



Module Handbook Health and Diversity at Work

Hochschule für Gesundheit
University of Applied Sciences

www.hs-gesundheit.de

Master Degree Programme (M.A.)

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1. Introductory note

1. The Module Handbook has been created by the degree programme coordinators or others who are responsible for the degree programme. It contains, for example, excerpts from the Subject-Specific Provisions (Fachspezifische Bestimmungen) of the degree programme "Health and Diversity at Work" (Part II of the Examination Regulations (Teil II der Prüfungsordnung)). In the Module Handbook, these sections are highlighted in grey colour and may only be modified by the release of a new examination regulation. In cases of doubt, only the information of the respectively valid and officially published version of the Subject-Specific Provisions shall apply. Apart from the Module Handbook, students are therefore advised to make themselves familiar with both the regulations of the relevant framework examination as well as the relevant Subject-Specific Provisions. These university statutes can be looked into on the websites of the university under the heading "Official Announcements" (Amtliche Bekanntmachungen).
2. Please note that changes to form and duration of the examination mentioned in the Module Handbook might be made for one single semester if the examination board informs the examination office of such change in text format at the latest four weeks before the beginning of a semester in which the examination is to take place (cf. Art. 3 Paragraph 2 Subject-Specific Provisions (§2 Abs. 3 Fachspezifische Bestimmungen). Students are asked to observe the respective examination notices posted. Examination forms that have been changed on short notice will be posted there.

2. Needs of society

The current demographic development is associated with an increasing diversification of workforce populations which becomes manifest, for example, in the various health prerequisites and requirements of working people. The changes described for labour are accompanied by rapid technological dynamics of change. Among the most pressing topics in the regard is digitalisation and, associated with it, a massive conversion in working methods, demands, burdens, and coping requirements on behalf of the people employed. These changes make it necessary to shape the organisation and processes in a way that productive labour will remain possible in the various workforces, that health will be retained and promoted and the potentials of all employed can be concomitantly raised and developed - even under conditions of chronic disease, disability or family burdens. Of central importance in this context is that differences are perceived and used as resources. The increasing diversity within the business operations thus creates a demand for coordination in order to bring conflicting interests and responsibilities into accord with each other and with the business requirements. Apart from specific substantial strategies of health management, the conflict-regulating function of pertinent coordination activities already contributes to maintaining and promoting the health of the employees.

The objective pursued by GunDA is to enable graduates to devise, implement and evaluate requirement-oriented, forward-looking and integrative control concepts for the business-operational handling of the subjects health and diversity, and concomitantly include current societal, business operational and technological innovations. The graduates of GunDA unite the subjects health and diversity with the requirements of job design and enable operational decision makers to develop the right conditions to suit this purpose. The GunDA graduates are active as internal and external advisors, decision-makers and coordinators. They work closely together with all operational levels, in particular with the top management level and with the specialists responsible for single departments, contribute to their coordination and networking processes and in doing so act in their own professional competence.

The current challenges of a diversified working environment cannot be met with information and education alone, or with moral appeals to those who are involved, instead, it requires evidence-based, well planned, professionally controlled long-term concepts which are tuned to the respective special operational features. It is therefore the object of the degree programme to qualify the operational actors in the interface area of "Work – Health – Diversity" to contribute to implement operational structures and processes designed to

- keep employees physically and mentally healthy, able to work and motivated up to high working age despite unequal starting conditions,
- reintegrate employees after prolonged diseases so that they can still pursue useful activities despite chronic disease or disability,

- develop new occupational groups as employees (e.g. people who have a migration history, people with chronic disease and disability, parents during family phases, people above retirement age),
- make those who are responsible, decision-makers and teams see this diversity as a chance and experience, use and promote the potentials it contains by tackling potential conflicts of interest as early as possible in a manner that complies with requirement and health concerns,
- promote and support with priority occupational groups who are disadvantaged socially and in health matters,
- evaluate the solutions to secure the health of employees, once these solutions are found, against the background of new business world demands and adjust them to changed requirement situations and developments,
- relate the interacting lines of development of a diverse labour society with the changed technological and organisational conditions and develop innovative and health-oriented design options,
- optimise the system-relevant framework conditions on a legal and structural level in the sense of outlined requirements.

For the integrative processing of these subjects, there are currently neither concepts nor experts outside the master degree GunDA who are able to concern themselves with the design of necessary change processes across interfaces.

3. Goals of education

The degree programme teaches advanced specialised knowledge, action competences and skills for an independent occupation in research and practice at the interface of health and diversity at work. Students are awarded a degree as "Master of Arts Health and Diversity at Work" (Gesundheit und Diversity in der Arbeit) (GunDA) if they give proof of knowledge, comprehension, competence and reflection level which complies with German and European Level 7 Qualification (master degree). The competences acquired in the degree programme GunDA enable the graduates to independently develop creative ideas in their individual fields of research and practice. They are able to apply their study-specific knowledge, understanding and therein acquired problem-solving competences to new and unfamiliar approaches to multidisciplinary contexts. The degree programme teaches the ability to integrate existing knowledge, deal with complexity and formulate professionally adequate evaluation despite incomplete or limited information. Graduates are capable to translate their knowledge into practice to make decisions and thus satisfy the obligations of their social and ethical responsibilities. They are able to communicate the premises and conclusions underlying their decisions unequivocally to experts and laypersons alike and possess learning strategies that enable them to continue their studies predominantly with self-determination and autonomously.

To this end, the degree programme conveys—apart from knowledge derived from the sector of health promotion and organisation development—the methodical know-how needed for a scientifically based approach in the pertinent application areas, directs their transfer and promotes the independent reflection and the communicative mediation of the underlying considerations.

In particular the student will be empowered to work independently in accordance with scientific methods and become active in the diverse and changing tasks of the areas of activity which are related to application, research or teaching. In this regard they are enabled to conceptualise, communicate, realise and evaluate research and organisational tasks on a scientifically sound basis in the scope of a health promoting and diversity-sensitive management of organisations.

The competence profile of the students is distinguished by knowledge and abilities derived from the pertinent disciplinary special subjects of medicine, psychology, sociology and law, but also from management and diversity experience as well as their individual and social competences. A special focus of competence consists in the research competences which are continually built and consolidated and at the end of the degree programme merge into an independent application-oriented research project and into the master's thesis.

The graduates of GunDA will take on demanding professional and leadership tasks. They work as specialists and executive managers particularly in institutions of politics, research, administration, the economy, healthcare and social services, and public affairs. The graduates are active on the basis of scientifically based evidence actions and against the background of divergent interests. They are capable of conducting research projects on their own.

4. Competence areas

The competences of the graduates are oriented to the German qualifications framework for life-long learning, passed by the German Qualification Framework Working Group (AK DQR) on 22 March 2011.

Knowledge

The graduates possess a comprehensive, detailed and specialised knowledge based on the state of the art in the fields of health and diversity at work and an extended knowledge of adjoining disciplines. Against this background, they prove their inventiveness in the development and application of ideas, in particular as concern

- the framework conditions of health and diversity in organisations especially with regard to political, legal, sociological, ethical, economical and personal influences,
- concepts, strategies and measures of a diversity-adequate and health-promoting change management in organisations,
- differentiated procedures of needs assessment to improve the health of diverse workforces and anchorage of diversity-adequate and health-promoting objectives,
- procedures for the systematic and critical assessment of scientific results,
- procedures for the systematic assessment of interventions to the benefit of the health of diverse target groups and members of organisations.

Skills

The graduates possess specialised skills to solve conceptual and strategic problems at the interface of health and diversity at work. On this basis, the graduates will be able to make sound decisions and weigh alternatives even if information is incomplete. They are capable of developing, applying and evaluating new ideas or procedures while considering various assessment benchmarks. They are able to apply their knowledge and understanding to new and unfamiliar connections within broad contexts. In particular, they are able to

- apply qualitative and quantitative research methods and transfer them to problems in the field of a diversity-adequate health-promotive design of work contexts,
- apply useful intervention strategies for identified problem situations of a diversity-adequate and health-promotive design of work, scientifically justify and further develop these strategies in a way that is adequate to the problem,
- apply their methodical competences to concrete problem situations in practice and develop them further while including experts and people affected,
- anticipate the effects of societal changes on the various health issues of heterogeneous groups of employees and develop approaches toward a suitable solution,
- independently develop and realise evaluation concepts and apply existing knowledge on effects and efficiency of interventions to other contexts.

Social competences

Graduates are able to responsibly lead groups, teams and organisations with regard to the complex challenges of dealing with health and diversity at work, represent the work results of these

clients and specifically promote the professional development of others. In particular, graduates of GunDA are capable of leading department-specific and cross-functional discussions, communicating conclusions, knowledge and the underlying principles clearly and unequivocally to experts and laypersons. Taking into consideration the divergent interests of the groups concerned, various specialists and decision-makers, their specific communication competence lies in

- acting in a mediating and moderating way to integrate the various opinions on the basis of thought-out concepts and strategies constructively and also integrate those having difficulty to express themselves,
- communicating to organisation members of all hierarchical levels and external actors the process steps and intervention needs on the basis of empirically sound facts,
- implementing, adequately representing and communicating problem solution strategies,
- communicating verbally and in writing the necessity of strategies and interventions to the benefit of health and diversity at work,
- adequately representing and communicating the state of knowledge on the evidence of measures and their developmental requirement.

Independence

Graduates are able to define the objectives for application and/or research-oriented tasks by taking into consideration potential social, economic and cultural impacts, apply the suitable means and independently acquire the information they need for this purpose. In particular, graduates are able to formulate estimations which account for social and ethical responsibility even when information is lacking. In addition, they learn suitable learning strategies which enable them to develop further knowledge and competences on their own. They have developed strategies to

- further develop their knowledge systematically and adequate for solving the problem,
- draw conclusions on new requirements in the matters of health and diversity at work despite limited available information,
- critically analyse the effects of the existing concepts and measures for a diversity-adequate promotion of health of organisation members and work-related health determinants and draw conclusions for further procedure,
- apply existing knowledge to developments to be expected and take and implement forward-looking decisions,
- interpret and critically assess the efficiency and effectivity of interventions and draw conclusions for their further development.

5. Subjects of study

The subjects of study to be imparted can be allocated to the five content-related areas of basic knowledge, management knowledge, diversity knowledge, research competences and social and self-competences. These five areas represent continuous strands which are taken up each semester, each with a different focus.

1. *Application-related basic knowledge*: Here necessary basic knowledge from the pertinent disciplines such as labour and social law, industrial safety, occupational medicine, work and organisation psychology, organisation and industrial psychology, ergonomics and ethics are taught, whereby the aspects of diversity as well as designing communication processes will already be taken into account.

2. *Application-related management competences*: This central subject teaches the planning and control competences needed to design health- and diversity-adequate operational processes, in particular project management in the focus of work, diversity and health, health-promoting organisation development and change management, human resources management, human resources development and didactics, operational integration management, prevention of addiction and quality management.

