Module catalogue

Master of Science:

Health Science – Prevention and Health Promotion

der Fakultät für Sport- und Gesundheitswissenschaften

Status as of: October 11th, 2016
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Health and Society

1. General data

Title of module

| Title German: | Gesundheit und Gesellschaft |
| Title English: | Health and Society |

Module level
Master degree program

Module subtitle

Semester duration
One semester

Frequency
WS

Language
English

ECTS
5

2. Workload

| Contact hours: | 60 hours |
| Self-study hours: | 90 hours |
| Total: | 150 hours |

3. Description

Learning outcomes

After successfully completing the module, students will be able:
- to understand social conditions, contextual factors and social determinants of health
- to comprehend sociological approaches towards health and illness
- to understand and discuss processes of the social construction of health problems
- to critically assess health discourses and dynamics of medicalization
- to identify social inequalities in health related matters
- to have thorough knowledge of gender- and diversity-sensitive aspects in prevention and health promotion
- to understand resource-based approaches, following a salutogenic model
Content
- History of social medicine and the sociological approach towards health and illness
- Illness as social deviance
- Medicalization and the social construction of health and illness
- Professionalism and professionalization in health care
- Diversity and health
- Functional health and (dis-)ability
- Sociology and the body
- Health as a lifestyle
- Assistive technologies in health care
- Social conditions, contextual factors and social determinants of health
- Salutogenesis and health promotion
- Globalization and the WHO perspective on global health
- Sociological critiques of health promotion

Teaching and learning methods
The module consists of 2 classes with blended learning components. The contents of the lecture are transmitted live and through multimedia presentations. In the exercise students will work in small groups, reading and discussing literature that deepens the understanding of the lectures contents. Discussions will be initiated via student presentations.

Courses
1. Course

<table>
<thead>
<tr>
<th>Type</th>
<th>Lecture</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
<td>Health &amp; Society</td>
</tr>
<tr>
<td>Semester contact hours/week</td>
<td>2</td>
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<tr>
<td>Lecturer</td>
<td>Dr. Fabian Karsch</td>
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2. Course

<table>
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<tr>
<th>Type</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Sociology of health and Illness</td>
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<tr>
<td>Semester contact hours/week</td>
<td>2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr. Fabian Karsch</td>
</tr>
</tbody>
</table>
Literature
Literature will be announced in the course

Recommended prerequisites
Basic knowledge of social sciences

4. Study/Examinations
A written exam assesses the students’ ability to understand sociological theories and social dimensions of health and illness as well as social aspects of prevention and health promotion. In a given time (90 min) they have to demonstrate their ability to summarize their level of knowledge by answering open short-answer questions.

5. Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Fabian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Dr. Karsch</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:fabian.karsch@tum.de">fabian.karsch@tum.de</a></td>
</tr>
</tbody>
</table>
Nutrition – Health Science Research

1. General data

Title of module

<table>
<thead>
<tr>
<th>Title German:</th>
<th>Ernährung - Präventionsforschung</th>
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<tbody>
<tr>
<td>Title English:</td>
<td>Nutrition – Health Science Research</td>
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</table>

Module level
Master degree program

Module subtitle
Nutrition: Health promotion and Prevention

Semester duration
One semester

Frequency
WS

Language
English

ECTS
8

2. Workload

<table>
<thead>
<tr>
<th>Contact hours:</th>
<th>60 hours</th>
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<tr>
<td>Self-study hours:</td>
<td>180 hours</td>
</tr>
<tr>
<td>Total:</td>
<td>240 hours</td>
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</table>

3. Description

Targeted learning outcomes

After successfully completing the module, students will be able:
- To understand, communicate and apply target-group-specific prevention strategies
- to understand and describe prevention strategies in different health-care settings
- to analyze the efficacy of prevention programs in different indication areas and evaluate the benefit for the target population
- to suggest relevant nutritional prevention programs for different age groups in different settings
- to use typical methods, tools, instruments and software programs for nutritional assessment (i.e. 24-h recall, diet history, food frequency questionnaire)
- to assess and use reliable methods for measuring body composition in different target populations (i.e. BMI, BIA, skinfold thickness, MRI, ultrasonography, etc.).

**Content**
- Prevention policy (e.g. prevention framework in Germany)
- Prevention programs in nutritional medicine (e.g. diabetes, obesity, cancer, neurodegeneration, osteoporosis, atherosclerosis, coronary heart disease)
- Prevention programs in different life stages and settings (pregnancy, lactation, early childhood, school, employee health management, elderly, nursing homes etc.)
- Special prevention programs against malnutrition/undernutrition in third world countries (i.e. iodine, iron, vitamin A, etc.)
- Nutritional assessment methods and its use in research
- Application of nutritional assessment methods for prevention strategies in real-life settings
- Body composition methods and their application/evaluation in different target populations and settings

**Teaching and learning methods**
The module consists of 2 parts: 1 lecture and 1 exercise. Within the lecture part students will learn the basics of nutritional prevention programs in different indication areas / for different target groups. During the first part of the exercise course students will learn nutritional assessment methods and their practical use. The second part of the exercise will comprise body composition methods and how to use them.

**Courses**

1. **Course**

<table>
<thead>
<tr>
<th>Type</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>Title</td>
<td>Nutritional prevention strategies and research</td>
</tr>
<tr>
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<tr>
<td>Lecturer</td>
<td>Dr. Christina Holzapfel</td>
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2. **Course**

<table>
<thead>
<tr>
<th>Type</th>
<th>Exercise</th>
</tr>
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<tbody>
<tr>
<td>Title</td>
<td>Methods of nutritional assessment and of body composition measurement</td>
</tr>
<tr>
<td>Semester contact hours/week</td>
<td>2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr. Christina Holzapfel / Dr. Hande Hofmann</td>
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</table>
Literature
Literature will be announced in the lecture.

Recommended prerequisites

4. Study/Examinations
Successful completion of the course will be based on the quality of written exam (100%). In the exam students are expected to demonstrate, by answering questions within a limited amount of time, their theoretical knowledge of nutritional prevention, methods of nutritional assessment and of body composition measurement. Furthermore, the questions include case studies.

5. Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Hande</th>
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</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Dr. Hofmann</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:hande.hofmann@tum.de">hande.hofmann@tum.de</a></td>
</tr>
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</table>
Physical Activity – Health Science Research

1. General data

Title of module

<table>
<thead>
<tr>
<th>Title German:</th>
<th>Körperliche Aktivität - Gesundheitssforschung</th>
</tr>
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<tbody>
<tr>
<td>Title English:</td>
<td>Physical Activity – Health Science Research</td>
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Module level
Master degree program

Module subtitle
Physical activity, physical fitness and sensorimotor-cognitive development over the lifespan in health science research

Semester duration
One semester

Frequency
WS

Language
English

ECTS
8

2. Workload

<table>
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<tr>
<th>Contact hours:</th>
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<tbody>
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<td>150 hours</td>
</tr>
<tr>
<td>Total:</td>
<td>240 hours</td>
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</table>

3. Description

Targeted learning outcomes

After successfully completing the module, students will be able:
- to understand and describe changes in human motor capabilities across the lifespan
- to understand types and intensities of physical activity and their different beneficial effect on health outcomes
- to understand the interrelation of cognitive and motor functions in life-long motor development and the benefit of regular physical activity and exercise
- to analyze the cognitive and motor developmental characteristics (deficits and talents) of an individual by qualitative and quantitative assessments of performance in each respective functional domain
- to conduct both lab-based research and field research on aspects of physical activity, physical fitness and motor cognitive-sensorimotor development
- to analyze behavioral time series data
- to distinguish between physical activity and physical fitness and their qualitative and quantitative assessments
- to evaluate the efficacy of physical activity interventions in youth and adolescence as well as senescence
- to recommend training and intervention strategies for improving cognitive and motor performance across the lifespan

Content

- Sensorimotor development and aging: neuromusculoskeletal structure and function, brain, sensorimotor domains (lower and upper-limb functions)
- Interrelationship of physical activity and fitness with cognitive and motor functions across the life span
- Effects of circadian rhythms on physical activity, sensorimotor function, fatigue and regeneration
- Qualitative assessments of sensorimotor and cognitive performance across the lifespan (development and aging): motor function and movement capabilities, age norms, aptitude
- Quantitative lab-based research methods of human movement dynamics (3D limb kinematics, kinetics, electromyography and eye-tracking)
- Qualitative assessment of physical fitness (Cardiopulmonary exercise testing)
- Quantitative assessment of physical fitness (Physical work capacity test, Cooper Test, shuttel run)
- Qualitative field research methods (activity questionnaires, observational scoring)
- Quantitative field research methods (physical activity recording/accelerometry): mobility assessment and case risk estimation
- Biosignal processing (data conditioning, event detection, parameter extraction)
- Physical activity interventions in children and older adults, such as dance, fitness, low-impact exercises
- Physical activity interventions in diagnostic subgroups
- Physical activity interventions: High intensity interval training vs. aerobic endurance exercise
**Teaching and learning methods**
The module consists of 1 lecture with blended learning components, 1 literature seminar and 1 practical seminar. While the lecture series will prepare students' basic knowledge, the literature seminar will practice students' critical thinking skills with respect to seminal and state-of-the-art scientific publications. They will be encouraged to study the respective literature for a substantive discussion in class. The practical seminar will provide the opportunity for first-hand scientific experience by performing an experimental project in small groups. The outcome of these small-scale empirical research projects will be presented as a poster in the literature seminar.

