



DEPARTMENT II: INCLUSIVE EDUCATION AND NURSING

Bachelor of Arts Programme in  
Nursing Science

Module Handbook 2020<sup>1</sup>

valid as of the winter semester 2022/2023

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*Rechtliche Gültigkeit hat das Modulhandbuch ausschließlich in der deutschen Originalfassung. Die englische Übersetzung dient lediglich zur Orientierung.*

The module handbook is legally valid only and exclusively in the original German version. The English translation merely serves as guidance and orientation.

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## **1. Objective of the study programme**

The goal of the Bachelor of Arts Programme in Nursing Science is to provide professionally trained nursing and care personnel with specialised academic qualifications, so they can respond to current and future challenges in varied nursing and care contexts with solutions tailored to meet the needs of the situation.

To this end, graduates of the programme will be knowledgeable about population-specific, preventive, rehabilitative, counselling, instructional, educational, and directive interventions and concepts for nursing and care. They will be equipped to compare, select, and implement these interventions and concepts with academic research methods as well as to judge their effectiveness. Graduates will be able to plan and direct the delivery of nursing and health-related care. They will be familiar with the range of subjects in nursing science as well as nursing theory references, and will be able to critically evaluate them and make them useful in practice.

Graduates will gain knowledge from academic disciplines relating to nursing science (health sciences, social sciences, legal basics, the social and healthcare system) and can make use of this knowledge in care and nursing contexts. Graduates will be capable of planning and carrying out applied research in nursing and care. In this context they will, as the need arises, be able to develop new ways of delivering care and to implement evidence-based nursing and care. They are capable of critically and comparatively judging and appropriately utilising diagnostic and case-based clinical procedures.

They will be able to implement nursing science findings in socioeconomic organisations and support management decisions in a research-based way that is grounded in research principles. Graduates will be familiar with the quality discourse in nursing and will be able to develop, secure, and assess the quality of care. Graduates will attain knowledge and gain skills in carrying out training and counselling tasks in health-care contexts. They will gain skills in solving ethical questions and problems that are becoming increasingly important in the practice of caregiving and in nursing science contexts. Through continual ties to praxis, which are established particularly in the practical project in the fifth semester, the curriculum of the Bachelor of Arts Programme strives for a high degree of practical connection to the current challenges in the delivery of care.

## **2. Structure of the study programme**

The course of studies encompasses a total of 21 modules, which are divided into seven focus areas. The studies are organised so that each module and its corresponding final examination can be completed within two semesters. The number of assessments is spread as evenly as possible over the course of studies. In order to make it possible for students to retain some form of limited employment, the in-person classes are all combined into three days a week.

### 3. Module overview

Module	Credit points	hours/ week
<b>1. Academic and methodological basics</b>		
1.1 Self-management and academic work	6	6
1.2 Ethics	6	5
1.3 Empirical social research	6	4
<b>2. Disciplines related to nursing science</b>		
2.1 Health sciences	6	4
2.2 Social science fundamentals	12	8
2.3 Legal basics	6	4
2.4 Social and healthcare system	6	4
<b>3. Fundamentals of nursing science</b>		
3.1 Basics of nursing theory and ethics	12	6
3.2 Nursing diagnostics	6	4
3.3 Nursing concepts for particular populations	12	6
3.4 Case management and care planning	6	4
<b>4. Use of nursing-science research methods</b>		
4.1 Evidence-based professional nursing	6	4
4.2 Applied nursing research	12	6
<b>5. Nursing science in social-service organisations</b>		
5.1 Nursing science in social-service organisations	6	6
5.2 Quality improvement in nursing	6	6
5.3 Innovative approaches to care	12	6
<b>6. Education and counselling in nursing</b>		
6.1 Communication and interaction in the context of professional nursing activity	12	8
6.2 Educational approaches and methods in nursing science	12	8
6.3 Theory and practice of vocational education and training	6	4
<b>7. Practical project and Bachelor of Arts thesis</b>		
7.1 Practical project	12	3
7.2 Bachelor of Arts thesis	12	1
<b>21 required modules</b>	<b>180</b>	<b>107</b>

#### 4. Sample course of studies

Module (Assessment form)		ECTS points/(hours per week)						Total ECTS/ hours
		1	2	3	4	5	6	
1.1	Self-management and academic work (Term paper and presentation)	6/(6)						6/6
1.2	Ethics (Term paper or portfolio)	3/(3)	3/(2)					6/5
1.3	Empirical social research (Written final examination)	6/(4)						6/4
2.1	Health sciences (Term paper)	3/(2)	3/(2)					6/4
2.2	Social science fundamentals (Written final examination)		6/(4)	6/(4)				12/8
2.3	Legal basics (Written final examination)			6/(4)				6/4
2.4	Social and healthcare system (Written final examination)		6/(4)					6/4
3.1	Basics of nursing theory and ethics (Term paper)	8/(4)	4/(2)					12/6
3.2	Nursing diagnostics (Term paper)		3/(2)	3/(2)				6/4
3.3	Nursing concepts for particular populations (Portfolio)			8/(4)	4/(2)			12/6
3.4	Case management and care planning (Term paper)					6/(4)		6/4
4.1	Evidence-based professional nursing (Portfolio)		3/(2)	3/(2)				6/4
4.2	Applied nursing research (Term paper)				12/(6)			12/6
5.1	Nursing science in social-service organisations (Written final examination)	4/(4)	2/(2)					6/6
5.2	Quality improvement in nursing (Written final examination)					6/(6)		6/6
5.3	Innovative approaches to care (Portfolio)			4/(2)	8/(4)			12/6
6.1	Communication and interaction in the context of professional nursing activity (Portfolio)				6/(4)	6/(4)		12/8
6.2	Educational approaches and methods in nursing science (Portfolio)					6/(4)	6/(4)	12/8
6.3	Theory and practice of vocational education and training (Interview)						6/(4)	6/4
7.1	Practical project (Term paper and presentation)					6/(1)	6/(2)	12/3
7.2	Bachelor of Arts thesis (Thesis and colloquium)						12/(1)	12/1
	<b>Total ECTS points</b>	30	30	30	30	30	30	<b>180</b>
	<i>Total hours per week</i>	23	20	18	16	19	11	<b>107</b>
	<b>Number of assessments</b>	3	5	4	3	5	4	<b>24</b>

