



UNIVERSITÄT ZU LÜBECK

Module Guide for the Study Path

Bachelor of Science in Nursing starting 2017



1st and 2nd semester

Fundamentals and methods in health sciences (GW1000-KP05, PF1000-KP05, PWI) 1

1st semester

Basic knowledge of human development and of physical and mental health 1 (GW1300-KP06, HWI) 3

Basic module nursing diagnostics and interventions in general nursing (PF1110, PF1110-KP06, WfPIa) 5

Basic module nursing diagnostics and interventions in children's nursing (PF1120, PF1120-KP06, WfPIb) 7

Basic module nursing diagnostics and interventions in geriatric nursing (PF1130, PF1130-KP06, WfPIc) 9

Core elements of professional nursing practice I (PF1200, PF1200-KP04, UAPI) 11

Legal and social conditions of nursing practice (PF1400-KP06, SWI) 13

2nd semester

Basic knowledge of human development and of physical and mental health 1 (GW1800-KP05, HWIa) 15

Basic module nursing diagnostics and interventions in general nursing II (PF1610, PF1610-KP08, WfPIIa) 16

Basic module nursing diagnostics and interventions in children's nursing II (PF1620, PF1620-KP08, WfPIIb) 18

Basic module nursing diagnostics and interventions in geriatric nursing II (PF1630, PF1630-KP08, WfPIIc) 20

Core elements of professional nursing practice II (PF1700, PF1700-KP04, UAPII) 22

Basic knowledge of clinical medicine and psychology I (PF1800; GW1900-KP05, HWII) 24

3rd and 4th semester

Research methods I (PF2000, GW2000-KP05, PWII) 26

Nursing diagnostics and interventions in certain general nursing care situations (PF2110; PF2110-KP12, WfPIVa) 28

Nursing diagnostics and interventions in certain children's nursing care situations (PF2120, PF2120-KP12, WfPIVb) 31

Nursing diagnostics and interventions in certain geriatric care situations (PF2130, PF2130-KP12, WfPIVc) 34

Ethical challenges in nursing care (PF2200, PF2700-KP05, UAPIII) 37

Basic knowledge of clinical medicine and psychology II (PF2300, GW2300-KP14, HWIII) 39

The nursing profession in the context of social developments - the case of general nursing (PF2410, PF2410-KP07, SWIIa) 41

The nursing profession in the context of social developments - the case of children's nursing (PF2420, PF2420-KP07, SWIIb) 44

The nursing profession in the context of social developments - the case of geriatric nursing (PF2430; PF2430-KP07, SWIIc) 47

Basic knowledge of clinical medicine and psychology III (PF2800, GW2500-KP06, HWIV) 50

3rd semester

Specialist nursing interventions in theory and practice (PF2100, PF2100-KP05, WfPIII) 52

5th and 6th semester

Journal Club (Nursery) (PF3000, PF3000-KP04, PWIII) 54



Complex cases: Application of the principles of evidence-based practice to nursing care (PF3100, PF3100-KP04, WfPV)	56
Nursing care activities in complex healthcare situations - focus setting: Intermediate Care (PF3111, PF3111-KP06, WfPVla)	58
Nursing care activities in complex healthcare situations - focus setting: Oncological care (PF3112, PF3112-KP06, WfPVlb)	60
Nursing care activities in complex healthcare situations - focus setting: Geriatric care (PF3113, PF3113-KP06, WfPVlc)	62
Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Intermediate Care (PF3311, PF3311-KP10, HWVla)	64
Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Cancer Care (PF3312, PF3312-KP10, HWVlb)	66
Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Geriatric Care (PF3313, PF3313-KP10, HWVlc)	68
Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Pediatric Care (PF3320, PF3320-KP10, HWVld)	70

5th or 6th semester

Nursing care activities in complex healthcare situations - focus setting: Paediatric Care (PF3120, PF3120-KP06, WfPVld)	72
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5th semester

Interprofessional communication and treatment (GW3010-KP05, PT3010-KP05, IpKoV)	74
Information, education and counselling in nursing care (PF3300, PF3050-KP05, UAPIV)	75
Health promotion and prevention (PF3350, PF3350-KP04, HWVI)	77

6th semester

Professional behaviour in daily nursing practice (PF3700-KP05, UAPV)	79
Health economics and quality management (PF3900, PF3900-KP05, SWIII)	81

7th and 8th semester

Evidence based Nursing (PF4500, PF4500-KP05, WfPIPfla)	83
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7th semester

Nursing research methods II (PF4000, GW4000-KP06, PWIV)	84
Project on knowledge transfer or practice development (PF4100, PF4100-KP12, WfPVII)	86
Exploring of specific and/or advanced practice areas in nursing care (PF4200, PF4200-KP08, UAPV)	88

8th semester

Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Intermediate Care (PF4311, PF4311-KP05, HWVle)	90
Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Oncology (PF4312, PF4312-KP05, HWVlf)	92
Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Geriatrics (PF4313, PF4313-KP05, HWVlg)	94
Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Paediatrics (PF4320, PF4320-KP05, HWVlh)	97
Methods of case and care management (PF4700, PF4700-KP05, UAPVI)	100



Bachelor thesis in nursing (PF4900, PF4900-KP12, PFBArbeit)

102

GW1000-KP05, PF1000-KP05 - Fundamentals and methods in health sciences (PWI)

Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each winter semester	5	40

Course of study, specific field and term:

- Bachelor of Science in Nursing starting 2017 (compulsory: aptitude test), nursing science, 1st and 2nd semester
- Bachelor Speech Therapy (compulsory), Speech Therapy, 3rd and 4th semester
- Bachelor midwifery (compulsory), health sciences, 1st and 2nd semester
- Bachelor Ergotherapy (compulsory), ergotherapy, 3rd and 4th semester
- Bachelor Physiotherapy since 2017 (compulsory: aptitude test), Physiotherapy, 1st semester

Classes and lectures:

- scientific fundamentals and methods 1 (lecture, 1 SWS)
- scientific fundamentals and methods 2 (lecture, 1 SWS)
- scientific fundamentals and methods 1 (exercise, 1 SWS)
- scientific fundamentals and methods 2 (exercise, 1 SWS)

Workload:

- 90 Hours private studies
- 60 Hours in-classroom work

Contents of teaching:

- Health professions as a scientific discipline and types of knowledge in this field
- Scientific theory-based fundamentals: theories, forming and checking health professions theories
- Fundamentals and methods of evidence-based practice (EbP)
- Quality characteristics and methods of scientific work
- Introduction to the research process and its key quality characteristics
- Research approach (primary/secondary research, qualitative/quantitative) and research design in terms of the knowledge of interest
- PICOD scheme and formulation of relevant questions for systematic literature search and/or scientific investigations
- Setup and functional principles of resources for researching scientific information (library systems, electronic databases, types of scientific literature, bibliographic terminology)
- Development of research strategies for systematically searching electronic literature databases (e.g., Medline, CINAHL)
- Researching literature systematically via an electronic database, including saving, presenting, and selecting the findings
- Assessing the quality of a literature search and making necessary adjustments
- Professional obligation of lifelong learning, methods of individual knowledge aptitude and competence building
- Methodology of problem-oriented learning (POL)

Qualification-goals/Competencies:

- Knowledge transfer: the students have a basic understanding of diverse approaches and methods to gain scientific knowledge and build theories.
- Knowledge transfer and immersion: you know and comprehend the main scientific concepts, models, and theories. You have an in-depth understanding of the purpose and function of commonly accepted theories in health professions, their theoretical and empirical fundamentals, core elements, scope, and validity.
- Knowledge transfer: you know and comprehend the fundamentals and principles of evidence-based practice and health care. You are aware of the resulting requirements for application of research-based knowledge on your own professional acting.
- Knowledge transfer: you know and comprehend the characteristics and principles of scientific work. You know and comprehend the process and key quality criteria for generating scientific knowledge through research.
- Knowledge transfer: you gain an overview of diverse approaches and designs of empirical research, and have a preliminary understanding of the research design's dependence on the knowledge of interest.
- Knowledge transfer: you know and comprehend the necessity of continuous and responsible self-directed learning of the fundamentals of professional nursing.
- Knowledge transfer: you know and comprehend the POL methodology.
- Knowledge transfer: you learn about various resources and paths to search scientific literature (university library, common electronic databases), and are familiar with their functional principles and bibliographic terminology.
- Knowledge transfer and immersion: you know and comprehend the resources and methods to conduct a systematic search of scientific literature, especially in electronic databases.
- Systemic competency: you are capable of relating your knowledge and comprehension of scientific fundamentals and methods to your own professional acting.
- Application and systemic competency: you can independently search scientific literature in libraries and databases.
- Application, communicative, and systemic competency: you are capable of assessing specific problems in your own professional practice to formulate relevant questions for a targeted search of scientific literature, and to derive the selection criteria for the search strategy using a PICOD scheme.

- Application, communicative, and systemic competency: you can systematically search the literature in a scientific database, save the findings of the research, and summarize them adequately.
- Systemic competency: you can effectively apply the POL methodology to self-directed learning.

Grading through:

- certificate for exercises
- Regular attendance of all compulsory courses of the teaching module
- written exam

Is requisite for:

- Journal Club Occupational Therapy (GW3314-KP05)
- Journal Club Logopedics (GW3313-KP05)
- Research methods I (PF2000, GW2000-KP05)

Responsible for this module:

- [Prof. Dr. phil. Sascha Köpke](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. phil. Sascha Köpke](#)
- MitarbeiterInnen des Instituts

Literature:

- Behrens J & Langer G (2010): Evidence-based Nursing and Caring - Huber, 3rd edition, revised and expanded
- Kunz R et al. (2007): Lehrbuch Evidenzbasierte Medizin in Klinik und Praxis - Deutscher Ärzte-Verlag
- Panfil EM (2013): Wissenschaftliches Arbeiten in der Pflege - Huber, 2nd edition
- Haynes et al. (2011): Clinical Epidemiology - Lippincott Williams & Wilkins
- Polit D, Tatano Beck C, Hungler B (2012): Lehrbuch Pflegeforschung - Huber, 2nd reprint of 1st edition from 2004
- Ramzun O et al. (2010): Epidemiologie für Dummies - Wiley-VCH
- Neumann-Ponesch S (2013): Modelle und Theorien in der Pflege - Facultas, 3rd edition, revised
- Dubben H & Beck-Bornholdt H (2006): Der Hund, der Eier legt: Erkennen von Fehlinformation durch Querdenken - rororo
- Taylor S, Renpenning K (2013): Selbstpflege. Wissenschaft, Pflgeethorie und evidenzbasierte Praxis - Huber

Language:

- offered only in German

Notes:

Exercises are conducted in small groups of no more than ten students.

Doing the practical exercises is mandatory for active participation in the exercises; the corresponding certifications are a prerequisite for course credits.

A grade of at least adequate is required to pass the examination (90-min written exam).

GW1300-KP06 - Basic knowledge of human development and of physical and mental health 1 (HWI)			
Duration: 1 Semester	Turnus of offer: each winter semester	Credit points: 10	Max. group size: 40
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor midwifery (compulsory), health sciences, 1st semester • Bachelor of Science in Nursing starting 2017 (compulsory: aptitude test), foundations of human sciences, 1st semester 			
Classes and lectures: <ul style="list-style-type: none"> • Human biology and anatomy for nursing professions (lecture with exercises, 2 SWS) • Basic theories on general and developmental psychology (lecture with exercises, 2 SWS) • Basics in physiology for nursing professions (lecture with exercises, 2 SWS) 		Workload: <ul style="list-style-type: none"> • 180 Hours private studies and exercises • 120 Hours in-classroom work 	
Contents of teaching: <ul style="list-style-type: none"> • Fundamentals of developmental biology and cytology • Fundamentals of physiology: location, structure, function and operation of all human organs and systems, including various types of tissues • Fundamentals of general and developmental psychology 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Knowledge transfer: the students have a basic level of knowledge and understanding of developmental biology and cytology. • Knowledge transfer: you know and comprehend the location and structure of human organs and systems. • Knowledge transfer: you know and comprehend the function and operation of human organs and systems. • Immersion: you have in-depth knowledge and comprehension of the interaction between the location, structure, and function of specific systems of organs (primarily the motoric, nervous, cardiovascular, and respiratory systems). • Knowledge transfer: you know and comprehend commonly accepted psychological theories on human development and behavior. 			
Grading through: <ul style="list-style-type: none"> • Oral presentation and written report • certificate for exercises • continuous participation in all courses of the module • written exam 			
Responsible for this module: <ul style="list-style-type: none"> • Prof. Dr. med. Matthias Klinger Teacher: <ul style="list-style-type: none"> • Institute of Anatomy • Prof. Dr. med. Cor de Wit • MitarbeiterInnen des Instituts • MitarbeiterInnen der UKSH Akademie 			
Literature: <ul style="list-style-type: none"> • Menche N.: Biologie, Anatomie, Physiologie. Kompaktes Lehrbuch für die Pflegeberufe. - Elsevier, Munich, 2012, 7th edition. • Martini FH, Timmons MJ, Tallitsch RB: Anatomie Kompaktlehrbuch - Pearson Studium, 2013, 6th edition, updated. • Gerrig RJ, Zimbardo PG: Psychologie - Pearson Studium, 2008, 8th edition, updated. 			
Languages: <ul style="list-style-type: none"> • Will be offered using an audience-oriented mixture of German and English • German and English skills required 			
Notes:			



The practical exercises and presentation are compulsory for active participation in the seminar and lecture-based exercises. The corresponding certifications and holding a presentation are a prerequisite for course credits. Details of the expected achievement will be clarified at the beginning of this course.

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The examination comprises two written tests of 90-min each. The course grade is an arithmetical average of the two grades. A grade of at least adequate is required to pass each examination. This fulfils the aptitude test requirement pursuant to §7 of the degree program regulations.

PF1110, PF1110-KP06 - Basic module nursing diagnostics and interventions in general nursing (WfPIa)			
Duration: 1 Semester	Turnus of offer: each winter semester	Credit points: 6	Max. group size: 40
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing starting 2017 (compulsory: aptitude test), evidence-based nursing practice in general nursing, 1st semester • Bachelor of Science in Nursing (compulsory: aptitude test), evidence-based nursing practice in general nursing, 1st semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Introduction into evidence-based nursing practice - basic measures of nursing diagnostics and interventions I (lecture, 2 SWS) • Basic measures of nursing diagnostics and interventions I (exercise (practical, skills lab), 2 SWS) • Basic measures of nursing diagnostics and interventions in general nursing I (practical course with exercises, 2 SWS) 		<ul style="list-style-type: none"> • 90 Hours in-classroom work • 70 Hours integrated internship hours • 20 Hours private studies 	
Contents of teaching:			
<ul style="list-style-type: none"> • Definitions and defining characteristics of the terms, in need of care, care dependency, and care requirement • Steps of the nursing process • Introduction to methods of nursing diagnostics (information resources, assessment methods, relevant classifications, primarily NANDA, NOC and ICF) • Methods to determine the support required for generally routine activities in life and in particular for mobility, bodily care, eating, drinking, and excreting (for persons of all ages in need of care, with emphasis on adults with acute and/or chronic illnesses) • Indications for and provision of adequate care to support above routine activities (for persons of all ages in need of care, with emphasis on adults with acute and/or chronic illnesses), with due consideration of individual needs and preferences, as well as hygiene requirements • Clinical significance and methods to check vital signs • First-aid (basic life support) • Basic principles of hygienic care 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend the terms in need of care, care dependency, and care requirement and their defining characteristics, depending on the theoretical nursing perspective. • Knowledge transfer: you know and comprehend the steps of a nursing process. • Knowledge transfer: you know and comprehend the main methods for nursing observation and diagnostics (including information sources, assessment methods, and classifications). You are aware that in addition to considering any health limitations, it is necessary to consider the patient's needs and preferences. • Knowledge transfer: you know and comprehend key characteristics and methods for assessing the amount of support needed for generally routine activities in life and in particular for mobility, bodily care, eating, drinking, and excreting (over the entire lifespan). • Immersion: you know and comprehend key characteristics and methods for assessing the amount of support needed for the above routine activities, especially for adults with acute and/or chronic illnesses. • Knowledge transfer: you know and comprehend the indications, forms, and sequence of tasks for diverse types of care to support persons of different age groups in their daily lives involving mobility, bodily care, eating, drinking, and excreting. • Immersion: you are familiar with the special demands on the choice and performance of nursing tasks to support the above daily activities for adults with acute and/or chronic illnesses. • Knowledge transfer: you know and comprehend the necessity and basic principles of hygienic care. • Knowledge transfer: you know and comprehend the methods to check vital signs and render first aid (basic life support). • Application competency: you are capable of recognizing key signs of support needed by sick adults (moderately complex health issues, none, or barely any limitations in cognitive or communication faculties) in their daily lives involving mobility, bodily care, eating, drinking, and excreting. You are capable of identifying the individual needs, habits, and preferences of the patients and considering these in assessing the required support. • Application competency: for patients in the above target group, you can competently select and undertake tasks to provide support for the daily activities listed. • Application competency: you can self-check vital signs properly and render competent first aid for basic life support. 			
Grading through:			
<ul style="list-style-type: none"> • continuous participation in all courses of the module 			

- exercise (in classroom)
- practical course achievements (see practical curriculum)

Is requisite for:

- Nursing diagnostics and interventions in certain general nursing care situations (PF2110; PF2110-KP12)

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Literature:

- Behrens J & Langer G (2010): Evidence-based Nursing and Caring. - Huber, 3rd edition, revised and expanded.
- Menche N (Hrsg.) (2014): Pflege heute. Lehrbuch. - Elsevier, 6th edition.
- Brandt I (2010): Pflorgetechniken heute. Pflegehandeln Schritt für Schritt verstehen. - Elsevier, 2nd edition, revised.
- Wilkinson J (2012): Das Pflegeprozess-Lehrbuch. - Huber.

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

Exercises are conducted in small groups of no more than ten students.

This course includes elements of internships (General Nursing 1 and 2), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internships and practical course credits required. The credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (45-min on-campus exercise class). This fulfils the aptitude test requirement pursuant to §7 of the degree program regulations.

The person(s) in-charge will address details of the examination at the beginning of this course.

PF1120, PF1120-KP06 - Basic module nursing diagnostics and interventions in children's nursing (WfPIb)			
Duration: 1 Semester	Turnus of offer: each winter semester	Credit points: 6	Max. group size: 15
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing starting 2017 (compulsory: aptitude test), evidence-based nursing practice in child nursing, 1st semester • Bachelor of Science in Nursing (compulsory: aptitude test), evidence-based nursing practice in child nursing, 1st semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Introduction into evidence-based nursing practice - basic measures of nursing diagnostics and interventions I (lecture, 2 SWS) • Basic measures of nursing diagnostics and interventions I (exercise (practical, skills lab), 2 SWS) • Basic measures of nursing diagnostics and interventions in children's nursing I (practical course with exercises, 2 SWS) 		<ul style="list-style-type: none"> • 90 Hours in-classroom work • 70 Hours integrated internship hours • 20 Hours private studies 	
Contents of teaching:			
<ul style="list-style-type: none"> • Definitions and constituent defining characteristics of the terms: need for care, care dependency, required care • Steps of the nursing process • Introduction to methods of nursing diagnostics (information resources, assessment methods, relevant classifications, primarily NANDA, NOC and ICF) • Methods to determine the support required for generally routine activities in life and in particular for mobility, bodily care, eating, drinking, and excreting (for persons of all ages in need of care, with emphasis on children and adolescents with acute and/or chronic illnesses) • Indications for and provision of adequate care to support the above daily activities (for persons of all ages in need of care, with emphasis on children and adolescents with acute and/or chronic illnesses), particularly under consideration of individual needs and preferences, as well as hygiene requirements • Clinical significance and methods to check vital signs • First-aid (basic life support) • Basic principles of hygienic care 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend the terms, in need of care, care dependency, and care requirement and their defining characteristics, depending on the theoretical nursing perspective. • Knowledge transfer: you know and comprehend the steps of a nursing process. • Knowledge transfer: you know and comprehend the main methods for nursing observation and diagnostics (including information sources, assessment methods, and classifications). You are aware that in addition to considering any health limitations, it is necessary to consider the patient's needs and preferences. • Knowledge transfer: you know and comprehend key characteristics and methods for assessing the amount of support needed for generally routine activities in life and in particular for mobility, bodily care, eating, drinking, and excreting (over the entire lifespan). • Immersion: you know and comprehend key characteristics and methods for assessing the amount of support needed for the above daily activities, especially for children and adolescents with acute and/or chronic illnesses. • Knowledge transfer: you know and comprehend the indications of and the forms and sequence of tasks for diverse types of care to support persons of different age groups in their daily lives involving mobility, bodily care, eating, drinking, and excreting. • Immersion: you are familiar with the special demands on the choice and performance of nursing tasks to support the above daily activities for children and adolescents with acute and/or chronic illnesses. • Knowledge transfer: you know and comprehend the necessity and basic principles of hygienic care. • Knowledge transfer: you know and comprehend the methods to check vital signs and render first aid (basic life support). • Application competency: you are capable of recognizing key signs of support needed by sick children and adolescents (moderately complex health issues, none or barely any limitations in cognitive or communication faculties) in their daily lives involving mobility, bodily care, eating, drinking, and excreting. You are capable of identifying the individual needs, habits, and preferences of the patients and considering these in assessing the required support. • Application competency: for patients in the above target group, you can competently select and undertake tasks to provide support for the daily activities listed. • Application competency: you can independently check vital signs properly and render competent first aid for basic life support. 			
Grading through:			

- continuous participation in all courses of the module
- exercise (in classroom)
- practical course achievements (see practical curriculum)

Is requisite for:

- Nursing diagnostics and interventions in certain children's nursing care situations (PF2120, PF2120-KP12)

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Literature:

- Behrens J & Langer G (2010): Evidence-based Nursing and Caring. - 3rd edition, revised and expanded.
- Hoehl M & Kullick P (2012): Gesundheits- und Kinderkrankenpflege, m. CD-ROM. - Thieme, 4th edition, revised and expanded.
- Brandt I (2010): Pflorgetechniken heute. Pflegehandeln Schritt für Schritt verstehen. - Elsevier, 2nd edition, revised.
- Wilkinson J (2012): Das Pflegeprozess-Lehrbuch. - Huber.

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The lectures are adopted from the PF1110 course Basic course: Nursing Diagnostics and Intervention 1.

This course includes elements of internships (Pediatric Nursing 1 and 2), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internships and practical course credits required. The credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (45-min on-campus exercise class). This fulfils the aptitude test requirement pursuant to §7 of the degree program regulations.

The person(s) in-charge will address details of the examination at the beginning of this course.

PF1130, PF1130-KP06 - Basic module nursing diagnostics and interventions in geriatric nursing (WfPIc)

Duration: 1 Semester	Turnus of offer: each winter semester	Credit points: 6	Max. group size: 15
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Course of study, specific field and term:

- Bachelor of Science in Nursing starting 2017 (compulsory: aptitude test), evidence-based nursing practice in geriatric nursing, 1st semester
- Bachelor of Science in Nursing (compulsory: aptitude test), evidence-based nursing practice in geriatric nursing, 1st semester

Classes and lectures:

- Introduction into evidence-based nursing practice - basic measures of nursing diagnostics and interventions I (lecture, 2 SWS)
- Basic measures of nursing diagnostics and interventions I (exercise (practical, skills lab), 2 SWS)
- Basic measures of nursing diagnostics and interventions in geriatric nursing I (practical course with exercises, 2 SWS)

Workload:

- 90 Hours in-classroom work
- 70 Hours integrated internship hours
- 20 Hours private studies

Contents of teaching:

- Definitions and constituent defining characteristics of the terms, in need of care, care dependency, care requirement
- Steps of the nursing process
- Introduction to methods of nursing diagnostics (information resources, assessment methods, relevant classifications, primarily NANDA, NOC and ICF)
- Methods to determine the support required for generally routine activities in life and in particular for mobility, bodily care, eating, drinking, and excreting (for persons of all ages in need of care, with emphasis on the elderly in need of care)
- Indications for and adequate provision of care to support the above daily activities (for persons of all ages in need of care, with emphasis on the elderly in need of care), particularly under consideration of individual needs and preferences, as well as hygiene requirements
- Clinical significance and methods to check vital signs
- First-aid (basic life support)
- Basic principles of hygienic care

Qualification-goals/Competencies:

- Knowledge transfer: the students know and comprehend the terms in need of care, care dependency, and care requirement and their defining characteristics, depending on the theoretical nursing perspective.
- Knowledge transfer: you know and comprehend the steps of a nursing process.
- Knowledge transfer: you know and comprehend the main methods for nursing observation and diagnostics (including information sources, assessment methods, and classifications). You are aware that in addition to considering any health limitations, it is necessary to consider the patient's needs and preferences.
- Knowledge transfer: you know and comprehend key characteristics and methods for assessing the amount of support needed for generally routine activities in life and in particular for mobility, bodily care, eating, drinking, and excreting (over the entire lifespan).
- Immersion: you know and comprehend key characteristics and methods for assessing the amount of support needed for the above daily activities, especially for the elderly in need of care.
- Knowledge transfer: you know and comprehend the indications, forms, and sequence of tasks for diverse types of care to support persons of different age groups in need of care, in their daily lives involving mobility, bodily care, eating, drinking, and excreting.
- Immersion: you are familiar with the special demands on the choice and performance of nursing tasks to support the above daily activities for the elderly in need of care.
- Knowledge transfer: you know and comprehend the necessity and basic principles of hygienic care.
- Knowledge transfer: you know and comprehend the methods to check vital signs and render first aid (basic life support).
- Application competency: you are capable of recognizing key signs of support needed by the elderly in need of care (moderately complex health issues, none or barely any limitations in cognitive or communication faculties) in their daily lives involving mobility, bodily care, eating, drinking, and excreting. You are capable of identifying the individual needs, habits, and preferences of the patients and considering these in assessing the required support.
- Application competency: for patients in the above target group, you can competently select and undertake tasks to provide support for the daily activities listed.
- Application competency: you can self-check vital signs properly and render competent first aid for basic life support.

Grading through:

- continuous participation in all courses of the module

- exercise (in classroom)
- practical course achievements (see practical curriculum)

Is requisite for:

- Nursing diagnostics and interventions in certain geriatric care situations (PF2130, PF2130-KP12)

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Literature:

- Behrens J & Langer G (2010).: Evidence-based Nursing and Caring. - 3rd edition, revised and expanded.
- Becker U (Pub.) (2014).: Altenpflege Heute. - Elsevier, 2nd edition.
- Brandt I (2010).: Pflorgetechniken heute. Pflegehandeln Schritt für Schritt verstehen. - Elsevier, 2nd edition, revised.
- Wilkinson J (2012).: Das Pflegeprozess-Lehrbuch. - Huber.

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The lectures are adopted from the PF1110 course Basic course: Nursing Diagnostics and Intervention I.

This course includes elements of internships (Geriatric Nursing 1 & 2), a requirement for licensing pursuant to AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internships and practical course credits required. The credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (45-min on-campus exercise class). This fulfils the aptitude test requirement pursuant to §7 of the degree program regulations.

The person(s) in-charge will address details of the examination at the beginning of this course.