3. *Application-related diversity knowledge*: This competence field contains application-related teaching of topics which are of central importance when it comes to coping with diverse workforces. Its contents are concerned, for example, with the aspects of culture, religion, milieu, migration, labour and gender, people with disability and work, aging- and age-adequate work design or life balance and life-stage-adequate work as well as their relatedness to questions of health-adequate work design.

4. *Research competences*: One concern of the degree programme is to impart critical thinking to the participants, sharpen their ability of differentiated perception of problematic questions and guide them in the precise collection, analysis, evaluation and communication of relevant information. To this end, much emphasis is placed on research competences. Apart from the extended study of research methods based on bachelor level, the didactic concept includes subject-related optional and advanced units in which research competences are applied to concrete fields of application in the context of a health- and diversity-sensitive design of work.

5. *Social competences and self-competences*: A central competence focus of the degree programme GunDA is to be able to critically reflect and communicatively pass on the knowledge acquired in the previously mentioned competence dimensions. This main subject the degree programme teaches competences in the areas of consultancy, moderation, presentation, conflict management, team leadership and information and media communication—each with reference to the application field of a health- and diversity-sensitive design of work.

The five dimensions of competence described here constitute continuous strands which run through the study course and thus assure a consistent learning process. The following study course plans give an overview of these thematic priorities and the time schedule of each module.

6. Course of study and study schedule

"Health and Diversity at Work" is offered both in a fulltime and part-time format.

This decision is based on the results of a survey among students carried out in the summer of 2016. The latter revealed that the master degree programme "Health and Diversity at Work" was of interest to students of hsg Bochum, whereas the preferred formats of the programme varied depending on the students' requirement structures.

For example, the preference of a job-accompanying degree programme was higher among participants with a higher workload, among those of older years of birth with an affiliation to the degree programme "Health and Place". A full-time master degree programme was preferred by younger students who were unemployed or only marginally employed with an affiliation to "Health and Diversity" (cf. market analysis of degree programme GunDA).

The overall workload of the degree programme encompasses 3,600 hours. They are structured in 780 hours contact time, 440 hours practice and 2,380 hours self-learning time. The contact time in the full-time degree programme consists 100% of courses requiring the students' personal attendance, whereas the contact time of the part-time degree programme requires 50% (390 hours) attendance, the remainder is covered by e-learning.

Study Course Plan (Full-time)

Sem.	Basic knowledge	Management knowledge	Diversity knowledge	Research competences	Self- and social competences	Number of exams
1	1. People and Health at Work [2 lect., 1 sem., 1 exc.]	2. Operational Processes and Health [2 sem., 2 exc.]	3. Diversity in Work as an Opportunity [4 sem.]	4. Research Module Health and Diversity at Work [2 sem., 2 exc.]	5. Moderation and Communication [2 sem., 2 exc.]	5
2	6. Work and Organisation in Society [2 lect., 2 sem.]	7. Human Resources Management and Development [2 sem., 2 exc.]	8. Participation in Working Life [4 sem.]	9. Elective Research Module [4 exc.]	10. Team management and Counselling [2 sem., 2 exc.]	5
3	11. The Law Relating to Work and Society [2 lect., 1 sem., 1 exc.]	12. Advanced Module Management [1 sem., 1 exc.]	13. Applied Research Project [3 exc.]			3
4	14. Master's thesis [3 exc.]					1

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ECTS Overview (Full-time)

Sem.	Basic knowledge	Management knowledge	Diversity knowledge	Research competences	Self- and social competences	ECTS
1	6	6	6	6	6	30
2	6	6	6	6	6	30
3	6	6	18			30
4		30				30

120

Study Course Plan (Part-time)

Sem.	Basic knowledge	Management knowledge	Diversity knowledge	Research competences	Self- and social competences	Number of exams
1	1. People and Health at Work [2 lect., 1 sem., 1 exc.]		3. Diversity in Work as an Opportunity [4 sem.]		5. Moderation and Communication [2 sem., 2 exc.]	3
2		2. Operational Processes and Health [2 sem., 2 exc.]		4. Research Module Health and Diversity at Work [2 sem., 2 exc.]	10. Team management and Counselling [2 sem., 2 exc.]	3
3		7. Human Resources Management and Development [2 sem., 2 exc.]	8. Participation in Working Life [4 sem.]	9. Elective Research Module [4 exc.]		3
4	6. Work and Organisation in Society [2 lect., 2 sem.]	12. Advanced Module Management [1 sem., 1 exc.]		13. Applied Research Project [3 exc.]		2
5	11. The Law Relating to Work and Society [2 lect., 1 sem., 1 exc.]					2
6	14. Master's thesis [3 exc.]					1

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ECTS Overview (Part-time)

Sem.	Basic knowledge	Management knowledge	Diversity knowledge	Research competences	Self- and social competences	ECTS
1	6		6		6	18
2		6		6	6	18
3		6	6	6		18
4	6	6		6+ 12		18
5	6					24
6	6+ 24					24

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GunDA	Compulsory Modules	Type	1st Semester			2nd Semester			3rd Semester			4th Semester			Total	
			WSH	PL	CP	WSH	PL	CP	WSH	PL	CP	WSH	PL	CP	WSH	CP
10.	Team Management and Counselling	2S+2E				4	H	6							4	6
10a	Counselling and Conflict Mediation	1S+1E				2										
10b	Team Management	1S+1E				2										
11.	The Law Relating to Work and Society	2L+1S+1E							4	K	6				4	6
11a	Labour and Social Law	1L+1E							2							
11b	Work Protection Law	1L+1S							2							
12.	Advanced Module Management	1S+1E							2	H	6				4	6
13.	Applied Research Project	3E							3	M	18				3	18
14.	Master's Thesis	3E										3	H/M	30	3	30
					30			30			30			30		120

GunDA	Compulsory Modules	Type	1st Semester			2nd Semester			3rd Semester			Total	
			WSH	PL	CP	WSH	PL	CP	WSH	PL	CP	WSH	CP
2.	Operational Processes and Health	2S+2E				4	K	6				4	6
2a	Business Administration and Management	1S+1E				2							
2b	Health-promoting Organisation Development, Occupational Health Management	1S+1S				2							
4.	Research Module Health and Diversity at Work	2S+2E				4	H	6				4	6
4a	Quantitative Research Methods	1S+1E				2							
4b	Qualitative Research Methods	1S+1E				2							
10	Team Management and Counselling	2S+2E				4	H	6				4	6
10a	Counselling and Conflict Mediation	1S+1E	2			2							
10b	Team Management	1S+1E	2			2							

GunDA	Compulsory Modules	Type	1st Semester			2nd Semester			3rd Semester			Total	
			WSH	PL	CP	WSH	PL	CP	WSH	PL	CP	WSH	CP
7.	Human Resources Management and Development	2S+2E							4	K	6	4	6
7a	Human Resources Development and Leadership	1S+1E							2				
7b	Integration Management and Addiction Prevention	1S+1E							2				
8.	Participation in Working Life	4S							4	M	6	4	6
8a	Disability and Inclusion	2S							2				
8b	Using Experience and Promoting Balance	2S							2				
9.	Elective Research Module	4E							4	H	6	4	6
9a	From the Idea to Data Collection	2E	2						2				
9b	From Data Interpretation to Research Report	2E	2						2				

GunDA	Compulsory Modules	Type	4th Semester			5th Semester			6th Semester			Total	
			WSH	PL	CP	WSH	PL	CP	WSH	PL	CP	WSH	CP
6.	Work and Organisation in Society	2L+2S	4	K	6							4	6
6a	Industrial Sociology	1L+1S	2										
6b	Organisational Sociology	1L+1S	2										
12.	Advanced Module Management	1S+1E	2	H	6							2	6
13	Applied Research Project	3E	1		6	2	M	12				3	18
11.	The Law Relating to Work and Society	2L+1S+1E				4	K	6				4	6
11a	Labour and Social Law	1L+1E				2							6
11b	Work Protection Law	1L+1S				2							
14.	Master's Thesis	3E				1		6	2	H/M	24	3	30
Total ECTS 1st – 3rd Semester					18			18		18			
Total ECTS 4th – 6th Semester					18			24		24			120

8. Overview of contact, self-learning and practice periods

Contact periods: Teaching units held as courses requiring personal attendance + teaching units organised as e-learning and are approved as acknowledgeable teaching

Self-learning periods: Study periods organised autonomously by the students

Practice periods: Practice units and/or research projects at the site of a practice partner

Module	ECTS	Contact periods (in h)			Self-learning periods (in h)	Practice periods (in h)	Workload, total (1 ECTS = 30h)
		Attendances	e-learning	Total			
GunDA 01 People and Health at Work	6 ECTS (2L, 1S, 1E)	FT: 60 PT: 30	FT: 0 PT: 30	60	120	0	180
GunDA 02 Operational Processes and Health	6 ECTS (2S, 2E)	FT: 60 PT: 30	FT: 0 PT: 30	60	120	0	180
GunDA 03 Diversity in Work as an Opportunity	6 ECTS (4S)	FT: 60 PT: 30	FT: 0 PT: 30	60	120	0	180
GunDA 04 Research Module Health and Diversity at Work	6 ECTS (2S, 2E)	FT: 60 PT: 30	FT: 0 PT: 30	60	120	0	180
GunDA 05 Moderation and Communication	6 ECTS (2S, 2E)	FT: 60 PT: 30	FT: 0 PT: 30	60	120	0	180
GunDA 06 Work and Organisation in Society	6 ECTS (2L, 2S)	FT: 60 PT: 30	FT: 0 PT: 30	60	120	0	180
GunDA 07 Human Resources Management and Development	6 ECTS (2S, 2E)	FT: 60 PT: 30	FT: 0 PT: 30	60	120	0	180
GunDA 08 Participation in Working Life	6 ECTS (4S)	FT: 60 PT: 30	FT: 0 PT: 30	60	120	0	180
GunDA 09 Elective Research Module	6 ECTS (4E)	FT: 60 PT: 30	FT: 0 PT: 30	60	120	0	180
GunDA 10 Team Management and Counselling	6 ECTS (2S, 2E)	FT: 60 PT: 30	FT: 0 PT: 30	60	120	0	180
GunDA 11 The Law Relating to Work and Society	6 ECTS (2L, 1S, 1E)	FT: 60 PT: 30	FT: 0 PT: 30	60	120	0	180
GunDA 12 Advanced Module Management	6 ECTS (1S, 1E)	FT: 30 PT: 15	FT: 0 PT: 15	30	150	0	180
GunDA 13 Applied Research Project	18 ECTS (3E)	FT: 45 PT: 22.5	FT: 0 PT: 22.5	45	55	440	540
GunDA 14 Master's Thesis	30 ECTS (3E)	FT: 45 PT: 22.5	FT: 0 PT: 22.5	45	855	0	900
Total	120 ECTS (6L, 23S, 23E)	FT: 780 PT: 390	FT: 0 PT: 390	780	2380	440	3600
Percentage		FT: 21.70% PT: 10.85%	FT: 0% PT: 10.85%	21.70%	66.00%	12.30%	100%

