

# Course Description: Public Health Bachelor of University of Bremen

(Translated)

Status 2018

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## 1 General basics

<b>Course Title</b>	<b>M11 Theories and models of health, illness and Public Health</b>
<b>Form of Instruction</b>	<p>Lecture (2 hours per week)</p> <ul style="list-style-type: none"> <li>- Theories and models of health, illness and public health</li> </ul> <p>Seminar (2 hours per week), Public Health as a multidisciplinary problem analysis, subject areas available for selection:</p> <ul style="list-style-type: none"> <li>- care for people in need of care</li> <li>- rare diseases</li> <li>- nutrition</li> </ul>
<b>Length and position of module</b>	One Semester (first semester)
<b>ECTS points/workload</b>	<p>6 ECTS</p> <p>Presence: 56h</p> <p>Preparation and Postprocessing: 28h</p> <p>Self-learning part: 36h</p> <p>Examination preparation: 60h</p> <p>Total: 180h</p>
<b>Learning outcome</b>	<p>Lecture:</p> <p>The students</p> <ul style="list-style-type: none"> <li>- know the most important definitions of health and illness and can point out the strengths and weaknesses of these definitions in relation to the situation</li> <li>- Know the concept of "disease mongering" and can point out characteristics of it</li> <li>- Can take different perspectives (e.g., those of the relatives, the affected, the society) on questions of health ethics</li> <li>- Can distinguish the biomedical model, social epidemiology, homeostatic models and salutogenesis from one another, but also show the overlaps between these models</li> <li>- Know different public health models and can apply them to different public health related topics</li> <li>- Can classify the function of this course on their way towards becoming a public health specialist</li> </ul> <p>Seminar:</p> <p>The students</p> <ul style="list-style-type: none"> <li>- Can apply the learned models and theories in the lecture to concrete examples</li> <li>- Can take the different perspectives of actors in the health care system regarding illnesses</li> <li>- Know the different dimensions associated with an illness or a public health issue, such as costs, political influences, social and psychological aspects, etc.</li> <li>- Can recognize the relevance of a disease or a public health topic for various disciplines (e.g., epidemiology, health policy, health economics)</li> <li>- Can recognize the connections between different disciplines</li> <li>- Have an overview of the numerous fields of action of public health</li> </ul>
<b>Contents/Description</b>	<p>In the lecture deals with the most important normative-empirical (What is health or illness?) and causal (Why is someone healthy or sick?) theories and models of health and illness.. Public health models will be used as references. The importance for studies and professional practice is shown.</p> <p>1) What is health or illness respectively?</p> <p>The most important definitions of health and illness are presented and applied to current social processes and discourses (e.g., "disease mongering", "cosmetic surgery", "Neuro-Enhancement"). The assignment of value to different</p>

	<p>physical and mental states (e.g. trisomy 21, incurable disease) is reflected on and classified in health-ethical considerations (utilitarianism, ethics of principles).</p> <p>2) causal theories and models There are many different explanations why someone stays healthy, gets ill or can recover. The lecture deals with the biomedical model, social epidemiology, homeostatic models and salutogenesis.</p> <p>3) Public health models will be presented and related to the theories and models of health and disease.</p> <p>4) Finally, different roles of people in the health system (patient, user, co-producer of health and illness, etc.) are presented and discussed.</p> <p>Aim of the seminars is to show the public health aspects on the basis of a topic, to apply the models and theories clearly in order to be able to adopt the diverse perspectives of public health. The seminars complement the lecture by taking a specific topic as a starting point. Topics can depict defined conditions (e.g., back pain, diet) or relate to specific groups (e.g. health of people in need of care or refugees).</p>
<b>Form of Examination</b>	<p>Possible forms of examination:</p> <ul style="list-style-type: none"> <li>- Presentation/ design of a teaching unit with a short-written elaboration</li> <li>- Written assignment (15 pages)</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Franke, A. (2012). Modelle von Gesundheit und Krankheit. Bern: Huber</li> <li>- Gerhardus, A., Breckenkamp, J. &amp; Razum, O. (Ed.). (2010). Evidence-based Public Health. Bern: Hans Huber</li> <li>- Hurrelmann, K. &amp; Razum, O. (2012). Handbuch Gesundheitswissenschaften. Weinheim: Juventa</li> <li>- Huxley, A. (1932). Brave new world. Vintage Classics</li> <li>- Klemperer, D. (2015). Sozialmedizin - Public Health. Bern: Hans Huber.</li> <li>- Schwartz, F.W., Abelin, T., Walter, U., Siegrist, J., Kolip, P., Leidl, R., Dierks, M.-L., Busse, R. &amp; Schneider, N. (Ed.). (2012). Public Health: Gesundheit und Gesundheitswesen. München: Elsevier, Urban &amp; Fischer</li> </ul>

<b>Course Title</b>	<b>M12 Health communication</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) <ul style="list-style-type: none"> <li>- Introduction to health communication</li> </ul> Seminar (2 hours per week), available for selection/ subject areas: <ul style="list-style-type: none"> <li>- Health campaigns and decision making</li> <li>- Media, e-health and health journalism</li> <li>- Dialogic communication in health care</li> <li>- Health, language and social situation</li> </ul>
<b>Length and position of module</b>	One semester (fourth semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h Individual Preparation and Postprocessing: 28h Self-learning part: 36h Examination preparation: 60h Total: 180h
<b>Learning outcome</b>	Professional skills: Students can <ul style="list-style-type: none"> <li>- Define basic theories of communication</li> <li>- Transfer the difference between the content and relationship aspect of communication to everyday communication situations</li> <li>- Define communication as a means of constructing subjective and social realities</li> <li>- Differentiate between power and abuse of power in communication situations</li> <li>- Describe communication as an essential mean of maintaining the autopoiesis of living systems</li> <li>- Define communication as an essential mean of survival for social systems</li> <li>- Identify qualitative characteristics that are beneficial to the health and well-being of an individual and a social group</li> <li>- Define different, theoretical approaches to counselling</li> <li>- Describe the process of joint decision-making</li> <li>- Describe language as a means of social exclusion of individuals or entire groups and the resulting health consequences</li> </ul> Action skills: Students can <ul style="list-style-type: none"> <li>- Differentiate the scope of the impact of media</li> <li>- Write short texts for different target groups and different media</li> <li>- Expertly and critically question health-related media content</li> <li>- Develop health campaigns for different target groups</li> <li>- Communicate health risks for different addressees in a differentiated manner</li> </ul>
<b>Contents/Description</b>	<ul style="list-style-type: none"> <li>- Theories of communication</li> <li>- Media theory, sign theory and symbolic interactionism</li> <li>- Systems-theoretical and constructivist approaches to communication</li> <li>- Discourse theory and critical discourse analysis</li> <li>- Watzlawick's axioms</li> <li>- Communication of individual and social health risks</li> <li>- Theories of counseling in general and health counseling in particular</li> <li>- Solution oriented short-term advice</li> <li>- Client centered interviewing</li> <li>- Health campaigns in different media</li> <li>- Shared decision making in health advice</li> <li>- Socially conditioned health inequality and the economy of linguistic exchange</li> </ul>

	<ul style="list-style-type: none"> <li>- E-health and m-health</li> </ul>
<b>Form of Examination</b>	<p>Electronical written exam (2 hours) for the lecture Possible forms of examination for the seminar:</p> <ul style="list-style-type: none"> <li>- Presentation/ design of a teaching unit (45 min) with a short-written elaboration (3-5 pages)</li> <li>- Written assignment (15 pages)</li> <li>- Oral examination (30 min)</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Baecker, D. (2008). Kommunikation. Ditzingen: Reclam</li> <li>- Beck, K. (2007). Kommunikationswissenschaften. Stuttgart: UTB</li> <li>- Bonfadelli, H. &amp; Friemel, T. (2006). Kommunikationskampagnen im Gesundheitsbereich. Konstanz: UVK</li> <li>- Bourdieu, P. (2005). Was heißt sprechen. Zur Ökonomie des sprachlichen Tausches. Wien: Braukmüller</li> <li>- Brown, B., Crawford, P. &amp; Carter, R. (2006). Evidence-based Health Communication. Berkshire: Open University Press</li> <li>- Hehlmann, T. (2018). Kommunikation und Gesundheit. Grundlagen einer Theorie der Gesundheitskommunikation. Wiesbaden: Springer VS</li> <li>- Hornick, R.C. (2002). Public Health Communication. Mahwah, New Jersey: Lawrence Erlbaum</li> <li>- Hurrelmann, K. &amp; Leppin, A. (2001). Moderne Gesundheitskommunikation. Bern: Huber - Hurrelmann, K. &amp; Baumann, E. (Ed.). (2014). Handbuch Gesundheitskommunikation. Bern: Hans Huber</li> <li>- Jäger, S. (2012). Kritische Diskursanalyse. Münster: UnrastVerlag</li> <li>- Jazbinsek, D. (2000). Gesundheitskommunikation. Wiesbaden: VS-Verlag</li> <li>- Keller, R., Hirsland, A., Schneider, B. &amp; Viehöver, W. (Ed.). (2011). Handbuch Sozialwissenschaftliche Diskursanalyse. Band 1: Theorien und Methoden. Wiesbaden: VS-Verlag</li> <li>- Redder, A. &amp; Wiese, I. (Ed.). (1994). Medizinische Kommunikation: Diskurspraxis, Diskursethik, Diskursanalyse. Opladen: Westdeutscher Verlag</li> <li>- Lönning, P. &amp; Rehbein, J. (Ed.). (1993). ArztPatientenkommunikation. Analysen zu interdisziplinären Problemen des medizinischen Diskurses. Berlin: Walter de Gruyter</li> <li>- Roski, R. (Ed). (2009). Zielgruppengerechte Gesundheitskommunikation: Akteure - Audience Segmentation – Anwendungsfelder. Wiesbaden: VS-Verlag</li> <li>- Roter, D.L. &amp; Hall, J. (2006). Doctors Talking with Patients - Patients Talking with Doctors. Improving Communication in Medical Visits. Westport: Praeger Publishers</li> <li>- Schützeichel, R. (2004). Soziologische Kommunikationstheorien. Konstanz: UVK-Verlagsgesellschaft</li> <li>- Seale, C. (2004). Media &amp; Health. London: Sage</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Thomas, R.K. (2006). Health Communication. New York: Springer</li><li>- Thompson, T.L. Dorsey, A., Miller, K.I. &amp; Parrot, R. (Ed.). (2003). Handbook of Health Communication: Philadelphia: Lawrence Erlbaum</li><li>- Watzlawick, P., Beavin, J.H. &amp; Jackson D.D. (2007). Menschliche Kommunikation: Formen, Störungen, Paradoxien. Bern: Huber</li><li>- Weinberger, S. (2008). Klientenzentrierte Gesprächsführung. Lern- und Praxisanleitung für psychosoziale Berufe. Weinheim: Juventa</li></ul> |
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<b>Course Title</b>	<b>M13A Epidemiology I</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) Seminar (2 hours per week) Tutorial (2 hours per week)
<b>Length and position of module</b>	One semester (second semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 84h (6 hours per week x 14 weeks) Individual preparation and postprocessing: 84h Examination preparation: 12h Total: 180h
<b>Learning outcome</b>	Students that participate in this course can: <ul style="list-style-type: none"> <li>- Explain basic epidemiological terms and place them in the context of Public health</li> <li>- Deal safely with epidemiological measures and terms</li> <li>- Describe basic epidemiological data sources</li> <li>- Carry out direct and indirect age standardization and justify the use of standardized measures</li> <li>- Describe and differentiate between epidemiological study types</li> <li>- Explain basic principles of screening procedures and corresponding indicators</li> <li>- Describe epidemiology as the methodological basis of evidence-based Public health</li> </ul>
<b>Contents/Description</b>	The students acquire basic concepts of epidemiological methods and important health-related data sources. The historical development of epidemiology is presented on the basis of fundamental studies. The students learn how to deal with epidemiological measures and terms of morbidity and mortality and how to carry out direct and indirect age standardization. Epidemiological working methods of cancer registries will be conveyed. In the module, basic knowledge of diagnostic tests and their meaning based on population-based Screening procedures will be explained and interpreted. The module also provides an initial overview of epidemiological study designs. In the lecture, the individual topics are presented in an overview and further aspects are discussed. The students gain insight into the working methods of epidemiology and will get to know important data sources and epidemiological studies. Current epidemiological topics and results will also be discussed. In the seminars and tutorials, the lecture topics will be deepened and independently developed using exercises and practical examples.
<b>Form of Examination</b>	Electronical written exam
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Gordis, L. (2009). Epidemiology. 4<sup>th</sup> Edition. Philadelphia: Saunders</li> <li>- Razum, O.; Breckenkamp, J. &amp; Brzoska, P. (2012). Epidemiologie für Dummies. 2. Auflage. Weinheim: Wiley VCH</li> </ul> <p>Further literature:</p> <ul style="list-style-type: none"> <li>- Kreienbrock, L &amp; Pigeot, A. W. (2012). Epidemiologische Methoden. 5. Auflage. Berlin: Springer</li> <li>- Webb, P. &amp; Bain, C. (2011). Essential Epidemiology. Cambridge: Cambridge University Press</li> </ul>

