

ENGLISH COMPETENCE AND RESEARCH TRAINING FOR HEALTH PROFESSIONALS

Content

Learning Objectives

This course will improve your ability to read and critically appraise scientific articles from a variety of sources, as well as improve your understanding of basic terminology and technical language used in such research documents. It will introduce you to health topics and how you, as a health professional, can apply this knowledge to an individual patient's or client's health concerns or to the public health sphere as a whole. You will gain knowledge in two main areas:

1. Research Skills

- You will be able to discuss the principles of different study designs and the scientific research process
- You will be able to find relevant literature
- You will be able to critically assess the quality of scientific literature

2. English Competence

- You will improve your English vocabulary for discussing different health topics
- You will be able to describe and compare different evidence-based methods and treatment approaches related to your patient's or client's care
- You will be able to critically discuss the pros and cons of using various evidence-based methods in a health care setting

Outline:

1. Getting to know different health care systems
2. Studying the principles of evidence-based practice
3. Searching and appraising literature
4. Physical health and the way towards it
5. Challenges of an aging society
6. Successful pain assessment and management
7. Health promotion for long-lasting health

Detailed Content:

Chapter 1 introduces you to the most common health care system models. It also gives you background information in order to help you understand the content of this course.

In chapters 2 and 3, the focus lies on research skills training. These chapters give you insight into the essentials of evidence-based practice and how to search and critically assess the quality of scientific literature.

Chapters 4 through 7 have similar structures. Each chapter has its own health and research topic. It starts with a case study which introduces you to the topic and the chapter's learning objectives. After that, two different scientific articles or documents are presented. Those ones serve as the basis for the upcoming research skills and English competence training.

Target Group

This course is designed for students from different health fields (e.g. nursing science, physical therapy, health science) who want to broaden their knowledge of research skills and improve their use for selected health topics.

Course Prerequisites

Before you start the course, you need to know how to access a full text article from a common scientific database (e.g. CINAHL). Also, you should have basic knowledge of descriptive statistics and the main study designs and methods used in the health care sector (e.g. systematic review).

It is important to emphasize that this course is not an English class that focuses on teaching vocabulary or reviewing grammar. To ensure successful participation and good results, a Common European Framework of Reference for Languages (CEFR) level of B2 in English, or at least four years of English lessons, are highly recommended. Nonetheless, you will learn new vocabulary during this course in order to improve your English skills.

Assistance

To ensure your success in this course, there are many ways to receive help. A regular live tutorial allows you to ask questions regarding the different chapters. In addition, different forums give you the chance to ask questions, receive important announcements, and learn more about current news in the health care sector.

Difficulty:

Experts, experienced

Previous knowledge required:

- Englisch B2 level
- Basic knowledge in scientific research
- Basic knowledge in statistics

INTERDISCIPLINARY PAIN MANAGEMENT

Responsible for the module	Daniel Schümann
Niveau	Undergraduate
SWS	3
ECTS	5
Workload	Attendance time: 100 hours Self-study: 50 hours Total: 150 hours
Exam types	oral exam
Teaching/learning language	Englisch

Qualification goals of the module

This module lays the foundations for reflecting on and justifying one's own actions on the basis of scientific findings. Students acquire an understanding of pain as a transdisciplinary phenomenon.

In this module, students will expand their own professional competence and learn how to care for all acute and chronic pain patients.

Participants should be enabled to inform, train and advise pain patients and their relatives (patient education) while maintaining autonomy in order to lead people affected by pain from the role of patient to the role of expert in their own health.

Professional competence

The students...

- understand the anatomy and physiology of pain.
- differentiate between different types of pain and explain their significance for practice.
- know assessment methods according to current scientific knowledge.
- know the basic principles of multimodal pain therapy.
- describe interdisciplinary cooperation between professions across care settings.
- understand the areas of application and characteristics of concepts, models and theories of pain management and therapy.

- understand the difference between acute and chronic pain and recognize the respective characteristics.
- acquire basic knowledge of therapy concepts.