**Courses**

1. **Course**
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<tr>
<th>Type</th>
<th>Lecture</th>
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<tr>
<td>Title</td>
<td>Fundamentals of the development of cognitive and motor functions</td>
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<tr>
<td>Semester contact hours/week</td>
<td>2</td>
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<tr>
<td>Lecturer</td>
<td>Prof. Dr. Joachim Hermsdörfer</td>
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2. **Course**
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<tr>
<th>Type</th>
<th>Literature seminar</th>
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<tbody>
<tr>
<td>Title</td>
<td>Contemporary research methods in human development</td>
</tr>
<tr>
<td>Semester contact hours/week</td>
<td>2</td>
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<tr>
<td>Lecturer</td>
<td>Dr. Leif Johannsen</td>
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3. **Course**
<table>
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<th>Type</th>
<th>Practical seminar</th>
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<tbody>
<tr>
<td>Title</td>
<td>Lab and field research methods in human development</td>
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<td>2</td>
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<tr>
<td>Lecturer</td>
<td>Dr. Waltraud Stadler</td>
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**Literature**
- McArdle, Katch, Katch: Exercise Physiologie. Lippincott Williams and Wilkins
- Rowland: Children’s Exercise Physiology. Human Kinetics
- Schnabel, Harre, Krug, Borde: Trainingswissenschaft. Sport Verlag Berlin
Further literature will be announced in the lecture
Recommended prerequisites
Basic knowledge of human movement science, biomechanics as well as human anatomy and physiology

4. Study/Examinations
The targeted learning outcomes of the module will be assessed by a written exam (60-90 mins.). Exam questions will concern the ability to distinguish between past and present scientific theory as well as to evaluate the empirical methodology for life-span health research within the domains of human movement science and sports medicine. Students’ insight into limitations and boundaries of the scientific study of the role of physical activity in disease prevention and treatment will be assessed, for example by evaluating the fit between research questions to be answered and research methodology applied in contemporary science. The students will be required to suggest specific prevention strategies, treatment approaches as well as developmental interventions suitable to promote healthy living over the life-span. Finally, the prerequisites of successful delivery of an empirical project will be tested by referring to the practical projects’ research background, methodology, results, discussion, interpretation, limitations as well as lessons learnt. During the exam, students will not be able to use any memory aides. Responses to the exam questions will comprise formulation of own statements as well as marking response items in multiple-choice format.

5. Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Joachim</th>
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</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Dr. Hermsdörfer</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:joachim.hermsdoerfer@tum.de">joachim.hermsdoerfer@tum.de</a></td>
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Psychology – Health Science Research

1. General data

Title of module

<table>
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<tr>
<th>Title German:</th>
<th>Psychologie – Präventionsforschung</th>
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<tbody>
<tr>
<td>Title English:</td>
<td>Psychology – Prevention Research</td>
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Module level
Master degree program

Module subtitle
Psychological Methods in Prevention

Semester duration
One semester

Frequency
WS

Language
English

ECTS
8

2. Workload

<table>
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<tr>
<th>Contact hours:</th>
<th>60 hours</th>
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<tbody>
<tr>
<td>Self-study hours:</td>
<td>180 hours</td>
</tr>
<tr>
<td>Total:</td>
<td>240 hours</td>
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</table>

3. Description

Targeted learning outcomes
After successfully completing the module, students will be able:
- to understand and describe the major psychological problems in prevention
- to understand and describe main methods and approaches in the psychology of prevention
- to discuss and evaluate approaches in health promotion and the prevention of disease from a psychological perspective
- to understand, communicate and design target-group-specific prevention strategies in health related issues
Content
- Differentiation of prevention motivation, change motivation and adherence motivation
- Models of attitude and behavior change in general and in health related behaviour
- Assessment of motivation, attitudes, behavioral norms
- Fundamentals of Psychophysiology
- Essentials of psychoregulation (relaxation, biofeedback)
- Essentials of methods in psychotherapy

Teaching and learning methods
The module consists of 1 lecture with blended learning components, and 1 literature seminar. The content of the module is conveyed through lectures, presentations and discussions. In the literature seminar, the students will study relevant and current literature, especially journal articles presenting recent research. The seminar involves substantive discussions of current research through which knowledge on the structure and contents of scientific articles will be obtained. Furthermore, essentials of designing and presenting a scientific poster will be developed.

Courses
1. Course
   | Type       | Lecture                  |
   | Title      | Methodologies in Psychological Prevention |
   | Semester contact hours/week | 2 |
   | Lecturer   | Prof. Dr. Juergen Beckmann |

2. Course
   | Type       | Literature Seminar       |
   | Title      | Contemporary Research and Methods in Psychological Prevention |
   | Semester contact hours/week | 2 |
   | Lecturer   | Dr. Felix Ehrlenspiel    |

Literature
Literature will be announced in the lecture
Recommended prerequisites
Introductory course in psychology; Basic knowledge on: Psychology of learning and behavior; Psychology of Motivation and self-regulation;

4. Study/Examinations
To demonstrate their knowledge of prevention and psychology methods, the different concepts/methods, their connection and the actual stand of research presented in the lecture students have to turn in and discuss in the seminar 7 short discussion papers. A poster presentation as an examination will serve to test whether students are able to design a specific prevention strategy, program or research project in a prevention area addressed in the module.

5. Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Juergen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Dr. Beckmann</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Juergen.beckmann@tum.de">Juergen.beckmann@tum.de</a></td>
</tr>
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</table>
Nutrition – Health Science Research II

1. General data

Title of module

<table>
<thead>
<tr>
<th>Title German:</th>
<th>Ernährung – Präventionsforschung II</th>
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<td>Nutrition - Health Science Research II</td>
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Module level
Master degree program

Module subtitle
Nutrition: Health Promotion and Prevention

Semester duration
One semester

Frequency
SS

Language
English

ECTS
5

2. Workload

| Contact hours: | 45 hours |
| Self-study hours: | 105 hours |
| Total: | 150 hours |

3. Description

Targeted learning outcomes
After successfully completing the module, students will be able:
- to understand the possibilities of nutritional prevention in total and particularly in Germany, compared to other countries
- to understand and describe nutritional prevention strategies in different settings and for different target groups
- to understand and describe research of nutritional prevention
- to summarize and evaluate new topics in the field of nutritional prevention (strategies and research)
- to discuss and evaluate nutritional prevention approaches (pros and cons)
Content
- Prevention (e.g. prevention law, politics) in Germany Chances and limitations of nutritional prevention strategies
- Research studies in nutritional prevention
- Pros and cons of prevention programs
- Evaluation / Discussion of new topics in the field of nutritional prevention

Teaching and learning methods
The module consists of 2 parts: 1 seminar offered as a literature seminar (journal club) and 1 seminar offered as a pros/cons discussion (e.g. poster presentation). Within the literature seminar (journal club) students will learn more about prevention strategies in the field of nutrition in Germany and other countries. Literature will be handed out to the students by the lecturer. Students should present the content of the literature in an oral presentation. Within the seminar pros/cons discussion students will be instructed how to search literature / references for respective new topics and how to evaluate the references. In an oral presentation students present their pros/cons arguments for a specific topic in nutritional prevention and create ideas for better prevention strategies.

Courses
1. Course

<table>
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<tr>
<th>Type</th>
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<tbody>
<tr>
<td>Title</td>
<td>Presenting scientific literature in the field of nutritional prevention</td>
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<tr>
<td>Semester contact hours/week</td>
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</tr>
<tr>
<td>Lecturer</td>
<td>Dr. Christina Holzapfel / Dr. Hande Hofmann</td>
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</table>

2. Course

<table>
<thead>
<tr>
<th>Type</th>
<th>Seminar (pros/cons discussion)</th>
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<tbody>
<tr>
<td>Title</td>
<td>Pros / Cons of nutritional prevention strategies</td>
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<td>Semester contact hours/week</td>
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</tr>
<tr>
<td>Lecturer</td>
<td>Dr. Christina Holzapfel / Dr. Hande Hofmann</td>
</tr>
</tbody>
</table>

Literature
Course 1: Literature will be announced in the lecture.
Course 2: Literature will be self-selected by the students

Recommended prerequisites
Successful completion of the module "Nutrition – Health Science Research"
4. Study/Examinations

Contents of this module will be tested through oral presentations / posters presented by the students and through active participation in the seminars. An oral presentation of the students will show their ability to present a given scientific topic in a particular time. The presentation shows the ability to understand the context and complexity of nutritional influences on health. Thereby, they have to prepare and deliver an oral presentation on a certain literature (journal club) or pros/cons arguments on a certain topic (pros/cons discussions at least 10 times).

5. Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Hande</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Dr. Hofmann</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:hande.hofmann@tum.de">hande.hofmann@tum.de</a></td>
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Physical Activity – Health Science Research II

1. General data

<table>
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<th>Title of module</th>
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<tr>
<td><strong>Title German:</strong> Körperliche Aktivität - Angewandte Methoden der Prävention</td>
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<tr>
<td><strong>Title English:</strong> Physical Activity - Health Science Research II</td>
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**Module level**
Master degree program

**Module subtitle**
Modern technological solutions for research into physical activity and sensorimotor functional integrity

**Semester duration**
One semester

**Frequency**
SS

**Language**
English

**ECTS**
5

2. Workload

| Contact hours: | 45 hours |
| Self-study hours: | 105 hours |
| **Total:** | 150 hours |

3. Description

**Targeted learning outcomes**
After successfully completing the module, students will be able:
- to remember the application, specifications and limitations of contemporary technological solutions for research into physical activity
- to understand and to describe the critical factors of the interaction of human individuals with specific technological devices
- to analyze the efficacy of modern assistive devices in terms of human performance changes within the living environment
- to evaluate the benefit of physical training approaches that rely on human-computer or human-robot interfaces
- to suggest optimized technology platforms for the promotion and facilitation of physical activity in daily-life for healthy individuals as well as neurological patients

**Content**

- Simulation of sensorimotor aging and sensorimotor disorders
- Wearable sensor technology (accelerometry)
- Effects of activity feedback on daily-life physical activity
- Sensory substitution and provision of augmented sensory feedback: smart devices
- Augmenting movement capabilities by human-computer interfacing: smart prosthetics
- Ambient assistive technology: case detection, emergency heuristics, behavioral shaping, cognitive support
- Efficacy of exergaming approaches on sensorimotor function
- Efficacy of cognitive exercises on mental function: “brain jogging”
- Virtual-reality training and augmented reality support
- Sensor-based training and rehabilitation strategies: biofeedback training and movement sonification

**Teaching and learning methods**

The module consists of 1 lecture with blended learning components and 1 literature seminar. The content of the module is conveyed through lectures and presentations. Students will be encouraged to study relevant literature for substantive discussion of the respective research topics. As part of the lecture series, representatives of companies in the health technology segment will be invited to demonstrate their products to the students in order to discuss the respective application and its market potential.