<b>Course Title</b>	<b>M13B Epidemiology II</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) Seminar (2 hours per week) Tutorial (2 hours per week)
<b>Length and position of module</b>	One semester (third semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 84h (14 weeks x 6 hours per week) Individual preparation and postprocessing: 84h Examination preparation: 12h Total: 180h
<b>Requirements for participation</b>	Participation in Module 13A is recommended
<b>Learning outcome</b>	Students participating in this course can: <ul style="list-style-type: none"> <li>- Explain epidemiological study designs and their areas of applications and name strengths and weaknesses of those designs</li> <li>- Differentiate between random and systematic error (bias) and describe sources of errors</li> <li>- Explain the concept of confounding using mathematical and graphical approaches</li> <li>- Critically describe the possibilities and limitations of causal thinking in epidemiological research</li> <li>- Plan and carry out basic evaluation steps for epidemiological data individually</li> <li>- Critically interpret published studies with the study designs discussed</li> </ul>
<b>Contents/Description</b>	The module deals in detail with epidemiological observational studies. The design of cohort studies, case-control studies, cross-sectional studies and ecological studies is presented in more detail and explained using specific study examples. The design of intervention studies is presented with randomized controlled trials in the clinical context and with community-based intervention studies in the public health context. The students acquire knowledge of the difference between systematic and random errors and learn about the different types of systematic errors (selection bias, confounding bias, and information bias) and how to differentiate them from effect modification (interaction). This will lead to a discussion of causality in epidemiology. In the observational studies effect measure are deepened and the calculation and interpretation of confidence intervals are introduced. Finally, important elements of evidence-based medicine will be presented and discussed. Concrete examples from current and ongoing research projects of the teaching personnel support the topicality of this course. Medical and statistical basics are discussed in the respective courses – as far as necessary for understanding the epidemiological course content. In the lecture core topics will be presented. In the seminars and tutorials, the lecture topics are deepened and independently developed using exercises and practical examples. Students read magazine articles in German and English and discuss methods and results.
<b>Form of Examination</b>	Electronical written exam
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Gordis, L. (2009). Epidemiology. 4<sup>th</sup> Edition. Philadelphia: Saunders</li> <li>- Razum, O.; Breckenkamp, J. &amp; Brzoska, P. (2001). Epidemiologie für Dummies. 2. Auflage. Weinheim: Wiley VCH</li> </ul> <p>Further literature:</p> <ul style="list-style-type: none"> <li>- Kreienbrock, L. &amp; Pigeot, A. W. (2012). Epidemiologische Methoden. 5. Auflage. Berlin: Springer</li> <li>- Webb, P. &amp; Bain, C. (2011). Essential Epidemiology. Cambridge: Cambridge University Press</li> </ul>

## 2 Field of study: Health Economics & Health Care Management

<b>Course Title</b>	<b>M21 Social structure, social issues and life situations</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) <ul style="list-style-type: none"> <li>- Social structure</li> </ul> Seminar (2 hours per week), available for selection/ subject areas: <ul style="list-style-type: none"> <li>- Theories of social inequality</li> <li>- Social issues and life situations</li> <li>- Social Inequality and the Living Situation of Refugees?</li> </ul>
<b>Length and position of module</b>	One semester (first semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Preparation and postprocessing: 28h Self-learning part: 36h Examination preparation: 60h Total: 180h
<b>Learning outcome</b>	The students can <ul style="list-style-type: none"> <li>- Define basic theories of social inequality</li> <li>- Transfer theories and models of social inequality to different contexts</li> <li>- Describe various empirical models of social inequality</li> <li>- Define and describe material and non-material manifestations of social inequality</li> <li>- Develop and substantiate their own standpoints on social problem areas based on the learned theories and models</li> <li>- Define the characteristics of capitalist societies in contrast to other forms of society</li> <li>- Describe and criticize social policy models and social policy measures</li> <li>- Describe the effects of social inequality on health</li> <li>- Describe the interrelationships between physicality, health, and social situation</li> <li>- Critically question the societal causes of inequality</li> <li>- Explain the influence of social inequality and structural exclusion on lifestyle and health</li> <li>- Analyse the influence of social inequality and structural exclusion on individual chances of realization</li> </ul>
<b>Contents/Description</b>	<ul style="list-style-type: none"> <li>- Social inequality theories</li> <li>- Empirical models of social inequality</li> <li>- Social problems in the course of life</li> <li>- Effects of social inequality on lifestyle and health</li> <li>- Global social inequality</li> <li>- Empirical effects of discrimination</li> <li>- Exclusion processes</li> <li>- Individualization of social inequality</li> <li>- Social inequality and health</li> </ul>
<b>Form of Examination</b>	Possible forms of examination: <ul style="list-style-type: none"> <li>- Presentation/ design of a teaching unit (45 min) with a short-written elaboration (3-5 pages)</li> <li>- Written assignment (15 pages)</li> <li>- Oral examination (30 min)</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Bambra, C. (2011). Work, Worklessness and the Political Economy of Health. Oxford: Oxford Univ. Press</li> <li>- Barlösius, E. (2004). Kämpfe um soziale Ungleichheit. Machttheoretische Perspektiven. Wiesbaden: VS Verlag für Sozialwissenschaften</li> </ul>

- Bourdieu, P. (1981). Die feinen Unterschiede. Kritik der gesellschaftlichen Urteilskraft. Frankfurt/M.: Suhrkamp
- Bourdieu, P. (2005). Die verborgenen Mechanismen der Macht. Schriften zu Politik & Kultur 1. Hamburg
- Burzan, N. (2007). Soziale Ungleichheit: Eine Einführung in die zentralen Theorien. Wiesbaden: VS Verlag für Sozialwissenschaften
- Castel, R. & Dörre, K. (Ed.). (2009). Prekariat, Abstieg, Ausgrenzung. Die soziale Frage am Beginn des 21. Jahrhunderts. Frankfurt/M: Campus Verlag
- Dörre, K., Lessenich, S. & Rosa, H. (2009). Soziologie. Kapitalismus. Kritik. Frankfurt/M: Suhrkamp
- Eribon, D. (2016). Rückkehr nach Reims. Berlin
- Esping-Andersen, G. (1990). The Three Worlds of Welfare Capitalism. Cambridge: Polity Press
- Ewald, F. (1993). Der Vorsorgestaat. Frankfurt/M: Suhrkamp
- Greffrath, M. (Ed.). (2017). RE: Das Kapital. Politische Ökonomie im 21. Jahrhundert. München: Verlag Antje Kunstmann
- Hehlmann, T., Schmidt-Semisch, H. & Schorb, F. (2018). Soziologie der Gesundheit. Konstanz: utb
- Kaufmann, F.-X. (1997). Herausforderungen des Sozialstaats. Frankfurt/M: Suhrkamp
- Kronauer, M. (2002). Exklusion. Die Gefährdung des Sozialen im hoch entwickelten Kapitalismus. Frankfurt/M., New York: Campus-Verlag
- Lessenich, S. (Ed.). (2003). Wohlfahrtsstaatliche Grundbegriffe. Historische und aktuelle Diskurse. Frankfurt/M., New York: Campus-Verlag
- Nachtwey, O. (2016). Die Abstiegsgesellschaft. Über das Aufbegehren in der regressiven Moderne. Berlin: Suhrkamp
- Schrecker, T. & Bamba, C. (2015). How Politics makes us sick. Hampshire: Palgrave MacMillan
- Stuckler, D. & Basu, S. (2013). The Body Economic. Why Austerity Kills. London: Allen Lane
- Wilkinson, R. & Pickett, K. (2009). Gleichheit ist Glück. Warum gerechte Gesellschaften für alle besser sind. Berlin: Tolkemitt bei Zweitausendeins