Methodological competence

The students...

- analyze different forms of pain based on criteria and derive evidence-based therapy concepts
- understand basic scientific principles.
- master the use of the most important assessment instruments.
- analyze cases in an interdisciplinary team.

Personal Competencies

The students...

- recognize the importance of inter- and transdisciplinarity for pain therapy.
- critically examine the relationship between theory and practice and derive consequences for their own practice.

Content

- Basics - anatomy, physiology + pathophysiology of pain
- Types of pain
- Pain assessment and documentation in chronic pain patients, planning and coordination skills, Training and counseling of patients and relatives
- Medication-based pain therapy: Non-opioids, opioids, adjuvants, for tumor and non-tumor-related pain; Basic therapeutic principles; Side effect management
- Acute pain therapy: Pain assessment and documentation for acute pain; Organization of an acute pain service; Monitoring; Regional anesthesia procedures; External medication pumps, PCA; Workshop: pump demonstration
- Invasive pain therapy: Blockade techniques; Neurostimulation procedures; Implantable drug pumps and ports; Emergency treatment of incidents during pain therapy interventions

- Psychological aspects of pain: The bio-psycho-social model of pain; Processing levels of pain; Somatoform pain disorder, somatization disorder; Comorbidity: anxiety, depression, addiction; Psychological/psychotherapeutic therapy methods
- Multimodal therapy concept
- Non-drug therapy methods: Physical measures and rehabilitation; Naturopathic procedures (NHV)
- Acute and chronic non-tumor-related pain syndromes: Headache, facial pain; back pain; Fibromyalgia syndrome; Neuropathic pain; Zoster neuralgia; Stump and phantom pain; Complex regional pain syndrome (CRPS)
- Pain management in the elderly and people with dementia
- Pain management for children and adolescents
- Tumor pain: Specific features of drug therapy; Symptom control; Palliative medicine
- Organizational forms of pain therapy

Teaching and learning methods

Lecture, class discussion, discussions, transfer and exercise tasks, text work, simulation in the skills lab

Recommended reading list

follow currently to the module start

PFI-05 FOUNDATIONAL REFERENCE SCIENCES 2

Module No.	PFI-05
Module coordinator	Prof. Denise Bernhard-Banza
Competency areas according to Appendix 5 PfiAPrV	5a: I.4, I.5, I.6, I.7 5b: I.2, I.10, I.11
Course number and course title	PFI-05-1 BW-2 Course: Social Sciences 1 - Sociology PFI-05-2 BW-2 Course: Natural Sciences 2
Lecturers	Prof. Denise Bernhard-Banza Johanna Ristau Prof. Dr. Patrick Ristau Laura Schümann
Semester	2
Duration of the module	1 semester
Frequency of the module	annual
Type of course	Required course
Niveau	Undergraduate
SWS	5
ECTS	5
Workload	Contact hours: 60 hours Independent study: 90 hours Total: 150 hours
Weighting of the grade	5/240
Language of instruction	Englisch

PFI-05-1 BW-2 COURSE: SOCIAL SCIENCES 1 – SOCIOLOGY

Objectives

SW1 Social Sciences / Sociology 1

Educational objective: Nursing is based on principles which, in conjunction with the foundational sciences (BW), enable it to be fully realised. Modules BW 1-5 thus form the educational objective of the module series: the acquisition of nursing competencies based on inter- and transdisciplinarity. The focus of this course is on the differentiated delivery of this objective and allows the content to be derived from the material covered in the modules on therapeutic sciences: to explore movement and rest (1st semester) as well as nutrition (2nd semester) from a social science perspective.

Overall objective: Students acquire the skills to apply the fundamentals of nursing diagnoses from the social sciences – in this case, the social sciences – to nursing practice. They are able to better understand clinical phenomena related to nursing diagnoses through the fundamentals taught here, and they can develop and reflect on their actions as nurses accordingly. They are able to classify and interpret clinical data in the light of the fundamentals taught here.

