

Module Manual

Bachelor Program in Integrative Health Promotion

Department of Social Work and
Health

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1 General

The goal of the academic program in Integrative Health Promotion is to train future managers of health promotion as well as health services and projects.

The program imparts important theoretical foundations, which unite the topic of health promotion from different perspectives and this knowledge in a holistic way. In addition to medical-scientific and health-scientific foundations, students also learn about health psychological, legal, and business management topics. In addition, students receive topic-related basic knowledge in the four fields of activity of work, leisure, tourism, and wellness. Students also practice basic skills in health counseling and in guiding health-promoting behavior in at least one of the following three fields of practice: relaxation, exercise and nutrition. Combined with practical examples and initial projects in the field of health promotion, this approach provides a sound basis for application and implementation in the practical semester. In the sixth and seventh semesters, depending on the students' emphasis, topic-specific content is deepened and transferred to application-related projects in practical fields of integrative health promotion.

In addition to subject-specific study goals, Coburg University of Applied Sciences would like to enable its graduates to take on new perspectives, cooperate with other disciplines, and convey the importance of lifelong learning in the face of social challenges. A special concern in this context is personality development. For this purpose, interdisciplinary connections between the participating study programs are facilitated and institutionalized within an innovative educational approach by means of corresponding modules in the first, second, third, and sixth semesters. In these modules, teachers and students of different courses of study are brought together through suitable content and socially relevant topics, but also through corresponding teaching formats (e.g. interdisciplinary project work in the second and third semesters).

Modularization of the academic program

In the first and second semester, students can choose between the foreign languages French or Spanish. The fifth semester is an internship semester, which students complete in an institution or company of their choice. In this practical semester, the acquired knowledge is applied and important practical experience for professional life is gained. In the sixth and seventh semester, students choose two areas of concentration from three modules to deepen their knowledge. Here, students can choose between different specialization modules: "Work and Health," "Curative Therapies, Rehabilitation, and Health," and "Tourism, Leisure, and Health." Including the Bachelor thesis, students complete a total of 31 modules in the bachelor program of Integrative Health Promotion.

Brief description of the three main areas of study

Work and Health

The module "Work and Health" focuses on workplace health promotion. It serves to improve the health resources of employees in organizations in terms of their relationship and behavior with the aim of improving their well-being and performance and leading to sustainable positive development.

Curative Therapies, Rehabilitation, and Health

The module "Curative Therapies, Rehabilitation, and Health" deals with questions of integrating the salutogenetic approach in health care institutions. The module not only looks at these institutions as workplaces, but above all else, it addresses the issue of the changing health-promoting orientation of their original services.

Tourism, Leisure Time, and Health

The module "Tourism, Leisure, and Health" examines health promotion in the tourism industry and in the area of public and private leisure providers. The central perspective here rests on the individual in his/her search for leisure and vacation as well as the interactions that are possible through health promotion in these areas.

In the areas of specialization, the core skills are focused on the settings "work and health," "curative therapies, rehabilitation, and health," and "tourism, leisure, and health," and deeper theoretical and practical knowledge is imparted. This involves the in-depth development of an institutional perspective as well as specific issues of health-oriented management in these institutions and finally – in the sense of an integrative cross-sectional view – the design of concrete solutions in the form of application-oriented concepts. These are mostly derived from specific problems of real institutions and presented as proposals.

How to read the module descriptions

The present module descriptions are based on the curriculum of the bachelor's degree program of Integrative Health Promotion. This means starting with modules of the first semester, followed by those of the second, third, fourth, fifth, sixth and seventh semesters. It is thus not mandatory for the sequence of the modules to follow their consecutive numbering.

2 Program structure

| Semester 1 | | | | |
|------------------------|---|--|---|--|
| Module 1.1 Health I | Module 2.1 Wellness and Tourism I | Module 4.1 Business Administration I | Module 6.2 Language Elective I (Spanish or French) | Module 13.1 Interdisciplinary Perspectives |
| 9 SWH 9 ECTS | 7 SWH 6 ECTS | 4 SWH 5 ECTS | 4 SWH 4 ECTS | 4 SWH 6 ECTS |

| Semester 2 | | | | | |
|-------------------------|---------------------------|----------------------------------|---|---|---|
| Module 1.2 Health II | Module 11.1 Research I | Module 5 Health Psychology | Module 4.2 Business Administration II | Module 6.3 Language Elective II (Spanish or French) | Module 13.2 Interdisciplinary Project I |
| 5 SWH 5 ECTS | 5 SWH 5 ECTS | 5 SWH 5 ECTS | 4 SWH 5 ECTS | 4 SWH 4 ECTS | 5 SWH 6 ECTS |

| Semester 3 | | | | |
|--|-----------------------|--|--|--|
| Module 12.1 Interpersonal Techniques I | Module 9.1 Paper I | Module 2.2 Wellness and Tourism II | Module 4.3 Business Administration III | Module 13.3 Interdisciplinary Project II |
| 4 SWH 5 ECTS | 4 SWH 5 ECTS | 10 SWH 9 ECTS | 4 SWH 5 ECTS | 5 SWH 6 ECTS |

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| Semester 4 | | | | |
|--------------------------|---|--|------------------------|---|
| Module 1.3 Health III | Module 3.1 Tourism and Leisure Time Management I | Module 4.4 Business Administration IV | Module 9.2 Paper II | Module 6.1 English as a Foreign Language |
| 10 SWH 10 ECTS | 4 SWH 5 ECTS | 4 SWH 5 ECTS | 6 SWH 6 ECTS | 4 SWH 4 ECTS |

| Semester 5 |
|---|
| Module 7 Systematically Guided and Reflected Internship, Internship-Related Courses |
| 4 SWH 30 ECTS |

| Semester 6 | | | | | |
|--------------------|--------------------|----------------------------|---|--|---|
| Module 8 Focus* | Module 8 Focus* | Module 11.2 Research II | Module 12.2 Interpersonal Techniques II | Module 3.2 Tourism and Leisure Time Management II | Module 13.4 Interdisciplinary Profiling |
| 8 SWH 9 ECTS | 8 SWH 9 ECTS | 4 SWH 5 ECTS | 4 SWH 5 ECTS | 4 SWH 6 ECTS | 4 SWH 6 ECTS |

| Semester 7 | | | |
|---------------------------------|--------------------|---|---------------------------------|
| Module 1.4 Health IV | Module 8 Focus* | Module 10 Perspectives in Health Promotion | Module 14 Bachelor Thesis |
| 3 SWH 5 ECTS | 6 SWH 9 ECTS | 4 SWH 5 ECTS | 10 ECTS |
| Total 160 SWH 219 ECTS | | | |

*Selection of 2 (from 3) focus area modules:

Module 8.1: Work and Health and/or Module 8.2: Curative Therapies, Rehabilitation, and Health and/or Module 8.3: Tourism, Leisure Time, and Health

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| | Semester 1 | | | | | Semester 2 | | | | | Semester 3 | | | | |
|---|------------|------|-----------------------|-----|-------|------------|------|--|-----|-------|------------|------|-------------------|------|-------|
| | SWH | ECTS | P | PG | sigSa | SWH | ECTS | P | PG | sigSa | SWH | ECTS | P | PG | sigSa |
| Health I: Found. Health Prom. (3), Public Health (2), Epidemiology(1), Biology / Physiology / Anatomy (3) | 9 | 9 | wr.ex. or or.ex. or R | 5 | 2 | | | | | | | | | | |
| Health II: Motivation / Health (1), HOI (3), Found. Pathology (1) | | | | | | 5 | 5 | Concept design or report or wr.ex. or or.ex. | 2.5 | 9 | | | | | |
| Wellness and Tourism I: Found. Wellness (2), Medicine / Wellness (2), Found. Tourism (3) | 7 | 6 | wr.ex. or R or or.ex. | 2.5 | 2 | | | | | | | | | | |
| Wellness and Tourism II: Stress Management (3), Found. Leisure Science (3), Health Tourism (4) | | | | | | | | | | | 10 | 9 | wr.ex. or R | 2.5 | 9 |
| Business Administration I: Accounting (2), Finance / Investment (2) | 4 | 5 | wr.ex. or or.ex. | 2.5 | 9 | | | | | | | | | | |
| Business Administration II: Value Chain (2), Process Management (2) | | | | | | 4 | 5 | wr.ex. or or.ex. | 2.5 | 9 | | | | | |
| Business Administration III: Marketing / Sales (2), Quality Management (2) | | | | | | | | | | | 4 | 5 | wr.ex. or or.ex. | 2.5 | 9 |
| Health Psychology: Group Dynamics (2), Learning Health (1), Health Behavior (1), Behavior Modification in Groups (1) | | | | | | 5 | 5 | H or R or wr.ex. or or.ex. | 2.5 | 9 | | | | | |
| Paper I: Working World (2), Found. Occupational Medicine (2) | | | | | | | | | | | 4 | 5 | wr.ex. or R | 2.5 | 9 |
| Research I: Found. Scientific Work (2), Scientific Colloquium (1), Found. Statistics (2) | | | | | | 5 | 5 | R or wr.ex. or or.ex. | 2.5 | 9 | | | | | |
| Interpersonal Techniques I: Health Counseling (3), Health Journalism (1) | | | | | | | | | | | 4 | 5 | H or RB or wr.ex. | 2.5 | 9 |
| Interdisciplinary Perspectives Scientific Work (2), Personality Development (2) | 4 | 6 | sP | 2.5 | 9 | | | | | | | | | | |
| Interdisciplinary Project I | | | | | | 5 | 6 | sP | 2.5 | 9 | | | | | |
| Interdisciplinary Project II | | | | | | | | | | | 5 | 6 | sP | 2.5 | 9 |
| Language Elective I | 4 | 4 | wr.ex. a/o or.ex. | 2.5 | 9 | | | | | | | | | | |
| Language Elective II | | | | | | 4 | 4 | wr.ex. a/o or.ex. | 2.5 | 9 | | | | | |
| | 28 | 30 | 5 | 15 | | 28 | 30 | 6 | 15 | | 27 | 30 | 5 | 12.5 | |

5th semester = 26 weeks internship incl. 4 SWH internship-related courses, 30 ECTS

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| | 4th semester | | | | | 6th semester | | | | | 7th semester | | | | |
|---|--------------|------|---|-----|-------|--------------|------|----------------------------|-----|-------|--------------|------|-----------------------------|------|-------|
| | SWH | ECTS | P | PG | sigSa | SWH | ECTS | P | PG | sigSa | SWH | ECTS | P | PG | sigSa |
| Health III: Relaxation (2), Exercise (4), Nutrition (4) | 10 | 10 | wr.ex. or R or H or reflecting guidance or or.ex. | 5 | 9 | | | | | | | | | | |
| Health IV: Medic. Therapy Concepts (2), Naturopathic Self-Help Strategies (1) | | | | | | | | | | | 3 | 5 | wr.ex. or R or o- of or.ex. | 2.5 | 9 |
| Tourism and Leisure Time Management I: Destination Management (2), Tourism Economy (2) | 4 | 5 | wr.ex. or R | 2.5 | 9 | | | | | | | | | | |
| Tourism and Leisure Time Management II: Culture Management in Tourism (1), Ecology and Tourism (3) | | | | | | 4 | 6 | wr.ex. or R | 2.5 | 9 | | | | | |
| Business Administration IV: Personnel / Leadership (2), Management (2) | 4 | 5 | H or wr.ex. or or.ex. | 2.5 | 9 | | | | | | | | | | |
| English as a Foreign Language Paper II: | 4 | 4 | wr.ex. a/o or.ex. | 2.5 | 9 | | | | | | | | | | |
| Work Field Health Prom. in the Region (4), Law (2) | 6 | 6 | wr.ex. or R | 2.5 | 9 | | | | | | | | | | |
| Perspectives in Health Promotion: Trends in Health Prom. (2), Labor Market in Health Prom. (1), Ethics in Health Prom. (1) | | | | | | | | | | | | | | | |
| Research II: Methods of Evaluation (2), Applied Statistics (2) | | | | | | | | | | | 4 | 5 | H or R or wr.ex. | 2.5 | 9 |
| Interpersonal Techniques II: Didactics of Counseling (2), Motivational Interviewing / Moderation (2) | | | | | | 4 | 5 | H or R or wr.ex. or or.ex. | 2.5 | 9 | | | | | |
| Interdisciplinary Profiling | | | | | | 4 | 5 | R or RB or wr.ex. | 2.5 | 9 | | | | | |
| Work and Health: Health Prom. in Communities / Public Institutions (2), Health Prom. in Companies (3), Management in Work / Health (3) | | | | | | 4 | 6 | sP | 2.5 | 9 | | | | | |
| Curative Therapies, Rehabilitation, and Health: Outpatient Facilities / Health Resorts (2), Clinics / Rehabilitation Facilities (3), Management in Curative Therapies / Rehabilitation (3) | | | | | | 8 | 9 | H or wr.ex. or or.ex. | 7.5 | 9 | | | | | |
| Tourism, Leisure, and Health: Fields of Work in Leisure / Tourism / Wellness (2), Management in Leisure / Tourism / Wellness (4) | | | | | | 8 | 9 | H or wr.ex. or or.ex. | 7.5 | 9 | | | | | |
| Bachelor Thesis | | | | | | | | | | | 6 | 9 | H or wr.ex. or or.ex. | 7.5 | 9 |
| | | | | | | | | | | | - | 10 | BT | 12.5 | 9 |
| | 28 | 30 | 5 | 15 | | 32 | 40 | 6 | 25 | | 13 | 29 | 4 | 25 | |

SWH Semester week hours
 sigSa to be completed no later than the listed semester
 wr.ex. written examination
 RB written reflection with logged consultation meeting

PG Weight for final grade BA
 P Examination
 H Take-home

or.ex. oral examination
 ECTS Credit points sP
 other examination
 R Presentation with written development

3 Maternity Protection Act

According to § 10 para. 1 *MuSchG*, the Coburg University of Applied Sciences must determine as part of the assessment of working conditions (§ 5 *ArbSchG*) which activities during studies are sensitive for maternity protection in terms of type, degree, and duration and therefore require special measures to protect pregnant and nursing students and their children. Universities are obliged to do this even if no pregnant and/or breastfeeding students are attending the courses at the time (risk assessment without cause).