**Courses**

1. **Course**

<table>
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<tr>
<th>Type</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>Title</td>
<td>Advanced technological platforms in sensorimotor health research</td>
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<tr>
<td>Semester contact hours/week</td>
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<tr>
<td>Lecturer</td>
<td>Dr. Leif Johannsen</td>
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2. Course

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<tr>
<th>Type</th>
<th>Literature seminar</th>
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<tbody>
<tr>
<td>Title</td>
<td>Application of sensor technology and motorized assistive devices in the living environment</td>
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<tr>
<td>Semester contact hours/week</td>
<td>1</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr. Leif Johannsen</td>
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**Literature**
- McArdle, Katch, Katch: Exercise Physiologie. Lippincott Williams and Wilkins
- Rowland: Children’s Exercise Physiology. Human Kinetics
- Schnabel, Harre, Krug, Borde: Trainingswissenschaft. Sport Verlag Berlin

**Recommended prerequisites**
Successful completion of the module "Methods in Prevention Research - Physical Activity"

4. Study/Examinations
The module will be assessed using a written examination (60-90 min.) which covers topics like influence of physical activity to health, training approaches, efficacy of different programs and technological approaches to monitor activity and improve health. The written exam consists of several questions which check whether students have reached the outcomes of the course and can apply the methods to solve problems in the field of physical activity, prevention and research.

5. Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Joachim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Dr. Hermsdörfer</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:joachim.hermsdoerfer@tum.de">joachim.hermsdoerfer@tum.de</a></td>
</tr>
</tbody>
</table>
Psychology – Health Science Research II

1. General data

Title of module

<table>
<thead>
<tr>
<th>Title German:</th>
<th>Psychologie - Präventionsforschung II</th>
</tr>
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<tbody>
<tr>
<td>Title English:</td>
<td>Psychology - Health Science Research II</td>
</tr>
</tbody>
</table>

Module level

Master degree program

Module subtitle

Neurophysiological Approaches and Methods for Research on Mental Disorders and Resilience

Semester duration

One semester

Frequency

SS

Language

English

ECTS

5

2. Workload

| Contact hours: | 45 hours |
| Self-study hours: | 105 hours |
| Total: | 150 hours |

3. Description

Targeted learning outcomes

After successfully completing the module, students will be able:
- to remember the application, specifications and limitations of contemporary neurophysiological research in psychology
- to understand, describe and critically evaluate the basic methods of neurophysiological research in clinical psychology
- to be aware of the limitations of the interpretation of neurophysiological data regarding psychological phenomena
- to apply some of the methods
Content
- Classical physiological measurements in psychology (GSR, HF, RR)
- Neuroendocrine markers
- Significance of Heart Rate Variability
- Basics of EEG research
- Basics of further modern technology solutions (fMRI, NIRS, PET)
- Fundamentals of biofeedback

Teaching and learning methods
The module consists of 1 lecture with blended learning components and 1 practical seminar. The content of the module is conveyed through lectures, presentations, and practical experiences. The lecture gives an overview of current neurophysiological methods and research in health-related psychology. In the seminar the students will gather diagnostic information by using different neurophysiological measurements and interpret their recorded data.

Courses
1. Course
   Type | Lecture
   --- | ---
   Title | Neurophysiological Approaches and Methods for Research in Psychology
   Semester contact hours/week | 2
   Lecturer | Prof. Dr. Juergen Beckmann

2. Course
   Type | Practical Seminar
   --- | ---
   Title | Applying neurophysiological methods in assessing and treating mental disorders and developing resilience
   Semester contact hours/week | 1
   Lecturer | Prof. Dr. Juergen Beckmann

Literature
To be announced in the courses

Recommended prerequisites
Successful completion of the module "Methods in Prevention Research - Psychology"
4. Study/Examinations
A written exam assesses the students’ ability to understand and apply different concepts, methods and limitation of neuropsychological research. In a given time they have to demonstrate their level of knowledge and their ability to use and apply it in solution finding strategies and their understanding of the particular contributions of the different measurements regarding specified issues in mental health.

5. Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Jürgen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Dr. Beckmann</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:juergen.beckmann@tum.de">juergen.beckmann@tum.de</a></td>
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Study Design; Ethics – Research Methods

1. General data

Title of module

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<td>Title English:</td>
<td>Study Design; Ethics</td>
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Module level
Master degree program

Module subtitle
Research Methods

Semester duration
One semester

Frequency
WS

Language
English

ECTS
5

2. Workload

<table>
<thead>
<tr>
<th>Contact hours:</th>
<th>60 hours</th>
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<tbody>
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</tr>
<tr>
<td>Total:</td>
<td>150 hours</td>
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</tbody>
</table>

3. Description

Learning outcomes
After successfully completing the module, students will be able:
- To understand advanced epidemiology
- To understand details of different epidemiological study designs
- To understand study planning and conduct
- To understand the importance of ethical issues
- To understand the responsibilities of research ethics committees
- To apply Good Epidemiological Practice
- To apply principles of ethics and international quality standards
- To understand informed consent
- To write a research grant proposal
- To develop a study design (including literature review / analysis / ethics)
- To understand study conduct
- To apply study analysis
- To understand bias and confounding

**Content**
- Study design, planning, conduct and analysis
- Research questions and hypotheses
- Ethical approval
- Research grants
- Time / Cost / Resource Assessment
- Literature review and Meta-Analysis
- Standards / Principles of Ethics
- International human rights / guidelines
- Good Epidemiological Practice Good Clinical Practice
- Methods to avoid bias and control confounding

**Teaching and learning methods**
The module consists of one lecture with blended learning components and one practical seminar. The content of the lectures will be discussed in detail in the seminars using research papers and student presentations. Students will work in small groups on a research grant and will be encouraged to study the relevant literature.

**Courses**

3. Course

<table>
<thead>
<tr>
<th>Type</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>Title</td>
<td>Advanced Epidemiology</td>
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<tr>
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<tr>
<td>Lecturer</td>
<td>Prof. Stefanie J. Klug</td>
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4. Course

<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
<tr>
<td>Title</td>
<td>Applied Epidemiology</td>
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<tr>
<td>Semester contact hours/week</td>
<td>2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Prof. Stefanie J. Klug, Dr. Olaf Schoffer, Stefanie Schülein</td>
</tr>
</tbody>
</table>
Literature
Further literature will be announced in the lecture

Recommended prerequisites
Basic knowledge of study design and research methods, basics of epidemiology, basics of biostatistics

4. Study/Examinations
The attainment of learning outcomes for the module will be assessed by a written research grant proposal. By developing a research grant proposal, students will show their ability to work independently and in detail on a selected complex epidemiological study design, applying good epidemiological practice, principles of ethics and international quality standards. They will show that they understand different study designs, study conduct and study analysis as well as methods to control bias and confounding.

5. Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Stefanie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Klug</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:epidemiologie.sg@tum.de">epidemiologie.sg@tum.de</a></td>
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Advanced Statistics – Research Methods

1. General data

<table>
<thead>
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<tr>
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<td>Statistik II</td>
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<td>Advanced Statistics</td>
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Module level
Master degree program

Module subtitle

Semester duration
One semester

Frequency
SS

Language
English

ECTS
5

2. Workload

<table>
<thead>
<tr>
<th>Contact hours:</th>
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<tr>
<td>Total:</td>
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</table>

3. Description

Targeted learning outcomes
After successfully completing the module, students will be able:
- To determine adequate qualitative and quantitative approaches
- To apply inferential statistics
- To understand analysis of variance and covariance analysis
- To understand general linear model
- To apply linear regression
Content
- Analysis of variance
- Exploratory data analysis
- Confirmatory factor analysis
- Multivariate analysis
- Simple and multiple regression

Teaching and learning methods
The module consists of one lecture with blended learning components and one seminar. The content of the module is conveyed through lectures and presentations. In the seminar students learn to implement their theoretical knowledge by completing training tasks. The students acquire methodological knowledge and analytic competences. While the lecture is used to teach statistical models, the exercise is used to apply (use appropriate models, perform tests, interpret data) these models on research issue.

Courses
1. Course
<table>
<thead>
<tr>
<th>Type</th>
<th>Lecture</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
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2. Course
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Title</td>
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<td>2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>NN</td>
</tr>
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</table>

Literature
Will be announced in the lecture

Recommended prerequisites
Knowledge of study design and descriptive statistics, analysis of variance with one factor
4. **Study/Examinations**
A written exam is deemed the most appropriate mode of examination (90 min). Using pre-determined tools the students demonstrate their theoretical, methodological and analytic competence by answering questions, but may also be asked to do calculations as well as to analyse and interpret data.