## 5. Forms of assessment

<b>Module</b>	<b>Assessment form</b>
<b>1. Academic and methodological basics</b>	
1.1 Self-management and academic work	Term paper (approx. 15,000 characters) and presentation
1.2 Ethics	Term paper (approx. 18,000 – 22,500 characters) or portfolio
1.3 Empirical social research	Written final examination (2 hours)
<b>2. Disciplines related to nursing science</b>	
2.1 Health sciences	Term paper (18,000 – 22,500 characters)
2.2 Social science fundamentals	Written final examination (3 hours)
2.3 Legal basics	Written final examination (2 hours)
2.4 Social and healthcare system	Written final examination (2 hours)
<b>3. Fundamentals of nursing science</b>	
3.1 Basics of nursing theory and ethics	Term paper (22,500 – 30,000 characters)
3.2 Nursing diagnostics	Term paper (18,000 – 22,500 characters)
3.3 Nursing concepts for particular populations	portfolio
3.4 Case management and care planning	Term paper (18,000 – 22,500 characters)
<b>4. Use of nursing-science research methods</b>	
4.1 Evidence-based professional nursing	Portfolio
4.2 Applied nursing research	Term paper (22,500 – 30,000 characters)
<b>5. Nursing science in social-service organisations</b>	
5.1 Nursing science in social-service organisations	Written final examination (2 hours)
5.2 Quality improvement in nursing	Written final examination (2 hours)
5.3 Innovative approaches to care	Portfolio
<b>6. Education and counselling in nursing</b>	
6.1 Communication and interaction in the context of professional nursing activity	Portfolio
6.2 Educational approaches and methods in nursing science	Demonstration lesson
6.3 Theory and practice of vocational education and training	Oral examination (30 Min.)
<b>7. Practical project and Bachelor of Arts thesis</b>	
7.1 Practical project	Term paper (22,500–30,000 characters) and presentation
7.2 Bachelor of Arts thesis	Thesis and colloquium
<b>Total 21 required modules</b>	

## 6. Module sheets

Abbreviations:

h = hours  
L = lecture  
P = project  
S = seminar  
T = tutorial  
R = required  
E = elective

### Notes

1. Courses are listed by way of example in the module descriptions, to lend transparency to how the module is constructed and internally structured.
2. In order to ensure equal treatment for students who are handicapped or chronically ill, students with a migrant background, and students confronting particular life challenges during their studies, it must be ensured that in well-founded exceptional cases, the student be given the opportunity to complete the modules in an appropriate manner. Fuller details are laid down in the Examination Regulations (§11, §14).



## Bachelor of Arts Programme in Nursing Science

### Module 1.1: Self-management and academic work

<b>Status required</b>	<b>Workload</b> 150 h	<b>Credit points</b> 6
<b>Duration</b> 1 semester	<b>Semester</b> 1st	<b>Frequency</b> every other semester

**Applicability of the module:** This module is also part of the Bachelor of Arts Programme in Health and Care Management (Module 1.1).

**Course prerequisites:** none

#### **Skills, qualification goals:**

Students will learn the principles of academic work, by learning to construct and organise the content of an academic paper and to research and use professional journals. They will acquire self-management skills to support them in adequately setting goals as well as scheduling and independently organising their university studies. Students will learn how to put together presentations for specific target groups, and gain skills with regard to their own speaking and moderating styles.

In particular, students will acquire both basic knowledge and practical skills in the following areas:

1. Professional skills:
  - a. Knowledge:
    - Principles of academic work
    - Self-management methods
    - Different forms of presentation and moderation
  - b. Practical skills:
    - Research into and use of academic literature
    - Competence in reading and writing
    - Development of logical argumentation
    - Ability to present and moderate
2. Personal skills:
  - a. Social skills:
    - Ability to persuade others
    - Self-reflective competence in communication
    - Ability to accept criticism
  - b. Individual skills:
    - Structuring ability
    - Assertiveness

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Description and discussion of the principles of academic work
- Overview of the main self-management methods
- Presentation and moderation tools and techniques
- Personal appearance and dealing with nervousness

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introduction to academic work	S	R	2 h weekly/ 30 h	20 h
<b>Course 2:</b> Academic writing and presentations	S	R	2 h weekly/ 30 h	20 h
<b>Course 3:</b> Self-management and moderation	S	R	2 h weekly/30 h	20 h

**Requirements for credit points to be awarded:** Term paper (approx. 15,000 characters) and presentation

**Selection options:** none

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Science

### Module 1.2 Ethics

<b>Status required</b>	<b>Workload</b> 150 h	<b>Credit points</b> 6
<b>Duration</b> 2 semesters	<b>Semester</b> 1st and 2nd	<b>Frequency</b> every semester

**Applicability of the module:** This module is suitable for the Bachelor of Arts Programmes in Social Work (Module 1.5), Religious Education and Diaconia (Module 1.5), Early Education (Module 4), and Health and Care Management (Module 1.2).

**Course prerequisites:** none

#### **Skills and qualification goals:**

Students are expected to achieve the following learning outcomes:

1. Professional skills:

a. Knowledge/Understanding:

- Students will be familiar with fundamental concepts and current problems in ethical decision-making
- Students will know the Christian contributions and other contributions to the historical and current developments in welfare work

b. Practical skills:

- Students will possess the hermeneutical competence to interpret both historical and current texts on philosophical and theological ethics, as well as to address concrete cases
- Students will be able to apply working models, thought experiments, and logical reasoning to identify and analyse the normative and anthropological dimensions of their professional lives and societal frameworks in which they live

2. Personal skills:

a. Social skills:

- Students will be capable of recognising and reflecting on ethical conflicts, as well as achieving resolution through debate
- Students will be able to distinguish between different levels of conflict, weigh ethical arguments, and formulate and justify a well-founded judgement

b. Individual skills:

- Students will be able to articulate and reflect on their own motivation and personal perspectives about their future professional role

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Elementary terminology and fundamental theoretical approaches in historical and present-day ethics
- Anthropological, theological, and philosophical implications of professional social activities
- Historical developments in welfare, especially in the Christian culture of care
- Current social and professional fields of conflict in ethics

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introduction to ethics	L/S	R	3 h weekly/ 45 h	30 h
<b>Course 2:</b> Theological, anthropological, societal, and historical foundations of professional social activities	S	E	2 h weekly/ 30 h	45 h
<b>Course 3:</b> Material fields of conflict in ethics	S	E	2 h weekly/ 30 h	45 h