The preparation of this risk assessment without cause is a fundamental employer obligation, i.e. the university itself is responsible for the proper preparation of the risk assessment (cf. the letter from the Bavarian State Ministry of Science and Art dated 20/11/2018 - R.4-M1161.1.0/74-10b/111 009 - in conjunction with the corresponding information sheet on risk assessment).

The following overview in this module handbook documents for the Bachelor Program in Integrative Health Promotion whether there are possible hazards for unborn life or nursing children in the context of the respective courses; the assessment of possible hazard potentials is carried out by the module supervisors using a "traffic light concept":

| | |
|-----------------|--|
| Green = | The course is safe. |
| Yellow = | Participation in the course requires verification on a case by case basis. |
| Red = | The student may not participate in the course. |

For every module, there is a risk assessment as can be seen under No. 5 *Risk assessment for maternity protection*.

Pregnant or nursing students have access to a corresponding counseling program for maternity protection - as needed / in case of any questions about the risk assessment - from the Family Office of the Coburg University.

Module Manual for the Bachelor Program

| Module | Risk assessment | | | Comments |
|---|-----------------|---|--|--|
| 1.1 Health I: Foundations of Health Promotion, Public Health, Epidemiology, Biology / Physiology / Anatomy | X | | | |
| 2.1 Wellness and Tourism I: Foundations of Wellness, Medicine, Tourism | X | | | |
| 4.1 Business Administration I: Foundations of Accounting, Finance, Investments | X | | | |
| 6.2 Language Elective I | X | | | |
| 13.1 Interdisciplinary Perspectives | X | | | |
| 1.2 Health II: Motivation & Health, Health-Oriented Intervention, Foundations of Pathology | X | | | |
| 11.1 Research I: Foundations of Scientific Work, Colloquium, Foundations of Statistics | X | | | |
| 5 Health Psychology | X | | | |
| 4.2 Business Administration II: Value Chain, Process Management | X | | | |
| 6.3 Language Elective II | X | | | |
| 13.2 Interdisciplinary Project I | X | | | |
| 12.1 Interpersonal Techniques I: Health Counseling, Health Journalism | X | | | |
| 9.1 Paper I: Working World, Foundations of Occupational Medicine | X | | | |
| 2.2 Wellness and Tourism II: Stress Management, Foundations of Leisure Science, Health Tourism | X | | | |
| 4.3 Business Administration III: Marketing and Sales, Quality Management | X | | | |
| 13.3 Interdisciplinary Project II | X | | | |
| 1.3 Health III: Relaxation, Exercise, and Nutrition | | X | | In the exercise course, it may be occasionally necessary to lift weights of over 5 kg. When doing sports, students may be exposed to heat, cold, or wetness for short periods of time. There is not always room to sit down. |
| 3.1 Tourism and Leisure Time Management I: Destination Management, Tourism Economy | X | | | |
| 4.4 Business Administration IV: Personnel and Leadership, Management | X | | | |
| 9.2 Paper II: Work Field Health Promotion in the Region, Law | X | | | |
| 6.1 English as a Foreign Language | X | | | |

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| Module | Risk assessment | | | Comments |
|--|-----------------|--------|-----|---|
| | Green | Yellow | Red | |
| 7 Systematically Guided and Reflected Internship, Internship-Related Courses | X | | | |
| 8.1 Focus Module: Work and Health | X | | | |
| 8.2 Focus Module: Curative Therapies, Rehabilitation, and Health | X | | | |
| 11.2 Research II: Evaluation, Statistics | X | | | |
| 12.2 Interpersonal Techniques II: Didactics of Counseling, Motivational Interviewing, Moderation | X | | | |
| 3.2 Tourism and Leisure Time Management II: Culture Management in Tourism, Ecology and Tourism | X | | | |
| 13.4 Interdisciplinary Profiling | X | | | |
| 1.4 Health IV: Medical Therapy Concepts, Naturopathic Self-Help Strategies | | X | | Heat and cold methods are used in the course "naturopathic self-help strategies." Pregnant women do not necessarily have to actively not take part in applications. |
| 10 Perspectives in Health Promotion | X | | | |
| 8.3 Focus Module: Tourism, Leisure Time, and Health | X | | | |
| 14 Bachelor Thesis | X | | | |

Key:

| |
|--|
| Green = harmless |
| Yellow = requires examination on a case by case basis |
| Red = student may not participate |

Module Descriptions

| | |
|--------------------|---|
| Module 1.1 | Health I: Foundations of Health Promotion, Public Health, Epidemiology, Biology / Physiology / Anatomy |
| Module coordinator | Dr. Michaela Axt-Gadermann |
| Semester order | Semester 1 |
| Schedule | Respective winter semester |
| Work load in hours | 225, of which 135 as in-class program (9 SWH) and 90 as self-directed study |
| ECTS credits | 9 |
| Associated courses | Unit 1: Foundations of Biology, Physiology, and Anatomy (3 SWH) Unit 2: Foundations of Health Promotion (3 SWH) Unit 3: Foundations of Public Health / Health Sciences (2 SWH) Unit 4: Foundations of Epidemiology (1 SWH) |
| Short Description | Students learn to describe the subject of Integrative Health Promotion, including the foundations of health promotion and epidemiology. They also acquire basic knowledge in anatomy, biology, and physiology. Students continue to learn basic concepts and methods of health sciences and epidemiology and can apply them in an exemplary way. |
| Contents | <p>Unit 1: Foundations in Biology, Physiology, and Anatomy</p> <ul style="list-style-type: none"> • Basic concepts and terminology of biology, physiology, and anatomy • Detailed knowledge of the structure, position, and function of the most important organ systems, in particular <ul style="list-style-type: none"> ▪ the musculoskeletal system which includes bones and skeletal system, muscles, tendons, and ligaments ▪ Cardiovascular and vascular system ▪ Nervous system ▪ Digestive system, nutrition, and metabolism ▪ Respiratory organs ▪ Blood, lymph, and immune system ▪ Endocrine system ▪ Skin and skin appendages <p>Unit 2: Foundations of Health Promotion</p> <ul style="list-style-type: none"> • History and definitions of health promotion • Integrative medicine and integrative health promotion • Salutogenesis and health promotion in the setting • Strategies of applied health promotion and concrete prevention measures • Environment and surroundings in the context of health • Balance processes and health promotion <p>Unit 3: Foundations of Public Health / Health Sciences</p> <ul style="list-style-type: none"> • Perspective and understanding of health • Health concepts • Factors influencing health • Definition of public health |

| | |
|--------------------------------------|---|
| | <ul style="list-style-type: none"> • Prevention approaches and levels • Strategies and methods of prevention • Organization and quality of actions • Basic function and structure of evaluation • Recording and measuring health • Social inequality and health • Health in different subgroups (e.g. children and adolescents) • Risk factors • Conditional factors for public health / disease • Social security system in Germany <p>Unit 4: Foundations of Epidemiology</p> <ul style="list-style-type: none"> • Basic terms of epidemiology • Basic epidemiological methods • Epidemiological correlations using basic examples with relevance for health promotion |
| <p>Qualification goals / skills</p> | <p>Students will</p> <ul style="list-style-type: none"> • Develop an understanding of anatomical, physiological, and biological relationships. • Have knowledge of anatomical, physiological, and biological terminology. • Learn about the different organ systems, the individual anatomical structures within these organ systems, and their functions and will be able to classify them in biological and physiological connections. • Be able to derive and define the term health promotion and delimit the subject area. • Be able to define and delimit related terms like prevention and salutogenesis. • Be able to derive and define the term integrative health promotion. • Be able to explain lifeworld concepts / setting approaches of health promotion. <ul style="list-style-type: none"> • Be able to define and justify possible target groups of health promotion. • Be able to present primary prevention programs (e.g.) and outline intervention possibilities. • Be able to give examples of general health hazards (incl. environmental pollution, stress). • Know and interpret determinants of health. • Be able to describe fields of public health. • Be able to present and explain different views and understanding of health. • Be able to describe factors influencing health (resources, risks) in and provide examples. • Be able to explain strategies and methods of prevention. • Be able to name quality criteria of health measures. • Be able to provide possibilities of recording and measuring health data. • Be able to understand basic research results: They will be familiar with epidemiological-social determinants of health and can interpret them. |
| <p>Teaching and learning formats</p> | <p>Seminar-type lectures, exercise</p> |

Module description for the Bachelor Program
Integrative Health Promotion

Testing

Written examination (90-150 minutes) *or*
oral examination (15 minutes) *or*
Presentation with written paper (10-60 minutes and 10-30 pages)

Module description for the Bachelor Program
Integrative Health Promotion

| | |
|--------------------|--|
| Module 2.1 | Wellness and Tourism I: Foundations of Wellness, Medicine, Tourism |
| Module coordinator | Dr. Pamela Heise |
| Semester order | Semester 1 |
| Schedule | Respective winter semester |
| Work load in hours | 150, of which 105 as in-class program (7 SWH) and 45 as self-directed study |
| ECTS credits | 6 |
| Associated courses | Unit 5: Foundations of Wellness (2 SWH) Unit 6: Medicine and Wellness (2 SWH) Unit 7: Foundations of Tourism (3 SWH) |
| Short Description | <p>The students learn</p> <ul style="list-style-type: none"> to place the term wellness in the context of health promotion and to establish a reference to medical-therapeutic applications (Medical Wellness). In addition, they can evaluate and develop wellness offers on the basis of quality criteria. They also learn about the foundations of tourism. They will be in a position to establish connections of tourism with superordinate topics with social relevance. They will also gain an insight into future job segments in the tourism sector. |
| Contents | <p><i>Unit 5: Foundations of Wellness / Unit 6: Medicine and Wellness</i></p> <ul style="list-style-type: none"> Definition of wellness Demarcation of terms such as prevention, health promotion etc. Origins of the wellness movement Demographic development, developments on the health care market Wellness models Quality criteria / quality seal in the wellness sector Sample wellness offers Motives for using programs Wellness in everyday life and wellness tourism Development of wellness programs Providers and types of programs Qualification opportunities Quality criteria Quality assurance <p><i>Unit 7: Foundations of Tourism</i></p> <ul style="list-style-type: none"> Basic forms of tourism The tourism system in international and national contexts Tourist value chain Global tourism development and perspectives, tourism trends Innovative tourism services Tourist demand and tourist motives Tourism in different cultural areas Overview of different forms of travel |

Module description for the Bachelor Program
Integrative Health Promotion

| | |
|--------------------------------------|--|
| <p>Qualification goals / skills</p> | <p>The students will be able to</p> <ul style="list-style-type: none"> • Make a conceptual distinction between medicine, prevention, and health promotion, as well as wellness and medical wellness. • Describe different models of wellness. • Describe typical wellness programs. • Describe the demographic development and current developments on the health market and classify "medicine and wellness" in this context. • Classify medical wellness as a bridge between medicine and wellness. • Understand the basic connections between health and lifestyle. • Explain and systematize motives for the use of wellness programs. • Describe wellness in everyday life. • Describe and apply experience-oriented methods in the context of health literacy. • Develop sample wellness programs way (basic principles). • Provide a basic overview of the different wellness programs by provider and form. • Present and explain qualification possibilities in the field of wellness consulting. • Establish a connection between "medical wellness" and prevention measures (e.g. according to SGB V § 20). • Apply quality criteria for wellness programs to individual services. • Present and classify quality management and quality seals in the medical wellness sector. • Describe differences and similarities between "cure," "rehabilitation," preventive medicine and medical wellness. • Explain selected medical wellness concepts. <p>Moreover, students will be able to</p> <ul style="list-style-type: none"> • Define and differentiate the phenomenon of tourism in its social, economic, cultural, psychological and technical foundations and to name its manifold manifestations in the national and international context. • Explain quantitative and qualitative developments in international tourism. • Explain the historical, geographical and cultural-anthropological foundations of tourism and its development. • Cover professional fields in tourism. • Follow and reproduce current discussions in tourism science. |
| <p>Teaching and learning formats</p> | <p>Seminar-type lectures, exercise</p> |
| <p>Testing</p> | <p>Written examination (90-150 minutes) or Presentation with written paper (10-60 minutes and 10-30 pages) <i>or</i> Oral examination (15 minutes)</p> |