5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Stefanie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Klug</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:epidemiologie.sg@tum.de">epidemiologie.sg@tum.de</a></td>
</tr>
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</table>
Scientific Data Processing – Research Methods

1. General data

<table>
<thead>
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<tbody>
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<td><strong>Title German:</strong></td>
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<tr>
<td><strong>Title English:</strong></td>
</tr>
</tbody>
</table>

**Module level**
Master degree program

**Module subtitle**
Research Methods

**Semester duration**
One semester

**Frequency**
SS

**Language**
English

**ECTS**
5

2. Workload

<table>
<thead>
<tr>
<th>Contact hours:</th>
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<tbody>
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<tr>
<td>Total:</td>
<td>210 hours</td>
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</table>

3. Description

**Targeted learning outcomes**

After successfully completing the module, students will be able:
- to understand and describe fundamental concepts of storing and processing data in computer systems
- to solve typical data processing problems in science using modern programming environments
Content
- Fundamental data structures (variables, data types, lists, arrays, classes, files) to store scientific data
- Fundamental control structures (loops, conditions, if-statements, functions) for processing scientific data
- Reading of data from sensors or databases
- Converting data between different file formats
- Calculation of indicators
- Visualization of data

Teaching and learning methods
The module consists of a practical course, where first general concepts of data processing are presented. Second, students will solve tasks which are related to the topics presented. Results will be discussed.

Courses
1. Course

<table>
<thead>
<tr>
<th></th>
<th>Practical Course</th>
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<tbody>
<tr>
<td>Type</td>
<td>Scientific Data Processing</td>
</tr>
<tr>
<td>Semester contact</td>
<td>4</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr. Torsten Brauner</td>
</tr>
</tbody>
</table>

Literature
- Slides, Script
- Further literature will be announced in the course

Recommended prerequisites
None

4. Study/Examinations
The exam comprises a written test (90 min), where students have to show the ability of solving fundamental data processing problems in health science. The students have to answer questions, but may also be asked to create and explain structures and do calculations.

5. Responsible for module

<table>
<thead>
<tr>
<th></th>
<th>Torsten Brauner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given name</td>
<td>Torsten</td>
</tr>
<tr>
<td>Surname</td>
<td>Dr. Brauner</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:torsten.brauner@tum.de">torsten.brauner@tum.de</a></td>
</tr>
</tbody>
</table>
Qualitative Research Methods

1. General data

Title of module

<table>
<thead>
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<th>Title German:</th>
<th>Qualitative Forschungsmethoden</th>
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<tbody>
<tr>
<td>Title English:</td>
<td>Qualitative Research Methods</td>
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</tbody>
</table>

Module level
Master degree program

Module subtitle
Research Methods

Semester duration
One semester

Frequency
SS

Language
English

ECTS
5

2. Workload

<table>
<thead>
<tr>
<th>Contact hours:</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-study hours:</td>
<td>90 hours</td>
</tr>
<tr>
<td>Total:</td>
<td>150 hours</td>
</tr>
</tbody>
</table>

3. Description

Learning outcomes
After successfully completing the module, students will be able:
- to understand and describe fundamental concepts of qualitative research methods and qualitative data analysis
- to apply strategies of qualitative analysis in practical exercises
- to create substantial interpretations of research data

Fakultät für Sport- und Gesundheitswissenschaften
Module catalogue Health Science – Prevention and Health Promotion 11.10.2016
Content
- History, theory and methodology of qualitative research
- Qualitative research in health science
- Content analysis and objective hermeneutics
- Grounded theory and situational analysis
- Conducting interviews and focus groups
- Action research and participatory methods
- Processes of collecting, analyzing and interpreting qualitative data
- Coding and data mapping

Teaching and learning methods
The module consists of one seminar with blended learning components and a supplementary exercise. In the interactive seminar, students are activated via tasks, presentations and structured discussions. The outcomes will be written down and saved in a MOODLE for further use within the exercise. In the exercise, students will be separated in small groups, to work on application-oriented tasks, practicing the hands-on process of qualitative coding of data material using and – in recourse to the seminars materials - comparing strengths and weaknesses of different methods.

Courses
3. Course
<table>
<thead>
<tr>
<th>Type</th>
<th>Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Methodology of Qualitative Research</td>
</tr>
<tr>
<td>Semester contact hours/week</td>
<td>2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>N.N.</td>
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</table>

4. Course
<table>
<thead>
<tr>
<th>Type</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Methods of Qualitative Data Inquiry and Analysis</td>
</tr>
<tr>
<td>Semester contact hours/week</td>
<td>2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>N.N.</td>
</tr>
</tbody>
</table>

Literature
Literature will be announced in the course

Recommended prerequisites
Basic knowledge of social science theory and research practices
4. **Study/Examinations**

The students understanding of theoretical concepts of qualitative research approaches and their ability to apply these concepts will be evaluated by submission of a term paper, which includes theoretical reflections and a summary of conclusions of the data interpretation process of the practical exercise.

5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Fabian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Dr. Karsch</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:fabian.karsch@tum.de">fabian.karsch@tum.de</a></td>
</tr>
</tbody>
</table>
Cardiovascular/Metabolic Disorders – Applied Research

1. General data

| Title German: | Kardiovaskuläre/Metabolische Einschränkungen – Angewandte Gesundheits- und Krankheitsforschung |
| Title English: | Cardiovascular/Metabolic Disorders - Applied Research |

Module level
Master degree program

Module subtitle
Applied Research

Semester duration
Two semester

Frequency
SS/WS

Language
English

ECTS
12

2. Workload

| Contact hours: | 120 hours |
| Self-study hours: | 240 hours |
| Total: | 360 hours |

3. Description

Targeted learning outcomes
After successfully completing the module, students will be able:
- to analyze and evaluate current research topics as a prerequisite for own projects
- to understand cardiovascular disorders and analyze cardiovascular risk factors
- to apply innovative measurement tools
- to apply clinical exercise testing procedures
- to evaluate (exercise) programs and guidelines for physical activity depending on test results of patients
- to create a study depending on current research with participants suffering from metabolic/cardiovascular conditions (including own research questions, measurements, evaluation, scientific writing)

Content
- basics of cardio-vascular health concepts
- demonstration of adequate measurement tools
- review of metabolic and cardiovascular mechanism and structures
- clinically-based understanding of cardiovascular disorders and risk factors adoption of the cardiovascular and metabolic system by physical exercise
- reduction in morbidity and mortality associated with regular exercise
- Critical evaluation of test results
- Different Types of lab base assessments (IMT- measurement) and field based tests (fitness monitoring)
- Similarities and differences of programs for individuals with different cardiac or metabolic disorders
- Theory and practice of monitoring cardiovascular parameters

Teaching and learning methods
The module consists of two seminars and a research project. In the seminars, the students learn to apply various methods (including innovative measurement tools) in the field of cardio-vascular and metabolic health and get help by planning their study and writing a research proposal, abstract and/or article. In a research project the students carry out their own study.

Courses
1. Course

<table>
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<tr>
<th>Type</th>
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<tbody>
<tr>
<td>Title</td>
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</tr>
<tr>
<td>Semester</td>
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<tr>
<td>contact hours/week</td>
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<tr>
<td>Lecturer</td>
<td>Prof. Oberhoffer</td>
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</table>
2. Course

<table>
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<tr>
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<tbody>
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3. Course

<table>
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<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Semester</td>
<td></td>
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<tr>
<td>contact hours/week</td>
<td>2 (over two semesters)</td>
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<tr>
<td>Lecturer</td>
<td>N.N.</td>
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</table>

**Literature**
How to design and Report Experiments (A. Field & G. Hole);
Klinische Studien lesen und verstehen (M. Benesch & E. Raab-Steiner);
Further literature will be announced in the courses;

**Recommended prerequisites**
- Advanced study design
- Literature Research

4. **Study/Examinations**
The module will be assessed using a written abstract and oral poster presentation on the research project in the end the second part. The students shall work on an own study design (including: finding relevant hypothesis, choosing methods and applying them, creating a database and interpreting the results, discussing the outcome). They demonstrate the ability to do this research by preparing an abstract. Further they are preparing a scientific poster and talk. The abstract and poster presentation shall be designed, similar to what would be expected in an international conference. The presentation may be prepared either individually or in groups.

5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Renate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Dr. Oberhoffer</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:renate.oberhoffer@tum.de">renate.oberhoffer@tum.de</a></td>
</tr>
</tbody>
</table>
Diversity and Health – Applied Research

1. General data

Title of module

<table>
<thead>
<tr>
<th>Title German:</th>
<th>Diversität und Gesundheit – Angewandte Gesundheits- und Krankheitsforschung</th>
</tr>
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<tbody>
<tr>
<td>Title English:</td>
<td>Diversity and Health – Applied Research</td>
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</tbody>
</table>

Module level
Master degree program

Module subtitle
Applied Research

Semester duration
Two semesters

Frequency
WS/SS

Language
English // German

ECTS
12

2. Workload

<table>
<thead>
<tr>
<th>Contact hours:</th>
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<tbody>
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<tr>
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<td>360 hours</td>
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</table>

3. Description

Targeted learning outcomes

After successfully completing the module, students will be able to:
- interpret, deepen and evaluate scientific theories of health from various perspectives
- identify innovation and change potential in systems and organizations
- supervise and further develop change processes
- reflect upon concepts, structures and systems on both personal and institutional levels (welfare state, provider structure, social services, etc.)
- systematically compare theoretical approaches, apply them in practical fields and further develop them conceptually
- implement person-related procedures (case and care management)

Content
- Specific determinants and dimensions of health in the context of public health
- Interactions between given structures and individual action
- Diversity cultures in organizations and businesses
- Steering instruments
- Practical concepts as a basis for sustainable change in organizations (performing organization)
- Best/good practice examples
- Life situations, lifestyles and lifeworlds (provision conditions, standards, individualization and subjective experience) of persons with disabilities in the context of (social) reporting, organizational development and person-centeredness
- provider and organizational structures (key concepts of social welfare)
- Basics of social planning
- Concepts and methods of coping with risks and impairments
  - Capability approach
  - Empowerment
  - Community based rehabilitation
- Subject-oriented and clinical/therapeutic perspectives versus socio-ecological and system-oriented views of coping
- participative research approaches (user-orientation in active planning and organization)
- Active participation in faculty research projects

Teaching and learning methods
The module consists of 2 classes with blended learning components. The contents of the lecture are transmitted live and through multi-perspective presentations. The seminars are centered on concrete participation in current research projects (e.g. in the Faculty). Students are encouraged to engage with relevant literature as well as with the issues presented. The duration of classes spans two semesters.
Courses

1. Course

<table>
<thead>
<tr>
<th>Type</th>
<th>Lecture</th>
</tr>
</thead>
</table>
| Title      | Diversity as a Challenge for Public Health (A1)  
Diversity in Organizations and Systems (A2) |
| Semester contact hours/week | 2 |
| Lecturer   | Prof. Dr. Elisabeth Wacker |

2. Course

<table>
<thead>
<tr>
<th>Type</th>
<th>Seminar</th>
</tr>
</thead>
</table>
| Title      | Life situations, Lifestyles, Lifeworlds (B1)  
Coping and Empowerment (B2) |
| Semester contact hours/week | 2 (spanning two semesters) |
| Lecturer   | NN |

Literature
The literature will be presented in the course of the lecture.

