

International Degree Programme Palliative Care M.Sc.

Module Handbook

English version (not legally binding) – translation from the official document

version dated 19.6.2025

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1.1 Basics of Palliative Care

Module leader:	Prof. Dr. Henrikje Stanze		
ECTS points:	6 ECTS	Workload (h):	180h
Type of module and position in the course of study:	mandatory module taught in the 1. semester	Contact hours (h):	56h
Scope und frequency of teaching:	14 classes in summer term	Self-study (h):	124h
Type of module and position in other study programs or continuing education offers:			
<p>Learning outcomes:</p> <p>This module teaches the basics of palliative care, including the ‘Palliative care course multi-professional for carers and psychosocial professional groups’ of the German Society for Palliative Medicine (DGP). The basics are deepened in a multiprofessional and an interdisciplinary way using concrete cases from practice. In doing so, an interprofessional exchange and structural case discussion is practised, taking into account ethical principles and problems.</p> <p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> ▪ <i>Students review their basic knowledge of palliative care</i> ▪ <i>They can categorise and explain the 10 core competencies in palliative care by the European Association for Palliative Care (EAPC).</i> ▪ <i>They develop a uniform understanding of the terminology used in palliative care</i> <p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> ▪ <i>Students apply basic knowledge in the context of cases</i> ▪ <i>They analyse acquired knowledge in a multiprofessional exchange</i> <p>Communication and cooperation</p> <ul style="list-style-type: none"> ▪ <i>Students know the basics of communication and apply them in multiprofessional teams</i> ▪ <i>They assess and evaluate interprofessional cooperation in palliative care and treatment</i> <p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> ▪ <i>Students can identify current scientific literature on the topic of palliative care</i> ▪ <i>They develop a self-image and professionalism in the scientific field of palliative care.</i> 			
<p>Course content:</p> <ul style="list-style-type: none"> ▪ <i>10 core competencies by the European Association for Palliative Care (- different settings in hospice and palliative care (1), - physical (2), psychological (3), social (4) and spiritual (5) needs, - needs of carers and family members (6), -clinical and ethical decision-making (7), - care coordination and interprofessional teamwork in different settings (8), - interpersonal and communication skills (9), - self-awareness and continuous professional development (10))</i> ▪ <i>Complex case-work in an inter-/multiprofessional team, taking into account the physical, psychological, social and spiritual dimensions</i> ▪ <i>Professional, ethical and legal aspects of palliative care (e.g. dealing with dying wishes, voluntary stopping eating and drinking, death wishes, assisted suicide, non-consenting patients)</i> 			
Language of teaching:	German		
Prerequisites:			
Preparation/literature:	Students will receive a reading list at the beginning of the semester.		
Further information:	<i>simulation and skillslab training</i>		
Courses of the module			

Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
Introduction to multiprofessional palliative care	according to the semester schedule	2	seminar	written exam 90 min.
Case-based work	according to the semester schedule	2	seminar with simulation and skillslab training	

1.2 Scientific Work with Focus on Palliative Care

Module leader:	Prof. Dr. Henrikje Stanze			
ECTS points:	6 ECTS	Workload (h):	180h	
Type of module and position in the course of study:	mandatory module taught in the 1. semester	Contact hours (h):	56h	
Scope und frequency of teaching:	14 classes in summer term	Self-study (h):	124h	
Type of module and position in other study programs or continuing education offers:				
Learning outcomes:				
<p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> ▪ <i>Students deepen their knowledge of empirical research methods with a focus on quantitative research as a prerequisite for the further development of palliative care</i> <p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> ▪ <i>Students understand and decide how to assess and critically evaluate quantitative test procedures on the basis of scientific studies from the field of palliative care</i> ▪ <i>They can transfer the quantitative methods they have learnt to empirical contexts, in particular practical research</i> <p>Communication and cooperation</p> <ul style="list-style-type: none"> ▪ <i>Students are able to evaluate and communicate quantitative research results and their applicability to the practice of palliative care</i> ▪ <i>They learn to develop and argue in favour of cooperation within the framework of research projects</i> <p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> ▪ <i>The students understand and penetrate the basic concepts of an increase in knowledge and cognition in the context of care research for seriously ill and dying people and can construct quantitative research concepts for this purpose</i> ▪ <i>They develop a scientific understanding of the research field of palliative care and recognise the necessity and usefulness of comprehensive quantitative and qualitative research designs</i> 				
Course content:				
<ul style="list-style-type: none"> ▪ <i>epidemiological research methods</i> ▪ <i>Quantitative research methods and their analysis (including sample analysis, multiple testing, statistical analysis, standardised surveys, observation, experiments and trials)</i> ▪ <i>Critical reflection on scientific publications</i> ▪ <i>Writing a scientific article</i> ▪ <i>Health services research in palliative care</i> ▪ <i>Multicentre studies and research networks</i> 				
Language of teaching:	German and English			
Prerequisites:	none			
Preparation/literature:	Students will receive a reading list at the beginning of the semester.			
Further information:				
Courses of the module				
Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
Consolidation of quantitative research methods	according to the semester schedule	2	seminar	term paper (in English)

