



**Please note:** The German version of this document is the legally binding version. The English translation provided here is for information purposes only.

### **Module Overview (as of 20 April 2022)**

Semester / Term	Midwifery	CP	Professionalisation, Science and Research	CP	Reference Disciplines	CP	Total CP
1st / Academic term	Physiological Basics in the Care Cycle (I) (6/HW/01)	12	Basics of Midwifery Science (6/PWF/01)	6			18
1st-2nd / Work term	Promotion and Support of Physiological Processes During Pregnancy, Childbirth and Puerperium (6/HW(P)/02)	12					12
2nd / Academic term	Physiological Basics in the Care Cycle (II) (6/HW/03)	6			Health Science Basics and Counselling (6/BD/01)	9	15
2nd-3rd / Work term	Promotion and Support of Physiological Processes During Pregnancy and Childbirth (6/HW(P)/04)	10					
	Gynaecology (Diagnostics and Surgery) (6/HW(P)/05)	4					14
3rd / Academic term	Irregularities and Risks in the Care Cycle (I) (6/HW/06)	9	Evidence-Based Midwifery and Applied Midwifery Research (6/PWF/02)	6			15
3rd-4th / Work term	Promotion and Management of Physiological Processes During Pregnancy and Childbirth (6/HW(P)/07)	6					
	Non-Clinical Midwifery Practice in Complex Situations (6/HW(P)/08)	8					14
4th / Academic term	Irregularities and Risks in the Care Cycle (II) and Diversity (6/HW/09)	12	Elective Module 1 "Quality Management for Midwives" (6/PWF/03a) Elective Module 2 "Ultrasound" (6/PWF/03b)	4			16
4th-5th	Neonatology (6/HW(P)/10)	4					

Semester / Term	Midwifery	CP	Professionalisation, Science and Research	CP	Reference Disciplines	CP	Total CP
/ Work term	Midwifery Practice in Physiological and Irregular Situations in the Delivery Room (6/HW(P)/11)	13					
	Change of academic terms to the end of the lecture period						
	Non-Clinical Midwifery Practice in Highly Complex Situations (6/HW(P)/12)	14					31 ?
5th / Academic term	Interdisciplinary and Reflective Case Understanding (6/HW/13)	6			Professional Personality Development in the Legal, Health Economic and Ethical Conflict Areas (6/BD/02)	9	15
5th-6th / Work term	Midwifery Practice in Complex Situations in the Delivery Room (6/HW(P)/14)	13					13
6th / Academic term	Complex Case Understanding (6/HW/15)	8	Digital Competence in Midwifery (6/PWF/04)	5	Interdisciplinary Review Course (6/BD/03) <sup>1</sup>	8	21
6th-7th / Work term	Midwifery Practice in Highly Complex Situations in the Delivery Room, During Puerperium and While Breastfeeding (6/HW(P)/16) <sup>2</sup>	14					14
7th Academic term			Bachelor Thesis (6/PWF/05)	12			12

<sup>1</sup> concludes with the state oral examination

<sup>2</sup> concludes with the state practical examination

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### **Preamble Work-Related Modules**

Original graduate competences from the HebStPrV (*Studien- und Prüfungsverordnung für Hebammen* – Study and examination regulations for midwives) are mentioned in the work-related modules.

Therefore, these are initiated in the work-related modules and, depending on the level of study and learning, varied in their design as an assistance activity, joint activity, or activity under supervision through to independent application following consultation.

This means that, in the first two semesters, rule-based action must be focused on the development of competences in practical midwifery. In the following semesters and building upon those, it will be required to act in a constructive manner with full assessment of the situation. Thus, at the beginning of studies, the content only consists of knowledge and perception of competences (6/HW(P)/02/04/05). Based on this, reflective action will be added in the following semesters to finally deliver the competences in the last work placement from an active-ethical perspective (action descriptions from the competence model according to Olbrich, 2018). Work placements in gynaecology and neonatology pave the way for competences at a rule-based level, with additional situational-assessing action also introduced depending on the situation.

There are five instruction methods according to Kuckeland (2020)

- Demonstration by the practical instructor/expert
- Demonstration by the student
- Joint action
- Briefing or informational meeting
- Reflective conversation

As a rule, practical activities should be demonstrated by a practical instructor/expert before being carried out by students independently and following consultation. Alternatively, a briefing or informational meeting can also be appropriate. Highly complex situations should be learned through joint action, whereby tailor-made consultations are relevant. Reflective conversations are also paramount to assessing childbirths and highly complex care situations and learning from them.

Students' independence and autonomy should be increasing continuously over the course of studies. However, this must also be assessed with regard to the complexity of the situation and the client, so that students can become independent in less complex situations at an early stage.

Instructional activity and, if possible, other practical activities are carried out according to the care cycle of midwives' obstetric activities (adapted from Fiechter & Meier 1981): assessment – planning – implementation of the measure – evaluation/refocus.

Note: further details on the design of practical modules can be found in the *Curriculum für hochschulisches Lernen in der Praxis* (curriculum for academic learning during practical placements).