Recommended prerequisites
Basic knowledge and understanding of scientific research methods

4. Study/Examinations
The module will be assessed using a written abstract and an oral poster presentation on the practical project carried out during the second semester. The performance of the talk demonstrates the students’ ability to structure their results and illustrate their outcomes. Further it assess that they are able to solve a scientific problem in the field of Diversity and Health. The abstract assess that they are able to concentrate on the most important points of their research and to write it down in an appropriate way.

5. Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Elisabeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Dr. Wacker</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:elisabeth.wacker@tum.de">elisabeth.wacker@tum.de</a></td>
</tr>
</tbody>
</table>
Mental Disorders – Applied Research

1. General data

Title of module

| Title German: | Angewandte Forschung zu psychischen Störungen |
| Title English: | Mental Disorders - Applied Research in Health and Disease |

Module level
Master degree program

Module subtitle
Diagnosis and therapy of mental disorders

Semester duration
Two semesters

Frequency
WS/SS

Language
English

ECTS
12

2. Workload

| Contact hours: | 120 hours |
| Self-study hours: | 240 hours |
| Total: | 360 hours |

3. Description

Targeted learning outcomes
After successfully completing the module, students will be able:
- to differentiate frequent mental disorders and describe the epidemiology, time course, diagnostic criteria and possible therapeutic interventions for those disorders
- understand the different neurophysiological mechanisms underlying the disorders
- to differentiate basic psychotherapeutic approaches and their range of application
- to evaluate the contribution of physical activity and/or sport programs in the prevention and treatment of mental disorders
to design and to conduct research (survey, experimental or intervention study) with participants susceptible to or suffering from mental problems

**Content**

- Epidemiology, time course, diagnostic criteria of and common therapeutic approaches to frequent mental disorders, such as Burnout and Depression, Anxiety disorder, Attention deficit hyperactivity disorder, Borderline personality disorder, Posttraumatic Stress disorder, and Somatoform disorder.
- Diagnostic approaches and criteria
- Neurophysiological mechanisms underlying the disorders
- Efficacy, indications and contraindications of certain therapeutic approaches (Behavior therapy, Clinical Hypnosis, Psychodynamic approaches, Systemic approaches) for these disorders
- Importance of lifestyle choices and mediating factors
- Suitable lifestyle adaptations
- Phases of clinical intervention development

**Teaching and learning methods**

The module consists of 1 literature seminar and 1 practical project. In the literature seminar, students will present and discuss seminal papers and current literature on the topics. In the practical project, small groups of students will conduct research projects by assessing the conditions for the development or prevention of and/or testing interventions for specific mental disorders. Group excursions to psychosomatic clinics and research groups will complement the module’s learning experience.

**Courses**

1. **Course**

<table>
<thead>
<tr>
<th>Type</th>
<th>Seminar</th>
</tr>
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<tbody>
<tr>
<td>Title</td>
<td>Forms and treatments of mental disorders</td>
</tr>
<tr>
<td>Semester contact hours/week</td>
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<tr>
<td>Lecturer</td>
<td>Prof. Dr. Juergen Beckmann</td>
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2. Course

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<tr>
<th>Type</th>
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<tr>
<td>Title</td>
<td>Applied research on prevalence, prevention and treatment of mental disorders</td>
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<tr>
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<td>2 (over two semesters)</td>
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<tr>
<td>Lecturer</td>
<td>Prof. Dr. Juergen Beckmann</td>
</tr>
</tbody>
</table>

**Literature**

Literature will be announced in the courses

**Recommended prerequisites**

Basic knowledge and understanding of scientific research methods

4. **Study/Examinations**

The module will be assessed using a written abstract and oral poster presentation on the practical project in the second semester. The students create an abstract which contents the results of a scientific relevant research question. Therefore, they have to prove that they can work independently on a research project and keeping all guidelines of good clinical working in mind. They prepare a structured abstract and poster, which will be orally presented in form of a scientific poster walk.

5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Jürgen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Dr. Beckmann</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:juergen.beckmann@tum.de">juergen.beckmann@tum.de</a></td>
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Neurological Health – Applied Research

1. General data

Title of module

<table>
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<th>Title German:</th>
<th>Neurologische Gesundheit – Angewandte Gesundheits- und Krankheitsforschung</th>
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Module level
Master degree program

Module subtitle
Diagnosis and therapy of neurological disorders

Semester duration
Two semesters

Frequency
WS/SS

Language
English // German

ECTS
12

2. Workload

<table>
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<tr>
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<tr>
<td>Total:</td>
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</table>

3. Description

Targeted learning outcomes

After successfully completing the module, students will be able:
- to remember and describe the epidemiology, time course, diagnostic criteria and therapeutic interventions of frequent neurological disorders
- to apply and evaluate corresponding movement therapeutic interventions
- to recommend, create and put into practice appropriate lifestyle adaptations in terms of training regimes promoting physical activity
- to design and to conduct an experimental or intervention study with participants suffering from neurological conditions
Content

- Epidemiology, time course, diagnostic criteria of and common therapeutic approaches to such frequent neurological diseases as Alzheimer’s and Parkinson’s disease, stroke, cerebral palsy, multiple sclerosis, traumatic brain injury
- Efficacy, indications and contraindications of movement interventions for these diseases
- Importance of lifestyle choices and mediating factors
- Suitable lifestyle adaptations
- Phases of clinical intervention development and evaluation: active ingredients/mechanisms of action/proof of concept, feasibility trials, single RCTs, multicenter-RCTs

Teaching and learning methods

The module consists of 1 literature seminar and 1 practical project. In the literature seminar, students will present and discuss seminal papers and current literature on the topics. In the practical project, the students will conduct an independent research project in small groups by assessing the symptoms and underlying disorders of a specific neurological disease or by evaluating appropriate approaches to treatment and care. Group excursions to institutions of neurological care and research will complement the module’s learning experience.

Courses

1. Course

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2. Course

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<td>Semester contact hours/week</td>
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<tr>
<td>Lecturer</td>
<td>Dr. Leif Johannsen</td>
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Literature

Literature will be announced in the lecture
**Recommended prerequisites**
Basic knowledge and understanding of scientific research methods

4. **Study/Examinations**
The students have to create an independent research project in small groups by assessing the symptoms and underlying disorders of a specific neurological disease or by evaluating appropriate approaches to treatment and care. In an abstract and poster session they show their ability to design a scientific project and to structure and present their results in written and oral form.

5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Joachim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Dr. Hermsdörfer</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:joachim.hermsdoerfer@tum.de">joachim.hermsdoerfer@tum.de</a></td>
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Orthopedic Health – Applied Research

1. General data

Title of module

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<th>Orthopädische Gesundheit – Ange-wandte Gesundheits- und Krankheitsfor-schung</th>
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<td>Orthopedic Health - Applied Research</td>
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Module level
Master degree program

Module subtitle
Diagnosis and therapy of orthopedic disorders

Semester duration
Two semesters

Frequency
WS/SS

Language
English // German

ECTS
12

2. Workload

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<td>Total:</td>
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</table>

3. Description

Targeted learning outcomes
After successfully completing the module, students will be able:
- to remember and describe the epidemiology, time course, diagnostic criteria and ther-apeutic interventions of frequent orthopedic disorders
- to apply and evaluate corresponding movement therapeutic interventions
- to recommend, create and put into practice appropriate lifestyle adaptations in terms of training regimes promoting physical activity
- to design and to conduct an experimental or interventional study with participants suf-fering from orthopedic conditions
- To apply common orthopedic diagnostic methods and to process data appropriately
- to disseminate and present research findings in a scientifically adequate form

Content
- Epidemiology, time course, diagnostic criteria of and common therapeutic approaches to frequent orthopedic disorders such as osteoarthritis, back pain, abnormal gait, traumatic injuries, and rheumatoid arthritis
- Efficacy, indications and contraindications of movement interventions for these diseases
- Importance of lifestyle choices and mediating factors
- Phases of clinical intervention development and evaluation: active ingredients/mechanisms of action/proof of concept, feasibility trials, single RCTs, multicenter-RCTs
- Diagnostic devices and methods common in orthopedic research
- Data post-processing and statistical evaluation

Teaching and learning methods
The module consists of 1 literature seminar and 2 research seminars. In the literature seminar, students will present and discuss seminal papers and current literature on the topics. In the research seminars, the students will apply modern research methods within pilot testing and apply post-processing routines to their data. They will further conduct an independent research project in small groups by assessing the symptoms and underlying disorders of a specific orthopedic disease or by evaluating appropriate approaches to treatment and care. The students will disseminate their findings in written form and present it verbally.

