

Nursing & Management

- Courses in English -

- Evidence-based nursing
- Healthy Aging & Palliative Care in a European Context*
- Nursing science project: Focus - dementia and caregivers
- Nursing science project: Focus - paediatrics

Faculty exchange classes:

- Intercultural Learning in Theory and Practice
- Selected Business Topics: The Hamburg Metropolitan Region**

* International Week at a partner university in Utrecht, The Netherlands ** not for English native speakers

Students can also choose from classes offered by the Department of Social Work, if capacity allows

Course Name: Evidence-based nursing (elective course)Degree programme: **Nursing (Bachelor)**

Responsible Lecturer: Beatrice Frederich

Workload: 150h**Lecture hours per week:** blocked course**ECTS Credits:** 5**Exemplary course objectives:**

- Introduction in EBN – sources, aims, methods
- Relevance of EBN in practice and implementation
- Literature research in different databases in human research
- Assessment tools to interpret different levels of evidence
- Overview in descriptive and closing statistics, exercises in application of different statistical methods
- Reading exercises for different study designs

Contents:

This course gives a deepening insight into the evidence-based practice in the field of nursing and medicine. The aims of this seminar are to use, interpret and understand methods and theories of quantitative research in order to understand opportunities to implement these in daily practice in different settings of healthcare.

About didactics and workload distribution:

Interactive seminar with exercises, 72 hours classes, 78hours personal study

Requirements for participation:

None

Course language:

English

Type of exam:

A written report to a prearranged subject

Requirements for credit point allocation:

Reading and active participation in teamwork, lessons and discussions

Literature:

Literature references are given in the course of the seminar

**Course Name: Healthy Aging and Palliative Care in an European Context
(International Week Utrecht/ the Netherlands) probably in May 2025**

Degree programme:

**Dual Degree Nursing and Interdisciplinary
healthcare and management (Bachelor)**

Responsible Lecturer:

Prof. Dr. Miriam Tariba Richter

Workload: 60 hours

Lecture hours per week: 40 (blocked)

ECTS Credits: 2

Course objectives:

International Week focuses on the similarities and differences in Nursing in Europe concerning healthy aging and palliative care. We will look at social and health care systems, the education programmes and the clinical nursing environments in different European countries. Lectures, workshops and assignments will be delivered by teachers from different countries. In addition, we will include clinical visits. The main goal of the study-week is to gain wider intercultural knowledge and insights on the topic(s). As per the content of the week, students will carry out group assignments which will be presented at the end of the course.

Contents:

- Healthy aging
- End of life care
- Nursing
- Intercultural communication

About didactics and workload distribution:

Lectures, workshops, clinical visits and group work together with other students from Finland, Belgium, Germany, Denmark and the Netherlands: 30 hours classes; 30 hours personal study

Requirements for participation:

Basic knowledge of at least 3 semesters of study in a healthcare profession, preferably nursing

Course language:

English

Type of exam:

Presentation including handout

Requirements for credit point allocation:

Active participation during lessons, excursions and teamwork

Literature:

Have, H. ten; Janssens, Rien (Ed.) (2001): Palliative Care in Europe: Concepts and Policies. Amsterdam, Washington: IOS Press.

Course Name: Nursing science project - Practice project –: e.g.: Nursing specifics of an ethical case discussion in the paediatric setting

Degree programme: Nursing (Bachelor)

Responsible Lecturer:

Project monitoring:

Prof. Dr. Miriam Tariba Richter

Practice institution:XY

Workload: 150h

Lecture hours per week: 4

ECTS Credits: 5

Aim and content of project:

Example - the content of the projects varies each year in relation to the requirements of the practical training facilities:

Due to progressive developments in medicine in recent years, questions have arisen which today significantly shape our perception of modern health care (Woellert, Göke, Prölß et al. 2021). This also applies to paediatrics. Increasingly, complex, and difficult treatment situations arise in paediatric practice, which leads to ethical dilemmas (Jäger, Nydegger 2013). As an example, ethical and moral considerations regarding high morbidity and mortality rates of extremely premature newborns receiving intensive care are mentioned here (Berger, Kiechl-Kohlendorfer, Berger et al. 2017, 141). Here, several perspectives can come into conflict, such as medical considerations, the will of the relatives, the interests of the child, etc., which confronts all persons involved in difficult decision-making situations (cf. Jäger, Nydegger 2013). Especially when an ethically justifiable decision must be made in the interest of a child who cannot express himself, parents and carers are equally (over-)challenged (Kutzer et al. in JuKip 2018, 202ff). In this context, ethical case discussions can support an ethical decision-making process that is oriented towards all perspectives. Against this background, the following questions arise:

- What contribution can nurses make to ethical case discussions in paediatrics, what role and responsibilities do they have there, and what conditions are required from a nursing perspective?
- What are the framework conditions of an ethical case discussion and how can nurses be more actively involved in ethical case discussions and assert/emancipate themselves there?
- What competences do nurses need to fulfil their role in an ethical case discussion in paediatrics?

The aim of the project is to discuss the questions and to develop a concrete guideline for a nursing-paediatric ethical case discussion and a further education booklet, which will be used in practice and discussed with the practice.

Project tasks

In the project, the students familiarise themselves with the topic through systematic literature research and deal intensively with ethical case discussion in the field of paediatrics on one hand and its framework conditions on the other. The focus of the discussion is the nursing contents, areas of responsibility and specifics of an ethical case discussion in paediatrics, which are to be summarised. In addition, a guideline for the preparation of an ethical case discussion is to be created in which it becomes clear what role nurses take in it. Conclusions for practice will be drawn from the results and concrete recommendations for the implementation and application of the guideline will be given.

About didactics and workload distribution:

Interactive project group work

Requirements for participation:

Basic research skills

Course language:

English

Type of exam:

Part-taking in project and conduct a project presentation.

Course Name: Nursing Science Project – Identification of healthcare services for people with dementia and their caregivers

Degree programme: Nursing

Responsible Lecturer: Prof. Adina Dreier-Wolfgramm

Workload: 150 hours

Lecture hours per week: 4

ECTS: 5

More than 1.8 million people in Germany are currently affected by dementia. Around 440.000 people aged 65 and over were newly diagnosed in 2021. (Blotenberg et al. 2023, Alzheimer Society 2022). According to forecasts, the number of people with dementia is expected to increase up to 3.0 million by 2050. (Alzheimer Gesellschaft e.V. 2018) The majority (more than 70%) of those affected are cared by caregivers and/or outpatient care services in their own homes (Alzheimer Europe 2016).

The progression of dementia is associated with increasing limitations in physical, motor, and social functions as well as the occurrence of neuropsychiatric symptoms (e.g. agitation, depression, apathy, aggression, delusions) in people with dementia. These developments pose enormous challenges for family caregivers (Bangertter et al. 2017, Alzheimer's Disease International 2016). These challenges are exacerbated by partial interruptions to the daily routines of people with dementia and discontinuity in care. (Greenberg et al. 2020, National Dementia Strategy 2020). As a result, they often lead to physical, psychological, emotional, and social stress for caregivers. In addition, long-term health impairments can occur (including depressive illnesses, anxiety disorders, medication abuse, mortality) and contribute to the premature institutionalization of people with dementia. (Zwingmann et al. 2020, Zwingmann et al 2018). Various healthcare support services have been developed in recent years to make a positive contribution to the care of patients with dementia and to relieve the burden on family caregivers. These care services can make a positive contribution to needs-based, multimodal support for caregivers of patients with dementia and thus significantly reduce the occurrence of stress and health impairments (Zwingmann et al. 2019). The person-centered identification of care needs by the family caregiver themselves and the associated initiation of needs-based support services is important here (Dreier-Wolfgramm et al 2021, Dreier-Wolfgramm et al. 2017).

