202.5 h
Duration and frequency: annually	Prerequisites: Bachelor's degree OSP	Language: German
Qualification goals / competencies Overarching qualification goals: 1, 2, 4, 7, 10	Students <ul style="list-style-type: none"> - have a theoretically sound knowledge of the importance of a humanistic perspective as a framework condition of therapeutic action, which influences (individual and collective) health behavior as well as the offer of health services, - know how the findings of this (these) science(s) can be made fruitful for the health care sector in a practice-oriented way with the aim of providing a client-centered, high-quality and (distribution-)equitable service, - are able to develop new or differently conceived questions in theory and empiricism that express a critical humanities perspective in the health professions (diversity-sensitive perspective as a heuristic approach), - are enabled to develop a competent attitude towards the relationship between science and society in accordance with their professional responsibility, - know the theoretical, especially social science and psychological basics of health sciences, - are able to assess the changes in the health care professions and their health and socio-political as well as institutional framework conditions and to classify a professionalization process, - are able to actively participate in health and professional policy processes at the meso and macro levels of society, - are aware of the most important factors influencing health and disease, - understand health promotion and prevention as possible intervention and professional fields of health-related action of the therapeutic professions of speech therapy, occupational therapy and physiotherapy and can reflect on the competences required for this and assess the future perspectives of this field of action, - are familiar with various concrete fields of practice and job-specific areas of application in health promotion and prevention, - have an overview of processes and instruments of health promotion and prevention, - are able to determine needs for health promotion and prevention, - can develop and apply adequate health promotion and prevention measures, - know the possibilities and problems of research and evidence-based health promotion and prevention and are able to evaluate corresponding measures. 	
Module contents:	Basic principles of the humanities:	

	<ul style="list-style-type: none"> - Presentation of relevant theories from the social, political and cultural sciences, from disability studies, gender studies, postcolonial studies and critical race theory - Critical reflection on theory and practice of therapeutic health professions in terms of interpretive power and established ways of gaining knowledge as well as practice of action - Power structures, their underlying distinctions and exclusion mechanisms, ways of their social acceptance and individual internalization, and the uncovering of implicit norms <p>Basic principles of health sciences:</p> <ul style="list-style-type: none"> - The current role and perspective of health sciences for occupational therapy, speech therapy, and physiotherapy - Scientific and everyday understandings/models of health and disease - Social science and psychological foundations of the health sciences - Interactions of health and society - Health professions and health care system in transition - Community self-help - Models and approaches of health promotion and prevention - Health promotion and prevention in settings (e.g.: company, kindergarten, school, hospital, community) - Health and socio-political framework conditions of health promotion and prevention - Practical and evaluative competencies for health promotion and prevention
Type of course(s):	Seminar I: Basic principles of the humanities and health sciences Seminar II: Health promotion and prevention
Types of learning:	Lecture, seminar paper, discussion, group work, exercise
Requirements for awarding credits (module examination, scope and duration of the examination):	Seminar paper, term paper, portfolio
Use of the module	The module can be used, with restrictions, in all degree programs in which the basic principles of the humanities and health sciences are to be taught. OSP-specific portions could be supplemented accordingly by reference to other professional groups.
(Basic) literature:	<p>Borgetto B. (2017): Das Transtheoretische Professionalisierungsmodell (TraP). Grundlagen und Perspektiven für die therapeutischen Gesundheitsberufe. In: Sander, T., Page, J., Dangendorf, S. (Hg.): Akademisierung der Pflege. Weinheim, Basel: Beltz Verlag S. 144-207.</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, especially Chpt: 1 Gesellschaft und Individuum</p>

	<p>3 Gesellschaft und Gesundheit – Wechselwirkungen</p> <p>4 Therapeutische Interaktion</p> <p>5 Gesundheitsförderung und Prävention</p> <p>6 Strukturen des Gesundheitssystems</p> <p>8 Gesundheitspolitik</p> <p>Bromley R. et al. (Hrsg.) (1999). Cultural Studies: Grundlagentexte zur Einführung. Lüneburg: zu Klampen.</p> <p>Domenig D., Cattacin S. (2015). Gerechte Gesundheit: Grundlagen, Analysen, Management. Bern: Hogrefe.</p> <p>Gibson, B. E. (2016). Rehabilitation. A Postcritical Approach. Boca Raton, FL: CRC Press (Rehabilitation Science in Practice).</p> <p>Longhurst B. et al. (2008). Introducing Cultural Studies. 2. ed. Harlow u.a.: Pearson Longman.</p>
--	---