**Requirements for credit points to be awarded:** Term paper (approx. 18,000 – 22,500 characters) or portfolio

**Selection options:** Students may choose between Course 2 and Course 3

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Science

### Module 1.3 Empirical social research

<b>Status required</b>	<b>Workload</b> 150 h	<b>Credit points</b> 6
<b>Duration</b> 1 semester	<b>Semester</b> 1st	<b>Frequency</b> every other semester

**Applicability of the module:** This module is also part of the Bachelor of Arts Programmes in Health and Care Management (Module 1.3) and in Inclusive Education (Module 14)

**Course prerequisites:** none

#### **Skills, qualification goals:**

The students will become familiar with the central quantitative and qualitative methods of nursing research, as well as the corresponding data analysis techniques and their theoretical justification. Students will examine the paradigmatic aspects of qualitative and quantitative research and will be able to differentiate between one two. Students will understand central methodological terminology and will be able to classify methods for gathering, processing, and analysing data within the context of the research process.

#### 1. Professional skills:

##### a. Knowledge:

- Knowing and understanding the basics of academic theory as well as basic methods of qualitative and quantitative nursing research
- Knowing and understanding fundamental methodological aspects of qualitative nursing research
- Knowing and differentiating between research facilities in quantitative nursing research
- Recognising and having an overview of ethical problems in the context of nursing research
- Fundamentals of statistics

##### b. Practical skills:

- Theoretical grasp of research plans
- Reflection on and differentiation of research methods and facilities
- Development of investigative instruments under guidance

2. Personal skills:
- a. Social skills:
    - Ability to reflect and argue on the basis of knowledge from research methods
  - b. Individual skills:
    - Competence in handling information
    - Problem-solving ability

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

From the field of quantitative nursing research:

- Methodological concepts (variables, quality factors, random sampling)
- Data collection methods (questionnaire, interview)
- Data analysis methods and tools (SPSS, descriptive statistics)

From the field of qualitative nursing research:

- Central principles of qualitative research
- Field of research
- Data collection methods (e.g., structured guideline-based interviews) and data analysis methods (e.g., content analysis)

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Qualitative social research	S	R	2 h weekly/ 30 h	45 h
<b>Course 2:</b> Quantitative social research	S	R	2 h weekly/ 30 h	45 h

**Requirements for credit points to be awarded:** Written final examination (2 hours)

**Selection options:** none

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Science

### Module 2.1 Health sciences

<b>Status required</b>	<b>Workload</b> 150 h	<b>Credit points</b> 6
<b>Duration</b> 2 semesters	<b>Semester</b> 1st and 2nd	<b>Frequency</b> every other semester

**Applicability of the module:**

**Course prerequisites:** none

#### **Skills, qualification goals:**

Students will know the fields of work, questions, and methodological approaches in the health sciences as well as theories of health and illness. They will be able to classify the initial physical, psychological, and social conditions and causes for health, illness, and disability in different populations as well as the care needs that arise as a result. They will know the preventive and health-promoting approaches and measures for the care-related problems, settings, and populations, and are capable of designing the appropriate services.

#### 1. Professional skills:

##### a. Knowledge:

- Know and understand health science methods and working areas
- Know, distinguish, and relate methods for prevention and health promotion to the relevant problems, populations, and settings
- Understand the need for care and specific care needs from a health sciences perspective

##### b. Practical skills:

- Explain and develop preventive and health-promotion interventions and concepts relevant to nursing and care
- Integrate and reflect upon epidemiological research results relevant to nursing and care

#### 2. Personal skills:

##### a. Social skills:

- Argumentation skills
- Communication skills

##### b. Individual skills:

- Competence in handling information
- Analytical and problem-solving ability

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Aims, fields of work, and central questions in the health sciences
- Concept of health, prevention, and promotion of health
- Social and health inequality
- Epidemiological praxis and statistical measures
- Particular populations and health promotion in specific settings

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introduction to health sciences	S	R	2 h weekly/ 30 h	45 h
<b>Course 2:</b> Prevention and health promotion	S	R	2 h weekly/ 30 h	45 h
<b>Requirements for credit points to be awarded:</b> Term paper (18,000 – 22,500 characters)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				



## Bachelor of Arts Programme in Nursing Science

### Module 2.2 Social science fundamentals

<b>Status required</b>	<b>Workload</b> 300 h	<b>Credit points</b> 12
<b>Duration</b> 2 semesters	<b>Semester</b> 2nd and 3rd	<b>Frequency</b> every other semester

#### Applicability of the module:

**Course prerequisites:** none

#### Skills, qualification goals:

Students will get to know and understand the essential sociological, socio-psychological, and gerontological theories and concepts and be able to apply them to nursing, care, social, and gerontological topics. They will be able to analyse and reflect upon sample problems with regard to the individual and societal conditions under which they emerged. The knowledge of these social science fundamentals will enable students to deal productively— i.e., taking into account possible manifest and latent side effects—with questions and problems that will arise in later semesters, in the practical project, and in future professional practice.

In particular, students will acquire both basic knowledge and skills in the following areas:

#### 1. Professional skills:

##### a. Knowledge:

- Theories and methods of sociology and social psychology
- Gerontological concepts and examples of care

##### b. Practical skills:

- Social science analysis and interpretation of topics and problems that are particularly relevant for professional nursing and care activity
- Aptitude for academic work (research into the literature search, literature analysis)
- Aptitude for professionally grounded argumentation

#### 2. Personal skills:

##### a. Social skills:

- Aptitude for work in study groups
- Argumentation skills
- Ability to reflect in response to criticism

##### b. Individual skills:

- Analytical ability
- Development of personal learning strategies
- Ability to provide reasons

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Interaction and social action
- Socialisation, biography, and individualisation
- Social inequality
- Family and organisation
- Otherness and shame in care and nursing
- Nursing as a profession
- Basics of gerontology
- Social perception, attitudes, attributions

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introduction to sociology	S	R	2 h weekly/ 30 h	45 h
<b>Course 2:</b> Basics of social psychology	S	R	2 h weekly/ 30 h	45 h
<b>Course 3:</b> Basics of gerontology	S	R	2 h weekly/ 30 h	45 h
<b>Course 4:</b> Social science concepts in professional care	S	R	2 h weekly/ 30 h	45 h

**Requirements for credit points to be awarded:** Written final examination (3 hours)

**Selection options:** none

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Science

### Module 2.3 Legal basics

<b>Status required</b>	<b>Workload</b> 150 h	<b>Credit points</b> 6
<b>Duration</b> 1 semester	<b>Semester</b> 3rd	<b>Frequency</b> every other semester

#### Applicability of the module:

**Course prerequisites:** none

#### Skills, qualification goals:

Students will know essential legislative and legal provisions areas in which they work, and can apply this knowledge to themes in nursing and care. They will know the relevant legal proceedings and current case law and jurisprudence. Thus they will be in the position to act in a legally sound manner in their professional practice, and to give reasons for their own legal position if necessary.

