



EVANGELISCHE HOCHSCHULE RHEINLAND-WESTFALEN-LIPPE

Protestant University of Applied Sciences

DEPARTMENT II: INCLUSIVE EDUCATION AND NURSING

## Bachelor of Arts Programme in Nursing Education

### Module Handbook

valid for students as of the winter semester 2022/2023

*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 Bachelor of Arts Programme in Nursing Education (*BA Päd*) aims to provide professionally trained nursing and care personnel with specialised academic and pedagogical qualifications and thus contribute to filling the need for instructors at educational facilities for nursing and care.

The main emphasis of the study programme is on the pedagogical modules and the corresponding practical units for deeper learning. In accordance with the professional qualification framework for nursing education of the German Society of Nursing Science (*Deutsche Gesellschaft für Pflegewissenschaft, DGP*), graduates will gain pedagogical and didactic competence as nurse educators in various fields of professional activity and reflection. At the micro level, this refers to the theory-driven preparation, execution, and debriefing of teaching and learning situations, the design of digital teaching and learning opportunities, and the planning and implementation of instructional units in the media, testing and evaluating, educational counselling, as well as the knowledge of the essential legal conditions on the teaching profession. The meso level incorporates curriculum development, the design and cooperation of the learning space, organisational structures, the management processes of the social and educational facilities, and school and higher education development. The macro level addresses the educational and vocational training system as well as educational and vocational policies, educational discourses and research, and the development of nursing, care, and nurse training as professions. Individual lessons and instructional elements and methods can be tested didactically in the safe space provided by courses in the third space in cooperation with training sites for nursing and caregiving.

The study programme also imparts the basic knowledge of nursing science that is indispensable for teaching:

- Nursing theories
- Ethical questions in the context of nursing and care
- Basics of health sciences and social sciences for nursing
- Population specific, preventive, rehabilitative, counselling, instructional, educational, and directive interventions and concepts for nursing and care
- diagnostic and case-based clinical procedures as well as assessment instruments
- quality discourses, evidence-based nursing, and innovative approaches to care

The deeper understanding of these nursing fundamentals makes it possible to design the professional nursing instruction according to academic criteria and with the proper degree of complexity.

Continual ties to praxis, which are established particularly in the fifth semester through the practical project in the form of pedagogical research of concept development (planning and evaluation of teaching and learning processes), mean that the content of the study programme will have a high degree of applicability and connection to both the current challenges in the professional training of nursing personnel and to the teaching activity in the training facilities of the healthcare system.

## 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 two or three days a week.

### 3. Module overview

<b>Module</b>	<b>Credit points</b>	<b>hours/ week</b>
<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 education</b>		
2.1 Health sciences	6	4
2.2 Social science fundamentals	12	8
2.3 Legal basics	9	6
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
<b>4. Evidence-based professional nursing</b>		
4.1 Evidence-based professional nursing	6	4
<b>5. Nursing 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
6.4 Advanced approaches in nursing education	9	6
6.5 Digital teaching and learning	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>109</b>

#### 4. Sample (full-time) course of studies

Module	ETCS points/(hours per week)						ECTS/ hours total
	1. sem.	2. sem.	3. sem.	4. sem.	5. sem.	6. sem.	
1.1 Self-management and academic work	6/(6)						6/6
1.2 Ethics	3/(3)	3/(2)					6/5
1.3 Empirical social research			6/(4)				6/4
2.1 Health sciences	3/(2)	3/(2)					6/4
2.2 Social science fundamentals		6/(4)	6/(4)				12/8
2.3 Legal basics			6/(4)	3/(2)			9/6
2.4 Social and healthcare system						6/(4)	6/4
3.1 Basics of nursing theory and ethics	8/(4)	4/(2)					12/6
3.2 Nursing diagnostics				3/(2)	3/(2)		6/4
3.3 Nursing concepts for particular populations			8/(4)	4/(2)			12/6
4. 1 Evidence-based professional nursing				3/(2)	3/(2)		6/4
5.1 Nursing science in social-service organisations	4/(4)	2/(2)					6/6
5.2 Quality improvement in nursing					6/(6)		6/6
5.3 Innovative approaches to care			4/(2)	8/(4)			12/6
6.1 Communication and interaction in the context of professional nursing activity				6/(4)	6/(4)		12/8
6.2 Educational approaches and methods in nursing science	6/(4)	6/(4)					12/8
6.3 Theory and practice of vocational education and training		6/(4)					6/4
6.4 Advanced approaches in nursing education					3/(2)	6/(4)	9/6
6.5 Digital teaching and learning				3/(2)	3/(2)		6/4
7.1 Practical project					6/(1)	6/(2)	12/3
7.2 Bachelor of Arts thesis						12/(1)	12/1
<b>Total ECTS points</b>	30	30	30	30	30	30	180
<b>Total hours per week</b>	23	20	18	18	19	11	109
<b>Number of assessments</b>	2	6	2	3	6	5	24