Module description for the Bachelor Program
Integrative Health Promotion

| | |
|-------------------------------|--|
| Module 4.1 | Business Administration I: Foundations of Accounting, Finance, Investments |
| Module coordinator | Dr. Eberhard Nöfer |
| Semester order | Semester 1 |
| Schedule | Respective winter semester |
| Work load in hours | 125, of which 60 as in-class program (4 SWH) and 65 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 8: Accounting (2 SWH) Unit 9: Financing and Investment (2 SWH) |
| Short Description | Students learn about the foundations of business accounting and business finance; they know the mutual connections between the areas as well as the links to the economic performance of the company. They can analyze specific operational problems with the help of basic tools and to find solutions with the help of the learned instruments. |
| Contents | Foundations and applied knowledge in the areas of <ul style="list-style-type: none"> • Bookkeeping • Annual financial statement • Cost Accounting • Corporate Financing • Investment appraisal |
| Qualification goals / skills | Students will <ul style="list-style-type: none"> • Know the basics of how to map operational performance in figures. • Have basic knowledge of the annual financial statement and the presentation of business success. • Know different approaches to internal corporate income statements and calculation. • Understand the necessity of careful, forward-looking financial planning to ensure the success of the company. • Understand the different forms of corporate financing and know the different forms of financing and the specifics of how to apply these variants. • Have practical knowledge of various methods of investment appraisal and understand the applications and limitations of these instruments. |
| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Written examination (90-150 minutes) or Oral examination (15 minutes) |

Module description for the Bachelor Program
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| Module 6.2 | Language Elective I |
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| Module coordinator | Dr. Eberhard Nöfer |
| Semester order | Semester 1 |
| Schedule | Respective winter semester |
| Work load in hours | 100, of which 60 as in-class program (4 SWH) and 40 as self-directed study |
| ECTS credits | 4 |
| Associated courses | Unit 10: Spanish or French (4 SWH) |
| Short Description | <p><i>Introduction to Spanish / French</i></p> <p>This course is designed for students with little or no previous knowledge who wish to learn French or Spanish intensively and, if interested, want to acquire a recognized qualification in the form of the UNlcert® certificate.</p> <p><i>Advanced Spanish / French</i></p> <p>This course is aimed at students with previous knowledge who wish to deepen and expand their existing knowledge of the target language.</p> |
| Contents | <p><i>Introduction to Spanish / French</i></p> <ul style="list-style-type: none"> • Basic skills in the target language (lexis, grammar, communication goals) • Orientation: general language and intercultural • Ability to cope with elementary situations of everyday study and work in the target language <p><i>Advanced Spanish / French</i></p> <ul style="list-style-type: none"> • Extending and deepening general language knowledge and skills in the target language • Imparting the ability to cope with essential communication situations of a professional and cultural nature |
| Qualification goals / skills | <p><i>Introduction to Spanish / French</i></p> <p>Students will</p> <ul style="list-style-type: none"> • Be able to communicate in the target language in the four skills areas of reading, writing, listening comprehension, and speaking at least at level A2 of the CEFR. • Be able to use and develop the target language independently and competently in professional, social, and private situations. <p><i>Advanced Spanish / French</i></p> <p>Students will</p> <ul style="list-style-type: none"> • Be able to communicate in the target language in the four skills areas of reading, writing, listening comprehension, and speaking at least at level B 1/2 of the CEFR. • Have appropriate knowledge about the country. |

Module description for the Bachelor Program
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| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Written language test (45-120 minutes) <i>and/or</i> Oral language test (15-30 minutes) |

Module description for the Bachelor Program
Integrative Health Promotion

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| Module 13.1 | Interdisciplinary Perspectives |
| Module coordinator | Dr. Nicole Hegel |
| Semester order | Semester 1 |
| Schedule | Respective winter semester |
| Work load in hours | 150, of which 60 as in-class program (4SWS) and 90 as self-directed study |
| ECTS credits | 6 |
| Associated courses | Unit 11 (compulsory unit): Scientific Work Level I: Basic Methodological Competence (2 SWH) Unit 12 (elective unit): Personality Development in an Interdisciplinary Context (2 SWH) e.g.: Self-observance, leading working groups, dealing with conflicts |
| Short Description | The module introduces the foundations of scientific work and conveys the conditions for successful interdisciplinary cooperation. It thus creates the basis for the modules "Interdisciplinary project I & II." |
| Contents | <i>Unit11 (compulsory unit): Scientific Work Level I: Basic Methodological Competence</i> To impart the basic skills of scientific work by working on a topic that interests students from different academic programs and disciplines. <i>Unit 12 (elective unit): Personality Development in an Interdisciplinary Context</i> Teaching the ability to reflect and interdisciplinary competence on the basis of selected topics that do not originate from the usual subject catalog of the participating students' academic programs, but rather illuminate aspects of interdisciplinary relevance |
| Qualification goals / skills | <i>Unit11 (compulsory unit): Scientific Work Level I: Basic Methodological Competence</i> Students will <ul style="list-style-type: none"> <input type="checkbox"/> Know the specifics of the learning space at Coburg University of Applied Sciences. • Be able to use media adequately and judge their quality (media competence). • Know and understand criteria and basic principles of scientific work: <ul style="list-style-type: none"> ▪ Be able to perform scientific research on the internet and in libraries by means of search engines and databases; ▪ Understand the basics of scientific methods (statistical foundations, measuring and evaluation, representation of findings, presentation, interpretation, and communication of findings). • Know scientific historical foundations and scientific theories and understand basic solution perspectives. • Know written formats and can apply them (reports, protocols). • Know the basics of designing presentations, especially PowerPoint slides, and can apply them. |

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| | <p><i>Unit 12 (elective unit): Personality Development in an Interdisciplinary Context</i></p> <p>Students will</p> <ul style="list-style-type: none"> • Understand the causes and challenges of a disciplinary differentiated world. • Know the importance of interpersonal and interdisciplinary exchange for the solution of complex problems. • Accept different results and can withstand diversity (ambiguity learning). <p><i>Competence of reflection</i></p> <ul style="list-style-type: none"> • Self-competence <ul style="list-style-type: none"> ▪ Students will understand their own motivations, thought patterns, and thought processes. ▪ They will perceive themselves as persons and take a differentiated attitude towards their own thought and knowledge processes as well as their own physical, psychological, and social resources. • Interaction skills <ul style="list-style-type: none"> ▪ Students will understand the motivations, thought patterns, and thought processes of other people. ▪ They will deal with other people and disciplines in a reflective and attentive manner. |
| Teaching and learning formats | Seminar, excursion, external courses, e-learning |
| Testing | Written portfolio to accompany program (10-15 pages) |

Module description for the Bachelor Program
Integrative Health Promotion

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| Module 1.2 | Health II: Motivation & and Health, Health-Oriented Intervention, Foundations of Pathology |
| Module coordinator | Dr. Karin Meißner |
| Semester order | Semester 2 |
| Schedule | Respective summer semester |
| Work load in hours | 125, of which 75 as in-class program (5 SWH) and 50 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 13: Motivation and Health (1 SWH) Unit 14: Health-Oriented Interventions (3 SWH) Unit 15: Foundations of Pathology(1 SWH) |
| Short Description | Students learn about the most important lifestyle-dependent diseases and appropriate health-oriented interventions to influence them. In this context neurobiological processes of motivation play an important role. |
| Contents | <p>Unit 13: Motivation and Health/ Unit 14: Health-Oriented Interventions</p> <ul style="list-style-type: none"> • Behavioral psychological foundations of motivation • Neurobiology and brain physiology (appetite and aversion, faith and trust, reward mechanisms, love and affection) • Practice of health-oriented intervention: Relaxation techniques such as meditation, progressive muscle relaxation, Qi Gong, Yoga • Theory of communication forms and styles • Language and disease / health <p>Unit 15: Foundations of Pathology</p> <p>Etiology, pathogenesis, and prevention of</p> <ul style="list-style-type: none"> • diseases of the cardiovascular system • Metabolic diseases using the example of diabetes mellitus • Lipometabolic disorders • Tumor diseases • Diseases of the locomotor system using osteoporosis as an example • Dementia diseases • Respiratory diseases including allergies and COPD |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Be able to explain the concept of health-oriented intervention(s) (HOI) as well as define and name possible elements and instruments (principles). • Be able to connect HOI with personal competence, self-care, resources, salutogenesis, and quality of life. • Be able to relate HOI to theories and approaches that influence health and prevention measures (e.g. SGB V§20). • Be able to perform and present a selection of HOI. |

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| | <ul style="list-style-type: none"> • Be able to present language as a psychological instrument: e.g. health-oriented conversation (HOC) and cognitive restructuring as HOI strategies and examples of cognitive behavioral interventions (CBI). • Be able to present anatomical, neurobiological, and behavioral-psychological principles of motivation. • Be able to name motivational aspects of behavioral change. • Be able to establish a connection between motivation, optimism, and health. • Learn the basics of pathology, the most common diagnoses and the most common causes of death according to the International Statistical Classification of Diseases (ICD). • Learn about the most common lifestyle-dependent diseases. • Be familiar with the most important laboratory values in this context |
| Teaching and learning formats | Seminar-type lectures, exercise, excursions or external courses |
| Testing | Concept development or report (10-30 pages) <i>or</i> Written examination (90 minutes) <i>or</i> Oral examination (15 minutes) |

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| Module 11.1 | Research I: Foundations of Scientific Work, Colloquium, Foundations of Statistics |
| Module coordinator | Dr. Karin Meißner |
| Semester order | Semester 2 |
| Schedule | Respective summer semester |
| Work load in hours | 125, of which 75 as in-class program (5 SWH) and 50 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 16: Foundations of Scientific Work (2 SWH) Unit 17: Science Colloquium (1 SWH) Unit 18: Foundations of Statistics (2 SWH) |
| Short Description | Students learn to transfer the basic methods of scientific work to understanding and interpreting scientific studies and projects related to health promotion. For this they need basic knowledge in statistics. |
| Contents | <p>Unit 16: Foundations of Scientific Work</p> <ul style="list-style-type: none"> • Evidence-based medicine (principles, study types, categorization systems, evidence levels/grades) • Scientific research in databases, source search, and weighting • Scientific publications in theory and practice (Journal Club) <p>Unit 17: Scientific Colloquium</p> <ul style="list-style-type: none"> • In-depth examination of specific scientific questions (with reference to health promotion) <p>Unit 18: Foundations of Statistics</p> <ul style="list-style-type: none"> • Quantifiable scientific questions • Falsification • Statements of probability • Significance • Variance • Foundations of quantitative research designs |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Be capable of independently developing, presenting, and discussing simple scientific questions. • Be able to classify and assign science - natural science - medicine. • Be able to theoretically and practically make a rough distinction and categorization of scientific / medical study types. • Be able to carry out scientific research in an orientated way. • Gain initial experience in reading, structuring, interpreting, and summarizing scientific publications (Journal Club). |

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| | <ul style="list-style-type: none">• Know basic scientific theoretical foundations of empirical and quantitative research.• Be able to interpret descriptive-statistical evaluations and carry them out themselves.• Know basic principles of inferential statistical analysis and can perform simple operations such as correlations or mean value comparisons. |
| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Presentation with written paper (10-60 minutes and 10-30 pages) <i>or</i> Written examination (90-150 minutes) <i>or</i> Oral examination (15 minutes) |

Module description for the Bachelor Program
Integrative Health Promotion

| Module 5 | Health Psychology |
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| Module coordinator | Dr. Niko Kohls |
| Semester order | Semester 2 |
| Schedule | Respective summer semester |
| Work load in hours | 125, of which 75 as in-class program (5 SWH) and 50 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 19: Group Dynamics (2 SWH) Unit 20: Learning Health (1 SWH) Unit 21: Health Behavior (1 SWH) Unit 22: Behavior Modification in Groups (1 SWH) |
| Short Description | Students learn an application-related approach to learning, behavioral and cognitive theoretical foundations of health psychology in the fields of "learning health," "health behavior," and "behavior modification in groups." Self- and external perception are practiced in selected topic-related group processes and reflected upon in a theory-based way. |
| Contents | <ul style="list-style-type: none"> • Functionality of perception, thinking, learning, and motivation • Psychological models of health behavior • Theory of behavior modification • Self management and self-regulation • Group programs for behavior modification using the example of a selected prevention topic • Health behavior and attitude - using the example of nutrition • Health as a communication problem • Theory and exercises for self and external perception in groups • Theory and exercises on group dynamics and processes • Target group-specific health behavior • Target-group-oriented intervention approaches |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Have a command of the learning, behavioral, and cognitive theory foundations of health psychology. • Apply their basic knowledge to questions of experience and behavior in practical fields of integrative health promotion. • Get to know health-psychological methods and ways of working using practice-relevant examples. • Experience and reflect on group dynamic processes with regard to competition, cooperation, decision-making, and feedback. • Describe requirements for the role and behavior as a consultant in groups. • Be able to differentiate between science and everyday knowledge. • Acquire basic knowledge of research methods. |
| Teaching and learning formats | Seminar-type lectures, exercise |

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Testing

Take-home paper (10-30 pages) *or*
Presentation with written paper (10-60 minutes and 10-30 pages) *or*
Written examination (90-150 minutes) *or*
Oral examination (15 minutes)