The foundations taught here provide a scientific basis for the nursing diagnoses discussed in the first semester. In particular, the cardiovascular-related nursing diagnoses such as Decreased Activity Tolerance, Decreased Cardiac Output, Fatigue, Impaired Breathing Pattern, Impaired Gas Exchange, Ineffective Airway Clearance, as well as movement-related nursing diagnoses such as Impaired Mobility in various forms, and the self-care deficits Ineffective Self-Care and variations discussed here. Nursing diagnoses relating to sleep are also systematically addressed here; furthermore, the foundational principles covered here provide a scientific basis for the nursing diagnoses from the nutrition domain discussed in the second semester: i.e. regarding food intake, **breastfeeding, milk production and the baby's sucking and swallowing, inadequate energy intake, ineffective eating dynamics at various stages of life, and Impaired Swallowing**; nursing diagnoses relating to metabolism, such as neonatal hyperbilirubinaemia and hypermetabolism; nursing diagnoses relating to hydration, excessive fluid volume and other related diagnoses

Upon completion of the module, students will have acquired the following competencies:

Students will:

- describe the nursing diagnoses relating to cardiovascular health and nutritional health taught in semesters 1 and 2 from the perspective of the social sciences
- apply the principles taught here in case studies
- have a conceptual grasp of key diagnostic tools from the social sciences for determining care needs from a social science perspective
- use the clinical examination procedures based on the fundamentals taught here to formulate nursing diagnoses

Content

Introduction to the fundamentals of sociology relevant to nursing: the individual and society, identity and personality, power and helplessness Introduction to specific sociologies such as the sociology of care (Schroeter) and the sociology of health (Hurrelmann), as well as modern sociologies that can make valuable contributions to nursing, such as resonance (Rosa), sensitivity (Flaßpöhler), dignity (Fleury), loss (Reckwitz) or the vulnerable society (Rostalski)

- Sociology of the body and the socialisation of the body, embodiment of society,

- Sociology of nutrition
- Culture of eating
- Modern forms of exercise and nutrition and their socio-cultural interpretation
- Social moralisation of health, particularly regarding exercise and nutrition

Examination formats

Part of the module examination, oral presentation, 15 mins.

Methods

Seminar-based teaching

Special notes

This course forms part of BW2 and serves as an in-depth exploration and broadening of perspectives on the nursing diagnoses relating to exercise, rest and nutrition taught in the therapeutic sciences.

This course, like all others in this competence area, is not relevant to the PFIAPrV. Together with BW2-NW, this course completes the BW2 module and forms part of the competence area 'Foundations of Related Sciences' (modules BW1-BW5).

PFI-05-2 BW-2 NATURAL SCIENCES COURSE 2

Objectives

Educational objective: Nursing is based on principles which can be more fully realised in conjunction with the principles of related sciences (BW). Through modules BW 1-5, the educational objective of the module series is thus established: the acquisition of nursing competencies based on inter- and transdisciplinarity. The focus of this course serves to convey this objective in a differentiated manner and allows the content to be derived from the key areas of nursing mentioned in the title: nutrition.

Overall objective: Students acquire the competence to apply fundamentals of physiology, anatomy, pathophysiology and pharmacy to nursing diagnoses. They are able to better understand clinical phenomena related to nursing diagnoses through the fundamentals taught here, and they can develop and reflect on their actions as nurses accordingly. They will be able to classify and interpret clinical data in the light of the fundamentals taught here.

The fundamentals taught here provide the scientific basis for the nursing diagnoses discussed in the second semester. The clinical presentation, aetiology and risk factors for nursing diagnoses in the nutrition domain, i.e. regarding food intake, breastfeeding, milk production and the baby's sucking and swallowing, inadequate energy intake, ineffective eating dynamics at various stages of life, and impaired swallowing; nursing diagnoses relating to metabolism, such as neonatal hyperbilirubinaemia and hypermetabolism; nursing diagnoses relating to hydration, excessive fluid volume and other related diagnoses.