Module: 3.2	Module name: Leadership and management	
Responsible for module Prof. Dr. Barbara Betz		
Qualification level: Master's	Study half year: 3 and 4	Type of module: Compulsory module
Credits: 6	Total workload: 180 h	of that attendance time: 45 h
		of that home study 135 h
Duration and frequency: annually	Prerequisites: Bachelor's degree OSP	Language: German
Qualification goals / competencies Overarching qualification goals: 1, 2, 4, 7, 10	Students <ul style="list-style-type: none"> - know the differences between BGF and BGM, - are able to gain insight into the field of BGF, - can advise companies on issues relating to BGF, - are familiar with operational structures and processes as well as the framework conditions in commercial enterprises, - know the process of BGF and are able to apply it, - can develop BGF concepts, prepare offers for BGF and calculate the prices for them, - are able to develop arguments/argumentation guidelines on the topic of costs/benefits of BGF and represent them vis-à-vis companies and know the significance and problems of key figures, - are able to present their developed concepts professionally in companies orally and in writing, - are able to support companies in the realization and implementation of BGF concepts, - are able to apply and evaluate assessments/instruments for employee surveys, derive measures and evaluate them, - know the basic principles of BGM, - know the parameters of health-oriented corporate culture, - know the relationship between leadership and health, - know the processes of BGM, - can contribute their qualifications and competencies as employees in various areas within the company, - know the basic principles of practice management, - know the basics of human resource management and the importance of health-oriented self- and employee leadership, - know the basics of concept development and can develop concepts in different health care contexts (e.g. concepts of workplace health promotion, marketing, innovation, supply concepts), - are familiar with the innovation process and can apply it to the development of innovative health concepts and strategies for the future, with special consideration of interdisciplinary aspects, - know the success factors for business start-ups and can create a business plan. 	

Module contents:	Workplace health promotion (BGF – Betrieblicher Gesundheitsförderung): <ul style="list-style-type: none">- Differentiation between health promotion/health management- Structures, processes and framework conditions in business enterprises- Process of BGF from analysis to evaluation- Health promotion as a comprehensive concept of organizational development
-------------------------	---

	<p>Occupational Health Management (OHM):</p> <ul style="list-style-type: none"> - Basic principles of occupational health management (OHM) - Health-oriented corporate culture - Connection between leadership and health - OHM processes - Cost-benefit considerations and metrics in OHM <p>leadership and management of healthcare facilities:</p> <ul style="list-style-type: none"> - Basic principles of practice management - Basic principles of human resource management and the importance of health-oriented self- and employee leadership - Basic principles of concept development - Basic principles of price calculation - Basic principles of innovation development - Basic principles of business start-ups and drawing up a business plan - Basic principles of professional presentation
Type of course(s):	<p>Seminar I: Workplace health promotion and workplace health management</p> <p>Seminar II: Leadership and management of healthcare facilities</p>
Types of learning:	<p>Lecture, seminar presentation, guided small group work, presentation and discussion of work findings in plenary session</p>
Requirements for awarding credits (module examination, scope and duration of the examination):	<p>Case study, seminar paper, term paper, portfolio</p>
Use of the module	<p>The module can be used with restrictions in all courses of study in which the basic principles of leadership and management are to be taught. OSP-specific portions could be supplemented accordingly by reference to other professional groups.</p>
(Basic) literature:	<p>Badura B (2017): Fehlzeitenreport. Krise und Gesundheit – Ursachen, Prävention, Bewältigung. Berlin, Heidelberg: Springer.</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, insb. das Kapitel 5 (Gesundheitsförderung und Prävention)</p> <p>Busse R, Schreyögg J, Stargardt T (2017): Management im Gesundheitswesen: Das Lehrbuch für Studium und Praxis. Berlin, Heidelberg: Springer.</p> <p>Dostal A W T, Dostal G (2017): Handbuch Gesundheitsmarkt in Deutschland: Gesundheitswesen und zweiter Gesundheitsmarkt: Zahlen, Fakten, Trends. Vilsbiburg.</p> <p>Kaminski M (2013): Betriebliches Gesundheitsmanagement für die Praxis. Ein Leitfaden zur systematischen Umsetzung der DIN SPEC 91020. Wiesbaden: Springer Gabler.</p>