## 5. Forms of assessment

<b>Module</b>	<b>Assessment form</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)
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 (3 hours)
2.4 Social and healthcare system	Written final examination (2 hours)
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
4.1 Evidence-based professional nursing	Portfolio
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
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.)
6.4 Advanced approaches in nursing-education	Oral examination (30 min.)
6.5 Digital teaching and learning	Portfolio
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 with handicaps or chronic illnesses, 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 Education

### 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 Programmes in Health and Care Management (Module 1.1) and in Nursing Science (Module 1.1).

**Course prerequisites:** none

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

Students will be introduced to the academic understanding of education and nursing sciences and 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:

- Academic understanding of education and nursing sciences
- 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:

- Basics of the academic understanding of education and nursing sciences
- 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 (15,000 characters) and presentation

**Selection options:** none

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Education

### 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), Health and Care Management (Module 1.2), and Nursing Science (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 (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 Education

### 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> 3rd	<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), in Inclusive Education (Module 14), and in Nursing Science (Module 1.3).

**Course prerequisites:** none

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

The students will become familiar with the central quantitative and qualitative methods of education and nursing research, as well as the corresponding data analysis techniques and their theoretical justification. Students will examine the paradigmatic aspects of qualitative and quantitative education 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

Students will

- know and understand the basics of academic theory in the context of nurse training and nursing science questions
- know and understand the basics of qualitative and quantitative nursing (and nursing education) research
- know and understand fundamental methodological aspects of qualitative nursing (and nursing education) research
- know and be able to differentiate between facilities for quantitative nursing (and nursing education) research
- recognise and have an overview of ethical problems in the context of nursing (and nursing education) research
- understand basic statistical results of nursing (and nursing education) research

##### b. Practical skills

Students will

- be able to have a theoretical grasp of research plans in nursing (and nursing education)
- reflect on and differentiate between research methods and facilities for nursing (and nursing education)
- development investigative instruments for nursing (and nursing education) research under guidance

2. Personal skills:
- a. Social skills:  
Graduates will
    - reflect and argue on the basis of knowledge from research methods
  - b. Individual skills:  
Students will possess
    - competence in handling information 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:

- Development of questions for the empirical practice of nursing and nursing education
- From the field of quantitative nursing research and nursing education research:
- Methodological concepts (variables, quality factors, random sampling)
  - Data collection methods (questionnaire, interview)
  - Data analysis methods and tools (SPSS, descriptive statistics)
  - Evaluation of didactic and academic approaches and concepts from nursing and nursing education
- From the field of qualitative nursing research:
- Central principles of qualitative (education) research
  - Field of research with special attention paid to nursing education settings
  - Data collection methods (e.g., structured guideline-based interviews, observation, and videography)
  - 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 Education

### 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:** This module is also part of the Bachelor of Arts Programme in Nursing science (Module 2.1).

**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 and training 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 training opportunities. They will identify and evaluate the interactions between healthcare and educational systems in the context of processes of societal change (e.g., occupational, educational, or health policy changes).

#### 1. Professional skills:

##### a. Knowledge:

- Knowing and understanding health science methods and working areas
- Knowing prevention and health promotion methods and being able to make them usable for training opportunities
- Understand the need for care and specific care needs from a health sciences perspective

##### b. Practical skills:

- Explain preventive and health-promotion interventions and concepts relevant to nursing and care and develop them for use in training opportunities
- Integrate and reflect upon epidemiological research results relevant to nursing and care against the backdrop of training needs

#### 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
- Education inequality and health
- Epidemiological praxis and statistical measures
- Prevention and health promotion as the task of educational institutions

<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 Education

### 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:** This module is also part of the Bachelor of Arts Programme in Nursing science (Module 2.2).