Module description for the Bachelor Program
Integrative Health Promotion

| Module 4.2 | Business Administration II: Value Chain, Process Management |
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| Module coordinator | Dr. Eberhard Nöfer |
| Semester order | Semester 2 |
| Schedule | Respective summer semester |
| Work load in hours | 125, of which 60 as in-class program (4 SWH) and 65 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 23: Value Chains (2 SWH) Unit 24: Process Management (2 SWH) |
| Short Description | <p>Students become familiar with the basic approaches of strategic corporate management and can assess their significance for development and process organization.</p> <p>They can analyze specific problems using these approaches and suggest improvement for the respective situation.</p> <p>In addition, they can identify the basic stages of the operational performance of production and services and develop proposals for solutions based on specific problem descriptions.</p> |
| Contents | <p>Theoretical models, concrete implementation, and critical reflection of the areas of</p> <ul style="list-style-type: none"> • strategic corporate management (resource-oriented vs. market-oriented approach) • design options for the operational structure and process organization and their consequences for management • basic elements of operational value creation (in-house production vs. external procurement, procurement, production/services, logistics) |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Become familiar with the basic problem of strategic corporate management. • Recognize the difference between a basic resource and a market-oriented approach to strategy formulation and recognize the prerequisites and ways to successfully implement these approaches. • Know the fundamental differences between a function-oriented and a process-oriented approach of organizational design. • Know the connection between resource and market orientation and be able to distinguish between the advantages of a function-oriented and a process-oriented approach for the respective option. • Be familiar with successful and unsuccessful practical examples of all strategic options and are be able to analyze them conclusively. • Know the foundations of the operational value chain. • Know the criteria for determining the depth of value added and the options for concrete implementation. • Understand the operational function of procurement in its requirements and design options. |

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| | <ul style="list-style-type: none">• Know the various instruments of procurement and supplier management.• Be aware of the differences in the production of services and goods and be familiar with the different options for shaping them with the respective requirements.• Have knowledge of different variants of physical goods distribution.• Recognize the connection between the design of different operational options and health promotion. |
| Teaching and learning formats | Seminar-type lectures, exercise, excursion or external course |
| Testing | Written examination (90-150 minutes) or Oral examination (15 minutes) |

Module description for the Bachelor Program
Integrative Health Promotion

| Module 6.3 | Language Elective II |
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| Module coordinator | Dr. Eberhard Nöfer |
| Semester order | Semester 2 |
| Schedule | Respective summer semester |
| Work load in hours | 100, of which 60 as in-class program (4 SWH) and 40 as self-directed study |
| ECTS credits | 4 |
| Associated courses | Unit 25: Spanish or French , continuation of Unit 10 (4 SWH) |
| Short Description | <p><i>Introduction to Spanish / French</i></p> <p>This course is designed for students with previous knowledge (A2) who want to learn Spanish or French intensively and are interested in acquiring a recognized qualification in the form of the UNIcert® certificate.</p> <p><i>Advanced Spanish / French</i></p> <p>This course is aimed at students with previous knowledge (B 1/2) who wish to deepen and expand their existing knowledge. If interested, the UNIcert® 2 certificate can be acquired.</p> |
| Contents | <p><i>Introduction to Spanish / French</i></p> <ul style="list-style-type: none"> • Basic skills in the target language (lexis, grammar, communicative goals) • Orientation: general language and intercultural • Ability to cope with elementary situations of study and professional life in Spanish- or French-speaking countries <p><i>Advanced Spanish / French</i></p> <ul style="list-style-type: none"> • Extends and deepens the general language knowledge and skills in the Spanish and French language • Imparts the ability to cope with essential communication situations of a professional and cultural nature • Serves as preparation for a study stay or an internship semester in a Spanish- or French-speaking country |
| Qualification goals / skills | <p>Introduction to Spanish / French</p> <p>Students will</p> <ul style="list-style-type: none"> • Be able to communicate in the target language in the four skills areas of reading, writing, listening comprehension, and speaking at least at level B1 of the CEFR. • Be able to use and develop the target language independently and competently in professional, social, and private situations. <p>Advanced Level Spanish / French</p> <p>Students will</p> <ul style="list-style-type: none"> • Have the ability to communicate in the target language in the four skills areas of reading, writing, listening comprehension, and speaking at least at level B2 of the CEFR. • Have appropriate knowledge about the Spanish- and French-speaking country. |

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| | <ul style="list-style-type: none">• Be able to apply the target language independently and competently in professional, social, and private settings.• Be able to write texts on general language or job-related problems and to read and understand job- and culture-specific texts. |
| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Written language test (45-120 minutes) <i>and/or</i> Oral language test (15-30 minutes) |

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| Module 13.2 | Interdisciplinary Project I |
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| Module coordinator | Dr. Eberhard Nöfer |
| Semester order | Semester 2 |
| Schedule | Summer semester |
| Work load in hours | 150, of which depending on project model 15 as in-class program (1 SWH) and 135 as self-directed study 60 as in-class program (4 SWH) and 90 as self-directed study 75 as in-class program (5 SWH) and 75 as self-directed study |
| ECTS credits | 6 |
| Associated courses | Unit 26: Interdisciplinary Project with Practical Reference |
| Short Description | The module also builds on the principles and techniques of scientific work in the "Interdisciplinary perspectives" module in the 1st semester. Students are also required to take the module "Interdisciplinary Project II" in the 3rd semester, which is usually carried out with different academic programs. The focus lies on the independent conception and implementation of a project. Students learn to analyze and structure complex tasks and problems from a field of practice that is also relevant to their own field of study and to work out solutions together. In doing so, knowledge and skills from their own field of study and from other fields of study are applied practically. The lecturers act as project leaders and coaches with their expertise. |
| Contents | <ul style="list-style-type: none"> • Implementation of projects which are characterized by their proximity to future requirements in the world of work. • Project management in theory and practice • Differentiated learning processes (e.g. theory-practice transfer, specific quality examination, individual or team-related learning reflection) |
| Qualification goals / skills | <p><i>Methodological competence (Scientific Work Level II)</i></p> <p>Students will</p> <ul style="list-style-type: none"> • Be able to apply methods and rules of successful teamwork in practice. • Recognize the practical relevance of subject-specific theories and models and can use them in defined practical contexts. • Be able to document, structure, and prepare project results according to scientific criteria and present them to specific target groups. <p><i>Technical and interdisciplinary skills</i></p> <p>Students will</p> <ul style="list-style-type: none"> • Know phases, methods, and criteria of project management and can classify, interpret and apply them (e.g. plan and continuously check steps, use and exploit resources sensibly ...). • Be able to reflect value-related aspects in an interdisciplinary perspective (e.g. social justice, sustainability). • Be able to highlight and test specialist skills, theories, models, and concepts and to compare them with interdisciplinary solutions. |

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| | <p><i>Personal skills</i></p> <p>Students will</p> <ul style="list-style-type: none">• Be familiar with address-related professional communication and be able to apply it in an interdisciplinary context.• Be able to transfer and apply scientific findings appropriately in project-related situations and contexts.• Be able to reflect on group processes and enhance their communication and cooperation skills through teamwork. |
| Teaching and learning formats | Seminar-type lectures, seminar, exercise; generally in team teaching with teachers from different academic programs / branches |
| Testing | Project report (5-15 pages) |

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| Module 12.1 | Interpersonal Techniques I: Health Counseling, Health Journalism |
| Module coordinator | N.N. |
| Semester order | Semester 3 |
| Schedule | Respective winter semester |
| Work load in hours | 125, of which 60 as in-class program (4 SWH) and 65 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 27: Health Counseling (3 SWH) Unit 28: Health Journalism (1 SWH) |
| Short Description | Students learn about the foundations of health counseling. The organization, communication, and methodology of counseling are learned and practiced in relevant topics in the field of integrative health promotion in an application-oriented way. Moreover, students learn to design and use digital media for health counseling. Students also practice writing texts with a health journalistic background for different target groups. |
| Contents | <p>Unit 27: Health Counseling</p> <ul style="list-style-type: none"> • Foundations of communication • Different forms of information and advice • Foundations of presentations in individual and group consultation • Form, goals, methods, and evaluation of health counseling • Elements of the counseling situation, influencing factors and effects • Tasks, role understanding, and behavior of the counselor • Analysis of objectives • Phases and course of a consultation • Active shaping of the beginning of a conversation in individual consultation • Practice basic conversation techniques (basic knowledge in module 5) • Conducting a conversation in individual consultation • Sample planning of individual counseling in fields of integrative health promotion • Simulation of individual consultation sequences <p>Unit 28: Health Journalism</p> <ul style="list-style-type: none"> • Journalistic planning, organization, and production of media content • Media and target group-specific research on health promotion issues • Target group-appropriate and simultaneously correct presentation of health promotion content • Requirements in form and language for different types of texts (press texts, fliers, magazines, internet portals etc.) • Foundations of style in writing |

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| <p>Qualification objectives / skills</p> | <p>Students will</p> <ul style="list-style-type: none"> • Have application-oriented knowledge of the consulting organization, communication, and methodology. • Know the goals, methods, framework conditions, and fields of application of individual counseling in the field of integrative health promotion. • Be able to plan and apply their own counseling units for individual counseling in a professional manner - including suitable counseling media - and to evaluate and improve them by using constructive feedback. • Be able to process sound specialist knowledge and scientific findings in a targeted manner. • Be encouraged to critically question and differentiate current topics of health promotion. • Be able to develop and research articles for different media and to write them correctly in terms of content and style. |
| <p>Teaching and learning formats</p> | <p>Seminar-type lectures, exercise</p> |
| <p>Testing</p> | <p>Take-home paper (10-30 pages) <i>or</i> Written reflection with logged consultation meeting (10-30 pages) <i>or</i> Written examination (90-150 minutes)</p> |

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| Module 9.1 | Paper I: Working World, Foundations of Occupational Medicine |
| Module coordinator | Dr. Nicole Hegel |
| Semester order | Semester 3 |
| Schedule | Respective winter semester |
| Work load in hours | 125, of which 60as in-class program (4 SWH) and 65as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 29: Working World (2 SWH) Unit 30: Foundations of Occupational Medicine (2 SWH) |
| Short Description | <p>Students are concerned with the changes in the working world and the various areas that affect it.</p> <p>They gain an insight into the discipline of occupational medicine, which deals with the investigation, evaluation, assessment, and influencing of the interrelationships between requirements, conditions, and organization of work as well as humans, their health, their work and employability, and their illnesses.</p> |
| Contents | <p>Unit 29: Working World</p> <p>Theoretical models, concrete implementation, and critical reflection of the areas of</p> <ul style="list-style-type: none"> • Relationship between work and health • The future of work • Company health promotion • Ethical aspects of the working world • Gender issues - equal opportunities (diversity) • Corporate culture • International working environments <p>Unit 30: Occupational Health Foundations</p> <ul style="list-style-type: none"> • Aspects of work and earning capacity • Legal foundations of occupational health and safety • The load-stress concept • Physical and mental stress and strain at the workplace • Risk assessments • Ergonomics • Computer workstations • Operational integration management |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Learn about the importance of the essential aspects of work and their possible effects on health by means of concrete examples, in addition to: <ul style="list-style-type: none"> ▪ Equal opportunities, gender equality issues ▪ Future of work - changes in the working world ▪ Corporate culture and working atmosphere ▪ Effects of the international division of labor |

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| | <ul style="list-style-type: none">▪ Ethical and socio-political aspects• Be familiar with the most important legal foundations of occupational health and safety. They know how to distinguish between occupational safety, occupational health, occupational medicine and health management.• Be familiar with concepts of company integration management.• Be familiar with occupational science concepts for the development of stress and strain in the workplace.• Learn the most important foundations of ergonomics in the workplace. |
| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Written examination (90-150 minutes) or Presentation with written paper (10-60 minutes and 10-30 pages) |

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| Module 2.2 | Wellness and Tourism II: Stress Management, Foundations of leisure science, Health Tourism |
| Module coordinator | Dr. Pamela Heise |
| Semester order | Semester 3 |
| Schedule | Respective winter semester |
| Work load in hours | 225, of which 150 as in-class program (10SWS) and 75 as self-directed study |
| ECTS credits | 9 |
| Associated courses | Unit 31: Stress Management (3 SWH) Unit 32: Foundations of Leisure Science (3 SWH) Unit 33: Health Tourism (4 SWH) |
| Short Description | <p>Students learn about and implement a multimodal stress management concept.</p> <p>They also learn about the foundations of leisure science. They are able to establish connections between leisure science and superordinate topics with social relevance. In addition, they gain insight into future occupational fields in the leisure sector.</p> <p>Students also gain insight into the structures and change contexts of classical health tourism. Furthermore, the developments of the secondary health care market will be worked on against the background of changed socio-political conditions, within which health, prevention, and sports offers are also in demand for health tourism stays. A further focus is on international health tourism, which is characterized by high economic relevance. Students are given an insight into possible occupational fields at the interface of integrative health promotion and health tourism.</p> |
| Contents | <p>Unit 31: Stress Management</p> <ul style="list-style-type: none"> • Various stress concepts / models, theoretical approaches to (physiological) stress regulation • Derivation of the stress phenomenon (and its effects on health) from biology • Developing and applying components of professional and multimodal stress management • Understanding and applying the relationship between stress / stress management and health / illness <p>Unit 32: Foundations of Leisure Science</p> <ul style="list-style-type: none"> • Leisure as a historical and modern phenomenon • Interactions between work and leisure • Psychology and sociology of leisure time • Lifestyles and leisure styles • Innovative trends in leisure behavior and the leisure industry • Leisure and health • Leisure and future research • Leisure competence and freedom skills |