Courses
1. Course

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<td>Title</td>
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<td>hours/week</td>
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<tr>
<td>Lecturer</td>
<td>Prof. Dr. Thomas Horstmann</td>
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<td>Lecturer</td>
<td>Dr. Torsten Brauner</td>
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3. Course

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<tr>
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<td>Lecturer</td>
<td>Dr. Torsten Brauner</td>
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</table>

**Literature**

Literature will be announced in the lecture.

**Recommended prerequisites**

Basic knowledge and understanding of scientific research methods

4. **Study/Examinations**

The module will be assessed using a written abstract and oral poster presentation on the practical project in the second semester. The performance of the talk demonstrates the students’ ability to structure their results and illustrate the outcomes of their own therapeutic relevant study in the field of orthopedic research. Further it assess that they are able to solve a scientific problem in this field. The abstract is a further step to prove that they are able to concentrate on the key points of their work and to prepare a scientific paper.

5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Prof. Dr. Thomas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Horstmann</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:t.horstmann@tum.de">t.horstmann@tum.de</a></td>
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</tbody>
</table>
Environmental Adaptation and Technology – Complementary Subjects

1. General data

Title of module

| Title German: | Umweltanpassung und Technologie |
| Title English: | Environmental Adaptation and Technology |

Module level

Master degree program

Module subtitle

Semester duration

Two semesters

Frequency

WS/SS

Language

English

ECTS

7

2. Workload

| Contact hours: | 60 hours |
| Self-study hours: | 150 hours |
| Total: | 210 hours |

3. Description

Targeted learning outcomes

After successfully completing the module, students will be able to:

- systematically analyze individual and social health prerequisites and to elaborate as well as implement concepts supporting environmental changes
- recognize demands and resources on the individual (internal) and environmental (external) levels
- understand and analyze processes between individuals and their environment on a structural level.
- draw upon national and international models of (technical) support for persons with disabilities in a scientifically appropriate manner.
comprehend English-speaking expert literature and state-of-the-art research and situate them within an expert discourse.

**Content**
The ICF (international classification of functioning, disability and health) understanding of disability represents the gateway to the module on environmental adaptation and technologies. It is on this basis that students will analyze currently available (technological) options and resources to support and enhance the quality of life of persons with impairments in social space. They will be encouraged to not only comprehend and reflect upon opportunities but also on limits and exclusionary potentials.

- Individually related context factors and effects according to the ICF
- Environmentally related context factors and effects according to ICF
- Supportive structures and offers linked to social space
- Introduction to the community care, community service and social space development approaches

**Teaching and learning methods**
The module consists of 2 classes with blended learning components. The contents of the lecture are transmitted live and through multi-perspective presentations. Students are encouraged to engage with relevant literature as well as with the issues presented.

**Courses**
1. **Course**

<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
<tr>
<td>Title</td>
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<td>Prof. Dr. Elisabeth Wacker</td>
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2. **Course**

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<td>Title</td>
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<td>Semester contact hours/week</td>
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<tr>
<td>Lecturer</td>
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**Literature**
The literature will be presented in the course of the lecture
Recommended prerequisites
Basic knowledge and understanding of scientific research methods

4. Study/Examinations
A presentation will show their ability to demonstrate their work on a given topic in a particular time. The presentation shows the ability to understand the context and complexity of processes between individuals and their environment. Thereby they have to prepare and deliver a well-researched oral presentation and a written abstract.

5. Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Elisabeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Wacker</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:elisabeth.wacker@tum.de">elisabeth.wacker@tum.de</a></td>
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Introduction to Strategy and Organization – Complementary Subject

1. General data

Title of module

<table>
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<tr>
<th>Title German:</th>
<th>Einführung in Strategie und Organisation</th>
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<td>Introduction to Strategy and Organization – Management in Health</td>
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Module level
Master degree program

Module subtitle

Semester duration
One semester

Frequency
SS

Language
English

ECTS
3

2. Workload

<table>
<thead>
<tr>
<th>Contact hours:</th>
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</table>

3. Description

Targeted learning outcomes
At the end of the module students are able to understand and to recognize the insight into organizational issues such as decision processes, individuals and their behavior within organizations, instruments of coordination and motivation and organizational ethics.

Content
The lecture Organization will start by identifying the premises having led to the development of organizations and how these entities can be characterized. In the next step, a selection of different organizational theories will be presented and analyzed. Based on these theoretical foundations, the lecture’s focus will switch to current trends and developments within organizational research and praxis.
Planned syllabus: organizational theories, intercompany organization, collaboration in virtual organizations and teams, cooperation and strategic decision making in the context of organization, individuals and behavior within organizations, instruments of coordination and motivation, transferring organizational research to praxis, organizational ethics, current developments within organizational research and praxis.

**Teaching and learning methods**
The module consists of a lecture. During the lecture the contents are delivered through presentations and talks. The students are inspired to improve the acquired knowledge by studying the suggested literature.

**Courses**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
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**Lecturer**
Prof. Welpe

**Literature**
An overview of relevant sources of literature will be provided for download. The major part will be in English and partly consist of current articles from international journals. The literature will be available for download in the E-Learning Portal.

**Recommended prerequisites**
No previous knowledge necessary

**4. Study/Examinations**
Written exam (60 minutes)

**5. Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Isabell M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Welpe</td>
</tr>
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Introduction to Human Resource Management

1. General data

Title of module

<table>
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Module level
Master degree program

Module subtitle

Semester duration
One semester

Frequency
WS/SS

Language
German

ECTS
5

2. Workload

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3. Description

Targeted learning outcomes

Nach der Absolvierung des Moduls, sind die Studierenden in der Lage:
- die strategische Bedeutung und operative Herausforderung der Personalarbeit zu kennen
- personalpolitische Aufgaben zu verstehen
- Ansätze des HR zu evaluieren
- aufbauend auf ihr Wissen der HR Handlungsmöglichkeiten zu entwickeln
- die Führungsrolle zu reflektieren
- wesentliche Kommunikations- und Motivationstheorien zu evaluieren
- Delegationsprozesse sowie die Ebenen und Dimensionen der Verantwortung zu verstehen

**Content**
- Personalplanung
- Personalmarketing, Personalgewinnung, Personalauswahl
- Personaleinsatz, Arbeitszeit- und Jobgestaltung
- Performancemanagement, Personalentwicklung, Vergütung
- Personalaustritt
- Organizational Behavior
- HR als Teil der Unternehmensführung
- IT und Personalcontrolling

**Teaching and learning methods**

**Courses**

<table>
<thead>
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<td>Lecturer</td>
<td>Prof. Waldmann</td>
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</table>

**Literature**
The literature will be presented in the course of the lecture

**Recommended prerequisites**
No recommendations necessary

4. **Study/Examinations**
Written exam (90 minutes)

5. **Responsible for module**

<table>
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<tr>
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<th>Rainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Waldmann</td>
</tr>
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Telemedizin – Telematische Medizin

1. General data

Title of module

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Module level

Master degree program

Module subtitle

Semester duration

One semester

Frequency

SS

Language

Deutsch

ECTS

5

2. Workload

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3. Description

Targeted learning outcomes


Courses

1. Course

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<tr>
<td>Lecturer</td>
<td>Dr. Petra Friedrich</td>
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</table>

Literature

1. Praktische Telemedizin in Kardiologie und Hypertensiologie, Goss/Middeke/Mengden/Smetalk (Hrsg), ISBN 978-3-13-149931-8
5. e-Health 2014 Informations- und Kommunikationstechnologien im Gesundheitswesen, Frank Duesberg (Hrsg), medical future verlag, ISBN-978-3-9814005-6-4

Recommended prerequisites

No recommendations necessary

4. Study/Examinations

Written exam (90 minutes)

5. Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Bernhard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Wolf (Heinz Nixdorf-Lehrstuhl für Medizinische Elektronik)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:wolf@tum.de">wolf@tum.de</a></td>
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Betriebliche Gesundheitsförderung – Complementary Subjects

1. General data

Title of module

<table>
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<th>Betriebliche Gesundheitsförderung</th>
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<tr>
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<td>Workplace Health Promotion</td>
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Module level

Master degree program

Module subtitle

Semester duration

1 Semester

Frequency

WS/SS

Language

German

ECTS

3

2. Workload

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3. Description

Targeted learning outcomes


Content

- Bedeutung der Erwerbstätigkeit für die Gesundheit
- Konzept der Betrieblichen Gesundheitsförderung
- Ansatzpunkte der Betrieblichen Gesundheitsförderung
- Nutzen der Betrieblichen Gesundheitsförderung
- Allgemeine Rahmenbedingungen
- Interventionsansätze der BGF
- Idealtypischer Ablauf der Betrieblichen Gesundheitsförderung
- Erfolgsfaktoren der BGF
- Die Doppelrolle der Führungskräfte
- Settingbezogene/Zielgruppenbezogene/Themenbezogene BGF

**Teaching and learning methods**

Virtuelles Seminar; Interaktionsformen mit dem System/Betreuer via E-Mail; Interaktionsformen mit Mitlernenden via E-Mail, Chat, Foren


**Courses**

1. Course

<table>
<thead>
<tr>
<th>Type</th>
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<tr>
<td>Title</td>
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<tr>
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</tr>
<tr>
<td>Lecturer</td>
<td>Prof. Dr. med. Jörg Wolstein</td>
</tr>
</tbody>
</table>

**Literature**

Ein Glossar mit den wichtigsten Fachbegriffen, sowie eine Liste der relevanten Fachliteratur und Originalarbeiten stehen online zur Verfügung

**Recommended prerequisites**

Keine besonderen Vorkenntnisse

4. **Study/Examinations**

Die Modulprüfung besteht aus einer Klausur, in der die Studierenden ausgewählte Konzepte der betrieblichen Gesundheitsförderung ohne Hilfsmittel wiedergeben und erklären, sowie deren Umsetzung im Alltag darlegen. Das Beantworten der Fragen erfordert eigene Formulierungen.
## Responsible for module

<table>
<thead>
<tr>
<th>Given name</th>
<th>Jörg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Wolstein</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:joerg.wolstein@uni-bamberg.de">joerg.wolstein@uni-bamberg.de</a></td>
</tr>
</tbody>
</table>
1. General data

Title of module

- Title German: Cross-border Health Care Management
- Title English: Cross-border Health Care Management

Module level
Master degree program

Module subtitle

Semester duration
1 semester

Frequency
WS/SS

Language
English

ECTS
3

2. Workload

<table>
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<tr>
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<tbody>
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</table>

3. Description

Targeted learning outcomes

Nach Abschluss des Kurses sind die Studierenden in der Lage, die Auswirkungen der Globalisierung in der Gesundheitsversorgung zu erkennen, Ziel- und Quellmärkte für den Medizintourismus zu unterscheiden, Angebote für ausländische Patienten zu konzipieren und ökonomisch zu bewerten. Sie sind fähig mit Webportalen zu arbeiten sowie die Unternehmen der Gesundheitswirtschaft zu beraten.