The aim of the project is to develop an overview of health care and support services available for people with dementia and their caregivers. The project also aims to describe which aspects of care are addressed by the services.

Contents:

Systematic literature search:

- definition of the literature search procedure (databases, any plus literature sources, search strategy, search terms, search string),
- preparation & analysis of the literature search results,
- development of an overview of digital support services for people with dementia, and
- coordination & exchange with the project management (presentation of the work status & interim results)

About didactics and workload distribution:

Requirements for participation: Nursing students should

- be interested in the topic and curious about a systematic literature search,
- have the skills to analyze a literature search,
- enjoy working in a project team and
- be willing to work independently.

Course language:

English

Type of exam:

Participation in seminars and performing team facilitation and team debrief as well as a written report.

Requirements for credit point allocation:

Course and examination achievement: Written or oral paper

Literature:

- Alzheimer Society e.V. (2022). The prevalence of dementia. https://www.deutsche-alzheimer.de/fileadmin/Alz/pdf/factsheets/infoblatt1_haeufigkeit_demenzkrankungen_dalzg.pdf (accessed: 16.08.2023)
- Bangertter LR, Griffin JM, Zarit, SH, Havyer R (2017). Measuring the needs of family caregivers of people with dementia: an assessment of current methodological strategies and key recommendations. J Appl Gerontol., 38(9):1304-1318.
- Blotenberg I, Hoffmann W, Thyrian JR. Dementia in Germany: Epidemiology and Prevention Potential Dtsch Arztebl Int. 2023 Jul 10;120(27-28):470-476. doi: 10.3238/arztebl.m2023.0100.

- Dreier-Wolfgramm A, Teipel S, Zwingmann I (2021). Family caregivers: an important resource in the care and support of people in need of care. In: Pundt J, Rosentreter M (eds.). Care dynamically forward. APOLLON University Press, Bremen, pp.159-178.
- Dreier-Wolfgramm A, Michalowsky B, Austrom MG, van der Marck MA, Iliffe S, Alder C, Vollmar HC, Thyrian JR, Wucherer D, Zwingmann I, Hoffmann W. Dementia care management in primary care: Current collaborative care models and the case for interprofessional education. *Z Gerontol Geriatr.* 2017 May;50(Suppl 2):68-77. doi: 10.1007/s00391-017-1220-
- Greenberg NE, Wallick A, Brown LM (2020). Impact of COVID-19 pandemic restrictions on .community-dwelling caregivers and persons with dementia. *Psychol Trauma.* 2020 Aug;12(S1):S220-S221. doi: 10.1037/tra0000793.
- National Dementia Strategy (2020). The consequences of the corona pandemic for people with dementia - support from the National Dementia Strategy. https://www.nationale-demenzstrategie.de/fileadmin/nds/pdf/2020-07-03__Corona_und_Demenz_.pdf (accessed: 09.04.2021)
- Zwingmann I, Dreier-Wolfgramm A, Esser A, Wucherer D, Thyrian JR, Eichler T, Kaczynski A, Monsees J, Keller A, Hertel J, Kilimann I, Teipel S, Michalowsky B, Hoffmann W. Why do family dementia caregivers reject caregiver support services? Analyzing types of rejection and associated health-impairments in a cluster-randomized controlled intervention trial. *BMC Health Serv Res.* 2020 Feb 14;20(1):121. doi: 10.1186/s12913-020-4970-8.
- Zwingmann I, Michalowsky B, Eßer A, Kaczynski A, Monsees J, Keller A, Hertel J, Wucherer D, Thyrian J, Eichler T, Kilimann I, Teipel S, Dreier-Wolfgramm A, Hoffmann W (2019). Identifying unmet needs of family dementia caregivers: Results of the baseline assessment of a cluster-randomized controlled intervention trial, *Journal of Alzheimer's Disease*, 67(2), 527-539.