Applying quantitative research in palliative care	according to the semester schedule	2	seminar	
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1.3 Basics of Inter-/Multiprofessional Collaboration

Module leader:	Prof. Dr. Henrikje Stanze		
ECTS points:	6 ECTS	Workload (h):	180h
Type of module and position in the course of study:	mandatory module taught in the 1. semester	Contact hours (h):	56h
Scope und frequency of teaching:	14 classes in summer term	Self-study (h):	124h
Type of module and position in other study programs or continuing education offers:			
Learning outcomes:			
<p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> ▪ <i>Students can categorise and explain the terms and content of multi-, inter- and transprofessionalism in the context of palliative care</i> ▪ <i>They understand the differentiation of the various roles in heterogeneous teams and respect the different tasks and areas of responsibility of full-time employees and volunteers</i> <p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> ▪ <i>Students learn teamwork and recognise the benefits for patients, relatives and carers in order to deal with and optimise the complexity of treating and accompanying seriously ill and dying people</i> ▪ <i>They recognise ethical and legal challenges in palliative care, conduct ethical discussions in the team, develop and justify recommendations for action and can argue for them</i> <p>Communication and cooperation</p> <ul style="list-style-type: none"> ▪ <i>Students are familiar with various concepts of communication with seriously ill and dying people, their relatives and loved ones, and can apply them appropriately to the situation and person</i> ▪ <i>They recognise the need for and background of a challenging conversation, can classify this in a professional context and develop a strategy for a cooperative approach in a multiprofessional team</i> <p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> ▪ <i>Students are able to differentiate scientific findings from the field of communication and ethics and apply and justify them for the specific needs of palliative care</i> ▪ <i>Students develop a professional attitude and a reflected self-image in the context of the scientific examination of ethical and legal topics</i> 			
Course content:			
<ul style="list-style-type: none"> ▪ <i>Hierarchical levels</i> ▪ <i>Communication in interprofessional teams</i> ▪ <i>Clarification of roles in the team as an important personal task of reflection</i> ▪ <i>Intra- and inter-role conflicts</i> ▪ <i>Group formation and group phases</i> ▪ <i>Interfaces between full-time and voluntary work</i> ▪ <i>SPIKES, NURSE, Breaking bad news - concept</i> ▪ <i>Conducting difficult conversations with relatives</i> ▪ <i>Legal aspects in palliative care</i> ▪ <i>Basics of ethics (ethics of duty, utilitarian ethics, discourse ethics, ethics of principles, hermeneutic ethics, ethical case discussions, structures of ethical consultation)</i> 			
Language of teaching:	German		
Prerequisites:	none		
Preparation/literature:	Students will receive a reading list at the beginning of the semester.		
Further information:	simulation training, small group work		

Courses of the module

Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
Inter- and multiprofessional collaboration in palliative care	according to the semester schedule	2	seminar	oral examination
Communication techniques and forms of communication	according to the semester schedule	1	seminar	
Simulation and skillslab training	according to the semester schedule	1	small group	