9. Weighting of each modules in final grades

No.	Compulsory Modules	WSH	ECTS	Weighting for final grade
GunDA 01	People and Health at Work	4	6	6%
GunDA 02	Operational Processes and Health	4	6	6%
GunDA 03	Diversity in Work as an Opportunity	4	6	6%
GunDA 04	Research Module Health and Diversity at Work	4	6	6%
GunDA 05	Moderation and Communication	4	6	---
GunDA 06	Work and Organisation in Society	4	6	6%
GunDA 07	Human Resources Management and Development	4	6	6%
GunDA 08	Participation in Working Life	4	6	6%
GunDA 09	Elective Research Module	4	6	6%
GunDA 10	Team Management and Counselling	4	6	---
GunDA 11	The Law Relating to Work and Society	4	6	6%
GunDA 12	Advanced Module Management	2	6	6%
GunDA 13	Applied Research Project	3	18	15%
GunDA 14	Master's Thesis	3	30	25%
	Total	52	120	100%

Module: GunDA 01		Title: People and Health at Work	
Persons responsible for the module:		Chair of Public Health (focus: care research/care management) Chair of Disability and Inclusion	
Qualification level: Master	Semester FT: winter semester Semester PT: winter semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 60 hours FT: 60 hours attendance PT: 30 hours attendance 30 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 120 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none Conditions for access to module examination: none Other requirements: none			
Goals of qualification / competences:	Knowledge: The students <ul style="list-style-type: none">possess advanced knowledge of the tasks and functions of occupational medicine and industrial diseases and work-related diseases.possess comprehensive knowledge about aspects of work ergonomics in various contexts of work.possess specialised knowledge of the psychological significance of work for individuals, groups and organisations and its impact on human health.possess comprehensive knowledge of analytical and interventional methods of industrial and organisational psychology in various contexts of work.		
	Skills: The students <ul style="list-style-type: none">are able to classify the functions of occupational medicine in the context of healthcare and diversity and make use of the potentials of cooperating with occupational medicine.are capable of assessing workplaces with regard to ergonomic conditions and formulating approaches toward their improvement.are able to transfer and apply the knowledge of industrial and organisational psychology to the challenges associated with the topics health and diversity.are able to analyse work activities while considering work-psychological approaches as well as develop and design optimisation approaches.		

	<p>Social competence: The students</p> <ul style="list-style-type: none"> • are able to coordinate with the internal and external representatives of occupational medicine as well as industrial and organisational psychology and develop joint concepts to benefit of health and diversity. • are capable of formulating, substantiating and representing argumentatively toward persons affected and decision-makers the requirements for an ergonomic and industrial-psychological design of workplaces. • are able to coordinate with workers and managing executives from various work contexts the analysis and alteration of work in a constructive and result-oriented manner while considering aspects of industrial and organisational psychology. • are capable of adapting their conversational behaviour to their conversation partner in a diversity-sensitive manner. <p>Independence: The students</p> <ul style="list-style-type: none"> • are able to relate to the various professional standpoints in the context of workplace health and diversity and develop therefrom their own professionally substantiated position. • are able to concern themselves with ergonomic work requirements in a changing world of work and employment. • are able to educate themselves further in the ergonomic and industrial psychological design of labour. • are able to concern themselves with individual, group and organisational requirements in a transforming society and the resulting new work and organisation forms and recognise needs. • are able to acquire, further develop and apply the knowledge in industrial and organisational psychology relating to individual and group-specific requirements, needs, and resources, needed for their actions. • are capable of defining their own professional limits and referring people concerned to the appropriate offices.
<p>Subjects of the module:</p>	<p>GunDA 01a: Occupational Medicine and Ergonomics</p> <ul style="list-style-type: none"> • Fundamentals of occupational medicine • Purpose and function of occupational physicians • Basic knowledge of industrial diseases and work-related diseases • Ergonomic workplace design • Strain and burden concept <p>GunDA 01b: Work and Organisational Psychology</p> <ul style="list-style-type: none"> • Basics and theories of industrial and organisational psychology • Analysis, evaluation, design and impact of work • Working activity in the context of health and diversity

	<ul style="list-style-type: none"> • Industrial and organisational psychological determinants of health • Occupational promotion, organisational and human resources management
Course type(s) :	2 WSH lecture, 1 WSH seminar, 1 WSH exercise
Learning methods:	Discussion, presentations, group work, case examples
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The module examination consists of a written examination in which students are to recall the various theories and results of occupational medicine, ergonomics and industrial and organisational psychology without using aids. In addition, they are supposed to be able to apply these theories and findings to questions taken from real-life experience and describe new research and application related assignments, define pertinent goals and infer concrete approaches to solutions while reflecting their potential consequences.</p> <p>Duration: 90 minutes</p>
Applicability of the module	Health-scientific studies with a focus on labour and health
(Basic) literature:	<ul style="list-style-type: none"> • Angerer, P., Glaser, J., Gündel, H., Henningsen, P., Lahmann, C., Letzel, S., & Nowak, D. (2014). Psychische und psychosomatische Gesundheit in der Arbeit: Wissenschaft, Erfahrungen und Lösungen aus Arbeitsmedizin, Arbeitspsychologie und Psychosomatischer Medizin. Heidelberg: ecomed Medizin. • Baur, X. (2013). Arbeitsmedizin. Heidelberg: Springer • Lange, W. & Windel, A. (2011). Kleine ergonomische Datensammlung. Cologne: TÜV Media • Nerdinger, F. W., Blickle, G., & Schaper, N. (2014). Arbeits-und Organisationspsychologie (3rd edition). Heidelberg: Springer. • Rieger, M, Hildenbrand, S., Nessler, T., Letzel, S. & Nowak, D. (ed.). (2016). Prävention und Gesundheitsförderung an der Schnittstelle zwischen kurativer Medizin und Arbeitsmedizin: ein Kompendium für das betriebliche Gesundheitsmanagement. Landsberg am Lech: ecomed Medizin

Module: GunDA 02		Title: Operational Processes and Health	
Persons responsible for the module:		pp. Chair of Health Didactics Chair of Communication and Intervention in a Context of Health and Work	
Qualification level: Master	Semester FT: winter semester Semester PT: winter semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 60 hours FT: 60 hours attendance PT: 30 hours attendance 30 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 120 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none Conditions for access to module examination: none Other requirements: none			
Goals of qualification / competences:	Knowledge: The students <ul style="list-style-type: none">possess advanced interdisciplinary knowledge of operational processes and structures.are able to distinguish the approaches of social science and business-economical models and methods from a diversity-sensitive, health-promoting organisation development.possess comprehensive knowledge of theoretical approaches, structures and processes of a diversity-sensitive, health-promoting organisation development including its chances and limitations.		
	Skills: The students <ul style="list-style-type: none">are able to independently analyse operational requirement situations against the background of organisational processes and structures with regard to health potentials and risks despite limited information.are able to assess operational structures and processes with regard to health and diversity sensitivity with the aid of appropriate concepts, models and methods.are able to independently develop, implement, coordinate and evaluate strategies for health-promoting and diversity-sensitive organisation development on the basis of reflected analyses.		

	<p>Social competence: The students</p> <ul style="list-style-type: none"> • are able to discuss and coordinate concepts and approaches of a diversity-sensitive and health-promoting organisational development with all actors involved. • are able to argumentatively defend the work results concerning the development of a company to a diversity-sensitive, health-promoting organisation in discussions with experts and laypersons. • are able to lead discussions on the subject of health-promoting organisation development and the underlying operational interactions with experts and decision-makers. • are able to consider the ethical aspects of a diversity-sensitive and health-promoting organisational development. <p>Independence: The students</p> <ul style="list-style-type: none"> • have developed strategies to critically reflect their knowledge and application expertise independently. • are able to independently acquire lacking knowledge about processes, structures, methods and measures. • are able to adjust to new developments independently, acquire information and further educate themselves self-responsibly about current requirements and solutions in the field of a diversity-sensitive, health-promoting organisational development.
Subjects of the module:	<p>GunDA 02a: Business Administration and Management</p> <ul style="list-style-type: none"> • Strategic management • Controlling • Organisational design • Project management • Quality management and evaluation <p>GunDA 02b: Health-promoting Organisational Development, Occupational Health Development</p> <ul style="list-style-type: none"> • Theories and concepts of health-promoting organisational development • Significance and methods of workers' participation • Processes and structures of a diversity-sensitive organisational development • Analysis and intervention • Potentials and limitations of change
Course type(s):	2 WSH seminar, 2 WSH exercise
Learning methods:	Discussion, presentations, group work, case examples

<p>Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):</p>	<p>The module examination consists of a written examination in which students are to recall present in their own words the various theories and concepts business administration and management and of health-promoting organisational development. In addition, they should be able to describe these theories and concepts to concrete real-life case examples as well as the associated research and application-oriented tasks, define goals and define concrete approaches to solutions and procedures while reflecting their potential consequences.</p> <p>Duration: 90 minutes</p>
<p>Applicability of the module</p>	<p>Health-scientific studies with a focus on labour and health</p>
<p>(Basic) literature:</p>	<ul style="list-style-type: none"> • Bergmann, R. & Garrecht, M. (2008). Organisation und Projektmanagement, Springer-Verlag. • Bornewasser, M., Kriegesmann, B. & Zülch, J. (ed.) (2014). Dienstleistungen im Gesundheitssektor. Produktivität, Arbeit und Management. Berlin, Springer. • Faller, G. (ed.) (2016). Lehrbuch Betriebliche Gesundheitsförderung. Bern: Hogrefe. • Froböse, I., Wellmann, H., Weber, A. (ed.) (2012). Betriebliche Gesundheitsförderung: Möglichkeiten der betriebswirtschaftlichen Bewertung. Wiesbaden, Universum-Verlag. • Grossmann, R., Bauer, G. & Scala, K. (2015). Einführung in die systemische Organisationsentwicklung. Heidelberg: Carl Auer Verlag. • Haubrock, M. & Schär, W. (2009). Betriebswirtschaft und Management in der Gesundheitswirtschaft, 5th completely revised and extended edition, Bern, Huber. • Reisinger, S., et al. (2013). Strategisches Management: Grundlagen für Studium und Praxis, Pearson. • Robbins, S. P. C., Mary, Fischer, Ingo (2014). Management: Grundlagen der Unternehmensführung. Hallbergmoos, Pearson Deutschland. • Vogel M. (ed.), (2014). Organisation außer Ordnung. Göttingen: V & R.