In particular, students will acquire both basic knowledge and practical skills in the following areas:

#### 1. Professional skills:

##### a. Knowledge:

- Basics of health and nursing law
- Legal procedures and courts
- Current case law and jurisprudence

##### b. Practical skills:

- Academic interpretation of laws and regulations
- Capability for academic work (literature research and analysis)
- Capability for legally sound argumentation

#### 2. Personal skills:

##### a. Social skills:

- Aptitude for working in study groups
- Argumentation skills
- Ability to reflect in response to criticism

##### b. Individual skills:

- Analytical ability
- Development of personal learning strategies
- Ability to provide reasons

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Structure of social law/German Social Code (*Sozialgesetzbuch*)
- Dealing with laws and regulations
- Labour law and liability law
- Patient law
- Labour law

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Health-care and nursing law I	S	R	2 h weekly/ 30 h	45 h
<b>Course 2:</b> Health-care and nursing law II	S	R	2 h weekly/ 30 h	45 h
<b>Requirements for credit points to be awarded:</b> Written final examination (2 hours)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Arts Programme in Nursing Science

### Module 2.4 Social and healthcare system

<b>Status required</b>	<b>Workload 150</b>	<b>Credit points 6</b>
<b>Duration 1 semester</b>	<b>Semester 2nd</b>	<b>Frequency every other semester</b>

**Applicability of the module:**

**Course prerequisites:** none

Students will know the historical development of the German social security and healthcare system as well as its structure and its functioning, especially health insurance and long-term care insurance, outpatient medical treatment and hospital care by doctors, as well as ambulant and stationary nursing care. The principal features of social security in the case of poverty, old age, or disability will be known. Students will know selected international social and health-related political lines of development and basics of comparative social welfare research.

**Skills, qualification goals:**

1. Professional skills:

a. Knowledge

- Historical development of the German social and healthcare system
- International comparison of social systems
- Basic principles of social security
- Tasks, services, and actors in the area of medical insurance and long-term care insurance
- Structure and functioning of outpatient medical and hospital care, as well as ambulant and stationary nursing care
- Current sociopolitical, health- and care-centred political points of view, perspectives, and discussions

b. Practical skills

- Evaluating the political health and care framework for demand-oriented care of the population
- Identifying problems in provision of care
- Evaluating sociopolitical, health policy, and care policy developments
- Developing approaches and ideas for the further development of a demand-oriented social and public healthcare system

2. Personal skills:

a. Social skills:

- Communication skills
- Capacity for reflection
- Argumentation skills
- Mediation skills

b. Individual skills:

- Planning ability
- Analytical ability

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Principles of equivalence, solidarity, and subsidiarity
- Statutory health insurance (*gesetzliche Krankenversicherung*) benefits
- Concept of need for care (*Pflegebedürftigkeit*) and health report assessment
- Basic provision for poverty and old age
- Liberal, social-democratic, and conservative-corporate welfare state
- Mixed welfare production
- Professional nursing associations (*Pflegekammern*)

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introduction to the fundamentals of social security	S	R	2 h weekly/ 30h	45
<b>Course 2:</b> The healthcare and nursing system in Germany	S	R	2 h weekly/ 30h	45

**Requirements for credit points to be awarded:** Written final examination (2 hours)

**Selection options:** none

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Science

### Module 3.1 Basics of nursing theory and ethics

<b>Status required</b>	<b>Workload</b> 300 h	<b>Credit points</b> 12
<b>Duration</b> 2 semesters	<b>Semester</b> 1st and 2nd	<b>Frequency</b> every other semester

**Applicability of the module:**

**Course prerequisites:** none

**Skills, qualification goals:**

Students will know the subject and the working methods of nursing science and understand the importance of nursing science within the context of a scientific system as well as its relation to the actual practice of care. Students will be able to critically evaluate scientific theories. They will know the development of the theoretical fundamentals of nursing science and their significance, especially for Germany. They will know the ethical basics of the nursing and caring professions, also within the historical context, and will be able to recognise and reflect critically upon ethical problems in their professional practice.

1. Professional skills:

a. Knowledge:

- Subject, working methods, and importance of nursing science
- Origins of nursing science and theories
- Distinguishing between different theories of care
- Understanding the meaning of nursing and care concepts
- Significance of the development of nursing science and theories
- Ethics of care and its history

b. Practical skills:

- Critical evaluation of (nursing and care) theories
- Transfer of theoretical concepts into the practice of care
- Critical recognition, evaluation, and reflection on ethical problems in the practice of nursing and care

2. Personal skills:

a. Social skills:

- Argumentation skills
- Capacity for reflection
- Communication skills

b. Individual skills:

- Interest in questions and problems in nursing theory and ethics
- Analytical ability

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Development and value of nursing science
- Basics of academic construction of theory
- Development and value of nursing theories

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introduction to nursing science	S	R	2 h weekly/ 30 h	70 h
<b>Course 2:</b> Basic nursing theory	S	R	2 h weekly/ 30 h	70 h
<b>Course 3:</b> Basic nursing ethics	S	R	2 h weekly/ 30 h	70 h
<b>Requirements for credit points to be awarded:</b> Term paper (22,500 – 30,000 characters)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				



## Bachelor of Arts Programme in Nursing Science

### Module 3.2 Nursing diagnostics

<b>Status required</b>	<b>Workload 150</b>	<b>Credit points 6</b>
<b>Duration 2 semesters</b>	<b>Semester 2nd and 3rd</b>	<b>Frequency every other semester</b>

**Applicability of the module:**

**Course prerequisites:** none

**Skills, qualification goals:**

Student will come to know the nursing process as the theoretical framework for case-based nursing diagnostics. They will become capable of using a clinical understanding to analyse the care needs and resources of the persons and of developing an appropriate plan for nursing and assistance. Students will become acquainted with assessment instruments, classification systems, and typologies of nursing diagnoses and interventions; and will be able to select and utilise these according to the specific situation.