**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 use them for designing lessons and instructional units. 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 practical 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 professionally grounded argumentation
- Recognition and formulation of educational requirements
- Ability to transfer the technical knowledge acquired to concrete nursing education applications

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
- Ability to give and take criticism and to deal with conflict

**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 and education inequality
- Family and organisation
- Otherness and shame in care and nursing
- Challenges in teaching activities
- 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 Education

### Module 2.3 Legal basics

<b>Status required</b>	<b>Workload</b> 225 h	<b>Credit points</b> 9
<b>Duration</b> 2 semesters	<b>Semester</b> 3rd and 4th	<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 teaching, or 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 as teachers in nursing and care, 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 as well as the relevant laws for the caring professions and their courses of education (including, e.g., the following legislation: *Pflegeberufegesetz, Pflegeberufe-ausbildungs- und Prüfungsverordnung, Berufsbildungsgesetz*)
- Basics of labour law stipulations for trainees and employees in nursing and care professions
- Criminal law relevant to nursing education as well as basics of regulations governing examinations and qualifications
- 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
- Performance appraisals and state examinations (procedures, bases for assessment, objections, and appeals)

<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>Course 3:</b> Health-care and nursing law III	S	R	2 h weekly/ 30 h	45 h
<b>Requirements for credit points to be awarded:</b> Written final examination (3 hours)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Arts Programme in Nursing Education

### 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 6th</b>	<b>Frequency every other semester</b>

**Applicability of the module:** This module is also part of the Bachelor of Arts Programme in Nursing science (Module 2.4).

**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. They will become acquainted with connections and interactions between healthcare and educational systems, also, e.g., in connection with developments at work, in education, and in healthcare policies. The principal features of social security in the case of poverty, old age, or disability will be known. Students will learn about the basics of national and international models for training in nursing and care in the context of the corresponding healthcare system; and they will know selected international social and health-related political lines of development as well as basics of comparative educational and social welfare research. Students reflect on political standpoints and learn to evaluate these in a well-grounded way.

**Skills, qualification goals:**

1. Professional skills:

a. Knowledge

- Historical development of the German social and healthcare system
- International comparison of educational and 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 and their meaning for professional training praxis

b. Practical skills

- Evaluating the political health and care framework for demand-oriented care of the population as well as for a demand-oriented training for the nursing and caring professions
- Identifying problems in provision of care
- Evaluating sociopolitical, health policy, and care policy developments with respect to implications for training and education
- Developing approaches and ideas for the further development of a demand-oriented social and public healthcare system with reference to the resulting qualification demands on the nursing and caring professions

2. Personal skills:
- a. Social skills:
    - Communication skills
    - Capacity for reflection
    - Argumentation skills
    - Explanatory ability
  - 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*)
- International comparison of nursing training
- International comparison of the academicisation of nursing and care
- Need for professionals
- Decisions by the Federal Joint Committee (*Gemeinsamer Bundesausschuss, GB-A*) and their effects on the educational and training systems

<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 Education

### 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:** This module is also part of the Bachelor of Arts Programme in Nursing science (Module 3.1).

**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 both within the scientific system as well as with respect to the actual practice of and training for nursing and care. Students will be able to critically evaluate scientific theories of nursing science, particularly with respect to nursing training and educational questions. They will know the development of the theoretical fundamentals of nursing science and will understand their significance, especially for the practice of nursing training in 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 as future teachers and trainers—in an organisational, institutional, and political context as well.

#### 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 nursing (training) praxis
- Critical recognition, evaluation, and reflection on ethical problems in the practice of nursing and care
- Didactic conversion of knowledge and skills

#### 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
- Basics of nursing ethics
- Social and ethical field of conflict in connection with future occupation as a teacher

<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

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

**Selection options:** none

**Compensation options:** none



## Bachelor of Arts Programme in Nursing Education

### Module 3.2 Nursing diagnostics

<b>Status required</b>	<b>Workload</b> 150	<b>Credit points</b> 6
<b>Duration</b> 2 semesters	<b>Semester</b> 4th and 5th	<b>Frequency</b> every other semester

**Applicability of the module:** This module is also part of the Bachelor of Arts Programme in Nursing science (Module 3.2).