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| | <p>Unit 33: Health Tourism</p> <ul style="list-style-type: none"> • Health awareness • Secondary health care market • Health tourism at home and abroad • Positioning strategies of future health tourism destinations, strategic challenges • Economic implications of health tourism • Tourism for senior citizens • e-health, assistance systems • Marketing management in health tourism |
| <p>Qualification goals / skills</p> | <p>Students will</p> <ul style="list-style-type: none"> • Be able to understand stress regulation as a biological principle. • Be able to apply the theoretical stress concept to practical problem areas. • Be able to justify the sense and benefits of professional stress management. • Be able to connect stress / stress management with health / illness or health promotion. • Be able to present elements of professional stress management and implement them for themselves (the BERN concept according to Prof. Esch). • Be able to apply stress management in the context of a primary prevention program ("Healthy under Stress" program according to Prof. Esch in accordance with §20 Abs. 1 SGB V). • Have the ability to describe the phenomenon of leisure in a differentiated way and to understand its social, economic, cultural, psychological, and technical foundations. • Have the ability to describe its historical forms of development quantitatively and qualitatively. • Have the ability explain general and innovative trends in leisure behavior. • Understand the problems and solutions in the field of leisure and health. • Understand occupational fields in the field of leisure and health. • Be able to follow and reflect current discussions in leisure science. • Learn about the secondary health care market from a tourism policy perspective. • Understand and be able to analyze the different facets and characteristics of health tourism in Germany and abroad. • Be capable of describing and determining the economic dimension of health tourism. • Be in a position to understand health tourism positioning strategies, also in consideration of demographic change. • Have the ability to identify possible occupational fields at the interface of integrative health promotion and health tourism. |
| <p>Teaching and learning formats</p> | <p>Seminar-type lectures, exercise, excursion or external course</p> |
| <p>Testing</p> | <p>Written examination (90-150 minutes) or Presentation with written paper (10-60 minutes and 10-30 pages)</p> |

Module description for the Bachelor Program
Integrative Health Promotion

| Module 4.3 | Business Administration III: Marketing and Sales, Quality Management |
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| Module coordinator | Dr. Eberhard Nöfer |
| Semester order | Semester 3 |
| Schedule | Respective winter semester |
| Work load in hours | 125, of which 60 as in-class program (4 SWH) and 65 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 34: Marketing and sales (2 SWH) Unit 35: Quality Management (2 SWH) |
| Short Description | <p>While taking into account the relevance for health promotion, students learn about</p> <ul style="list-style-type: none"> • The foundations of market-oriented corporate management and the essential marketing policy instruments. Analyzing specific problems with the help of these instruments and develop improvements. • The foundations of quality management. The practical variations in the implementation of quality management systems and assessing the sense and design of the systems. |
| Contents | <p>Theoretical models, concrete implementation, and critical reflection of the areas of</p> <ul style="list-style-type: none"> • Foundations of market-oriented corporate management • Derivation of competitive strategies from the industry structure analysis • Approaches to practical market segmentation in consumer and capital goods markets • Foundations of consumer behavior research • Foundations of market research • Strategic options and concrete possibilities for the design of marketing instruments (price, product, communication, and distribution policy) • Foundations of distribution • Foundations of quality management • Quality management systems • Instruments of quality management |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Recognize the need for competitive corporate management. • Know the different methods of market segmentation and market research. • Be familiar with the basic features of marketing policy instruments and with specific practical examples. • Recognize the connection between market-oriented corporate management and being aware of customer requirements, as well as their implementation in stable, efficient business processes, and thus they will understand the need for quality management. • Be familiar with different quality management systems. |

Module description for the Bachelor Program
Integrative Health Promotion

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| | <ul style="list-style-type: none">• Know about the requirements and variations of audits and certification.• Know practical variants of the implementation of quality management systems and can assess the usefulness and design of the systems.• Recognize the importance of market-oriented corporate management and the optimal implementation of customer requirements in corporate performance. |
| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Written examination (90-150 minutes) or Oral examination (15 minutes) |

Module description for the Bachelor Program
Integrative Health Promotion

| Module 13.3 | Interdisciplinary Project II |
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| Module coordinator | Dr. Eberhard Nöfer |
| Semester order | Semester 3 |
| Schedule | Winter semester |
| Work load in hours | 150, of which depending on project model 15 as in-class program (1 SWH) and 135 as self-directed study 60 as in-class program (4 SWH) and 90 as self-directed study 75 as in-class program (5 SWH) and 75 as self-directed study |
| ECTS credits | 6 |
| Associated courses | Unit 36: Interdisciplinary Project with Practical Relevance |
| Short Description | The module builds on the principles and techniques of scientific work in the "Interdisciplinary perspectives" module in the 1st semester. Students are also required to take the module "Interdisciplinary Project I" in the 2nd semester, which is usually carried out with different academic programs. The focus lies on the independent conception and implementation of a project. Students learn to analyze and structure complex tasks and problems from a field of practice that is also relevant to their own field of study and to work out solutions together. In doing so, knowledge and skills from their own field of study and from other fields of study are applied practically. The lecturers act as project leaders and coaches with their expertise. |
| Contents | <ul style="list-style-type: none"> • Implementation of projects which are characterized by their proximity to future requirements in the world of work. • Project management in theory and practice • Differentiated learning processes (e.g. theory-practice transfer, specific quality examination, individual or team-related learning reflection) • Participation in the planning, preparation, coordination, and implementation of the (university) public closing event for all interdisciplinary projects. |
| Qualification goals / skills | <p><i>Methodological competence (Scientific Work Level II)</i></p> <p>Students will</p> <ul style="list-style-type: none"> • Be able to apply methods and rules of successful teamwork in practice. • Recognize the practical relevance of subject-specific theories and models and can use them in defined practical contexts. • Be able to document, structure, and prepare project results according to scientific criteria and present them to specific target groups. <p><i>Technical and interdisciplinary skills</i></p> <p>Students will</p> <ul style="list-style-type: none"> • Know phases, methods, and criteria of project management and be able to classify, interpret and apply them (e.g. plan and continuously check steps, use and exploit resources sensibly ...). • Be able to reflect value-related aspects in an interdisciplinary perspective (e.g. social justice, sustainability). |

Module description for the Bachelor Program
Integrative Health Promotion

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| | <ul style="list-style-type: none">• Be able to highlight and test specialist skills, theories, models, and concepts and to compare them with interdisciplinary solutions. <p><i>Personal skills</i></p> <p>Students will</p> <ul style="list-style-type: none">• Be familiar with address-related professional communication and be able to apply it in an interdisciplinary context.• Be able to transfer and apply scientific findings appropriately in project-related situations and contexts.• Be able to reflect on group processes and enhance their communication and cooperation skills through teamwork. |
| Teaching and learning formats | Seminar-type lectures, seminar, exercise; generally in team teaching with teachers from different academic programs / branches |
| Testing | Implementation documentation with presentation (5-15 pages) |

Module description for the Bachelor Program
Integrative Health Promotion

| Module 1.3 | Health III: Relaxation, Exercise, Nutrition |
|--------------------|--|
| Module coordinator | N.N. |
| Semester order | Semester 4 |
| Schedule | Respective summer semester |
| Work load in hours | 250, of which 150 as in-class program (10 SWH) and 100 as self-directed study |
| ECTS credits | 10 |
| Associated courses | Unit 37: Relaxation (2 SWH) Unit 38: Nutrition (4 SWH) Unit 39: Exercise (4 SWH) |
| Short Description | Students learn about examples of relaxation (health-promoting relaxation training) and how to carry it out independently. Furthermore, they learn to describe the influence of nutrition on health and to apply nutritional recommendations in a target group-specific manner. They learn about the health science aspects of exercise training for the prevention of common lifestyle-dependent diseases and are able to implement target-group-oriented programs. |
| Contents | <p>Unit 37: Relaxation</p> <ul style="list-style-type: none"> • Definitions and differentiation of terms: Relaxation, relaxation procedure • Theory and physiology of relaxation (e.g. relaxation response) • Relaxation as a medical strategy: Stress management and applied health promotion • Practice of relaxation / relaxation procedures (including target group, application areas) <p>Unit 38: Nutrition</p> <ul style="list-style-type: none"> • Nutrition and health promotion <ul style="list-style-type: none"> ▪ Influence of nutrition on health ▪ Eating habits • Foundations of nutrition • Nutritional recommendations of the DGE - basic rules • Nutritional recommendations for consumers • Getting to know different nutritional directions • Nutrient needs and recommendations for nutrient intake <ul style="list-style-type: none"> ▪ Nutritional physiological significance and functions of proteins, carbohydrates, and fats ▪ Importance of vitamins, minerals, fiber, and secondary plant substances in nutrition and health promotion • Basic principle of diets using examples • Practical implementation in the school kitchen <ul style="list-style-type: none"> ▪ Compiling and preparing daily requirements of selected target groups according to the recommendations for consumers ▪ Food conversions: Preparation of alternative dishes for selected target groups |

Module description for the Bachelor Program
Integrative Health Promotion

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| | <ul style="list-style-type: none"> ▪ Learning and applying nutrient-preserving and healthy preparation methods in an exemplary manner <p>Unit 39:Exercise</p> <ul style="list-style-type: none"> • Components of preventive exercise • Forms of endurance performance • Foundations of sport and movement in prevention and health promotion • Health-scientific aspects of exercise in the prevention of cardiovascular diseases • Health-scientific aspects of exercise for the prevention of diseases of the postural and locomotor system • Getting to know selected intervention options such as back school, core training, functional gymnastics • Practice of relaxation / relaxation procedures • Health-scientific aspects of a targeted coordination training • Proprioception and proprioceptive training • Foundations of a target-group-oriented exercise • Getting to know a sensible training structure for different target groups and performance levels • Influences of nutrition on physical performance |
| <p>Qualification goals / skills</p> | <p>Students will</p> <ul style="list-style-type: none"> • Be able to independently give instructions on relaxation procedures and have basic knowledge of their physiology (including relaxation response). • Be able to establish a concrete connection between relaxation and medical-therapeutical questions or applied health promotion (incl. relation to stress management). • Be able to describe the influence of nutrition on health. • Be capable of showing examples of eating habits for target groups. • Be able to justify a balanced diet and demonstrate the principle of a special diet by example. • Be able to explain nutritional recommendations for consumers in a way that is suitable for everyday use (e.g. nutrition pyramid, hand measurement) and to implement them in a practical and specific way for target groups. • Have the ability to determine the heart rate with and without heart rate monitor and will know the theoretical and practical foundations of heart rate controlled training. • Have basic knowledge of endurance training with bicycles ergometers, treadmills, and cross-trainers. • Be able to compile and guide training programs (e.g. health-oriented walking and running training, for coordination, strengthening, and stretching, with small machines). • Be able to present and describe the basics of muscle building, stability, and strength training on machines and training with free weights. • Be able to present and describe the foundations of target-group-oriented exercise. • Be able to establish connections between nutrition and athletic performance. |
| <p>Teaching and learning formats</p> | <p>Seminar-type lectures, exercise, excursion or external course</p> |

Module description for the Bachelor Program
Integrative Health Promotion

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| Testing | Written examination (90-150 minutes) <i>or</i> Presentation with written paper (10-60 minutes and 10-30 pages) <i>or</i> Take-home paper (10-30 pages) <i>or</i> Reflected instructions (10-30 minutes) <i>or</i> Oral examination (15 minutes) |
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Module description for the Bachelor Program
Integrative Health Promotion

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| Module 3.1 | Tourism and Leisure Time Management I: Destination Management, Tourism Economy |
| Module coordinator | Dr. Pamela Heise |
| Semester order | Semester 4 |
| Schedule | Respective summer semester |
| Work load in hours | 125, of which 60 as in-class program (4 SWH) and 65 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 40: Destination Management (2 SWH) Unit 41: Destination Management (2 SWH) |
| Short Description | Students know basic data and trends of the international tourism industry and its sustainable development. They also become familiar with forms, methods, and characteristics of the market exploitation of destinations. |
| Contents | <ul style="list-style-type: none"> • Economic implications of the German and international tourism Industry • Analysis and evaluation of tourism as an economic, environmental, and social factor. Analysis of natural and cultural tourist attractions • Business activities of tourism enterprises oriented towards (consumer and producer) benefits • Demarcation / positioning strategies of tourism areas from the demand and supply side • Core tasks and strategic options in destination management • Profiling destinations as units of specialization and cooperation • Forms, methods, and characteristics of marketing management of destinations • Destination as an object of tourism policy • Creative examination of practice; getting to know tourism development / marketing concepts, mission statements and product and production networks |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Be familiar with the basic economic and non-economic issues associated with and generated by tourism. • Be familiar with basic data and trends of the international tourism industry. • Understand the challenges and opportunities of permanent innovation pressure in the tourism industry. • Be capable of analyzing and evaluating tourism market and local situations from a holistic perspective. • Be capable of identifying and cooperatively solving demarcations and contradictions between different destination levels (company, place, region). |