PF1200, PF1200-KP04 - Core elements of professional nursing practice I (UAPI)			
Duration: 1 Semester	Turnus of offer: each winter semester	Credit points: 4	Max. group size: 40
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing starting 2017 (compulsory: aptitude test), interdisciplinary comprehensive nursing tasks, 1st semester • Bachelor of Science in Nursing (compulsory: aptitude test), interdisciplinary comprehensive nursing tasks, 1st semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Core elements of professional nursing practice (seminar, 2 SWS) • Basic principles of professional communication and documentation in nursing practice I (exercise (practical, skills lab), 1 SWS) • Basic principles of professional communication and documentation in nursing practice II (practical course with exercises, 1 SWS) 		<ul style="list-style-type: none"> • 60 Hours in-classroom work • 30 Hours private studies and exercises • 30 Hours integrated internship hours 	
Contents of teaching:			
<ul style="list-style-type: none"> • Theory on the profession and core elements of professional nursing (including digression) • Principles of cherished and empathetic communications and interaction (in general and in particular for caregiver-patient/resident relationships) • Significance of including related persons and relatives • Significance, methods, and instruments of professional exchange under routine nursing • Basic principles of documenting the care (analog and digital) • Setting up patient/resident files and key information sources on caring for persons in need of care 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend the term profession and the core elements of professional nursing. They are familiar with the ICN Code of Ethics. • Knowledge transfer: you are familiar with the special significance of communicating and interacting properly with the person in need of care and/or with a related person, and with the basic principles of empathetic and cherished communications and interaction. • Knowledge transfer: you learn the significance of exchanging information (oral and written) regularly and precisely with others involved in nursing. • Knowledge transfer: you know and comprehend the basic principles of documenting the care provided and care-related information gained (nursing diagnostics, planning measures, care outcomes, vital signs). You are familiar with the basic setup of information resources used by various professions (patient/resident file, electronic documentation systems). • Knowledge transfer: you learn about additional key instruments for intra- and interdisciplinary exchange of information (e.g., visits, discussions on a case). • Application and communication competency: you can make contact and communicate with persons in need of care, whose cognitive or communicative faculties are not significantly limited, and/or with related persons, commensurate with the situation. • Application and communication competency: you can adequately document findings of your nursing work (observations, diagnostics of the care required) and convey these orally to others involved. • Application competency: you are capable of finding written information on the state of health or nursing of persons in need of care in the respective information/documentation system, and can use this properly for your own nursing work. • Application competency: you abide by the ICN Code of Ethics for decisions and actions involving your own nursing work. 			
Grading through:			
<ul style="list-style-type: none"> • continuous participation in all courses of the module • practical course achievements (see practical curriculum) • Oral examination 			
Is requisite for:			
<ul style="list-style-type: none"> • Ethical challenges in nursing care (PF2200, PF2700-KP05) 			
Responsible for this module:			
<ul style="list-style-type: none"> • Prof. Dr. phil. Sascha Köpke 			

Teacher:

-
- [Prof. Dr. phil. Sascha Köpke](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Literature:

- Hoehl M & Kullick P (2012):. Gesundheits- und Kinderkrankenpflege, m. CD-ROM. - Thieme, 4th edition, revised and expanded.
- Menche N (Hrsg.) (2014):. Pflege heute. Lehrbuch. - Elsevier, 6th edition.
- NN (2014):. Altenpflege Heute. - Elsevier, 2nd edition.
- Rosenberg MB (2012):. Gewaltfreie Kommunikation: Eine Sprache des Lebens. - Junfermann.
- Schulz von Thun F (2011):. Miteinander reden 1-3. - rororo
- Plate M (2013): Grundlagen der Kommunikation. Gespräche effektiv gestalten. - Vanderhoeck & Rupprecht.

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

Exercises are conducted in small groups of no more than ten students.

This course includes elements of internships (General Nursing 1 & 2 or Pediatric Nursing 1 & 2 or Geriatric Nursing 1 & 2), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany) and AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internships and practical course credits required. The course credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (20-min oral examination). This fulfils the aptitude test requirement pursuant to §7 of the degree program regulations.

PF1400-KP06 - Legal and social conditions of nursing practice (SWI)

Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each winter semester	7	40

Course of study, specific field and term:

- Bachelor of Science in Nursing starting 2017 (compulsory), social sciences, 1st semester

Classes and lectures:

- Introduction into the German healthcare system (lecture, 2 SWS)
- Legal conditions of nursing practice (lecture, 1 SWS)
- Development, social duties and roles of the nursing profession (Seminar and practical course, 2 SWS)

Workload:

- 90 Hours in-classroom work
- 80 Hours private studies
- 40 Hours integrated internship hours

Contents of teaching:

- Social and healthcare networks in Germany, primarily SGB V (state health insurance under Title V of the social security code) and SGB XI (state nursing insurance under Title XI of the social security code)
- Setup and organization of the public healthcare system in Germany (sectors, institutions, care providers, cost bearers)
- Structures and forms of organization for nursing in a hospital and care settings (e.g., functional nursing, team nursing, primary nursing)
- Key legal framework: primarily nursing act, geriatric nursing act, nursing responsibility on oneself, delegating, and executing, medical confidentiality and privacy, relevant labor law provisions
- History of the nursing profession
- Current social tasks and roles of the nursing profession
- Professional policy developments and committees

Qualification-goals/Competencies:

- Knowledge transfer: the students know and comprehend how the healthcare and social security systems in Germany are organized.
- Knowledge transfer: you are familiar with the roles and tasks for various sectors, institutions, and players for providing health services and care.
- Knowledge transfer: you know and comprehend the role and tasks of the nursing profession in settings like hospitals, outpatient care, and long-term in-patient care.
- Knowledge transfer: you know and comprehend the key legal framework for nursing work.
- Application competency: you are capable of recognizing the organizational and legal framework to be considered, and can apply it to individual nursing cases (low to moderate degree of complexity), by observing these adequately in your actions.

Grading through:

- further tasks as defined by the lecturer at first lesson
- continuous participation in all courses of the module
- presentation
- practical course achievements (see practical curriculum)

Responsible for this module:

- [Prof. Dr. med. Oliver Rentzsch](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Lübeck University of Applied Sciences](#)
- [Prof. Dr. med. Oliver Rentzsch](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Literature:

- Wiese UE: Pflegerecht. Grundlagen, Fälle, Praxis. - Vahlen, Munich, 2014
- Panke-Kochinke B: Geschichte der Krankenpflege (1679 - 2000). Ein Quellenbuch. - Mabuse, Frankfurt am Main, 2001
- Simon M: Das Gesundheitssystem in Deutschland: Eine Einführung in Struktur und Funktionsweise. - Huber, Bern, 2013, 4th edition, fully revised.
- Klie T, Stascheit U (2011).: Gesetze für Pflegeberufe. - Nomos Verlag, 12th edition.



- Weiß T. (2016):. Recht in der Pflege. Lernen, Verstehen, Anwenden. - Verlag C. H. Beck. 2nd edition.

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This course includes elements of internships (General Nursing 2, Pediatric Nursing 2, or Geriatric Nursing 2), a requirement for licensing pursuant to KrPflAPrV and AltPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internships and practical course credits required.

Only a pass/fail grade is given for the examination (20-min presentation with a 10-min discussion). The lecturer will address requirements for the presentation at the beginning of this course.

GW1800-KP05 - Basic knowledge of human development and of physical and mental health 1 (HWIa)			
Duration: 1 Semester	Turnus of offer: each summer semester	Credit points: 05	Max. group size: 40
Course of study, specific field and term:			
<ul style="list-style-type: none"> Bachelor of Science in Nursing starting 2017 (compulsory: aptitude test), foundations of human sciences, 2nd semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> Anatomy for nursing professions (lecture with exercises, 2 SWS) Functional anatomy (seminar, 2 SWS) Lecture in anatomy for human medicine (optional) (lecture, 1 SWS) 		<ul style="list-style-type: none"> 120 Hours private studies and exercises 60 Hours in-classroom work 	
Contents of teaching:			
<ul style="list-style-type: none"> Fundamentals of developmental biology and cytology Fundamentals of anatomy: location, structure, function and operation of all human organs and systems, including various types of tissues Functional anatomy of specific organs and systems of organs (motoric, nervous, cardiovascular, and respiratory systems) 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> Knowledge transfer: the students have a basic level of knowledge and understanding of developmental biology and cytology. Knowledge transfer: you know and comprehend the location and structure of human organs and systems. Knowledge transfer: you know and comprehend the function and operation of human organs and systems. Immersion: you have in-depth knowledge and comprehension of the interaction between the location, structure, and function of specific systems of organs (primarily the motoric, nervous, cardiovascular, and respiratory systems). 			
Grading through:			
<ul style="list-style-type: none"> written exam, oral exam and/or presentation as announced by the examiner 			
Responsible for this module:			
<ul style="list-style-type: none"> Prof. Dr. med. Matthias Klinger 			
Teacher:			
<ul style="list-style-type: none"> Institute of Anatomy Prof. Dr. med. Matthias Klinger MitarbeiterInnen des Instituts MitarbeiterInnen der UKSH Akademie 			
Literature:			
<ul style="list-style-type: none"> Menche N.: Biologie, Anatomie, Physiologie. Kompaktes Lehrbuch für die Pflegeberufe. - Elsevier, Munich, 2012, 7th edition. Martini FH, Timmons MJ, Tallitsch RB: Anatomie Kompaktlehrbuch - Pearson Studium, 2013, 6th edition, updated. Gerrig RJ, Zimbardo PG: Psychologie - Pearson Studium, 2008, 8th edition, updated. 			
Language:			
<ul style="list-style-type: none"> offered only in German 			
Notes:			
<p>The practical exercises and presentation are compulsory for active participation in the seminar and lecture-based exercises. The corresponding certifications and holding a presentation are a prerequisite for course credits. Details of the expected achievement will be clarified at the beginning of this course.</p> <p>□</p> <p>The examination comprises two written tests of 90-min each. The course grade is an arithmetical average of the two grades. A grade of at least adequate is required to pass each examination. This fulfils the aptitude test requirement pursuant to §7 of the degree program regulations.</p>			

PF1610, PF1610-KP08 - Basic module nursing diagnostics and interventions in general nursing II (WfPIIa)			
Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each summer semester	9	40
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice in general nursing, 2nd semester • Bachelor of Science in Nursing (compulsory), evidence-based nursing practice in general nursing, 2nd semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Introduction into evidence-based nursing practice - basic measures of nursing diagnostics and interventions II (lecture, 2 SWS) • Introduction into medical technologies (lecture, 2 SWS) • Basic measures of nursing diagnostics and interventions II (exercise (practical, skills lab), 2 SWS) • Basic measures of nursing diagnostics and interventions in general nursing II (practical course with exercises, 2 SWS) 		<ul style="list-style-type: none"> • 120 Hours in-classroom work • 100 Hours integrated internship hours • 50 Hours private studies 	
Contents of teaching:			
<ul style="list-style-type: none"> • Clinical assessment and instruments for assessment definitions and requirements from the standpoint of evidence-based diagnostics • Assessment of the care required for routine activities in life, under special consideration of limited perceptive, communicative, and/or cognitive faculties (for persons of all ages, especially adults with acute and/or chronic illnesses) • Nursing intervention and related medical products (aids) for persons in need of care to support routine activities in life, under special consideration of limited perceptive, communicative, and/or cognitive faculties and promotion of communication and social integration (for persons of all ages, especially adults with acute and/or chronic illnesses) • Definition and classification of medical products and devices and application requirements from a technical and legal standpoint (with emphasis on technically simple medical products) • Function and applications of commonly used nursing related medical products • Performing common medicinal nursing tasks, e.g., bandages/dressings and wound care, injections (SC, IM), drainage and bladder catheterization: applications, application steps, avoiding complications, potentially undesirable effects and complications 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer and immersion: the students know and comprehend nursing assessment instruments and other such diagnostic procedures from the standpoint of evidence-based diagnostics. • Knowledge transfer and immersion: you know and comprehend the instruments and methods to assess and evaluate nursing relevant information on the support needed by persons with limited perceptive, communicative, and/or cognitive faculties (for persons of all ages, especially adults with acute and/or chronic illnesses). • Knowledge transfer and immersion: you have profound, in-depth knowledge of how to select nursing intervention and related medical products to support those in need of care for routine activities in life, under consideration of evidence-based principles (for persons of all ages, especially adults with acute and/or chronic illnesses). • Knowledge transfer: you are familiar with the steps and requirements for performing common medicinal nursing tasks and are aware of potential complications and corresponding observation criteria. • Application and communicative competency: for the above target groups, you are capable of applying suitable methods to assess the information on their nursing needs for routine activities in life. You are especially capable of recognizing nursing related limitations in perceptive, communicative, and/or cognitive faculties, and can record and describe these appropriately. To the extent feasible and deemed advisable, you involve persons related to the patient and use information from other vocations of relevance to nursing diagnostics. • Application and systemic competency: you are aware of possible limitations of assessment methods and diagnostic approaches, and your nursing decisions reflect such limitations. • Application competency: you are capable of choosing the appropriate intervention and nursing related medical products to support routine activities for patients in need of care, especially in the areas of perception, communication, and social integration (for persons of all ages, especially adults with acute and/or chronic illnesses). • Application competency: you correctly handle simple, electrical, and non-electrical aids and medical equipment commonly used in the respective field of practice (e.g., walking aids, hearing aids, eyeglasses, thrombosis prophylaxis stockings, inhalers). • Application competency: you are capable of properly performing common medicinal nursing tasks like bandages/dressings and wound care, injections (SC, IM), and drainage and bladder catheterization, under simple conditions in practice. • Application and systemic competency: you recognize clinically and/or ethically challenging nursing situations among the above group of patients and are capable of identifying the relevant conditional factors and possible handling strategies to adjust your actions 			

accordingly. Here, you stay within your limits, responsibilities, and competencies and recognize individual learning goals and strategies necessary for furthering your knowledge and skills, in order to cope appropriately with the corresponding nursing cases in a professional and case-specific manner.

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- practical exam

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Lübeck University of Applied Sciences](#)
-
- [Institute for Social Medicine and Epidemiology](#)

- [Prof. Dr. Katrin Balzer](#)
- Prof. Dr.-Ing. Wen-Huan Wang
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie
- Andere Dozenten

Literature:

- Brandt I.: *Pflegetechniken heute. Pflegehandeln Schritt für Schritt verstehen.* - Elsevier, Munich, 2010, 2nd edition.
- Drescher A, Lauster M, Wiederhold D, Menche N.: *Pflege Heute. Lehrbuch für Pflegeberufe.* - Elsevier, Munich, 2014, 6th fully revised edition.
- Wilkinson JM: *Das Pflegeprozess-Lehrbuch.* - Huber, Bern, 2012.
- Gordon M: *Handbuch Pflegediagnosen* - Huber, Bern, 2013, 5th fully revised and expanded edition.
- Behrens J & Langer G: *Evidence-based Nursing and Caring* - Huber, Bern, 2010, 3rd revised and expanded edition.
- Backhaus C: *Usability-Engineering in der Medizintechnik - Grundlagen - Methoden - Beispiele.* - Springer Verlag (ebook Hochschulbibliothek), 2010
- Kramme R: *Medizintechnik : Verfahren - Systeme - Informationsverarbeitung.* - Springer Verlag (ebook Hochschulbibliothek), 2011

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

Exercises are conducted in small groups of no more than ten students. The training exercises are held in the nursing skills lab. The lecturers will clarify details of the exercise/training element at the beginning of this course.

This course includes elements of an internship (General Nursing 3), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits required. The course credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (90-min practical). The person(s) in-charge will address details of the examination grades and process at the beginning of this course.

PF1620, PF1620-KP08 - Basic module nursing diagnostics and interventions in children's nursing II (WfPIIb)			
Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each summer semester	9	15
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), evidence-based nursing practice in child nursing, 2nd semester • Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice in child nursing, 2nd semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Introduction into evidence-based nursing practice - basic measures of nursing diagnostics and interventions II (lecture, 2 SWS) • Introduction into medical technologies (lecture, 2 SWS) • Basic measures of nursing diagnostics and interventions II (exercise (practical, skills lab), 2 SWS) • Basic measures of nursing diagnostics and interventions in children's nursing II (practical course with exercises, 2 SWS) 		<ul style="list-style-type: none"> • 120 Hours in-classroom work • 100 Hours integrated internship hours • 50 Hours private studies 	
Contents of teaching:			
<ul style="list-style-type: none"> • Clinical assessment and instruments for assessment definitions and requirements from the standpoint of evidence-based diagnostics • Assessment of the care required for routine activities in life, under special consideration of limited perceptive, communicative, and/or cognitive faculties (for persons of all ages, especially children and adolescents with acute and/or chronic illnesses) • Nursing intervention and related medical products (aids) for persons in need of care to support routine activities in life, under special consideration of limited perceptive, communicative, and/or cognitive faculties and promotion of communication and social integration (for persons of all ages, especially children and adolescents with acute and/or chronic illnesses) • Definition and classification of medical products and devices and application requirements from a technical and legal standpoint (with emphasis on technically simple medical products) • Function and applications of commonly used nursing related medical products • Performing common medicinal nursing tasks, e.g., bandages/dressings and wound care, injections (SC, IM), drainage and bladder catheterization: applications, application steps, avoiding complications, potentially undesirable effects and complications 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer and immersion: the students know and comprehend nursing assessment instruments and other such diagnostic procedures from the standpoint of evidence-based diagnostics. • Knowledge transfer and immersion: you know and comprehend the instruments and methods to assess and evaluate nursing relevant information on the support needed by persons with limited perceptive, communicative, and/or cognitive faculties (for persons of all ages, especially children and adolescents with acute and/or chronic illnesses). • Knowledge transfer and immersion: you have profound, in-depth knowledge of how to select nursing intervention and related medical products to support those in need of care for routine activities in life, under consideration of evidence-based principles (for persons of all ages, especially children and adolescents with acute and/or chronic illnesses). • Knowledge transfer: you are familiar with the steps and requirements for performing common medicinal nursing tasks and are aware of potential complications and corresponding observation criteria. • Application and communicative competency: for the above target groups, you are capable of applying suitable methods to assess the information on their nursing needs for routine activities in life. You are especially capable of recognizing nursing related limitations in perceptive, communicative, and/or cognitive faculties, and can record and describe these appropriately. To the extent feasible and deemed advisable, you involve persons related to the patient and use information from other vocations of relevance to nursing diagnostics. • Application and systemic competency: you are aware of possible limitations of assessment methods and diagnostic approaches, and your nursing decisions reflect such limitations. • Application competency: you are capable of choosing the appropriate intervention and nursing related medical products to support routine activities for patients in need of care, especially in the areas of perception, communication, and social integration (for persons of all ages, especially children and adolescents with acute and/or chronic illnesses). • Application competency: you correctly handle simple, electrical, and non-electrical aids and medical equipment commonly used in the respective field of practice (e.g., walking aids, hearing aids, eyeglasses, thrombosis prophylaxis stockings, inhalers). • Application competency: you are capable of properly performing common medicinal nursing tasks like bandages/dressings and wound care, injections (SC, IM), and drainage and bladder catheterization, under simple conditions in practice. • Application and systemic competency: you recognize clinically and/or ethically challenging nursing situations among the above group of patients and are capable of identifying the relevant conditional factors and possible handling strategies to adjust your actions 			

accordingly. Here, you stay within your limits, responsibilities, and competencies and recognize individual learning goals and strategies necessary for furthering your knowledge and skills, in order to cope appropriately with the corresponding nursing cases in a professional and case-specific manner.

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- practical exam

Responsible for this module:

- Prof. Dr. Katrin Balzer

Teacher:

- Lübeck University of Applied Sciences
-
- Institute for Social Medicine and Epidemiology

- Prof. Dr. Katrin Balzer
- Prof. Dr.-Ing. Wen-Huan Wang
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie
- Andere Dozenten

Literature:

- Brandt I: Pflgetechniken heute. Pflegehandeln Schritt für Schritt verstehen. - Elsevier, Munich, 2010, 2nd edition.
- Drescher A, Lauster M, Wiederhold D, Menche N.: Pflege Heute. Lehrbuch für Pflegeberufe. - Elsevier, Munich, 2014, 6th edition, fully revised.
- Wilkinson JM: Das Pflegeprozess-Lehrbuch. - Huber, Bern, 2012
- Weissenbacher M, Horvath E: Pflegediagnosen für die Kinder- und Jugendlichenpflege. Ein Praxisbuch. - Springer, Wien, 2008
- Hoehl M & Kullick P: Gesundheits- und Kinderkrankenpflege, m. CD-ROM. - Thieme, Stuttgart, 2012, 4th edition, revised and expanded.
- Behrens J & Langer G.: Evidence-based Nursing and Caring - Huber, Bern, 2010, 3rd edition, revised and expanded.
- Backhaus C: Usability-Engineering in der Medizintechnik - Grundlagen - Methoden - Beispiele. - Springer Verlag (ebook Hochschulbibliothek), 2010
- Kramme R: Verfahren - Systeme - Informationsverarbeitung. - Springer Verlag (ebook Hochschulbibliothek), 2011

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The lectures and skills lab exercises are adopted from PF1610: Basic course: Nursing Diagnostics and Intervention II. Exercises are conducted in small groups of no more than ten students. The skills lab exercises are held in TUEFTL (<http://www.tueftl.de/>). The lecturers will clarify details of the exercises at the beginning of the semester.

□

This course includes elements of an internship (Pediatric Nursing 3), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits required. The course credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (90-min practical). The person(s) in-charge will address details of the examination grades and process at the beginning of this course.

PF1630, PF1630-KP08 - Basic module nursing diagnostics and interventions in geriatric nursing II (WfPIIc)			
Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each summer semester	9	15
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), evidence-based nursing practice in geriatric nursing, 2nd semester • Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice in geriatric nursing, 2nd semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Introduction into evidence-based nursing practice - basic measures of nursing diagnostics and interventions II (lecture, 2 SWS) • Introduction into medical technologies (lecture, 2 SWS) • Basic measures of nursing diagnostics and interventions II (exercise (practical, skills lab), 2 SWS) • Basic measures of nursing diagnostics and interventions in geriatric nursing II (practical course with exercises, 2 SWS) 		<ul style="list-style-type: none"> • 120 Hours in-classroom work • 100 Hours integrated internship hours • 50 Hours private studies 	
Contents of teaching:			
<ul style="list-style-type: none"> • Clinical assessment and instruments for assessment definitions and requirements from the standpoint of evidence-based diagnostics • Assessment of the care required for routine activities in life, under special consideration of limited perceptive, communicative, and/or cognitive faculties (for persons of all ages, especially the elderly) • Nursing intervention and related medical products (aids) for persons in need of care to support routine activities in life, under special consideration of limited perceptive, communicative, and/or cognitive faculties and promotion of communication and social integration (for persons of all ages, especially the elderly) • Definition and classification of medical products and devices and application requirements from a technical and legal standpoint (with emphasis on technically simple medical products) • Function and applications of commonly used nursing related medical products • Performing common medicinal nursing tasks, e.g., bandages/dressings and wound care, injections (SC, IM), drainage and bladder catheterization: applications, application steps, avoiding complications, potentially undesirable effects and complications 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer and immersion: the students know and comprehend nursing assessment instruments and other such diagnostic procedures from the standpoint of evidence-based diagnostics. • Knowledge transfer and immersion: you know and comprehend the instruments and methods to assess and evaluate nursing relevant information on the support needed by persons with limited perceptive, communicative, and/or cognitive faculties (for persons of all ages, especially the elderly). • Knowledge transfer and immersion: you have profound, in-depth knowledge of how to select nursing intervention and related medical products to support those in need of care for routine activities in life, under consideration of evidence-based principles (for persons of all ages, especially the elderly). • Knowledge transfer: you are familiar with the steps and requirements for performing common medicinal nursing tasks and are aware of potential complications and corresponding observation criteria. • Application and communicative competency: for the above target groups, you are capable of applying suitable methods to assess the information on their nursing needs for routine activities in life. You are especially capable of recognizing nursing related limitations in perceptive, communicative, and/or cognitive faculties, and can record and describe these appropriately. To the extent feasible and deemed advisable, you involve persons related to the patient and use information from other vocations of relevance to nursing diagnostics. • Application and systemic competency: you are aware of possible limitations of assessment methods and diagnostic approaches, and your nursing decisions reflect such limitations. • Application competency: you are capable of choosing the appropriate intervention and nursing related medical products to support routine activities for patients in need of care, especially in the areas of perception, communication, and social integration (for persons of all ages, especially the elderly). • Application competency: you correctly handle simple, electrical, and non-electrical aids and medical equipment commonly used in the respective field of practice (e.g., walking aids, hearing aids, eyeglasses, thrombosis prophylaxis stockings, inhalers). • Application competency: you are capable of properly performing common medicinal nursing tasks like bandages/dressings and wound care, injections (SC, IM), and drainage and bladder catheterization, under simple conditions in practice. • Application and systemic competency: you recognize clinically and/or ethically challenging nursing situations among the above group of patients and are capable of identifying the relevant conditional factors and possible handling strategies to adjust your actions 			

accordingly. Here, you stay within your limits, responsibilities, and competencies and recognize individual learning goals and strategies necessary for furthering your knowledge and skills, in order to cope appropriately with the corresponding nursing cases in a professional and case-specific manner.

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- practical exam

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Lübeck University of Applied Sciences](#)
- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- Prof. Dr.-Ing. Wen-Huan Wang
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie
- Andere Dozenten

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The lectures and skills lab exercises are adopted from PF1610: Basic course: Nursing Diagnostics and Intervention II.

Exercises are conducted in small groups of no more than ten students. The skills lab exercises are held in TUEFTL (<http://www.tueftl.de/>). The lecturers will clarify details of the exercises at the beginning of the semester.

This course includes elements of an internship (Geriatric Nursing 3), a requirement for licensing pursuant to AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits required. The course credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (90-min practical). The person(s) in-charge will address details of the examination grades and process at the beginning of this course.

PF1700, PF1700-KP04 - Core elements of professional nursing practice II (UAPII)			
Duration: 1 Semester	Turnus of offer: each summer semester	Credit points: 5	Max. group size: 40
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), interdisciplinary comprehensive nursing tasks, 2nd semester • Bachelor of Science in Nursing starting 2017 (compulsory), interdisciplinary comprehensive nursing tasks, 2nd semester 			
Classes and lectures: <ul style="list-style-type: none"> • The meaning of professional conduct in the nursing profession (lecture, 2 SWS) • Communication and interaction in challenging nursing care situations I (exercise (practical, skills lab), 1 SWS) • Communication and interaction in challenging nursing care situations II (practical course with exercises, 1 SWS) 		Workload: <ul style="list-style-type: none"> • 70 Hours integrated internship hours • 60 Hours in-classroom work • 20 Hours private studies 	
Contents of teaching: <ul style="list-style-type: none"> • Discourse on the core elements of professional nursing (see PF1200: Core Elements of Professional Nursing I), especially implementation in challenging and personally stressful care situations • Communicating with persons in need of care, with limited perceptive, communicative, and cognitive faculties (persons of different age groups) • Typical conditional factors concerning conflicts in nursing situations (caregiver receiver relationship, caregiver relative relationship, intra-, and interdisciplinary teamwork) • Strategies to prevent and resolve conflicts • In-depth view of violence in nursing: manifestations, causes and conditional factors, preventive and appropriate strategies to reduce violence-prone situations (e.g., use of freedom-restricting measures) 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Immersion: the students are at an initial level of profound, in-depth awareness of the tasks and roles of the nursing profession under various contexts of healthcare & nursing. • Immersion: you are profoundly aware of ethical values in the nursing profession and are aware of the challenges in implementing these values when nursing. • Knowledge transfer and immersion: you know and comprehend the causes and conditional factors that could lead to conflicts in your work with patients in need of care, their relatives, and/or in the course of intra- and interdisciplinary teamwork. • Immersion: you know and comprehend strategies on avoidance, early recognition, and/or appropriate resolution of challenging circumstances when communicating with patients in need of care and/or with related persons, especially when caring for persons with limited perceptive, communicative, and cognitive faculties. • Immersion: you know and comprehend methods and strategies to prevent and resolve conflicts in intra- and interdisciplinary teamwork. • Application and systemic competency: you are capable of applying your in-depth knowledge and comprehension of the nursing profession's tasks, roles, and values when caring for patients in need of care, and recognize and accept the limits of your knowledge, skills, and scope of responsibilities, and utilize these experiences appropriately for further self-learning activities. • Application and communicative competency: you are capable of recognizing challenging situations early when communicating with patients in need of care, and applying appropriate strategies to address them. • Communicative and systemic competency: you have the capability to tailor your articulation to the person you address regarding your own positive and negative experiences on nursing or the need to further your competency, and have a constructive exchange with the trainer or attendant. 			
Grading through: <ul style="list-style-type: none"> • continuous participation in lecture and exercises • colloquium • written and oral case study 			
Responsible for this module: <ul style="list-style-type: none"> • Prof. Dr. phil. Sascha Köpke 			
Teacher: <ul style="list-style-type: none"> • 			

- [Clinic of Psychiatry and Psychotherapy](#)
- [Prof. Dr. phil. Sascha Köpke](#)
- Dr. Eva Faßbinder
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Literature:

- Josuks H, Adam G, Schleinitz G: Professionelle Kommunikation in Pflege und Management: Ein praxisnaher Leitfaden. - Schlütersche, Hannover, 2011
- Arnold E, Underman Boggs K: Interpersonal relationships: Professional communication skills for nurses. - Elsevier Health Sciences, 2015

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

Exercises are conducted in small groups of roughly ten students.

This course includes elements of an internship (General Nursing 3, Pediatric Nursing 3, or Geriatric Nursing 3), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany) and AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits required.

The course credits are a part of active participation and prerequisite for eligibility to take the qualifying examination.

Only a pass/fail grade is given for the examination (written and oral case study with a presentation in the colloquium/test). The person(s) in-charge will address details of the examination grades and process at the beginning of this course.