Upon completion of the module, students will have acquired the following competencies:

Students will:

- describe the nutrition-related nursing diagnoses taught in the 2nd semester from the perspectives of anatomy and physiology, as well as pathophysiology and pharmacy
- apply the principles taught in BW 2 to case work
- master conceptually essential basic physical assessments as well as specific assessment procedures for physical examination; these include, in particular, examination procedures related to nutrition
- use clinical examination procedures, which can be derived from the fundamentals taught in BW 2, to formulate nursing diagnoses

Content

- General fundamentals
- Components of nutrition
- Nutrition in the population
- Health promotion and prevention
- Recommendations
- Energy balance
- Food intake
- Fundamentals of Nutritional Medicine
- Anatomy, physiology and pathophysiology of the organs involved in nutrition
- Gastrointestinal tract and key gastroenterological symptoms
- Oesophagus, stomach, duodenum, ileum, jejunum, colon and rectum
- Liver, gallbladder, pancreas,
- Diabetology and metabolism
- Endocrinology
- Pharmacology 2

Examination formats

Written exam, 45 mins

Methods

Seminar-based teaching

Special notes

This module is closely linked to Module 2 in Therapeutic Sciences 2: Nutrition. It is intended to complement and deepen the content of that module, and to facilitate a better understanding based on the underlying scientific principles.

However, this module, like all others in this competence area, is not relevant to the PflAPrV. As BW2, this module represents a further deepening of the fundamentals of natural sciences.

PFI-06 THERAPIE SCIENCE 2: NUTRITION

Module No.	PFI-06
Module coordinator	Prof. Denise Bernhard-Banza
Competency areas according to Appendix 5 PflAPrV	5a: I.1, I.2, I.3, I.5, I.6 5b: I.3, I.5, I.9, I.10, I.11; II.1, II.2
Course number and course title	PFI-06 Nutrition
Lecturers	Prof. Denise Bernhard-Banza Prof. Dr. Christian Rester Johanna Ristau Julian Siepmann Fritz Sterr
Semester	2
Duration of the module	1 semester
Frequency of the module	annual
Type of course	Required course
Niveau	Undergraduate
SWS	6
ECTS	5
Workload	Contact hours: 60 hours Independent study: 90 hours Total: 150 hours
Types of assessment	written exam.
Duration of the module examination	90 Min.
Weighting of the grade	5/240
Language of instruction	Englisch

Learning outcomes of the module

Nutrition

D2, D13, D8/K3

Nutrition is a fundamental building block of human life. Eating, drinking and food are the means of life. Through professional and non-professional reflections on their own nutrition and eating habits, students gain an understanding of the diverse aspects of nutrition and eating and their

vital importance for health. They acquire the ability to view their insights into nutrition from a scientific perspective and develop the skills to regard food as an essential component of health.

Overall objectives of the module - Therapeutic Sciences 2: Nutrition

Students acquire competencies in the nursing domain of nutrition. They build upon the foundations laid in Semester 1. Students deepen their understanding of research-based nursing evidence related to the nutrition domain, as well as the relevant fundamentals of anatomy, pathophysiology, and pharmacology of the gastrointestinal tract, digestion and metabolism. In doing so, they integrate fundamental social and cultural science insights into nutrition and eating.

HKÜ Medical Care Transfer

In this module, students also acquire the competence to assume extended medical responsibility for care and therapy processes with people of all ages in a diabetic metabolic condition. These competencies are integrated here on the basis of Annex 5 Part B of the PflAPrV, Federal Council Document 540/23 of 3 November 2023, [LINK](#). They are also described in Annex 5A/B, the matrix between the PflAPrV and our modules at the THD, [LINK](#) (internal).

The module enables students to manage clinically relevant phenomena relating to nutritional care diagnoses based on the research-differentiated nursing process, thereby further paving the way for them to assume responsibility, in accordance with Section 4 of the PflBG, for taking comprehensive responsibility for nursing tasks reserved for qualified nurses.