1.4 Interprofessional Treatment of Symptom Burden

Module leader:	Prof. Dr. Henrikje Stanze		
ECTS points:	6 ECTS	Workload (h):	180h
Type of module and position in the course of study:	mandatory module taught in the 1. semester	Contact hours (h):	56h
Scope und frequency of teaching:	14 classes in summer term	Self-study (h):	124h
Type of module and position in other study programs or continuing education offers:			
Learning outcomes:			
<p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> ▪ <i>Students know the physical, social, psychological and spiritual burdens caused by the symptoms suffered by patients who require palliative care, can classify them in the context of palliative care and explain their possible causes</i> ▪ <i>They can understand, analyse and assess these symptoms in the context of evidence-based treatment, care and support</i> <p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> ▪ <i>Students learn the basics of symptom control using the S3 guideline on palliative care in a differentiated and evidence-based manner and how to optimise the care and treatment of seriously ill and dying people</i> ▪ <i>They recognise the relationship between the symptom burden and the incurable disease and develop nursing diagnoses that are transferred to palliative care according to the latest scientific findings and can argue for them</i> <p>Communication and cooperation</p> <ul style="list-style-type: none"> ▪ <i>Students are familiar with the concept of 'total pain (symptom)', are able to assess physical, spiritual, psychological and social suffering and apply this knowledge in a way that is appropriate to the situation and person in the context of communication and perception with seriously ill and dying people and their relatives</i> ▪ <i>They analyse whether there is existential suffering with a high symptom load, are able to discuss this in a solution-oriented manner in a multi-professional team and apply it appropriately in discussions with seriously ill and dying people and their relatives, even in cases of high emotional stress</i> <p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> ▪ <i>Students can differentiate scientific findings from the field of symptom control and apply and justify them for the specific needs of palliative care</i> ▪ <i>As part of the scientific discussion, students can lead the discourse on the use of sedative medication in specialised palliative care in extremely distressing situations on the basis of the recommendations for action and develop a reflected self-image and a professional attitude, taking into account the terminology and ethical-legal classification</i> 			
Course content:			
<ul style="list-style-type: none"> ▪ <i>AWMF guideline programmes</i> ▪ <i>Apply the content of S1 to S3 guidelines and expert standards</i> ▪ <i>Nursing diagnoses in the context of palliative care</i> ▪ <i>Symptoms of palliative patients - evidence-based treatment, care and support (including respiratory, gastrointestinal and neuropsychiatric symptoms and lymphoedema, (ex)ulcerating wounds, pruritus)</i> ▪ <i>Alleviation of rare distressing symptoms</i> ▪ <i>Symptom assessment 'Total Symptom and Individual Component Scores' (physical, spiritual, psychological and social suffering)</i> ▪ <i>Forms of sedation for symptom relief</i> ▪ <i>Discourses on sedation (ethical, medical, legal, nursing, psychological)</i> 			

<ul style="list-style-type: none"> ▪ <i>Existential suffering</i> ▪ <i>Sexuality in palliative living situations</i> ▪ <i>Non-pharmacological measures such as basal stimulation, aromatherapy, pain therapy and acupuncture</i> ▪ <i>Dealing with social and emotional stress in patients and close relatives</i> ▪ <i>Psychological interventions for main symptoms (anxiety, depressive disorders, fatigue, sleep disorders, pain, restlessness, delirium, terminal agitation, fear)</i> ▪ <i>Psychotherapeutic interventions at the end of life (crisis intervention, relaxation techniques, dementia therapy)</i> 				
Language of teaching:	German and English			
Prerequisites:	none			
Preparation/literature:	Students will receive a reading list at the beginning of the semester.			
Further information:	simulation and skillslab training			
Courses of the module				
Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
Dimensional treatment of distressing symptoms in palliative care	according to the semester schedule	2	seminar	written exam, 90 min.
Scientific justification for complex symptom control	according to the semester schedule	2	seminar with simulation and skillslab training	

1.5 Basics of Management and Management Structures in Palliative Care

Module leader:	Prof. Dr. Henrikje Stanze		
ECTS points:	6 ECTS	Workload (h):	180h
Type of module and position in the course of study:	mandatory module taught in the 1. semester	Contact hours (h):	56h
Scope und frequency of teaching:	14 classes in summer term	Self-study (h):	124h
Type of module and position in other study programs or continuing education offers:			
Learning outcomes:			
<p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> ▪ <i>Students can name what management action means and assess it in the context of cooperative tasks in general and specialised palliative care and hospice work</i> ▪ <i>They can describe change processes, are able to behave critically towards different approaches and apply approaches to the assessment of groups and teams.</i> <p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> ▪ <i>Students analyse problems from the outpatient and inpatient structures of palliative care and hospice work and develop management strategies taking into account scientific findings</i> ▪ <i>They apply change management strategies to further develop the idea of hospice care and palliative care, support and treatment in the context of social changes and construct appropriate measures for practical application</i> <p>Communication and cooperation</p> <ul style="list-style-type: none"> ▪ <i>Students differentiate between forms of cooperation and discuss, depending on the situation and requirements, which forms of cooperation should be entered into with which partners within the framework of a corresponding palliative and hospice network structure</i> ▪ <i>They are familiar with various approaches to management and leadership, can assign leadership strategies and apply these situationally within the framework of team management</i> <p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> ▪ <i>Students are able to recognise their own profession in the context of working in a network, use it appropriately and coordinate other people and professional groups</i> ▪ <i>They can identify and critically examine problems in networks and at interfaces in the context of palliative and hospice care, treatment and support for people with serious and incurable illnesses and offer solution strategies</i> 			
Course content:			
<ul style="list-style-type: none"> ▪ <i>Team management (e.g. team management wheel, team development phases, DISG model of personality and personnel development models)</i> ▪ <i>Implementation of innovations and model projects in practice</i> ▪ <i>Knowing leadership strategies and being able to apply them to specific situations</i> ▪ <i>Fundamentals of cooperation (e.g. horizontal, vertical, diagonal, lateral, complementary cooperation, joint venture, community of interest, strategic alliance)</i> ▪ <i>Networking</i> ▪ <i>Transformation management in the healthcare sector (e.g. in hospitals, outpatient care services, inpatient care, hospices)</i> ▪ <i>Fundamentals of coordination</i> ▪ <i>Organisational forms of palliative care</i> 			
Language of teaching:	German		
Prerequisites:	none		