**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 come to understand the importance of case-based nursing diagnostics for nursing training. Students will become acquainted with assessment instruments, classification systems, as well as typologies of nursing diagnoses and interventions. Students will reflect on the opportunities and limits of nursing diagnostics and assessments for nursing training and point out the special features of didactic activity in nursing.

#### 1. Professional skills:

##### a. Knowledge

- Overview of the importance of hermeneutical understanding of cases for nursing training
- Nursing process as theoretical framework
- Knowing the opportunities and limits of nursing diagnostics and assessments for nursing training
- Nursing diagnoses and steps in the diagnostic process
- Nursing interventions and results

##### b. Practical skills

- Didactic explanation of how to go through the steps in the diagnostic process (e.g., specific to a situation, population, and setting)
- Evaluation of the effectiveness of diagnostic measures
- Didactic treatment of demand-oriented care plans

#### 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
- Explanation of the (WHO) nursing process in educational situations
- Making assessment and assessment instruments usable in nursing training
- Didactic explanation of diagnosis and classification systems (e.g., NANDA)
- Steps in the nursing diagnosis process

<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

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

**Selection options:** none

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Education

### 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:** This module is also part of the Bachelor of Arts Programme in Nursing Science (Module 3.3).

**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, and will also be able to identify the corresponding training 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 both 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
- Recognising and formulating training needs

#### 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
  - Analysis ability, and ability to give and take criticism
  - Ability to provide reasons

**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 these 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 care
- Preventive, rehabilitative, and palliative care concepts and their didactic conveyance

<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 Education

### 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> 4th and 5th	<b>Frequency</b> every other semester

**Applicability of the module:** This module is also part of the Bachelor of Arts Programme in Nursing Science (Module 4.1).

**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 understand the significance of Evidence-Based Nursing for nursing education and will be able to differentiate between internal and external evidence. Students will be enabled to identify a problem for Evidence-Based Nursing that is relevant to nursing education; 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 for nursing education
- 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 to training opportunities

##### b. Practical skills

- Guided development of a review of literature into an educational topic
- 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:

- Didactic conveyance of evidence-based nursing knowledge and action
- Systematic research using databanks (e.g., CINAHL, PubMed, Education Source, Fachportal Pädagogik)
- Studies on the effectiveness of educationally relevant 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/ 30h	45h
<b>Course 2:</b> Advanced Evidence-Based Nursing	S	R	2 h weekly/ 30h	45h
<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 Education

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

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

**Applicability of the module:** This module is also part of the Bachelor of Arts Programme in Nursing Science (Module 5.1).

**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 as well as for the design of teaching opportunities in care facilities. Students will be able to see and point out the significance of nursing and educational questions and insights for facilities providing care or training; and to explain the economic effects on the organisations and their processes. Students will acquire knowledge about (educational) marketing and will be able to apply that knowledge to health and care facilities or educational facilities. 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 and care facilities; 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 businesses and training facilities
- Basics of (educational) marketing
- 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:

- Business management basics
- Structural and procedural organisation
- Basics of personnel management
- Management theories 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	2 h 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 Education

### 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:** This module is also part of the Bachelor of Arts Programme in Nursing Science (Module 5.2).

**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—and will be able to explain all of these didactically. Students will be able to understand the importance of quality and risk management systems for nursing education.

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

#### 1. Professional skills:

##### a. Knowledge:

- Quality management and quality management systems in educational facilities
- Quality management guidelines, standards, and key indicators
- Approaches and procedures in quality and risk assessment

##### b. Practical skills:

- Development of quality goals and implementation of quality management systems for educational facilities
- Development of continual processes for improvement
- Proper analysis and optimisation of processes in educational facilities
- Didactic conveyance of knowledge and skills

#### 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 educational facilities
- Internal audits and certifications
- Process optimisation in educational institutions
- 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 Education

### Module 5.3 Innovative approaches to care

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

**Applicability of the module:** This module is also part of the Bachelor of Arts Programme in Nursing Science (Module 5.2).