Students are able to identify individual care needs in relation to the clinical phenomena and nursing diagnoses concerning food intake, digestion, metabolism and hydration. They are able to organise, design and manage appropriate nursing processes and describe approaches to the analysis and evaluation of nutritional disorders in nursing care. The module enables students to apply nursing, midwifery and related scientific knowledge to make nursing diagnoses regarding nutrition, including breastfeeding, breast milk production, and growth and development in the care of full-term infants, children and adolescents.

Nursing Diagnostics 2

Students acquire competencies in advanced methods of differential diagnosis. They prioritise data for case work, create and modify focus assessment questions, and apply these in case work. They transcribe complex clinical situations, code and analyse clinical data, and thereby provide clinical justification for their observations. They establish links to standardised assessment procedures, use clinically obtained data for differential nursing diagnosis and assign clinical phenomena to diagnostic categories. Students acquire specific assessment tools for determining physical, social and psychological functions in human care within the domains of nutrition, growth and development.

This module provides links to nursing concepts and areas of practice: breastfeeding counselling, nutritional counselling, dietary assistance

Nursing concepts: This module focuses on providing links to nursing concepts and areas of nursing practice

- Breastfeeding counselling
- Nutritional management and counselling
- It also lays the foundations for understanding the interrelationships and concepts:
- Nutrition officers
- Nutritional counselling by nursing experts for specific conditions

Expert Commission pursuant to Section 53 on extended medical responsibility for nursing and therapeutic processes, in accordance with current Annexes 5A/5B BR/DR 540/23, with people of all ages regarding the delegation of medical responsibilities to

- W6a Nutrition (2 CP)
- Further competence acquisition relating to the above, from a potential future Annex 5B, will be integrated here in a differentiated manner upon publication
- W1 Diabetes 3.5 CP Lecture

In addition to the learning outcomes described in Appendix 5A I, 1 to 7, and in Appendix 5 Part B II, the following apply to the second semester:

- describe the nursing science and nutrition-relevant aspects of anatomy, physiology, cell biology and pharmacy, as well as the biopsychological principles underlying nutrition, food intake and satiety, and use this fundamental knowledge to analyse clinical characteristics and data in nursing case studies
- describe the determinants of healthy eating
- apply this fundamental knowledge to all age groups and selected settings
- describe key algorithms and approaches for the treatment pathway for diabetic metabolic conditions and apply these on a case-by-case basis (Appendix 5 Part B II 1)
- assess, using age- and development-specific assessments, diabetes-associated values and clinical findings, diabetes-associated and patient-specific as well as situation-specific risks and complications, and the functional independence/dependence of the person requiring care (Appendix 5 Part B II, 2)
- evaluate the results of diabetes assessments and record clinically relevant data to determine care and support needs, particularly regarding the nursing diagnoses of health literacy and ineffective health management (IHSM), and describe evidence-based interventions (Appendix 5 Part B II, 2)

- develop care goals for people of all ages and in all life situations, based on clinical findings and taking external evidence into account, in collaboration with the people requiring care. (Appendix 5A I1, I.5)
- are able to devise the fundamentals of interventions and can develop evidence-based intervention approaches for selected risk factors relating to eating disorders and their consequences, in collaboration with children and/or their parents, adolescents, adults and older people. (Appendix 5A I4 and Appendix 5A I.6)
- understand that, in developing interventions, joint negotiation with the person in need of care - whilst taking into account both external and internal evidence - forms the basis for nursing practice in promoting everyday competence. (Appendix 5A I.6)
- have a command of the fundamentals for developing case-based evaluation criteria and are able to derive these from nursing diagnostic principles and adapt them to specific cases.