<b>Course Title</b>	<b>M22 System and law of health protection</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) <ul style="list-style-type: none"> <li>- Introduction to social security against the risk of illness</li> </ul> Seminar (2 hours per week), available for selection/ subject areas: <ul style="list-style-type: none"> <li>- Health Policy</li> <li>- Health Law</li> <li>- Normative Basics of Health Security</li> <li>- Organisational Theory and Practice</li> </ul>
<b>Length and position of module</b>	One semester (second semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Preparation and postprocessing: 56h Self-learning part: 32h Examination preparation: 36h Total: 180h
<b>Learning outcome</b>	The students <ul style="list-style-type: none"> <li>- Have knowledge of the social security system with its organisational and financial controls and regulations</li> <li>- Know the principles of social security in Germany</li> <li>- Can discuss normative questions based on theory</li> <li>- Know the SGB V (Sozialgesetzbuch V (social code 5)) and other norms regulating the health system in Germany</li> </ul>
<b>Contents/Description</b>	The students should get an overview of the institutions and legal regulations of the German health system. For this purpose <ul style="list-style-type: none"> <li>- The principles of social security and</li> <li>- The social code (SGB V) in its structure and topic as a legal basis</li> </ul> are presented. The tasks and basic features of the statutory health insurance with their benefits in kind, solidarity and self-administration principles are to be dealt with in depth. In this context, funding and service delivery and regulation are discussed.
<b>Form of Examination</b>	Possible forms of examination <ul style="list-style-type: none"> <li>- Presentation/ designing a teaching unit with a short-written elaboration</li> <li>- Written assignment (15 pages)</li> <li>- Written exam (2h)</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Bundesministerium für Arbeit. (2011). Übersicht über das Sozialrecht - Ausgabe 2011/2012. BW Bildung und Wissen Verlag und Software</li> <li>- Frevel, B &amp; Dietz, B. (2008). Sozialpolitik kompakt (2., akt. Aufl.). Wiesbaden: VS-Verlag</li> <li>- Igl, G. &amp; Welti F. (2007). Sozialrecht (9. Auflage). Düsseldorf: Werner Verlag</li> <li>- Lampert, H. &amp; Althammer, J. (2004). Lehrbuch der Sozialpolitik (7., überarb. u. vollständig aktualisierte Ausgabe). Berlin: Springer</li> <li>- Simon, M. (2008). Das Gesundheitssystem in Deutschland (2., vollst. überarb. Aufl.). Bern: Hans Huber</li> <li>- Rosenbrock, R. &amp; Gerlinger, T (2006). Gesundheitspolitik. Eine systematische Einführung (2., vollst. überarb. u. erw. Aufl.). Bern: Hans Huber Verlag.</li> </ul>

<b>Course Title</b>	<b>M23A Health Economics I</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) <ul style="list-style-type: none"> <li>- Health economics I</li> </ul> Exercise (2 hours per week) <ul style="list-style-type: none"> <li>- Consolidation and practice of the material from the lecture</li> </ul>
<b>Length and position of module</b>	One semester (third semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Preparation and postprocessing: 56h Self-learning part: 36h Examination preparation: 32h Total: 180h
<b>Learning outcome</b>	Module 23A and 23B, which is based on 23A, are designed as introductory and basic modules for the subject of health economics. After successful participation in the module, the students can <ul style="list-style-type: none"> <li>- Classify the role of the health system in a modern economy</li> <li>- Apply economic theories to health and the production and consumption of health goods</li> <li>- Assess the necessity of state interventions in a health system based on theory and normative</li> <li>- Understand and assess economic evaluations and carry them out under supervision</li> </ul>
<b>Contents/Description</b>	Contents are knowledge of fundamental health economic concepts and methods as well as their application to the German health system, implicitly institutional framework conditions of the German health system. Subjects are for example <ul style="list-style-type: none"> <li>- Health economic evaluation and rationing</li> <li>- Fundamentals of the health economy</li> <li>- Demographic change and health system</li> <li>- Allocative and distributive reasons for state interventions in a health system</li> </ul>
<b>Form of Examination</b>	Possible forms of examination <ul style="list-style-type: none"> <li>- Presentation/ designing a teaching unit with a short-written elaboration</li> <li>- Written assignment (15 pages)</li> <li>- Written exam (1-2h)</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Breyer, F., Zweifel, P. &amp; Kifmann, M. (2013). Gesundheitsökonomik (6. Aufl.). Berlin/Heidelberg: Springer Verlag</li> <li>- Busse, R. &amp; Riesberg, A. (2005). Gesundheitssysteme im Wandel – Deutschland. WHO-Regionalbüro für Europa im Auftrag des Observatoriums für Gesundheitssysteme und Gesundheitspolitik. Kopenhagen: MWV Medizinisch Wissenschaftliche Verlagsgesellschaft</li> <li>- Busse, R. &amp; Blümel, M. (2014). Germany: Health System Review. WHO HIT Series. (<a href="http://www.euro.who.int/en/aboutus/partners/observatory/publications/health-system-reviewshits/full-list-of-country-hits/germany-hit-2014">http://www.euro.who.int/en/aboutus/partners/observatory/publications/health-system-reviewshits/full-list-of-country-hits/germany-hit-2014</a>).</li> <li>- Graf v. d. Schulenburg, J.-M. &amp; Greiner, W. (2007). Gesundheitsökonomik (2. Aufl.) Tübingen: Mohr Siebeck</li> <li>- Hajen, L., Pätow, H. &amp; Schumacher, H. (2011). Gesundheitsökonomie. Strukturen – Methoden – Praxisbeispiele (6. Auflage). Stuttgart/Berlin/Köln: Kohlhammer Verlag</li> <li>- Rice, T. (2004). Stichwort: Gesundheitsökonomie – Eine kritische Auseinandersetzung. Bonn: KomPart</li> <li>- Simon, M. (2013). Das Gesundheitssystem in Deutschland. Eine Einführung in Struktur und Funktionsweise (4. Auflage). Bern: Huber.</li> </ul>

<b>Course Title</b>	<b>M23B Health economics II</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) <ul style="list-style-type: none"> <li>- Health economics II</li> </ul> Exercise (2 hours per week) <ul style="list-style-type: none"> <li>- Consolidation and practice of the material from the lecture</li> </ul>
<b>Length and position of module</b>	One semester (fourth semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Preparation and postprocessing: 56h Self-learning part: 36h Examination preparation: 32h Total: 180h
<b>Requirements for participation</b>	Participation in Module 23A is recommended
<b>Learning outcome</b>	Module 23B and module 23A, on which it is based, are designed as introductory and basic modules for the subject of health economics. Learning objectives are to deal with the German health system and health policy from a health economic perspective as well as the ability to apply health economic considerations to current questions of health system design. The students <ul style="list-style-type: none"> <li>- Know the flow of funds in the financing of health services</li> <li>- Can assess the financing reforms of the last decade allocatively and distributively on the basis of economic theories</li> <li>- Understand the basic concepts of competition in the health system and the risk structure compensation</li> <li>- Can discuss the need for reform of the RSA (Risikostrukturausgleich (risk structure compensation)) based on theory</li> <li>- Know the main features of remuneration in the outpatient and inpatient sector</li> <li>- Can normatively evaluate reform options for remuneration</li> </ul>
<b>Contents/Description</b>	Contents are knowledge of fundamental health economic concepts and methods as well as their application to the German health system, implicitly institutional framework conditions of the German health system. On this basis, current proposals for the further development of the health system are discussed. Subject of the module are a <ul style="list-style-type: none"> <li>- Financing of the German health system</li> <li>- Competition and risk structure compensation (RSA)</li> <li>- Remuneration of service providers</li> </ul>
<b>Form of Examination</b>	Possible forms of examination <ul style="list-style-type: none"> <li>- Presentation/ designing a teaching unit with a short-written elaboration</li> <li>- Written assignment (15 pages)</li> <li>- Written exam (1-2h)</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Breyer, F., Zweifel, P. &amp; Kifmann, M. (2013). Gesundheitsökonomik (6. Aufl.). Berlin/Heidelberg: Springer Verlag</li> <li>- Busse, R. &amp; Riesberg, A. (2005). Gesundheitssysteme im Wandel – Deutschland. WHO-Regionalbüro für Europa im Auftrag des Observatoriums für Gesundheitssysteme und Gesundheitspolitik. Kopenhagen: MWV Medizinisch Wissenschaftliche Verlagsgesellschaft</li> <li>- Busse, R. &amp; Blümel, M. (2014). Germany: Health System Review. WHO HIT Series. (<a href="http://www.euro.who.int/en/aboutus/partners/observatory/publications/health-system-reviewshits/full-list-of-country-hits/germany-hit-2014">http://www.euro.who.int/en/aboutus/partners/observatory/publications/health-system-reviewshits/full-list-of-country-hits/germany-hit-2014</a>)</li> <li>- Graf v. d. Schulenburg, J.-M. &amp; Greiner, W. (2007). Gesundheitsökonomik (2. Aufl.). Tübingen: Mohr Siebeck</li> </ul>