Module: GunDA 03		Title: Diversity in Work as an Opportunity	
Persons responsible for the module:		Chair of Health and Diversity	
Qualification level: Master	Semester FT: winter semester Semester PT: winter semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 60 hours FT: 60 hours attendance PT: 30 hours attendance 30 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 120 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none Conditions for access to module examination: none Other requirements: none			
Goals of qualification / competences:	Knowledge: The students <ul style="list-style-type: none">understand the connections between equality of opportunity in health and structural inequality in work (and life) and possess comprehensive knowledge on precarisation of work and life conditions and the associated health and macrosocial impacts on employed working people.possess advanced knowledge of the complex of themes related to health in the context of work and the particular vulnerability of certain marginalised groups in employment.are aware of the diverse concepts for operational and social inclusion of vulnerable population groups from Diversity Management (DiM) and the antidiscrimination perspective.are familiar with legal framework conditions and regulations for healthy operational inclusion of marginalised population groups.have an understanding of ethnographic concepts and theories		
	Skills: The students <ul style="list-style-type: none">are able to create references from culturally diverse work contexts to theoretical concepts of Diversity in Work and derive therefrom usable knowledge for a professional interaction with the respective workers employed.are capable of developing and implementing the diversity-sensitive concepts adapted to various operational conditions.		

	<ul style="list-style-type: none"> • successfully apply acquired transcultural competences in operational diversity management. • are able to specifically select and apply ethnographical knowledge <p>Social competence: The students</p> <ul style="list-style-type: none"> • are able to biographically reflect identity allocations in all social manifestations of work against the backdrop of their own cultural socialisation and consequently reflect identity-related and group-forming construction processes. • are capable of applying their knowledge of individual and collective constrictions of (group)identity to a context relevant to work, specifically promote vulnerable employees and recognise dysfunctional work processes. • are able to combine their own action goals with the values and opinions of a group. <p>Independence: The students</p> <ul style="list-style-type: none"> • are capable of revealing new ways to multidiverse groups how the conditions for an equal access to health resources at the work site can be improved. • possess action knowledge to maintain and promote work and employment fitness of marginalised workers and are able to apply their knowledge to the respective target groups. • are capable of recognising and evaluating various forms of operational diversity paradigms.
<p>Subjects of the module:</p>	<p>GunDA 03a: Diversity Expertise</p> <ul style="list-style-type: none"> • Recognition and biographically reflected treatment of interactions between societal diversity and structural inequality at the work site • Application of business concepts in handling cultural diversity: intercultural opening, transcultural competence and diversity management as a central component of human resources management • Social diversity in the working world: gender and sexual orientation, ethnicity, age, disability religion and life style. • Advocacy for diversity and health in work in the context of legal foundations and on the basis of solidarity (GETA, UN Convention of the Rights of Persons with Disabilities etc.) <p>GunDA 03b: Culture and Class</p> <ul style="list-style-type: none"> • Introduction into theoretical discourses in subject areas health and work in the context of globalisation, culture and class • Sensitisation for the structural barriers and exclusion dynamics of labour market access • The effects of various diversity management paradigms for structural changes in business operations

	<ul style="list-style-type: none"> • The multidimensional term of class in the context of globalisation: dynamics of structures, order formations and processes of socialisation • Social situation and/or value orientation as well as action orientations of employed workers at the work site • Social inequality in the context of work (temporary work through agencies, precarisation of work and life/integral economy) • Empirical methods and exploration of specifics of social classes in the subject area of work and health
Course type(s):	4 WSH seminar
Teaching methods:	Front-of-class teaching, free project groups, guided empirical research
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The module examination consists of a term paper in which students are to write on various subjects related to diversity in work as an opportunity. The term paper is based on a written study achievement in the shape of an 'ethnographical short study'. The students shall show that they have comprehensive knowledge theories and concepts from the two subareas "Diversity Expertise" and "Culture and Class" in work contexts with multidiverse population groups. The students should be capable of applying these theories and concepts from the ethnographical short study to practice in business. These theories and concepts should be application-oriented, define corresponding goals and contain approaches to concrete solutions for an equal and resource-oriented behaviour with multidiverse workers.</p> <p>Time for preparation: 6 weeks</p>
Applicability of the module	Health-scientific studies with a focus on labour and health
(Basic) literature:	<ul style="list-style-type: none"> • Domenig, D. (2007). Transkulturelle Kompetenz: Lehrbuch für Pflege-, Gesundheits- und Sozialberufe, (2nd completely revised and extended edition). Bern: Huber. • Doppler, K., Lauterburg, C. (2014). Change-Management. Den Unternehmenswandel gestalten. Frankfurt am Main: Campus. • Marchart, O. (2013). Facetten der Prekarisierungsgesellschaft: Prekäre Verhältnisse. Berlin: de Gruyter. • Nohl, A.-M., Schittenhelm, K., Schmidtke, O. & Weiß, A. (ed.) (2014). Work in Transition. Cultural Capital and Highly Skilled Migrants' Passages into the Labour Market. Toronto: Toronto University Press. • Genkova, P., Ringeisen, T. & Leong, F.T.L. (ed.) (2013). Handbuch Stress und Kultur: interkulturelle und kulturvergleichende Perspektiven. Berlin: Springer. • Genkova, P. & Ringeisen, T. (ed.) Handbuch Diversity Kompetenz. Gegenstandsbereiche der Diversity Kompetenz. Berlin: Springer

Module: GunDA 04		Title: Research Module Health and Diversity at Work	
Persons responsible for the module:		pp. Chair of Disability and Inclusion pp. Chair of Social Environment and Health	
Qualification level: Master	Semester FT: winter semester Semester PT: summer semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 60 hours FT: 60 hours attendance PT: 30 hours attendance 30 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 120 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none			
Conditions for access to module examination: none			
Other requirements: none			
Goals of qualification / competences:	Knowledge: The students <ul style="list-style-type: none">possess comprehensive knowledge of qualitative and statistical analysis methods of health and social sciences—suited for specific problems.have an in-depth knowledge on the structure and the essential contents of scientific work.possess an extended and critical knowledge of research theories.have a comprehensive knowledge of the quality criteria of quantitative and qualitative research methods.know the advantages and disadvantages of quantitative and qualitative research designs and have an extended knowledge of their connections (mixed methods).		
	Skills: The students <ul style="list-style-type: none">are capable of developing a research question and deriving an adequate research design from it and to formulate hypotheses and/or detailed questions.are able to apply appropriate methods of descriptive and inferential statistics with the aid of statistical programmes, to present and to appropriately interpret the results.have profound competences to apply and explain appropriate methods of qualitative research including data collection, documentation and interpretation.are confident in the presentation of research questions, methods and results as well as in the application of rules governing scientific work.		

	<p>Social competence: The students</p> <ul style="list-style-type: none"> • are able to present, explain and argumentatively defend their hypotheses, procedures and research results to experts and laypersons. • are able to develop, argumentatively present and defend their own opinion on a research topic. • are capable of asking critical questions on the research results of other researchers. • are able to assess the ethical relevance of research data and draw conclusions for one's own research activity from them. <p>Independence: The students</p> <ul style="list-style-type: none"> • are able to independently recognise research requirements of real life on their own and deduct research questions from them. • are able to select from the methods they have learned the appropriate means and methods to independently select a research question. • are capable of independently applying a pertinent research method and write a scientific paper. • are able to independently classify the research questions of the social and health sciences as well as their own results in the scientific context.
<p>Subjects of the module:</p>	<p>GunDA 04a: Quantitative Research Methods</p> <ul style="list-style-type: none"> • Formulation of work hypotheses for quantitative analyses • Repetition of the basics of quantitative research: mean value, variance, Gaussian distribution, median, boxplots, confidence intervals, formulating hypotheses, one-sided and two-sided question, parametric and nonparametric tests, data transformation, handling of empirical data • T-test, Anova, correlation, regression, multiple regression, factor and cluster analysis • Inductive and deductive research, falsification, verification • Documentation and presentation of the results of quantitative analyses. <p>GunDA 04b: Qualitative Research Methods</p> <ul style="list-style-type: none"> • Development of a qualitative question • Requirements on the collection of qualitative data • Evaluation and interpretation of qualitative data (e.g. by means of qualitative content analysis, discourse analysis) • Methodically competent execution, presentation and critical discussion of results • Documentation and presentation of the results of qualitative analyses

Course type(s):	2 WSH seminar, 2 WSH exercise
Teaching methods:	Seminar group work
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The module examination consists of a term paper in which students have to prove that they are independently able to cope with the demands placed on developing a research question, deducting a suitable design, conducting a study including data analysis, data interpretation and documentation. In addition, the students prove that they are able to apply with confidence the rules of scientific work including work pertaining to citations and quoting sources.</p> <p>Time for preparation: 6 weeks</p>
Applicability of the module	Health-scientific studies with a focus on labour and health
(Basic) literature:	<ul style="list-style-type: none"> • Atteslander, P. (2010). Methoden der empirischen Sozialforschung. 13th edition, Erich Schmidt Verlag. • Bortz, J. (2005). Statistik für Human- und Sozialwissenschaftler. Springer Verlag. • Bortz, J., Döring, N. (2006). Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler. 4th edition, Springer Medizin Verlag. • Bühl, A. (2014). SPSS 22 – Einführung in die moderne Datenanalyse. 14th edition, Pearson. • Flick, U. (2011). Qualitative Sozialforschung, Eine Einführung. Reinbek: Rowohlt.

Module: GunDA 05		Title: Moderation and Communication	
Persons responsible for the module:		pp. Chair of Communication and Intervention in the Context of Work and Health	
Qualification level: Master	Semester FT: winter semester Semester PT: winter semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 60 hours FT: 60 hours attendance PT: 30 hours attendance 30 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 120 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none			
Conditions for access to module examination: presence in attendance course			
Other requirements: none			
Goals of qualification / competences:	Knowledge: The students possess up-to-date, detailed and specialised knowledge of <ul style="list-style-type: none">theory and practice of moderation (e.g. on theoretical models, techniques, methods, question types, moderation phases).theory and practice of presentation (e.g. on theoretical models, features of a successful presentation, presentation techniques, empirical knowledge).the terms, forms and approaches of internal and external company health communication as well as practice-related problems in the context of health and diversity.the actors and disseminators in the field of communication of health and diversity at work and their objectives.		
	Skills: Even if information is incomplete the students are able to <ul style="list-style-type: none">strategically plan and prepare complex moderation processes in the context of health and diversity.elaborate in the context of health and diversity presentations in complex and unpredictable relationships both comprehensibly and geared toward the respective target group.register the quality of operational business communication of health and diversity at work and derive optimisation strategies from it.conceptualise, implement and evaluate a target-group-specific communication strategy in the thematic field of health and diversity at work.		