Content

- Supply and demand in medical tourism and cross-border health care: definition of medical tourism, driving forces in medical tourism, basic concepts and terms, international comparison of health care systems
- Countries of origin and destination in medical tourism: foreign patients on German hospitals, outgoing German patients for medical treatment, US as a country of origin of medical tourists
- Legal issues of cross-border health care management: EU patient mobility act, protection and safety of patient data
- Marketing in medical tourism: webportal solutions, the role of patient facilitator
- Transcultural features of international patients: language, culture and religion as a barrier, demands of foreign patients
- Processes in medical tourism: processes and interfaces, eHealth and telemedicine, finance and controlling, risk analysis
- Ethics and morals: basic right for best medical treatment, foreign patients versus local patients
- Case studies: BAVARIA - a better state of health, International department of university hospital Hamburg Eppendorf, KHIDI - Korean health industry development institute, Bumrungrad Hospital Bangkok

Teaching and learning methods

Courses
1. Course

<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
<tr>
<td>Title</td>
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<tr>
<td>Lecturer</td>
<td>Prof. Dr. Horst Kunhardt</td>
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</table>

Literature
Ein Glossar mit den wichtigsten Fachbegriffen, sowie eine Liste der relevanten Fachliteratur und Originalarbeiten stehen online zur Verfügung

Recommended prerequisites
Keine besonderen Vorkenntnisse
4. **Study/Examinations**

Die Modulprüfung besteht aus einer Projektarbeit, in der die Studierenden unter tutorieller Begleitung im Internet (Foren, Chat) eine thematische Karte oder einen Plan aus einem frei zu wählenden Themenbereich ausarbeiten.

5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Horst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Kunhardt</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:horst.kunhardt@th-deg.de">horst.kunhardt@th-deg.de</a></td>
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</tbody>
</table>
Grundlagen gesundheitsökonomischer Evaluationen – Complementary Subjects

1. General data

Title of module

<table>
<thead>
<tr>
<th>Title German:</th>
<th>Grundlagen gesundheitsökonomischer Evaluationen</th>
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Module level

Master degree program

Module subtitle

Semester duration

1 semester

Frequency

WS/SS

Language

German

ECTS

3

2. Workload

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<td>90</td>
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<tr>
<td>Total:</td>
<td>90</td>
</tr>
</tbody>
</table>

3. Description

Targeted learning outcomes

die Grundprinzipien gesundheitsökonomischer Evaluationen und können diese wiedergegeben.

Content
- Effektivität und Effizienz im Gesundheitswesen
- Die Berechnung von Kosten und Nutzen
- Grundformen gesundheitsökonomischer Evaluationen
- Das QALY-Konzept
- League Tables und Schwellenwerte
- Alternativen zum QALY-Konzept
- Das Effizienzgrenzenkonzept des IQWiG
- Grundprinzipien gesundheitsökonomischer Evaluationen I
- Grundprinzipien gesundheitsökonomischer Evaluationen II
- Das Design gesundheitsökonomischer Evaluationsstudien
- Fallstudien

Teaching and learning methods
Virtuelle Vorlesung: Interaktionsformen mit dem System/Betreuer via E-Mail, Kooperation Lerner/Betreuer bei der Aufgabenbearbeitung; Interaktionsformen mit Mitlernenden via Foren

Courses
1. Course

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<thead>
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<th>Type</th>
<th>Virtuelle Vorlesung</th>
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<td>hours/week</td>
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<tr>
<td>Lecturer</td>
<td>Prof. Dr. Oliver Schöffski</td>
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Literature
Ein Glossar mit den wichtigsten Fachbegriffen, sowie eine Liste der relevanten Fachliteratur und Originalarbeiten stehen online zur Verfügung

Recommended prerequisites
Keine besonderen Vorkenntnisse
4. **Study/Examinations**


5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Oliver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Schöffski</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:gesundheitsmanagement@wiso.uni-erlangen.de">gesundheitsmanagement@wiso.uni-erlangen.de</a></td>
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Global Diversity Training – Complementary Subjects

1. General data

Title of module

<table>
<thead>
<tr>
<th>Title German:</th>
<th>Zusammenarbeit in interkulturellen Teams</th>
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<tbody>
<tr>
<td>Title English:</td>
<td>Global Diversity Training</td>
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Module level
Master degree program

Module subtitle

Semester duration
1 semester

Frequency
WS/SS

Language
English

ECTS
2

2. Workload

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<td>60</td>
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</table>

3. Description

Targeted learning outcomes
After this workshop you will:
- Be able to analyze situations of your work life in an international team
- Know how to deal with Culture shock and its symptoms.
- Know strategies to deal with intercultural situations
- Have the basics to feel more secure when intercultural situations in your work occur.

Content
Collaboration in international teams is becoming a crucial everyday part of working environments. It brings numerous benefits, but can also lead to misunderstandings, confusions and conflicts that can hinder productivity.
The aim of the training is to prepare participants for teamwork from an intercultural perspective and especially to reflect the influence of diversity on the team process in international teams. To achieve this goal, we will work with science-based models, short lectures and numerous exercises with a strong focus on the relevance for your professional and daily life.

In the workshop we will
- individually deal with our own cultural background and its impact on intercultural collaboration
- analyze the role and tasks of team leaders in an intercultural context
- develop strategies for case studies in international teams.

**Teaching and learning methods**
The workshop will be a mix of input, case studies, discussions and group work.

**Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Type</th>
<th>Title</th>
<th>Semester contact hours/week</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>1.</td>
<td>Seminar</td>
<td>Global Diversity Training (Zusammenarbeit in interkulturellen Teams)</td>
<td>1</td>
<td>Maria Prahl</td>
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**Literature**

**Recommended prerequisites**
No previous knowledge necessary

**4. Study/Examinations**
Active participation, Short Presentation (group work), Learning summary (2 pages)

**5. Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Surname</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>Prahl</td>
<td><a href="mailto:maria.prahl@tum.de">maria.prahl@tum.de</a></td>
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Ethik des Rechts – Complementary Subjects

1. General data

Title of module

<table>
<thead>
<tr>
<th>Title German:</th>
<th>Ethik des Rechts (Einführung in die Rechtsphilosophie)</th>
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<td>Title English:</td>
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Module level
Master degree program

Module subtitle

Semester duration
1 semester

Frequency
WS/SS

Language
German

ECTS
2

2. Workload

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</table>

3. Description

Targeted learning outcomes
Die Studierenden verfügen über ein breites Spektrum an theoretischer, konzeptioneller und methodischer Analysekompetenz, das sie zu kritischer Selbstreflexion befähigt.

Content
- Fragestellungen: Nach welchen Grundsätzen soll man in schwierigen Situationen ethische und gerechte Entscheidungen treffen? Was ist ethisch vertretbar und wann sind Handlungen ethisch verwerflich? Kann man mit Geld alles kaufen?,
- Überblick über die wesentlichen Grundlagen des Verhältnisses von Recht und Ethik anhand konkreter Fallbeispiele aus der Gegenwart,
- konzeptionelle Ansätze zur Ethik des Rechts,
- Freiheit und Gleichheit,
- die Zusammenhänge zwischen Individualismus, Leistungsideologie und Gemeinwohl,
- soziale Gerechtigkeit und Leistungsgerechtigkeit,
- Loyalitätskonflikte und positive Diskriminierung.

**Teaching and learning methods**

Lektüre von Texten, Referate/Präsentationen, Diskussionen, Teamwork, schriftliche Ausarbeitung/Essay

**Courses**

1. **Course**

<table>
<thead>
<tr>
<th>Type</th>
<th>Seminar</th>
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<tr>
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</table>

| Lecturer | Giorgi Khubua |

**Literature**

Eine Literaturliste wird zu Beginn der Veranstaltung ausgehändigt.

**Recommended prerequisites**

Keine Vorkenntnisse notwendig

4. **Study/Examinations**

Die Modulprüfung besteht aus einer Präsentation, in der die Studierenden die Ergebnisse einer ausgewählten Fragestellung aus der Ethik des Rechts veranschaulichen und vortragen.