PF1800; GW1900-KP05 - Basic knowledge of clinical medicine and psychology I (HWII)

Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each summer semester	5	40

Course of study, specific field and term:

- Bachelor of Science in Nursing (compulsory), foundations of human sciences, 2nd semester
- Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences, 2nd semester

Classes and lectures:

- Psychiatry and psychotherapy, child and adolescent psychiatry, psychosomatic medicine (lecture, 2 SWS)
- Medical microbiology, hygiene and virology, immunology (lecture, 2 SWS)

Workload:

- 90 Hours private studies
- 60 Hours in-classroom work

Contents of teaching:

- Fundamentals of microbiology, virology, and immunology (pathophysiology and etiology, symptoms and diagnostics, treatment and prevention of common infectious diseases and related complications)
- Current recommendations on hygiene when caring for persons who are ill or in need of care
- Fundamentals of specialized nosology in psychiatry (pathophysiology and etiology, symptoms and diagnostics, treatment and prevention of common psychological disorders)
- Requirements and unique characteristics of diagnosing psychological disorders (common cognitive and behavioral tests)
- Aftercare and long-term care of persons with psychological disorders
- The role of promoting self-efficacy and self-management of persons with psychological disorders

Qualification-goals/Competencies:

- Knowledge transfer and immersion: the students acquire broad-based and selectively in-depth knowledge and comprehension of biological and pathophysiological fundamentals of the prevention and treatment of infectious diseases.
- Immersion: you have profound knowledge of the hygienic requirements for nursing and medical care of persons in need of care in diverse care contexts. You know and comprehend relevant hygiene measures.
- Knowledge transfer and immersion: you have a wide range of basic knowledge and some in-depth knowledge of the etiology, symptoms, diagnostics, and treatment of common psychological disorders in the course of a human lifespan.
- Immersion: you know and comprehend the close links among physical, psychological, and social factors in the general etiology of diseases (not only psychological disorders).
- Immersion: you are aware of the necessity of pharmacological, non-pharmacological, medical, nursing, and therapeutic measures for the prevention and treatment of illnesses in general and infectious diseases and psychological disorders in particular.
- Application competency: you use the proper medical terms taught in the fields of microbiology, hygiene, and care of persons with psychological disorders.

Grading through:

- continuous participation in all courses of the module
- written exam

Is requisite for:

- Health promotion and prevention (PF3350, PF3350-KP04)
- Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Pediatric Care (PF3320, PF3320-KP10)
- Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Geriatric Care (PF3313, PF3313-KP10)
- Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Cancer Care (PF3312, PF3312-KP10)
- Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Intermediate Care (PF3311, PF3311-KP10)

Responsible for this module:

- Prof. Dr. med. Jan Rupp
- Prof. Dr. med. Fritz Hohagen

Teacher:

- [Department of Infectious Diseases and Microbiology](#)
- [Clinic of Psychiatry and Psychotherapy](#)
- Prof. Dr. med. Fritz Hohagen

- Prof. Dr. med. Jan Rupp
- MitarbeiterInnen der Sektion Medizin

Literature:

- Duale Reihe: Medizinische Mikrobiologie - Thieme, Stuttgart, 4th edition.
- Kayser FH, Böttger EC, Zinkernagel RM: Medizinische Mikrobiologie - Thieme, Stuttgart, 2010, 12th edition, revised and expanded,
- Gastmeier P, Rüden H: Repetitorium Hygiene - Aesopus Verlag, 2006, 2nd edition.
- Frauenknecht, S., Lieb, K., & Brunnhuber, S.: Intensivkurs: Psychiatrie und Psychotherapie. - Elsevier, München, 2008, 7th edition.
- Arenz, D.: Psychiatrie für Pflegeberufe. - H. Thiel, M. Jensen, & S. Traxler (Eds.). Elsevier, München, 2011, 5th edition.

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The lectures are adopted from the Human Medicine Program (1st to 5th clinical semester).
A grade of at least adequate is required to pass the examination (90-min written exam).

PF2000, GW2000-KP05 - Research methods I (PWII)

Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each winter semester	5	40
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), nursing science, 3rd and 4th semester • Bachelor of Science in Nursing starting 2017 (compulsory), nursing science, 3rd and 4th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Basic principles of nursing and healthcare research I (seminar, 2 SWS) • Basic principles of nursing and healthcare research II (seminar, 2 SWS) 		<ul style="list-style-type: none"> • 90 Hours private studies and exercises • 60 Hours in-classroom work 	
Contents of teaching:			
<ul style="list-style-type: none"> • Primary quantitative and qualitative research: research process, study design, sampling methods, data acquisition and evaluation • Fundamentals of descriptive and deductive statistics • Sources of error in quality criteria in primary quantitative and qualitative studies • Immersion into methods and quality criteria for the following types of studies: observational epidemiology studies, (cross-sectional, case, control, and prospective studies, including studies on diagnostic precision), random control studies, qualitative studies • Commonality and differences between quantitative and qualitative research • Forms and methods of secondary research (evidence syntheses) • Immersion: structure, methodology, and quality criteria for systematic reviews of intervention studies (including a digression into basic principles, terminology, and prerequisites of meta-analyses) • Development of and quality criteria for guidelines, including evidence-based information resources for health services in practice • Ethics in research 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Immersion: the students know and comprehend the requirements for structuring and formulating research questions. • Knowledge transfer and immersion: you comprehend the diverse approaches, designs, and methods for conducting primary quantitative and qualitative research, and comprehend the classification, depending on the knowledge of interest (research question). • Knowledge transfer: you know and comprehend the main methodological characteristics of primary quantitative and qualitative studies, basic principles of sampling, data acquisition instruments and methods, descriptive and deductive statistics, and qualitative data analysis methods. • Knowledge transfer: you know and comprehend the various forms and sources of errors in the research process, and inherent risks in the quality of data. • Immersion: you possess solid knowledge and comprehension of the basic structure and quality criteria for the following types of studies, in terms of epistemological classification: observational epidemiology studies (cross-sectional, case, control, and prospective studies, including studies on diagnostic precision), random control studies, and qualitative studies. • Knowledge transfer: you gain an overview of the forms of systematic evidence synthesis (e.g., systematic reviews of intervention studies with or without meta-analysis, meta-synthesis of qualitative or mixed qualitative and quantitative data), and understand the principal differences between systematic and unsystematic (pure narrative) information syntheses, and between diverse forms of systematic evidence synthesis. • Immersion: you are familiar with the structure, methodology, and quality criteria for systematic reviews of intervention problems, and comprehend the results of structured narrative and quantitative (meta-analysis) summarization of data. • Broadened knowledge: you know and comprehend the process involving the development, setup, and quality criteria of evidence-based guidelines and similar instruments. • Broadened knowledge: you are aware of the ethical facets of research and comprehend corresponding requirements and codes of conduct. • Application and communicative competency: you are capable of translating nursing issues and problems into appropriate research questions, and can select the appropriate study design (primary or secondary research) to investigate the questions, and to suitably argue for and support your selection. • Application and communicative competency: you are capable of extracting the right core content from the study reports (based on types of primary and secondary research studies addressed in-depth) and to summarize this appropriately in your own words. You are also able to recognize key risks of bias and to state these adequately. • Application competency: you are capable of evaluating the quality of evidence-based guidelines or similar instruments on topics of nursing, and applying the messages of these instruments to issues or problems in nursing practice. • Systemic competency: depending on the available quality and quantity of empirical findings, you have the capability to draw suitable 			

conclusions about the need for additional research-based information.

Grading through:

- continuous participation in all courses of the module
- presentation
- written exam

Is requisite for:

- Applied statistics (PF4050)
- Nursing research methods II (PF4000, GW4000-KP06)

Requires:

- Fundamentals and methods in health sciences (GW1000-KP05, PF1000-KP05)
- Basic theories and methods in nursing science (PF1000)

Responsible for this module:

- [Prof. Dr. phil. Sascha Köpke](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. phil. Sascha Köpke](#)
- MitarbeiterInnen des Instituts

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The presentation (20-min with a 10-min discussion) is mandatory for active participation in the seminar and thus a prerequisite for the course credit. A grade of at least adequate is required to pass the examination (90-min written exam).

PF2110; PF2110-KP12 - Nursing diagnostics and interventions in certain general nursing care situations (WfPIVa)

Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each winter semester	12	40

Course of study, specific field and term:

- Bachelor of Science in Nursing (compulsory), evidence-based nursing practice in general nursing, 3rd and 4th semester
- Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice in general nursing, 3rd and 4th semester

Classes and lectures:

- Nursing care for individuals with certain clinical conditions I (lecture, 2 SWS)
- Nursing care for individuals with certain clinical conditions II (lecture, 2 SWS)
- Nursing care in palliative and rehabilitative health care conditions (lecture, 2 SWS)
- Nursing care in specific inpatient and outpatient health care settings - general nursing care (blockseminar (compact course), 2 SWS)
- General nursing care for individuals with certain clinical conditions (practical course with exercises, 2 SWS)
- care for individuals with certain clinical conditions 3 (lecture with exercises, 2 SWS)
- care for individuals with certain clinical conditions 4 (lecture with exercises, 2 SWS)

Workload:

- 150 Hours in-classroom work
- 120 Hours integrated internship hours
- 90 Hours private studies and exercises

Contents of teaching:

- Nursing diagnostics (observation criteria and methods, assessment instruments, medical terms from multidisciplinary classification systems like NANDA and ICF) for persons (of all age groups) in need of care, who have specific illnesses or require specific health services. Examples of these are common clinical syndromes in the fields of internal medicine, general surgery, orthopedics, traumatology, neurology, psychiatry, dermatology, venerology, urology, gynecology, pediatrics, ENT, ophthalmology, and nursing needs during pregnancy and before, during, and after childbirth, and physically/mentally challenged persons
- Specialized intervention for persons (of all age groups) in need of care with the aforementioned illnesses, including existing evidence-based recommended actions
- Indications and progress of likely complications from special medical diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care. Examples of these are venipuncture, coronary angiography, and special aspects of perioperative care (depending on the type of surgery), noninvasive measures for fractures and orthopedic treatment, dialysis, noninvasive mechanical ventilation for persons of all age groups in need of care)
- Fundamental concepts and principles of palliative care, special challenges in providing end-of-life care (persons of all age groups in need of care)
- Concepts and principles of rehabilitation for specific illnesses and health limitations (e.g., common pediatric, internal, surgical, orthopedic, neurological, and psychiatric illnesses), requirements for nursing in a rehabilitation context (persons of all age groups in need of care)
- Immersion: nursing diagnostics and intervention, and assisting with medical diagnostics and therapy for adults in need of care with internal, surgical, neurological, and psychiatric illnesses, which have a high degree of clinical relevance, because of their prevalence and/or health consequences. Examples of these are myocardial infarction, cardiac insufficiency, stroke, renal insufficiency, peripheral vascular diseases, chronic wounds, dementia, Parkinson's disease, depressive disorders, and psychoses
- Nursing outside of in-patient contexts, especially to outpatients (adults in need of care, primarily with the aforementioned diseases addressed in-depth)
- Introduction to case management involving a transfer or discharge, (adults in need of care, primarily with the aforementioned diseases addressed in-depth)
- Theories, models, and methods to support self-care by adults with chronic diseases, and family-centric care for groups of such persons (theoretical and empirical evidence, respectively)

Qualification-goals/Competencies:

- Knowledge transfer: the students know and comprehend the illness and situation related problems in nursing, and the nursing needs of persons (of all age groups), who have specific illnesses or require specific health services. Examples of these are common clinical syndromes in the fields of internal medicine, general surgery, orthopedics, traumatology, neurology, psychiatry, dermatology, venerology, urology, gynecology, pediatrics, ENT, ophthalmology, and nursing needs during pregnancy and before, during, and after

childbirth, and physically/mentally challenged persons.

- Knowledge transfer: you know and comprehend the indications and progress of likely complications from special medical diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care. Examples of these are venipuncture, coronary angiography, and special aspects of perioperative care (depending on the type of surgery), noninvasive measures for fractures and orthopedic care, dialysis, noninvasive mechanical ventilation for persons of all age groups in need of care.
- Knowledge transfer and immersion: you know and comprehend specific instruments and methods to assess illness and situation specific problems in nursing, and the nursing needs of persons (of all age groups) with the aforementioned illnesses. You grasp the areas of application of such instruments and methods and are aware of the requirements to be considered, in line with the principles of evidence-based diagnostics.
- Knowledge transfer and immersion: you know and comprehend the indications, treatment procedures, and potential complications of particular nursing interventions in persons (of all age groups) in need of care, with the aforementioned illnesses. You know and comprehend existing recommendations and understand the type and quality of current knowledge.
- Knowledge transfer: you know and comprehend the needs and problems of persons at the end of their life, and are familiar with the fundamental concepts and principles of palliative care (persons of all age groups in need of care).
- Knowledge transfer: you know and comprehend the fundamental concepts and principles of rehabilitation of persons (of all age groups) with specific illnesses and health limitations (e.g., common pediatric, internal, surgical, orthopedic, neurological, and psychiatric illnesses), and recognize the special requirements for nursing in a rehabilitation context.
- Immersion: you have in-depth knowledge and comprehension of the requirements for nursing diagnostics, the selection, performance, and monitoring of nursing interventions, including assisting with medical diagnostics and therapy for adults in need of care with internal, surgical, neurological, and psychiatric illnesses, which have a high degree of clinical relevance because of their prevalence and/or health consequences. Examples of these are myocardial infarction, cardiac insufficiency, stroke, renal insufficiency, peripheral vascular diseases, chronic wounds, dementia, Parkinson's disease, depressive disorders, and psychoses.
- Knowledge transfer and immersion: you are aware of the special requirements for nursing of the aforementioned persons in need of care outside an emergency hospital setting, and to the nursing tasks involved in transferring the patient from one care setting to another. You have a preliminary understanding of case management terminology and methods.
- Immersion: you have in-depth knowledge of theories, models, and methods to support self-care by adults with chronic diseases, and family-centric care for groups of such persons.
- Application and communicative competency: you are capable of competently applying the knowledge you have gained for adequate nursing of adults with the aforementioned illnesses and/or under these circumstances in life. This means that you can appropriately recognize and state the nursing needs and problems of the patients, and under due consideration of evidence-based nursing principles select and perform the required intervention, and monitor and document progress adequately.
- Application and communicative competency: you are capable of properly assisting with the aforementioned medical diagnostics and therapy tasks, and can communicate adequately with persons from other vocations about the necessary steps or observed changes in the state of health of the patients.
- Application and communicative competency: for planning the nursing needs of persons from the aforementioned target groups, you are capable of including the perspectives and concerns of others in caring for the patients (subsequently, if relevant). In particular, you are capable of appropriately involving family members and/or other caregivers in planning the nursing process.
- Systemic competency: you have the capability to critically check the completeness, quality, and appropriateness of existing information on the nursing needs and current care arrangements made for the aforementioned persons, and if necessary, you can obtain more information to evaluate precisely the support needed, or come up with suggestions to adjust the care.

Grading through:

- continuous, successful participation in course
- practical course achievements (see practical curriculum)
- practical exam
- written exam

Requires:

- Basic module nursing diagnostics and interventions in general nursing (PF1110, PF1110-KP06)

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
 - [Prof. Dr. Katrin Balzer](#)
 - MitarbeiterInnen des Instituts
 - MitarbeiterInnen der UKSH Akademie
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**Languages:**

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This course includes elements of two internships (General Nursing 5 & 6), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internships and practical course credits required. The course credits are a prerequisite for eligibility to take the qualifying examination.

The examination comprises two subunits: one practical test (90-min) and a written exam (90-min). The course grade is an arithmetical average of the two grades. A grade of at least adequate is required in each unit to pass the examination.

The person(s) in-charge will address details of the examination grades and process at the beginning of this course.

PF2120, PF2120-KP12 - Nursing diagnostics and interventions in certain children's nursing care situations (WfPIVb)			
Duration: 2 Semester	Turnus of offer: each winter semester	Credit points: 12	Max. group size: 15
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), evidence-based nursing practice in child nursing, 3rd and 4th semester • Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice in child nursing, 3rd and 4th semester 			
Classes and lectures: <ul style="list-style-type: none"> • Nursing care for individuals with certain clinical conditions I (lecture, 2 SWS) • Nursing care for individuals with certain clinical conditions II (lecture, 2 SWS) • Nursing care in palliative and rehabilitative health care conditions (lecture, 2 SWS) • Nursing care in specific inpatient and outpatient health care settings paediatric care (blockseminar (compact course), 2 SWS) • Nursing care for individuals with certain clinical conditions paediatric care (practical course with exercises, 2 SWS) • care for individuals with certain clinical conditions 3 (lecture with exercises, 2 SWS) • care for individuals with certain clinical conditions 4 (lecture with exercises, 2 SWS) 		Workload: <ul style="list-style-type: none"> • 150 Hours in-classroom work • 120 Hours integrated internship hours • 90 Hours private studies and exercises 	
Contents of teaching: <ul style="list-style-type: none"> • Nursing diagnostics (observation criteria and methods, assessment instruments, medical terms from multidisciplinary classification systems like NANDA and ICF) for persons (of all age groups) in need of care, who have specific illnesses or require specific health services. Examples of these are common clinical syndromes in the fields of internal medicine, general surgery, orthopedics, traumatology, neurology, psychiatry, dermatology, venerology, urology, gynecology, pediatrics, ENT, ophthalmology, and nursing needs during pregnancy and before, during, and after childbirth, and physically/mentally challenged persons • Specialized intervention for persons (of all age groups) in need of care with the aforementioned illnesses, including existing evidence-based recommended actions • Indications and progress of likely complications from special medical diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care. Examples of these are venipuncture, coronary angiography, and special aspects of perioperative care (depending on the type of surgery), noninvasive measures for fractures and orthopedic treatment, dialysis, noninvasive mechanical ventilation for persons of all age groups in need of care) • Fundamental concepts and principles of palliative care, special challenges in providing end-of-life care (persons of all age groups in need of care) • Concepts and principles of rehabilitation for specific illnesses and health limitations (e.g., common pediatric, internal, surgical, orthopedic, neurological, and psychiatric illnesses), requirements for nursing in a rehabilitation context (persons of all age groups in need of care) • Immersion: nursing diagnostics, intervention, and assisting with medical diagnostics and therapy of perinatal and infant care, especially for births with complications, and for infants and toddlers particularly prone to health development risks because of inborn illnesses, or those acquired during birth, or health limitations arising from their social circumstances • Nursing outside of in-patient contexts, in general in pediatric contexts, and in particular in reference to the aforementioned contexts of obstetrics and pediatric nursing addressed in-depth • Introduction to case management involving a transfer or discharge, in general in pediatric contexts, and in particular in reference to the aforementioned contexts of obstetrics and pediatric nursing addressed in-depth • Theories, models, and methods of early (low-threshold), multidisciplinary and multi-factorial support of families with infants (early aid) prone to health development risks, because of inborn illnesses, or those acquired during birth, or health limitations arising from their social circumstances (theoretical and empirical evidence) 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend the illness and situation related problems in nursing, and the nursing needs of persons (of all age groups), who have specific illnesses or require specific health services. Examples of these are common clinical 			

syndromes in the fields of internal medicine, general surgery, orthopedics, traumatology, neurology, psychiatry, dermatology, venerology, urology, gynecology, pediatrics, ENT, ophthalmology, and nursing needs during pregnancy and before, during, and after childbirth, and physically/mentally challenged persons.

- Knowledge transfer: you know and comprehend the indications and progress of likely complications from special medical diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care. Examples of these are venipuncture, coronary angiography, and special aspects of perioperative care (depending on the type of surgery), noninvasive measures for fractures and orthopedic care, dialysis, noninvasive mechanical ventilation for persons of all age groups in need of care.
- Knowledge transfer and immersion: you know and comprehend specific instruments and methods to assess illness and situation specific problems in nursing, and the nursing needs of persons (of all age groups) with the aforementioned illnesses. You grasp the areas of application of such instruments and methods and are aware of the requirements to be considered, in line with the principles of evidence-based diagnostics.
- Knowledge transfer and immersion: you know and comprehend the indications, treatment procedures, and potential complications of particular nursing interventions in persons (of all age groups) in need of care, with the aforementioned illnesses. You know and comprehend existing recommendations and understand the type and quality of current knowledge.
- Knowledge transfer: you know and comprehend the needs and problems of persons at the end of their life, and are familiar with the fundamental concepts and principles of palliative care (persons of all age groups in need of care).
- Knowledge transfer: you know and comprehend the fundamental concepts and principles of rehabilitation of persons (of all age groups) with specific illnesses and health limitations (e.g., common pediatric, internal, surgical, orthopedic, neurological, and psychiatric illnesses), and recognize the special requirements for nursing in a rehabilitation context.
- Immersion: you have in-depth knowledge and comprehension of the requirements for nursing diagnostics, the selection, performance, and monitoring of nursing interventions, including assisting with medical diagnostics and therapy for perinatal and infant care, especially for births with complications, and for neonates and toddlers particularly prone to developing health risks.
- Knowledge transfer and immersion: you are aware of the special requirements for nursing of the aforementioned children and families in need of care outside an emergency hospital setting, and to the nursing tasks involved in transferring the patient from one care setting to another. You have a preliminary understanding of case management terminology and methods.
- Immersion: you have in-depth knowledge of theories, models, and methods for early (low-threshold), multidisciplinary and multi-factorial support of families with neonates and toddlers particularly prone to health development risks (early aid).
- Application and communicative competency: you are capable of competently applying the knowledge you have gained for adequate nursing of children and adolescents with common pediatric illnesses, and to infants and toddlers requiring perinatal and infant care when they are particularly prone to health development risks, because of the aforementioned circumstances. This means that you can appropriately recognize and state the nursing needs and problems of the patients, and under due consideration of evidence-based nursing principles select and perform the required intervention, and monitor and document progress adequately.
- Application and communicative competency: you are capable of properly assisting with the aforementioned medical diagnostics and therapy tasks, and can communicate adequately with persons from other vocations about the necessary steps or observed changes in the state of health of the patients.
- Application and communicative competency: for planning the nursing needs of persons from the aforementioned target groups, particularly neonates and toddlers, you are able to include the perspectives and concerns of others in caring for the patients (subsequently, if relevant). In particular, you are capable of appropriately involving family members and/or other caregivers as well as offers of early aid support in planning the nursing process.
- Systemic competency: you have the capability to critically check the completeness, quality, and appropriateness of existing information on the nursing needs and current care arrangements made for the aforementioned persons, and if necessary, you can obtain more information to evaluate precisely the support needed, or come up with suggestions to adjust the care.

Grading through:

- continuous, successful participation in course
- practical course achievements (see practical curriculum)
- practical exam
- written exam

Requires:

- Basic module nursing diagnostics and interventions in children's nursing (PF1120, PF1120-KP06)

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- MitarbeiterInnen des Instituts



- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The lectures are adopted from the PF2110 course Special Cases of General Nursing Diagnostics and Intervention. This course includes elements of two internships (Pediatric Nursing 5 & 6), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internships and practical course credits required. The course credits are a prerequisite for eligibility to take the qualifying examination. The examination comprises two subunits: one practical test (90-min) and a written exam (90-min). The course grade is an arithmetical average of the two grades. A grade of at least adequate is required in each unit to pass the examination. The person(s) in-charge will address details of the examination grades and process at the beginning of this course.

PF2130, PF2130-KP12 - Nursing diagnostics and interventions in certain geriatric care situations (WfPIVc)			
Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each winter semester	12	15
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), evidence-based nursing practice in geriatric nursing, 3rd and 4th semester • Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice in geriatric nursing, 3rd and 4th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Nursing care for individuals with certain clinical conditions I (lecture, 2 SWS) • Nursing care for individuals with certain clinical conditions II (lecture, 2 SWS) • Nursing care in palliative and rehabilitative health care conditions (lecture, 2 SWS) • Nursing care in specific inpatient and outpatient health care settings geriatric care (blockseminar (compact course), 2 SWS) • Nursing care for individuals with certain clinical conditions geriatric care (practical course with exercises, 2 SWS) • care for individuals with certain clinical conditions 3 (lecture with exercises, 2 SWS) • care for individuals with certain clinical conditions 4 (lecture with exercises, 2 SWS) 		<ul style="list-style-type: none"> • 150 Hours in-classroom work • 120 Hours integrated internship hours • 90 Hours private studies and exercises 	
Contents of teaching:			
<ul style="list-style-type: none"> • Nursing diagnostics (observation criteria and methods, assessment instruments, medical terms from multidisciplinary classification systems like NANDA and ICF) for persons (of all age groups) in need of care, who have specific illnesses or require specific health services. Examples of these are common clinical syndromes in the fields of internal medicine, general surgery, orthopedics, traumatology, neurology, psychiatry, dermatology, venerology, urology, gynecology, pediatrics, ENT, ophthalmology, and nursing needs during pregnancy and before, during, and after childbirth, and physically/mentally challenged persons • Specialized intervention for persons (of all age groups) in need of care with the aforementioned illnesses, including existing evidence-based recommended actions • Indications and progress of likely complications from special medical diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care. Examples of these are venipuncture, coronary angiography, and special aspects of perioperative care (depending on the type of surgery), noninvasive measures for fractures and orthopedic treatment, dialysis, noninvasive mechanical ventilation for persons of all age groups in need of care) • Fundamental concepts and principles of palliative care, special challenges in providing end-of-life care (persons of all age groups in need of care) • Concepts and principles of rehabilitation for specific illnesses and health limitations (e.g., common pediatric, internal, surgical, orthopedic, neurological, and psychiatric illnesses), requirements for nursing in a rehabilitation context (persons of all age groups in need of care) • Immersion: nursing diagnostics and intervention, and assisting with medical diagnostics and therapy for the elderly in need of care with internal, surgical, neurological, and psychiatric illnesses, which have a high degree of clinical relevance, because of their prevalence and/or health consequences (e.g., myocardial infarction, cardiac insufficiency, stroke, renal insufficiency, peripheral vascular diseases, chronic wounds, dementia, Parkinson's disease, and depressive disorders) • Nursing care of elderly patients with the aforementioned diseases addressed in-depth, depending on the nursing context: long-term in-patient care, outpatient care, short-term care, emergency hospital care, in-patient or outpatient rehabilitation • Interim care, discharge management, and introduction to case management (the elderly in need of care with the aforementioned diseases addressed in-depth) • Availability, goals, content, and theoretical fundamentals of low-threshold options to advise and support the aforementioned elderly in need of care and their families (e.g., places offering care support, self-help and communal support, noncommercial options to adapt living spaces) • Theories, models, and methods to support self-care by the elderly with chronic diseases, and family-centric care for groups of such persons (theoretical and empirical evidence, respectively) 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend the illness and situation related problems in nursing, and the nursing needs 			

of persons (of all age groups), who have specific illnesses or require specific health services. Examples of these are common clinical syndromes in the fields of internal medicine, general surgery, orthopedics, traumatology, neurology, psychiatry, dermatology, venerology, urology, gynecology, pediatrics, ENT, ophthalmology, and nursing needs during pregnancy and before, during, and after childbirth, and physically/mentally challenged persons.

- Knowledge transfer: you know and comprehend the indications and progress of likely complications from special medical diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care. Examples of these are venipuncture, coronary angiography, and special aspects of perioperative care (depending on the type of surgery), noninvasive measures for fractures and orthopedic care, dialysis, noninvasive mechanical ventilation for persons of all age groups in need of care.
- Knowledge transfer and immersion: you know and comprehend specific instruments and methods to assess illness and situation specific problems in nursing, and the nursing needs of persons (of all age groups) with the aforementioned illnesses. You grasp the areas of application of such instruments and methods and are aware of the requirements to be considered, in line with the principles of evidence-based diagnostics.
- Knowledge transfer and immersion: you know and comprehend the indications, treatment procedures, and potential complications of particular nursing interventions in persons (of all age groups) in need of care, with the aforementioned illnesses. You know and comprehend existing recommendations and understand the type and quality of current knowledge.
- Knowledge transfer: you know and comprehend the needs and problems of persons at the end of their life, and are familiar with the fundamental concepts and principles of palliative care (persons of all age groups in need of care).
- Knowledge transfer: you know and comprehend the fundamental concepts and principles of rehabilitation of persons (of all age groups) with specific illnesses and health limitations (e.g., common pediatric, internal, surgical, orthopedic, neurological, and psychiatric illnesses), and recognize the special requirements for nursing in a rehabilitation context.
- Immersion: you have in-depth knowledge and comprehension of the requirements for nursing diagnostics, the selection, performance, and monitoring of nursing interventions, including assisting with medical diagnostics and therapy for the elderly in need of care with internal, surgical, neurological, and psychiatric illnesses, which have a high degree of clinical relevance, because of their prevalence and/or health consequences (e.g., myocardial infarction, cardiac insufficiency, stroke, renal insufficiency, peripheral vascular diseases, chronic wounds, dementia, Parkinson's disease, and depressive disorders).
- Knowledge transfer and immersion: you are aware of the special requirements for nursing of the aforementioned persons in need of care depending on the setting (long-term in-patient care, outpatient care, short-term care, emergency hospital care), and to the nursing tasks involved in transferring the patient from one care setting to another. You have a preliminary understanding of case management terminology and methods.
- Immersion: you know and comprehend the availability, goals, content, and theoretical fundamentals of low-threshold options to advise and support the aforementioned elderly in need of care and their families (e.g., places offering nursing support, self-help and communal support, noncommercial options to adapt living spaces).
- Immersion: you have in-depth knowledge of theories, models, and methods to support self-care by the elderly with chronic diseases, and family-centric care for groups of such persons.
- Application and communicative competency: you are capable of competently applying the knowledge you have gained for adequate nursing of the elderly with the aforementioned illnesses and/or under these circumstances in life. This means that you can appropriately recognize and state the nursing needs and problems of the patients, and under due consideration of evidence-based nursing principles select and perform the required intervention, and monitor and document progress adequately.
- Application and communicative competency: you are capable of properly assisting with the aforementioned medical diagnostics and therapy tasks, and can communicate adequately with persons from other vocations about the necessary steps or observed changes in the state of health of the patients.
- Application and communicative competency: for planning the nursing needs of persons from the aforementioned target groups, you are able to include the perspectives and concerns of others in caring for the patients (subsequently, if relevant). In particular, you are capable of appropriately involving family members and/or caregivers and low-threshold options of support in planning the nursing process.
- Systemic competency: you have the capability to critically check the completeness, quality, and appropriateness of existing information on the nursing needs and current care arrangements made for the aforementioned persons, and if necessary, you can obtain more information to evaluate precisely the support needed, or come up with suggestions to adjust the care.