Preparation/literature:	Students will receive a reading list at the beginning of the semester.			
Further information:				
Courses of the module				
Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
Management action	according to the semester schedule	2	seminar	presentation with written elaboration
Management structures and networking for work in palliative care	according to the semester schedule	2	seminar	

2.1 International and Global Development in Palliative Care

Module leader:	Prof. Dr. Henrikje Stanze		
ECTS points:	6 ECTS	Workload (h):	180h
Type of module and position in the course of study:	mandatory module taught in the 2. semester	Contact hours (h):	56h
Scope und frequency of teaching:	14 classes in winter term	Self-study (h):	124h
Type of module and position in other study programs or continuing education offers:			
Learning outcomes:			
<p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> ▪ <i>Students can reproduce concepts for differentiating and recognising group and individual characteristics at the end of life and review these on a case-specific basis</i> ▪ <i>They can question and justify actions in palliative care and hospice work from a moral and ethical perspective</i> <p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> ▪ <i>Students analyse palliative and hospice-related cultural preferences on the basis of international empirical knowledge and engage in discursive exchange with international students from other countries</i> ▪ <i>They draft their own scientific reviews on palliative topics in international student groups.</i> <p>Communication and cooperation</p> <ul style="list-style-type: none"> ▪ <i>Students exchange ideas with students from international faculties, form working groups and work together on a topic-specific project.</i> ▪ <i>They develop a joint strategy for researching studies, assess them together and come to a collective conclusion</i> <p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> ▪ <i>Students develop an attitude to socially and professionally controversial topics in palliative care and can justify this in their own arguments</i> ▪ <i>They are open to cultural, social, spiritual and religious differences, can individually appreciate and take these differences into account from the perspective of gender and diversity in palliative and hospice work, and can justify this scientifically if necessary</i> 			
Course content:			
<ul style="list-style-type: none"> ▪ <i>Differences and similarities in different countries (e.g. euthanasia, therapy goal setting)</i> ▪ <i>Care ethics</i> ▪ <i>International exchange and cooperation</i> ▪ <i>International view of bereavement work (models, content, cultural influence)</i> ▪ <i>Migration as a challenge in care</i> ▪ <i>Consideration of diversity and gender in palliative care and treatment and at the end of life</i> ▪ <i>Social 'marginalised groups', health literacy</i> ▪ <i>Responding to the challenges of clinical and ethical decision-making in palliative care</i> 			
Language of teaching:	English		
Prerequisites:	none		
Preparation/literature:	Students will receive a reading list at the beginning of the semester.		
Further information:	Online module with international partners		

Courses of the module

Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
International professional and scientific co-operation on specific palliative care topics	according to the semester schedule	4	seminar	presentation (in English)