	<p>Social competence: The students</p> <ul style="list-style-type: none"> • are able to moderate complex group processes with a focus set on successful organisation development. • understand even in challenging and difficult situations how to make presentations comprehensible and geared toward the respective target group. • are able to coordinate with disseminators active in the field health and diversity at work despite existing unequal interests, specialty backgrounds, task responsibilities and objectives. • are able to win them over for a target-group-specific communication form oriented toward professional criteria on topics of health and diversity at work. <p>Independence: The students have developed strategies</p> <ul style="list-style-type: none"> • to independently adjust the methods communication, moderation and presentation to any given groups and thus consider various levels, compositions, dimensions of time and space as well as objectives. • are able to strategically plan and execute and evaluate moderations and presentations with regard to their cultural, economic and societal embedment. • adjust their knowledge and action competences to the fast changing field of internal and external health communication, create new ideas from it and critically evaluate their success.
<p>Subjects of the module:</p>	<p>GunDA 05a: Moderation and Presentation</p> <ul style="list-style-type: none"> • Moderation phases and moderation techniques • Group processes and process control • Visualisation in moderation • Difficult situations and conflicts in moderation and presentation work • Development, phases and structure of a presentation • Demeanour, voice and rhetoric <p>GunDA 05b: Health Communication</p> <ul style="list-style-type: none"> • Terms and differentiations used in health communication • Forms and occasions of operational business communication in the context of health and diversity • Problematic fields of communication practice related to health and diversity in the context of work • Research fields and approaches in the context of communication of health and diversity at work • Development of a communication strategy in the context of health and diversity at work

Course type(s) :	2 WSH seminar, 2 WSH exercise
Teaching methods:	Group work, group discussion, practical exercises
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The attendance courses of this module require compulsory presence. The reason is that the learning objectives can only be reached if students actually take part in the lessons, personally experience the processes there, take on/over tasks actively and subsequently reflect the experiences they make.</p> <p>The module examination consists of an oral examination (ungraded) which covers the self-reflection of the independently elaborated, practical study performances in the fields of presentation, moderation and health communication. Reflection is based on the dimensions of knowledge, skills and self- and social competences including the quality requirements conveyed in the teaching units. The examination promotes the critical confrontation with one's own state of development and promotes the student's motivation in independent further development.</p> <p>Duration: 30 minutes</p>
Applicability of the module	Health-scientific studies with a focus on labour and health
(Basic) literature:	<ul style="list-style-type: none"> • Faller G. (2016). Mehr als Marketing: Kommunikation und Gesundheit im Betrieb. In: Faller G. (ed.). Lehrbuch Betriebliche Gesundheitsförderung. 3rd new revised and extended edition, Bern: Hogrefe Verlag, p. 189-201. • Hartmann, Martin, Funk, Rüdiger, Nietmann, Horst: Präsentieren. Präsentationen: zielgerichtet und adressatenorientiert. Weinheim und Basel: Beltz 9th edition 2012. • Hartmann, Martin, Rieger, Michael, Funk, Rüdiger: Zielgerichtet moderieren. Ein Handbuch für Führungskräfte, Berater und Trainer. Weinheim und Basel: Beltz 6th edition 2012. • Hurrelmann, K., Baumann, E. (2014). Handbuch Gesundheitskommunikation. Bern: Huber • Rachow, Axel, Sauer, Johannes: Der Flipchart-Coach. Profi Tipps zum Visualisieren und Präsentieren am Flipchart. Bonn: managerseminare 2015. • Seifert, Josef W.: Visualisieren, Präsentieren, Moderieren. Offenbach: Gabal. 30th edition 2011. • Strötges, Gisela S.: Sozialmanagement: Moderation: Grundlagen und aktivierende Methoden. Cornelsen Scriptor 2012

Module: GunDA 06		Title: Work and Organisation in Society	
Persons responsible for the module:		Chair of Health Technologies Chair of Communication and Intervention in the Context of Work and Health	
Qualification level: Master	Semester FT: summer semester Semester PT: summer semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 60 hours FT: 60 hours attendance PT: 30 hours attendance 30 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 120 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none Conditions for access to module examination: none Other requirements: none			
Goals of qualification / competences:	Knowledge: The students <ul style="list-style-type: none">possess a comprehensive knowledge of the structural changes in the working world, control and regulation of work and work relationshipsknow about the theories of work and organisation in society.possess a detailed knowledge of design and development of work systems and work processes in the interaction of work, organisation and (digital) technology (sociotechnological system design).know the approaches, difficult situations and challenges of enterprises as "organisations" and are able to describe internal and cross-organisational structures and processes from various theoretical perspectives		
	Skills: The students <ul style="list-style-type: none">are able to recognise and describe the consequences of structural change in the working world for the operational practice of businesses, and derive critical implementation factors from them.are able to apply various models and theoretical perspectives to practical problems of businesses operations and reflect them in their design contexts and consequences.are able to critically examine measures of work environment design against the background of their own knowledge, describe consequences and formulate alternative action strategies.		

	<p>Social competence: The students</p> <ul style="list-style-type: none"> • are able to communicate to experts and laypersons, theoretically reflected, development trends and challenges in the future design of working worlds. • are able to classify the relevance of their research results in the context of social, business operational and individual problems, substantiate research results and represent them intelligibly. • are able to communicate the consequences of reorganisation measures based on their knowledge, formulate objectively substantiated recommendations and lead labour-political discussions controversially. <p>Independence: The students</p> <ul style="list-style-type: none"> • are able to identify the problematic areas of structural change in work environments and translate them into practice-near research and design tasks. • are able to further develop their own knowledge, apply learning strategies and thus also gain access to international development trends and knowledge. • pick up on incentives from practice and science for their own further development and are capable of familiarising themselves systematically with new theoretical accesses, thematic fields and transfer contexts.
<p>Subjects of the module:</p>	<p>GunDA 06a: Industrial Sociology</p> <ul style="list-style-type: none"> • Work in society and in the working society • Structural change in the working world • Trends in the employment and work society • Change and design of employment relationships • Organisation of work and operational rationalisation strategies in connection with sociotechnological systems design • Interests, acknowledgement claims and gratification systems, control forms of work • Work relationships and codetermination, digitalisation and future of work <p>GunDA 06b: Organisational Sociology</p> <ul style="list-style-type: none"> • Organisation, economy and society • Organisation as an everyday experience • Basic elements of organisations • Perspectives of organisation-theoretical thinking • Processes of Integration and disintegration in organisations • Problems between individual and organisation, power, leadership and insecurity in organisations • Workloads and work stress as an organisational problem • Change of organisation forms as an individual, business operational and societal challenge

Course type(s) :	2 WSH lecture, 2 WSH seminar
Teaching methods:	Single, partner and group work, problem-oriented case studies, role play, WorkLab
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The module examination consists of a written examination in which the students are to recall various theories and findings related to the structural change in the working world and considering enterprises as "organisations" without the use of aids. In addition, they are supposed to be able to apply these theories and findings to a concrete problem of business operational reorganisation practice and work (process) design. With a view to central development trends in the working world, research- and application-oriented tasks for the implementation of prevention-oriented work design are to be described, corresponding objectives defined and approaches to concrete solutions discussed while reflecting their potential effects. Apart from multiple choice questions, some answers will require the students' own formulations.</p> <p>Duration: 90 minutes</p>
Applicability of the module	Health-scientific studies with a focus on labour and health
(Basic) literature:	<ul style="list-style-type: none"> • Böhle, Fritz / Stöger, Ursula / Weirich, Margit (2015): Interaktionsarbeit gestalten. Vorschläge und Perspektiven für eine humane Dienstleistungsarbeit. Berlin: edition sigma. • Böhle, Fritz / Voß, Günter G. / Wachtler, Günther (ed.) (2010): Handbuch Arbeitssoziologie. Wiesbaden: VS Verlag für Sozialwissenschaften. • Hirsch-Kreinsen, Hartmut / Minssen, Heiner (Hrsg.) (2013): Lexikon der Arbeits- und Industriesoziologie. Baden-Baden: Nomos Verlag. (2nd edition published in 2017). • Hoffmann, Reiner / Bogedan, Claudia (ed.) (2015): Arbeit der Zukunft. Möglichkeiten nutzen – Grenzen setzen. Frankfurt/New York: Campus Verlag. • Preisendörfer, Peter (2016): Organisationssoziologie: Grundlagen, Theorien und Problemstellungen. Wiesbaden: Springer Verlag, 4th revised edition. • Ruiner, Caroline / Wilkesmann, Maximiliane (2016): Arbeits und Industriesoziologie. Paderborn: Wilhelm Fink. • Schreyögg, Georg/Geiger, Daniel (2015): Organisation: Grundlagen moderner Organisationsgestaltung. Wiesbaden: Springer Verlag, 6th edition.

Module: GunDA 07		Title: Human Resources Management and Development	
Persons responsible for the module:		pp. Chair of Health Didactics Chair of Public Health (Specialty: Health Services Research /Health Service Design)	
Qualification level: Master	Semester FT: summer semester Semester PT: winter semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 60 hours FT: 60 hours attendance PT: 30 hours attendance 30 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 120 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none			
Conditions for access to module examination: none			
Other requirements: none			
Goals of qualification / competences:	Knowledge: The students <ul style="list-style-type: none">know the approaches of strategic human resources management and understand the necessity of implementing it in enterprises and institutions.possess detailed knowledge from the core area of strategic human resources management (in particular, human resources recruitment, development and release) and are able to estimate the effects of instruments and their relationships to each other.have detailed knowledge of substance-bound and substance-independent addictive diseases, risk factors and the prevention of these diseases.are aware of the conditions for business operational integration management, the legal foundations, the actors and the procedures of operational integration management.		
	Skills: The students <ul style="list-style-type: none">are able to explain and critically reflect the possibilities and limitations of human resources management. They are capable of selecting adequate and targeted procedures of, for example, employee recruitment on the basis of real-life scenarios.are able to develop concepts of human resources management based on a scientific-theoretical foundation in order to individually solve real-life problems while accounting for special features of an enterprise and system relationships.are able to develop on a sound scientific basis measures and concepts for the prevention of addictive diseases and implementation of operational integration management (OIM) in concrete application situations.		