	<ul style="list-style-type: none"><li>- Hajen, L., Pätow, H. &amp; Schumacher, H. (2011). Gesundheitsökonomie. Strukturen – Methoden – Praxisbeispiele (6. Auflage). Stuttgart/Berlin/Köln: Kohlhammer Verlag</li><li>- Rice, T. (2004). Stichwort: Gesundheitsökonomie – Eine kritische Auseinandersetzung. Bonn: KomPart</li><li>- Simon, M. (2013). Das Gesundheitssystem in Deutschland. Eine Einführung in Struktur und Funktionsweise (4. Auflage). Bern: Huber.</li></ul>
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<b>Course Title</b>	<b>M24A Health care management I</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) <ul style="list-style-type: none"> <li>- Health care management I (Functional functions)</li> </ul> Seminar (2 hours per week) <ul style="list-style-type: none"> <li>- Study seminar with exercises on management in healthcare I</li> <li>- If applicable supplementary seminars such as Work and Organisation I</li> </ul>
<b>Length and position of module</b>	One semester (third semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Preparation and postprocessing: 56h Self-learning part: 56h Examination preparation: 32h Total: 180h
<b>Learning outcome</b>	The modules 24A and 24B, which build up on one another, are designed as introductory and basic modules for the subject management in health care as well as designed in-depth for selected topics of health care management. At the end of the module the students <ul style="list-style-type: none"> <li>- Can take a theoretically reflective perspective on the management of medical service providers in the German health care system</li> <li>- Are familiar with central aspects of the health-related functional functions</li> <li>- Know a set of business management concepts and tools to develop proposed solutions for management problems in health companies.</li> </ul>
<b>Contents/Description</b>	The module deals with the functional functions of management in the healthcare sector. <ul style="list-style-type: none"> <li>- Real goods process: Central instruments and concepts of marketing and the creation of healthcare services</li> <li>- Value circulation process: central concepts of accounting and investment and financing in healthcare companies</li> </ul>
<b>Form of Examination</b>	Electronical written exam (2h)
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Busse, R., Schreyögg, J. &amp; Stargardt, T. (2013). Management im Gesundheitswesen. Das Lehrbuch für Studium und Praxis. Berlin: Springer Medizin Verlag</li> <li>- Frodl, A. (2012). Gesundheitsbetriebslehre. Gernsbach: Springer Gabler Verlag</li> <li>- Greiner, W., Graf v.d. Schulenburg, J.-M. &amp; Vauth, C. (Ed.). (2008). Gesundheitsbetriebslehre. Wiesbaden: Springer Gabler Verlag</li> <li>- Rogowski, W. (2016). Health Care Business Planning. Wiesbaden: Springer Gabler Verlag</li> <li>- Wöhe, G. &amp; Döring, U. (2013). Einführung in die Allgemeine Betriebswirtschaftslehre. München:Verlag FranzVahlen</li> </ul>

<b>Course Title</b>	<b>M24B Health care management II</b>
<b>Form of Instruction</b>	Lecture (2hours per week) <ul style="list-style-type: none"> <li>- Health care management II (Leadership functions)</li> </ul> Seminar (2 hours per week) <ul style="list-style-type: none"> <li>- Study seminar with exercises on management in healthcare II</li> <li>- If applicable supplementary seminars such as Work and Organisation II</li> </ul>
<b>Length and position of module</b>	One semester (fourth semester)
<b>ECTS points/workload</b>	6 ETCTS Presence: 56h (14 weeks x 4 hours per week) Preparation and postprocessing: 56h Self-learning part: 36h Examination preparation: 32h Total: 180h
<b>Requirements for participation</b>	Participation in Module 24A is recommended
<b>Learning outcome</b>	Module 24B and module 24A, on which M24B is based, are designed as introductory and basic modules for the subject management in health care as well as designed in-depth for selected topics of health care management. At the end of the module students <ul style="list-style-type: none"> <li>- Can take a theoretically reflective perspective on the management of medical service providers in the German health care system</li> <li>- are familiar with central aspects of leadership functions in the healthcare companies</li> <li>- know a set of business management concepts and tools to develop proposed solutions for management problems in health care companies</li> </ul>
<b>Contents/Description</b>	The module deals with the leadership functions of management in the healthcare sector <ul style="list-style-type: none"> <li>- Decision-making: Central instruments and concepts for target setting, analysis of alternatives, and selection</li> <li>- Implementation: Central instruments and concepts of organisation, human resources, and employee management</li> <li>- Feedback: Central instruments and concepts for information acquisition, control, and regulation</li> <li>- In addition, individual areas of application of management in the health care system are considered (e.g., quality and company health care management).</li> </ul>
<b>Form of Examination</b>	Electronical written exam (2h)
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Busse, R., Schreyögg, J. &amp; Stargardt, T. (2013). Management im Gesundheitswesen. Das Lehrbuch für Studium und Praxis. Berlin: Springer Medizin Verlag</li> <li>- Frodl, A. (2012). Gesundheitsbetriebslehre. Gernsbach: Springer Gabler Verlag</li> <li>- Greiner, W., Graf v.d. Schulenburg, J.-M. &amp; Vauth, C. (Ed.). (2008). Gesundheitsbetriebslehre. Wiesbaden: Springer Gabler Verlag</li> <li>- Rogowski, W. (2016). Health Care Business Planning. Wiesbaden: Springer Gabler Verlag</li> <li>- Wöhe, G. &amp; Döring, U. (2013). Einführung in die Allgemeine Betriebswirtschaftslehre. München:Verlag FranzVahlen</li> </ul>

### 3 Field of study: Health Promotion & Prevention

<b>Course Title</b>	<b>M31 Theory and basis of prevention and health promotion</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) <ul style="list-style-type: none"> <li>- Basics of health promotion and prevention</li> </ul> Seminar (2 hours per week) <ul style="list-style-type: none"> <li>- On health promotion measures and institutions</li> </ul>
<b>Length and position of module</b>	One semester (first semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Preparation and postprocessing: 28h Self-learning part: 36h Examination preparation: 60h Total: 180h
<b>Learning outcome</b>	<ul style="list-style-type: none"> <li>- Know the central theoretical principles of health promotion and prevention</li> <li>- Can understand the history of the development of health promotion and prevention historically, respectively, and social-politically</li> <li>- Can contribute to current health discourses critically and reflexively</li> <li>- Can plan measures based on the public health action cycle</li> <li>- Develop concepts for the evaluation and quality development</li> </ul>
<b>Contents/Description</b>	Central theoretical approaches, models, and concepts of the health sciences as well as their application in programs, institutions and measures of prevention and health promotion, which focus on both the behavioural and the relationship dimension of health-related interventions, are processed. The basic principles of evidence-based and practice-based evidence, evaluation and quality development are also conveyed in order to be able to assess the effectiveness and efficiency of the measures.
<b>Form of Examination</b>	Possible forms of examination: <ul style="list-style-type: none"> <li>- Oral examination (30 min)</li> <li>- Written exam (2h)</li> <li>- Presentation with a short-written elaboration</li> <li>- Written assignment (15 pages)</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Schwartz, F.W., Abelin, T., Walter, U., Siegrist, J., Kolip, P., Leidl, R., Dierks, M.-L., Busse, R. &amp; Schneider, N. (Ed.). (2012). Public Health. Gesundheit und Gesundheitswesen (3. Aufl.). München: Urban &amp; Fischer</li> <li>- Antonovsky, A. (1997). Salutogenese. Zur Entmystifizierung der Gesundheit. Tübingen: dvt-Verlag</li> <li>- Bittlingmayer, D., Sahrai, D. &amp; Schnabel, P.-E. (Ed.). (2009). Normativität und Public Health. Vergessene Dimensionen sozialer Ungleichheit. Wiesbaden: VS Verlag</li> <li>- Hurrelmann, K. &amp; Razum, O. (Ed.). (2012). Handbuch Gesundheitswissenschaften (5., vollst. überarb. Aufl.). Weinheim und München: Beltz Juventa</li> <li>- Rosenbrock, R. &amp; Gerlinger, T. (2014). Gesundheitspolitik (3., vollst. überarb. Aufl.). Bern: Hans Huber</li> <li>- BzgA (2011). Leitbegriffe der Gesundheitsförderung (5. Aufl.). Werbach-Gamburg: Verlag für Gesundheitsförderung</li> <li>- Schwarzer, R. (2004): Psychologie des Gesundheitsverhaltens. Göttingen: Hogrefe</li> <li>- Franke, A. (2012). Modelle von Gesundheit und Krankheit (3., überarb. Aufl.). Bern: Hans Huber</li> </ul>