Grading through:

- continuous, successful participation in course
- practical course achievements (see practical curriculum)
- practical exam
- written exam

Requires:

- Basic module nursing diagnostics and interventions in geriatric nursing (PF1130, PF1130-KP06)

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

**Teacher:**

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- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The lectures are adopted from the PF2110 course Special Cases of General Nursing Diagnostics and Intervention. This course includes elements of two internships (Geriatric Nursing 5 & 8), a requirement for licensing pursuant to AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internships and practical course credits required. The course credits are a prerequisite for eligibility to take the qualifying examination. The examination comprises two subunits: one practical test (90-min) and a written exam (90-min). The course grade is an arithmetical average of the two grades. A grade of at least adequate is required in each unit to pass the examination. The person(s) in-charge will address details of the examination grades and process at the beginning of this course.

PF2200, PF2700-KP05 - Ethical challenges in nursing care (UAPIII)

Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each winter semester	5	40
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), interdisciplinary comprehensive nursing tasks, 3rd and 4th semester • Bachelor of Science in Nursing starting 2017 (compulsory), interdisciplinary comprehensive nursing tasks, 3rd and 4th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Ethics in nursing (lecture, 2 SWS) • Ethical challenges in nursing practice (practical course with seminar, 2 SWS) 		<ul style="list-style-type: none"> • 60 Hours in-classroom work • 45 Hours private studies and exercises • 45 Hours integrated internship hours 	
Contents of teaching:			
<ul style="list-style-type: none"> • Philosophical fundamentals of ethics and morals • Ethical principles in the nursing profession and professional conduct in providing health services, including coded standards and values (e.g., Code of Ethics of the International Council of Nurses) • Evidence-based nursing from an ethical perspective • Immersion: patient autonomy and right of self-determination: current discourses on ethics, legal developments and policy debates • Characteristics and conditional factors in situations of ethical conflicts and dilemmas • Methods and instruments to make ethical decisions in (clinical) situations of conflicts or dilemmas • Immersion: ethical challenges and appropriate strategies to resolve the care of persons in existentially threatening circumstances or at the end of their life 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend the basic terminology and commonly accepted theories on ethics and morals. • Knowledge transfer and immersion: you know and comprehend key standards and values and ethical principles for providing health services in general and for nursing in particular. • Immersion: you recognize the inherent ethical principles and values of evidence-based nursing. • Knowledge transfer: you learn the methods to analyze circumstances requiring a decision from an ethical standpoint. • Knowledge transfer: you know and comprehend the essential traits of ethical conflicts and dilemmas and are familiar with the methods and instruments to make ethical decisions in situations of conflicts or dilemmas. • Immersion: you gain an overview of current discourses on ethics and developments, as well as political debates on the meaning of patient autonomy and right of self-determination for persons in need of care. • Immersion: you are familiar with commonly accepted theories and the currently best empirical knowledge on the needs and preferences of persons in need of care, who are in existentially threatening or end-of-life circumstances, and with their relatives and other caregivers. You know and comprehend the ethical and legal framework for making decisions involving existentially threatening or end-of-life circumstances. • Application competency: you are capable of applying the aforementioned methodology principles to nursing cases, and can accordingly reflect upon these from an ethical standpoint. • Systemic competency: you are capable of recognizing the information required for appropriate ethical evaluation of nursing conflicts or dilemmas, and can obtain the necessary information to help make an ethical decision. • Application competency: you integrate ethical standards and values of the nursing profession and those of EbN when nursing and are aware of the ethical implications of your own actions. • Application and systemic competency: you are aware of your own standards and values, can reflect upon these critically under application of the aforementioned theoretical and methodology fundamentals, and are able to identify and recognize your personal learning and development needs. • Communicative competency: you can appropriately articulate your own ethical pressures, concerns, or insecurities and apply these constructively to ethics negotiations or decision processes. • Instrumental, systemic, and communicative competency: when nursing persons in existentially threatening or end-of-life circumstances, you consider individual needs and preferences of the patients and their relatives, and integrate these as best as possible in your care giving decisions. You are empathic and respectful in dealings with patients and their relatives. You are capable of recognizing possible contradictions with your own standards and values or your emotional limits, and can articulate these to the right person to request assistance in your decisions on how to act or care for the patient. 			
Grading through:			
<ul style="list-style-type: none"> • continuous participation in all courses of the module 			

- oral presentation and essay

Requires:

- Core elements of professional nursing practice I (PF1200, PF1200-KP04)

Responsible for this module:

- [Prof. Dr. phil. Sascha Köpke](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. phil. Sascha Köpke](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This course includes elements of two internships (General Nursing 5 & 6, Pediatric Nursing 5 & 6, or Geriatric Nursing 5 & 8), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany) and AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internships.

The seminar, as a part of the internship, is held in a block form in separate groups of about 20 persons each (schedule and grouping to be announced on time).

Only a pass/fail grade is given for the examination, based on a presentation (20-min paper presentation with a 10-min discussion) held during the seminar and an essay, each based on the relevant internship (details in the training curriculum). The person(s) in-charge will address details of the presentation and written essay at the beginning of this course.

PF2300, GW2300-KP14 - Basic knowledge of clinical medicine and psychology II (HWIII)

Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each winter semester	11	40

Course of study, specific field and term:

- Bachelor of Science in Nursing (compulsory), foundations of human sciences, 3rd and 4th semester
- Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences, 3rd and 4th semester

Classes and lectures:

- Applied clinical knowledge in nursing practice I (seminar, 1 SWS)
- Blockpraktikum Innere Medizin 1 [HM4BP1Med1 VL] (lecture, 4 SWS)
- Blockpraktikum Innere Medizin 2 [HM4BP1Med2 VL] (lecture, 1,1 SWS)
- Blockpraktikum Innere Medizin 3 [HM4BP1Med3 VL] (lecture, 1,7 SWS)
- Applied clinical knowledge in nursing practice II (seminar, 1 SWS)

Workload:

- 195 Hours private studies and exercises
- 135 Hours in-classroom work

Contents of teaching:

- Specialized nosology of internal diseases: cardiology, angiology, pulmonology, endocrinology, metabolism, immunology, nephrology, hematology, gastroenterology, palliative medicine (main lecture internal medicine)
- Theories and models of coping psychologically with acute critical and chronic diseases
- Empirical knowledge on the consequences of common internal diseases (acute critical and chronic diseases) on the psychological health, quality of life, and self-care behavior of patients (for instance, for diseases of higher epidemiological relevance, e.g., myocardial infarction, cardiac insufficiency, COPD, diabetes mellitus, colon carcinoma, bronchial carcinoma)
- Case-based transfer of clinical knowledge to nursing diagnostics and decisions for persons in need of care with internal diseases

Qualification-goals/Competencies:

- Knowledge transfer and immersion: the students have sound knowledge and comprehension of the specialized nosology of acute and chronic internal diseases (respectively pathogenesis and etiology, symptoms and diagnostics, pharmacology and non-pharmacology treatments and prognosis). The level of knowledge and comprehension reflects basic clinical knowledge, as taught in the Human Medicine Program.
- Knowledge transfer: you know and comprehend psychological theories and models to treat acute critical and chronic diseases.
- Knowledge transfer and immersion: you are aware, in terms of the current level of empirical knowledge, to the impact of acute critical and chronic internal diseases on the psychological health, quality of life, and self-care behavior of patients (e.g., for common internal diseases).
- Immersion: you are capable of integrating the aforementioned knowledge on physical, psychological, and/or social causes, risk factors, symptoms, and consequences, and the medical treatment of internal diseases to case-based nursing diagnostics and decisions (e.g., limited to highly prevalent diseases in a nursing setting).
- Application competency: you are capable of applying the aforementioned knowledge and comprehension to adequately observe and evaluate relevant nursing needs and problems of persons in need of care, now and for subsequent nursing related decision processes.
- Communicative competency: you are able to describe, in adequate medical terminology, the medically relevant problems and needs that should be observed within the scope of nursing diagnostics, for persons in need of care with internal diseases.

Grading through:

- certificate for exercises
- continuous participation in all courses of the module
- written exam

Is requisite for:

- Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Paediatrics (PF4320, PF4320-KP05)
- Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Geriatrics (PF4313, PF4313-KP05)
- Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Oncology (PF4312, PF4312-KP05)
- Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Intermediate Care (PF4311, PF4311-KP05)

Requires:

- Basic knowledge of human development and of physical and mental health (PF1300)

Responsible for this module:

- PD Dr. med. Gunther Weitz

Teacher:

-
- [Medical Clinic III](#)
- [Medical Clinic II](#)
- [Medical Clinic I](#)
- MitarbeiterInnen der Sektion Medizin
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The main lecture, Internal Medicine (2 x 4 h/wk.), is adopted from the Human Medicine Program (3rd and 4th clinical semester). Doing the practical exercises is mandatory for active participation in the seminar; the corresponding certificates are a prerequisite for this program.

The examination comprises two written tests of 90-min each. The course grade is an arithmetical average of the two grades. A grade of at least adequate is required to pass the examination.

PF2410, PF2410-KP07 - The nursing profession in the context of social developments - the case of general nursing (SWIIa)

Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each winter semester	7	40
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), social sciences in general nursing, 3rd and 4th semester • Bachelor of Science in Nursing starting 2017 (compulsory), social sciences in general nursing, 3rd and 4th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Social and public health medicine for nursing professions (lecture, 2 SWS) • Social Medicine (blockseminar (compact course), 2 SWS) • Social and legal conditions of general nursing practice (practical course with seminar , 2 SWS) 		<ul style="list-style-type: none"> • 90 Hours in-classroom work • 85 Hours private studies and exercises • 35 Hours integrated internship hours 	
Contents of teaching:			
<ul style="list-style-type: none"> • Fundamentals of social/occupational medicine, public health, and evidence-based healthcare (EbHC) • Immersion into SGB V and XI (social security statutes, volumes V and XI), and introduction to other key social law regulations governing healthcare & nursing: e.g., SGB VII (state accident insurance), SGB IX (rehabilitation and integration of physically/mentally challenged persons, social security), BKV (occupational illness regulations), patient rights act, and the organ transplantation act • Immersion into the structure and organization of the German healthcare and nursing system (including tasks and areas of responsibility of each vocational group involved in providing care), and a comparison with other highly-developed nations • Excursus on self-management in the healthcare system and the decision processes to modify the structures and processes at the macro level (EbHC) • Recent and current debate on normative modifications of the structures and processes for healthcare & nursing, and implementation potential and limits (e.g., disease management programs, integrated care, model approaches for transfer of therapeutic activities to the nursing professions pursuant to §63(3c) of SGB V) • Range and functioning of (primarily) low-threshold outpatient options for advice and support of persons in need of care, in precarious situations in life and/or with special needs for psychosocial support (in general and in particular for adult patients) • Roles and areas of responsibility of professional nursing concerning the aforementioned, low-threshold options for advice and support • Social law, theoretical, and empirical fundamentals of rehabilitation (in general and in particular for persons with common internal, surgical, orthopedic, neurological, and psychiatric illnesses) • Rehabilitation phases and options (in general and in particular for persons with common internal, surgical, orthopedic, neurological, and psychiatric illnesses) • Introduction to the International Classification of Functioning, Disability and Health (ICF) (in general and in particular for persons with common internal, surgical, orthopedic, neurological, and psychiatric illnesses) • Role of the nursing profession within the scope of rehabilitation (in general and in particular for persons with common internal, surgical, orthopedic, neurological, and psychiatric illnesses) 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend current sociodemographic developments and their significance concerning the demands placed on the healthcare and social security systems in general, and the nursing support systems in particular. • Immersion: you know and comprehend key social determinants of health, sickness, need for care, and psychosocial requirements for support. You have an in-depth understanding of social law fundamentals, responsibilities, and the functioning of available healthcare, nursing, and social support systems. • Knowledge transfer: you gain an overview of the role and working basis of low-threshold (particularly outpatient) advice and support options, in general and in particular for adults in need of care, in precarious situations in life and/or with special needs for psychosocial support. • Knowledge transfer: you gain an overview of the social law fundamentals and diverse forms of in-patient and outpatient rehabilitation. • Knowledge transfer and immersion: you know and comprehend other social law fundamentals of relevance to healthcare (e.g., accident insurance, occupational disability, patient rights, and the organ transplantation act), and gain an overview of the current debate on social and healthcare policies and ethics concerning these issues. • Knowledge transfer: you know and comprehend the theoretical fundamentals and structure of ICF, as a multidisciplinary instrument to assess and describe health limitations and their consequences. • Knowledge transfer: you know and comprehend the tasks, theoretical basis, and methods of social/occupational medicine, public health, and evidence-based healthcare (EbHC). 			

- Knowledge transfer and immersion: you have sound knowledge and comprehension of how the healthcare system in Germany is organized (sectors, cost bearers, service providers), the structure and role of self-management of the German healthcare system, and the decision processes to modify the structures and processes at the macro level. You gain an overview of corresponding regulations, structures, and processes in other highly developed nations.
- Immersion: you have an advanced level of understanding of the roles and tasks of various professions providing health services in Germany, related legal regulations governing areas of responsibility, especially in view of the independent responsibility for therapeutic activity, delegation, and execution. You gain an overview of corresponding regulations in other highly developed nations.
- Knowledge transfer: you know and comprehend the social background and content of recent normative modifications to the structures and processes of healthcare and nursing services, and the potential and limits of execution (e.g., disease management programs, integrated care, model approaches for transfer of therapeutic activities to the nursing professions pursuant to §63(3c) of SGB V).
- Immersion: you have in-depth knowledge and comprehension of social law, theoretical, and empirical fundamentals, and the phases and forms of rehabilitation options for persons with common internal, surgical, orthopedic, neurological, and psychiatric illnesses.
- Immersion: you have comprehensive insight into and a thorough understanding of the role of the nursing profession in different phases, and options for rehabilitation of the aforementioned illnesses.
- Immersion: you are capable of applying your knowledge on the theoretical and empirical fundamentals for rehabilitation of the aforementioned illnesses in connection with pathogenesis and etiology, and for treatment and prognosis of the relevant illnesses. Moreover, you can apply the theoretical and empirical state of nursing knowledge to promote self-care abilities and rehabilitation.
- Application competency: you are capable of considering the knowledge and understanding taught in the course for planning and caring for persons in the aforementioned circumstances in life, or those with the aforementioned illnesses, and for working with representatives of other vocations involved.
- Application and communicative competency: when caring for the aforementioned group of persons, you are particularly capable of recognizing the influence of social factors, health, and quality of life on the need for care and psychosocial support, and articulating your corresponding perceptions and assessments in a professional and ethical manner tailored to the persons addressed. You are aware of the standards, values, and preferences of the patients, and integrate these into your care giving decisions.
- Systemic competency: you are capable of independently researching relevant information to understand the legislative, organizational, social, and clinical frameworks of the care arrangement, and to recognize possible modifications required and/or implementation barriers.

Grading through:

- Written report
- continuous participation in all courses of the module
- presentation
- practical course achievements (see practical curriculum)

Responsible for this module:

- [Prof. Dr. med. Alexander Katalinic](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. med. Alexander Katalinic](#)
- PD Dr. phil. Ruth Deck
- [Prof. Dr. Katrin Balzer](#)
- [PD Dr. rer. nat. Annika Waldmann](#)
- MitarbeiterInnen des Instituts

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The block seminar is adopted from the Human Medicine Program (3rd and 4th clinical semester).

The presentation (20-min with a 10-min discussion) is mandatory for active participation in the block seminar and a prerequisite for course credits.

This course includes elements of an internship (General Nursing 7), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits and aforementioned presentation are a prerequisite for eligibility to take the qualifying examination.



The examination grade is based on homework that must be related to the integrated internship. A grade of at least adequate is required to pass the examination. The person(s) in-charge will address details of the content, scope, and structure of the homework at the beginning of this course.

PF2420, PF2420-KP07 - The nursing profession in the context of social developments - the case of children's nursing (SWIIB)			
Duration: 2 Semester	Turnus of offer: each winter semester	Credit points: 7	Max. group size: 15
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), social sciences in child nursing, 3rd and 4th semester • Bachelor of Science in Nursing starting 2017 (compulsory), social sciences in child nursing, 3rd and 4th semester 			
Classes and lectures: <ul style="list-style-type: none"> • Social and public health medicine for nursing professions (lecture, 2 SWS) • Social Medicine (blockseminar (compact course), 2 SWS) • Social and legal conditions of children's nursing practice (practical course with seminar , 2 SWS) 		Workload: <ul style="list-style-type: none"> • 90 Hours in-classroom work • 85 Hours private studies and exercises • 35 Hours integrated internship hours 	
Contents of teaching: <ul style="list-style-type: none"> • Fundamentals of social/occupational medicine, public health, evidence-based healthcare (EbHC), and social pediatrics • Immersion into SGB V and XI (social security statutes, volumes V and XI), and introduction to other key social law regulations governing healthcare & nursing: e.g., SGB VII (state accident insurance), SGB IX (rehabilitation and integration of physically/mentally challenged persons, social security), BKV (occupational illness regulations), patient rights act, and the organ transplantation act • Key social law fundamentals in particular reference to the care of children, adolescents, and families • Immersion into the structure and organization of the German healthcare and nursing system (including tasks and areas of responsibility of each the vocational groups involved in providing care), and a comparison with other highly-developed nations • Excursus on self-management in the healthcare system and the decision processes to modify the structures and processes at the macro level (EbHC) • Recent and current debate on normative modifications of the structures and processes for healthcare & nursing, and implementation potential and limits (e.g., disease management programs, integrated care, model approaches for transfer of therapeutic activities to the nursing professions pursuant to §63(3c) of SGB V), and the care of children, adolescents, and families • Range and functioning of (primarily) low-threshold outpatient options for advice and support of persons in need of care in precarious situations in life and/or with special needs for psychosocial support (in general and in particular for children and adolescents, who are sick and in need of care, and their families) • Roles and areas of responsibility of professional nursing concerning the aforementioned low-threshold options for advice and support • Social law, theoretical, and empirical fundamentals of rehabilitation (in general and in particular for children and adolescents with common pediatric illnesses and health limitations, or with a high risk of health development problems, because of familial and social burdens) • Rehabilitation phases and options (in general and in particular for the aforementioned groups of children and adolescents) • Introduction to the International Classification of Functioning, Disability and Health (ICF) (in general and in particular for the aforementioned groups of children and adolescents) • Role of the nursing profession within the scope of rehabilitation (in general and in particular for the aforementioned groups of children and adolescents) 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend current sociodemographic developments and their significance concerning the demands placed on the healthcare and social security systems in general, and the nursing support systems in particular. • Immersion: you know and comprehend key social determinants of health, sickness, need for care, and psychosocial requirements for support. You have an in-depth understanding of social law fundamentals, responsibilities, and the functioning of available healthcare, nursing, and social support systems (in general and in particular for children and adolescents, who are sick and in need of care, and their families). • Knowledge transfer: you gain an overview of the role and working basis of low-threshold (particularly outpatient) advice and support options, in general and in particular for children and adolescents, who are sick and in need of care, and their families. • Knowledge transfer: you gain an overview of the social law fundamentals and diverse forms of in-patient and outpatient rehabilitation. • Knowledge transfer and immersion: you know and comprehend other social law fundamentals of relevance to healthcare (e.g., accident insurance, occupational disability, patient rights, and the organ transplantation act), and gain an overview of the current debate on social and healthcare policies and ethics concerning these issues. • Knowledge transfer: you know and comprehend the theoretical fundamentals and structure of ICF as a multidisciplinary instrument to assess and describe health limitations and their consequences. 			

- Knowledge transfer: you know and comprehend the tasks, theoretical basis, and methods of social/occupational medicine, public health, and evidence-based healthcare (EbHC).
- Knowledge transfer and immersion: you have sound knowledge and comprehension of how the healthcare system in Germany is organized (sectors, cost bearers, service providers), the structure and role of self-management of the German healthcare system, and the decision processes to modify the structures and processes at the macro level. You gain an overview of corresponding regulations, structures, and processes in other highly developed nations.
- Immersion: you have an advanced level of understanding of the roles and tasks of various professions providing health services in Germany, related legal regulations governing areas of responsibility, especially in view of the independent responsibility for therapeutic activity, delegation, and execution. You gain an overview of corresponding regulations in other highly developed nations.
- Knowledge transfer: you know and comprehend the social background and content of recent normative modifications to the structures and processes of healthcare and nursing services, and the potential and limits of execution (e.g., disease management programs, integrated care, model approaches for transfer of therapeutic activities to the nursing professions pursuant to §63(3c) of SGB V).
- Knowledge transfer: you know and comprehend the tasks, theoretical fundamentals, and methods of social pediatrics.
- Immersion: you have in-depth knowledge and comprehension of social law, theoretical, and empirical fundamentals, and the phases and forms of social pediatrics and rehabilitation options for children and adolescents with common pediatric illnesses and health limitations, or with a high risk of health development problems, because of familial and social burdens.
- Immersion: you have a comprehensive insight into and a thorough understanding of the role of the nursing profession in different phases and forms of social pediatric and rehabilitation options for the aforementioned target groups.
- Immersion: you are capable of applying your knowledge on the theoretical and empirical fundamentals of social pediatrics and rehabilitation options for the aforementioned target groups, in connection with pathogenesis and etiology and for treatment and prognosis of the relevant illnesses or health limitations. Moreover, you can apply the theoretical and empirical state of nursing knowledge to promote self-care abilities and rehabilitation.
- Application competency: you are capable of considering the knowledge and understanding taught in the course for planning and caring for children and adolescents from the aforementioned target groups, and for working with representatives of other vocations involved.
- Application and communicative competency: when caring for the aforementioned group of persons, you are particularly capable of recognizing the influence of social factors, health, and quality of life on the need for care and psychosocial support, and articulating your corresponding perceptions and assessments in a professional and ethical manner tailored to the persons addressed. You are aware of the standards, values, and preferences of the patients, and integrate these into your care giving decisions.
- Systemic competency: you are capable of independently researching relevant information to understand the legislative, organizational, social, and clinical frameworks of the care arrangement, and to recognize possible modifications required and/or implementation barriers.

Grading through:

- Written report
- continuous participation in all courses of the module
- presentation
- practical course achievements (see practical curriculum)

Responsible for this module:

- [Prof. Dr. med. Alexander Katalinic](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. med. Alexander Katalinic](#)
- PD Dr. phil. Ruth Deck
- [Prof. Dr. Katrin Balzer](#)
- [PD Dr. rer. nat. Annika Waldmann](#)
- MitarbeiterInnen des Instituts

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:



The lectures are adopted from the PF2410 course The Nursing Profession in the Context of Social Development General Nursing. The block seminar is adopted from the Human Medicine Program (3rd and 4th clinical semester).

The presentation (20-min with a 10-min discussion) is mandatory for active participation in the block seminar and a prerequisite for course credits.

This course includes elements of an internship (Pediatric Nursing 7), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits and aforementioned presentation are a prerequisite for eligibility to take the qualifying examination.

The examination grade is based on homework that must be related to the integrated internship. A grade of at least adequate is required to pass the examination. The person(s) in-charge will address details of the content, scope, and structure of the homework at the beginning of this course.

PF2430; PF2430-KP07 - The nursing profession in the context of social developments - the case of geriatric nursing (SWIIC)			
Duration: 2 Semester	Turnus of offer: each winter semester	Credit points: 7	Max. group size: 15
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), social sciences in geriatric nursing, 3rd and 4th semester • Bachelor of Science in Nursing starting 2017 (compulsory), social sciences in geriatric nursing, 3rd and 4th semester 			
Classes and lectures: <ul style="list-style-type: none"> • Social and public health medicine for nursing professions (lecture, 2 SWS) • Social Medicine (blockseminar (compact course), 2 SWS) • Social and legal conditions of geriatric nursing practice (practical course with seminar , 2 SWS) 		Workload: <ul style="list-style-type: none"> • 90 Hours in-classroom work • 85 Hours private studies and exercises • 35 Hours integrated internship hours 	
Contents of teaching: <ul style="list-style-type: none"> • Fundamentals of social/occupational medicine, public health, and evidence-based healthcare (EbHC) • Immersion into SGB V and XI (social security statutes, volumes V and XI), and introduction to other key social law regulations governing healthcare & nursing: e.g., SGB VII (state accident insurance), SGB IX (rehabilitation and integration of physically/mentally challenged persons, social security), BKV (occupational illness regulations), patient rights act, and the organ transplantation act • Immersion into the structure and organization of the German healthcare and nursing system (including tasks and areas of responsibility of each of the vocational groups involved in providing care), and a comparison with other highly-developed nations • Excursus on self-management in the healthcare system and decision processes to modify the structures and processes at the macro level (EbHC) • Recent and current debate on normative modifications of the structures and processes for healthcare & nursing, and implementation potential and limits (e.g., disease management programs, integrated care, model approaches for transfer of therapeutic activities to the nursing professions pursuant to §63(3c) of SGB V) • Range and functioning of (primarily) low-threshold outpatient options for advice and support of persons in need of care in precarious situations in life and/or with special needs for psychosocial support (in general and in particular for elderly patients) • Roles and areas of responsibility of professional nursing concerning the aforementioned low-threshold options for advice and support • Social law, theoretical, and empirical fundamentals of rehabilitation (in general and in particular for geriatric rehabilitation and rehabilitation involving common old-age illnesses) • Rehabilitation phases and options (in general and in particular for geriatric rehabilitation and rehabilitation involving common old-age illnesses) • Introduction to the International Classification of Functioning, Disability and Health (ICF) (in general and in particular for old-age health limitations) • Role of the nursing profession within the scope of rehabilitation (in general and in particular for geriatric rehabilitation and rehabilitation involving common old-age illnesses) 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend current sociodemographic developments and their significance concerning the demands placed on the healthcare and social security systems in general, and the nursing support systems in particular. • Immersion: you know and comprehend key social determinants of health, sickness, need for care, and psychosocial requirements for support. You have an in-depth understanding of social law fundamentals, responsibilities, and the functioning of available healthcare, nursing, and social support systems. • Knowledge transfer: you gain an overview of the role and working basis of low-threshold (particularly outpatient) advice and support options, in general and in particular for the elderly in need of care and special psychosocial support. • Knowledge transfer: you gain an overview of the social law fundamentals and diverse forms of in-patient and outpatient rehabilitation. • Knowledge transfer and immersion: you know and comprehend other social law fundamentals of relevance to healthcare (e.g., accident insurance, occupational disability, patient rights, and the organ transplantation act), and gain an overview of the current debate on social and healthcare policies and ethics concerning these issues. • Knowledge transfer: you know and comprehend the theoretical fundamentals and structure of ICF as a multidisciplinary instrument to assess and describe health limitations and their consequences. • Knowledge transfer: you know and comprehend the tasks, theoretical basis, and methods of social/occupational medicine, public health, and evidence-based healthcare (EbHC). • Knowledge transfer and immersion: you have sound knowledge and comprehension of how the healthcare system in Germany is 			

organized (sectors, cost bearers, service providers), the structure and role of self-management of the German healthcare system, and the decision processes to modify the structures and processes at the macro level. You gain an overview of corresponding regulations, structures, and processes in other highly developed nations.