2.2 Applied Research in Palliative Care

Module leader:	Sonja Owusu Boakye			
ECTS points:	6 ECTS	Workload (h):	180h	
Type of module and position in the course of study:	mandatory module taught in the 2. semester	Contact hours (h):	56h	
Scope und frequency of teaching:	14 classes in winter term	Self-study (h):	124h	
Type of module and position in other study programs or continuing education offers:				
Learning outcomes:				
<p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> Students deepen their knowledge of empirical research methods as a prerequisite for the further development of palliative care <p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> Students understand and decide how to assign a suitable research methodology to a research question They can transfer the methods they have learnt to empirical contexts, in particular practical research <p>Communication and cooperation</p> <ul style="list-style-type: none"> Students are able to evaluate and communicate research findings and their applicability to the practice of palliative care They learn to develop and argue in favour of cooperation in the context of research projects <p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> Students understand and penetrate the basic concepts of an increase in knowledge and understanding in the context of care research for seriously ill and dying people and can construct research concepts for this They develop and acquire increasing professionalism in the implementation of research and deepen and differentiate their knowledge with regard to quantitative and qualitative research designs and apply these 				
Course content:				
<ul style="list-style-type: none"> Knowledge transfer between theory and practice Qualitative research and associated interpretative methods Ethics application, data protection concept Grounded theory (Corbin, Strauss) Qualitative content analysis (Mayring) Creating research proposals Mixed-methods design 				
Language of teaching:	German and English			
Prerequisites:	none			
Preparation/literature:	Students will receive a reading list at the beginning of the semester.			
Further information:				
Courses of the module				
Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
Consolidation of qualitative research methods	according to the semester schedule	2	seminar	term paper as a research proposal (in German)
Application of qualitative research in palliative care	according to the semester schedule	2	seminar	

				or English in consultation with the lecturer)
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2.3 Health Care Planning - Advance Care Planning ¹

Module leader:	Prof. Dr. Henrikje Stanze		
ECTS points:	6 ECTS	Workload (h):	180h
Type of module and position in the course of study:	mandatory module taught in the 2. semester	Contact hours (h):	56h
Scope und frequency of teaching:	14 classes in winter term	Self-study (h):	124h
Type of module and position in other study programs or continuing education offers:			
Learning outcomes:			
<p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> ▪ <i>Students deepen their knowledge of ethical and legal issues in palliative care as a basis for applying the concept of Advance Care Planning (ACP)</i> ▪ <i>They expand their knowledge of the medical-ethical, legal and communicative concepts necessary for ACP and their differentiated understanding from the perspective of the various professions in palliative care</i> <p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> ▪ <i>Students learn to apply the basics of Advance Care Planning in a differentiated and evidence-based manner using various national and international concepts and analyse the differences with regard to the use and risks of the various concepts for advance care planning in the event of incapacity to consent</i> ▪ <i>They analyse whether the offer of an ACP discussion is adequate and can assess in a multiprofessional team whether the wishes of the person having such a conversation have been adequately implemented and reflected.</i> <p>Communication and cooperation</p> <ul style="list-style-type: none"> ▪ <i>Students are familiar with the concept of Advance Care Planning, can assess the possibilities and limitations of the concept and apply this knowledge appropriately in the context of conversational behaviour with seriously ill and dying people and their relatives</i> ▪ <i>They understand the challenges of Advance Care Planning in its implementation at the micro, meso and macro levels and can assess implementation strategies and justify and implement them in terms of change management.</i> <p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> ▪ <i>Students can differentiate scientific findings from research on Advance Care Planning and apply and justify them for ACP discussions</i> ▪ <i>Within the framework of the scientific debate, they can also conduct Advance Care Planning for people with cognitive impairments with the support of the authorised representative / legal guardian and the professional groups involved in treatment and care and develop a reflected self-image and a professional attitude</i> 			
Course content:			
<ul style="list-style-type: none"> ▪ <i>Medical indication, informed consent</i> ▪ <i>Basic principles and scientific discourse on shared decision making</i> ▪ <i>Participatory decision-making for therapeutic (such as nursing, speech and logopedic therapy, ergo- and physio-therapeutic) interventions in a rehabilitative and life-prolonging context</i> ▪ <i>Ethical discourse on self-determination and autonomy</i> ▪ <i>Legal and ethical principles (e.g. §1827, §630d BGB)</i> 			

¹ Module 2.3 "Health Care Planning - Advance Care Planning" can be credited towards further education outside of the study programme to become a facilitator in accordance with §132g SGB V. The further education programme was developed in cooperation with the HSB.

<ul style="list-style-type: none"> ▪ <i>Background to incapacity to consent</i> ▪ <i>Decision-making for people capable of giving consent and cognitively impaired people</i> ▪ <i>Basics of Advance Care Planning at national and international level including discourses in science and research</i> ▪ <i>Living will, health care proxy, care directive / advance directive</i> 				
Language of teaching:	German			
Prerequisites:	Recommendation: Parallel attendance of modules 2.2 and 2.5 is recommended, as the course content is coordinated and 2.3 is an extension.			
Preparation/literature:	Students will receive a reading list at the beginning of the semester.			
Further information:	Simulation and skillslab training			
Courses of the module				
Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
Introduction to Advance Care Planning	according to the semester schedule	2	seminar	OSCE (objective structured clinical examination)
Assess national and international forms of implementation of Advance Care Planning	according to the semester schedule	1	seminar	
simulation and skillslab training	according to the semester schedule	1	small group	