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| | <ul style="list-style-type: none">• Have problem and methodological knowledge which is important for the recognition, evaluation, and design of tourism destinations.• Have the ability to complexly record and develop innovative tourism services for destinations. |
| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Written examination (90-150 minutes) or Presentation with written paper (10-60 minutes and 10-30 pages) |

Module description for the Bachelor Program
Integrative Health Promotion

| Module 4.4 | Business Administration IV: Personnel and Leadership, Management |
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| Module coordinator | Dr. Eberhard Nöfer |
| Semester order | Semester 4 |
| Schedule | Respective summer semester |
| Work load in hours | 125, of which 60 as in-class program (4 SWH) and 65 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 42: Personnel and Management (2 SWH) Unit 43: Management (2 SWH) |
| Short Description | Students learn about the foundations of management. They become familiar with the essential characteristics and variants in individual areas of management theory and learn about the possibilities and problems of their practical implementation. The main disciplines of HR management are explained to the students. Both disciplines are prepared in a concrete case study and their meaning explained by means of concrete examples after reflection of the literature. |
| Contents | Theoretical models, concrete implementation, and critical reflection of the areas of <ul style="list-style-type: none"> • Management theory • Methods of planning and control • Organization theory • Human resources management (needs assessment, procurement, selection, management, remuneration) |
| Qualification goals / skills | Students will <ul style="list-style-type: none"> • Know different management models. • Know the importance of planning and recognize different planning levels in concrete company situations. • Be familiar with strategic and operational planning methods and understand the requirements for the use of different variants. • Know the relationship between planning and control and be able to assess the conditions under which different variants are used. • Know the instruments of personnel policy, recognize the conditions for their successful use, and understand the connection to integrative health promotion. • Be familiar with different management models and their practical relevance. • Recognize the different elements of management in a concrete context and their correlations, and be able to make well-reasoned suggestions for improvement in the design and use of the instruments. • Understand the connection between management, personnel management, and health promotion. |
| Teaching and learning formats | Seminar-type lectures, exercise |

Module description for the Bachelor Program
Integrative Health Promotion

Testing

Take-home paper (10-30 pages) *or*
Written examination (90-150 minutes) *or*
Oral examination (15 minutes)

Module description for the Bachelor Program
Integrative Health Promotion

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| Module 9.2 | Paper II: Work Field Health Promotion in the Region, Law |
| Module coordinator | Dr. Pamela Heise |
| Semester order | Semester 4 |
| Schedule | Respective summer semester |
| Work load in hours | 150, of which 90 as in-class program (6 SWH) and 60 as self-directed study |
| ECTS credits | 6 |
| Associated courses | Unit 44: Work Field Health Promotion in the Region (4 SWH) Unit 45: Law (2 SWH) |
| Short Description | <p>Within the framework of the lecture series, external speakers who often come from the region are invited to report on the practical implementation of health promotion on one evening each. In the next event, the students reflect on what they have heard, elaborating on the specific relevance to the academic program.</p> <p>The module also provides the necessary legal technical and methodological skills, which the students later implement and, if necessary, also market in their profession in different areas and partly in individual settings, for example in companies, municipalities, schools, day-care centers, hotels, tourism and leisure and wellness facilities, health resorts, spas, hospitals, rehabilitation clinics.</p> <p>These key legal qualifications enable students to act independently and professionally within the scope of their profession.</p> |
| Contents | <p>Unit 44: Field of Work Health Promotion in the Region</p> <ul style="list-style-type: none"> • Presentation of concrete fields of practice and application areas of health promotion <p>Unit 45: Law</p> <ul style="list-style-type: none"> • Deepening the foundations in German social law: General Part of German Social Security Code (<i>SGB I</i>) and Social Administrative Procedure and Data Protection (<i>SGB X</i>) • Law of statutory health insurance (<i>SGB V</i>), in particular the services for the prevention of illness, workplace health promotion and prevention of work-related health procedures and the promotion of self-help in the sense of §§ 20 et seq. <i>SGB V</i> • Statutory accident insurance (<i>SGB VII</i>), in particular the requirements for insurance against accidents at work and occupational illnesses (§§ 8, 9 <i>SGB VII</i>) and prevention (§§ 14 ff <i>SGB VII</i>) • Right of rehabilitation and participation of disabled persons (<i>SGB IX</i>), in particular the system and requirements of benefits for medical rehabilitation (§§ 26 ff <i>SGB IX</i>) and benefits for participation in working life (§§ 55 ff <i>SGB IX</i>) • Law of social long-term care insurance (<i>SGB XI</i>) • Civil law foundations in German Civil Code (<i>BGB</i>) and civil or criminal liability of employees and self-employed persons in the health care professions |

Module description for the Bachelor Program
Integrative Health Promotion

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| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none">• Get to know different specific fields of work in the context of applied health promotion.• Learn to deal critically with contents of their own studies in relation to the real working world.• Learn to question health promotion practice discursively and reflectively.• Have the legal knowledge to understand the framework of the health professions, such as health, wellness, leisure, and tourism.• Be able to act on their own responsibility, independently, entrepreneurially, and professionally with the technical and methodological skills they have acquired. |
| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Written examination (90-150 minutes) or Presentation with written paper (10-60 minutes and 10-30 pages) |

Module description for the Bachelor Program
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| Module 6.1 | English as a Foreign Language |
| Module coordinator | Dr. Eberhard Nöfer |
| Semester order | Semester 4 |
| Schedule | Respective summer semester |
| Work load in hours | 100, of which 60 as in-class program (4 SWH) and 40 as self-directed study |
| ECTS credits | 4 |
| Associated courses | Unit 46: English (4 SWH) |
| Short Description | <p>This course is designed for students who want to improve their English language skills with regard to their professional field.</p> <p>The focus lies on:</p> <ul style="list-style-type: none"> • Speaking with partner or role playing • Writing techniques for formal and informal texts • Improvement of listening comprehension • Vocabulary extension • Reading practice • Grammar usage |
| Contents | <p>Thematic areas</p> <ul style="list-style-type: none"> • Physical fitness • Occupational health and safety • Demographic change and its effects <p>Composing texts</p> <ul style="list-style-type: none"> • Formal and informal texts • Short letters • Report <p>In addition, interested students have the opportunity to obtain the Cambridge Certificate in English.</p> |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Be able to communicate in the target language in the four skills of reading, writing, listening comprehension, and speaking at least at the B2 level (according to the Common European Framework of Reference for Languages) with a subject-specific focus. • Be capable of applying the target language independently and competently in professional, social, and private settings. • Have self-learning competence through the blended learning concept. |
| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Written language test (45-120 minutes) <i>and/or</i> Oral language test (15-30 minutes) |

Module description for the Bachelor Program
Integrative Health Promotion

| Module 7 | Systematically Guided and Reflected Internship, Internship-Related Courses |
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| Module coordinator | Dr. Eberhard Nöfer |
| Semester order | Semester 5 |
| Schedule | Respective winter semester |
| Work load in hours | 750, of which 60 as in-class program (4 SWH) and 690 as self-directed study |
| ECTS credits | 30 |
| Associated courses | Unit 47: 26-week Internship Unit 48: Internship-Related Courses (4 SWH) |
| Short Description | During the 26-week internship students apply the methods of health promotion in a concrete setting and thus lay the foundation for their final elective specialization in the focus modules of the 6 th and 7 th semesters. |
| Contents | <p><i>3rd semester</i></p> <ul style="list-style-type: none"> • Preparatory event; explanation of the need for the internship-related course in applied sciences; activation of the internship search, methodical information on the search; legal framework; clarification of the requirements <p><i>4th semester</i></p> <ul style="list-style-type: none"> • Participation in the internship-related course of the 6th semester <p><i>5th semester</i></p> <ul style="list-style-type: none"> • 26-week internship with weekly supervision, quality assurance, and evaluation by practical instructors of the training center • 1st practical course: Individual or group interviews for evaluation and quality assurance, lectures, exchange of experience (compulsory) • 2nd practical course: Report on the practical training plenary (compulsory), written report |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Learn how to apply the methods of integrated health promotion in a concrete living environment. • Reflect theoretical constructs in a real-world situation. • Check the validity of the constructs and introduce their own relevant experiences in their extension and concretion. • Consolidate their methodological competence through the application of scientific methods. Furthermore, they will gain personal competence by applying the concepts in a concrete environment. |
| Teaching and learning formats | Seminar-type lectures, exercise, seminar |

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Integrative Health Promotion

Testing

Presentation with written paper (10-60 minutes and 10-40 pages)
The practical examination receives the grades "pass" or "fail."

Module description for the Bachelor Program
Integrative Health Promotion

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| Module 8.1 | Focus Module: Work and Health |
| Module coordinator | Dr. Nicole Hegel |
| Semester order | Semester 6 |
| Schedule | Respective summer semester |
| Work load in hours | 225, of which 120 as in-class program (8 SWH) and 105 as self-directed study |
| ECTS credits | 9 |
| Associated courses | Unit 49: Health Promotion in Municipalities and Public Institutions (2 SWH) Unit 50: Health Promotion in Companies (3 SWH) Unit 51: Management in Work and Health (3 SWH) |
| Short Description | Students learn to manage and evaluate intervention strategies in health promotion. In doing so, they move in the different life worlds of communities, public institutions, educational institutions, and companies. |
| Contents | <p>Unit 49: Health Promotion in Municipalities and Public Institutions</p> <ul style="list-style-type: none"> • Social and health data of a municipality • Good practice criteria for health promotion and prevention among socially disadvantaged • Levels of participation • Participatory development of health measures • Reachability of target groups • Structures of health promotion in the social space • Networks and trans-regional cooperation partners <p>Unit 50: Health Promotion in Companies</p> <ul style="list-style-type: none"> • Fields of action of workplace health promotion • Positioning of company health management • Strategic health management • Measures within the framework of workplace health promotion • Implementation and evaluation • Sensitization and coaching <p>Unit 51: Management in Work and Health</p> <ul style="list-style-type: none"> • Solution-oriented processing of a case study from the field of occupational health promotion • Development of problem definition • Development of solution concept • Implementation of the solution, if applicable • Documentation • Use of project management instruments |

Module description for the Bachelor Program
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| <p>Qualification goals / skills</p> | <p>Students will</p> <ul style="list-style-type: none"> • Be able to describe the relationship between social and health inequalities using the example of social and health data of a municipality. • Have the ability to evaluate target group-specific health promotion and primary prevention measures with the help of a list of criteria (e.g., good practice criteria, <i>BZgA</i>). • Have the ability to plan community-related health promotion programs in a participatory and setting-specific manner. • Have the ability to develop strategies for the accessibility of target groups. • Be able to research regional and trans-regional partners and networks for health promotion and prevention and assess their key tasks. • Know about a comprehensive system of stress factors in specific settings and can analyze them comprehensively. • Be familiar with all current strategies for prevention in the workplace. • Be able to adapt the intervention methods of health-promoting behavior modification to the challenges of the business environment. • Be aware of the opportunities and obstacles in the implementation of company health management. • Be familiar with concrete problems of workplace health promotion. • Develop solution proposals in the context of workplace health promotion. • Document the concept ready for implementation. • Implement and evaluate the concept under favorable conditions. |
| <p>Teaching and learning formats</p> | <p>Seminar-type lectures, exercise</p> |
| <p>Testing</p> | <p>Take-home paper (10-30 pages) <i>or</i> Written examination (90-150 minutes) <i>or</i> Oral examination (15 minutes)</p> |

Module description for the Bachelor Program
Integrative Health Promotion

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| Module 8.2 | Focus Module: Curative Therapies, Rehabilitation, and Health |
| Module coordinator | Dr. Karin Meißner |
| Semester order | Semester 6 |
| Schedule | Respective summer semester |
| Work load in hours | 225, of which 120 as in-class program (8 SWH) and 105 as self-directed study |
| ECTS credits | 9 |
| Associated courses | Unit 52: Outpatient Facilities and Spa Services (2 SWH) Unit 53: Clinics and Rehabilitation Facilities (3 SWH) Unit 54: Management in Curative Therapies and Rehabilitation (3SWS) |
| Short Description | Students learn about health care institutions in the outpatient and inpatient sector. They acquire knowledge and management skills related to these areas. They learn about health economic goods. |
| Contents | <p>Unit 52: Outpatient Facilities and Spa Services</p> <ul style="list-style-type: none"> • Medical care in Germany • Position and significance of the SHI-accredited medical practice in outpatient care • Outpatient prevention and curative therapies using the example of private medical service providers • Organization and management in private practice • Treatment and care of chronically ill patients using selected clinical pictures as examples • Conception and establishment of an outpatient intervention program using an example <p>Unit 53: Clinics and Rehabilitation facilities</p> <ul style="list-style-type: none"> • Special rehabilitation concepts with special emphasis on prevention • Care therapy and prevention • Workplace health promotion in the setting of a rehabilitation clinic • Prevention, rehabilitation, and clinical social work • Health training programs • Pain therapy and prevention from the perspective of psychology <p>Unit 54: Management in Curative Therapies and Rehabilitation</p> <ul style="list-style-type: none"> • General conditions of the health care market • Business objectives of facilities in curative and rehabilitation services • Economic and profit-oriented management in the health care sector |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Become familiar with the general conditions of the health care market. |