	<p>Social competence: The students</p> <ul style="list-style-type: none"> • are able to communicate the concepts and contents of strategic human resources management in line with the target group involved. • are able to assess and take on leadership responsibility on a middle management level themselves. • are able to lead the group they are directing to success. • are able to communicate the subjects in the context of addiction prevention and OIM in line with the target groups involved and moderate in cases of conflict. <p>Independence: The students</p> <ul style="list-style-type: none"> • are able to apply the essential instruments of strategic human resources management in a target-oriented manner and elaborate their own employee recruitment and development concepts. • are able to prepare issues of human resources management independently in a structured manner and convey them descriptively to third parties. • are able to inform themselves about new (scientific) knowledge and developments in the context of addiction prevention and OIM. • are able to assess the consequences of developments and measures in the context of addiction prevention and OIM. • are able to formulate adequate objectives and select or develop useful measures in the context of addiction prevention and OIM.
<p>Subjects of the module:</p>	<p>GunDA 07a: Human Resources Development and Leadership</p> <ul style="list-style-type: none"> • Recruitment and selection of employees • Human resources marketing • Human resources development • Integration of new personnel • leadership theories and concepts • Leadership instruments • Leadership conduct <p>GunDA 07b: Integration Management and Addiction Prevention</p> <ul style="list-style-type: none"> • Substance-bound and substance-independent addictive diseases including risk factors • Prevention of addictive diseases as a leadership task • Measures to prevent addictive diseases, especially in the context of "Work", principle, prerequisites, actors, legal foundations, execution of OIM

Course type(s) :	2 WSH seminar, 2 WSH exercise
Teaching methods:	Discussion, presentations, group work, case examples
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The module examination consists of a written examination in which the students receive various theories and models on human resources management and leadership of employees. The students are supposed to be able to apply these theories and models to problems of professional routine as well as describe new research- and application-oriented tasks, define corresponding goals, and develop concrete approaches to solutions while reflecting their potential consequences.</p> <p>Duration: 90 minutes</p>
Applicability of the module	Health-scientific studies with a focus on labour and health
(Basic) literature:	<ul style="list-style-type: none"> • Eberhardt, D. (2016). Führung von Vielfalt : Praxisbeispiele für den Umgang mit Diversity in Organisationen. Berlin: Springer. • Giesert, M. (ed.)(2012). Von der Suchtprävention zum Betrieblichen Eingliederungsmanagement. Hamburg: VSA. • Kauffeld, S. (2016). Nachhaltige Personalentwicklung und Weiterbildung: Betriebliche Seminare und Trainings entwickeln, Erfolge messen, Transfer sichern. 2nd revised edition, Berlin: Springer • Rehwald, R., Reinke, G., Wienemann, E. & Zinke, E. (2011). Betriebliche Suchtprävention und Suchthilfe. 2nd revised edition, Frankfurt a.M.: Bund. • Rudow, B. (2011). Die gesunde Arbeit : Arbeitsgestaltung, Arbeitsorganisation und Personalführung. 2nd completely revised edition, Munich: Oldenbourg Verlag. • Tewes, R. & Stockinger, A.(2014). Personalentwicklung in Pflege- und Gesundheitseinrichtungen: erfolgreiche Konzepte und Praxisbeispiele – aus dem In- und Ausland. Berlin: Springer.

Module: GunDA 08		Title: Participation in Working Life	
Persons responsible for the module:		Chair of Disability and Inclusion Chair of Gerontology	
Qualification level: Master	Semester FT: summer semester Semester PT: winter semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 60 hours FT: 60 hours attendance PT: 30 hours attendance + 30 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 120 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none			
Conditions for access to module examination: none			
Other requirements: none			
Goals of qualification / competences:	Knowledge: The students <ul style="list-style-type: none">possess comprehensive knowledge about the participation possibilities and the barriers of specific target groups (e.g. disabled persons, healthcare workers and employees with further care and family tasks) in professional life.know the theoretical specialised discourses and the current empirical results in connection with disabled people in working life.possess specialised knowledge of the Disability Rights Convention and its implementation in the context of work.have comprehensive knowledge of the subject of life-stage specific work and life balance.possess an extended knowledge on the subject of compatibility of family and occupation and know the laws, e.g. Family Care Time Act.are up-to-date with regard to research of participatory involvement procedures of specific target groups (e.g. of people with disability, healthcare workers, and employees with further care and family tasks).		
	Skills: The students <ul style="list-style-type: none">are able to determine the requirements concerning participation of specific target groups (e.g. persons with disabilities, healthcare workers and employees with further care and family tasks) in professional life, despite incomplete information.are able to develop model projects which lead to increased participation possibilities of specific target groups (e.g. disabled persons, healthcare workers and employees with further care and family tasks) in professional life.are able to historically classify the participatory work life possibilities of disabled people and assess them from a social-political perspective.are able to develop in a participative process with persons with disabilities new concepts to improve the participation in working life.possess skills to develop concepts pursuing the goal of solving compatibility problems. Owing to their specialised professional expertise, the students are able to develop concepts to deal with the interest conflicts related to differing requirements of the various groups of affected people and actors in business enterprises.		

	<p>Social competence: The students</p> <ul style="list-style-type: none"> • are able to organise, implement and moderate complex target-group-specific participation processes, in particular with regard of the participation of people with disability and changing life-stage-specific requirements. • are able to integrative and politically relevant lead discussions about the situation of persons with disabilities in working life. • are able to lead exchange formats for employees with nursing and caregiving tasks in an enterprise. • are able to represent and sustainably establish the issue of compatibility of family and occupation in the company across all departments. <p>Independence: The students</p> <ul style="list-style-type: none"> • are able to independently formulate neighbourhood-related development goals to improve the participation in working life of specific target groups. • are able to conduct future-oriented research projects on the basis of empirical studies to improve participation in working life in the context of people with disability and the life-stage-specific changes of needs. • are able to independently assess the efficacy and, if possible, further develop existing concepts designed to improve participation of persons with disabilities in working life. • are able to assess the subject of persons with disability and working life from an economic, health scientific, cultural and ethical perspective and weigh up opinions against each other. • are able to explore the effects of the subject compatibility with regard to economic and health-service political effects.
Subjects of the module:	<p>GunDA 08a: Disability and Inclusion</p> <ul style="list-style-type: none"> • Persons with disability and work (e.g. historical classifications, theoretical perspectives, disability-specific analyses, statistical observations) • Legal foundations (e.g. General Equal Treatment Act, Disabilities Act, Convention of the Rights of Persons with Disabilities, Compensation Levy Ordinance for Persons with Disabilities) • Inclusion and work (e.g. Convention of the Rights of Persons with Disabilities, theoretical discussions, empirical findings, participation improvement measures) <p>GunDA 08b: Using Experience and Promoting Balance</p> <ul style="list-style-type: none"> • Life-stage adjustment work (e.g. best-practice projects, needs and claims in the various life stages, life balance) • Compatibility of family and occupation (e.g. legal foundations, measures and instruments in enterprises, change management) • Healthcare workers (e.g. relevance of the subject in enterprises and in society, needs and requirements of people affected)
Course type(s) :	4 WSH seminar
Teaching methods:	Seminar, exercise, excursion
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The module examination consists of an oral examination in which the students are to recall without using aids the various theories and findings on the subject of persons with disabilities and work and on the subject of life-stage adjusted work. In addition, they should be able to apply these theories and findings to real-life problems as well as describe new research- and application-oriented tasks, define corresponding goals, and develop concrete approaches to solutions while reflecting their potential consequences. Answering the questions requires a transfer concerning the concrete application and a reflection of what has been learned.</p>

	Duration: 30 minutes
Applicability of the module	Health-scientific studies with a focus on labour and health
(Basic) literature:	<ul style="list-style-type: none"> • BMAS (2014): Ratgeber für Menschen mit Behinderung. Hrsg. Vom Bundesministerium für Arbeit und Soziales. • Degener, T. / Diehl, E. (ed.) (2015): Handbuch Behindertenrechtskonvention. Teilhabe als Menschenrecht – Inklusion als gesellschaftliche Aufgabe. Bundeszentrale für politische Bildung • Dorniok, D. (2014). Vereinbarkeit von Beruf und Familie Maßnahmen zur Work-Life-Balance und ihre Auswirkungen auf Unternehmen und Beschäftigte, Igel Verlag • Keck, W. (2012). Die Vereinbarkeit von häuslicher Pflege und Beruf, Bern: Hans Huber Verlag • Klein, M. / Tenambergen, T. (2016): Berufliche Teilhabe für Menschen mit Behinderungen. Integrationsprojekte in Deutschland. Kohlhammer Verlag • Schneider, H. (2015). Vereinbarkeitsmanagement: Ein integratives Handlungskonzept betrieblicher Familienpolitik, Books on Demand

Module: GunDA 09		Title: Elective Research Module	
Persons responsible for the module:		pp. Chair of Social Environment and Health	
Qualification level: Master	Semester FT: summer semester Semester PT: winter semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 60 hours FT: 60 hours attendance PT: 30 hours attendance + 30 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 120 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none			
Conditions for access to module examination: successful completion of Module GunDA 04			
Other requirements: none			
Goals of qualification / competences:	Knowledge: The students possess advanced knowledge concerning <ul style="list-style-type: none">the development of a research design which accounts for the possibilities of quantitative and/or qualitative or mixed-method approaches.the organisation and realisation of research processes in a team.the substantiated selection and application of quantitative and/or qualitative methods of health and social sciences.the interpretation of research data.the draft of research reports.		
	Skills: The students <ul style="list-style-type: none">are able to justify the application of single methods or a mixed-method approach with arguments, being aware of advantages and disadvantages of a quantitative and qualitative research design.are able to apply as a team the qualitative and statistical analytical methods used in health and social sciences in a given specific case.are able to classify their empirically gain knowledge together with others against the background of their theoretical knowledge.are able to apply quality criteria to qualitative and quantitative research methods and consistently follow their observance.		
	Social competence: The students <ul style="list-style-type: none">are able to constructively codetermine a research process in a team.are able to present, justify and argumentatively represent their research questions, methodical procedures and research results towards experts and laypersons.		

	<ul style="list-style-type: none"> • are able to develop, argumentatively represent and defend their own justified opinion of a research topic. • are able to raise critical questions concerning the research results of other researchers and enter a constructive and objective dialogue. • are able to assess the ethical relevance of research data and draw conclusions for their own research activity. <p>Independence: The students</p> <ul style="list-style-type: none"> • are able to recognise real-life research requirements independently and derive research questions from them. • are able to develop and realise in a self-organised manner a research design as a team. • are able to select from the methods they learned the adequate materials and methods to answer the research question independently. • are capable of independently applying corresponding research methods and drafting a (written) scientific publication. • are able to classify research questions of the health and social sciences as well as their own results independently in a scientific context.
Subjects of the module:	<p>GunDA 09a: From the Idea to Data Collection</p> <ul style="list-style-type: none"> • Formulation of a common superordinate question with lower-ranking secondary questions in an exercise group. This is attached to a thematic field given by the teacher and is related to the current research activities of the department, thus assuring the availability of data. • Development of a research design to pursue the research questions. • Performance of data analyses. <p>GunDA 09b: From Data Interpretation to Research Report</p> <ul style="list-style-type: none"> • Interpretation of analysed data against the background of research question and theoretical foundations. • Processing of the results in the shape of a scientific journal paper.
Course type(s) :	4 WSH exercise
Teaching methods:	Group discussion, data evaluation, presentation, writing workshop
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	The module examination consists of a term paper which is written in the form of a scientific article and as such reflects the state of scientific research, methods, a description of the results, their discussion as well as a conclusion. Besides, it must fulfil the requirements of scientific writing.

	<p>The term papers are written by groups of 2-3 students and are dedicated to one lower-ranking secondary question of the commonly developed research question.</p> <p>Time for preparation: 6 weeks</p>
Applicability of the module	Health-scientific studies with a focus on labour and health
(Basic) literature:	<ul style="list-style-type: none"> • Deutsche Forschungsgemeinschaft (1999): Qualitätskriterien der Umfrageforschung. Denkschrift. Akademie Verlag. • Kruse, Otto (2002): Keine Angst vor dem leeren Blatt. Frankfurt am Main: Campus Verlag. 9th edition. • Kuckartz, U. (2014). Mixed Methods: Methodologie, Forschungsdesigns und Analyseverfahren. Springer Fachmedizin Verlag.