2.4 Practical Placement

Module leader:	Sonja Owusu Boakye		
ECTS points:	6 ECTS	Workload (h):	180h
Type of module and position in the course of study:	mandatory module taught in the 2. semester	Contact hours (h): (in the form of university-based practical support):	56h
Scope und frequency of teaching:	14 classes in winter term	Self-study (h): (incl. instruction at the practice location):	124h
Type of module and position in other study programs or continuing education offers:			
Learning outcomes:			
<p>In consultation with the head of the degree programme, students choose one (maximum two) practical placement location(s), where they either spend 5 weeks (5x5 days) at a time or 13 weeks, each lasting 2 days/week. The practical placement can also take place abroad. In consultation with the head of degree programme, students choose an overarching topic for the work shadowing and a suitable work shadowing location (or two).</p> <p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> ▪ <i>Students learn about the practice of palliative care in its concrete application and develop an understanding of their own role and their own profession within the team as well as the importance of full-time and voluntary staff in outpatient or inpatient hospice or palliative care</i> ▪ <i>They reflect on the knowledge they have learnt so far during their studies and transfer their theoretical knowledge into practice</i> <p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> ▪ <i>The students apply various assessment instruments in actual patient care</i> ▪ <i>They use the methods they have learnt for talking to patients at the end of life and develop a supportive attitude</i> ▪ <i>They consider the symptom burden and quality of life of patients and their relatives and assess different options for action, taking ethical and legal aspects into account</i> ▪ <i>They generate new (scientific) questions based on their observation of patients and their relatives</i> <p>Communication and cooperation</p> <ul style="list-style-type: none"> ▪ <i>The students apply reflective team discussions or case discussions</i> ▪ <i>They analyse the existing or potentially possible collaborations/cooperation partners at their work shadowing location and assess them</i> <p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> ▪ <i>Students transfer scientific findings from research to the field of hospice and palliative care and evaluate their applicability in specific patient cases or in dealing with relatives and friends</i> ▪ <i>They take into account their own and other team members' stresses and apply self-care techniques</i> 			
Course content:			
<ul style="list-style-type: none"> ▪ <i>Various settings of concrete hospice and palliative care within the landscapes of care</i> ▪ <i>Multiprofessional symptom management of physical, psychological, social and spiritual symptoms and stress</i> ▪ <i>Systemic understanding of the needs and requirements of patients and their relatives and social environment</i> ▪ <i>Possibilities of improving the quality of life of seriously ill and dying people</i> ▪ <i>Spectrum of the work content of individual professions within palliative care</i> ▪ <i>Dealing with the deceased and the grieving bereaved (especially with children and adolescents)</i> ▪ <i>Farewell culture and rituals</i> 			

Language of teaching:	German or English or other languages			
Prerequisites:	none			
Preparation/literature:	Students will receive a reading list at the beginning of the semester.			
Further information:	Practical support and on-site visits			
Courses of the module				
Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
University-based practical support: work-based learning	according to the semester schedule	4	practical support and on-site visits	practical report in German or English (in consultation with lecturer)

2.5 Teamwork in Palliative and Hospice Care Structures

Module leader:	Prof. Dr. Henrikje Stanze		
ECTS points:	6 ECTS	Workload (h):	180h
Type of module and position in the course of study:	mandatory module taught in the 2. semester	Contact hours (h):	56h
Scope und frequency of teaching:	14 classes in winter term	Self-study (h):	124h
Type of module and position in other study programs or continuing education offers:			
Learning outcomes:			
<p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> ▪ <i>Students describe important aspects of organizational ethics in different settings of hospice and palliative care and treatment and reflect on these in relation to their profession-specific ethics</i> ▪ <i>They describe different methods of error culture, distinguish between beneficial and non-beneficial methods and can evaluate and apply these in simulations</i> <p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> ▪ <i>Students can reflect on and apply different forms of clinical and ethical decision-making in a team on a case-specific basis and develop patient-oriented solution strategies</i> ▪ <i>They can recognize comprehensive care structures and allocate and critically discuss them across all settings of palliative care for specific professional groups</i> <p>Communication and cooperation</p> <ul style="list-style-type: none"> ▪ <i>The students use different communication methods in order to meet challenges in connection with multi-cultural communication obstacles and to develop helpful cooperation/network structures where necessary</i> ▪ <i>They are familiar with the basics of agile teams, decide which aspects are relevant when putting together palliative care teams and communicate appropriately in the event of team conflicts</i> <p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> ▪ <i>Students identify current scientific findings in order to be able to meet the needs of patients and relatives in complex palliative care situations effectively and in a resource-oriented manner</i> ▪ <i>They review the available personal and organisational resources, identify mismatches, explain the resulting consequences and develop solutions</i> 			
Course content:			
<ul style="list-style-type: none"> ▪ <i>Responding to the challenges of clinical and ethical decision making in the palliative care team</i> ▪ <i>Comprehensive care coordination and interdisciplinary and interprofessional teamwork across all settings in which palliative care is provided</i> ▪ <i>Emotional processing of change</i> ▪ <i>Organizational ethics</i> ▪ <i>Team strategies to address social, psychological and spiritual needs in a multicultural way</i> ▪ <i>Methods of error culture in organizations and teams</i> ▪ <i>Agility, agile team</i> ▪ <i>Meeting the needs of family members and relatives as a team</i> ▪ <i>Needs and stress factors of family caregivers and support options in terms of social law / network of regional bereavement services</i> 			
Language of teaching:	German		
Prerequisites:	none		
Preparation/literature:	Students will receive a reading list at the beginning of the semester.		
Further information:	simulation and skillslab training		