Students

- assess individual care needs in relation to specific nursing diagnoses taught in this module, their potential risk factors and health risks in acute and long-term care situations across different age groups, using specific scientific assessment methods and taking gender-specific aspects into account (PflAPrV Annex 5A I., 1.). The nursing diagnoses covered here focus primarily on the domain of nutrition:
 - healthy food and healthy eating
 - food intake and specific nursing impairments
 - Breastfeeding, breast milk and specific nursing impairments
 - Swallowing and specific nursing impairments
 - Meal dynamics and specific nursing impairments
 - Metabolism and specific nursing impairments
 - Unstable blood sugar
 - Hydration and specific nursing impairments
 - Diagnoses regarding readiness to improve specific nursing impairments
 - plan, organise, design and implement nursing processes for specific nursing diagnoses in the nutrition domain taught in this module, taking into account the scientific basis (PflAPrV Annex 5 I., 2.), in particular regarding nursing phenomena from the nutrition domain
- plan, organise, design and implement nursing processes for people in highly stressful and critical life and care situations, including those with highly complex care needs (PflAPrV Annex 5 I., 3.).
- increasingly take on the organisation and implementation of interventions in life-threatening crisis situations until medical staff arrive (PflAPrV Annex 5 I., 4.).

- promote the development and autonomy of the people being cared for, increasingly also in dyadic and familial contexts (PflAPrV Annex 5 I., 5.).
- support those in their care in activities of daily living and in the development and restoration of everyday skills (PflAPrV Annex 5 I., 6.).
- analyse and reflect on care processes on the basis of research findings taught in this module, as well as scientifically sound models and theoretical approaches (PflAPrV Annex 5 I., 7.),

Further specific references to the state examinations (Section 35(1)(1), (2) and (6)):

Students

- take responsibility for the planning, organisation, design, management and implementation of care processes for complex and highly complex care needs, specific client groups in care situations involving particular health issues, and in highly stressful and critical life situations, based on scientific theories, models and research findings (state written examination in accordance with the PflAPrV: Section 35(2)(1))
- promote development and autonomy throughout the life span and support people of all age groups in shaping their lives on the basis of nursing and related scientific methods and research findings (state written examination in accordance with the PflAPrV: Section 35(2)(2))
- justify orders and measures relating to diagnosis, therapy or rehabilitation, taking into account in-depth research-based knowledge (state written examination in accordance with the PflAPrV: Section 35(2)(6))
- carry out medical orders and measures relating to diagnosis, therapy or rehabilitation independently and in accordance with legal provisions, taking into account in-depth research-based knowledge (state oral examination in accordance with PflAPrV: Section 36(1)(1); Annex 5 III.)

Entry requirements or recommended prerequisites

None

Content

1. Methods of Nursing Diagnosis (2)
 - 1.1. Fundamentals of differential diagnosis in nursing
 - 1.2. Theoretical foundations of case work, theory of narration and biography
 - 1.3. Diagnostic schemata and advanced coding methods, Conceptual Case-Mapping

- 1.4. Verification and falsification of nursing diagnoses
- 1.5. Criticism of nursing diagnosis and errors in nursing diagnosis
2. Sociology and cultural studies relating to nutrition and eating
3. Biomedical foundations of pathologies related to nutrition
4. Pharmacy in the context of nutrition
5. Domains and classes of nursing diagnoses in the nutrition module
 - 5.1. Food intake and specific nursing impairments
 - 5.2. Breastfeeding, breast milk and specific nursing impairments
 - 5.3. Swallowing and specific nursing impairments
 - 5.4. Meal dynamics and specific nursing impairments
 - 5.5. Metabolism and specific nursing impairments
 - 5.6. Unstable blood sugar
 - 5.7. Hydration and specific nursing impairments
 - 5.8. Assessments of readiness to improve specific nursing impairments

Teaching and learning methods

Lecture, seminar, practical sessions (suggestions for skills and scenario-based training)

Special features

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

Students should be given the opportunity to apply functional assessments of physiology in scenarios. Using clinical data, they should practise applying specific assessments to impairments of perception and cognition, impairments of well-being and changes in body image.

In scenarios, students practise building trusting relationships with people in need of care. In doing so, they reflect on their own behaviour, their language and the reactions of the person they are interacting with.