Module: GunDA 10		Title: Team Management and Counselling	
Persons responsible for the module:		pp. Chair of Disability and Inclusion	
Qualification level: Master	Semester FT: summer semester Semester PT: summer semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 60 hours FT: 60 hours attendance PT: 30 hours attendance + 30 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 120 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none			
Conditions for access to module examination: presence in attendance course			
Other requirements: none			
Goals of qualification / competences:	Knowledge: The students <ul style="list-style-type: none">• have comprehensive knowledge of various techniques of mediation and counselling of employees and managing executives.• know the backgrounds and approach options in case of challenges in conflict mediation.• possess detailed knowledge of structures and processes related to teams and team leadership.• have advanced knowledge of team analysis and team development, in particular, of roles and group dynamics.• possess specialised knowledge of systematic procedures in case of counselling and mediations in the context of health and diversity.		
	Skills: The students are able to <ul style="list-style-type: none">• apply the learned methods of mediation and counselling as well as team management in the context of health and diversity constructively.• analyse the structures and processes in connection with teams and team leadership and, considering the learned approaches, formulate recipient-oriented and diversity-sensitive optimisation proposals.• apply the knowledge of team management to the challenges associated with the thematic fields of health and diversity and contribute to the further development of teams and team leadership.• adequately classify one's own role and the roles of those participating counselling and mediation, team members and executives and utilise their potentials.		

	<p>Social competence: The students are able to</p> <ul style="list-style-type: none"> • deal adequately with individual persons and teams, understand various perspectives and adapt their conversational behaviour to the requirements of the conversation partners. • come to terms with the persons involved and develop joint approaches to solutions to the benefit of health and diversity while considering the available resources. • competently and self-responsibly lead counselling and mediation talks individually and in teams and bring in their professional knowledge in a recipient-oriented way. • support team processes both diversity-sensitively and constructively in interdisciplinary teams with employees and managing executives. • explain and defend their knowledge concerning counselling and mediation process concepts and team management toward experts and decision-makers. <p>Independence: The students are able to</p> <ul style="list-style-type: none"> • understand various professional standpoints in the context of health and diversity and consider them professionally substantiated in counselling and moderation processes. • constructively deal with employees and managing executives on the individual and team level in changing work contexts and recognise requirements. • acquire, further develop and apply the counselling and mediation knowledge they need for their actions, along with the team management knowledge related to individual and group-specific requirements, needs and resources. • define their professional limitations and refer persons involved to appropriate offices or agencies. • further educate themselves independently in matters of team management and counselling in the context of health and diversity.
<p>Subjects of the module:</p>	<p>GunDA 10a: Counselling and Conflict Mediation</p> <ul style="list-style-type: none"> • Methods of conflict mediation and counselling of employees and managing executives • Conceptualisation of counselling and mediation processes • Differentiation of counselling, coaching, mediation, moderation and supervision • Role of a counsellor and empowerment • Conveying the limitations and chances of successful mediation and counselling <p>GunDA 10b: Team management</p> <ul style="list-style-type: none"> • Structure and processes in teams • Relevant application-related work-psychological approaches • Team leadership and team moderation • Team analysis and team development • Group-dynamic self-experience

Course type(s) :	2 WSH seminar, 2 WSH exercise
Teaching methods:	Discussion, presentations, group work, case examples
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The attendance courses of this module require compulsory presence. The reason is that the learning objectives can only be reached if students actually take part in the lessons, personally experience the processes there, take on/over tasks actively and subsequently reflect the experiences they make.</p> <p>The module examination consists of a term paper (ungraded), e.g. written in the form of a case analysis. The students are supposed to recall and properly present various models and approaches of counselling, mediation and team management. In addition, they shall be able to apply these models and approaches to real-life problems, e.g. in relation to real cases, and examine them critically. They should be able to infer application-related tasks, adequately define goals, conceptualise specific approaches to solutions while reflecting their potential consequences, and further develop approaches of counselling and team management.</p> <p>Preparation time: 6 weeks</p>
Applicability of the module	Health-scientific studies with a focus on labour and health
(Basic) literature:	<ul style="list-style-type: none"> • Faller, K., Fechner, B. & Kerntke, W. (2014). Systemisches Konfliktmanagement: Modelle und Methoden für Berater, Mediatoren und Führungskräfte (Systemisches Management). Stuttgart: Schäffer-Poeschel. • Gellert, M., & Nowak, C. (2010). Teamarbeit-Teamentwicklung-Teamberatung. Ein Praxisbuch für die Arbeit in und mit Teams. Meezen: Christa Limmer. • Montada, L., & Kals, E. (2013). Mediation: Psychologische Grundlagen und Perspektiven. Weinheim: Beltz. • Schmid, B., Veith, T., & Weidner, I. (2013). Einführung in die kollegiale Beratung. Heidelberg: Carl-Auer. • Wehner, L., Brinek, T., & Herdlitzka, M. (2011). Kreatives Konfliktmanagement im Gesundheits-und Krankenpflegebereich: Gesunde Zwischen Menschlichkeit. Heidelberg: Springer.

Module: GunDA 11		Title: The Law Relating Work and Society	
Persons responsible for the module:		pp. Chair of Communication and Intervention in the Context of Health and Work	
Qualification level: Master	Semester FT: winter semester Semester PT: winter semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 60 hours FT: 60 hours attendance PT: 30 hours attendance+ 30 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 120 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none Conditions for access to module examination: none Other requirements: none			
Goals of qualification / competences:	Knowledge: The students possess a detailed and specialised knowledge of <ul style="list-style-type: none">the labour and social law foundations of organisational acting in the context of health and diversity.the legal work protection framework conditions and obligations of organisations relating to health and diversity.the interdependencies of the various social security systems in the context of health and diversity.		
	Skills: The students are able to <ul style="list-style-type: none">apply the requirements of labour, social and work protection law to specific real-life cases of health and diversity at work.weigh alternatives on this basis, even if information is lacking, evaluate them in consideration of pertinent legal assessment standards and give a detailed explanation of their assessment.assess the legal conformity of the concepts and/or approaches to solutions for the implementation and/or promotion of structures designed for an adequate handling of diversity.		
	Social competence: The students are able to <ul style="list-style-type: none">recognise the requirement for action of organisations with respect to health and diversity as follows from work, social and work protection law andname and explain the recognised action requirements to the responsible contact persons and the persons affected.convince the respective parties of the pertinent requirement actions.		

	<p>Independence: The students have developed strategies in order to</p> <ul style="list-style-type: none"> • expand and update their knowledge in the fields of work, social and work protection law. • inform themselves independently of legal modifications. • use appropriate information sources for this purpose.
Subjects of the module:	<p>GunDA 11a: Labour and Social Law</p> <ul style="list-style-type: none"> • Structures and institutions of labour and social law in the Federal Republic of Germany • Systematics and relevant regulations of labour and social law • Central knowledge of the Social Code, in particular SGB II, III, V, VI, IX, XI, XII • European legal context, especially with regard to directives and regulations as well as decisions of the European Commission <p>GunDA 11b: Work Protection Law</p> <ul style="list-style-type: none"> • Development, structure and content of work protection law inclusive of the relevant national and international legal foundations (in particular, the Work Protection Act, Works Constitution Act, German Social Code VII, statutory accident insurance law, EU law) • Contact points of work protection law with health and diversity at work • Typical problems in the field work protection law related to health and diversity at work and their legal assessment • Options for action for the various actors in the context of work protection laws
Course type(s) :	2 WSH lecture, 1 WSH seminar, 1 WSH exercise
Teaching methods:	Input, seminar group work, plenary discussion
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The module examination consists of a written examination paper in which the students are supposed to recall and reflect the elaborated legal foundations in the fields of work, social and work protection law and apply them to real-life cases and questions taken from the legal practice related to health and diversity at work. In addition, they demonstrate that they are capable of weighing alternatives despite lacking information and evaluating the facts in consideration of pertinent legal assessment standards. Apart from multiple choice questions, some answers will require the students' own formulations. The use of a selection of legal texts will be permitted. Duration: 90 minutes</p>
Applicability of the module	Health-scientific studies with a focus on health and diversity at work
(Basic) literature:	<p>Pertinent legal texts as well as</p> <p>GunDA 11a: "Labour and Social Law"</p> <ul style="list-style-type: none"> • Schmidt R. (2014). Allgemeines Verwaltungsrecht. Grundlagen des Verwaltungsverfahrens. Staatshaftungsrecht (17th edition). Grasberg: Schmidt • Waltermann R. (2012). Sozialrecht (10th edition). Heidelberg: Müller • Schrammel W./Winkler G. (2010). Europäisches Arbeits- und Sozialrecht. Vienna: facultas • Kittner M./Deinert O. (2013). Arbeits- und Sozialordnung: Gesetze, Verordnungen, Einleitungen, Checklisten, Übersichten, Rechtsprechung. 38th revised edition, Frankfurt, M.: Bund-Verlag <p>GunDA 11b: "Work Protection Law"</p> <ul style="list-style-type: none"> • Faber U./Faller G. (2016). Hat BGF eine rechtliche Grundlage? Gesetzliche Anknüpfungspunkte für die Betriebliche Gesundheitsförderung in Deutschland. In: Faller G. (ed.). Lehrbuch Betriebliche Gesundheitsförderung. 3rd completely revised and

	<p>extended edition., Bern: Hogrefe, p. 57-76.</p> <ul style="list-style-type: none"> • Karsten, H./Dienel, C. (2016). Sicherheit und Gesundheit bei der Arbeit als Politikfeld in Deutschland. In: Faller G. (ed.). Lehrbuch Betriebliche Gesundheitsförderung. 3rd completely revised and extended edition, Bern: Hogrefe, p. 477-486. • Kohte W./Faber U./Feldhoff K. (ed.). (2014). Gesamtes Arbeitsschutzrecht: Arbeitsschutz, Arbeitszeit, Arbeitssicherheit, Arbeitswissenschaft – Handkommentar. Baden-Baden: Nomos.
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Module: GunDA 12		Title: Advanced Module Management	
Persons responsible for the module:		pp. Chair of Health Didactics	
Qualification level: Master	Semester FT: winter semester Semester PT: summer semester	Module type: Compulsory module	
Credit points acc. to ECTS: 6 CP	Total work effort: 180 hours	of which is contact time: 30 hours FT: 30 hours attendance PT: 15 hours attendance + 15 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 150 hours	
Duration and frequency: 1 semester, annually		Language: German	
Conditions for module attendance: none Conditions for access to module examination: none Other requirements: none			
Goals of qualification / competences:	Knowledge: The students <ul style="list-style-type: none">know how an assignment taken from professional practice (in the form of a project) can be methodically structured and worked on in a given timeframe.possess comprehensive knowledge of structuring, planning, running and evaluating a business operational project.know how results can be presented clearly and well-structured.		
	Skills: The students <ul style="list-style-type: none">know how to adjust themselves quickly to a new work experiential challenge and independently acquire the available specialised knowledge required.are able to identify the appropriate methods and tools and apply them expediently.apply specialist abilities, skills and methods in order to independently solve problems occurring in professional practice.		
	Social competence: <ul style="list-style-type: none">The students are able to discuss and coordinate the concepts of and approaches to business operational projects towards a diversity-sensitive and health-promoting organisational development with all the actors involved.The students are able to argumentatively represent business operational projects including diversity-sensitive and health-promoting aspects toward experts and laypersons.		
	Independence: <ul style="list-style-type: none">The students are able to analyse problems independently and reflectively and classify and evaluate them in an overall context.		