Courses of the module				
Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
Team structures and forms of teamwork in palliative care	according to the semester schedule	2	seminar	presentation with written elaboration
Meeting the needs of patients and relatives in complex palliative situations as a team (one course seminar / one course simulation and skillslab training)	according to the semester schedule	2	seminar	

3.1 Knowing Professional Strategies and Countering Stresses

Module leader:	Sonja Owusu Boakye		
ECTS points:	6 ECTS	Workload (h):	180h
Type of module and position in the course of study:	mandatory module taught in the 3. semester	Contact hours (h):	56h
Scope und frequency of teaching:	14 classes in summer term	Self-study (h):	124h
Type of module and position in other study programs or continuing education offers:			
Learning outcomes:			
<p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> ▪ <i>Students understand the German health policy system for the implementation of palliative care and hospice work</i> ▪ <i>They are familiar with relevant umbrella organizations and professional associations focusing on palliative care and hospice work in Germany, deal with their objectives and tasks and discuss current professional policy issues from the perspectives of the professional associations and societies</i> 			
<p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> ▪ <i>Students deal scientifically with the phenomenon of "moral distress", analyse different initial situations and argue on the basis of societal, social and professional policy levels</i> ▪ <i>They interpret the challenges of clinical and ethical decision-making, discover existing or new internal and external problems and conclude appropriate strategies for action</i> 			
<p>Communication and cooperation</p> <ul style="list-style-type: none"> ▪ <i>Students can describe methods of team and self-reflection, apply these and can derive role relationships based on scientific theories</i> ▪ <i>They recognize, communicate and assess the needs and requirements of patients and their relatives with complex needs, can justify professional support, e.g. via case and care management, and differentiate counselling measures within the framework of legal requirements.</i> 			
<p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> ▪ <i>Students are sensitized to signs of burnout syndrome, are able to identify them and can deduce strategies for cool-out and burnout prevention, which they can actively apply for themselves and instruct team members and caregiving relatives.</i> <p><i>They note resilience strategies in the context of self-care and can develop your own strategies.</i></p>			
Course content:			
<ul style="list-style-type: none"> ▪ <i>Needs of the patient's carers and relatives in relation to short-, medium- and long-term treatment goals</i> ▪ <i>Challenges of clinical and ethical decision-making in palliative care</i> ▪ <i>Coordination office of the German Society for Palliative Medicine</i> ▪ <i>Case and care management</i> ▪ <i>Basics and development of palliative care and hospice work</i> ▪ <i>Tasks of umbrella organizations and professional associations (DHPV, DGP, German Medical Association)</i> ▪ <i>Charter for seriously ill and dying people</i> ▪ <i>Social Security Code (Sozialgesetzbuch) V, XI (especially Hospice and Palliative Care Act)</i> ▪ <i>Methods of team and self-reflection (supervision, intervision, case discussions, peer counselling, coaching)</i> ▪ <i>Role theories</i> ▪ <i>Burnout, cool-out and burnout prevention</i> ▪ <i>Self-care, resilience</i> ▪ <i>Coping strategies for stressful emotions</i> ▪ <i>Moral distress, moral injury</i> ▪ <i>Protective factors (e.g. humour)</i> 			