	<p>Matusiewicz D, Kaiser L (2018): Digitales betriebliches Gesundheitsmanagement. Theorie und Praxis. Wiesbaden: Springer Gabler.</p>
--	---

	<p>Struhs-Wehr K (2017): Betriebliches Gesundheitsmanagement und Führung: gesundheitsorientierte Führung als Erfolgsfaktor im BGM. Wiesbaden: Springer.</p>
--	---

Module: 3.3	Module name: Science-based practice and evaluation in musculoskeletal physical therapy	
Responsible for module Prof. Dr. Axel Schäfer		
Qualification level: Master's	Study half year: 2 and 3	Type of module: Compulsory module
Credits: 9	Total workload: 270 h	of that attendance time: 67.5 h
		of that home study 202.5 h
Duration and frequency: annually	Prerequisites: Bachelor's degree OSP, certificate in manual therapy	Language: German
Qualification goals / competencies Overarching qualification goals: 2, 3, 4, 6, 8, 9	Students <ul style="list-style-type: none"> - are familiar with various fields of practice and job-specific applications in musculoskeletal physical therapy, have an overview of therapy processes and intervention, - independently develop adequate interventions, evaluate them with regard to effectiveness, efficacy and efficiency and implement them in therapeutic practice, - are familiar with the possibilities and problems of research and evidence-based musculoskeletal physiotherapy. 	
Module contents:	Selected projects and practice areas in musculoskeletal physical therapy: <ul style="list-style-type: none"> - Clinical and structural instability of the spine - Theory and practice of high velocity thrust techniques - Pain neurophysiology - Clinical judgment - Development of areas of application for PT in the above-mentioned fields of practice - Professional policy perspectives and initiatives - Procedures and instruments - Science-based measure development - Quality assurance and evaluation of musculoskeletal physiotherapy interventions - Evidence-based musculoskeletal physical therapy 	
Type of course(s):	Seminar	
Types of learning:	Lecture, seminar paper, discussion, group work, exercise	
Requirements for awarding credits (module examination, scope and duration of the examination):	Case study, practical exercise, term paper	
Use of the module	The module can be used in all degree programs that have a clinical, musculoskeletal orientation.	
(Basic) literature:	Grieve, G. P., & Jull, G. A. (2015). Grieve's modern musculoskeletal physiotherapy (4th. ed. ed.). Edinburgh: Elsevier.	

	<p>Sluka, K. A. (2016). Mechanisms and management of pain for the physical therapist (2nd ed.). Seattle: IASP Press.</p>
--	--

	<p>Herbert, R., Jamtvedt, G., Hagen, K. B., & Mead, J. (2011). Practical evidence based Physiotherapy (2nd ed.): Elsevier.</p>
--	--

Module: 3.4	Module name: Movement analysis and communication in musculoskeletal physiotherapy	
Responsible for module Prof. Dr. Axel Schäfer		
Qualification level: Master's	Study half year: 3 and 4	Type of module: Compulsory module
Credits: 6	Total workload: 180 h	of that attendance time: 45 h
		of that home study 135 h
Duration and frequency: annually	Prerequisites: Bachelor's degree OSP, certificate in manual therapy	Language: German
Qualification goals / competencies Overarching qualification goals: 2, 3, 4, 5, 7, 8, 9	Students <ul style="list-style-type: none"> - know the possibilities and limitations of movement analysis with regard to pathogenesis and prognosis, - analyze complex movement sequences and independently derive consequences for the further therapy process from them, - independently develop solutions to complex exercise-related health problems and evaluate them, - have knowledge of techniques of conversation and motivation, especially in a clinical context, and know their importance for patient and staff satisfaction. 	
Module contents:	<ul style="list-style-type: none"> - Models of muscle balance, motor control, movement and postural control - Dimensions of motion observation and motion analysis - Methods of movement analysis - Subgroup-specific approaches to restoring, maintaining, and promoting musculoskeletal health - Models of conversation and health communication, types of conversation, person-centered approaches 	
Type of course(s):	Seminar, exercise	
Types of learning:	Video analysis of movement, lecture, group work, role play, problem-oriented learning based on examples from the participants' everyday professional life	
Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, seminar paper, case study, practical exercise	
Use of the module	The module can be used in all degree programs that have a clinical, musculoskeletal orientation.	
(Basic) literature:	Shumway-Cook, A., & Woollacott, M. H. (2017). Motor control. Translating research into clinical practice (Fifth edition ed.). Philadelphia: Wolters Kluwer. Trew, M., & Everett, T. (2005). Human Movement. An introductory Text. (5th ed. Edinburgh: Elsevier.	