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|  | <ul style="list-style-type: none"> <li>- Hensen, G. &amp; Hensen, P. (Ed.). (2007). Gesundheitswesen und Sozialstaat: Gesundheitsförderung zwischen Anspruch und Wirklichkeit. Wiesbaden: VS</li> <li>- Hurrelmann, K. &amp; Richter, M. (2013). Gesundheits- und Medizinsoziologie (8., Aufl.). Weinheim und Basel: Beltz Juventa</li> <li>- Blättner, B. &amp; Waller, H. (2011). Gesundheitswissenschaft. Eine Einführung in Grundlagen, Theorie und Anwendung (5. vollständig überarbeitete und erweiterte Aufl.). Stuttgart: Kohlhammer</li> <li>- Paul, B. &amp; Schmidt-Semisch, H. (Ed.). (2010). Risiko Gesundheit. Zu Risiken und Nebenwirkungen der Gesundheitsgesellschaft. Wiesbaden: VS</li> <li>- Schmidt, B. (Ed.). (2014). Akzeptierende Gesundheitsförderung. Unterstützung zwischen Einmischung und Vernachlässigung. Weinheim und Basel: Beltz Juventa</li> <li>- Kolip, P., Ackermann, G., Ruckstuhl, B. &amp; Studer, H. (2012). Gesundheitsförderung mit System. quint-essenz – Qualitätsentwicklung in Projekten der Gesundheitsförderung und Prävention. Bern: Hans Huber - Wright, M. T. (2010). Partizipative Qualitätsentwicklung in der Gesundheitsförderung und Prävention. Bern: Hans Huber - Schnabel, P.-E. (2015). Einladung zur Theoriearbeit in den Gesundheitswissenschaften. Wege, Anschlussstellen, Kompatibilitäten. Weinheim und Basel: Beltz Juventa</li> </ul> |
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<b>Course Title</b>	<b>M32 Health related risks and resources following different life events</b>
<b>Form of Instruction</b>	2 Seminars (2 x 2 hours per week) about: Health-related risks and resources in specific life situations as well as understanding risk discourses and risk conflicts
<b>Length and position of module</b>	One semester (second semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Preparation and postprocessing: 32h Self-learning part: 32h Examination preparation: 60h Total: 180h
<b>Learning outcome</b>	The students <ul style="list-style-type: none"> <li>- Know about different health-related problem areas and related measures and interventions</li> <li>- Can assess health risks and resources in the context of exemplary life situations</li> <li>- Have the theoretical basis for adopting a critical and reflective attitude towards health risk and resource debates</li> <li>- Can apply this theoretical knowledge as an example to specific health risks and problem areas</li> </ul>
<b>Contents/Description</b>	In this module, health risks and resources are thematised, whereby risks and resources are not only of interest here as health-scientific categories, but above all in the context of life situations, biography, and social discourses. On the one hand, concepts and theories related to dealing with and the meaning of health with a view to specific life situations are worked on. This focus places the social and institutional framework conditions and standardisation practices of health risks and resources at the centre. On the other hand, these social-institutional guidelines are discussed against the background of biographical experiences and subjective meaningfulness. The corresponding processes are specified using the example of selected risk situations. Another focus of the module is the theoretical and exemplary processing of social change processes in terms of risk discourses and conflicts.
<b>Form of Examination</b>	Possible forms of examination: <ul style="list-style-type: none"> <li>- Presentation/ designing a teaching unit with a short-written elaboration</li> <li>- Written assignment (15 pages)</li> <li>- Oral examination (30 min)</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Bär, S. (2016). Soziologie und Gesundheitsförderung: Einführung für Studium und Praxis. Weinheim und Basel</li> <li>- Bird, C.E., Conrad, P., Fremont A.M. &amp; Timmermans, S. (2010). Handbook of Medical Sociology. Nashville: Vanderbilt University Press</li> <li>- Bittlingmayer, U., Sahrai, D. &amp; Schnabel, P.-E. (Ed.). (2009). Normativität und Public Health. Vergessene Dimensionen gesundheitlicher Ungleichheit. Wiesbaden: VS Verlag für sozialwissenschaften</li> <li>- Hanes, A. &amp; Sander, K. (Ed.). (2012). Interaktionsordnungen: Gesundheit als soziale Praxis. Wiesbaden: Springer VS</li> <li>- Hehlmann, T., Schmidt-Semisch, H. &amp; Schorb, F. (2018): Soziologie der Gesundheit. Konstanz: UVK Verlag</li> <li>- Nettleton, S. (2013). The Sociology of Health an Illness. Cambridge: Politiy Press</li> <li>- Richter, M. &amp; Hurrelmann, K. (Ed.). (2016). Soziologie von Gesundheit und Krankheit. Wiesbaden: Springer VS</li> <li>- Schetsche, M. (2014). Empirische Analyse sozialer Probleme: Das wissenssoziologische Programm. Wiesbaden: Springer VS</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Schmidt, B. (Ed.). (2014). Akzeptierende Gesundheitsförderung. Unterstützung zwischen Einmischung und Vernachlässigung. Weinheim und Basel: Beltz Juventa</li></ul> |
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<b>Course Title</b>	<b>M33A Programs of health promotion and prevention I</b>
<b>Form of Instruction</b>	2 Seminars (2 x 2 hours per week) about: Health promotion and prevention in different living environments and fields of action
<b>Length and position of module</b>	One semester (third semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 180h (14 weeks x 4 hours per week) Preparation and postprocessing: 28h Self-learning part: 36h Examination preparation: 60h Total: 180h
<b>Learning outcome</b>	The students <ul style="list-style-type: none"> <li>- Can differentiate between health science strategies and measures of health promotion (“increase of resources”) and prevention (“reduction of risks”)</li> <li>- Can critically reflect the interrelationships of measures on the behavioural and/ or relationship level</li> <li>- Have a special understanding of the properties of living environments (settings), of the needs and requirements of different phases of life</li> <li>- Know the (health policy) action and planning cycle of health promotion and prevention (public health action cycle)</li> <li>- Know about the prevention law</li> <li>- Know about the range of life-world-oriented health promotion and prevention and can develop, implement, and evaluate health-promoting and preventive offers accordingly</li> </ul>
<b>Contents/Description</b>	Following up on the events of the first year of study and with knowledge of the Prevention law, the students develop the health problems of target groups (e.g. children, socially disadvantages people, migrants) and/ or people in certain phases of life using two selected living environments (settings) or fields of action (one per seminar). The events provide an overview of the planning principles (e.g., health and social reporting) and planning cycles (e.g. Public Health Action Cycle) for the development of health-promoting and preventive projects. The students get to know the various health science strategies, approaches and methods of health promotion and prevention and how to develop, implement and evaluate those independently using practical exercises. Taking quality management measures into account is just as much of a fundamental part of the course as well as observing the gender category and reflecting on ethical aspects.
<b>Form of Examination</b>	Possible forms of examination: <ul style="list-style-type: none"> <li>- Presentation/ designing a teaching unit with a short-written elaboration</li> <li>- Written assignment (15 pages)</li> <li>- Oral examination (30 min)</li> <li>- Written exam (2h)</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Altgeld, T. &amp; Kolip, P. (Ed.). (2006). Geschlechtergerechte Gesundheitsförderung und Prävention. Weinheim: Juventa.</li> <li>- Gesetz zur Stärkung der Gesundheitsförderung und der Prävention (Präventionsgesetz – PräVG) vom 17. Juli 2015 - Hurrelmann, K., Klotz, T. &amp; Haisch, J. (Ed.). (2014). Lehrbuch Prävention und Gesundheitsförderung (4., vollständig überarbeitete Auflage) Bern: Hans Huber</li> <li>- Kolip P. &amp; Hurrelmann K. (Ed.). (2016). Handbuch Geschlecht und Gesundheit. Männer und Frauen im Vergleich (2., vollständig überarbeitete und erweiterte Auflage). Bern: Hogrefe</li> <li>- Kolip, P. &amp; Müller, V. (2009). Qualität von Gesundheitsförderung und Prävention: Handbuch Gesundheitswissenschaften. Bern: Hans Huber</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Ruckstuhl, B. (2011). Gesundheitsförderung: Entwicklungsgeschichte einer neuen Public Health Perspektive. Weinheim: Juventa</li><li>- Rosenbrock, R. &amp; Hartung, S. (Ed.). (2012). Handbuch Partizipation und Gesundheit. Bern: Hans Huber</li><li>- Schmidt, B. (Ed.). (2014). Akzeptierende Gesundheitsförderung. Unterstützung zwischen Einmischung und Vernachlässigung. Weinheim und Basel: Beltz Juventa</li><li>- Schröder-Bäck, P. &amp; Kuhn, J. (Ed.) (2016). Ethik in den Gesundheitswissenschaften. Eine Einführung. Weinheim und Basel: Beltz Juventa</li><li>- Wright, M. T. (2010). Partizipative Qualitätsentwicklung in der Gesundheitsförderung und Prävention. Bern: Hans Huber</li></ul> |
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<b>Course Title</b>	<b>M33B Programs of health promotion and prevention II</b>
<b>Form of Instruction</b>	2 seminars (2 x 2 hours per week) about: Health promotion and prevention in different living environments and (international) fields of action
<b>Length and position of module</b>	One semester (fourth semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Preparation and postprocessing: 28h Self-learning part: 36h Examination preparation: 60h Total: 180h
<b>Requirements for participation</b>	Participation in Module 33A is recommended
<b>Learning outcome</b>	The students <ul style="list-style-type: none"> <li>- Can distinguish between health science strategies of health promotion (“increase of resources”) and prevention (“reduction of risks”) and the resulting measures</li> <li>- Can critically reflect on the interrelationships of measures on the behavioural and/ or relationship level</li> <li>- Have a special understanding of the properties of living environments (settings), of the needs and requirements of different phases of life</li> <li>- Know about the (health policy) action or planning cycle of health promotion and prevention (Public Health Action Cycle)</li> <li>- Know about the Prevention law</li> <li>- Know about the range of life-world-oriented health promotion and prevention and can develop, implement, and evaluate health-promoting and preventive offers accordingly</li> <li>- Can relate prevention and health promotion strategies to global health cooperation and transfer them in a culturally sensitive manner</li> </ul>
<b>Contents/Description</b>	Following up on the events of the first year of study, the students work on health problems of target groups (e.g., children, socially disadvantaged people, migrants) and/ or people in certain phases of life using two selected living environments (settings) or fields of action (one per seminar). In the seminars, which are based on practical examples, overviews of the planning fundamentals (e.g., health and social reporting) and planning cycles (e.g., Public health action cycle) in the development of health-promoting and preventive projects are given. The students get to know other health science strategies, approaches and methods of health promotion and prevention and how to develop, implement and evaluate those independently using practical exercises. Taking quality management measures into account is just as much a fundamental part of the courses as observing the gender category and reflecting on ethical aspects. In connection with global health issues, the transferability of Eurocentric health strategies is discussed critically.
<b>Form of Examination</b>	Possible forms of examination <ul style="list-style-type: none"> <li>- Presentation/ designing a teaching unit with a short-written elaboration</li> <li>- Written assignment (15 pages)</li> <li>- Oral examination (30 min)</li> <li>- Written exam (2h)</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Altgeld, T. &amp; Kolip, P. (Ed.). (2006). Geschlechtergerechte Gesundheitsförderung und Prävention. Weinheim: Juventa</li> <li>- Banerjee, A. &amp; Duflo, E. (2011). Poor economics: a radical rethinking of the way to fight global poverty. New York: Public Affairs</li> <li>- Gesetz zur Stärkung der Gesundheitsförderung und der Prävention (Präventionsgesetz – PräVG) vom 17. Juli 2015</li> </ul>

- Hurrelmann, K., Klotz, T. & Haisch, J. (Ed.). (2014). Lehrbuch Prävention und Gesundheitsförderung (4., vollständig überarbeitete Auflage). Bern: Hans Huber
- Johnson, J.A. & Stoskopf, C.H. (2010). Comparative health system: global perspectives. Sudbury, Mass.: Jones & Bartlett
- Kolip P. & Hurrelmann K. (Ed.). (2016). Handbuch Geschlecht und Gesundheit. Männer und Frauen im Vergleich (2., vollständig überarbeitete und erweiterte Auflage). Bern: Hogrefe
- Kolip, P. & Müller, V. (2009). Qualität von Gesundheitsförderung und Prävention: Handbuch Gesundheitswissenschaften. Bern: Hans Huber
- Razum, O., Zeeb, H., Müller, O. & Jahn, A. (Ed.). (2014). Global Health. Gesundheit und Gerechtigkeit. Bern: Hans Huber.
- Rosenbrock, R. & Hartung, S. (Ed.). (2012). Handbuch Partizipation und Gesundheit. Bern: Hans Huber - Ruckstuhl, B. (2011). Gesundheitsförderung: Entwicklungsgeschichte einer neuen Public Health Perspektive. Weinheim: Juventa
- Rushton, S. & Williams, O.D. (Ed.). (2011). Partnerships and foundations in global health governance. Basingtoke, Hampshire: Palgrave Macmillan
- Schmidt, B. (Ed.). (2014). Akzeptierende Gesundheitsförderung. Unterstützung zwischen Einmischung und Vernachlässigung. Weinheim und Basel: Beltz Juventa
- Schröder-Bäck, P. & Kuhn, J. (Ed.). (2016). Ethik in den Gesundheitswissenschaften. Eine Einführung. Weinheim und Basel: Beltz Juventa
- Sparks, L. & Villagran, M. (2010). Patient and provider interaction: a global health communication perspective. Cambridge: Polity Press
- Wright, M. T. (2010). Partizipative Qualitätsentwicklung in der Gesundheitsförderung und Prävention. Bern: Hans Huber