Module description for the Bachelor Program
Integrative Health Promotion

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| | <ul style="list-style-type: none">• Acquire knowledge about organizational structures in outpatient facilities of the spa system, in clinics, and other rehabilitation facilities.• Become familiar with the necessary business management framework for the management of a private practice, an acute care center, a rehabilitation facility, or a prevention and health center.• Gain basic knowledge of market-oriented management and market positioning. |
| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Take-home paper (10-30 pages) <i>or</i> Written examination (90-150 minutes) <i>or</i> Oral examination (15 minutes) |

Module description for the Bachelor Program
Integrative Health Promotion

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| Module 11.2 | Research II: Evaluation, Statistics |
| Module coordinator | Dr. Niko Kohls |
| Semester order | Semester 6 |
| Schedule | Respective summer semester |
| Work load in hours | 125, of which 60 as in-class program (4 SWH) and 65 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 55:Methods of evaluation (2 SWH) Unit 56: Applied statistics (2 SWH) |
| Short Description | Students learn about different forms of evaluation and deal with their planning and implementation. They gain an insight into applied statistics. Furthermore, they will learn methods of collecting, handling, and processing information. |
| Contents | <p>Unit 55: Methods of Evaluation</p> <ul style="list-style-type: none"> • Scientific foundations of evaluation (social research) • Basic concepts of (evaluation) research: Quality criteria, study design • Quantitative methods of evaluation • Qualitative methods of evaluation • Evaluation steps • Description and presentation of data <p>Unit 56: Applied Statistics</p> <ul style="list-style-type: none"> • Models of statistics • Descriptive statistics • Probabilities and random variables • Hypothesis testing |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Master the scientific foundations of evaluation research. • Be familiar with evaluation designs. • Have the ability to develop and apply quantitative and qualitative evaluation methods. • Be able to understand and interpret inferential statistical evaluations. • Be able to perform and present simple inferential statistical analyses with the help of a statistics program. • Be capable of assessing the quality of measuring instruments (e.g. questionnaires, interview guidelines). • Be able to develop research projects and designs. |
| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Take-home paper (10-30 pages) <i>or</i> Presentation with written paper (10-60 minutes and 10-30 pages) <i>or</i> Written examination (90-150 minutes) <i>or</i> Oral examination (15 minutes) |

Module description for the Bachelor Program
Integrative Health Promotion

| | |
|--------------------|--|
| Module 12.2 | Interpersonal Techniques II: Didactics of Counseling, Motivational Interviewing, Moderation |
| Module coordinator | N.N. |
| Semester order | Semester 6 |
| Schedule | Respective summer semester |
| Work load in hours | 125, of which 60 as in-class program (4 SWH) and 65 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 57: Didactics of Consulting (2 SWH) Unit 58: Motivational Interviewing Moderation (2 SWH) |
| Short Description | Students are taught application-oriented knowledge of the consulting organization, communication, and methodology for group consulting in the field of integrative health promotion. Students are able to plan and moderate group consultations. Furthermore, students learn to recognize different levels of motivation of the client in individual consultations and to lead the consultation accordingly solution-oriented. |
| Contents | <p><i>Didactics and methodology of health counseling (individual and group counseling in practical areas of integrative health promotion)</i></p> <ul style="list-style-type: none"> • Didactics of Education • Target group-specific forms of learning • Target group-specific methods of group consulting • Basic principles of the food literacy concept <p><i>Group consultation</i></p> <ul style="list-style-type: none"> • Elements of the group counseling situation, influencing factors, and effects • Tasks, role understanding, and behavior of the moderator • Phases and course of a group consultation • Moderation of health circles • Active shaping of the beginning of conversations in group counseling • Practicing basic conversation techniques in depth (basic principles in Module 5) • Exemplary planning of group counseling in fields of integrative health promotion • Practice moderating discussions in group counseling (simulation of group counseling sequences) <p><i>Special individual consultation</i></p> <ul style="list-style-type: none"> • Motivational conversation: Form, aim, and methods • Motivation levels • Participant-oriented, motivational active organization of the consultation • Sample planning-motivational individual counseling in fields of integrative health promotion • Practice moderating discussions in motivational individual counseling (simulation of individual counseling sequences) |

Module description for the Bachelor Program
Integrative Health Promotion

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| | <ul style="list-style-type: none"> • Research: Analyzing and using study results with a focus on consulting behavior and motivation of target groups for planning and implementing health consulting |
| <p>Qualification goals / skills</p> | <p>Students will</p> <ul style="list-style-type: none"> • Gain application-oriented knowledge of the consulting organization, communication, and methodology with groups. • Be able to create client- and benefit-oriented consulting services and consulting programs. • Be able to plan and apply their own consulting units for group consulting professionally, including suitable consulting media, and to evaluate and improve them by using constructive feedback. • Be familiar with the goals, methods, framework, and fields of application of food literacy. • Know the goals, methods, framework conditions, and fields of application of motivational interviewing in fields of integrative health promotion. • Be able to recognize different levels of motivation of the client in an individual consultation and to lead the consultation in a solution-oriented manner. |
| <p>Teaching and learning formats</p> | <p>Seminar-type lectures, exercise</p> |
| <p>Testing</p> | <p>Presentation with written paper (10-60 minutes and 10-30 pages) <i>or</i> Reflection report (10-30 pages) <i>or</i> Written examination (90 minutes)</p> |

Module description for the Bachelor Program
Integrative Health Promotion

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|-------------------------------|---|
| Module 3.2 | Tourism and Leisure Time Management II: Culture Management in Tourism, Ecology and Tourism |
| Module coordinator | Dr. Pamela Heise |
| Semester order | Semester 6 |
| Schedule | Respective summer semester |
| Work load in hours | 150, of which 60 as in-class program (4 SWH) and 90 as self-directed study |
| ECTS credits | 6 |
| Associated courses | Unit 59: Culture Management in Tourism (1 SWH) Unit 60: Ecology and Tourism (3 SWH) |
| Short Description | Students learn to understand the organization and development of cultural and leisure facilities as a complex management task. Furthermore, this course helps gain an understanding of the importance of ecological cultural and living spaces for integrative human health. |
| Contents | <ul style="list-style-type: none"> • Foundations of cultural philosophy • Foundations of cultural policy in Germany • Fields and professions in cultural management • Globalization and multiculturalism • Leisure and cultural management between resources, symbolism, and leadership • Problems and opportunities of sustainable cultural development • Ecology or sustainability as a central challenge of integrated health promotion • Three pillars of sustainability • Ecology and health • The need for sustainable tourism development • Interdependencies between climate change and tourism |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Be in a position to confidently present leisure and self-competence as a cultural phenomenon and its importance for individual health. • See the organization and development of cultural and leisure facilities as a complex management task. • Be able to distinguish and present basic areas of culture and cultural development. • Be able to understand sustainable development as central future task and to recognize the connection between ecological, economic, social, and cultural dimensions. • Be able to estimate and help shape the importance of ecological cultural and living spaces for integrated human health. |
| Teaching and learning formats | Seminar-type lectures, exercise, excursion or external course |
| Testing | Written examination (90-150 minutes) or Presentation with written paper (10-60 minutes and 10-30 pages) |

Module description for the Bachelor Program
Integrative Health Promotion

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|------------------------------|---|
| Module 13.4 | Interdisciplinary Profiling |
| Module coordinator | Dr. Nicole Hegel |
| Semester order | Semester 6 |
| Schedule | Respective summer semester |
| Work load in hours | 150, of which 60 as in-class program (4 SWH) and 90 as self-directed study |
| ECTS credits | 6 |
| Associated courses | Unit 61 (compulsory unit): Scientific Work Level III: Branch-Specific Methodological Skills (1 SWH) Unit 62 (elective): Interdisciplinary Compulsory Elective Course (3 SWH) |
| Short Description | The content of the module facilitates a deeper understanding of scientific methodology and of interdisciplinary topics. The methods and interdisciplinary approaches taught in this module prepare students for professional practice or a subsequent Master's program. The teaching of the formal requirements for a written final thesis in particular prepares them for the Bachelor's thesis. |
| Contents | Unit 61 (compulsory unit): Scientific Work Level III: Branch-Specific Methodological Skills <ul style="list-style-type: none"> Teaching of job/study-specific, scientific methodological skills Unit 62 (elective): Interdisciplinary Compulsory Elective Course <ul style="list-style-type: none"> Profiling of students through choice of one of three subject areas: <ul style="list-style-type: none"> Orientation and profiling for professional life Cultural education Philosophy and ethics |
| Qualification goals / skills | <i>Branch-specific methodological competence in scientific work</i> Students will <ul style="list-style-type: none"> Be able to structure written theses in their course of studies with correct form and content and to provide correct bibliography and citations. Be able to discuss and evaluate complex technical texts and facts (e.g. context-independent, qualitative). Be able to visualize in a professional and appropriate way (e.g. using diagrams, charts, tables) and evaluate, comment on, and apply sample theories and/or empirical procedures/methods. <i>Ability to reflect</i> Students will <ul style="list-style-type: none"> Have the ability to view complex issues in a differentiated way and to classify them in context. Have the ability to develop points of view and give stringent reasons for their arguments. |

Module description for the Bachelor Program
Integrative Health Promotion

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| | <ul style="list-style-type: none"> • Be able to analyze, reflect, and assess professional, social, and/or cultural practice as it relates to the topic (if appl. from a philosophical-ethical perspective) <p><i>Interdisciplinary, social, and cultural skills</i></p> <p>Students will</p> <ul style="list-style-type: none"> • Be able to study, assess, and design professional, cultural, aesthetic, or philosophical aspects and questions of human behavior in an interdisciplinary fashion • Be able to assess cultural and social norms specific to their profession and act in a contextual way. • Strengthen their employability (e.g. by promoting key skills such as team and communication skills, intercultural competence, foreign language competence, media competence, intellectual flexibility, change competence, and experience with experiments and design). |
| Teaching and learning formats | Seminar-type lectures, seminar, exercise, excursions, external courses, e-learning, blended learning, project paper |
| Testing | <p>Proof of academic achievement in Unit 2, alternatively possible as:</p> <ul style="list-style-type: none"> • Program / project paper • Study/project paper (weight for final grade: 3/4) with presentation (weight for final grade (1/4) • Documentation of a practical task (5-8 pages) • Project report (5-8 pages, weight for final grade 2/3) with presentation (weight for final grade 1/3) • Written take-home paper (5-10pages) |

Module description for the Bachelor Program
Integrative Health Promotion

| | |
|-------------------------------|--|
| Module 1.4 | Health IV: Medical Therapy Concepts, Naturopathic Self-Help Strategies |
| Module coordinator | Dr. Michaela Axt-Gadermann |
| Semester order | Semester 7 |
| Schedule | Respective winter semester |
| Work load in hours | 125, of which 45 as in-class program (3 SWH) and 80 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 63: Medical Therapy Concepts (2 SWH) Unit 64: Medical Therapy Concepts (1 SWH) |
| Short Description | Students become familiar with current medical therapy concepts for diseases relevant from the perspective of health promotion. Students learn important naturopathic self-help strategies in theory and practice. |
| Contents | <p>Unit 63: Medical Therapy Concepts</p> <ul style="list-style-type: none"> • Classical therapy concepts of conventional medicine • Pharmacotherapy, the most important groups of drugs, indications, effects, and side effects • Invasive therapies, indications, and alternatives • Psychological-psychotherapeutic therapy concepts • Sensible combination of different therapy modules • The most important therapy guidelines of the professional societies <p>Unit 64: Naturopathic Self-Help Strategies</p> <ul style="list-style-type: none"> • Naturopathic self-help measures, including heat, cold and water applications, sauna, dry brushes • Medicinal plants, processing of medicinal plants, groups of ingredients, forms of application • Health promotion measures in everyday life • Medicine cabinet • Specific depiction and presentation of self-help measures in health events |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Get to know the indications, effects, and side effects of the most important conventional medical therapy concepts. • Know how to integrate health-promoting measures into these therapy concepts. • Master effective measures of self-help, which can be used in the therapy of minor diseases but also for prevention and health promotion. • Be able to provide an overview of these self-help measures and identify specific contraindications and possible dangers. |
| Teaching and learning formats | Seminar-type lectures, exercise |

Module description for the Bachelor Program
Integrative Health Promotion

Testing

Written examination (90-150 minutes) *or*
Presentation with written paper (10-60 minutes and 10-30 pages) *or*
Oral examination (15 minutes)