	<ul style="list-style-type: none"> They are able to develop solution and implementation strategies independently in order to conduct business operational projects.
Subjects of the module:	<ol style="list-style-type: none"> Independent processing (conceptualisation, planning, execution, evaluation and documentation) of a business operational task Furnishing a scientifically based project report presentation of results <p>The assignment is to work independently on a business operationally relevant problem or task related to the thematic field of health and diversity at work. Before implementation, the students are to seek the examiner's approval of the individual parts of the project.</p> <p>This project has to be worked on independently under direction within the set time. Coordination talks with the examiner will take place in regular intervals, in which the students present the state of their task work and are able to discuss problems and challenges with the examiner individually.</p>
Course type(s) :	1 WSH exercise, 1 WSH seminar
Teaching methods:	Discussion, presentations, group work, exemplary cases
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The module examination consists of a term paper (formulated project report) in which the students put down to paper, science based, the objective, the implementation and the results of the projects. As an accompanying achievement, the students shall also introduce the respective state of development of their projects in the form of a scientific presentation. They thus put their results up for discussion and defend them.</p> <p>Preparation time: 6 weeks</p>
Applicability of the module	Health-scientific studies with a focus on work and health
(Basic) literature:	<ul style="list-style-type: none"> Ahlemann, F. & Eckl, C. (2013). Strategisches Projektmanagement – Praxisleitfaden, Fallstudien und Trends. Berlin: Springer Bergmann, R. & Garrecht, M. (2008). Organisation und Projektmanagement, Springer-Verlag. Burghardt, M. (2012). Projektmanagement – Leitfaden für die Planung, Überwachung und Steuerung von Projekten. 9th significantly revised and extended edition, Berlin: Publicis. Haubrock, M. & Schär, W. (2009). Betriebswirtschaft und Management in der Gesundheitswirtschaft, 5th completely revised and extended edition, Bern, Huber. Heintel, P. (2015). Projektmanagement: Hierarchiekriese, Systemabwehr, Komplexitätsbewältigung. 6th edition, Berlin: Springer. Litke, H.-D. (2015): Projektmanagement. 3rd updated edition, Freiburg: Haufe. Schmidt, S. (2011): Anpacken – Projektmanagement in Gesundheitsberufen. Berlin: Springer

Module: GunDA 13		Title: Applied Research Project and Internship	
Persons responsible for the module:		Chair of Communication and Intervention in the Context of Work and Health	
Qualification level: Master	Semester FT: winter semester Semester PT: summer semester, winter semester	Module type: Compulsory module	
Credit points acc. to ECTS: 18 CP	Total work effort: 540 hours	of which is contact time: 45 hours FT: 45 hours attendance PT: 22.5 hours attendance + 22.5 hours e-learning	
		of which is practice: 440 hours	
		of which is self-study time: 55 hours	
Duration and frequency: 1 semester (FT)/2 semesters (PT), annually (FT)/semiannually with the start of the summer semester		Language: German	
Conditions for study course attendance: none			
Conditions for access to module examination: successful completion of Module GunDA 09			
Other requirements: participation in the application-related scientific internship			
Goals of qualification / competences:	Knowledge: The students possess advanced knowledge of <ul style="list-style-type: none">• questions and problematic situations in the practice of health and diversity at work.• suitable research approaches and methods to work on issues of health and diversity at work.• influential factors acting on health and diversity in the internal and external working environment.		
	Skills: The students are able to <ul style="list-style-type: none">• transfer and apply health-scientific concepts and approaches to existing specific situations when dealing with real-life issues.• infer further-reaching, application-related research questions from the practice of health and diversity at work.• formulate them adequately and select adequate research methods to study them.• develop a roadmap for their realisation and initiate the first steps of implementing the research concept (this could be running a preliminary test, for example).		
	Social competence: The students are able to <ul style="list-style-type: none">• explain and justify concepts and approaches based on the health sciences when dealing with operational and industry-wide problems and questions.• describe, explain and defend their application-related research questions, approaches and methods to/against experts as well as evaluate any suggestions they might give and integrate them into their own research design, if reasonable.		

	<ul style="list-style-type: none"> justify, explain and defend their application-related questions and procedures to/against the various actors from practice as well as evaluate any suggestions they might give and integrate them into their own research design, if reasonable. communicate the results of their research to experts and laypersons and reflect them critically and accept suggestions for research work continuation. <p>Independence: The students have developed strategies to</p> <ul style="list-style-type: none"> independently take on and assume responsibility for specific practical assignment complexes in the thematic field of health and diversity at work, thereby critically reflect their own knowledge and their own research competences, derive therefrom development requirements for the further development of own competences, assume them by applying appropriate the methods.
Subjects of the module:	Takeover of an independent assignment complex in the field of 'Health and Diversity at Work' in the practice facility and, based upon it, the development of an application-related research concept including research question, method and procedural planning in the field of health and diversity at work under scientific and practical direction as well as regular discussion and critical reflection with teachers and in the learning group.
Course type(s) :	<p>3 WSH exercise</p> <p>The practical study phase comprises a total of 440 hours. The internship may be completed in one block (i.e. in full time) or throughout the semester (i.e. in part time) in addition to a regular occupation of the students. In full-time studies, it is recommended to complete the total of 440 hours in the third semester. In case of part-time studies, we recommend a division in which 160 hours are completed in the fourth semester and 280 hours in the fifth.</p> <p>The time needed for the study courses held in the form of group discussions at the University and in online format as well as the time required for solving tasks are not included in the internship period of 440 hours.</p>
Teaching methods:	Participant observations at the practice facility, takeover of independent assignments at the practice facility, group discussions, oral presentations
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The module examination consists of an oral examination in which the students present, justify and critically reflect the research question, research concept and considerations using the appropriate media. The students show that they are able to apply their theoretical and methodical knowledge to real-life problems, describe new research- and application-oriented tasks, and define concrete procedures while reflecting their potential consequences.</p> <p>Duration: 30 minutes</p>
Applicability of the module	Health-scientific studies with a focus on health and diversity at work
(Basic) literature:	<ul style="list-style-type: none"> Deutsche Forschungsgemeinschaft (1999): Qualitätskriterien der Umfrageforschung. Denkschrift. Akademie Verlag. Kuckartz, U. (2014). Mixed Methods: Methodologie, Forschungsdesigns und Analyseverfahren. Springer Fachmedizin Verlag. Lamprecht, J. (1999). Biologische Forschung. Von der Planung bis zur Publikation. Filander Verlag. Reichert, J. (2013). Abduktion, Deduktion und Induktion in der qualitativen Forschung in: Flick, U. et al. (2013) (ed.): Qualitative Forschung – Ein Handbuch. Reinbek: Rowohlt

Module: GunDA 14		Title: Master's Thesis and Colloquium	
Persons responsible for the module:		Chair of Social Environment and Health Chair of Health technology	
Qualification level: Master	Semester FT: summer semester Semester PT: winter semester, summer semester	Module type: Compulsory module	
Credit points acc. to ECTS: 18 CP	Total work effort: 540 hours	of which is contact time: 45 hours FT: 45 hours attendance PT: 22.5 hours attendance + 22.5 hours e-learning	
		of which is practice: 0 hours	
		of which is self-study time: 85.5 hours	
Duration and frequency: 1 semester (FT)/2 semesters (PT), annually (FT)/semiannually with the start of the winter semester (PT)		Language: German	
Conditions for study course attendance: award of at least 60 CP Conditions for access to module examination: for Master's thesis: award of at least 60 CP For oral examination: successful completion of the modules GunDA 01-13 as well as submission of a Master's thesis Other requirements: none			
Goals of qualification / competences:	Knowledge: The students possess advanced knowledge in order to <ul style="list-style-type: none">independently work on theoretical and/or application-oriented problems in the context of health and diversity at work by applying suitable methods of scientific research.		
	Skills: The students <ul style="list-style-type: none">are able to independently develop and document their own application-related research project.are capable of independently providing a scientific work. This comprises the formulation and a comprehensive theoretical substantiation of the research question, the description and substantiation of the methodical procedures and the presentation, interpretation and discussion of results with reference to the current state of research.are able to apply the quality criteria of qualitative and quantitative research.are able to present and defend their work in a scientific expert talk.		
	Social competence: The students <ul style="list-style-type: none">are capable of presenting, substantiating and argumentatively defending their research results to a scientific expert audience.are able to develop a substantiated opinion of their own on a research topic, argumentatively present and defend it.are able to evaluate the ethical relevance of research data and draw conclusions from it for their own research activities.		

	<p>Independence: The students</p> <ul style="list-style-type: none"> • are independently able to recognise research requirements and derive research questions from it. • are capable of independently selecting from the methods they have learned the appropriate materials and methods needed to answer the research question. • are able to independently apply the research methods they need and write a scientific paper/report. • are able to classify research questions relating to health and diversity at work and independently put their own results in a scientific context.
Subjects of the module:	<ul style="list-style-type: none"> • Development and definition of a scientific research question in agreement with the supervising lecturer • Development of a concept to process the research question in agreement with the supervising lecturer • Derivation of a research design in agreement with the supervising lecturer • Processing and putting the research process and the results down to paper • Presentation and defence in an oral examination
Course type(s) :	3 WSH exercise
Teaching methods:	Self-study, utilisation of consultation services, presentation and discussion, writing workshop
Requirements to be fulfilled for the award of credit points (module exam, scope and duration of exam):	<p>The module examination consists of a term paper (master's thesis comprising 16,000 to 18,000 words) and an oral examination.</p> <p>With the module examination, the students prove that they are capable of independently fulfilling the requirements of developing a research question, producing an adequate design, conducting a study on the level of a master's thesis. In addition, the students prove that they are confidently able to apply the rules of scientific work including related citation and quotation work.</p> <p>Time granted for preparing the master's thesis: 18 weeks</p> <p>Duration of the oral examination: 30 minutes</p>
Applicability of the module	Health-scientific studies with a focus on work and health
(Basic) literature:	<ul style="list-style-type: none"> • Brink, A. (2013). Anfertigung wissenschaftlicher Arbeiten. Ein prozessorientierter Leitfaden zur Erstellung von Bachelor-, Master- und Diplomarbeiten (5th edition). Wiesbaden: Springer. • Eco, Umberto (2010): Wie man eine wissenschaftliche Abschlussarbeit schreibt. 13th edition. utb. • Krajewski, M. (2013). Lesen, Schreiben, Denken. Zur wissenschaftlichen Abschlussarbeit in 7 Schritten. Cologne: UTB. • Töpfer, A. (2012). Erfolgreich Forschen. Ein Leitfaden für Bachelor-, Master-Studierende und Doktoranden (3rd edition). Berlin: Springer.