5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Giorgi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Khubua</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:giorgi.khubua@tum.de">giorgi.khubua@tum.de</a></td>
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</table>
Sponsorship-Linked Marketing – Complementary Subjects

1. General data

Title of module

<table>
<thead>
<tr>
<th>Title German:</th>
<th>Sponsoring und dessen Implementierung im Marketing</th>
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Module level
Master degree program

Module subtitle

Semester duration
1 semester

Frequency
WS/SS

Language
Englisch

ECTS
6

2. Workload

<table>
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3. Description

Targeted learning outcomes

At the end of the module students understand how sponsorship portfolios are created from the perspective of different stakeholders (sponsors and ambushers, event organizers, individuals, media). This includes sponsorship in sports, arts and culture, social causes, science and education, ecological causes, as well as the media. The students understand the basics in sponsorship and sponsorship-linked marketing, including recent developments and the chain of effects of the sponsorship-linked marketing management process. The students also understand the mechanisms of how recipients process sponsorship messages. They are able to use different methodological concepts in order to quantify the effects of sponsorship messages on recipients and relate these measures to the predefined goals of the stakeholders. The students are able to identify success factors of sponsorship-
linked marketing and they can use methods that measure the success of sponsorship. The students are able to create both innovative sponsorship strategies as part of the sponsorship portfolio management and strategies that help sponsors protect the sponsorship rights against ambushers.

**Content**
- Introduction and Overview of the Sponsorship-linked Marketing Management Process
- Introduction to Sponsorship and Sponsorship-linked Marketing
- The Sponsorship-linked Marketing Management Process
- How Sponsorship-linked Marketing Activities Influence Stakeholders
- The Effects of Sponsorship-linked Marketing Activities on Recipients
- Theories on the Processing of Sponsorship Messages (I)
- Theories on the Processing of Sponsorship Messages (II)
- Visual Attention to Sponsors at the Site of Events and in the Media
- Outcome Measurement and Controlling in Sponsorship-linked Marketing
- Measuring and Interpreting Sponsorship Outcome Variables
- Sponsorship-linked Marketing and the Financial Success of Brands
- Sponsorship-linked Marketing Implementation
- Leveraging Tools in Sponsorship-linked Marketing
- Non-sponsor Brand Behaviors: Official Sponsorship versus Ambush Marketing
- The Sponsor Perspective: How to Create Unique Sponsorship Portfolios
- The Sponsored Property Perspective: How to Recruit and Retain Sponsors

**Teaching and learning methods**

Online lectures, online training with case studies: state of the art in the field of sponsorship and its implementation. Students learn the content online. Relevant material research, solving problems and finding solutions, working on selected aspects of research in the form of homework.

**Courses**

1. Course

<table>
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2. Course

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</tr>
<tr>
<td>Lecturer</td>
<td>Julia Over</td>
</tr>
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</table>

**Literature**

Journal articles are posted to specific topics.

**Recommended prerequisites**

Basic skills in Marketing

4. **Study/Examinations**

The module examination consists of a written test. The exam is to verify that the students are able to properly select and apply the correct methodological measurement within a limited time and without aids in the light of various challenges of sponsorship. The questions include answers to each question from a set of predetermined multiple answers. Secondly, open-end questions are asked so that the student can demonstrate strategies and implementation options of sponsorship.

5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Jörg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Königstorfer</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:joerg.koenigstorfer@tum.de">joerg.koenigstorfer@tum.de</a></td>
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</table>
Sponsorship-Linked Marketing (extended) – Complementary Subjects

1. General data

Title of module

<table>
<thead>
<tr>
<th>Title German:</th>
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Module level
Master degree program

Module subtitle

Semester duration
1 semester

Frequency
WS/SS

Language
Englisch

ECTS
10

2. Workload

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3. Description

Targeted learning outcomes
At the end of the module students understand how sponsorship portfolios are created from the perspective of different stakeholders (sponsors and ambushers, event organizers, individuals, media). This includes sponsorship in sports, arts and culture, social causes, science and education, ecological causes, as well as the media. The students understand the basics in sponsorship and sponsorship-linked marketing, including recent developments and the chain of effects of the sponsorship-linked marketing management process. The students also understand the mechanisms of how recipients process sponsorship mes-
sages. They are able to use different methodological concepts in order to quantify the effects of sponsorship messages on recipients and relate these measures to the predefined goals of the stakeholders. The students are able to identify success factors of sponsorship-linked marketing and they can use methods that measure the success of sponsorship. The students are able to create both innovative sponsorship strategies as part of the sponsorship portfolio management and strategies that help sponsors protect the sponsorship rights against ambushers.

Content
- Introduction and Overview of the Sponsorship-linked Marketing Management Process
- Introduction to Sponsorship and Sponsorship-linked Marketing
- The Sponsorship-linked Marketing Management Process
- How Sponsorship-linked Marketing Activities Influence Stakeholders
- The Effects of Sponsorship-linked Marketing Activities on Recipients
- Theories on the Processing of Sponsorship Messages (I)
- Theories on the Processing of Sponsorship Messages (II)
- Visual Attention to Sponsors at the Site of Events and in the Media
- Outcome Measurement and Controlling in Sponsorship-linked Marketing
- Measuring and Interpreting Sponsorship Outcome Variables
- Sponsorship-linked Marketing and the Financial Success of Brands
- Sponsorship-linked Marketing Implementation
- Leveraging Tools in Sponsorship-linked Marketing
- Non-sponsor Brand Behaviors: Official Sponsorship versus Ambush Marketing
- The Sponsor Perspective: How to Create Unique Sponsorship Portfolios
- The Sponsored Property Perspective: How to Recruit and Retain Sponsors

Teaching and learning methods
Online lectures, online training with case studies:
The module consists of a seminar and its accompanying lecture and exercise. Learning and teaching methods of the seminar (2 SWS): study of literature, summarizing the current state of the literature in the form of a presentation, presenting the findings and critical reflection. Teaching and learning methods of the lecture: It is presented in the marketing state of the art knowledge in the field of sponsorship and its implementation. Students learn the content online. Teaching and learning methods of the exercise (2 SWS): Relevant material research, solving problems and finding solutions, working on selected aspects of research in the form of homework.
### Courses

1. **Course**
   - **Type**: Lecture
   - **Title**: Sponsorship-linked Marketing
   - **Semester contact hours/week**: 2
   - **Lecturer**: Julia Over

2. **Course**
   - **Type**: Seminar
   - **Title**: Sponsorship-linked Marketing
   - **Semester contact hours/week**: 2
   - **Lecturer**: Julia Over

3. **Course**
   - **Type**: Exercise
   - **Title**: Sponsorship-linked Marketing
   - **Semester contact hours/week**: 2
   - **Lecturer**: Julia Over

### Literature

Journal articles are posted to specific topics.

### Recommended prerequisites

Basic skills in Marketing

### 4. Study/Examinations

The module examination consists of a written test. The exam is to verify that the students are able to proper select and applicate the correct methodological measurement within a limited time and without aids in the light of various challenges of sponsorship. The questions include answers to each question from a set of predetermined multiple answers. Secondly, open-end questions are asked so that the student can be able to demonstrate strategies and implementation options of sponsorship.
5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Jörg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Prof. Königstorfer</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:joerg.koenigstorfer@tum.de">joerg.koenigstorfer@tum.de</a></td>
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Health, (Dis)ability and Participation in a Global Perspective – Complementary Subjects

1. General data

Title of module

<table>
<thead>
<tr>
<th>Title German:</th>
<th>Gesundheit, Behinderung und Teilhabe in globaler Perspektive</th>
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<tbody>
<tr>
<td>Title English:</td>
<td>Health, (Dis)ability and Participation in a Global Perspective</td>
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Module level
Master degree program

Module subtitle

Semester duration
1 semester

Frequency
WS

Language
English

ECTS
7

2. Workload

<table>
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<tr>
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3. Description

Targeted learning outcomes
After successfully completing the module, students will be able to:
- Reflect upon social and political factors that influence health, (dis)ability and participation in an internationally comparative perspective
- Systematically analyze concepts, structures and systems on both personal and institutional levels (role of the state in health promotion and rehabilitation, provider structure, social services, role of informal care and support structures, participation and empowerment etc.)
- Critically assess international strategies in the areas of health promotion and (disability-)inclusive development

**Content**
- Determinants of health from a global perspective
- Health, global development and (in)equalities
- Socio-cultural aspects in health, (dis)ability and participation
- International agenda processes (e.g. Sustainable Development Goals) and their relevance for health, (dis)ability and participation
- In-depth examination of selected international strategies in the context of health promotion and inclusive development (e.g. Community-Based Rehabilitation/ Community-Based Inclusion)
- Critical analysis of implementation processes
- Analysis of case examples
- Active participation in faculty research projects, i.a.

**Teaching and learning methods**
The module consists of 2 classes. The contents of both seminars are transmitted live and through multi-perspective presentations. However, blended learning components may complement the live presentations and discussions. The duration of classes spans two semesters.

**Courses**
1. **Course**

<table>
<thead>
<tr>
<th>Type</th>
<th>Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Health, (Dis)ability and Participation in a Global Perspective – An Introduction</td>
</tr>
<tr>
<td>Semester contact hours/week</td>
<td>2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Kathrin Schmidt/ Prof. Dr. Elisabeth Wacker</td>
</tr>
</tbody>
</table>
2. Course

<table>
<thead>
<tr>
<th>Type</th>
<th>Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>International strategies in the areas of health promotion and inclusive development</td>
</tr>
<tr>
<td>Semester contact hours/week</td>
<td>2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>N.N.</td>
</tr>
</tbody>
</table>

**Literature**
The literature will be presented in the course of the seminar.

**Recommended prerequisites**
-

4. **Study/Examinations**
A presentation will show the students’ ability to demonstrate their work on a given topic in a particular time. The presentation shows the ability to understand the context and complexity of global processes and structures in the area of health, (dis)ability and participation. Thereby they have to prepare and deliver a well-researched oral presentation and a written abstract. The presentation will be given in one of the two seminars.

5. **Responsible for module**

<table>
<thead>
<tr>
<th>Given name</th>
<th>Kathrin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Schmidt</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:kathrin.schmidt@tum.de">kathrin.schmidt@tum.de</a></td>
</tr>
</tbody>
</table>