**Course prerequisites:** none

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

Students will obtain an overview of the new developments in nursing fields and will reflect on their meaning for future areas of engagement as teachers and nursing science 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; they will be capable of reflecting upon innovative approaches to care in their significance for nursing education.

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 from a nursing education perspective
- Reflecting on the nursing as well as the social and ethical implications of innovations, with regard to their meaning for nursing education
- Recognition and formulation of educational demand
- Use of methods in the development of a concept

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 into the nursing education praxis

<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 Education

### 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:** This module is also part of the Bachelor of Arts Programme in Nursing Science (Module 6.1).

**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 students in teaching and learning situations as well as with professionals and laypeople. They will be able to appropriately use and strategically design communication processes and structures for their own work in educational facilities. They will know fundamental forms of communication within the scope of counselling sessions in the context of nursing education facilities and different learning venues (student assistance and counselling, e.g., in connection with midterm examinations), as well as in the context of nursing care. Students will have access to the theoretical basics of counselling in individual or group situations. They will be able to strategically design and utilise counselling sessions in a way that is appropriate to the occasion and meaningful for their own work. Because different approaches, tasks, target groups, and areas of educational and nurse-led counselling 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 counselling in educational contexts as well as in nurse-led counselling and 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, intercultural, and interdisciplinary communication
- Structure of communication and counselling situations
- Approaches to counselling in nursing and in patient education
- Design of counselling and training situations in educational and nursing contexts (e.g., counselling of students, practice instructors)
- Basics of cooperation with companies (e.g., learning venue cooperation, *Lernortkooperation*)
- Approaches to educational counselling to improve learning (e.g., solution-oriented constructivist approaches, academic subject approaches)
- Basics of systemic counselling

##### b. Practical skills:

- Designing and guiding interpersonal and organisational communication and cooperation (e.g., designing instances of *Lernortkooperation*)
- Critically reflecting on the opportunities and limitations of applications

- Carrying out educational and nurse counsellor training sessions, collegial coaching
- Analysing teaching and learning processes and nursing situations in relation to counselling and training requirements

2. Personal skills:

a. Social skills:

- Techniques for guiding discussions
- Sensitivity toward the perception of student needs, patient needs, and group dynamics
- Secure use of educational, 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:

- Communication/leading a discussion
- Professional communication and cooperation (incl. *Lernortkooperation*)
- Counselling basics
- Target-group-specific forms of counselling (e.g., student counselling to improve learning, collegial coaching)
- Methodology of patient education
- Power and counselling
- Systemic counselling

<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 areas of activity for nurse counselling	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

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

**Selection options:** none

**Compensation options:** none

## Bachelor of Arts Programme in Nursing Education

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

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

**Applicability of the module:** This module is also part of the Bachelor of Arts Programme in Nursing Science (Module 6.2).

**Course prerequisites:** none

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

Students will become acquainted with the educational and didactic conceptions of vocationally oriented adult education and especially of nursing education, including the demands on teacher training in nursing. Students will reflect on their role as future educators and on the intimately related change in perspective and roles from learner to teacher. In addition to general educational theories, students will know and understand nursing education theory in particular (such as interactionist nursing didactics) and will be able to critically reflect on it. Students will be acquainted with the structure of the nursing education according to the Act on the Nursing Professions (*Pflegeberufegesetz, PflBG*), the conception of competence that forms its basis, as well as the importance of different venues for learning in nursing and care. Students will know the current curriculum discussion, including the discussion on methods, and will be able to take up their own independent and informed position. They can plan and implement didactic methods in a manner that is factual, participant-oriented, and differentiated according to the learning venue (educational institutions, institutions offering professional care, and third learning place). Students will be able to pedagogically, didactically, and methodically plan and execute their own venue-specific teaching units on nursing education, taking into account the nursing and scientific knowledge base.