Faculty exchange classes

Course Name: Intercultural Learning in Theory and PracticeDegree programme:
Special moduleResponsible Lecturer: Prof. Dr. Yildirim-Krannig/ Prof.
Dr. Adelheid Iken**Work load: 150 h****Lecture hours per week:** Block seminar**ECTS Credits: 5****Course objectives:**

- increase student's level of cultural awareness, knowledge and sensitivity enabling them to work effectively with people from different cultural and linguistic backgrounds in general and in cross-cultural teams in particular, and
- to equip them with knowledge and skills needed for adapting to new social and working environments

Contents:

- Intercultural communication and competence, theoretical considerations
- Developing intercultural competence, approaches, methods and assessment tools
- Theories of and approaches to cultural analysis and comparison
- Cultural values and their influence on working practices in different contexts
- Working effectively and efficiently in cross-cultural teams
- Communication patterns and styles and its impact on social and business relations
- Tools and strategies for leveraging cultural differences and dealing with miscommunications and conflicts
- Sojourners, expats, international adjustment and acculturation strategies

About didactics and work load distribution:

The seminar will take place in two separate blocks both equivalent to 32 teaching units. (2 weekends)

Requirements for participation:

Good level of English

Course language:

English

Type of exam:

Presentation and written report

Requirements for credit point allocation:

Regular participation and fulfilment of the course requirements (exam)

Literature:

- General reading list (A compulsory reading list with articles and case studies is being provided at the beginning of each term):
- Miller, Katherine 2012. Organizational Communication: Approaches and Processes. Wadsworth: Cengage Learning (International Edition).
- Schneider, Susan C. & Jean-Louis Barsoux 2003. Managing Across Cultures. Harlow: Pearson Education Limited.
- Steers, Richard M., Luciana Nardon & Carlos J. Sanchez-Runde 2013. Management Across Cultures: Developing Global Competencies. Cambridge: Cambridge University Press
- Thomas, David & Mark F. Peterson. 2018. Cross-cultural Management: Essential Concepts. London-Sage

Course Name: Selected Business Topics – The Hamburg Metropolitan Region

Degree programmes:

Responsible Lecturer: Erika Kullmann

Work load: 150 hours/semester
(1 hour = 60 minutes)

Lecture hours per week: 4
(1 lecture hour = 45 minutes)

ECTS Credits: 5

Course objectives:

To make the students aware of and familiar with, the multiple business opportunities of their host city, Hamburg, and its surroundings.

To further develop the student's

- linguistic (English) competence for international business,
- methodology for acquiring and developing language knowledge and skills in Business English
- autonomy as a learner,
- academic reading skills,
- research skills,
- presentation skills.

Contents:

We will study the Hamburg Metropolitan Region with its multiple business opportunities from the port and global players to small businesses and start-ups. Course work may also include the region's social and cultural institutions as well as the leisure industry, healthcare and the like. We will take our findings as the starting point for further reading and (linguistic) research.

About didactics and work load distribution:

- Teaching methods:
 1. short lectures
 2. group work
 3. plenary and group discussions
 4. simulations
 5. impromptu presentations (1 -5 online if required by COVID-19 restrictions)
 6. field trips (if COVID-19 restrictions allow)
- Independent study:
 - reading
 - researching
 - studying texts for their linguistic content and relevance
- Work load distribution (1 hour = 60 minutes):
 - class hours: 45 hours
 - preparatory reading, independent study, exam preparation and exam: 105 hours

Requirements for participation:

English at Level B2 – preferably C1 – of the Common European Framework of Reference for Languages (CEFR)

German (reading comprehension only) at CEFR Level B1 desirable, but not compulsory.

Native speakers of English are not eligible for this course.

Course language:

English

Type of exam / Assessment:

Presentation and/or research report in class **plus** a piece of writing done at home **or** oral exam

Literature:

Research topics and required reading to be announced in the first two sessions