- **Immersion:** you have an advanced level of understanding of the roles and tasks of various professions providing health services in Germany, related legal regulations governing areas of responsibility, especially in view of the independent responsibility for therapeutic activity, delegation, and execution. You gain an overview of corresponding regulations in other highly developed nations.
- **Knowledge transfer:** you know and comprehend the social background and content of recent normative modifications to the structures and processes of healthcare and nursing services, and the potential and limits of execution (e.g., disease management programs, integrated care, model approaches for transfer of therapeutic activities to the nursing professions pursuant to §63(3c) of SGB V).
- **Immersion:** you have in-depth knowledge and comprehension of social law, theoretical, and empirical fundamentals, and the phases and forms of rehabilitation for geriatric syndromes and common old-age illnesses.
- **Immersion:** you have a comprehensive insight into and a thorough understanding of the role of the nursing profession in different phases and options for rehabilitation involving the aforementioned illnesses, primarily concerning geriatric rehabilitation.
- **Immersion:** you are capable of applying your knowledge on the theoretical and empirical fundamentals of rehabilitation for the aforementioned target groups in connection with pathogenesis and etiology, treatment and prognosis of the relevant illnesses, and with the theoretical and empirical state of nursing knowledge, in order to promote self-care abilities and geriatric rehabilitation.
- **Application competency:** you are capable of considering the knowledge and understanding taught in the course for planning and caring for persons under the aforementioned circumstances in life, or those with the aforementioned illnesses, and for working with representatives of other vocations involved.
- **Application and communicative competency:** when caring for the aforementioned group of persons, you are particularly capable of recognizing the influence of social factors, health, and quality of life on the need for care and psychosocial support, and articulating your corresponding perceptions and assessments in a professional and ethical manner tailored to the persons addressed. You are aware of the standards, values, and preferences of the patients, and integrate these into your care giving decisions.
- **Systemic competency:** you are capable of independently researching relevant information to understand the legislative, organizational, social, and clinical frameworks of the care arrangement, and to recognize possible modifications required and/or implementation barriers.

Grading through:

- Written report
- continuous participation in all courses of the module
- presentation
- practical course achievements (see practical curriculum)

Responsible for this module:

- [Prof. Dr. med. Alexander Katalinic](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. med. Alexander Katalinic](#)
- PD Dr. phil. Ruth Deck
- [Prof. Dr. Katrin Balzer](#)
- [PD Dr. rer. nat. Annika Waldmann](#)
- MitarbeiterInnen des Instituts

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The lectures are adopted from the PF2410 course The Nursing Profession in the Context of Social Development General Nursing. The block seminar is adopted from the Human Medicine Program (3rd and 4th clinical semester).

The presentation (20-min with a 10-min discussion) is mandatory for active participation in the block seminar and a prerequisite for course credits.

This course includes elements of an internship (Geriatric Nursing 7), a requirement for licensing pursuant to AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits and aforementioned presentation are a prerequisite for eligibility to take the qualifying examination.



The examination grade is based on homework that must be related to the integrated internship. A grade of at least adequate is required to pass the examination. The person(s) in-charge will address details of the content, scope, and structure of the homework at the beginning of this course.

PF2800, GW2500-KP06 - Basic knowledge of clinical medicine and psychology III (HWIV)

Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each summer semester	5	40

Course of study, specific field and term:

- Bachelor of Science in Nursing (compulsory), foundations of human sciences, 3rd and 4th semester
- Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences, 3rd and 4th semester

Classes and lectures:

- Dermatology for Nursing Professions (lecture, 1 SWS)
- Chirurgie in K05 [HM3K05Chir VL] (lecture, 1,5 SWS)
- Orthopedics in Surgery [HM3K05Ortho VL] (lecture, 0,5 SWS)
- Heart Surgery [HM3K05HCH VL] (lecture, 0,5 SWS)
- Gynaecology and Obstetrics for Nursing Professions (lecture, 1 SWS)
- Otolaryngology for Nursing Professions (lecture, 0,5 SWS)

Workload:

- 90 Hours private studies and exercises
- 60 Hours in-classroom work

Contents of teaching:

- Specialized nosology of common clinical syndromes in general surgery and other surgical fields (including orthopedics, traumatology, cardiac and vascular surgery, neurosurgery, ENT, urology, pediatric surgery)
- Fundamental clinical knowledge of gynecology and obstetrics
- Specialized nosology of dermatological clinical syndromes and indications, which have a high degree of relevance to nursing, because of their prevalence and/or clinical indications (primarily chronic wounds and wound healing disorders, atopic eczema, psoriasis, urticaria and allergic dermopathy, non-melanoma and melanoma skin cancer, skin infections, and itchiness)
- Immersion: diagnostic criteria, investigation methods, classification, and medical terminology to adequately describe the pathological changes in the skin (efflorescence), and wound status
- Immersion: role of psychological factors on the genesis, treatment, and coping with dermatological diseases or wound healing disorders (psyche of the skin)
- Fundamental clinical knowledge of ophthalmology of relevance to nursing
- Case-based transfer of clinical knowledge to nursing diagnostics and decisions, or to perinatal care, concerning persons in need of care with illnesses requiring surgery

Qualification-goals/Competencies:

- Knowledge transfer: the students know and comprehend the fundamentals of specialized nosology of common clinical syndromes in general surgery and other surgical fields (including orthopedics, traumatology, cardiac and vascular surgery, neurosurgery, ENT, urology, pediatric surgery).
- Knowledge transfer: you know and comprehend the fundamentals of specialized nosology of common clinical syndromes in gynecology and are essentially familiar with the physiological course of pregnancy, birth, puerperium, and with the etiology, symptoms, diagnostics, treatment, and prognosis of perinatal complications.
- Knowledge transfer and immersion: you have sound knowledge and comprehension of the etiology, symptoms, diagnostics, and treatment of dermatological diseases and wound healing disorders, which have a high degree of relevance to nursing, because of their prevalence and/or clinical indications. Accordingly, you are especially sensitive to the role of psychological factors on the genesis, treatment, and coping with dermatological diseases or wound healing disorders.
- Knowledge transfer: you have essential knowledge and comprehension of the etiology, symptoms, diagnostics, and treatment of common ophthalmopathy diseases.
- Immersion: you are capable of applying the aforementioned clinical knowledge to nursing diagnostics and decisions (e.g., limited to diseases of high prevalence in nursing settings).
- Application competency: you are capable of applying the aforementioned knowledge and comprehension to adequately observe and evaluate relevant nursing needs and problems for persons in need of care, now and for subsequent nursing related decision processes.
- Communicative competency: you are able to describe, in adequate medical terminology, the medically relevant problems and needs that should be observed within the scope of nursing diagnostics for persons in need of care with surgical, dermatological, and other aforementioned clinical syndromes.

Grading through:

- certificate for exercises
- continuous participation in all courses of the module
- written exam

Is requisite for:

- Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Paediatrics (PF4320, PF4320-KP05)
- Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Geriatrics (PF4313, PF4313-KP05)
- Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Oncology (PF4312, PF4312-KP05)
- Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Intermediate Care (PF4311, PF4311-KP05)

Requires:

- Basic knowledge of human development and of physical and mental health (PF1300)

Responsible for this module:

- PD Dr. med. Tilman Laubert

Teacher:

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- [Department of Dermatology, Allergology and Venerology](#)

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- PD Dr. med. Tilman Laubert
- Prof. Dr. med. Dr. rer. nat. Enno Schmidt
- MitarbeiterInnen der Sektion Medizin
- MitarbeiterInnen der UKSH Akademie

Literature:

- Müller M. (2015): Chirurgie für Studium und Praxis. - Medizinische Verlags- und Informations-Dienste. 13th edition.
- Schumpelick V., Blease N., Mommsen U. (2010): Kurzlehrbuch Chirurgie. - Thieme. 8th edition.
- Siewert J. R., Stein H. J. (2012): Chirurgie. - Verlag Springer. 9th edition.

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

Doing the practical exercises is mandatory for active participation in the seminar; the corresponding certificates are a prerequisite for this program.

A grade of at least adequate is required to pass the examination (90-min written exam).

PF2100, PF2100-KP05 - Specialist nursing interventions in theory and practice (WfPIII)

Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each winter semester	5	40

Course of study, specific field and term:

- Bachelor of Science in Nursing (compulsory), evidence-based nursing practice, 3rd semester
- Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice, 3rd semester

Classes and lectures:

- Selected strategies for nursing care in the view of nursing science (lecture, 2 SWS)
- Selected strategies for nursing care in theory and practice (practical course with exercises, 2 SWS)

Workload:

- 60 Hours in-classroom work
- 45 Hours private studies and exercises
- 45 Hours integrated internship hours

Contents of teaching:

- Fundamental theoretical and empirical strategies on nursing of high relevance to the practice of nursing (either because of common indications, or broad reception and application regardless of the indication). These include primarily pain assessment and pain care management, motoric support and fall prevention (incl. environment adaptation), kinesthetics, basal stimulation, continence improvement, avoidance of freedom-restricting measures, biographical work, family-oriented nursing, inclusion of informal and/or low-threshold options for nursing and support.
- Sequence and techniques for application of aforementioned handling strategies
- Introduction to evidence-based knowledge resources, such as guidelines, expert standards, and treatments
- Introduction to the principles of evidence-based patient information and joint decision-making
- Conditional factors and challenges in implementing evidence-based nursing

Qualification-goals/Competencies:

- Knowledge transfer: the students know and comprehend the theoretical and empirical foundations and techniques for nursing of high relevance to the practice of nursing (because of either common indications, or broad reception and application regardless of the indication).
- Knowledge transfer: you have a preliminary understanding of the structure and content of knowledge resources, such as guidelines and expert standards.
- Immersion: you have an in-depth understanding of the need for evidence-based actions, and are aware of the necessity to check the appropriateness of nursing strategies critically, in terms of individual care conditions and the best available scientific knowledge.
- Knowledge transfer and immersion: you are aware of the challenges in implementing evidence-based nursing and recognize the significance of comprehensive assessment of the needs and preferences of the patients and their relatives, and can include such persons in the decision on nursing.
- Application competency: you are capable of selecting the discussed nursing strategies in line with evidence-based principles (or to avoid their application), and to continue monitoring and assessing their appropriateness as they are applied.
- Application competency: you are capable of competently executing core techniques and actions for the strategies discussed, commensurate with the circumstances and indications.
- Communicative competency: you are capable of arguing professionally about your decisions on addressing the stated strategies, on paper and orally.
- Systemic competency: you possess the ability to critically reflect upon possible conflicts between the theoretical and empirical knowledge on nursing strategies and the nursing approach observed in practice, and can recognize possible conditional factors.
- Systemic competency: you take a serious view of self-observed conflicts in theory and practice, and derive the appropriate impetus for your responsibility to learn and act.

Grading through:

- Written report
- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)

- Prof. Dr. Katrin Balzer
- MitarbeiterInnen des Instituts

Literature:

- Expertenstandards und Leitlinien zu den jeweiligen Themen: (if available for the respective topics) - (resources will be provided during the course)
- Behrens J & Langer G, 2010.: Evidence-based Nursing and Caring. Methoden und Ethik der Pflegepraxis und Versorgungsforschung. - Huber, Bern, 3rd edition, revised and expanded.
- Hoben M, Bär M, Wahl HW (Hrsg.), 2015.: Implementierungswissenschaft für Pflege und Gerontologie. Grundlagen, Forschung und Anwendung. - Kohlhammer, Stuttgart.
- Rycroft-Malone J, Bucknall T (Ed.), 2010.: Models and Frameworks for Implementing Evidence-Based Practice: Linking Evidence to Action. - Wiley-Blackwell, Sigma Theta Tau International Honor Society of Nursing.

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This course includes elements of an internship (General Nursing 5, Pediatric Nursing 5, or Geriatric Nursing 5), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany) and AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits required.

The course credits are a prerequisite for eligibility to take the qualifying examination.

The examination grade includes a written paper on planning evidence-based nursing, in terms of a selected nursing strategy (option to choose from suggestions made by lecturer or select a topic of your own choice). The person(s) in-charge will address details of the content, structure, scope of the paper, and aids for the prescribed structure, at the beginning of this course. A grade of at least adequate is required to pass the examination.

PF3000, PF3000-KP04 - Journal Club (Nursery) (PWIII)			
Duration: 2 Semester	Turnus of offer: each winter semester	Credit points: 4	Max. group size: 40
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), nursing science, 5th and 6th semester • Bachelor of Science in Nursing starting 2017 (compulsory), nursing science, 5th and 6th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Basic research and study designs (exercise (theory-based), 2 SWS) • Advanced research and study designs (exercise (theory-based), 2 SWS) 		<ul style="list-style-type: none"> • 60 Hours private studies and exercises • 60 Hours in-classroom work 	
Contents of teaching:			
<ul style="list-style-type: none"> • Principles of how to prepare, review, and publish original scientific work • Principles of structuring and reporting scientific publications in the professional community • Methods and instruments for analysis and critique of scientific publications • Key aspects of evaluating internal and external validations of study results: including bias, confounding, conflicts of interest • Acquiring, analyzing, and critiquing scientific nursing or healthcare publications in English and German of high practical and/or technical relevance (initially fundamental study designs, later expanded designs) • Fundamental study design: systematic overviews, random controlled studies, non-random controlled studies, cohort studies, studies on diagnostic precision, case-control studies, cross-section studies, case series and reports, simple qualitative study designs • Expanded research and study design: meta-analyses of intervention studies, diagnostic meta-analyses, cluster randomized controlled studies, stepped wedge designs, mixed method studies, economic analyses, process evaluations, HTA reports, more complex qualitative study designs • Preparing and communicating and critiquing study findings 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer and immersion: the students know and comprehend the requirements for scientific publications and their critique from an EbN perspective. • Immersion: you comprehend the guidelines for proper publication of different types of studies. • Immersion: you comprehend the means to critique different types of studies. • Immersion: you are capable of grasping and applying the principal aspects of critiquing studies. • Application competency: you are capable of competently applying the principles of critiquing and corresponding assessment instruments, and translating these for analysis of other publications and types of studies. • Communicative competency: you are capable of clearly presenting the findings of studies and critiques, and can highlight the strengths and weaknesses. • Systemic competency: you can grasp the significance of studies on nursing and medical care. You are aware of the significance of the purpose of internal and external validations of study results, for applying the knowledge in practice. 			
Grading through:			
<ul style="list-style-type: none"> • continuous participation in all courses of the module • presentation 			
Responsible for this module:			
<ul style="list-style-type: none"> • Prof. Dr. phil. Sascha Köpke 			
Teacher:			
<ul style="list-style-type: none"> • Institute for Social Medicine and Epidemiology • Prof. Dr. phil. Sascha Köpke • Prof. Dr. Katrin Balzer • M.Sc. Anja Behncke • MitarbeiterInnen des Instituts 			
Languages:			
<ul style="list-style-type: none"> • Will be offered using an audience-oriented mixture of German and English 			



- German and English skills required

Notes:

Only a pass/fail grade is given for the examination (two 20-min presentations with a 10-min discussion). The lecturer will address details of the content, scope, and structure of the presentations at the beginning of this course.

PF3100, PF3100-KP04 - Complex cases: Application of the principles of evidence-based practice to nursing care (WfPV)			
Duration: 2 Semester	Turnus of offer: each winter semester	Credit points: 9	Max. group size: 40
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice, 5th and 6th semester • Bachelor of Science in Nursing (compulsory), evidence-based nursing practice, 5th and 6th semester 			
Classes and lectures: <ul style="list-style-type: none"> • Evidence-based decision making and treatment in complex nursing care situations I (lecture, 2 SWS) • Evidence-based decision making and treatment in complex nursing care situations II (lecture, 2 SWS) • ase by case: Applying the principles of evidence-based practice to nursing care I (practical course with exercises, 2 SWS) • Case by case: Applying the principles of evidence-based practice to nursing care II (exercise (theory-based, problem oriented learning), 2 SWS) 		Workload: <ul style="list-style-type: none"> • 120 Hours in-classroom work • 50 Hours exam preparation • 50 Hours private studies and exercises • 50 Hours integrated internship hours 	
Contents of teaching: <ul style="list-style-type: none"> • Case-specific revision, immersion, and application of material taught on clinical, ethical, organizational, management, and scientific knowledge and skills on evidence-based nursing of individuals in need of care, with complex health problems and/or complex care arrangements • Typical health problems of relevance: acute or chronic illnesses or limitations (single or multiple illnesses), which imply a moderate to high-level of nursing support, because of their clinical severity or effects on one's daily activities and social integration • Typical care arrangements of relevance: care circumstances defined by the need for mutually agreed upon nursing, medical, therapeutic, and possibly professional options and interventions, and/or by the explicit need to include familial or other informal support systems • Immersion into challenges faced in providing evidence-based information and advice to the patients, and making joint evidence-based decisions (in reference to processes involving nursing decisions and actions) • Case-based demands placed on nursing actions to assist with medical diagnostics and therapy, and intra- and interdisciplinary teamwork • Revision/consolidation: research, critique, and review of evidence-based recommendations and specialized information on issues concerning individual nursing circumstances • Opportunities and barriers to evidence-based nursing under complex circumstances 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Immersion: the students have profound, in-depth knowledge and comprehension of how to recognize and evaluate nursing needs and problems, through observation of the demands placed on evidence-based diagnostics of persons of diverse ages in need of care, with complex health problems and/or complex care arrangements. • Immersion: you have profound, in-depth knowledge and comprehension of evidence-based decisions, and you know how to select adequate nursing intervention for persons of diverse ages in need of care, with complex health problems and/or complex care arrangements. • Immersion: you have profound, in-depth knowledge and comprehension of how to adequately assist with medical diagnostics and therapy for nursing under the aforementioned complex cases. • Immersion: you have profound, in-depth knowledge and comprehension of foresighted and appropriate inclusion of relatives and informal caregivers, and other professionals and institutions involved in nursing under the aforementioned complex cases. • Immersion: you are well aware of ethically challenging nursing circumstances, and possess the necessary knowledge and intellectual faculties to contribute to an ethically reasonable change in corresponding nursing circumstances. • Application competency: you are capable of applying the aforementioned in-depth clinical, ethical, organizational, management, and scientific knowledge to adapt the care to relevant circumstances, for persons of different ages in need of care with complex health problems and/or complex care arrangements. • Application competency: you can competently identify the precise needs and problems of the aforementioned patients, and initiate adequate nursing intervention. As such, you consider not only evidence-based recommendations on care giving, but also especially the individual preferences and needs of the patients, clinical information on their state of health and illness, medical diagnostics and 			

therapy, and familial, organizational, and other conditions concerning the nursing circumstances.

- Communicative competency: you are capable of competently describing, substantiating, and documenting the outcome of your nursing diagnostics, decisions, the actions taken, and the results of their application. As such, you use medical terminology and clarifications tailored to the persons addressed.
- Systemic competency: you are capable of researching further information of relevance to the circumstances (individual clinical information, specialized scientific information, information on factors relevant to the context), in order to assess individual nursing needs or reach a decision on adequate care giving.

Grading through:

- Exercises
- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- written exam

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- [M.Sc. Anja Behncke](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

Doing the practical exercises is mandatory for active participation in the internship and exercises and a prerequisite for course credits. This course includes elements of an internship (General Nursing 8, Pediatric Nursing 8, or Geriatric Nursing 9), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany) and AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits, like the aforementioned exercises, are a prerequisite for eligibility to take the qualifying examination.

The examination comprises three tests of 120-min each, and is a part of the state examination for a General Nursing, Pediatric Nursing, or Geriatric Nursing vocational license. This is governed by the examination provisions pursuant to §10 of the degree program regulations.

PF3111, PF3111-KP06 - Nursing care activities in complex healthcare situations - focus setting: Intermediate
Care (WfPVla)

Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each winter semester	7	20
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), evidence-based nursing practice in intermediate care, 5th and 6th semester • Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice in intermediate care, 5th and 6th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Complex applications in medical technologies (lecture, 2 SWS) • Evidence-based nursing care for critically ill patients I (seminar, 2 SWS) • Evidence-based nursing care for critically ill patients II (practical course with exercises, 2 SWS) 		<ul style="list-style-type: none"> • 90 Hours in-classroom work • 70 Hours integrated internship hours • 50 Hours private studies and exercises 	
Contents of teaching:			
<ul style="list-style-type: none"> • Fundamental principles of the functions and benefits of complex medical devices and medical technology applications of relevance to nursing (e.g., monitoring systems, noninvasive mechanical ventilation, applications in the field of eHealth and AAL (ambient assisted living)) • Special nursing needs/problems of critically ill patients in need of intermediate care, as well as instruments and methods to diagnose their nursing needs/problems, including available scientific evidence and evidence-based recommended actions • Specialized care interventions for persons in this group, including available scientific evidence and existing evidence-based recommended actions • Indications for and procedures/likely complications from specific intermediate care medical diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care (e.g., preparing for and administering invasive treatment, noninvasive mechanical ventilation, mechanical ventilation therapy, and infusion therapy) • Indications for and performing basic and extended cardiopulmonary reanimation (focus: tasks within the scope of nursing) • Review and target-group specific immersion: palliative care • Review and target-group specific immersion: communicating with persons in need of care, with limited cognitive and/or communicative faculties 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer and immersion: the students know and comprehend the fundamental functioning of complex medical devices for nursing and medical technology applications (e.g., monitoring systems, noninvasive mechanical ventilation, applications in the field of eHealth and AAL (ambient assisted living), and associated requirements for proper usage. • Knowledge transfer and immersion: you know and comprehend illness and situation-specific problems/needs of critically ill patients in need of intermediate care. • Knowledge transfer and immersion: you know and comprehend specific instruments and methods to assess illness and situation-specific problems/needs of persons in this group in need of care. You grasp the areas of application of such instruments and methods and are aware of the requirements to be considered, in line with the principles of evidence-based diagnostics. • Knowledge transfer and immersion: you know and comprehend the indications for and treatment procedures/potential complications of specialized care interventions for persons in this group in need of care. You know and comprehend existing evidence-based treatment recommendations and understand the type and quality of the underlying knowledge. • Knowledge transfer and immersion: you know and comprehend the indications for and procedures/potential complications from specific intermediate care medical diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care (e.g., preparing for and administering invasive treatment, noninvasive mechanical ventilation, mechanical ventilation therapy, and infusion therapy). • Immersion: you have sound knowledge and comprehension of the indications for, and know how to perform basic and extended cardiopulmonary reanimation tasks. • Application and communicative competency: you are capable of competently applying the knowledge you have gained for adequate nursing of critically ill persons requiring intermediate care. This means that you can appropriately recognize and state the nursing needs/problems of the patients and, under due consideration of evidence-based nursing principles, select and perform the required intervention and monitor and document the progress adequately. You can communicate appropriately with the patients and their relatives, commensurate with the circumstances. • Application competency: you are capable of assisting with the aforementioned medical diagnostics, therapy, and reanimation tasks, and initial cardiopulmonary monitoring and stabilization. 			

- Application and communicative competency: you can contribute adequately and constructively to intra- and interdisciplinary coordination of patient care, and you consider the perspectives and intervention of others involved in the care when planning and performing the nursing tasks.
- Systemic competency: you have the capability to critically check the completeness, quality, and appropriateness of existing information on the nursing needs and current care arrangements made for the aforementioned persons, and obtain more information, if relevant, to evaluate precisely the support needed, or come up with suggestions to adjust the care.

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- practical exam

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Lübeck University of Applied Sciences](#)
- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- [Prof. Dr. Ullrich Wenkebach](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This is a compulsory course for students of the bachelor of science in nursing program, who aim for the General Nurse vocational qualification, specializing in intermediate care.

This course includes elements of an internship (General Nursing 10), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits are a prerequisite for eligibility to take the qualifying examination.

The examination (practical) is a part of the state board examination for a General Nursing license. This is governed by the examination provisions pursuant to §10 of the degree program regulations.

PF3112, PF3112-KP06 - Nursing care activities in complex healthcare situations - focus setting: Oncological care

(WfPVib)

Duration:

2 Semester

Turnus of offer:

each winter semester

Credit points:

7

Max. group size:

20

Course of study, specific field and term:

- Bachelor of Science in Nursing (compulsory), evidence-based nursing practice in oncology, 5th and 6th semester
- Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice in oncology, 5th and 6th semester

Classes and lectures:

- Complex applications in medical technologies (lecture, 2 SWS)
- Evidence-based nursing care for cancer patients I (seminar, 2 SWS)
- Evidence-based nursing care for cancer patients II (practical course with exercises, 2 SWS)

Workload:

- 90 Hours in-classroom work
- 70 Hours integrated internship hours
- 50 Hours private studies and exercises

Contents of teaching:

- Fundamental principles of the functions and benefits of complex medical devices and medical technology applications of relevance to nursing (e.g., monitoring systems, noninvasive mechanical ventilation, applications in the field of eHealth and AAL (ambient assisted living))
- Special nursing needs/problems of oncology patients, as well as instruments and methods to diagnose their nursing needs/problems, including available scientific evidence and evidence-based recommended actions
- Specialized care interventions for persons in this group, including available scientific evidence and existing evidence-based recommended actions
- Indications for and procedures/likely complications from oncological medical diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care (e.g., chemotherapy and other pharmacological and non-pharmacological oncology therapies)
- Review and immersion: basic cardiopulmonary reanimation, with emphasis on and special aspects of reanimating terminally ill patients
- Review and target-group specific immersion: palliative care
- Review and target-group specific immersion: communicating and interacting with persons in need of care (and their relatives) in existentially threatening circumstances in life

Qualification-goals/Competencies:

- Knowledge transfer and immersion: the students know and comprehend the fundamental functioning of complex medical devices for nursing and medical technology applications (e.g., monitoring systems, noninvasive mechanical ventilation, applications in the field of eHealth and AAL (ambient assisted living), and associated requirements for proper usage.
- Knowledge transfer and immersion: you know and comprehend illness and situation-specific problems/needs of patients with oncology illnesses, especially during periods of acute in-patient care.
- Knowledge transfer and immersion: you know and comprehend specific instruments and methods to assess illness and situation-specific problems/needs of persons in this group in need of care. You grasp the areas of application of such instruments and methods and are aware of the requirements to be considered, in line with the principles of evidence-based diagnostics.
- Knowledge transfer and immersion: you know and comprehend the indications for and treatment procedures/potential complications of specialized care interventions for persons in this group in need of care. You know and comprehend existing evidence-based treatment recommendations and understand the type and quality of the underlying knowledge.
- Knowledge transfer and immersion: you know and comprehend the indications for and procedures/potential complications from specialized oncology diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care (e.g., preparing, performing, and post-care for chemo and other oncology therapies).
- Immersion: you have sound knowledge and comprehension of the indications for, and know how to perform reanimation tasks, depending on the patient's state of health and preferences.
- Application and communicative competency: you are capable of competently applying the knowledge you have gained for adequate nursing of oncology patients. This means that you can appropriately recognize and state the nursing needs/problems of the patients and, under due consideration of evidence-based nursing principles, select and perform the required intervention and monitor and document the progress adequately. You can communicate appropriately with the patients and their relatives, commensurate with the circumstances.
- Application competency: you are capable of assisting with the aforementioned medical diagnostics, therapy, and reanimation tasks.
- Application and communicative competency: you can contribute adequately and constructively to intra- and interdisciplinary coordination of patient care, and you consider the perspectives and intervention of others involved in the care when planning and

performing the nursing tasks.

- Systemic competency: you have the capability to critically check the completeness, quality, and appropriateness of existing information on the nursing needs and current care arrangements made for the aforementioned persons, and obtain more information, if relevant, to evaluate precisely the support needed, or come up with suggestions to adjust the care.

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- practical exam

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Lübeck University of Applied Sciences](#)
- [Institute for Social Medicine and Epidemiology](#)

- [Prof. Dr. Katrin Balzer](#)
- [Prof. Dr. Ullrich Wenkebach](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This is a compulsory course for students of the bachelor of science in nursing program, who aim for the General Nurse vocational qualification, specializing in oncology.

The lectures are adopted from the PF3111 course Nursing in Complex Cases Intermediate Care.

This course includes elements of an internship (General Nursing 10), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits are a prerequisite for eligibility to take the qualifying examination.

The examination (practical) is a part of the state board examination for a General Nursing license. This is governed by the examination provisions pursuant to §10 of the degree program regulations.