	Gizzi, L., Tamburella, F., Iosa, M., & Dominici, N. (2015). Neuro-motor control and feed-forward models of locomotion in humans (Online-Ressource 190 p.). Retrieved from http://www.doabooks.org/doab?func=fulltext&rid=19522
--	---

Module: 4.1	Module name: Evidence-based practice - further development and transfer	
Responsible for module Prof. Dr. Bernhard Borgetto, Prof. Dr. Axel Schäfer		
Qualification level: Master's	Study half year: 1	Type of module: Compulsory module
Credits: 6	Total workload: 180 h	of that attendance time: 45 h
		of that home study 135 h
Duration and frequency: annually	Prerequisites: Basic knowledge of EBP at the undergraduate level OSP	Language: German
Qualification goals / competencies Overarching qualification goals: 1, 8, 9, 10	<p>Students</p> <ul style="list-style-type: none"> - understand the processes of quantitative and qualitative research approaches to producing external evidence, - know different concepts of hierarchization of external evidence, - are able to develop research questions that connect to the current state of research in therapeutic disciplines as well as in health care and select appropriate endpoints, - are proficient in taking the steps involved in systematic evidence-based practice: <ul style="list-style-type: none"> o Systematic internet and databased research o Selection of suitable primary and secondary sources o methodical evaluation of their quality o Creation of an evidence synthesis - are familiar with the current theoretical debate surrounding the need for diversity-sensitive research designs in the therapeutic health professions, - can recognize cultural bias in health and therapeutic research and consider this finding in evaluating the appropriateness of a research design, - can assess the transferability of study findings and EBP methods to therapeutic practice and develop concepts for practice transfer, - can draw conclusions about therapeutic interventions from the assessment of the findings and quality of external evidence from different research approaches <ul style="list-style-type: none"> o for care design (evidence-based health care) and, together with internal and social evidence and institutional and societal frameworks, for individual patient/client practice (evidence-based practice), o - are able to introduce and represent evidence-based practice in multi-professional teams. 	
Module contents:	<ul style="list-style-type: none"> - Summary and update of clinical decision-making concepts - Critical appraisal of qualitative/quantitative studies, experimental/observational studies, comparative/noncomparative studies, systematic reviews, and guidelines using appropriate tools - Concepts of hierarchization of external evidence - Methods of evidence synthesis - GRADE - Analyses of potential 	

	<ul style="list-style-type: none"> - Development of guidelines - Evidence-based practice in multi-professional teams
Type of course(s):	Lecture, seminar, exercise
Types of learning:	Group work, lecture, discussion
Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper, presentation, portfolio
Use of the module	The module can be used in health and social studies courses at the university.
(Basic) literature:	<p>Bhopal R., Donaldson L. (1998). White, European, Western, Caucasian, or What? Inappropriate Labeling in Research on Race, Ethnicity, and Health. <i>American Journal of Public Health</i> 88, 1303-1307.</p> <p>Borgetto, B., Max, M., Tomlin, G., Gantschnig, B.E., Schiller, S. & Pfingsten, A. (2018). Evidenz in der Gesundheitsversorgung. Die Forschungspyramide. In: Haring, R. (Hg.): <i>Handbuch Gesundheitswissenschaften</i>. Berlin, Heidelberg: Springer-Verlag (in print)</p> <p>Borgetto, B., Schiller, S. (2009): <i>Evidenzbasierte Praxis</i>. In: Borgetto B and Siegel A: <i>Gesellschaftliche Rahmenbedingungen der Ergotherapie, Logopädie und Physiotherapie</i> Bern: Hans Huber.</p> <p>Gahagan, J., Gray, K., Whynacht, A. (2013). Sex and Gender Matter in Health Research: Addressing Health Inequities in Health Research Reporting. <i>International Journal for Equity in Health</i> 14:12.</p> <p>Haring, R., Siegmüller, J. (2018). <i>Evidenzbasierte Praxis in den Gesundheitsberufen. Chancen und Herausforderungen für Forschung und Anwendung</i>. Berlin: Springer.</p> <p>Schäfer, A., Moers, S. (2016). Evidenzbasiertes Arbeiten. In F. Diemer, H. Lowak, & V. Sutor (Hg.), <i>Leitfaden Physiotherapie in der Orthopädie und Traumatologie</i> (3rd ed., pp. 44-54. München: Urban & Fischer</p>

