

Designing in-service Bachelor and Master programmes in health care science



PuG

Pflege- und
Gesundheitswissenschaften



01.12.2016

hsg project

In-service Master programme „Evidence Based Logopaedics“

Hochschule für Gesundheit in Bochum (University of Applied Sciences)



<http://bauprojekte-bochum.blogspot.de/2012/09/gesundheitscampus-neubau-hochschule-fur.html>



www.firmium.de



Project: conception, development und implementation of internet-based and in-service Bachelor and Master programmes with (1) independent study, (2) online, and (3) scheduled teaching phases

Projektkoordination und Steuerung

Prof. Dr. Schulze, Prof. Dr. Zawacki-Richter - Universität Oldenburg

Support:

education technology and instruction design

Prof. Dr. Zawacki-Richter,
Universität Oldenburg

quality management and analyses of target groups

Prof. Dr. Rübken,
Universität Oldenburg

permeability and credit for competencies

Dr. Müskens,
Universität Oldenburg

Berufsbegleitende Bachelorstudiengänge

„Evidence Based Nursing and Health Care“
(Universität Oldenburg)

„Pflege“
(Hochschule für Gesundheit)

Berufsbegleitende Masterstudiengänge

„Rehabilitation and Health Care“
(Universität Oldenburg)

„Evidenzbasierte Logopädie“
(Hochschule für Gesundheit)

PI:
Prof. Dr. Kerstin Bilda
Coordinator:
Dr. Juliane Mühlhaus

Upgrades bestehender Studiengänge

Bachelor „Angewandte Pflegewissenschaften“
(Ostfalia Hochschule für angewandte Wissenschaft)

Bachelor „Evidenzbasierte Therapie“
(Jade Hochschule)

Master „Public Health“
(Jade Hochschule)



Support

- Definition of new profiles of competencies for academic health care professions → derivation of new tasks of professionals
- Systematic development and evaluation
- Concrete analyses of potentials and needs
- Conception of a media-based teaching and learning environment
- Development of differentiated and quality-based credits for competencies for high permeability



Working packages

development of an evidence based master programme for practicing SLT's

| Year | 2014 | | | | | 2015 | | | | | 2016 | | | | | 2017 | | | | | | | | | | | | | | |
|--|------|---|---|---|---|------|---|---|---|---|------|---|---|---|---|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Working packages | A | S | O | N | D | J | F | M | A | M | J | J | A | S | O | N | D | J | F | M | A | M | J | J | A | S | O | N | D | J |
| 2 Development programm | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 analyses of target groups | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | | | | | | | | | | |
| 2.4 development curriculum | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | | | | | |
| 2.5 conception of modules | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2.6 realization pilot modules | | | | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2.7 evaluation und revision pilot modules | | | | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 3 virtual learning design und technology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.2 media-didactical conception | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | | | | | |
| 3.3 development und integration of technology | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | | | | |
| 3.4 media production | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 3.5 media-technical implementation | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 3.4. training course for online mentors/teachers | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

now

start pilot modules



Working package: Interviews with experts

- Programme will be developed through indicators necessary for the qualitative improvement of the practitioner's workplace
- Interviews with experts and potential students
- Results will have an impact on the development of the curriculum
- Topics that are named by students and experts specific to speech and language therapy:
 - technologies in SLT,
 - neurorehabilitation (incl. aphasia),
 - dysphagia,
 - semantic/lexicon in children with SLI,
 - multilingualism,
 - bridge between „speech advancement“ and „speech therapy“ (health care system and education system)



Possible entry qualifications:

BSc in Logopaedics, and others such as SLT, clinical linguistics with professional experience of min. 1 year
(reference from the employer?)

In-service Master programme
„Evidence Based Logopaedics“

| | | | |
|-------------|--|---|---|
| 1. Semester | Principles of Evidence-Based Practice in SLT | qualitative und quantitative Research Methods | elective module of choice 1 |
| 2. Semester | Critical Appraisal | Research in SLT | elective module of choice 2 |
| 3. Semester | elective module of choice 3 | Module of choice (including credits for competencies for high permeability) | „Logopaedic research“ (Master-Thesis): <ul style="list-style-type: none"> • Students Research conference • Masterthesis • Defense of Master-Thesis (within clinical service or cooperation partners?) |
| 4. Semester | elective module of choice 4 | | |



Dimensions of this research project

- Contribution to the academization and professionalization of the SLT in Germany
- Positioning of the SLT in the context of lifelong learning
- Empowerment of education in health care science
- Embedding EPB in SLT



Thank you for your attention

Project Team „Evidenzbasierte Logopädie“

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