PF3113, PF3113-KP06 - Nursing care activities in complex healthcare situations - focus setting: Geriatric care (WfPVic)			
Duration: 2 Semester	Turnus of offer: each winter semester	Credit points: 7	Max. group size: 20
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice in geriatric nursing, 5th and 6th semester • Bachelor of Science in Nursing (compulsory), evidence-based nursing practice in geriatrics, 5th and 6th semester 			
Classes and lectures: <ul style="list-style-type: none"> • Complex applications in medical technologies (lecture, 2 SWS) • Evidence-based nursing care for geriatric patients I (seminar, 2 SWS) • Evidence-based nursing care for geriatric patients II (practical course with exercises, 2 SWS) 		Workload: <ul style="list-style-type: none"> • 90 Hours integrated internship hours • 70 Hours in-classroom work • 50 Hours private studies and exercises 	
Contents of teaching: <ul style="list-style-type: none"> • Fundamental principles of the functions and benefits of complex medical devices and medical technology applications of relevance to nursing (e.g., monitoring systems, noninvasive mechanical ventilation, applications in the field of eHealth and AAL (ambient assisted living)) • Special nursing needs/problems of geriatric syndrome patients, as well as instruments and methods to diagnose their nursing needs/problems, including available scientific evidence and evidence-based recommended actions • Specialized care interventions for persons in this group, including available scientific evidence and existing evidence-based recommended actions • Indications for and procedures/likely complications from geriatric medical diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care (e.g., geriatric assessment, medical and physiotherapy and ergotherapy tasks for geriatric rehabilitation and support of old-age independence) • Review and immersion: basic cardiopulmonary reanimation, with emphasis on and special aspects of reanimating end-of-life patients • Review and target-group specific immersion: theoretical and empirical knowledge on low-threshold, daily, and nursing tasks to support independence and social integration of the elderly. These include living environments and social networks of the elderly, support for adapting their living space and environment, and for organizing their days and self-organized activities, depending on the nursing context (outpatient, long-term in-patient, acute in-patient care). • Review and target-group specific immersion: palliative care • Review and target-group specific immersion: communicating and interacting with persons in need of care, with limited cognitive and/or communicative faculties 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Knowledge transfer and immersion: the students know and comprehend the fundamental functioning of complex medical devices for nursing and medical technology applications (e.g., monitoring systems, noninvasive mechanical ventilation, applications in the field of eHealth and AAL (ambient assisted living), and associated requirements for proper usage. • Knowledge transfer and immersion: you know and comprehend illness and situation-specific problems/needs of patients with geriatric syndromes under diverse care contexts. • Knowledge transfer and immersion: you know and comprehend specific instruments and methods to assess illness and situation-specific problems/needs of persons in this group in need of care. You grasp the areas of application of such instruments and methods and are aware of the requirements to be considered, in line with the principles of evidence-based diagnostics. • Knowledge transfer and immersion: you know and comprehend the indications for and treatment procedures/potential complications of specialized care interventions for persons in this group in need of care. You know and comprehend existing evidence-based treatment recommendations and understand the type and quality of the underlying knowledge. • Knowledge transfer and immersion: you know and comprehend the indications for and procedures/potential complications from specialized geriatric diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care (e.g., geriatric assessment, medical and physiotherapy and ergotherapy tasks for geriatric rehabilitation and support of old-age independence). • Immersion: you have sound knowledge and comprehension of the indications for, and know how to perform reanimation tasks, depending on the patient's state of health and preferences. • Immersion: you gain an overview of the theoretical and empirical knowledge on low-threshold, daily, and nursing tasks to support independence and social integration of the elderly. These include living environments and social networks of the elderly, support for adapting their living space and environment, and for organizing their days and self-organized activities, depending on the nursing 			

context (outpatient, long-term in-patient, acute in-patient care).

- Application and communicative competency: you are capable of competently applying the knowledge you have gained for adequate nursing of patients with geriatric syndromes. This means that you can appropriately recognize and state the nursing needs/problems of the patients and, under due consideration of evidence-based nursing principles, select and perform the required intervention and monitor and document the progress adequately. You can communicate appropriately with the patients and their relatives, commensurate with the circumstances.
- Application competency: you are capable of assisting with the aforementioned medical diagnostics, therapy, and reanimation tasks.
- Application and communicative competency: you can contribute adequately and constructively to intra- and interdisciplinary coordination of patient care, and you consider the perspectives and intervention of others involved in the care when planning and performing the nursing tasks.
- Systemic competency: you have the capability to critically check the completeness, quality, and appropriateness of existing information on the nursing needs and current care arrangements made for the aforementioned persons, and obtain more information, if relevant, to evaluate precisely the support needed, or come up with suggestions to adjust the care.

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- practical exam

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Lübeck University of Applied Sciences](#)
- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- [Prof. Dr. Ullrich Wenkebach](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This is a compulsory course for a) students of the bachelor of science in nursing program, who aim for the General Nurse vocational qualification, specializing in geriatrics, or b) students aiming for the Geriatric Nurse vocational qualification.

The lectures are adopted from the PF3111 course: Nursing in Complex Cases – Intermediate Care.

This course includes elements of an internship (General Nursing 10 or Geriatric Nursing 11), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany) or AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits are a prerequisite for eligibility to take the qualifying examination.

The examination (practical) is a part of the state board examination for a General Nursing or Geriatric Nursing license. This is governed by the examination provisions pursuant to §10 of the degree program regulations.

PF3311, PF3311-KP10 - Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Intermediate Care (HWVa)

Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each winter semester	10	20
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), foundations of human sciences in intermediate care, 5th and 6th semester • Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences in intermediate care, 5th and 6th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Palliative Care (lecture, 2 SWS) • Intensive care medicine for nursing professions (lecture, 2 SWS) • Pain care (lecture, 2 SWS) • Applied clinical knowledge in the care for critically ill patients (practical course with exercises, 2 SWS) 		<ul style="list-style-type: none"> • 120 Hours in-classroom work • 90 Hours integrated internship hours • 90 Hours private studies and exercises 	
Contents of teaching:			
<ul style="list-style-type: none"> • Introduction to intensive care: pathogenesis, etiology, symptoms, pharmacological and non-pharmacological prevention, diagnostics, and therapy, as well as prognosis of common complications among critically ill patients (e.g., cardiopulmonary instability, delirium, coagulation failure, pneumonia and pulmonary failure, electrolyte imbalance, sepsis) • Indications, treatment procedures, and potential undesirable effects of commonly applied basic measures in intensive care or intermediate care: e.g., cardiopulmonary monitoring and stabilization (including reanimation and emergency medical aid), monitoring and stabilizing the fluid/nutrition balance and metabolism (including renal function), monitoring the state of consciousness, and delirium prevention and management • Current evidence-based recommendations for pharmacological and non-pharmacological measures to avoid and treat acute and chronic pain (emphasis: analgesic therapy for critically ill and intensive care patients, analgesic therapy for tumors) • Medical and psychological fundamentals of palliative medicine • Case-based application and immersion into aforementioned content, with emphasis on the needs/problems of critically ill persons in need of care, and decisions on care giving for persons in this target group 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend the pathogenesis, etiology, symptoms, pharmacological and non-pharmacological prevention, diagnostics, and therapy, as well as prognosis of common complications among critically ill patients (e.g., cardiopulmonary instability, delirium, coagulation failure, pneumonia and pulmonary failure, electrolyte imbalance, sepsis). • Immersion: the students have in-depth knowledge and comprehension of the indications, treatment procedures, and potential undesirable effects of commonly applied basic intermediate care measures: e.g., cardiopulmonary monitoring and stabilization (including reanimation and emergency medical aid), monitoring and stabilizing the fluid/nutrition balance and metabolism (including renal function), monitoring the state of consciousness, and delirium prevention and management. • Knowledge transfer and immersion: you have sound knowledge and comprehension of the medical and psychological fundamentals of palliative medicine. • Knowledge transfer and immersion: you have sound knowledge and comprehension of current evidence-based recommendations for acute and chronic analgesic therapy for critically ill patients. • Application competency: you are capable of adequately applying the knowledge you have gained in this course to nursing diagnostics and decisions concerning the indicated care intervention for critically ill patients in need of intermediate care. • Communicative competency: you are capable of using appropriate medical terminology to adequately describe the nursing-related changes observed in the state of health of critically ill patients and the medically relevant measures undertaken. • Systemic competency: you are capable of independently researching additional relevant information (either clinical information on the case and/or clinical medical knowledge or evidence-based recommendations on the aforementioned issues), in order to appropriately assess the nursing needs and problems of critically ill patients. 			
Grading through:			
<ul style="list-style-type: none"> • continuous participation in all courses of the module • practical course achievements (see practical curriculum) • written exam 			
Requires:			
<ul style="list-style-type: none"> • Basic knowledge of clinical medicine and psychology I (PF1800; GW1900-KP05) 			

Responsible for this module:

- Prof. Dr. med. Carla Nau

Teacher:

- [Medical Clinic I](#)
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- Prof. Dr. med. Carla Nau
- Prof. Dr. med. Karl-Friedrich Klotz
- Prof. Dr. med. Barbara Wollenberg
- Dr. med. Norman Kripke
- MitarbeiterInnen der Sektion Medizin
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This is a compulsory course for students of the bachelor of science in nursing program, who aim for the General Nurse vocational qualification, specializing in intermediate care.

This course includes elements of an internship (General Nursing 8), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (90-min written exam).

PF3312, PF3312-KP10 - Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Cancer Care (HWVb)

Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each winter semester	10	20
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), foundations of human sciences in oncology, 5th and 6th semester • Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences in oncology, 5th and 6th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Palliative Care (lecture, 2 SWS) • Pharmacological and non-pharmacological treatment strategies in oncology (lecture, 2 SWS) • Pain care (lecture, 2 SWS) • Applied clinical knowledge in nursing care for cancer patients (practical course with exercises, 2 SWS) 		<ul style="list-style-type: none"> • 120 Hours in-classroom work • 90 Hours private studies and exercises • 90 Hours integrated internship hours 	
Contents of teaching:			
<ul style="list-style-type: none"> • Indications, treatment procedures, and potential undesirable effects of pharmacological and non-pharmacological therapy of common oncological diseases, depending on the stage of the disease, e.g., gastroenterology, hematology, gynecology, and ENT tumors • Immersion: physical, psychological, and social impacts of aforementioned therapies and the necessarily accompanying, and supportive pharmacological and non-pharmacological measures for oncology patients. • Current evidence-based recommendations for pharmacological and non-pharmacological measures to avoid and treat acute and chronic pain (emphasis: analgesic therapy for critically ill and intensive care patients, analgesic therapy for tumors) • Medical and psychological fundamentals of palliative medicine • Case-based application and immersion into aforementioned content, with emphasis on the nursing needs/problems of oncology patients, and decisions on care giving for persons in this target group 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer and immersion: the students have sound knowledge and comprehension of the indications, treatment procedures, and potential undesirable effects of pharmacological and non-pharmacological therapy of common oncological diseases, depending on the stage of the disease, e.g., gastroenterology, hematology, gynecology, and ENT tumors. • Immersion: you are aware of the physical, psychological, and social impacts of the aforementioned therapies and the necessarily accompanying, and supportive pharmacological and non-pharmacological measures. • Knowledge transfer and immersion: you have sound knowledge and comprehension of current evidence-based recommendations for analgesic therapy for tumors. • Knowledge transfer and immersion: you have sound knowledge and comprehension of the medical and psychological fundamentals of palliative medicine. • Application competency: you are capable of adequately applying the knowledge you have gained in this course to nursing diagnostics and decisions concerning the indicated care intervention for oncology patients. • Communicative competency: you are capable of using appropriate medical terminology to adequately describe the nursing-related changes observed in the state of health of oncology patients and the medically relevant measures undertaken. • Systemic competency: you are capable of independently researching additional relevant information (either clinical information on the case and/or clinical medical knowledge or evidence-based recommendations on the aforementioned issues), in order to appropriately assess the nursing needs and problems of oncology patients. 			
Grading through:			
<ul style="list-style-type: none"> • continuous participation in all courses of the module • practical course achievements (see practical curriculum) • written exam 			
Requires:			
<ul style="list-style-type: none"> • Basic knowledge of clinical medicine and psychology I (PF1800; GW1900-KP05) 			
Responsible for this module:			
<ul style="list-style-type: none"> • Prof. Dr. med. Barbara Wollenberg 			

Teacher:

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- [Medical Clinic I](#)
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- Prof. Dr. med. Barbara Wollenberg
- Dr. med. Kim Barbara Luley
- Dr. med. Norman Kripke
- Prof. Dr. med. Jürgen Dunst
- Prof. Dr. med. Achim Rody
- Prof. Dr. med. Carla Nau
- Prof. Dr. med. Karl-Friedrich Klotz
- PD Dr. med. Tilman Laubert
- MitarbeiterInnen der Sektion Medizin
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This is a compulsory course for students of the bachelor of science in nursing program, who aim for the General Nurse vocational qualification, specializing in oncology.

The lectures on palliative medicine and analgesic therapy are adopted from the PF3311 course Clinical Medicine and Psychology of Acute and/or Chronic Diseases Intermediate Care.

This course includes elements of an internship (General Nursing 8), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (90-min written exam).

PF3313, PF3313-KP10 - Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Geriatric Care (HWVc)			
Duration: 2 Semester	Turnus of offer: each winter semester	Credit points: 10	Max. group size: 20
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences in geriatric nursing, 5th and 6th semester • Bachelor of Science in Nursing (compulsory), foundations of human sciences in geriatrics, 5th and 6th semester 			
Classes and lectures: <ul style="list-style-type: none"> • Palliative Care (lecture, 2 SWS) • Geriatrics (lecture, 2 SWS) • Multiprofessionell evidence-based care for people with dementia (lecture, 2 SWS) • Applied clinical knowledge in nursing care for geriatric patients (practical course with exercises, 2 SWS) 		Workload: <ul style="list-style-type: none"> • 120 Hours in-classroom work • 90 Hours private studies and exercises • 90 Hours integrated internship hours 	
Contents of teaching: <ul style="list-style-type: none"> • Physical and psychological processes of aging, as well as etiology, symptoms, diagnostics, and treatment of common old-age diseases and health limitations • Immersion into interdisciplinary, evidence-based nursing of dementia patients: etiology, symptoms, diagnostics, and treatment of common forms of dementia, current evidence-based recommendations on avoiding and treating challenging behavioral patterns, nursing and physician experiences and perspectives, healthcare system, and social law issues, needs, and perspectives for relatives and informal caregivers • Medical and psychological fundamentals of palliative medicine • Case-based application and immersion into aforementioned content, with emphasis on the nursing needs/problems of geriatric patients in diverse nursing settings, and decisions on care giving for persons in this target group 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Knowledge transfer and immersion: the students have sound knowledge and comprehension of the physical and psychological processes of aging plus etiology, symptoms, diagnostics, and treatment of common old-age diseases and health limitations. • Immersion: you have in-depth knowledge and comprehension of the etiology, cognitive and non-cognitive symptoms, diagnostics, and pharmacological and non-pharmacological treatment of diverse forms of dementia. • Immersion: you have in-depth knowledge and comprehension of current evidence-based recommendations on avoiding and reducing challenging behavioral patterns among dementia patients. • Immersion: you know and comprehend the options for outpatient and in-patient health services, especially for dementia patients; you are aware of the pressure experienced, particularly by relatives or other informal caregivers, and are aware of relevant social law requirements that play a special role in the decisions to treat and care for dementia patients. • Immersion: you know and comprehend the tasks and perspectives of physicians concerning the care of dementia patients. • Knowledge transfer and immersion: you have sound knowledge and comprehension of the medical and psychological fundamentals of palliative medicine. • Application competency: you are capable of adequately applying the knowledge you have gained in this course to nursing diagnostics and decisions concerning the indicated care intervention for patients with geriatric syndromes and dementia. • Communicative competency: you are capable of formulating your communication and interaction with dementia patients in a manner that counters any challenging behavioral patterns that may arise or have already arisen. • Communicative competency: you deal with relatives or other informal caregivers with empathy and respect, and understand the need to involve them actively when planning the nursing care, commensurate with their preferences and resources. • Communicative competency: you are capable of using appropriate medical terminology to adequately describe nursing-related changes observed in the state of health of the aforementioned persons in need of care and the medically relevant measures undertaken. • Communicative competency: when caring for dementia patients, you are capable of involving the group of medical professionals as dictated by the circumstances, and can communicate constructively with representatives of such a group on the complex nursing circumstances or decisions. • Systemic competency: you are capable of independently researching additional relevant information (either clinical information on the case and/or clinical medical knowledge or evidence-based recommendations on the aforementioned issues), in order to appropriately assess the nursing needs and problems of critically ill patients. 			

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- written exam

Requires:

- Basic knowledge of clinical medicine and psychology I (PF1800; GW1900-KP05)

Responsible for this module:

- Prof. Dr. med. Jens-Martin Träder

Teacher:

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- [Medical Clinic I](#)
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- Prof. Dr. med. Jens-Martin Träder
- Dr. med. Frank Niebuhr
- Andreas von Kügelgen
- Prof. Dr. med. Barbara Wollenberg
- Dr. med. Norman Kripke
- MitarbeiterInnen der Sektion Medizin
- MitarbeiterInnen der UKSH Akademie
- Andere Dozenten

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This is a compulsory course for students of a) the bachelor of science in nursing program, who aim for the General Nurse vocational qualification, specializing in geriatrics, or b) students aiming for the Geriatric Nurse vocational qualification.

The lectures on palliative medicine are adopted from the PF3311 course Clinical Medicine and Psychology of Acute and/or Chronic Diseases Intermediate Care. The courses on gerontology and geriatric medicine and interdisciplinary, evidence-based nursing of dementia patients are adopted from the Human Medicine Program (various clinical semesters).

This course includes elements of an internship (General Nursing 8 or Geriatric Nursing 9), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany) and AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (90-min written exam).

PF3320, PF3320-KP10 - Clinical medicine and psychology in the healthcare for individuals with critical and/or chronic diseases - Pediatric Care (HWVd)			
Duration: 2 Semester	Turnus of offer: each winter semester	Credit points: 10	Max. group size: 15
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), foundations of human sciences in child nursing, 5th and 6th semester • Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences in child nursing, 5th and 6th semester 			
Classes and lectures: <ul style="list-style-type: none"> • Propaedeutics (lecture, 2 SWS) • Major lectures on pediatrics (lecture, 4 SWS) • Applied clinical knowledge in nursing care for pediatric patients (practical course with exercises, 2 SWS) 		Workload: <ul style="list-style-type: none"> • 120 Hours in-classroom work • 90 Hours integrated internship hours • 90 Hours private studies and exercises 	
Contents of teaching: <ul style="list-style-type: none"> • Pediatric propaedeutics: developmental biology and psychology review/immersion, and fundamentals of social pediatrics • Main lecture on pediatrics: specialized nosology of clinical syndromes and health limitations, including the sub-fields of pediatric oncology, surgery, neurology, and neonatology/intensive care (complications in mature newborns), gastroenterology, pediatric cardiology, nephrology, endocrinology, pediatric therapy, and psychotherapy • Case-based application and immersion into aforementioned content, with emphasis on the nursing needs/problems of acute or chronically ill children and adolescents, and decisions on care giving for persons in this target group 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Knowledge transfer and immersion: the students have sound knowledge and comprehension of the physical and psychological development of children and adolescents. • Knowledge transfer and immersion: you have sound knowledge and comprehension of specialized nosology of diverse acute and chronic diseases in childhood and adolescence, including age-dependent forms of expression, effects on development, and implications for the family. • Application competency: you are capable of adequately applying the knowledge you have gained in this course to nursing diagnostics and decisions concerning the indicated care intervention for children with acute or chronic diseases. • Communicative competency: you are capable of adequately considering familial aspects for nursing diagnostics and decisions concerning the indicated care intervention for children and adolescents with acute or chronic diseases. • Communicative competency: you are capable of using appropriate medical terminology to adequately describe nursing-related changes observed in the state of health of children or adolescents with acute or chronic diseases and the medically relevant measures undertaken. • Systemic competency: you are capable of independently researching additional relevant information (either clinical information on the case and/or clinical medical knowledge or evidence-based recommendations on the aforementioned issues), in order to appropriately assess the nursing needs and problems of children or adolescents with acute or chronic diseases. 			
Grading through: <ul style="list-style-type: none"> • continuous participation in all courses of the module • practical course achievements (see practical curriculum) • written exam 			
Requires: <ul style="list-style-type: none"> • Basic knowledge of clinical medicine and psychology I (PF1800; GW1900-KP05) 			
Responsible for this module: <ul style="list-style-type: none"> • Prof. Dr. med. Egbert Herting 			
Teacher: <ul style="list-style-type: none"> • clinic for pediatrics • Prof. Dr. med. Egbert Herting • MitarbeiterInnen der Sektion Medizin 			



- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This is a compulsory course for students of the bachelor of science in nursing program, who aim for the Pediatric Nurse vocational qualification.

The lectures are adopted from the Human Medicine Program (3rd and 4th clinical semester).

This course includes elements of an internship (Pediatric Nursing 8), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (90-min written exam).

PF3120, PF3120-KP06 - Nursing care activities in complex healthcare situations - focus setting: Paediatric Care (WfPVID)			
Duration:	Turnus of offer:	Credit points:	Max. group size:
2 Semester	each winter semester	7	15
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), evidence-based nursing practice in child nursing, 5th and 6th semester • Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice in child nursing, 5th or 6th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Complex applications in medical technologies (lecture, 2 SWS) • Evidence-based nursing care for pediatric patients I (seminar, 2 SWS) • Evidence-based nursing care for pediatric patients II (practical course with exercises, 2 SWS) 		<ul style="list-style-type: none"> • 90 Hours in-classroom work • 70 Hours integrated internship hours • 50 Hours private studies 	
Contents of teaching:			
<ul style="list-style-type: none"> • Fundamental principles of the functions and benefits of complex medical devices and medical technology applications of relevance to nursing (e.g., monitoring systems, noninvasive mechanical ventilation, applications in the field of eHealth and AAL (ambient assisted living)) • Special nursing needs/problems of children and adolescents with common pediatric illnesses (emphasis on chronic illnesses), including available scientific evidence and evidence-based recommended actions • Specialized care interventions for persons in this group, including available scientific evidence and existing evidence-based recommended actions • Immersion: theories, models, and methods on supporting age and development specific self-care and family-centric care of children and adolescents in need of care, with chronic illness or health limitations • Indications for and procedures/likely complications from nursing diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care (especially for common chronic illnesses) • Review and immersion: first-aid and lifesaving tasks concerning children and adolescents • Review and target-group specific immersion: palliative care of children and adolescents • Review and target-group specific immersion: communicating with children and adolescents, with limited cognitive and/or communicative faculties 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer and immersion: the students know and comprehend the fundamental functioning of complex medical devices for nursing and medical technology applications (e.g., monitoring systems, noninvasive mechanical ventilation, applications in the field of eHealth and AAL (ambient assisted living), and associated requirements for proper usage. • Knowledge transfer and immersion: you know and comprehend illness and situation-specific problems/needs of children and adolescents with common pediatric illnesses, including health limitations and common chronic diseases. • Knowledge transfer and immersion: you know and comprehend specific instruments and methods to assess illness and situation-specific problems/needs of the aforementioned children and adolescents. You grasp the areas of application of such instruments and methods and are aware of the requirements to be considered, in line with the principles of evidence-based diagnostics. • Knowledge transfer and immersion: you know and comprehend the indications for and treatment procedures/potential complications of specialized care interventions for the aforementioned children and adolescents. You know and comprehend existing evidence-based treatment recommendations and understand the type and quality of the underlying knowledge. • Knowledge transfer and immersion: you know and comprehend the indications for and procedures/potential complications of specialized pediatric diagnostics and therapy that involve nursing tasks of preparation, performance, and/or post-treatment observation/care (especially for children and adolescents with common chronic diseases). • Immersion: you have sound knowledge and comprehension of lifesaving tasks concerning children and adolescents. • Immersion: you have in-depth knowledge of theories, models, and methods on supporting age and development-specific self-care and family-centric care of children and adolescents in need of care, with chronic illness or health limitations. You are aware of the special challenges faced in nursing based on the age or development stage of children and adolescent patients, particularly in the transition phase to adulthood. • Application and communicative competency: you are capable of competently applying the knowledge you have gained for adequate nursing of children and adolescents in need of care, with emphasis on chronic diseases. This means that you can appropriately recognize and state the nursing needs/problems of the patients and, under due consideration of evidence-based nursing principles, 			

select and perform the required intervention and monitor and document the progress adequately. You can communicate appropriately with the patients and their relatives, commensurate with the circumstances.

- Application competency: you are capable of assisting with the aforementioned medical diagnostics, therapy, and reanimation tasks.
- Application and communicative competency: you can contribute adequately and constructively to intra- and interdisciplinary coordination of patient care, and you consider the perspectives and intervention of others involved in the care when planning and performing the nursing tasks.
- Systemic competency: you have the capability to critically check the completeness, quality, and appropriateness of existing information on the nursing needs and current care arrangements made for the aforementioned persons, and obtain more information, if relevant, to evaluate precisely the support needed, or come up with suggestions to adjust the care.

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- practical exam

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Lübeck University of Applied Sciences](#)
- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- [Prof. Dr. Ullrich Wenkebach](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This is a compulsory course for students of the bachelor of science in nursing program, who aim for the Pediatric Nurse vocational qualification.

The lectures are adopted from the PF3111 course: Nursing in Complex Cases – Intermediate Care.

This course includes elements of an internship (Pediatric Nursing 10), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits are a prerequisite for eligibility to take the qualifying examination.

The examination (practical) is a part of the state board examination for a Pediatric Nursing license. This is governed by the examination provisions pursuant to §10 of the degree program regulations.

GW3010-KP05, PT3010-KP05 - Interprofessional communication and treatment (IpKoV)		
Duration: 1 Semester	Turnus of offer: each winter semester	Credit points: 5
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor Ergotherapy (optional subject), profile area, 3rd or 5th semester • Bachelor Speech Therapy (optional subject), profile area, 3rd or 5th semester • Bachelor of Science in Nursing starting 2017 (compulsory), interdisciplinary comprehensive nursing tasks, 5th semester 		
Classes and lectures: <ul style="list-style-type: none"> • Communication in complex care situations (seminar, 1 SWS) • Inteprofessional decision and action in complex care situations (seminar, 1 SWS) • Inteprofessional decision and action in complex care situations (exercise, 1 SWS) 		Workload: <ul style="list-style-type: none"> • 105 Hours private studies • 45 Hours in-classroom work
Contents of teaching: <ul style="list-style-type: none"> • • • • • • • • 		
Qualification-goals/Competencies: <ul style="list-style-type: none"> • • • • • • 		
Grading through: <ul style="list-style-type: none"> • Oral presentation and written report • Regular attendance of all compulsory courses of the teaching module • project work 		
Responsible for this module: <ul style="list-style-type: none"> • Prof. Dr. Katrin Balzer Teacher: <ul style="list-style-type: none"> • • Prof. Dr. Katrin Balzer • B.Sc. Kirsten Großmann • B.Sc. Martina Nachtsheim 		
Language: <ul style="list-style-type: none"> • offered only in German 		

PF3300, PF3050-KP05 - Information, education and counselling in nursing care (UAPIV)			
Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each winter semester	5	40
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), interdisciplinary comprehensive nursing tasks, 5th semester • Bachelor of Science in Nursing starting 2017 (compulsory), interdisciplinary comprehensive nursing tasks, 5th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Information, education and counselling in nursing care (lecture, 2 SWS) • Evidence-based patient information and shared decision making (practical course with exercises, 2 SWS) 		<ul style="list-style-type: none"> • 60 Hours in-classroom work • 60 Hours integrated internship hours • 30 Hours private studies and exercises 	
Contents of teaching:			
<ul style="list-style-type: none"> • Repetition and immersion: theoretical fundamentals, techniques, and principles of verbal and non-verbal communication • Introduction to managing client-centric, systemic, familial, and/or group-based meetings and consultations • Theoretical fundamentals of shared decision-making and evidence-based patient information • Specific areas of applications of shared decision-making and evidence-based patient information • Excursus: introduction to advising and guiding colleagues 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Immersion: the students have in-depth knowledge of verbal and non-verbal communication and interaction. • Immersion: you have solid knowledge and comprehension of how to tailor nursing communication skills and methods to the persons addressed. • Knowledge transfer and immersion: you learn the theoretical fundamentals and principles of shared decision-making and evidence-based patient information. • Knowledge transfer: you have an insight of educational theories and methods on advising and guiding colleagues. • Application and communicative competency: you learn to conduct, manage, and end meetings and relationships with persons in need of care and their relatives, in a focused and resource-oriented manner. • Application and communicative competency: you are capable of presenting information tailored to the persons addressed, and to advise and inform persons in need of care and their relatives, in line with shared decision-making and evidence-based patient information principles. • Application and communicative competency: you learn to initiate and manage meetings with and between other actors in the nursing system. • Communicative und systemic competency: you learn to work with diverse vocational groups/target groups to develop multidisciplinary and cross-occupational solutions. • Systemic competency: you develop scientifically sound comprehension of diverse information, guidance, and effective consultation circumstances. You are able to identify individual information, guidance, and consultation needs, for instance, by target group, the need for a consult, or by the background of the person addressed. • Systemic competency: you are capable of identifying and analyzing possible conducive factors and barriers to information, guidance, and effective consultation circumstances. • Systemic competency: you learn to professionally reflect upon, formulate, and argue your own standpoints, and to convey these precisely, orally and in writing. 			
Grading through:			
<ul style="list-style-type: none"> • continuous participation in all courses of the module • practical course achievements (see practical curriculum) • Oral examination 			
Responsible for this module:			
<ul style="list-style-type: none"> • Prof. Dr. phil. Sascha Köpke 			
Teacher:			
<ul style="list-style-type: none"> • Institute for Social Medicine and Epidemiology • Prof. Dr. phil. Sascha Köpke 			



- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

This course includes elements of an internship (General Nursing 8, Pediatric Nursing 8, or Geriatric Nursing 9), a requirement for licensing pursuant to KrPflAPrV (Nursing education and examination regulations in Germany) and AltPflAPrV (Geriatrics education and examination regulations in Germany). See the referenced training curriculum for more information on the internship and practical course credits. The practical course credits are a prerequisite for eligibility to take the qualifying examination.