1. Professional skills:

a. Knowledge

- Hermeneutical understanding of cases
- Nursing process as theoretical framework
- Assessment and assessment instruments
- Nursing diagnoses and steps in the diagnostic process
- Nursing interventions and results

b. Practical skills

- Use of steps in the diagnostic process (e.g., specific to a situation, population, and setting)
- Evaluation of effectiveness
- Development of a plan for nursing and assistance oriented to the clients' care needs and resources

2. Personal skills:

a. Social skills:

- Communication skills
- Capacity for reflection

b. Individual skills:

- Competence in problem-solving
- Analytical ability
- Decision-making ability
- Capacity for argumentation and ability to provide reasons
- Planning and coordination ability

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Hermeneutical understanding of cases and its use in the framework of the nursing process
- (WHO) nursing process as a theoretical reference frame
- Assessment and assessment instruments—significance, quality factors, selection and practical deployment, limitations
- Diagnoses (e.g., NANDA)—definition of terms, classifications, typologies, meaning, advantages and disadvantages
- Steps in the nursing diagnosis process
- Definition of terms and classification of nursing interventions (e.g., NIC) and nursing outcomes (e.g., NOC)

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Approaches to nursing diagnosis and assessment—introduction	S	R	2 h weekly/ 30h	45
<b>Course 2:</b> Approaches to nursing diagnosis and assessment—applications	S	R	2 h weekly/ 30h	45
<b>Requirements for credit points to be awarded:</b> Term paper (18,000 – 22,500 characters)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Arts Programme in Nursing Science

### Module 3.3 Nursing concepts for particular populations

<b>Status required</b>	<b>Workload</b> 300 h	<b>Credit points</b> 12
<b>Duration</b> 2 semesters	<b>Semester</b> 3rd through 4th	<b>Frequency</b> every other semester

#### Applicability of the module:

**Course prerequisites:** none

#### Skills, qualification goals:

Students will be familiar with the different states of demand for individual populations—such as persons with mental illness, chronically ill children and adults, and persons with dementia—and will be able to ascertain the appropriate care needs, and use these as the basis for the conception of suitable interventions. Students will know selected nursing concepts for a population, their use in practice, and the prerequisites and problems for their implementation. Students will be capable of developing nursing concepts for at-home and institutional contexts, for selected situations with particular care needs. Students will be aware of the particularities of professional activity in domestic and institutional care structures and their significance for the individual populations.

In particular, students will acquire basic knowledge and practical skills in the following areas:

#### 1. Professional skills:

##### a. Knowledge

- Needs and states of demand of individual populations within their social contexts
- Provisioning concepts and nursing interventions
- Effects of measures on the intended populations
- Prerequisites and problems for implementation

##### b. Practical skills

- Applying stores of wisdom to practical problems
- Enabling reflection about possibilities for and barriers to application
- Enabling academically founded argumentation
- Raising consciousness about the logic behind the actions of particular populations, their environment, and the professions involved

#### 2. Personal skills:

##### a. Social skills

- Capability for working in study groups
- Argumentation skills
- Work in interdisciplinary teams
- Aptitude for symmetric interaction

- b. Individual skills
  - Analytical ability and ability to give and take criticism
  - Reasoning ability

**Course content:**

The course contents are oriented around the concept of "Advanced Nursing Practice". Students will acquire basic knowledge about the needs and demands for selected populations, in order to integrate them into a wider nursing course of action.

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- States of demand for selected populations
- Cooperation with family members
- Structures of outpatient provisioning
- Preventive, rehabilitative, and palliative care concepts

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Population-specific states of demand	S	R	2h weekly/ 30h	70h
<b>Course 2:</b> Nursing and care concepts in domestic contexts	S	R	2h weekly/ 30h	70h
<b>Course 3:</b> Nursing and care concepts in institutional contexts	S	R	2h weekly/ 30h	70h

**Requirements for credit points to be awarded:** Portfolio

**Selection options:** none

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Science

### Module 3.4 Case management and care planning

<b>Status required</b>	<b>Workload</b> 150	<b>Credit points</b> 6
<b>Duration</b> 1 semester	<b>Semester</b> 5th	<b>Frequency</b> every other semester

**Applicability of the module:**

**Course prerequisites:** none

**Skills, qualification goals:**

Students will become acquainted with the case management approach and know its significance in the provision of health care that is tailored to the needs and demands of the situation. Students will be able to select and utilise case management methods and instruments in a way that is specific to the situation and the context. Upon this basis, students will be capable of drawing up individual nursing plan for the affected persons in different populations while taking into account factors on the specific case and system levels. They will know the different roles in case management, their corresponding functions, tasks, and competence, and will be able to employ them in a case-appropriate manner.

1. Professional skills:

a. Knowledge

- Case management methods and instruments
- The case management process
- Roles and key functions

b. Practical skills

- Creation of an individual clinical care plan in light of client needs and demands
- Case management and coordination
- Derivation of consequences for care requirements on the system level

2. Personal skills:

a. Social skills:

- Capacity for communications and dialogue
- Capacity for reflection

b. Individual skills:

- Problem-solving and analytical competence
- Competence in negotiations and decision-making
- Planning, coordination, and organisational ability

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Case management basics and implementation
- The case management process and steps
- Analysis of possibilities for use and deployment
- Role, tasks, and functions of case management
- Creation of a care and assistance plan

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introduction to Case Management	S	R	2h weekly/ 30h	45h
<b>Course 2:</b> Care planning	S	R	2 h weekly/ 30h	45h
<b>Requirements for credit points to be awarded:</b> Term paper (18,000 – 22,500 characters)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Arts Programme in Nursing Science

### Module 4.1 Evidence-based professional nursing

<b>Status required</b>	<b>Workload</b> 150 h	<b>Credit points</b> 6
<b>Duration</b> 2 semesters	<b>Semester</b> 2nd through 3rd	<b>Frequency</b> every other semester

#### Applicability of the module:

**Course prerequisites:** none

#### Skills, qualification goals:

Students will become familiar with the theoretical basics and approach known as Evidence-Based Nursing. They will come to know the significance of Evidence-Based Nursing for the practice of care and be able to differentiate between internal and external evidence. Students will be enabled to identify a praxis-relevant problem for Evidence-Based Nursing, to formulate a relevant academic question for systematic review, to follow rules in carrying out that review, and to critically evaluate the results of the academic endeavour.