Module: 4.2	Module name: Interdisciplinary colloquium	
Responsible for module Prof. Dr. Ulrike Marotzki, Prof. Dr. Annette Probst, Verw.-Prof. Dr. Bianka Wachtlin		
Qualification level: Master's	Study half year: 1	Type of module: Compulsory module
Credits: 6	Total workload: 180 h	of that attendance time: 45 h
		of that home study 135 h
Duration and frequency: annually	Prerequisites: Basic knowledge of EBP at the undergraduate level OSP	Language: German
Qualification goals / competencies Overarching qualification goals: 3, 5, 6, 7, 8, 9	<p>Students</p> <ul style="list-style-type: none"> - are able to describe the subject area of their own profession in relation to and differentiation from the other professions represented in the seminar, - formulate development tasks for their own profession, - analyze development requirements for the health professions based on current expert reports and health reports, - develop ideas for innovative interprofessional care concepts, - critically examine the impact of social power relations in health care (e.g., institutionalized racism) with reference to literature from their own discipline as well as research findings from women's studies, gender studies, intersectionality studies, and diversity studies on cross-disciplinary issues in health care, - are familiar with existing approaches to diversity management in various healthcare institutions and can participate in or implement appropriate initiatives in their professional lives, - develop a scenario for their own path of professional development. 	
Module contents:	<ul style="list-style-type: none"> - National and international descriptions of subjects and competences of the professions - Current assessments, health reports, and derived tasks/requirements for health professions - Research foci and projects in the field of health of the Faculty of Social Work and Health - Emergence of health care disadvantage for specific populations in general and in OSP in particular, and how to address it (including, in particular, through the development of or participation in meso- and macro-level policies and initiatives) 	
Type of course(s):	Seminar	
Types of learning:	Lecture, small interdisciplinary group work, presentation of work findings in the plenary	
Prerequisite for awarding CPs	Term paper, seminar paper, case study, project work, poster presentation	

Requirements for awarding credits (module examination, scope and duration of the examination):	
Use of the module	The following modules are based on thsi module: 3.1, 2.1, 2.5, 2.6, 5.1, 5.2
(Basic) literature:	<p>European Network of Occupational Therapy in Higher Education (ENOTHE) Council of Occupational Therapists for the European Countries (COTEC) (2006). Description of occupational therapy education in Europe. Trondheim 2006-01-18.</p> <p>Quality assurance agency for higher education (2001) Benchmark statement: Speech and Language therapy. Available via: www.qaa.ac.uk.</p> <p>Sachverständigenrat zur Begutachtung der Entwicklung im Gesundheitswesen (2009). Koordination und Integration. Gesundheitsversorgung in einer Gesellschaft des längeren Lebens. – Kurzfassung – Bonn. Available via: www.svr-gesundheit.de.</p> <p>World Federation for Physiotherapy (2003). European Physiotherapy Benchmark statement. Barcelona 2003-06-04.</p> <p>Campesino M. (2008). Beyond Transculturalism: Critiques of Cultural Education in Nursing. <i>Journal of Nursing Education</i> 47, 298-304.</p> <p>Domenig D., Cattacin S. (2015). Gerechte Gesundheit: Grundlagen, Analysen, Management. Bern: Hogrefe.</p> <p>van Keuk, E. et al. (Hrsg.) (2011). Diversity: Transkulturelle Kompetenz in klinischen und sozialen Arbeitsfeldern. Stuttgart: Kohlhammer.</p> <p>Winker G., Degele N. (2010). Intersektionalität. Zur Analyse sozialer Ungleichheiten. 2., unveränd. Aufl. Bielefeld: transcript.</p>