<b>Course Title</b>	<b>M34A Research and Practical Project I</b>
<b>Form of Instruction</b>	1 research and project seminar (4 hours per week), that will be continued in module 34B, available for selection/ subject areas: <ul style="list-style-type: none"> <li>- Exercise-related interventions for health promotion</li> <li>- Fields of activity of company health management</li> <li>- Measures to improve the health of people without a secure resident status</li> <li>- Methods of a biography-oriented assessment</li> <li>- How does participation with different target groups succeed?</li> <li>- Addiction prevention</li> </ul>
<b>Length and position of module</b>	One semester (third semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Individual preparation and postprocessing: 32h Self-learning part: 60h Examination preparation: 32h Total: 180h
<b>Learning outcome</b>	The students acquire conceptual knowledge as well as methodological competencies in this module. They can: <ul style="list-style-type: none"> <li>- Design and assess conceptual strategies for empowerment approaches</li> <li>- Apply methods of health education and health consultation</li> <li>- Assess, apply and develop setting or target group specific strategies for health promotion and prevention in different fields</li> <li>- Apply selected qualitative and quantitative research methods</li> <li>- Generate project aims</li> <li>- Apply project management</li> <li>- Establish a time management for a yearlong project</li> <li>- Carry out a group work independently</li> </ul>
<b>Contents/Description</b>	In this module important research and action methods will exemplary be introduced in the field of health promotion and prevention. It is about health-oriented methods of action such as empowerment, participation, health communication, health education and consultation, as well as education-oriented methods of health promotion. The students will decide to participate in a practical or research project (either quantitative or qualitative, mine was a qualitative practical project). In a research project the students go through the entire process from developing a question to the selection of methods and conduct the investigation up to the evaluation of the data. In a practical project the students go through parts of or the entire "Public Health Action Cycle" from needs analysis to planning and implementation to evaluation of the appropriate measures.
<b>Form of Examination</b>	Possible forms of examination: <ul style="list-style-type: none"> <li>- Presentation/design of a teaching unit with a short-written elaboration</li> <li>- Written assignment (15 pages)</li> </ul>
<b>Literature</b>	The literature depends on the thematic orientation of each seminar. The following literature was important in my seminar. <ul style="list-style-type: none"> <li>- Pieper, T. (2013). Die Gegenwart der Lager. Zur Mikrophysik der Herrschaft in der deutschen Flüchtlingspolitik. 2. Auflage. Scheßlitz: Westfälisches Dampfboot</li> <li>- Jakob, C. &amp; Schlindwein, S. (2017). Diktatoren als Türsteher Europas. Berlin: Christoph Links Verlag</li> <li>- Jakob, C. (2016). Die Bleibenden. Wie Flüchtlinge Deutschland seit 20 Jahren verändern. Berlin: Christoph Links Verlag</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Offe, J.; Ochs, C.; Dietrich, A.; Faensen, H.; Keßler, S.; Gollin, C.; Groß, J.; Misbach, E.; Schülle, M.; Bergmeyer, V. &amp; Mylius, M. (2019). Notfallhilfe im Krankenhaus für Menschen ohne Papiere. Aktuelle Herausforderungen und Lösungsansätze. Berlin: Bundesarbeitsgruppe Gesundheit/Illegailtät</li></ul> |
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<b>Course Title</b>	<b>M34B Research and Practical Project II</b>
<b>Form of Instruction</b>	1 research and project seminar (4 hours per week), continuation of module and chosen seminar from 34A
<b>Length and position of module</b>	One semester (fourth semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Individual preparation and postprocessing: 32h Self-learning part: 60h Examination preparation: 32h Total: 180h
<b>Learning outcome</b>	Please refer to description of module 34A
<b>Contents/Description</b>	<ul style="list-style-type: none"> <li>- Deepening and continuation of contents of that in module 34A started research and practical project</li> <li>- Acquisition of further knowledge in the field of methods of action (for further information please refer to module 34A)</li> </ul>
<b>Requirements for participation</b>	Participation and passing of module 34A
<b>Form of Examination</b>	Project report (20 to 30 pages)
<b>Literature</b>	<p>The literature depends on the thematic orientation of each seminar. The following literature belonged to my seminar.</p> <ul style="list-style-type: none"> <li>- Pieper, T. (2013). Die Gegenwart der Lager. Zur Mikrophysik der Herrschaft in der deutschen Flüchtlingspolitik. 2. Auflage. Scheßlitz: Westfälisches Dampfboot</li> <li>- Jakob, C. &amp; Schlindwein, S. (2017). Diktatoren als Türsteher Europas. Berlin: Christoph Links Verlag</li> <li>- Jakob, C. (2016). Die Bleibenden. Wie Flüchtlinge Deutschland seit 20 Jahren verändern. Berlin: Christoph Links Verlag</li> <li>- Offe, J.; Ochs, C.; Dietrich, A.; Faensen, H.; Keßler, S.; Gollin, C.; Groß, J.; Misbach, E.; Schülle, M.; Bergmeyer, V. &amp; Mylius, M. (2019). Notfallhilfe im Krankenhaus für Menschen ohne Papiere. Aktuelle Herausforderungen und Lösungsansätze. Berlin: Bundesarbeitsgruppe Gesundheit/Illegailtät</li> </ul>

#### 4 Field of study: Practice & Bachelor thesis

<b>Course Title</b>	<b>M41 Supervision of practical experience</b>
<b>Form of Instruction</b>	Seminar (2 hours per week)
<b>Length and position of module</b>	One semester (fifth semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 28h (14 weeks x 2 hours per week) Preparation and postprocessing: 28h Self-learning part: 44h Examination preparation: 80h Total: 180h
<b>Requirement for participation</b>	Participation in an internship as part of the practical semester
<b>Learning outcome</b>	Students can <ul style="list-style-type: none"> <li>- Critically work through the experiences made during the internship</li> <li>- Reflect on these experiences against the background of the tension between practice and science</li> <li>- Relate the experiences reflected in the group to their own profession</li> </ul>
<b>Contents/Description</b>	The seminar has an accompanying function for the students during the practical semester. Not only organisational questions and problems with practice will be discussed, but practical experience (practical knowledge) with the scientific knowledge acquired during the course will be imparted reflexively. Depending on the model of the practice carried out, the practical support can also serve to support the concepts to be implemented by students as part of their practical projects or to be moderated processes of exploring and researching practice.
<b>Form of Examination</b>	Internship report or research report (15-20 pages)
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Schulze-Krüdener, J. &amp; Homfeldt, H.G. (Ed.). (2001). <i>Praktikum - eine Brücke schlagen zwischen Wissenschaft und Beruf</i> -. Neuwied: Luchterhand</li> </ul>

<b>Course Title</b>	<b>M42 Practical experience</b>
<b>Form of Instruction</b>	Internship
<b>Length and position of module</b>	One semester (fifth semester)
<b>ECTS points/workload</b>	18 ECTS (at least 540h spent at internship)
<b>Learning outcome</b>	<p>Students</p> <ul style="list-style-type: none"> <li>- Specialise in a specific occupational field</li> <li>- Know (exemplarily) specific institutional work tasks and structures</li> <li>- Acquire specific skills relevant to the profession</li> <li>- Integrate and implement methods and concepts learned during studies in institutional practices</li> <li>- Improve their transition into a profession through practical, profession-specific knowledge</li> </ul>
<b>Contents/Description</b>	<p>The practical experience can take different forms:</p> <ul style="list-style-type: none"> <li>- Assistant practice: professional field-specific action skills and methods can be acquired through the assistance of the professional and the associated assumption of specific tasks</li> <li>- Conceptual Practice: From the context of the course and in consultation with institutions in the social and health care sector, practice models and/or project plans are to be developed, which are implemented, carries out and evaluated in practice</li> <li>- Inquiring/ researching practice: The central option here is to use scientific methods to research and explore professional fields of action, professional practice, institutions and the living environment of the users of health and social services (ethnographic processes, biographical interviews, expert discussion, etc.)</li> <li>- Research practice: Conceptually, forms of practical research are conceivable, for example result-oriented studies of practical fields (also upon request from the practical fields themselves)</li> <li>- The practical experience can also be completed as a study abroad. The ECTS acquired abroad are recognised (Further information and planning of the study abroad via the practice office of FB 11)</li> </ul>
<b>Form of Examination</b>	Proof of completing an internship or studying abroad. The module is not graded.
<b>Literature</b>	NA

<b>Course Title</b>	<b>M43 (translation missing)</b>
<b>Form of Instruction</b>	Seminar (2 hours per week)
<b>Length and position of module</b>	One semester (sixth semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 28h (14 weeks x 2 hours per week) Preparation and postprocessing: 28h Self-learning part: 36h Examination preparation: 88h Total: 180h
<b>Requirement for participation</b>	Proof of completing an internship
<b>Learning outcome</b>	Students <ul style="list-style-type: none"> <li>- Can critically work with the experiences made in the internship</li> <li>- Reflect on these experiences considering the background of the tension between practice and science</li> <li>- Relate the experiences reflected in the group to their own profession</li> <li>- Know about many institutions and workplaces as well as their institutional characteristics through the experiences reflected because of the seminar group</li> </ul>
<b>Contents/Description</b>	With this module, the experiences made by the students as well as the learning processes in professional practice or during the research-based approach to practice are systematically processed and reflected. In addition, the reflective discussion between practical, professional, and scientific knowledge that has already begun in the context of practical support will be intensified. Experiences and events from the context of the internship are reflected in an action-relieved mode and analysed with the involvement of the seminar participants.
<b>Form of Examination</b>	Reflective presentation of exemplary practical experience in the course as well as a written reflection on the corresponding presentation and discussion.
<b>Literature</b>	Depending on the field of practice and focus