Module description for the Bachelor Program
Integrative Health Promotion

| | |
|--------------------|---|
| Module 10 | Perspectives in Health Promotion |
| Module coordinator | Dr. Niko Kohls |
| Semester order | Semester 7 |
| Schedule | Respective winter semester |
| Work load in hours | 125, of which 60 as in-class program (4 SWH) and 65 as self-directed study |
| ECTS credits | 5 |
| Associated courses | Unit 65: Current trends in Health Promotion (2 SWH) Unit 66: Labor Market Health Promotion (1SWS) Unit 67: Ethics of Health Promotion (1 SWH) |
| Short Description | <p>Students will</p> <ul style="list-style-type: none"> • Learn about current intervention studies for the prevention of lifestyle-related diseases. • Be able to analyze the research work in terms of theoretical intervention concepts and methods as well as target groups. • Be able to research current reviews on prevention of selected topics and target groups. • Be able to discuss and justify the implementation of current intervention strategies in selected prevention fields. • Get concrete access to employers and occupational fields of the course of studies. • Have the opportunity to gain insight into the fields of work of Integrative Health Promotion. • Be familiar with institutions and responsibilities in the context of ethics and bioethics. Reflect on the importance / necessity of an ethics of health promotion. |
| Contents | <p>Unit 65: Current Trends in Health Promotion</p> <ul style="list-style-type: none"> • Structure, procedure, and first results of current intervention studies for different target groups • Reviews on the prevention of selected lifestyle-related diseases • Transferability of research results, especially with regard to the accessibility of target groups, participation, and sustainability <p>Unit 66: Labor Market Health Promotion</p> <ul style="list-style-type: none"> • Presentation of different institutions / potential employers with a need for graduates in health promotion • Presentation of the fields of activity of graduates of the study program • Individual discussions with representatives of the institutions <p>Unit 67: Ethics of Health Promotion</p> <ul style="list-style-type: none"> • Ethics and bioethics • Ethics and morals • Institutions, authorities, and contact persons for ethical questions in Germany • Error management • Guidelines for evidence-based health promotion |

Module description for the Bachelor Program
Integrative Health Promotion

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| <p>Qualification goals / skills</p> | <ul style="list-style-type: none"> • Development or discussion of an ethics of health promotion <p>Students will</p> <ul style="list-style-type: none"> • Learn about current intervention studies for the prevention of lifestyle-related diseases. • Have the ability to analyze the research work in terms of theoretical intervention concepts and methods as well as target groups. • Be able to research current reviews on the prevention of selected topics and target groups. • Be able to discuss and justify the implementation of current intervention strategies in selected prevention fields. • Get concrete access to employers and occupational fields of the course of studies. • Discuss the topics: What is ethics? What is bioethics? • Be familiar with institutions and responsibilities in the context of ethics / bioethics in Germany. • discuss: Is there such a thing as health promotion ethics or what could / should they look like? What are the requirements and characteristics of health promotion ethics? • Make proposals for a (integrative) health promotion based on a codex. • Reflect or put their own (future) actions in the context of health promotion into an ethical context. |
| <p>Teaching and learning formats</p> | <p>Seminar-type lectures, exercise</p> |
| <p>Testing</p> | <p>Take-home paper (10-30 pages) <i>or</i> Presentation with written paper (10-60 minutes and 10-30 pages) <i>or</i> Written examination (90-150 minutes)</p> |

Module description for the Bachelor Program
Integrative Health Promotion

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|------------------------------|---|
| Module 8.3 | Focus Module: Tourism, Leisure Time, and Health |
| Module coordinator | Dr. Pamela Heise |
| Semester order | Semester 7 |
| Schedule | Respective winter semester |
| Work load in hours | 225, of which 90 as in-class program (6 SWH) and 135 as self-directed study |
| ECTS credits | 9 |
| Associated courses | Unit 68: Innovative Fields of Work in Leisure, Tourism, and Wellness (2 SWH) Unit 69: Management in Tourism, Leisure, and Health (4 SWH) |
| Short Description | Students learn how to develop and implement health promotion programs in traditional and innovative health tourism institutions as well as leisure and wellness facilities. |
| Contents | <p>Unit 68: Innovative Fields of Work in Leisure, Tourism, and wellness</p> <ul style="list-style-type: none"> • Innovative trends, perspectives, and outlooks • Successful companies in health tourism and medical wellness • Quality standards in leisure, tourism, and wellness • Business activity in health tourism focused on (consumer and producer) benefit • Creative examination of the practice; projective Design of development/marketing concepts in health tourism, of mission statements and product networks • Feasibility studies • Management and intercultural management • Tourism market analysis, market segmentation • Location decisions in tourism • Corporate social responsibility (CSR) in tourism • Crisis management in tourism <p>Unit 69: Management in Tourism, Leisure, and Health</p> <ul style="list-style-type: none"> • Business planning for health / tourist / leisure-related facilities • Mediation of the foundations of market and target group analysis in wellness and health tourism • Possibilities of marketing of health trips • Cooperation network health <ul style="list-style-type: none"> • Wellness and health trips – discussions on outlook and future chances • Developing requirement profiles for employees in health tourism facilities |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Be in a position to overview basic programs and standards in health tourism in general and in medical wellness in particular. • Be able to identify innovations and market opportunities in these areas. |

Module description for the Bachelor Program
Integrative Health Promotion

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| | <ul style="list-style-type: none">• Have the ability to develop business ideas in health tourism both in terms of technical content as well as business and economic key points.• Be able to analyze and communicate strengths and weaknesses or of profiling changes of existing health tourism facilities.• Be able to create a profound business plan.• Be in a position to recognize and specifically strive for personal career opportunities in health tourism facilities. |
| Teaching and learning formats | Seminar-type lectures, exercise |
| Testing | Take-home paper (10-30 pages) <i>or</i> Written examination (90-150 minutes) <i>or</i> Oral examination (15 minutes) |

Module description for the Bachelor Program
Integrative Health Promotion

| | |
|------------------------------|---|
| Module 14 | Bachelor Thesis |
| Module coordinator | Dr. Eberhard Nöfer |
| Semester order | Semester 7 |
| Schedule | Respective winter semester |
| Work load in hours | 250, of which 0 as in-class program (0 SWH) and 250 as self-directed study |
| ECTS credits | 10 |
| Associated courses | Unit 70: Bachelor Thesis |
| Short Description | In the bachelor thesis, students work on a topic of theoretical / empirical nature with the aim of reviewing scientific methods of integrative health promotion and reflecting on their application. |
| Contents | <p>The Bachelor thesis is intended to demonstrate that the students are able to work on health promotion on a scientific basis. The bachelor thesis can have a theoretical-conceptual or empirical-methodical structure.</p> <p>1. Theoretical work This includes the identification of the topic, including a sufficient overview of the state of the technical discussion and literature research, and reflection on the complexity of the topic. On the basis of the research question as well as the well-founded discussion of theories and models, the bachelor thesis is then written and ends with relevant conclusions and suggestions.</p> <p>2. Empirical work A theoretically well-founded question is developed into a question suitable for empirical testing, including hypothesis formation and for the research plan. This includes the identification of the topic, including a sufficient overview of the state of technical expert discussion reflecting the complexity of the topic, as well as literature research and the substantiated definition of methods. Based on data collection and the evaluation as well as the well-founded discussion of applied methods and corresponding theories, the thesis is then prepared and ends with relevant conclusions and suggestions.</p> |
| Qualification goals / skills | <p>Students will</p> <ul style="list-style-type: none"> • Be able to place their topic in a scientific discourse and determine its relevance for integrative health promotion. • Be able to work on their topic in a systematic and scientifically structured way. • Have taken a critical look at essential parts of the literature, be able to present them appropriately, assess their significance, and establish relationships between them. • Be able to select and adequately apply suitable methods for working on a topic. |

Module description for the Bachelor Program
Integrative Health Promotion

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|-------------------------------|----------------------------|
| Teaching and learning formats | Bachelor Thesis |
| Testing | Bachelor Thesis (30 pages) |

5 Risk Assessment for Maternity Protection



Risk Assessment -Maternity Protection-

in accordance with the Regulation on the Protection of Mothers in the
 Workplace subject to the German Maternity Protection Act and other laws
 related to Section 5 of the German Working Conditions Act

Completed by: _____

On: _____

Name of the place of work/roles: _____

A) Physical dangers

| | yes | no | N.A |
|--|--------------------------|--------------------------|--------------------------|
| a) Lifting, carrying or moving loads without mechanical aid | | | |
| - regularly weighing more than 5 kg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - regularly weighing more than 10 kg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (If mechanical aids are used, the physical strain applies accordingly) | | | |
| b) Hot conditions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Cold conditions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Wet conditions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Roles in a loud area, daily noise exposure level (Leq) > 80 dB (A) (to be measured if required) or impulse noises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Bumps and vibrations on or near machines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Ionising radiation | | | |
| - Role in control area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Other roles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Interaction with open radioactive substances subject to approval | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Non-ionising radiation | | | |
| - Magnetic resonance imaging | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Other extreme electromagnetic fields | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Constant standing | | | |
| - No seating available at all | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Longer than 4 hours a day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Frequent substantial stretching or reaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| or | | | |
| bending over | | | |
| l) Activities on motorized vehicles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - More than four hours driving per day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B) Dangers posed by chemical work substances

(If yes, which substances? Refer to list of hazardous substances, safety sheet, substance labelling)

yes no N.A

1. Carcinogenic, mutagenic or teratogenic substances

- | | | | |
|--|---------------------------------|---------------------------------|---------------------------------|
| <p>a) In the mother's work environment there are substances that are classified as carcinogenic according to category 1 or 2 of Annex 1 of Regulation 67/548/EWG or according to the TRGS 905 (German Technical Regulation for Dangerous Substances) with the labelling:</p> <ul style="list-style-type: none"> - R 45 / H350 can cause cancer (e.g. benzene) - R 46 / H340 can cause hereditary damage (e.g. ethylene oxide) - R 49 / H350i can cause cancer when inhaled (e.g. cadmium sulphate) - R 61 / H360D can damage children in the womb (e.g. lead chromate) | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> |
| <p>b) In the mother's work environment there are substances that are classified as carcinogenic according to category 3 of Annex 1 of the Regulation 67/548/EWG or according to the TRGS 905 (German Technical Regulation for Dangerous Substances) with the labelling:</p> <ul style="list-style-type: none"> - R 40 / H351 Suspected to have a carcinogenic effect (e.g. formaldehyde/p-toluidine) - R 68 / H341 Possible irreversible damage (e.g. dihydroxybenzene) | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> |
| <p>c) Does the mother work with these carcinogenic, mutagenic or teratogenic substances herself?</p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> |
| <p>d) Is the mother exposed to these dangerous substances, e.g. do other employees work with carcinogenic, mutagenic or teratogenic substances in the same workspace?</p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> |

2. Substances that are very poisonous, poisonous, dangerous to health or otherwise chronically dangerous to humans

- | | | | |
|--|---------------------------------|---------------------------------|---------------------------------|
| <p>a) Does the mother have contact with any dangerous substances that are classified as such?</p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> |
| <p>b) Are the relevant limits exceeded (to be measured if necessary)? (Note: If limits are exceeded, employment is prohibited)</p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> |
| <p>c) Is there direct skin contact with dangerous substances that are absorbed through the skin?</p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> |

C) Danger of biological working substances **yes** **no** **N.A**

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Contact with substances, preparations or products that, by their nature, empirically may transfer pathogens (e.g. tissue, blood, bodily fluids and excretions) Note: Personal protection equipment does not prevent injuries from cutting/piercing instruments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Exposure to other pathogens (viruses, bacteria, fungi) That are dangerous in the sense of Annex 1 of the Regulation on the protection of Mothers at the Workplace (risk groups 2 – 4, disease and/or treatment dangerous for the mother and/or the foetus, e.g. Borrelia burgdorferi, Coxiella burnetii, Coxsackievirus, cytomegalovirus, hepatitis B virus, Hepatitis C virus, Human Immunodeficiency Virus (HIV), Listeria monocytogenes, measles virus, mumps virus, Parvovirus B19 (Fifth Disease), rubella virus, toxoplasma gondii, Varicella zoster virus (Chickenpox) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Working in particular danger of an occupational disease Due to the pregnancy or work in which there is an increased danger for the mother or a danger to the unborn child due to the risk of developing an occupational disease (e.g. hepatitis, mumps) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D) Danger caused by working conditions and work processes **yes** **no** **N.A**

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Working under increased atmospheric pressure (e.g. in pressure chambers, when diving) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Working under increased risk of accidents, especially slipping, falling; contact with people who could be a danger due to potentially aggressive behaviour (e.g. psychiatric patients) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Piecework, assembly line work with a required working speed or similar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

E) Working hours

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Working at night (section 8 para 1 and 3 German Law for the Protection of Mothers [MuSchG]) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Overtime, meaning more than 8.5 hours a day or 90 hours a fortnight (for women under 18: 8 hours a day or 80 hours a fortnight) (Note: For 1. and 2., exemptions are possible, see Section 8 MuSchG) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

F) Space for comments and any further risk factors



G) Results of workplace assessment

- | | yes | no |
|---|--------------------------|--------------------------|
| 1. The employee is not subject to any dangers according to the German regulations protecting mothers. No further measures are required in the case of pregnancy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A danger does exist / cannot be ruled out with certainty. (If pregnancy occurs, appropriate measures must be taken immediately. This is the case if one of the questions from heading A) to E) is answered with "yes" or there is a danger under heading F.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The effected employee and other employees were informed of the results of the assessment on _____ pursuant to Section 2 of the Regulation on the Protection of Mothers in the Workplace. | <input type="checkbox"/> | <input type="checkbox"/> |

H) Measure once a pregnancy has been established

Name of the mother: _____

Risk assessment updated

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

Measures:

a) Changes to working conditions made on: _____
Measures taken:

b) Implemented on: _____
New workplace: _____

c) The continued employment of the mother-to-be / breastfeeding mother would not be possible without risk.

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

The employee is released from her duties from _____ and still receives her salary (see Section 11 MuSchG).

Authorities informed pursuant to Section 5 MuSchG

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

Results of the risk assessment and the protective measures implemented given to

The pregnant employee on _____

The works/personnel council or employee representative on _____

Officer signature