#### 1. Professional skills:

##### a. Knowledge

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

##### b. Practical skills

- Adaptation, planning, reflection, and assessment of conceptions of adult education and nursing education
- Didactic and methodical planning and execution of a teaching unit in one of the cooperating nursing training sites
- Orientation toward the participant; venue-specific design of teaching units
- Design of the negotiation processes with students (e.g., about learning needs and demands)

#### 2. Personal skills:

##### a. Social skills:

- Communication skills
- Competence in counselling

- Explanatory competence in teaching
- b. Individual skills:
  - Competence with criticism and reflection
  - Decision-making ability with respect to teaching methods
  - Support for the development of students' identities as healthcare professionals

**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
- Reflection upon role as teacher
- Moderating and guiding a class
- Dealing with disruptions/conflicts/apathy (*Coolout*)
- Didactics in adult education and vocational training
- Macro-didactics and micro-didactics (in particular: problem-oriented learning, POL)
- Activating methods
- Planning, execution, and reflection on a lesson in nursing training course

<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

**Requirements for credit points to be awarded:** Demonstration lesson

**Selection options:** none

**Compensation options:** none



## Bachelor of Arts Programme in Nursing Education

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

<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:** This module is also part of the Bachelor of Arts Programme in Nursing Science (Module 6.3).

**Course prerequisites:** none

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

Students will become acquainted with the psychology-of-learning basics and current developments in adult education and reflect on them and their significance for nursing education. They will be able to analyse education inequality in the nursing qualification process with reference back to educational, socioeconomic, and sociological roots, and formulate approaches leading to solutions. Students will be able to determine the vocational training demands and needs in ways that are sensitive to diversity, 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
    - Education inequality in nurse qualification, diversity-sensitive instruction
    - 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
<b>Requirements for credit points to be awarded:</b> Oral examination (30 Min.)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Arts Programme in Nursing Education

### Module 6.4 Advanced approaches in nursing education

<b>Status required</b>	<b>Workload</b> 225	<b>Credit points</b> 9
<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 current state of the didactics of simulation learning in nursing education and the options for the technical equipping of skills labs (simulation laboratories), and reflect on the resulting opportunities and challenges of the third space of learning for the design of the situations for teaching and learning. Students will acquire knowledge about the various testing formats and reflect these in relation to the different nursing-relevant learning venues and in cooperation with the practice supervisors (*Praxisanleitende*). Students will learn methods for the evaluation of classroom teaching and will be in the position to reflect critically upon learning situations in view of their own role as a teacher. They will know the procedures for the competence-promoting arrangement of a nursing-specific learning site, as well as the related testing and assessment formats (including procedures and concepts for registering competence), and communicate this knowledge to, among others, the practice supervisors. Students also gain basic competence in self-evaluation and evaluation of others.

Students will become acquainted with dissemination and implementation approaches and models. They will be able to plan the implementation of insights from evidence-based nursing in a specific setting. They will be capable of selecting and applying methods to ascertain the success of the implementation efforts as well as developing and executing dissemination strategies.

#### 1. Professional skills:

##### a. Knowledge

- Theory and practice of simulation learning
- Theories and forms of work-related learning (“Learning in nursing practice”)
- Examination formats
- Evaluation methods
- Approaches and methods of dissemination and implementation research

##### b. Practical skills

- Development of strategies for theory-praxis transfer
- Conceptualisation of teacher evaluation instruments and examination formats

#### 2. Personal skills:

##### a. Social skills:

- Communication over performance assessments
- Empathy
- Conflict management
- Dependability

**b. Individual skills:**

- Competence in planning and conceptualisation
- Ability for self-reflection and openness to criticism about one's own teaching
- Decision-making ability in connection with dissemination and implementation

**Course content:**

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

- Theory of simulation learning
- Learning-site design and technical equipping of skills labs
- Praxis of examination and teaching evaluation
- Methods and approaches for dissemination and implementation
- Setting- and population-specific implementation of evidence-based nursing

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Simulation learning and skills labs	S	R	2 h weekly/ 30 h	45 h
<b>Course 2:</b> Evaluation of learning and teaching	S	R	2 h weekly/ 30 h	45 h
<b>Course 3:</b> Dissemination and implementation	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 Education

### Module 6.5 Digital teaching and learning

<b>Status required</b>	<b>Workload 150 h</b>	<b>Credit points 6</b>
<b>Duration 2 semesters</b>	<b>Semester 4th and 5th</b>	<b>Frequency every other semester</b>