<b>Course Title</b>	<b>M44 Seminar associated to the Bachelor thesis</b>
<b>Form of Instruction</b>	Seminar (2 hours per week)
<b>Length and position of module</b>	One semester (sixth or seventh semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 28h (14 weeks x 2 hours per week) Examination preparation: 152h Total: 180h
<b>Learning outcome</b>	The students <ul style="list-style-type: none"> <li>- Are able to specify the question of their Bachelor thesis</li> <li>- Develop a corresponding structuring concept</li> <li>- Prepare the facts of the bachelor thesis scientifically and present them in an argumentative and transparent manner</li> <li>- Are practiced in constructive criticism of their own ideas and developments as well as those of fellow students</li> </ul>
<b>Contents/Description</b>	The seminar serves to prepare and discuss the final thesis (bachelor thesis). The concept of the bachelor thesis is discussed (research status and theoretical framework, content issue, time frame and feasibility) and possible alternatives or modifications are discussed.
<b>Form of Examination</b>	Oral presentation of the bachelor thesis. The module is not graded.
<b>Literature</b>	NA

<b>Course Title</b>	<b>M45 Bachelor thesis</b>
<b>Form of Instruction</b>	None
<b>Length and position of module</b>	One semester (sixth semester)
<b>ECTS points/workload</b>	12 ECTS
<b>Requirements for participation</b>	For the registration of the bachelor thesis in the subject, 120 ECTS from the compulsory modules of the courses are required
<b>Learning outcome</b>	The students prove that they can write a more extensive scientific bachelor thesis. They can: <ul style="list-style-type: none"> <li>- Independently develop a scientific question</li> <li>- Independently research the relevant literature</li> <li>- Work on the question scientifically in an appropriate manner</li> <li>- Classify and critically reflect on their results in the context of the multidisciplinary public health<sup>7</sup> health sciences</li> </ul>
<b>Contents/Description</b>	Topic of individual bachelor thesis
<b>Form of Examination</b>	Writing/ creation of bachelor thesis (35-45 pages)
<b>Literature</b>	NA

## 5 General Studies/ Core Courses

<b>Course Title</b>	<b>M61 Scientific working methods</b>
<b>Form of Instruction</b>	Seminar (2 hours per week) Tutorial (2 hours per week)
<b>Length and position of module</b>	One semester (first semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Preparation and postprocessing: 28h Self-learning part: 36h Examination Preparation: 60h Total: 180h
<b>Learning outcome</b>	The students <ul style="list-style-type: none"> <li>- Can independently research literature in the library and on the internet</li> <li>- Can read and evaluate scientific literature</li> <li>- Can formulate topics and arguments to develop</li> <li>- Can discuss argumentatively</li> <li>- Are able to set up and implement structuring principles</li> <li>- Can develop and convey scientific theories argumentatively</li> <li>- Can present developed arguments in free speech</li> <li>- Are proficient in scientific techniques and processes in writing</li> </ul>
<b>Contents/Description</b>	The module introduces the basic forms and aspects of scientific work in which the participants create a scientific text in group work under the guidance of the lecturer. Using a topic developed by the participants in a working group, the preparatory work, and procedures for creating scientific texts will be exemplarily practiced. In joint discussion, accompanying exercises and individual writing, the participants acquire the ability to work on scientific texts independently.
<b>Form of Examination</b>	Written assignment (3-5 students, 5 pages per person)
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Bünning, B., Bitterlich, A. &amp; Pospiech, U. (2002). Schreiben im Studium. Ein Leitfaden. Berlin: Cornelsen Verlag</li> <li>- Ertl-Schmuck, R. &amp; Unger, A. (2015). Wissenschaftliches Arbeiten in Gesundheit und Pflege. Konstanz und München: UVK.</li> <li>- Franck, N. (2011). Fit fürs Studium. Erfolgreich reden, lesen, schreiben (10. Aufl.). München: DTV</li> <li>- Franck, N. &amp; Sary, J. (2013). Die Technik wissenschaftlichen Arbeitens. Eine praktische Anleitung (17., überarb. Aufl.). Stuttgart: UTB</li> <li>- Karmasin, M. &amp; Ribing, R. (2014). Die Gestaltung wissenschaftlicher Arbeiten: Ein Leitfaden für Seminararbeiten, Bachelor-, Master- und Magisterarbeiten (8. Aktualisierte Aufl.). Wien: facultas.wuv</li> <li>- Kruse, O. (2018). Lesen und Schreiben: der richtige Umgang mit Texten im Studium (3., überarb. und erweiterte Auflage Aufl.). Konstanz: UVK Verlagsgesellschaft</li> <li>- Stickel-Wolf, C. &amp; Wolf, J. (2013). Wissenschaftliches Arbeiten und Lerntechniken (7., aktualisierte und überarbeitete Aufl.). Gabler Verlag: Wiesbaden</li> <li>- Ulmi, M., Bürki, G., Verhein, A. &amp; Marti, M. (2017). Textdiagnose und Schreibberatung: Fach- und Qualifizierungsarbeiten begleiten (2. Auflage). Opladen und Toronto: Verlag Barbara Budrich</li> </ul>

<b>Course Title</b>	<b>M62 Medical Fundamentals</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) Tutorial (2 hours per week)
<b>Length and position of module</b>	One semester (first semester)
<b>ECTS points/workload</b>	Presence: 56h (14 weeks x 4 hours per week) Preparation and postprocessing: 28h Self-learning part: 36h Examination preparation: 60h Total: 180h
<b>Learning outcome</b>	<p>Medical terminology The students</p> <ul style="list-style-type: none"> <li>- Know essential terms in medical terminology</li> <li>- Can describe and use medical terms</li> <li>- Can explain the meaning of terminology for communication in everyday health care and illustrate it with examples</li> </ul> <p>Disease Theory The students</p> <ul style="list-style-type: none"> <li>- Know the medical procedure from diagnosis to treatment of a disease</li> <li>- Know essential methods and instruments of medical diagnostics (anamnesis, physical examination, laboratory, EKG, imaging procedures)</li> <li>- Can explain the sensitivity and specificity of examination procedures by way of example</li> <li>- Can weigh up the question of advantages and disadvantages of diagnostic/ therapeutic methods using selected examples and discuss them critically</li> <li>- Know the basic pillars of therapy (surgery, drugs, psychotherapy, treatment care)</li> <li>- Can outline the pathophysiological causes of common clinical pictures (e.g., cardiovascular diseases, cancer diseases, degenerative skeletal diseases, psychiatric diseases)</li> <li>- Are familiar with existing early detection programs (mammography screening, colorectal cancer early detection) and can present the benefits and risks of these programs</li> </ul> <p>Information acquisition The students</p> <ul style="list-style-type: none"> <li>- Know reliable sources for medical information (basic medical research, guidelines, patient information, care data)</li> <li>- Can independently collect and classify medical knowledge about a disease</li> <li>- Can summarise and present the newly acquired knowledge independently</li> </ul>
<b>Contents/Description</b>	<p>The students are introduced to the basis of medicine by health scientists. As a methodological approach, the presentation of relevant supply problems of chronically ill patients with selected clinical pictures such as stroke, heart attack, breast cancer or dementia were chosen. The selected diseases are exemplified presented and discussed under the aspects of</p> <ul style="list-style-type: none"> <li>- Disease causes (pathophysiological causes, risk factors)</li> <li>- Epidemiology (incidence, prevalence, demographic development)</li> <li>- Diagnostic methods</li> <li>- Therapeutic options</li> </ul> <p>The individual learning field are also stored with specific teaching objectives. Medical terminology and pathology are taught in terms of their relevance for</p>

	actors with a health science profile. Visualisations (for example educational films) are used as well as references to high-quality offers on the internet for clinical pictures, their diagnosis and therapy. The lecture is supported by tutorials.
<b>Form of Examination</b>	Written electronic exam (1-2h)
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Schwartz, F.W., Abelin, T., Walter, U., Siegrist, J., Kolip, P., Leidl, R., Dierks, M.-L., Busse, R. &amp; Schneider, N. (Ed.). (2012). Public Health: Gesundheit und Gesundheitswesen. München: Elsevier, Urban &amp; Fischer</li> </ul>

<b>Course Title</b>	<b>M63 Statistics</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) <ul style="list-style-type: none"> <li>- Introduction to statistics</li> </ul> Seminar (2 hours per week) <ul style="list-style-type: none"> <li>- statistical data analysis with SPSS, SAS or R</li> </ul> Tutorial (2 hours per week)
<b>Length and position of module</b>	One semester (second semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 84h (14 weeks x 6 hours per week) Individual preparation and postprocessing: 28h Self-learning part: 28h Examination preparation: 40h Total: 180h
<b>Learning outcome</b>	Students that participate in this module can: <ul style="list-style-type: none"> <li>- Explain fundamental procedures of descriptive statistics</li> <li>- Classify variables based on their scale level</li> <li>- Calculate and graphically represent location and dispersion measures</li> <li>- Describe important distributions and explain differences</li> <li>- Explain the basic assumptions and procedures of statistics</li> <li>- Independently calculate spreadsheets and simple correlation measures</li> <li>- Use common statistical programs for basic presentations and calculations</li> <li>- Interpret and explain statistical results appropriately</li> </ul>
<b>Contents/Description</b>	In the lecture the students become familiar with the basics of descriptive statistics. Furthermore, they get a first look at statistics. In the seminar a computer program for statistical data analysis will be introduced (SPSS, SAS or R). Statistical evaluation practice will be practised based on project examples from the health sciences. The lecture will deal with the following topics: <ul style="list-style-type: none"> <li>- Functions of statistics, measurement, empirical and numerical relative, scales and scale levels</li> <li>- Empirical distributions and their graphic representations</li> <li>- Theoretical and statistical correlation. The concept of statistical independence, chi-square test</li> <li>- Concepts and indicators of the strength of the association</li> <li>- Multivariate table analysis</li> <li>- Covariation and covariance, regression, coefficient of determination, correlation</li> <li>- The representativity problem, characteristics of random samples, sample distributions</li> <li>- The estimation of parameters of the population based on sample of surveys, calculation of confidence intervals, determination of the sample size</li> <li>- Testing hypotheses about the relationship between two variables in the population using the chi-square tests as an example</li> </ul> In the tutorials the students will deepen the contents of the lecture using exercises. The seminar for statistical data analysis includes the following topics: <ul style="list-style-type: none"> <li>- Introduction into working with a statistical data analysis program (SPSS, SAS or R)</li> <li>- Analysis practice: from questionnaire to data matrix</li> <li>- Analysis practice: calculation of statistical indicators and their interpretation</li> </ul>