##### 1. Professional skills:

###### a. Knowledge:

- Value of Evidence-Based Nursing
- Evidence-based nursing interventions
- Development and execution of a systematic literature analysis
- Sources of error in research projects
- Possibilities for and limits of the transfer of academic insights into nursing practice

###### b. Practical skills:

- Guided development and execution of a review of literature
- Critical evaluation of studies

##### 2. Personal skills:

###### a. Social skills:

- Argumentation skills
- Communication skills
- Ability to work in a team

###### b. Individual skills:

- Competence in handling information
- Analytical ability

#### Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Evidence-based nursing knowledge and action
- Systematic research using databanks (CINAHL, PubMed)
- Studies on the effectiveness of nursing-related interventions

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introductory Evidence-Based Nursing	S	R	2 h weekly/ 30 h	45 h
<b>Course 2:</b> Advanced Evidence-Based Nursing	S	R	2 h weekly/ 30 h	45 h
<b>Requirements for credit points to be awarded:</b> Portfolio				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				



## Bachelor of Arts Programme in Nursing Science

### Module 4.2 Applied nursing research

<b>Status required</b>	<b>Workload</b> 300 h	<b>Credit points</b> 12
<b>Duration</b> 1 semester	<b>Semester</b> 4th	<b>Frequency</b> every other semester

#### Applicability of the module:

**Course prerequisites:** Completion of Modules 1.1 and 1.3

#### Skills, qualification goals:

Students will develop the project planning for a quantitative and a qualitative research project. They will construct a work plan and timetable for the project, provide a rationale for the research methodology while taking into account the current state of research and the pertinent literature, develop the survey instruments, execute the study with quantitative and qualitative design in an exemplary way, prepare and analyse the data, and turn the results into a research report.

##### 1. Professional skills:

###### a. Knowledge

- Understanding of nursing science research methods
- Significance of current state of research as the basis for doing a study
- Project management and self-management methods
- Development of a research field
- Descriptive statistics
- Use of data-analysis programmes

###### b. Practical skills

- Reflecting upon and distinguishing between research methods and institutions
- Guided development of survey instrumentation
- Execution of the research process
- Communication of research results

##### 2. Personal skills:

###### a. Social skills:

- Ability to work in a team
- Competence in reflective communication
- Ability to take criticism

###### b. Individual skills:

- Competence in handling information
- Problem-solving ability

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Project planning
- Development and defence of a research concept
- Use of statistical analyses
- Content analysis

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Project planning and development	S	R	2 h weekly/ 30 h	70 h
<b>Course 2:</b> Applied quantitative nursing research	S	R	2 h weekly/ 30 h	70 h
<b>Course 3:</b> Applied qualitative nursing research	S	R	2 h weekly/ 30 h	70 h
<b>Requirements for credit points to be awarded:</b> Term paper (22,500 – 30,000 characters)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Arts Programme in Nursing Science

### Module 5.1 Nursing science in social-service organisations

<b>Status required</b>	<b>Workload</b> 150	<b>Credit points</b> 6
<b>Duration</b> 2 semesters	<b>Semester</b> 1st and 2nd	<b>Frequency</b> every other semester

**Applicability of the module:**

**Course prerequisites:** none

**Skills, qualification goals:**

Students will come to understand economic connections, recognise financial questions, and use the necessary information to design a patient- or resident-centred process for the provision of services. Students will be capable of recognising and pointing out the significance of nursing questions and insights for health-care facilities and to explain their economic effects on the organisations and their processes. Students will know the theoretical basics of personnel management and will be able to transfer and apply this knowledge to management situations in social-service organisations, to recognise questions in specific situations and to resolve those questions in a goal- and personnel-oriented way. In particular, students will acquire both basic knowledge and practical skills in the following areas:

1. Professional skills:

a. Knowledge:

- Basic principles of economic activity
- Managing the affairs of the business
- Care management basics
- Organisational structures and their transformation
- Basics and methods of personnel management

b. Practical skills:

- Reflecting on economic questions specific to an organisation and independently deriving approaches that yield solutions
- Participating in processes of organisational change
- Analysing and reflecting on management situations
- Motivating workers

2. Personal skills:

a. Social skills:

- Ability to work with others
- Argumentation skills
- Ability to persuade others
- Motivational ability

b. Individual skills:

- Ability to analyse and to make judgments
- Competence in planning and in formulating goals
- Competence as a discussion partner
- Capacity for reflection

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Basics of business management
- Structural and procedural organisation
- Basics of personnel management
- Management theory and instruments
- Basics of personnel development

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introduction to care management	S	R	2h weekly/ 30h	20h
<b>Course 2:</b> Organisation and organisational development	S	R	2 h weekly/ 30h	20h
<b>Course 3:</b> Leadership	S	R	2 h weekly/ 30h	20h

**Requirements for credit points to be awarded:** Written final examination (2 hours)

**Selection options:** none

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Science

### Module 5.2 Quality improvement in nursing

<b>Status required</b>	<b>Workload</b> 150 h	<b>Credit points</b> 6
<b>Duration</b> 1 semester	<b>Semester</b> 5th	<b>Frequency</b> every other semester

**Applicability of the module:**

**Course prerequisites:** none

**Skills, qualification goals:**

Students will become familiar with the significance and the basics of quality improvement in nursing, and with the most important quality-management systems used in Germany (e.g., EFQM, DIN EN-ISO, KTQ), as well as the relevant legal frameworks. They can adapt a quality- and risk-management system to the specific demands and needs of a facility and develop the corresponding procedures in an exemplary manner. Students will be able to identify, structurally analyse, and optimise organisational processes.