Age group: The application described above should take place with adults or older people. Acute inpatient care for a neurological deficit is suitable for applying the aspects described above. Impairments of body image, limitations in mobility, and impairments in language and comprehension can be varied.

Setting: The simulated work environment should be a neurological monitoring ward, for example a stroke unit, in which the scenario of an acute stroke on admission is practised.

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

The time available for completing the work assignments can be found in Appendix 1 of the currently valid StuPrO.

In practice, students develop the procedure for collecting data on perception, cognition, well-being and self-concept:

- What values are recorded?
- How often are these values recorded?
- What standard values and what deviations were observed?

In consultation with their assigned clinical supervisors, students select one person in need of care (1 case) with whom they carry out an in-depth care assessment.

Using all available sources for the case, students develop in-depth focus assessment questions and apply specific assessment tools. The students summarise the resulting data in writing for one (1) case and analyse this case using the nursing diagnoses taught in the course up to that point.

The students discuss their perceptions of the care needs with the person in need of care and with their assigned clinical supervisors.

For the nursing diagnoses from the domains of perception and cognition, well-being, and growth and development, students develop one example diagnosis each in the form of a final nursing diagnosis. To this end, they familiarise themselves with the standard procedures in place at the practice facility.

The diagnoses to be addressed are updated in the relevant modules and issued for the practical assignments.

 PFI-07 FOUNDATIONS OF EDUCATIONAL SCIENCE & PEDAGOGICAL FUNDAMENTALS

Module No	PFI-07
Module coordinator	Prof. Dr. Denise Bernhard-Banza
Competency areas according to Appendix 5 PflAPrV	5a: II.1, II.2, II.3; V.6, V.7 5b: II.3, III.4
Course number and course title	PFI-07 Foundations of Educational Science & Pedagogical Fundamentals
Semester	2
Duration of the module	1 semester
Frequency of the module	annual
Type of course	Required course
Niveau	Undergraduate
SWS	4
ECTS	5
Workload	Contact hours: 60 hours Independent study: 90 hours Total: 150 hours
Types of assessment	Presentation 15 Min.
Duration of the module examination	15 Min.
Weighting of the grade	5/240
Language	Englisch

Learning outcomes of the module

Overall objective of the module

Students will develop a basic understanding of subject-specific pedagogy and learning psychology in order to lay the foundations for educational competencies. This serves as a basis for the subsequent modules in the series aimed at improving the health and sense of coherence of patients, their families and other clients in the field of nursing.

Professional competence

Students...

- are familiar with relevant trends in (subject-specific) pedagogy
- understand the pedagogical and psychological foundations of learning processes
- are familiar with the basic concepts of education and pedagogy and can distinguish between them
- understand and reflect on the antinomic nature of learning situations

Methodological competence

Students...

- are able to apply the knowledge they have acquired to educational contexts in a reflective manner and to argue independently
- apply the principles of upbringing, education and professional competence to vocational training and guidance situations

Personal and social competence

Students...

- critically examine their own ideas about education and learning
- critically scrutinise the antinomies of educational practice and develop an independent professional pedagogical approach
- critically examine the tasks and fundamental concepts of an educational and pedagogical role within the nursing profession

Entry requirements or recommended prerequisites

None

Content

- Basic terms and concepts of pedagogy and learning psychology
- Psychological aspects of teaching and learning
- Sociological aspects of learning, upbringing and education, particularly vocational education
- The role of relationship-building in the context of teaching and learning

Teaching and learning methods

Lecture, tutorial, seminar-style teaching, presentations

Recommended reading list

Raithel et al. (2012). Introduction to Pedagogy: Concepts – Trends – Classics – Disciplines. VS Verlag

Hacker, M. (2017). Education in Nursing. Vienna: Facultas.

Jurkowitsch, R.E. (2016). Education and Communication in Healthcare: Tasks – Opportunities – Implementation. Vienna: Facultas.

Langer, I., Schulz v. Thun, F., Tausch, R. (2004). Expressing Yourself Clearly. Munich: Reinhardt-Verlag.

<https://patientenedukation.de/>