<b>Form of Examination</b>	Electronical written exam (2h)
<b>Literature</b>	<ul style="list-style-type: none"><li>- Kähler, W.M. (2011). Statistische Datenanalyse. Verfahren verstehen und mit SPSS gekonnt einsetzen (Auflage: 7, akt. Aufl. 2011). Wiesbaden: Vieweg &amp; Teubner Verlag</li><li>- Benninghaus, H. (2005) Deskriptive Statistik. Eine Einführung für Sozialwissenschaftler. Wiesbaden: VS Verlag für Sozialwissenschaften</li><li>- Sahner, H. (2005). Schließende Statistik. Eine Einführung für Sozialwissenschaftler, Wiesbaden: VS Verlag für Sozialwissenschaften</li><li>- Benninghaus, H. (2005). Einführung in die sozialwissenschaftliche Datenanalyse (Buch mit CD-Rom). München: Oldenbourg Vlg</li></ul>

<b>Course Title</b>	<b>M64 Methods of empirical social research</b>
<b>Form of Instruction</b>	Lecture (2 hours per week) <ul style="list-style-type: none"> <li>- Introduction to empirical research methods in health sciences</li> </ul> Seminar (2 hours per week) <ul style="list-style-type: none"> <li>- Practical support</li> </ul>
<b>Length and position of module</b>	One semester (second semester)
<b>ECTS points/workload</b>	6 ECTS Presence: 56h (14 weeks x 4 hours per week) Individual preparation and postprocessing: 28h Self-learning part: 36h Examination preparation: 60h Total: 180h
<b>Learning outcome</b>	The students: <ul style="list-style-type: none"> <li>- Know about scientific foundations of empirical methods and their application in health research</li> <li>- Have a critical understanding of important theories and methods of empirical social research</li> <li>- Can formulate a scientific question and are able to translate it into a quantitative research design</li> <li>- Can implement a simple quantitative research design and utilise their learnt knowledge of measures</li> <li>- Can classify and discuss their gained research results</li> <li>- Can create a scientific poster</li> </ul>
<b>Contents/Description</b>	The students will be familiarised with the most important qualitative and quantitative research methods. In the lecture following topics will be a central aspect: <ul style="list-style-type: none"> <li>- Empiricism as a scientific method</li> <li>- Scientific questions and selection of research approach</li> <li>- Quantitative collection, research, and evaluation methods</li> <li>- Qualitative collection, research, and evaluation methods</li> <li>- Mixed methods</li> </ul> In the seminars the students will conduct their own question and will implement their own empirical quantitative study and will prepare a poster presentation about their study.
<b>Form of Examination</b>	Implementation of a study and a poster presentation
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Hussy, W.; Schreier, M. &amp; Echterhoff, G. (2013). Forschungsmethoden in Psychologie und Sozialwissenschaften für Bachelor (2nd edition). Berlin: Springer</li> <li>- Esser, E; Hill, P. B. &amp; Schnell, R. (2014). Methoden der empirischen Sozialforschung (10th edition). München: Oldenbourg Wissenschaftsverlag</li> <li>- Bortz, J. &amp; Döring, N. (2006). Forschungsmethoden und Evaluation (4th edition). Berlin: Springer</li> </ul>

## 6 Module 65: Open General Studies (Elective Courses)

<b>Course Title</b>	<b>M65 Open General Studies</b>
<b>Length and position of module</b>	Commonly in the fifth and sixth semester, but it is possible whenever students decide to choose a course.
<b>ECTS points/workload</b>	12 ECTS
<b>Contents/Description</b>	<p>The students can freely choose from the range of courses offered by the University of Bremen. This includes all courses that have a course code from the university of Bremen, also corresponding courses e.g., from the foreign language centre, the study workshop etc.</p> <p><b>The courses I have undertaken for General Studies (Elective Courses) are listed below</b></p>

<b>Course Title</b>	<b>Medical Anthropology</b>
<b>ECTS points/workload</b>	4 ECTS 120h in total
<b>Form of Instruction</b>	Seminar (2 hours per week)
<b>Contents/Description</b>	<p>Elective course</p> <p>The seminar is structured as a discussion seminar with minimal lecture content by the lecturer. In preparation, the students read short relevant texts and answer a questionnaire on these texts (reflection on what has been read), which will be discussed in the seminars. The topics of the seminar include:</p> <ul style="list-style-type: none"> <li>- Why do we get sick?</li> <li>- The cultural framework of biopsychosocial stress</li> <li>- Illness and the question of belief</li> <li>- The paradox of culturally bound systems</li> <li>- The meaning and construction of metaphors</li> <li>- The construction and experiences from narratives</li> <li>- The culture of biomedicine</li> <li>- The cultural competence in biomedicine</li> <li>- Schizophrenia and rehabilitation</li> <li>- The theorizing of the human body</li> </ul> <p>The topic of structural violence and human rights</p>
<b>Form of examination</b>	Weekly questionnaires and written assignment
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Nesse, R.M. &amp; Williams, G.C. (1998). Evolution and the Origins of Disease. <i>Scientific American</i>, 279, 5, 86-93.</li> <li>- Hahn, R.A. (2005). Rethinking "Illness" and "Disease". <i>Contributions to Asian Studies</i>, 18, 1-23.</li> <li>- Cannon, W.B. (1942). "Voodoo" death. <i>American Anthropologist</i>, 44, 169-181.</li> <li>- Moerman, D.E. &amp; Jonas, W.B. (2002). Deconstructing the Placebo Effect and finding the meaning response. <i>Annals of internal medicine</i>, 136, 471-476.</li> <li>- Hahn, R.A. (1985). Culture-bound syndromes unbound. <i>Social Science Medicine</i>, 21, 165-171.</li> <li>- Kleinman, A. (1988). Rethinking psychiatry: From cultural category to personal experience. <i>Journal of the history of the behavioral sciences</i>, 28, 263-266.</li> <li>- Kirmayer, L.J. (1992). The Body's Insistence on Meaning: Metaphor as Presentation and Representation in Illness Experience. <i>Medical Anthropology Quarterly</i>, 6, 323-346.</li> </ul>

	<ul style="list-style-type: none"> <li>- Mattingly, C. (1994). The concept of therapeutic "Employment". Social Science Medicine, 38, 811-822.</li> <li>- Good, B.J. (1994). Medicine, rationality, and experience. An anthropological perspective. Cambridge: Cambridge University Press.</li> <li>- Taylor, J.S. (2003). Confronting "Culture" in Medicine's "Culture of no Culture". Academic Medicine, 6, 555-559.</li> <li>- Stanhope, V. (2002). Culture, Control, and Family Involvement: A Comparison of Psychosocial Rehabilitation in India and the United States. Psychiatric Rehabilitation Journal, 25, 273-280.</li> <li>- Hamdy, S. (2013). Not quite dead: why Egyptian doctors refuse the diagnosis of death by neurological criteria. Theoretical Medicine and Bioethics, 34, 147-160.</li> <li>- Lock, M. (2001). The Tempering of Medical Anthropology: Troubling Natural Categories. Medical Anthropology Quarterly, 15, 478-492.</li> </ul>
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<b>Course Title</b>	<b>Effective writing for academic purposes</b>
<b>ECTS points/workload</b>	3 ECTS 90h in total
<b>Form of Instruction</b>	Weekend seminar (one Saturday and one Sunday in the semester)
<b>Description</b>	<p>Elective course</p> <p>The aim of this seminar was</p> <ul style="list-style-type: none"> <li>- To plan and organize a scientific written text</li> <li>- To get an overview of the most important steps of scientific writing</li> </ul> <p>Following contents were provided using different methods:</p> <ul style="list-style-type: none"> <li>- Exercises for finding and enclosing a topic</li> <li>- Chronology of the writing process</li> <li>- How to get to a scientific question after finding a topic</li> <li>- Exercises for the outline of a scientific text</li> <li>- How to get into the writing process</li> <li>- Specific literature research and sensible time management</li> <li>- Avoiding and overcoming writer's block</li> </ul>
<b>Form of Examination</b>	Written assignment (15 pages)
<b>Literature</b>	NA

<b>Course Title</b>	<b>English fur nursing science and Public health</b>
<b>ECTS points/workload</b>	3 ECTS 90h in total
<b>Form of Instruction</b>	Seminar (2 hours per week)
<b>Description</b>	<p>Elective course</p> <p>Topics within the course were:</p> <ul style="list-style-type: none"> <li>- Academic writing</li> <li>- Academic presenting</li> <li>- Germany is getting old</li> <li>- Physiotherapist and nursing staff</li> <li>- NHS Britain</li> <li>- Hospital vocabulary</li> <li>- Health System USA</li> <li>- Medical Tourism</li> <li>- Diseases</li> <li>- Hospice &amp; Palliative Care</li> <li>- Dementia</li> </ul> <p>There was weekly homework as well.</p>
<b>Form of Examination</b>	<p>Possible forms of examination</p> <ul style="list-style-type: none"> <li>- Presentation (30 min)</li> <li>- Glossary</li> </ul> <p>I did a glossary</p>
<b>Literature</b>	NA

<b>Course Title</b>	<b>Korean</b>
<b>ECTS points/workload</b>	3 ECTS 90h in total
<b>Form of Instruction</b>	Seminar (2 hours per week)
<b>Contents/Description</b>	<p>Elective language course</p> <p>Quick overview of the basic grammar for a safe start in learning.</p> <p>Contents:</p> <ul style="list-style-type: none"> <li>- Alphabet and pronunciation</li> <li>- Grammar: nominative, accusative, genitive, dative and place and time information</li> <li>- Verbs: formal politeness, informal politeness including irregular verbs, future tense, negation, question form including question pronouns</li> <li>- Comparative and superlative</li> <li>- Practical exercises and getting to know the culture</li> </ul> <p>Course level reached: A1.1</p>
<b>Form of Examination</b>	Written exam (1h)
<b>Literature</b>	<ul style="list-style-type: none"> <li>- Park, H. (2015). Power-Sprachtraining Koreanisch. Wortschatz, Grammatik und Kommunikation gezielt trainieren. Stuttgart: PONS</li> </ul>