A grade of at least adequate is required to pass the examination (20-min oral exam). The person(s) in-charge will address details of the examination and its organization at the beginning of this course.

PF3350, PF3350-KP04 - Health promotion and prevention (HWVI)

Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each winter semester	5	40
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), foundations of human sciences, 5th semester • Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences, 5th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Environmental medicine (lecture with exercises, 2 SWS) • Health promotion and prevention in the nursing profession (exercise (theory-based, problem oriented learning), 2 SWS) 		<ul style="list-style-type: none"> • 90 Hours private studies and exercises • 60 Hours in-classroom work 	
Contents of teaching:			
<ul style="list-style-type: none"> • Fundamentals of clinical environmental medicine, with a typical example of application to an area of choice related to nursing or healthcare in the degree program or vocation • Terminology, theories, and models relevant to health, health promotion, and prevention • Immersion: theoretical and empirical fundamentals of health promotion and prevention in nursing (with in-depth study through typical care situations with a high degree of relevance, because of their prevalence and/or health consequences for the patients) • Immersion: theories and models on avoiding and coping with occupational overstress, crises, and conflict situations, including current empirical knowledge on selected prevention and coping strategies • Excursus: legal bases on prevention and occupational health & safety 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer: the students are familiar with the goals, key terminology, and field of clinical environmental medicine. • Knowledge transfer: you comprehend typical examples of key theoretical and empirical fundamentals of the connection between environmental factors and human health. • Knowledge transfer: you have essential knowledge and comprehension of diverse biological, psychological, social science theories, and models of health, health promotion, and prevention. • Immersion: you know and comprehend theories and models of health promotion and prevention as an element of care giving, and gain an overview of typical examples of the status of empirical evidence on these theories and models. • Immersion: you know and comprehend the theories and models on the connection between the genesis of and coping with occupational stress, and crises/conflicts on the job and in teamwork. You are aware of strategies on prevention and early recognition of occupational overstress, and crises/conflict situations. • Application competency: you are capable of applying your clinical knowledge on the connection between environmental factors and human health, and health promotion and prevention, to give due consideration to nursing diagnostics and decisions on care giving of persons in need of care. • Application competency: you are capable of applying your clinical knowledge on the connection between environmental factors and human health, health promotion and prevention, and on coping with occupational overstress, crises, and conflict situations, to include these in shaping your own learning and daily work routine. • Communicative und systemic competency: you can independently research specialized information on problems and issues related to topics of clinical medicine, health promotion and prevention, and evaluate these in terms of their significance and relevance to the initial problem, and present the findings plausibly, clearly, and tailored to the persons addressed (orally and in writing). • Communicative und systemic competency: you are capable of identifying situations or conditional factors on self-perceived or degree program related coping limits, or conflict situations or crises, and expressing these orally to appropriate third parties. If necessary, you can exchange plausible suggestions with such persons and propose possibly helpful behavioral or relationship modifications. 			
Grading through:			
<ul style="list-style-type: none"> • continuous participation in all courses of the module • Poster • Oral examination 			
Requires:			
<ul style="list-style-type: none"> • Basic knowledge of clinical medicine and psychology I (PF1800; GW1900-KP05) 			
Responsible for this module:			
<ul style="list-style-type: none"> • Prof. Dr. med. Markus Schwaninger 			

**Teacher:**

- [Institute for Social Medicine and Epidemiology](#)
- [Institute of Experimental and Clinical Pharmacology and Toxicology](#)

- Prof. Dr. med. Markus Schwaninger
- Dr. rer. nat. Walter Häuser
- [Dr. Julian Wienert](#)
- MitarbeiterInnen der Sektion Medizin
- MitarbeiterInnen des Instituts

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The lectures are adopted from the Human Medicine Program (1st clinical semester).

The poster to be prepared is mandatory for active participation in the exercises and a prerequisite for course credits.

A grade of at least adequate is required to pass the examination (20-min oral exam). The person(s) in-charge will address details of the poster at the beginning of this course.

PF3700-KP05 - Professional behaviour in daily nursing practice (UAPV)

Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each summer semester	5	40

Course of study, specific field and term:

- Bachelor of Science in Nursing starting 2017 (compulsory), interdisciplinary comprehensive nursing tasks, 6th semester

Classes and lectures:

- About the concept of responsibility in the nursing profession (lecture, 2 SWS)
- Challenges for the professional conduct in nursing care (blockseminar (compact course), 2 SWS)

Workload:

- 60 Hours in-classroom work
- 50 Hours private studies and exercises
- 40 Hours exam preparation

Contents of teaching:

- Ethical, legal, and social science fundamentals on responsibility (in general and in particular reference to professional nursing)
- Immersion: theoretical and empirical fundamentals of methods and strategies to address ethically challenging circumstances in caring for those in need of care, including typical applications to circumstances considered particularly challenging by students
- Immersion: theoretical and empirical fundamentals of methods and strategies to avoid and resolve crises/conflicts on a routine nursing workday, including typical examples of applications considered particularly relevant by students from a subjective standpoint
- Immersion: theoretical and empirical fundamentals of methods and strategies for practical guidance and assistance to co-op students and less qualified caregivers, and to support structured exchanges of relevant nursing issues among colleagues in the care giving team
- Immersion: key legal framework: primarily nursing act, geriatric nursing act, nursing responsibility on oneself, delegating, and executing, medical confidentiality and privacy, relevant labor law provisions
- Immersion: Professional policy developments and committees

Qualification-goals/Competencies:

- Knowledge transfer and immersion: the students have in-depth knowledge and comprehension of relevant terms, theories, and determinants of professional responsibility in the nursing profession from an ethical, legal, and social science perspective.
- Immersion: you have in-depth knowledge and comprehension of typical examples of appropriate theoretical/empirical strategies on how to avoid and resolve ethically challenging circumstances or conflicts/crises in the nursing profession.
- Knowledge transfer and immersion: you know and comprehend methods and instruments to instruct and assist co-op students or less qualified caregivers, and to support structured exchanges among colleagues in the care giving team.
- Application and systemic competency: you are capable of analyzing challenging circumstances in a routine nursing workday, substantiated theoretically/empirically from an ethical, legal, or a broader social perspective. As such, you can recognize the potential and limits of nursing responsibilities in general, or your own responsibilities in particular, and give this due consideration in your decisions on care giving of persons in need of care.
- Communicative competency: you are capable of plausibly substantiating and clearly describing the theoretical/empirical fundamentals, methods, and results of the aforementioned analysis and reflection.
- Application, communicative, and systemic competency: you are capable of selecting typical examples of appropriate strategies to avoid and resolve challenging circumstances involving care giving of those in need of care, or conflicts/crises in the nursing profession. Moreover, you can substantiate your selection and identify the opportunities and barriers to execution.
- Application, communicative, and systemic competency: you are capable of selecting strategies commensurate with the circumstances on professional guidance and support of co-op students or less qualified caregivers in the nursing profession, or to support structured exchanges among colleagues in the care giving team, and can substantiate your selection.
- Communicative und systemic competency: you cope well with criticism and are self-critical.
- Immersion: you know and comprehend the key legal framework for nursing work.

Grading through:

- continuous participation in all courses of the module
- presentation
- Oral examination

Responsible for this module:

- [Prof. Dr. phil. Sascha Köpke](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)



- [Prof. Dr. phil. Sascha Köpke](#)
- MitarbeiterInnen des Instituts
- MitarbeiterInnen der UKSH Akademie

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The presentation is mandatory for active participation in the block seminar and a prerequisite for course credits. The examination (viva voce) comprises three subunits of 10-15 min each, and is a part of the state board examination for a General Nursing, Pediatric Nursing, or Geriatric Nursing license. This is governed by the examination provisions pursuant to §10 of the degree program regulations.

PF3900, PF3900-KP05 - Health economics and quality management (SWIII)			
Duration: 1 Semester	Turnus of offer: each summer semester	Credit points: 5	Max. group size: 40
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), social sciences, 6th semester • Bachelor of Science in Nursing starting 2017 (compulsory), social sciences, 6th semester 			
Classes and lectures: <ul style="list-style-type: none"> • Health care systems and health economics (lecture, 2 SWS) • Quality management and quality control in healthcare (lecture, 2 SWS) 		Workload: <ul style="list-style-type: none"> • 90 Hours private studies • 60 Hours in-classroom work 	
Contents of teaching: <ul style="list-style-type: none"> • Fundamentals of healthcare economics • Immersion: similarities and differences between health insurance programs in Germany and other highly-developed nations • Fundamentals of quality management and control (in general and in particular reference to the healthcare and nursing system) • Immersion: quality indicator requirements in the healthcare and nursing system, and consequential demands on the information base and quality assessment 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend the theoretical and methodology principles of cost determination, and cost-benefit analysis in the healthcare system. • Immersion: you have an in-depth understanding of the similarities and differences between health insurance programs in Germany and other highly developed nations. • Knowledge transfer: you know and comprehend the theoretical and methodological principles of quality management and control. • Immersion: you know and comprehend special models, methods, and instruments for quality management and control in the healthcare system. • Application competency: you are capable of applying the aforementioned knowledge and comprehension to analyze structural and economic frameworks for the processes and outcomes of nursing. • Application competency: you are capable of identifying key structural and economic determinants of specific nursing circumstances, and derive the consequences for planning the care and, if relevant, to adjust the conditions as deemed necessary. • Application competency: you are capable of appropriately interpreting nursing-based or nursing-relevant results of the quality control, under due consideration of possible limitations in the information base, to derive adequate conclusions for designing the structures and processes for nursing in the immediate surroundings at work (ward or living area). • Communicative competency: you are capable of adequately describing and substantiating the results of your analysis and assessment, based on the content of this course, and derived conclusions. • Systemic competency: you are capable of including suitable information for analyzing and assessing the quality and healthcare economics of nursing. 			
Grading through: <ul style="list-style-type: none"> • continuous participation in all courses of the module • written exam 			
Responsible for this module: <ul style="list-style-type: none"> • Prof. Dr. med. Oliver Rentzsch 			
Teacher: <ul style="list-style-type: none"> • Lübeck University of Applied Sciences • Prof. Dr. med. Oliver Rentzsch • Prof. Dr. rer.nat. Dipl.-Phys. Henrik Botterweck • Prof. Dr. Ing. Dipl.-Ing. Stefan Müller 			
Literature: <ul style="list-style-type: none"> • Hensen, P.: Qualitätsmanagement im Gesundheitswesen. Grundlagen für Studium und Praxis. - Springer. Wiesbaden. 2016. • Schiemann, Moers, Büscher: Qualitätsentwicklung in der Pflege. Konzepte, Methoden und Instrumente. - Kohlhammer. Stuttgart. 2014. 			



Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

A grade of at least adequate is required to pass the examination (90-min written exam).

PF4500, PF4500-KP05 - Evidence based Nursing (WfPIPfla)			
Duration: 1 Semester	Turnus of offer: normally each year in the summer semester	Credit points: 5	Max. group size: 15
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing (optional subject), nursing science, 7th and 8th semester • Bachelor of Science in Nursing starting 2017 (optional subject), nursing science, 7th and 8th semester 			
Classes and lectures: <ul style="list-style-type: none"> • Evidence based Nursing (lecture with exercises or seminar, 2 SWS) 		Workload: <ul style="list-style-type: none"> • 100 Hours private studies and exercises • 30 Hours in-classroom work 	
Contents of teaching: <ul style="list-style-type: none"> • • • • • • • 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • • • • • 			
Grading through: <ul style="list-style-type: none"> • project work • active participation in the exercises 			
Responsible for this module: <ul style="list-style-type: none"> • Prof. Dr. Katrin Balzer Teacher: <ul style="list-style-type: none"> • Institute for Social Medicine and Epidemiology • Prof. Dr. Katrin Balzer • Prof. Dr. phil. Sascha Köpke 			
Literature: <ul style="list-style-type: none"> • Behrens J. & Langer G (2016): Evidence based Nursing and Caring - hogrefe, 4th edition 			
Language: <ul style="list-style-type: none"> • German and English skills required 			
Notes: <p>The person(s) in-charge will address details of the examination grades (Project work) and process at the beginning of this course.</p>			

PF4000, GW4000-KP06 - Nursing research methods II (PWIV)

Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each winter semester	5	40
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), nursing science, 7th semester • Bachelor of Science in Nursing starting 2017 (compulsory), health sciences, 7th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Development and evaluation of complex interventions (blockseminar (compact course), 2 SWS) • The planning, conduct and reporting of research projects (exercise (theory-based), 2 SWS) 		<ul style="list-style-type: none"> • 90 Hours private studies and exercises • 60 Hours in-classroom work 	
Contents of teaching:			
<ul style="list-style-type: none"> • This block seminar applies the competency acquired, primarily on research methods and their application, to focus on widely practiced complex interventions, especially in the field of nursing and non-pharmacological treatment. Such interventions require in-depth consideration in the face of specific requirements for their development and evaluation. The students are given the opportunity to analyze each element of this development process in detail. The exercises are designed to help draft and substantiate research plans and study reports. • Emphasis is placed on diverse aspects of development and evaluation of complex interventions in nursing and medicine: theoretical fundamentals, principles and models, phases, conditional factors, problems, and sub-problems, methodological challenges and access, guidelines and reporting. • Special attention is given to process evaluation and implementation research, in particular underlying methods, challenges, and opportunities, as well as reference and classification systems. 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer: the students know and comprehend the requirements for the development and evaluation of complex interventions in nursing and medicine. • Knowledge transfer: you know the frameworks and basic structures of models for development and evaluation of complex interventions, guidelines, and their publication. • Knowledge transfer: you know the research methods deployed here, and can reflect upon these for simple interventions, based on the knowledge already gained. This applies in particular to the interplay among mixed research methods. • Application competency: you are capable of categorizing known nursing interventions for evaluation, in terms of their complexity and resulting requirements, and estimate the quality of existing scientific evidence. • Application competency: you are capable of identifying complex interventions, and presenting the development and evaluation phases. Based on this, you are able to draft key steps of research plans for developing and evaluating complex interventions. • Application competency: you are capable of identifying the conditional factors for successful implementation of complex interventions, and draft strategies for implementing these in practice. • Application competency: you are capable of identifying relevant research methods that come into play for process evaluation. Under guidance, you are able to devise research plans for evaluating a process and prepare corresponding study programs. • Communicative competency: you are capable of presenting arguments supporting the significance of focusing, in particular, on complex interventions, and can competently substantiate the resulting requirements for development and evaluation. • Communicative competency: you are capable of adequately describing and substantiating, in writing and orally, the identified process evaluation problems and the approach planned to address these issues. • Systemic competency: you grasp the significance of complex interventions for nursing and medical care, and are aware of the importance of thorough analysis of processes, and their significance for successful implementation in practice. 			
Grading through:			
<ul style="list-style-type: none"> • Written report • presentation 			
Requires:			
<ul style="list-style-type: none"> • Research methods I (PF2000, GW2000-KP05) 			
Responsible for this module:			
<ul style="list-style-type: none"> • Prof. Dr. phil. Sascha Köpke 			



Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. phil. Sascha Köpke](#)
- MitarbeiterInnen des Instituts

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The presentation (20-min with a 10-min discussion) is mandatory for active participation and a prerequisite for course credits. The written paper (graded) is on a precisely defined seminar topic of your choice, to be prepared using primary and secondary research methods. The topic should be cleared with the person in-charge of the course. A grade of at least adequate is required to pass the examination.

PF4100, PF4100-KP12 - Project on knowledge transfer or practice development (WfPVII)

Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each summer semester	12	40

Course of study, specific field and term:

- Bachelor of Science in Nursing (compulsory), evidence-based nursing practice, 7th semester
- Bachelor of Science in Nursing starting 2017 (compulsory), evidence-based nursing practice, 7th semester

Classes and lectures:

- Advanced nursing practice (Seminar and practical course, 2 SWS)

Workload:

- 230 Hours integrated internship hours
- 100 Hours work on project
- 30 Hours in-classroom work

Contents of teaching:

- Basic terminology, models, and methods of advanced nursing practice (ANP)
- Methods of knowledge transfer in nursing and evidence-based development and evaluation
- Fundamentals of project management
- Planning, executing, and reporting for an independent subproject on development of evidence-based nursing for a specific group in need of care (primarily persons with specific complex health problems and/or care arrangements), or in reference to specific structures and processes in an institution (for details, see remarks and training curriculum)

Qualification-goals/Competencies:

- Knowledge transfer: the students know and comprehend the underlying concepts and methods of ANP.
- Knowledge transfer: you know various strategies for knowledge transfer in nursing and comprehend their theoretical and empirical fundamentals.
- Immersion: in reference to a specific aspect of nursing, you have theoretically and empirically substantiated, in-depth comprehension of effective factors and barriers concerning the development of evidence-based nursing.
- Immersion: you know and comprehend the special tasks and qualifications required of ANP caregivers, concerning the development of evidence-based nursing for specific groups of persons in need of care (primarily persons with specific complex health problems and/or care arrangements).
- Knowledge transfer: you know and comprehend project management methods.
- Application competency: you are capable of applying the aforementioned knowledge and comprehension to a typical project on the development of evidence-based nursing, and thereby develop initial ANP expertise.
- Communicative competency: you are capable of communicating and cooperating adequately with all project participants and target groups addressed, while appropriately substantiating and presenting your own plans and work stages.
- Communicative competency: you are capable of plausibly and clearly substantiating and describing the plans, execution, reports, and results of a subproject on the development of evidence-based nursing.
- Systemic competency: you are capable of researching and appropriately assessing the information needed to adequately plan, execute, and report on the aforementioned project.
- Systemic competency: you have a contemplated understanding of the frameworks relevant to successful development of evidence-based nursing, and are aware of the resulting demands on your own qualifications and competency.

Grading through:

- Written report
- continuous participation in all courses of the module

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- MitarbeiterInnen des Instituts

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required



Notes:

This course comprises a project with practical exercises (internship: General Nursing 11, Pediatric Nursing 11, or Geriatric Nursing 12). At least 140 credit points are a prerequisite for signing up for the project/internship. You may select any service facility for your project/internship on nursing (must be self-organized, in Germany or abroad), and submit a report on your work for a pass/fail grade. The on-site supervisor must provide proof of your participation. See the referenced training curriculum for more information on the internship content, formalities, and relevant forms.

PF4200, PF4200-KP08 - Exploring of specific and/or advanced practice areas in nursing care (UAPV)			
Duration: 1 Semester	Turnus of offer: each winter semester	Credit points: 8	Max. group size: 40
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), interdisciplinary comprehensive nursing tasks, 7th semester • Bachelor of Science in Nursing starting 2017 (compulsory), interdisciplinary comprehensive nursing tasks, 7th semester 			
Classes and lectures: <ul style="list-style-type: none"> • Specific and/or advanced practice areas in nursing care (blockseminar (compact course) with colloquium, 2 SWS) 		Workload: <ul style="list-style-type: none"> • 150 Hours integrated internship hours • 60 Hours private studies and exercises • 30 Hours in-classroom work 	
Contents of teaching: <ul style="list-style-type: none"> • Overview of fields of study and activity in nursing that require scientific expertise beyond customary nursing education/training: primarily advanced nursing practice (ANP) in diverse nursing settings, nursing research, nursing quality assurance, nursing training/further education • Immersion and analysis of a specialized/extended field of study or activity in the aforementioned context, during an internship (for details, see remarks and training curriculum) • Future developments and qualification requirements for the nursing profession and resulting consequences on necessary legal, organizational, or structural frameworks (qualification mix, change in responsibility and assignment profiles for diverse professions providing health services) 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Knowledge transfer: the students gain an overview of the fields of study and activity in nursing that require scientific expertise beyond customary nursing education/training. • Immersion: you have in-depth knowledge and comprehension of the required qualifications and frameworks, in reference to one specialized/extended field of study or activity in the aforementioned context. • Application competency: you are capable of applying the knowledge and skills acquired so far to develop initial competency in the selected, aforementioned specialized/extended field of study or activity. • Communicative competency: you are capable of exchanging information in a focused and constructive manner with various target groups and actors in the respective specialized/extended field of study or activity. • Communicative competency: you are capable of presenting the goals and motives of your own professional development, and corresponding implementation steps and experiences in a plausible, understandable, and clear manner. • Systemic competency: you are capable of independently researching the information necessary for your own professional development, and can categorize this in terms of your own interests and competency. • Systemic competency: you have a contemplated understanding of the frameworks and required competency in reference to one selected, aforementioned specialized/extended field of study or activity, and are aware of the resulting demands on your own qualifications and competency. 			
Grading through: <ul style="list-style-type: none"> • continuous participation in all courses of the module • presentation • Poster 			
Responsible for this module: <ul style="list-style-type: none"> • Prof. Dr. Katrin Balzer 			
Teacher: <ul style="list-style-type: none"> • Institute for Social Medicine and Epidemiology • Prof. Dr. Katrin Balzer • MitarbeiterInnen des Instituts 			
Languages: <ul style="list-style-type: none"> • Will be offered using an audience-oriented mixture of German and English • German and English skills required 			

**Notes:**

This course comprises an internship (General Nursing 12, Pediatric Nursing 12, or Geriatric Nursing 13). At least 140 credit points are a prerequisite for signing up for the internship. You may select any suitable facility for your internship (must be self-organized, in Germany or abroad; see attached training curriculum for selection criteria). The on-site supervisor must provide proof of your participation. If desired, you may request approval from the person in-charge of this course to combine your internship with the project under the PF4100 course Transfer/Nursing Development Project. See the referenced training curriculum for more information on the internship content, formalities, and relevant forms.

The presentation (20-min with a 10-min discussion) is based on the planned internship, which is mandatory for active participation in the block seminar and a prerequisite for course credits (see training curriculum for details).

The examination (poster) serves to illustrate an analysis and summary of your internship experience, to be presented during the subsequent colloquium. A grade of at least adequate is required to pass the examination. The person(s) in-charge will address the precise requirements for the content, scope, and structure of the poster and grading criteria at the beginning of this course

PF4311, PF4311-KP05 - Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Intermediate Care (HWVIIa)

Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each summer semester	5	20
Course of study, specific field and term:			
<ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), foundations of human sciences in intermediate care, 8th semester • Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences in intermediate care, 8th semester 			
Classes and lectures:		Workload:	
<ul style="list-style-type: none"> • Intensive care medicine for nursing professions II (seminar / practical course / exercise, 2 SWS) • Clinical pharmacology for nursing professions (lecture, 2 SWS) 		<ul style="list-style-type: none"> • 60 Hours in-classroom work • 55 Hours private studies and exercises • 35 Hours integrated internship hours 	
Contents of teaching:			
<ul style="list-style-type: none"> • Clinical pharmacology: intended and undesirable effects, interactions, incompatibilities, and suitable/unsuitable forms of application of commonly administered medications to treat somatic and psychosomatic illnesses, typically of high relevance for the care of critically ill patients or patients with oncological, geriatric, or pediatric diseases • Clinical pharmacology: specific characteristics of pharmacological therapy by gender/age (children and the elderly), particular circumstances in life (primarily pregnancy, lactation period), and health risks (e.g., renal insufficiency, liver insufficiency) • Clinical pharmacology: fundamentals of the drug approval process (including differences versus medical products), and recognition, avoidance, and reporting of undesirable effects of medications • Clinical pharmacology: common errors in administering medications, and avoidance strategies • Review and immersion into intermediate/intensive care: prevention, diagnostics, therapy, and prognosis of common complications in critically ill patients (primarily acute cardiovascular failure, pneumonia, ARDS (acute respiratory distress syndrome), metabolic and electrolyte imbalance, sepsis, multiple organ failure) • Intensive care: fundamentals of mechanical ventilation (physiological and technical basics, types of mechanical ventilation and indications, complications, weaning process) • Intensive care: late-onset physical and psychological aftereffects of, primarily, long-lasting intensive care therapy, and evidence-based recommendations on prevention and treatment • Intensive care: information, advice, and guidance needs of critically ill patients and their relatives • Case-based immersion and application to intermediate/intensive care: evidence-based recommendations on prevention and treatment of aforementioned complications in critically ill patients, primarily interventions for cardiopulmonary monitoring, pneumonia prophylaxis and therapy, nutrition therapy, and metabolic and excretion control, as well as early mobilization and delirium prevention and management (respective focus on primarily nursing measures for diagnostics, monitoring, prevention, and treatment) • A 35-hour internship on intermediate/intensive care, with a case-based internship assignment to prepare for part two of the block seminar (for details, see remarks and training curriculum) 			
Qualification-goals/Competencies:			
<ul style="list-style-type: none"> • Knowledge transfer and immersion: the students know and comprehend the functioning, intended, and unintended effects, interactions, incompatibilities, and suitable/unsuitable forms of application of commonly administered medications to treat somatic and psychosomatic illnesses, typically of high relevance for the care of critically ill patients or patients with oncological, geriatric, or pediatric diseases. • Immersion: you are aware of the specific characteristics of pharmacological therapy by gender/age (children and the elderly), particular circumstances in life (primarily pregnancy, lactation period), and health risks (e.g., renal insufficiency, liver insufficiency). • Knowledge transfer: you know and comprehend the differences between medicines and medical products, the requirements for drug approval, and know the methods to monitor and report undesirable effects (including classification). • Knowledge transfer and immersion: you are aware of possible errors in administering medicines and know various strategies to avoid errors. • Knowledge transfer and immersion: you have in-depth knowledge and comprehension of prevention, diagnostics, therapy, and prognosis of common complications in critically ill patients (primarily acute cardiovascular failure, pneumonia, ARDS (acute respiratory distress syndrome), metabolic and electrolyte imbalance, sepsis, multiple organ failure). • Knowledge transfer: you have a preliminary understanding of the medical and technical basis of mechanical ventilation, including the types and indications. • Immersion: you have sound knowledge and comprehension of evidence-based recommendations on nursing interventions for the prevention and treatment of the aforementioned complications, primarily interventions (including diagnostics) for cardiopulmonary monitoring, pneumonia prophylaxis and therapy, nutrition therapy, and metabolic and excretion control, as well as early mobilization 			

and delirium prevention and management.

- Knowledge transfer and immersion: you know and comprehend the potential long-term physical and psychological consequences resulting primarily from long-lasting intensive care therapy, and current evidence-based recommendations on preventing and mitigating the consequences.
- Immersion: you have an in-depth understanding of the information, advice, and guidance needs of critically ill patients and their relatives, in general and in connection with common illnesses and health disorders requiring intermediate care.
- Application competency: you are capable of adequately applying the aforementioned, clinical, case-based knowledge to plan the care of critically ill patients, execute nursing interventions, and assist with the medical therapy, competently and commensurate with the circumstances.
- Application competency: based on your in-depth clinical knowledge, you are capable of adequately recognizing early on any impending health complications in critically ill patients.
- Application competency: you are capable of identifying psychological and physical stress in critically ill patients and considering this in planning and setting up the nursing care, primarily in view of the next care phase.
- Application competency: you are aware of the information, advice, and guidance needs of patients and their relatives and, if needed, can respond with appropriate information, advice, and guidelines commensurate with the principles of evidence-based patient information and decisions.
- Communicative competency: you are capable of adequately communicating case-based clinical information to others involved in the care, by making proper use of medical and interdisciplinary terminology, in writing and orally.
- Systemic competency: you are capable of recognizing the clinical or technical information required to assess the state of health of critically ill patients from a nursing perspective, and can obtain the necessary information.
- Systemic competency: you are aware of the potential and limits of your clinical competency, and consider these in your nursing decisions and actions. You are capable of responsibly developing your knowledge, comprehension, and competence by reflecting upon your own clinical experiences, research, and via critical review of external scientific evidence, and can undertake appropriate exchanges with professional colleagues in your own and other fields.