In particular, students will acquire both basic knowledge and practical skills in the following areas:

1. Professional skills:

a. Knowledge:

- Basics of quality management in nursing
- Quality management systems
- Quality management guidelines, standards, and key indicators
- Approaches and procedures in quality and risk assessment

b. Practical skills:

- Development of facility-specific quality goals and implementation of quality management systems
- Development of continual processes for improvement
- Proper analysis and optimisation of processes

2. Personal skills:

a. Social skills:

- Leadership and counselling abilities
- Self-reflective competence in communication
- Ability to persuade others

b. Individual skills:

- Analytical ability
- Competence in project work
- Assertiveness

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Overview of the most important quality management systems
- Introduction and implementation of quality management in practice
- Internal audits and certifications
- Changes through process optimisation
- Risk analysis

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introduction to quality management in nursing and to quality management systems	S	R	2 h weekly/ 30 h	20 h
<b>Course 2:</b> Guidelines and standards	S	R	2 h weekly/ 30 h	20 h
<b>Course 3:</b> Approaches and procedures in quality assessment and improvement	S	R	2 h weekly/ 30 h	20 h

**Requirements for credit points to be awarded:** Written final examination (2 hours)

**Selection options:** none

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Science

### Module 5.3 Innovative approaches to care

<b>Status required</b>	<b>Workload 300 h</b>	<b>Credit points 12</b>
<b>Duration 2 semesters</b>	<b>Semester 3rd and 4th</b>	<b>Frequency every other semester</b>

**Applicability of the module:**

**Course prerequisites:** none

**Skills, qualification goals:**

Students will obtain an overview of the new developments in nursing fields as well as their meaning for future areas of engagement as nursing professionals. Students will be able to evaluate new approaches to care and how they are developing, and will be able to engage critically with them. Students will become acquainted with the methods and procedures for developing concepts, will be able to elaborate them in a practically oriented way to the point of implementation, and present them. In particular, students will acquire both basic knowledge and practical skills in the following areas:

1. Professional skills:
  - a. Knowledge
    - Approaches to care that are oriented toward social spaces
    - Approaches to integrated and integrating care and nursing
    - Digitalisation and use of technology in care and nursing
    - Innovations in delivery of care
  - b. Practical skills
    - Evaluating new approaches to care and nursing
    - Reflecting on the nursing as well as the social and ethical implications of innovations
    - Making use of methods in planning development
2. Personal skills:
  - a. Social skills:
    - Presentation-making ability
    - Argumentation skills
    - Capacity for reflection
  - b. Individual skills:
    - Analytical ability and ability to give and take criticism
    - Ability to provide reasons

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Basics of care oriented toward social spaces
- Social space (*Sozialraum*) analyses, (participative) inclusive-neighbourhood development (*Quartiersentwicklung*)

- Role of nursing and care in the context of approaches to care for persons with chronic illness (e.g., disease management, Advanced Nursing Practice)
- Use of technology and digitalisation in nursing and care contexts
- Use as well as social and ethical implications of technological systems and digital applications in nursing
- Process and methods for the development and transfer of innovative approaches to nursing

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Nursing and care in social spaces	S	R	2 h weekly/ 30 h	70 h
<b>Course 2:</b> Digitalisation and use of technology in nursing and care contexts	S	R	2 h weekly/ 30 h	70 h
<b>Course 3:</b> Development and transfer of innovations in nursing	S	R	2 h weekly/ 30 h	70 h

**Requirements for credit points to be awarded:** Portfolio

**Selection options:** none

**Compensation options:** none



## Bachelor of Arts Programme in Nursing Science

### Module 6.1 Communication and interaction in the context of professional nursing activity

<b>Status required</b>	<b>Workload</b> 300 h	<b>Credit points</b> 12
<b>Duration</b> 2 semesters	<b>Semester</b> 4th and 5th	<b>Frequency</b> every other semester

**Applicability of the module:**

**Course prerequisites:** none

**Skills, qualification goals:**

Students will become acquainted with the theoretical basics of interpersonal communication and will be able to use these with professionals and laypeople. They will be able to appropriately use and strategically design communication processes and structures for their own work in organisations and individual counselling situations. Because different approaches, tasks, target groups, and nurse-led counselling areas are well known, students will be in the position to choose the appropriate setting for counselling on the basis of indicators. Students will know the individual structural elements from patient education and will be able to recognise the professional and ethical limits of the counselling. In particular, students will acquire both basic knowledge and practical skills in the following areas:

1. Professional skills:
  - a. Knowledge:
    - Theoretical and practical basics of interpersonal and intercultural communication
    - Approaches to counselling in nursing and in patient education
    - Design of counselling and training situations
    - Basics of interdisciplinary communication and systemic counselling
  - b. Practical skills:
    - Designing and guiding interpersonal and organisational communication
    - Carrying out nurse-led counselling and training
    - Analysing nursing situations with respect to counselling and training requirements
    - Critically reflecting on the opportunities and limitations of applications
2. Personal skills:
  - a. Social skills:
    - Techniques for guiding discussions
    - Sensitivity toward the perception of patient needs and group dynamics
    - Secure use of nurse-led or systemic approaches to counselling
  - b. Individual skills:
    - Analytical ability
    - Improvement of social perception
    - Analysis and reflection on social relations

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

<ul style="list-style-type: none"> <li>– Communication/discussion</li> <li>– Group-specific forms of counselling</li> <li>– Methodology of patient education</li> <li>– Power and counselling</li> <li>– Systemic counselling</li> </ul>				
<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Interpersonal communication and counselling	S	R	2 h weekly/ 30 h	45 h
<b>Course 2:</b> Concepts and counselling fields in nursing and care	S	R	2 h weekly/ 30 h	45 h
<b>Course 3:</b> Interdisciplinary communication in organisations	S	R	2 h weekly/ 30 h	45 h
<b>Course 4:</b> Systemic counselling	S	R	2 h weekly/ 30 h	45 h
<b>Requirements for credit points to be awarded:</b> Portfolio				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Arts Programme in Nursing Science

### Module 6.2 Educational approaches and methods in nursing science

<b>Status required</b>	<b>Workload</b> 300	<b>Credit points</b> 12
<b>Duration</b> 2 semesters	<b>Semester</b> 5th and 6th	<b>Frequency</b> every other semester

#### Applicability of the module:

**Course prerequisites:** none

#### Skills, qualification goals:

Students will become acquainted with the educational and didactic conceptions of vocationally related adult education and especially of nursing education. In addition to general educational theories, students will know and understand nursing education theory in particular and will be able to critically reflect on it. They will become familiar with the current curriculum discussion, including the discussion on methods, and will be able to take up their own independent and informed position. Students will be able to plan and execute their own teaching units on nursing education methodically and pedagogically.