<ul style="list-style-type: none"> ▪ <i>Aspects of order therapy, relaxation techniques / meditation, exercise, nutrition, naturopathic self-help strategies, changing stress-aggravating thoughts, communicative and social skills</i> ▪ <i>Multimodal therapy concept of mind-body medicine</i> 				
Language of teaching:	German			
Prerequisites:	none			
Preparation/literature:	Students will receive a reading list at the beginning of the semester.			
Further information:	simulation and skillslab training			
Courses of the module				
Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
Professional structures for palliative care	according to the semester schedule	2	seminar	oral examination
Methods of self-care and resilience strategies	according to the semester schedule	1	seminar	
simulation and skillslab training	according to the semester schedule	1	small group	

3.2 Master's Thesis

Module leader:	Prof. Dr. Henrikje Stanze		
ECTS points:	24 ECTS	Workload (h):	720h
Type of module and position in the course of study:	mandatory module taught in the 3. semester	Contact hours (h):	56h
Scope und frequency of teaching:	14 classes in summer term	Self-study (h):	664h
Type of module and position in other study programs or continuing education offers:			
Learning outcomes:			
<p>Knowledge and understanding (extension, consolidation and understanding of knowledge)</p> <ul style="list-style-type: none"> ▪ <i>Students independently develop an innovative scientific question from the field of palliative care, research the current state of research and select the appropriate research methods from</i> ▪ <i>They narrow down the topic according to the framework conditions of a Master's thesis and justify their decisions</i> <p>Using, applying and generating knowledge (applying and transferring knowledge, Scientific innovation)</p> <ul style="list-style-type: none"> ▪ <i>The students apply their knowledge and problem-solving skills analytically to a new problem in the context of planning the Master's thesis and carry out all the necessary measures within the framework of good scientific practice</i> ▪ <i>They derive conclusions and recommendations from the results of their scientific work</i> <p>Communication and cooperation</p> <ul style="list-style-type: none"> ▪ <i>The students discuss their scientific results with fellow students and the responsible lectures, discuss on the basis of secondary scientific literature and present this in writing in their Master's thesis</i> ▪ <i>The students cooperate (if possible) with a team of scientists in palliative care in order to critically reflect on their work</i> <p>Reflection of academic and professional identity</p> <ul style="list-style-type: none"> ▪ <i>The students categorise their own results in the current scientific discourse and critically reflect on them</i> ▪ <i>They develop a scientific self-image as part of the Master's thesis and reflect on the effects of their scientific work on the palliative hospice practice field</i> 			
Course content:			
<ul style="list-style-type: none"> ▪ <i>Scientific research</i> ▪ <i>Narrowing down the topic and formulating the scientific question</i> ▪ <i>Data analysis, research system, generating hypotheses, statistical analyses</i> ▪ <i>Evaluation of own results</i> ▪ <i>Comparative scientific discussion with fellow students and lecturers</i> ▪ <i>Discussion of results (in a team and in front of subject representatives)</i> ▪ <i>Time management and planning the course of study</i> ▪ <i>Written elaboration in accordance with the requirements of the degree programme and the Master's examination regulations</i> 			
Language of teaching:	German		
Prerequisites:			
Preparation/literature:			
Further information:	Colloquium		

Courses of the module

Course title	Teaching staff	Contact hours per week	Learning and teaching methods	Examination method(s), scope and duration
Master's thesis	all lecturers in the degree programme	4	seminar	Master's thesis and colloquium (in German or English in consultation with the supervisor)

ST 30 ECTS	3.1 Knowing Professional Strategies and Countering Stresses 6 ECTS	3.2 Master's Thesis 24 ECTS			
WT 30 ECTS	2.1 International and Global Development in Palliative Care 6 ECTS	2.2 Applied Research in Pallia- tive Care 6 ECTS	2.3 Health Care Planning - Ad- vance Care Planning 6 ECTS	2.4 Practical Placement 6 ECTS	2.5 Teamwork in Palliative and Hospice Care Structures 6 ECTS
ST 30 ECTS	1.1 Basics Palliative Care 6 ECTS	1.2 Scientific Work with Focus on Palliative Care 6 ECTS	1.3 Basics of Inter-/Multipro- fessional Collaboration 6 ECTS	1.4 Interprofessional Treat- ment of Symptom Burden 6 ECTS	1.5 Basics of Management and Management Structures in Palliative Care 6 ECTS
Contact hours per week	4	4	4	4	4

Content area: Scientific thinking and working (advanced principles of research, interprofessional/transprofessional research)

Content area: Multi- and interprofessional collaboration

Content area: Palliative care as a profession

Content area: Management

Content area: Teamwork and coordinating advance planning

Content area: Practice

Content area: Professional knowledge and society in the context of personal development