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- written exam

Requires:

- Basic knowledge of clinical medicine and psychology III (PF2800, GW2500-KP06)
- Basic knowledge of clinical medicine and psychology II (PF2300, GW2300-KP14)

Responsible for this module:

- Prof. Dr. med. Carla Nau

Teacher:

- [Institute of Experimental and Clinical Pharmacology and Toxicology](#)
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- Prof. Dr. med. Carla Nau
- Prof. Dr. med. Markus Schwaninger
- MitarbeiterInnen der Sektion Medizin

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The seminar is held in two blocks. The students need to self-organize the self-study element, an internship (General Nursing 13, 35 h), in an intensive or intermediate care ward. At least 140 credit points are a prerequisite for signing up for the internship. See the referenced training curriculum for more information on the internship content, formalities, and relevant forms.

The practical course credit comprises a presentation (20-min presentation of a case with a 10-min discussion), which is mandatory for active participation in the seminar and a prerequisite for taking the qualifying examination (see training curriculum for details).

A grade of at least adequate is required to pass the examination (90-min written exam).

PF4312, PF4312-KP05 - Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Oncology (HWVIIb)			
Duration: 1 Semester	Turnus of offer: each summer semester	Credit points: 5	Max. group size: 20
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), foundations of human sciences in oncology, 8th semester • Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences in oncology, 8th semester 			
Classes and lectures: <ul style="list-style-type: none"> • Psychooncology, rehabilitation and follow-up care in oncology (seminar / practical course / exercise, 2 SWS) • Clinical pharmacology for nursing professions (lecture, 2 SWS) 		Workload: <ul style="list-style-type: none"> • 60 Hours in-classroom work • 55 Hours private studies and exercises • 35 Hours integrated internship hours 	
Contents of teaching: <ul style="list-style-type: none"> • Clinical pharmacology: intended and undesirable effects, interactions, incompatibilities, and suitable/unsuitable forms of application of commonly administered medications to treat somatic and psychosomatic illnesses, typically of high relevance for the care of critically ill patients or patients with oncological, geriatric, or pediatric diseases • Clinical pharmacology: specific characteristics of pharmacological therapy by gender/age (children and the elderly), particular circumstances in life (primarily pregnancy, lactation period), and health risks (e.g., renal insufficiency, liver insufficiency) • Clinical pharmacology: fundamentals of the drug approval process (including differences versus medical products), and recognition, avoidance, and reporting of undesirable effects of medications • Clinical pharmacology: common errors in administering medications, and avoidance strategies • Oncology: forms and phases of oncology therapy with immersion into disease and therapy phases after initial treatment, including person and environment-based determinants for the disease's remedial treatment and progress • Oncology: diagnostic procedure to identify and observe the progress of physical, psychological, and social limitations and changes in the quality of life, in connection with oncology diseases (structure and application principles, diagnostic features in view of the requirements of evidence-based diagnostics) • Oncology: theoretical and empirical fundamentals of psycho-oncological treatment, including immersion into typical examples of forms of consulting (specific groups of patients and/or certain intensity or content-methodology focus of consulting options) • Oncology: clinical indications and social law frameworks for utilizing available consulting, aftercare, and rehabilitation options • Case-based immersion and application to oncology: evidence-based recommendations on nursing interventions, following initial therapy, within the scope of interdisciplinary consulting, aftercare and rehabilitation of patients with oncology diseases • A 35-hour internship on psycho-oncology consulting, aftercare, or rehabilitation to prepare for part two of the block seminar (for details, see remarks and training curriculum) 			
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Knowledge transfer and immersion: the students know and comprehend the functioning, intended, and unintended effects, interactions, incompatibilities, and suitable/unsuitable forms of application of commonly administered medications to treat somatic and psychosomatic illnesses, typically of high relevance for the care of critically ill patients or patients with oncological, geriatric, or pediatric diseases. • Immersion: you are aware of the specific characteristics of pharmacological therapy by gender/age (children and the elderly), particular circumstances in life (primarily pregnancy, lactation period), and health risks (e.g., renal insufficiency, liver insufficiency). • Knowledge transfer: you know and comprehend the differences between medicines and medical products, the requirements for drug approval, and know the methods to monitor and report undesirable effects (including classification). • Knowledge transfer and immersion: you are aware of possible errors in administering medicines and know various strategies to avoid errors. • Knowledge transfer and immersion: you have theoretically and empirically sound knowledge and comprehension of the needs and problems of oncology patients in various health and treatment phases after the initial treatment for the disease, and are aware of person and environment-based determinants for such problems and needs. • Knowledge transfer and immersion: you know and comprehend diagnostic procedures to identify physical, psychological, and social limitations and changes in the quality of life, in connection with oncology diseases. You are aware of the potential and limitations of these procedures with reference to evidence-based diagnostics. • Knowledge transfer: you know and comprehend the theoretical fundamentals of psycho-oncological consulting and support options, and gain an overview of current evidence-based recommendations and the state of knowledge of particular consulting options (e.g., specific groups of patients, certain intensity, and content and/or methodology focus of consults). • Knowledge transfer and immersion: you gain an overview of the range of available aftercare and rehabilitation options (including the 			

target groups and specialty focus). You know and comprehend the clinical indications and social law requirements for utilizing the various aftercare and rehabilitation options.

- Application and communicative competency: you are capable of adequately applying the aforementioned, clinical, case-based knowledge to plan the care of oncology patients, following initial therapy, executing relevant nursing interventions, and assisting with therapeutic measures, competently and commensurate with the circumstances. As such, you pay particular attention to the potential psychological stress suffered by the patients and their relatives.
- Application and communicative competency: based on your broad and in-depth clinical knowledge, you are capable of informing oncology patients professionally, and commensurate with the circumstances, about the range of available consulting, aftercare, and rehabilitation options, and to guide them on finding appropriate contacts for more information.
- Communicative competency: you are capable of adequately communicating case-based clinical information to others involved in the care, by making proper use of medical and interdisciplinary terminology, in writing and orally.
- Systemic competency: you are capable of recognizing the clinical or technical information required to assess the state of health of oncology patients in the aforementioned treatment phases from a nursing perspective, and can obtain the necessary information.
- Systemic competency: you are aware of the potential and limits of your clinical competency, and consider these in your nursing decisions and actions. You are capable of responsibly developing your knowledge, comprehension, and competence by reflecting upon your own clinical experiences, research, and via critical review of external scientific evidence, and can undertake appropriate exchanges with professional colleagues in your own and other fields.

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- written exam

Requires:

- Basic knowledge of clinical medicine and psychology III (PF2800, GW2500-KP06)
- Basic knowledge of clinical medicine and psychology II (PF2300, GW2300-KP14)

Responsible for this module:

- Prof. Dr. med. Achim Rody

Teacher:

- [Institute of Experimental and Clinical Pharmacology and Toxicology](#)
-
- Prof. Dr. med. Achim Rody
- Prof. Dr. med. Markus Schwaninger
- MitarbeiterInnen der Sektion Medizin

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The lectures are adopted from the PF4311 course Clinical Fundamentals of Specialized/Extended Diagnostic, Therapeutic, Preventive, or Palliative Tasks in Nursing Intermediate Care (HWWIIa).

The seminar is held in two blocks. The students need to self-organize the self-study element, an internship (General Nursing 13, 35 h), at an institute offering consultation on therapeutic care, aftercare, or rehabilitation for oncology patients. At least 140 credit points are a prerequisite for signing up for the internship. See the referenced training curriculum for more information on the internship content, formalities, and relevant forms.

The practical course credit comprises a presentation (20-min presentation of a case with a 10-min discussion), which is mandatory for active participation in the seminar and a prerequisite for taking the qualifying examination (see training curriculum for details).

A grade of at least adequate is required to pass the examination (90-min written exam).

PF4313, PF4313-KP05 - Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Geriatrics (HWVIIC)

Duration: 1 Semester	Turnus of offer: each summer semester	Credit points: 5	Max. group size: 20
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Course of study, specific field and term:

- Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences in geriatric nursing, 8th semester
- Bachelor of Science in Nursing (compulsory), foundations of human sciences in geriatrics, 8th semester

Classes and lectures:

- Advanced health care strategies in geriatric traumatology (seminar / practical course / exercise, 2 SWS)
- Clinical pharmacology for nursing professions (lecture, 2 SWS)

Workload:

- 60 Hours in-classroom work
- 55 Hours private studies and exercises
- 35 Hours integrated internship hours

Contents of teaching:

- Clinical pharmacology: intended and undesirable effects, interactions, incompatibilities, and suitable/unsuitable forms of application of commonly administered medications to treat somatic and psychosomatic illnesses, typically of high relevance for the care of critically ill patients or patients with oncological, geriatric, or pediatric diseases
- Clinical pharmacology: specific characteristics of pharmacological therapy by gender/age (children and the elderly), particular circumstances in life (primarily pregnancy, lactation period), and health risks (e.g., renal insufficiency, liver insufficiency)
- Clinical pharmacology: fundamentals of the drug approval process (including differences versus medical products), and recognition, avoidance, and reporting of undesirable effects of medications
- Clinical pharmacology: common errors in administering medications, and avoidance strategies
- Geriatric traumatology: etiology, symptoms, diagnostics, surgical and conservative treatment and rehabilitation of musculoskeletal trauma in the elderly
- Geriatric traumatology: common trauma circumstances and appropriate care relevant diagnostics and instruments to validate initial assessment of the trauma severity and need for care
- Geriatric traumatology: theoretical and empirical fundamentals of common medical aids to promote patient gait, balance, and mobility
- Geriatric traumatology: theoretical and empirical fundamentals of multidisciplinary and, if relevant, institution- and setting-independent models and strategies for early rehabilitation and promotion of self-care by the elderly with musculoskeletal trauma
- Geriatric traumatology: theoretical and empirical fundamentals of attitudes, standards, and values of the elderly in reference to preventing falls and injuries
- Geriatric traumatology: evidence-based recommendations for preventing falls and injuries among the elderly
- Case-based immersion and application to geriatric traumatology: evidence-based recommendations on nursing interventions for emergency hospital and/or rehabilitative care of the elderly needing treatment for musculoskeletal trauma
- A 35-hour internship on emergency hospital and/or rehabilitative care of the elderly needing treatment for musculoskeletal trauma to prepare for part two of the block seminar (for details, see remarks and training curriculum)

Qualification-goals/Competencies:

- Knowledge transfer and immersion: the students know and comprehend the functioning, intended, and unintended effects, interactions, incompatibilities, and suitable/unsuitable forms of application of commonly administered medications to treat somatic and psychosomatic illnesses, typically of high relevance for the care of critically ill patients or patients with oncological, geriatric, or pediatric diseases.
- Immersion: you are aware of the specific characteristics of pharmacological therapy by gender/age (children and the elderly), particular circumstances in life (primarily pregnancy, lactation period), and health risks (e.g., renal insufficiency, liver insufficiency).
- Knowledge transfer: you know and comprehend the differences between medicines and medical products, the requirements for drug approval, and know the methods to monitor and report undesirable effects (including classification).
- Knowledge transfer and immersion: you are aware of possible errors in administering medicines and know various strategies to avoid errors.
- Knowledge transfer and immersion: you have theoretically and empirically sound knowledge and comprehension of geriatric etiology, symptoms, diagnostics, surgical, conservative treatment, and rehabilitation of musculoskeletal trauma and damage (primarily fractures and injuries/damage of joints). You have an in-depth understanding of the risks of age-dependent complications in patients from medical, nursing, and therapeutic care perspectives.
- Immersion: you know and comprehend the indications, application, and potential complications of medical aids to promote patient mobility, depending on the state of the trauma.
- Knowledge transfer and immersion: you are familiar with the theoretical and empirical fundamentals of multidisciplinary and

setting-independent courses of treatment and nursing concepts for emergency hospital and rehabilitative care of the elderly with musculoskeletal trauma, and are aware of relevant nursing requirements.

- Knowledge transfer and immersion: you know and comprehend evidence-based recommendations for nursing related interventions (diagnostics, prevention, treatment, and rehabilitation) in reference to acute or rehabilitative care of the elderly with musculoskeletal trauma. You similarly know and comprehend the indications, course of events, and potential complications with medical or therapeutic interventions, for which caregivers provide assistance or could assume specific delegated subtasks.
- Knowledge transfer and immersion: you know and comprehend the current theoretical and empirical knowledge on attitudes, standards, and values of the elderly on preventing falls and injuries.
- Application and communicative competency: you are capable of adequately applying the aforementioned, clinical, case-based knowledge to plan evidence-based nursing of elderly patients with musculoskeletal trauma, and competently executing relevant nursing interventions, for instance, directly during emergency post-trauma care or in the post-operative or rehabilitative phase. As such, you also explicitly consider the preferences and abilities of the patient for appropriate deployment of medical aids to promote mobility.
- Application and communicative competency: immediately after a trauma, you are capable of making a valid initial assessment of the traumatic circumstances and actual state of health.
- Application competency: for acute or rehabilitative care of patients, you are capable of competently assisting with medical or therapeutic measures, commensurate with the situation.
- Application and communicative competency: based on your broad and in-depth clinical knowledge, you are capable of identifying individual resources and barriers concerning the early rehabilitation of patients, and can propose further suitable care arrangements in conjunction the patients and/or their relatives and others involved in the care/aftercare.
- Application and communicative competency: you are aware of the standards, values, and preferences of elderly patients, in reference to preventing falls and trauma. You are capable of informing the patients and/or their relatives, in terms of evidence-based patient information, of identified risks and relevant preventive measures, and how to select action strategies for reaching a joint decision.
- Communicative competency: you are capable of adequately communicating case-based clinical information to others involved in the care, by making proper use of medical and interdisciplinary terminology, in writing and orally.
- Systemic competency: you are capable of recognizing the clinical or technical information required to assess the state of health of elderly patients with musculoskeletal trauma, in various phases of post-trauma treatment, and can obtain the necessary information.
- Systemic competency: you are aware of the potential and limits of your clinical competency, and consider these in your nursing decisions and actions. You are capable of responsibly developing your knowledge, comprehension, and competence by reflecting upon your own clinical experiences, research, and via critical review of external scientific evidence, and can undertake appropriate exchanges with professional colleagues in your own and other fields.

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- written exam

Requires:

- Basic knowledge of clinical medicine and psychology III (PF2800, GW2500-KP06)
- Basic knowledge of clinical medicine and psychology II (PF2300, GW2300-KP14)

Responsible for this module:

- Prof. Dr. med. Andreas Paech

Teacher:

- [Institute of Experimental and Clinical Pharmacology and Toxicology](#)
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- Prof. Dr. med. Andreas Paech
- Prof. Dr. med. Markus Schwaninger
- MitarbeiterInnen der Sektion Medizin

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:



The lectures are adopted from the PF4311 course Clinical Fundamentals of Specialized/Extended Diagnostic, Therapeutic, Preventive, or Palliative Tasks in Nursing Intermediate Care (HWWIIa).

The seminar is held in two blocks. The students need to self-organize the self-study element, an internship (General Nursing 13 or Geriatric Nursing 14, 35 h), at a suitable institute for traumatology or rehabilitative geriatrics. At least 140 credit points are a prerequisite for signing up for the internship. See the referenced training curriculum for more information on the internship content, formalities, and relevant forms.

The practical course credit comprises a presentation (20-min presentation of a case with a 10-min discussion), which is mandatory for active participation in the seminar and a prerequisite for taking the qualifying examination (see training curriculum for details).

A grade of at least adequate is required to pass the examination (90-min written exam).

PF4320, PF4320-KP05 - Clinical knowledge for specific and/or advanced diagnostic, therapeutic, preventive, or palliative tasks in nursing care - Paediatrics (HWVIlId)

Duration: 1 Semester	Turnus of offer: each summer semester	Credit points: 5	Max. group size: 15
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Course of study, specific field and term:

- Bachelor of Science in Nursing (compulsory), foundations of human sciences in child nursing, 8th semester
- Bachelor of Science in Nursing starting 2017 (compulsory), foundations of human sciences in child nursing, 8th semester

Classes and lectures:

- Specific healthcare situations in paediatric care: neonatology (seminar / practical course / exercise, 2 SWS)
- Clinical pharmacology for nursing professions (lecture, 2 SWS)

Workload:

- 60 Hours in-classroom work
- 55 Hours private studies and exercises
- 35 Hours integrated internship hours

Contents of teaching:

- Clinical pharmacology: intended and undesirable effects, interactions, incompatibilities, and suitable/unsuitable forms of application of commonly administered medications to treat somatic and psychosomatic illnesses, typically of high relevance for the care of critically ill patients or patients with oncological, geriatric, or pediatric diseases
- Clinical pharmacology: specific characteristics of pharmacological therapy by gender/age (children and the elderly), particular circumstances in life (primarily pregnancy, lactation period) and health risks (e.g., renal insufficiency, liver insufficiency)
- Clinical pharmacology: fundamentals of the drug approval process (including differences versus medical products), and recognition, avoidance, and reporting of undesirable effects of medications
- Clinical pharmacology: common errors in administering medications, and avoidance strategies
- Neonatology: etiology, symptoms, diagnostics, prevention, treatment, and prognosis of common diseases and complications in neonatology, and intensive care of full-term infants and toddlers
- Neonatology: nursing relevant criteria for observation and instruments for monitoring the state of health of preemies and newborns in the neonatology or intensive care ward, including evidence-based recommendations
- Neonatology: indications, course of events, and potential complications with medical or therapeutic interventions in neonatology or pediatric intensive care, where caregivers generally assist
- Neonatology: the needs of, and psychosocial stress on parents and families involved, and necessity to include familial psychological parents
- Neonatology: information, instruction, and consulting needs of parents involved (and children, depending on age/capabilities)
- Ethical conflict situations in neonatology/pediatric intensive care, and decision-making strategies
- (Low-threshold) options, primarily for longer-term psychosocial support, accompaniment, and rehabilitation of the concerned children and their families (theoretical models and empirical knowledge on acceptance, effectiveness, relevant utilization determinants, and role of nursing professions in connection with other vocational groups involved)
- Case-based immersion and application to neonatology: evidence-based recommendations on nursing interventions (diagnostics, prevention, treatment; inclusion of familial psychological parents), within the scope of neonatology and pediatric intensive care
- A 35-hour internship in neonatology to prepare for part two of the block seminar (for details, see remarks and training curriculum)

Qualification-goals/Competencies:

- Knowledge transfer and immersion: the students know and comprehend the functioning, intended, and unintended effects, interactions, incompatibilities, and suitable/unsuitable forms of application of commonly administered medications to treat somatic and psychosomatic illnesses, typically of high relevance for the care of critically ill patients or patients with oncological, geriatric, or pediatric diseases.
- Immersion: you are aware of the specific characteristics of pharmacological therapy by gender/age (children and the elderly), particular circumstances in life (primarily pregnancy, lactation period), and health risks (e.g., renal insufficiency, liver insufficiency).
- Knowledge transfer: you know and comprehend the differences between medicines and medical products, the requirements for drug approval, and know the methods to monitor and report undesirable effects (including classification).
- Knowledge transfer and immersion: you are aware of possible errors in administering medicines and know various strategies to avoid errors.
- Knowledge transfer and immersion: you have theoretically and empirically sound knowledge and comprehension of the etiology, symptoms, diagnostics, prevention, treatment, and prognosis of common diseases and complications in neonatology, and the intensive care of full-term infants and toddlers.
- Knowledge transfer: you know and comprehend the needs of, and psychosocial stress for parents and families involved, and are aware of the necessity of including familial psychological parents, commensurate with their preferences and resources.
- Knowledge transfer and immersion: you know and comprehend evidence-based recommendations on nursing interventions

(diagnostics, prevention, treatment; inclusion of familial psychological parents), within the scope of neonatology and pediatric intensive care. You similarly know and comprehend the indications, course of events, and potential complications with medical or therapeutic interventions in neonatology or pediatric intensive care, for which caregivers provide assistance.

- Immersion: you have solid knowledge and comprehension of available (low-threshold) options for longer-term psychosocial support, accompaniment, and rehabilitation of the concerned children and their families (theoretical models and empirical knowledge on acceptance, effectiveness, and relevant utilization determinants, role of the nursing professions).
- Application and communicative competency: you are capable of adequately applying the aforementioned, clinical, case-based knowledge to plan the evidence-based nursing of a premature baby in neonatology, or the post-intensive care of a newborn or toddler.
- Application and communicative competency: you are capable of early recognition of any changes in the state of health of children in the neonatology or intensive care ward, describing these appropriately, and actively and on time informing relevant members of the multidisciplinary team involved.
- Application competency: you are capable of competently assisting with medical or therapeutic measures, commensurate with the situation, in the neonatology or pediatric intensive care ward.
- Application and communicative competency: you are capable of recognizing the information, guidance, and consulting needs of parents involved (and children, depending on age/abilities), and based on the requirement you can suggest nursing information, consulting, and guidance options in line with the principles of evidence-based patient information, and reach joint decisions. As such, you are aware of any existing ethical conflicts or especially stressful psychological circumstances, and capable of arranging for any additional professional support needed.
- Communicative competency: you are capable of adequately communicating case-based clinical information to others involved in the care, by making proper use of medical and interdisciplinary terminology, in writing and orally.
- Systemic competency: you are capable of recognizing the clinical and/or technical information required to assess the nursing state of health of children under neonatology/intensive care, and can obtain the necessary information.
- Systemic competency: you are aware of the potential and limits of your clinical competency, and consider these in your nursing decisions and actions. You are capable of responsibly developing your knowledge, comprehension, and competence by reflecting upon your own clinical experiences, research, and via critical review of external scientific evidence, and can undertake appropriate exchanges with professional colleagues in your own and other fields.

Grading through:

- continuous participation in all courses of the module
- practical course achievements (see practical curriculum)
- written exam

Requires:

- Basic knowledge of clinical medicine and psychology III (PF2800, GW2500-KP06)
- Basic knowledge of clinical medicine and psychology II (PF2300, GW2300-KP14)

Responsible for this module:

- Prof. Dr. med. Egbert Herting

Teacher:

- [Institute of Experimental and Clinical Pharmacology and Toxicology](#)
- [clinic for pediatrics](#)
- Prof. Dr. med. Egbert Herting
- Prof. Dr. med. Markus Schwaninger
- MitarbeiterInnen der Sektion Medizin

Languages:

- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The lectures are adopted from the PF4311 course Clinical Fundamentals of Specialized/Extended Diagnostic, Therapeutic, Preventive, or Palliative Tasks in Nursing Intermediate Care (HWWIIa).

The seminar is held in two blocks. The students need to self-organize the self-study element, an internship (Pediatric Nursing 13, 35 h), in a neonatology ward. At least 140 credit points are a prerequisite for signing up for the internship. See the referenced training curriculum for more information on the internship content, formalities, and relevant forms.

The practical course credit comprises a presentation (20-min presentation of a case with a 10-min discussion), which is mandatory for



active participation in the seminar and a prerequisite for taking the qualifying examination (see training curriculum for details).

A grade of at least adequate is required to pass the examination (90-min written exam).

PF4700, PF4700-KP05 - Methods of case and care management (UAPVI)

Duration:	Turnus of offer:	Credit points:	Max. group size:
1 Semester	each summer semester	5	40

Course of study, specific field and term:

- Bachelor of Science in Nursing (compulsory), interdisciplinary comprehensive nursing tasks, 8th semester
- Bachelor of Science in Nursing starting 2017 (compulsory), interdisciplinary comprehensive nursing tasks, 8th semester

Classes and lectures:

- Theories and models of case and care management (lecture, 2 SWS)
- Case and care management as nursing task (seminar / practical course / exercise, 2 SWS)

Workload:

- 60 Hours in-classroom work
- 55 Hours private studies and exercises
- 35 Hours integrated internship hours

Contents of teaching:

- Meaning of the terms case/care management
- Goals and functions of case/care management
- Theoretical and empirical knowledge on selected strategies and procedures of case/care management in the context of nursing fields of study
- Instruments to execute case and/or care management in practice
- Interdisciplinary teamwork on managing health services
- Nursing models of the healthcare system, in which case/care management play a central role

Qualification-goals/Competencies:

- Knowledge transfer and immersion: the students have sound knowledge of the goals, functions, strategies, and procedures of case/care management.
- Immersion: you know and comprehend the theoretical and empirical state of knowledge on selected case/care management models and strategies, in the context of nursing fields of study.
- Immersion: you have in-depth knowledge and comprehension of current health nursing models of the healthcare system, in which case/care management play a central role (e.g., integrated health service, disease management programs, etc.)
- Knowledge transfer and immersion: you know and comprehend the instruments to determine the need for interdisciplinary and inter-institutional support, and to plan and document the courses/arrangements for health services in the context of case/care management.
- Immersion: you are fully aware of potential interfacing problems in caring for patients with complex, problematic circumstances.
- Application competency: you are capable of transferring the aforementioned knowledge and comprehension to individual nursing circumstances, in order to recognize and manage the case/care needs of persons in complex problematic circumstances, and to select appropriate health service strategies or support options.
- Communicative competency: you are capable of tailoring the collected information to the persons addressed, presenting it to patients, their relatives, and other actors already involved or to be involved in care giving, and can support complex communicative and teamwork processes.
- Systemic competency: you are aware of and reflect upon the demands placed on vocational knowledge and skills of caregivers in their role as case and/or care managers, and are capable of applying your corresponding knowledge and skills to come up with appropriate perspectives for your professional development.

Grading through:

- continuous participation in all courses of the module
- oral presentation and essay

Responsible for this module:

- [Prof. Dr. Katrin Balzer](#)

Teacher:

- [Institute for Social Medicine and Epidemiology](#)
- [Prof. Dr. Katrin Balzer](#)
- MitarbeiterInnen des Instituts

Languages:



- Will be offered using an audience-oriented mixture of German and English
- German and English skills required

Notes:

The seminar is held in blocks. The students need to self-organize the self-study element, an internship (General Nursing 14, Pediatric Nursing 14, Nursing 15, 35 h), in an established care/case management organization. At least 140 credit points are a prerequisite for signing up for the internship. See the referenced training curriculum for more information on the internship and relevant forms.

Only a pass/fail grade is given for the examination, based on a presentation held during the seminar (20-min with a 10-min discussion), and an essay, each referencing the related internship (see training curriculum for details). The person(s) in-charge will address precise requirements for the presentation and essay at the beginning of this course.

PF4900, PF4900-KP12 - Bachelor thesis in nursing (PFBArbeit)		
Duration: 1 Semester	Turnus of offer: each summer semester	Credit points: 12
Course of study, specific field and term: <ul style="list-style-type: none"> • Bachelor of Science in Nursing (compulsory), nursing science, 8th semester • Bachelor of Science in Nursing starting 2017 (compulsory), nursing science, 8th semester 		
Classes and lectures: <ul style="list-style-type: none"> • Colloquium (presentation (incl. preparation), 1 SWS) • Bachelor thesis nursing (supervised self studies, 1 SWS) 		Workload: <ul style="list-style-type: none"> • 345 Hours work on an individual topic (research and development) and written elaboration • 15 Hours in-classroom work
Contents of teaching: <ul style="list-style-type: none"> • As negotiated 		
Qualification-goals/Competencies: <ul style="list-style-type: none"> • Knowledge transfer and immersion: the students have broad-based and partly profound knowledge of the requirements for formulating research questions, and the quality and appropriateness of research methods • Application competency: you are capable of identifying the knowledge required for nursing (clinical, ethical, organization or management based, scientific) • Application competency: under guidance, you are capable of addressing a nursing problem with suitable scientific methods • Systemic competency: you are capable of independently broadening and strengthening your clinical, ethical, organization, management, and/or scientific knowledge and skills in reference to the problem • Communicative competency: you are capable of clearly presenting the justification, methods, and results of your scientific thesis, in writing and orally, and can tailor it to the persons addressed 		
Grading through: <ul style="list-style-type: none"> • written exam, oral presentation, and defence of the experiment's results 		
Requires: <ul style="list-style-type: none"> • Nursing care activities in complex healthcare situations - focus setting: Paediatric Care (PF3120, PF3120-KP06) • Nursing care activities in complex healthcare situations - focus setting: Geriatric care (PF3113, PF3113-KP06) • Nursing care activities in complex healthcare situations - focus setting: Oncological care (PF3112, PF3112-KP06) • Nursing care activities in complex healthcare situations - focus setting: Intermediate Care (PF3111, PF3111-KP06) • Professional behaviour in daily nursing practice (PF3700) • Complex cases: Application of the principles of evidence-based practice to nursing care (PF3100, PF3100-KP04) 		
Responsible for this module: <ul style="list-style-type: none"> • Studiengangsleitung Pflege 		
Teacher: <ul style="list-style-type: none"> • All institutes of the University of Lübeck • Alle prüfungsberechtigten Dozentinnen/Dozenten des Studienganges 		
Language: <ul style="list-style-type: none"> • thesis can be written in German or English 		
Notes: <p>The examination grades in the courses PF3111 PF3113 and PF3120, which serve as prerequisites for writing the thesis, depend on the respective course selected for the vocational qualification/major.</p>		