##### 1. Professional skills:

###### a. Knowledge

- Didactic conceptions of adult education
- Didactic considerations about the nursing profession
- Didactic and methodical planning of teaching units

###### b. Practical skills

- Planning and evaluation of conceptions of adult education and nursing education
- Didactic and methodical planning and execution of courses
- Orientation toward the participants

##### 2. Personal skills:

###### a. Social skills:

- Communication skills
- Competence in counselling
- Mediation skills in teaching

###### b. Individual skills:

- Competence in planning and conception
- Decision-making ability with respect to teaching methods

#### Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Basics of teaching and adult education
- Learning theories
- Basics of didactics

<ul style="list-style-type: none"> <li>– Didactics in adult education and vocational training</li> <li>– Orientation toward the participants</li> <li>– Macro-didactics and micro-didactics</li> <li>– Activating methods</li> <li>– Planning and execution of a class in a nursing training course</li> </ul>				
<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Basics of nursing education	S	R	2 h weekly/ 30 h	45 h
<b>Course 2:</b> Didactics of nursing and nursing science	S	R	2 h weekly/ 30 h	45 h
<b>Course 3:</b> Didactic methods in nursing qualification	S	R	2 h weekly/ 30 h	45 h
<b>Course 4:</b> Development and application of teaching concept for nursing qualification	S	R	2 h weekly/ 30 h	45 h
<b>Requirements for credit points to be awarded:</b> Demonstration lesson				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Arts Programme in Nursing Science

### Module 6.3 Theory and practice of vocational education and training

<b>Status required</b>	<b>Workload</b> 150	<b>Credit points</b> 6
<b>Duration</b> 1 semester	<b>Semester</b> 6th	<b>Frequency</b> every other semester

**Applicability of the module:**

**Course prerequisites:** none

**Skills, qualification goals:**

Students will become acquainted with the basics and current developments in adult education. They will be able to determine the vocational training demands and needs, implement measures, and evaluate these. They will know the general conditions for the workplace and professional training of specific populations such as, e.g., older employees or persons with a migrant background.

In particular, students will acquire both basic knowledge and practical skills in the following areas:

1. Professional skills:

a. Knowledge:

- Basics of psychological learning and educational theories of adult education
- Forms of workplace and vocational education and training
- Methods of demands and needs assessment as well as the evaluation of workplace and vocational training

b. Practical skills:

- Concept development for workplace and vocational training
- Organisation, marketing, acquisition of teachers and participants

2. Personal skills:

a. Social skills:

- Orientation toward the participants
- Capacity for reflection with respect to the educational background of different target groups in continuing education

b. Individual skills:

- Analytical ability
- Competence in planning and conception
- Organisational ability
- Decision-making ability

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Information, knowledge, education, competence
- Lifelong learning
- E-Learning
- Structure of workplace and vocational training in nursing
- Concept development and seminar planning
- Canvassing for participants and marketing of education
- Organisation of educational work

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Basics of adult education	S	R	2 h weekly/ 30 h	45 h
<b>Course 2:</b> Organisation and management of professional job training	S	R	2 h weekly/ 30 h	45 h

**Requirements for credit points to be awarded:** Oral examination (30 min.)

**Selection options:** none

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Science

### Module 7.1 Practical project

<b>Status required</b>	<b>Workload</b> 300 h	<b>Credit points</b> 12
<b>Duration</b> 2 semesters	<b>Semester</b> 5th through 6th	<b>Frequency</b> every other semester

**Applicability of the module:** This module is also part of the Bachelor of Arts Programme in Health and Care Management (Module 6.1)

**Course prerequisites:** Successful completion of Modules 1 and 4

#### **Skills, qualification goals, learning outcomes:**

Students will develop the concept for a well-defined, academically grounded practical project (normally in the context of a larger research or development project) and carry out the practical project in an organisation belonging to the social or public health services. They will put the academic knowledge they have gained to the practical test and modify that knowledge on the basis of the experience of the practical project. The content of the practical project will be determined by the specific tasks that the students set for themselves.

In particular, students will acquire both basic knowledge and practical skills in the following areas:

1. Professional skills:
  - a. Knowledge:
    - Contents and methods of the specific practical project
    - Embedding projects into an organisation
    - Planning and implementation of a concrete project
  - b. Practical skills:
    - Development of a plan for a practical project
    - Project development and implementation
    - Communicative achievement of project goals
    - Dealing with disruptive elements/problems
2. Personal skills:
  - a. Social skills:
    - Competence in communication
    - Ability to persuade others
    - Ability to mediate
  - b. Individual skills:
    - Competence in planning and conceptualisation
    - Decision-making ability
    - Reflective dealing with disruptions

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Project organisation
- Goal-finding methods
- Completion of a project within an institution
- Presentation of project results

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
Course 1 Practical project support	S	R	1 h weekly/ 15 h	30 h
Course 2 Practical project reflection	S	R	2 h weekly/ 30 h	225 h

**Requirements for credit points to be awarded:** Term paper (22,500–30,000 characters) and presentation

**Selection options:** none

**Compensation options:** none



## Bachelor of Arts Programme in Nursing Science

### Module 7.2 Bachelor of Arts thesis

<b>Status required</b>	<b>Workload</b> 300 h	<b>Credit points</b> 12
<b>Duration</b> 1 semester	<b>Semester</b> 6th	<b>Frequency</b> every other semester

#### Applicability of the module:

**Course prerequisites:** proof of having achieved 120 credit points from the modules in the Bachelor of Arts Programme in Nursing Science

#### Skills, qualification goals, learning outcomes:

Students will work on an academic topic and present their results in the form of an academic paper (Bachelor's thesis). Thus they will show that they are able to successfully employ academic theories and methods in an application-oriented and praxis-relevant manner. In the thesis defence (colloquium), they will demonstrate that they can put forward their results in a reasoned way.

In particular, students will acquire both basic knowledge and practical skills in the following areas:

1. Professional skills:
  - a. Knowledge:
    - Content of the thesis topic
  - b. Practical skills:
    - Planning and writing an academic paper
    - Budgeting time and meeting given deadlines
    - Dealing with disruptions
2. Personal skills:
  - a. Social skills:
    - Capacity for self-reflective discourse
    - Ability to persuade others
  - b. Individual skills:
    - Academic work
    - Competence in planning and conceptualisation
    - Constructive dealing with disruptions

**Course content:**

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Treatment of a praxis-relevant question

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
Thesis support	S	R	1 h weekly/ 15 h	15 h
Bachelor of Arts thesis		R		270 h

**Requirements for credit points to be awarded:** Bachelor of Arts thesis and colloquium

**Selection options:** none

**Compensation options:** none