#### Applicability of the module:

**Course prerequisites:** none

#### Skills, qualification goals:

Drawing on general and nursing education knowledge, students will become familiar with educational media for use in teaching and learning situations during nursing qualification. Students will learn theories and learning principles as well as tools and techniques they will need when designing digital learning and teaching units. Students will learn to plan and execute lessons with educational media, and will engage in a participant-oriented and diversity-sensitive use of media (including, e.g., accessibility, addressee-friendly design and language, synchronous and asynchronous event formats). Beyond that, students will obtain basic skills for training digital explanatory competence and will be able to test the use of digital tools within the framework of a planned teaching lesson at a cooperating nursing education or training facility.

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

#### 1. Professional skills:

##### a. Knowledge:

- Basics of media-supported pedagogy, and media competence in adult education
- Concepts and approaches to learning (e.g., pedagogical-psychological learning theories and selected instructional approaches, such as problem-oriented learning) as well as tools and techniques for digital teaching and learning
- Digital and educational media support of didactic conceptions in professional nursing
- Didactic and methodical planning of digital learning and teaching offerings

##### b. Practical skills:

- Planning and evaluation of didactic, digital-media conceptions
- Criteria-guided selection and evaluation of digital teaching and learning materials
- Didactic and methodical planning and execution of digital teaching and learning opportunities
- Orientation toward participants
- Assessment of media use and appropriateness, with reference to nursing education basics

#### 2. Personal skills:

##### a. Social skills:

- Competence in communication
- Explanatory competence in online teaching

##### b. Individual skills:

- Competence in planning and conceptualisation
- Decision-making ability with respect to didactic methods

**Course content:**

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

- Basics of educational media in adult education
- Digital teaching and learning processes
- Orientation toward participants in digital learning arrangements
- Planning and execution of a digital teaching and learning project in nursing education
- Exploration of digital teaching and learning materials (e.g., publishers, platforms, apps)

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Tools and techniques of digital teaching and learning	S	R	2 h weekly/ 30 h	45 h
<b>Course 2:</b> Didactic concepts and methods for digital teaching and learning	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 Education

### 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:

**Course prerequisites:** Successful completion of Module 1

#### Skills, qualification goals:

Students will develop the concept for a well-defined, academically grounded practical project. This can be an education or nursing education research topic, optionally in the context of a larger or development project, or the development of a nursing education concept. The latter will as a rule encompass an as-is process (i.e., current state) analysis and can also include the implementation and evaluation of the concept idea in a nursing education facility. Praxis partners are cooperating nursing schools or facilities and services in the social and healthcare system. Students test the pedagogical and academic insights through practice, and modify them on the basis of the experiences gained in the practical project. The contents of the practical project will be determined by the respective tasks that present themselves to the students in the course of the project.

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 in the educational or healthcare system

##### b. Practical skills:

- Development of a plan for a practical project
- Project development and implementation
- Communicative implementation of project goals
- Dealing with disruptive elements/problems
- Use of methods of empirical social and educational research

#### 2. Personal skills:

##### a. Social skills:

- Competence in communication
- Ability to persuade others
- Explanatory ability

##### b. Individual skills:

- Competence in planning and conceptualisation
- Decision-making ability
- Self-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
- Models for evaluation and educational research

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Practical project support	S	R	1 h weekly/ 15 h	30 h
<b>Course 2:</b> Practical project reflection	S	R	2 h weekly/ 30 h	225 h
<b>Requirements for credit points to be awarded:</b> Term paper (22,500–30,000 characters), presentation				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				



## Bachelor of Arts Programme in Nursing Education

### 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 Education

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

Students will work on an academic topic in the field of education or nursing education, and will present their results in the form of an academic paper (Bachelor's thesis). Thus they will show that they are able to successfully set forth the state of national or international research in relation to a chosen nursing education or didactic question, employ academic theories and methods in an application-oriented and praxis-relevant way, as well as reflect upon those theories and methods in connection with their consequences for the practice of nursing education. In the thesis defence (colloquium), students 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 Bachelor of Arts 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