Module: 5.1	Module name: Research workshop	
Responsible for module Prof. Dr. Bernhard Borgetto, Prof. Dr. Ulrike Marotzki		
Qualification level: Master's	Study half year: 4	Type of module: Compulsory module
Credits: 9	Total workload: 270 h	of that attendance time: 50 h
		of that home study 220 h
Duration and frequency: annually	Prerequisites: Module 2.1, 2.2, 2.3, 2.4, 2.5	Language: German
Qualification goals / competencies Overarching qualification goals: 1, 2, 6, 9	<p>Students</p> <ul style="list-style-type: none"> - are able to prepare and give a scientific/academic presentation, - are able to present research findings, - have the ability to change roles from therapist to scientist, - have the ability to address practical issues from a scientific perspective, - have the competence to build up their own arguments, - have the ability to reflect and criticize in connection with their own and other people's scientific topics, - possess discursive skills in conjunction with people skills, - are able to design their own academic/scientific study, - are able to check a methodical procedure for appropriateness and feasibility on the basis of a trial, and - are able to realistically plan a scientific study under assessment of available resources, - are able to write comprehensible exposés based on scientific standards for a study they are going to conduct themselves. 	
Module contents:	<ul style="list-style-type: none"> - Presentation and discussion of project ideas for the students' Master's thesis (Research Conference) - Reflection of the students' own learning paths and experiences in the development of a Master's topic - Testing of the methodical procedure for the Master's thesis - Supportive information and advice from lecturers and fellow students - Project planning of the Master's thesis - Preparation of the Master's thesis exposé 	
Type of course(s):	<p>Research Conference: internal one-day conference with invited external experts to discuss first ideas for the master thesis (1st block week) (attendance time: 8 hrs.)</p> <p>Study project: individual method testing/literature and database research for the Master's thesis (from November until the end of January) (home study: 90 h)</p> <p>Colloquium: Accompanying seminar for the preparation of the exposé (accompanying throughout the semester) (attendance time: 42 hrs.) (home study: 130 hrs.)</p>	

Types of learning:	Attendance time: Active listening, presentation and discussion of work findings in plenary session, coaching/counseling, intervention
---------------------------	---

	Home study: Study of literature, methodical testing, group work
Requirements for awarding credits (module examination, scope and duration of the examination):	Term paper (Master's exposé)
Use of the module	Specific to the study program
(Basic) literature:	Borgetto B (2009). Methoden der empirischen Sozial- und Gesundheitsforschung (ins. 2.3 Forschungsergebnisse kommunizieren). In: Borgetto B., Siegel A. Gesellschaftliche Rahmenbedingungen der Ergotherapie, Logopädie und Physiotherapie. Eine Einführung in die sozialwissenschaftlichen Grundlagen des beruflichen Handelns. Bern: Huber,pg. 49-86.

Module: 5.2	Module name: Master's thesis	
Responsible for module All professors in the study program		
Qualification level: Master's	Study half year: 5	Type of module: Compulsory module
Credits: 24	Total workload: 720 h	of that attendance time: 15 h
		of that home study 705 h
Duration and frequency: annually	Prerequisites: Proof of at least 70% of the credits	Language: German
Qualification goals / competencies Overarching qualification goals: 1, 2, 3, 4, 8, 10	Students <ul style="list-style-type: none"> - are able to research, penetrate, critically evaluate and present the current state of research on a topic, - are able to develop a relevant question based on a state of the art research and to work on it scientifically using adequate methods, - are able to select a suitable research method and apply it in a targeted manner, - are able to present, critically reflect and theoretically classify their own research results according to the standards. 	
Module contents:	<ul style="list-style-type: none"> - Independent processing of a scientific/academic question - Methodological and content-related advice and supervision of the Master's thesis 	
Type of course(s):	Seminar/colloquium	
Types of learning:	Study of literature, implementation of the Master's project, presentation and discussion of the students' own work results in the plenum, coaching/consultation, intervision.	
Requirements for awarding credits (module examination, scope and duration of the examination):	Master's thesis and Master's colloquium	
Use of the module	Subject-spanning	
(Basic) literature:	Depends on the topic/project	