**Physiological Basics in the Care Cycle (I)**

Physiological basics in the care cycle (I)								Code 6/HW/01
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	300 h	12	1st sem.	Annual	Winter	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 45 h Sem. tuition: 60 h Skills Lab: 15 h		8 SCH/ 120 h	180 h	Lecture, partner work, sem. group work, Skills Lab		15 / 45	German
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b> I.1. a,b,c, d,e,f,g I.2. a,b,c,f j I.3. a,b,c, d,e,f,g	<b>II.</b> II.5	<b>III.</b> -	<b>IV.</b> IV.1 IV.2 IV.4	<b>V.</b> -	<b>VI.</b> -	
<p><b>Focus on knowledge/understanding/ The content is progressively delivered with a focus on knowledge expansion, consolidation and understanding (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <p style="text-align: center;">Competences – Pregnancy:</p> <ul style="list-style-type: none"> <li>describe and justify evidence-based knowledge and skills to promote physiological pregnancy</li> <li>describe and classify/justify the possibilities of confirming pregnancy, monitoring the course of the pregnancy and assessing the health of the mother and child</li> <li>describe and justify knowledge about the implications of prenatal genetic testing</li> <li>describe the physiological changes during pregnancy</li> <li>describe and justify possible relevant content regarding a healthy lifestyle, including a balanced diet</li> <li>explain measures to alleviate pregnancy discomforts</li> <li>describe how to determine resources and burdens of the pregnant woman</li> <li>name the possibilities and reasons for seeking further expertise</li> </ul> <p style="text-align: center;">Competences – Childbirth:</p> <ul style="list-style-type: none"> <li>describe and justify knowledge about the physiological progress of childbirth and puerperium as well as knowledge of the processes for starting a family</li> <li>describe possible places of birth with their characteristics and explain and justify possible contents of a birth plan</li> <li>describe and justify knowledge and skills to promote physiological birth</li> <li>describe the physiological course of births in vertex presentation</li> <li>give indications for performing an episiotomy and explain how to perform it</li> <li>describe and substantiate the process of suture</li> <li>describe and justify examination and monitoring measures after birth (newborn/woman)</li> <li>describe and justify measures to promote parent-child bonding and breastfeeding,</li> <li>describe relevant aspects of intrapartum care and justify them</li> <li>describe possibilities of monitoring the birth progress with the help of suitable technical means and justify them</li> <li>describe appropriate measures for medical treatment</li> <li>describe aspects of the professional transfer of the woman/the newborn/both to further medical treatment and justify such aspects</li> <li>describe possible medically ordered measures, in particular measures of primary care for the woman and the newborn after obstetric interventions and surgery and justify them</li> </ul>								

	<p style="text-align: center;">Competences – Puerperium and Breastfeeding:</p> <ul style="list-style-type: none"> <li>• describe examination and care content for women/newborns and justify these measures</li> <li>• describe elements for assessing the health of the person receiving care</li> <li>• describe options for recording the needs and the living situation of the family</li> <li>• reproduce and describe puerperium adaptation processes</li> <li>• describe and justify interventions/measures to promote breastfeeding and various types of support for breastfeeding problems</li> <li>• specify the contents of breastfeeding instructions</li> <li>• describe and justify counselling concerning child nutrition and the care and hygiene of the newborn</li> <li>• describe aspects of the instructions for independent care and justify them</li> <li>• describe and justify the counselling on examinations and vaccinations</li> <li>• describe the needs/signs of newborns and derive the appropriate interaction from them</li> <li>• derive meaningful counselling for the mother and the other parent from these needs/signs and interactions</li> <li>• describe physiological involution processes</li> <li>• describe counselling for the promotion of involution processes and justify them</li> <li>• describe and justify the counselling to promote a healthy lifestyle</li> <li>• represent basic content for counselling on family planning and justify this content</li> </ul>
	<p style="text-align: center;">Competences – All three aspects:</p> <ul style="list-style-type: none"> <li>• describe and justify aspects of the timely, professional and process-oriented documentation of measures during pregnancy, childbirth, puerperium and breastfeeding to increase the quality of information transfer and patient safety</li> <li>• avail of evidence-based knowledge and skills to support physiological pregnancy, physiological birth, physiological puerperium</li> </ul>
	<p><b>Focus on knowledge/understanding/application/analysis/assessment/</b>  <b>The content is progressively delivered with a focus on knowledge expansion, consolidation and understanding (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>  <b>Module graduates:</b></p> <p style="text-align: center;">Competences – Psychology:</p> <ul style="list-style-type: none"> <li>• describe various aspects/techniques/possibilities of person- and situation-oriented communication and justify their use</li> <li>• <b>in theoretical case studies</b>, contribute to the quality of the care process through person- and situation-oriented communication with women, children and reference persons</li> <li>• describe communication options to increase the quality of interprofessional care in obstetric teams and cross-sector networks</li> <li>• describe and justify measures/possibilities to support successful cooperation</li> <li>• <b>in theoretical case studies</b>, contribute through their communication to the quality of interprofessional care of the obstetric team and cross-sector networks</li> <li>• evaluate communication processes based on theory <b>in theoretical case studies</b></li> <li>• have a broad knowledge of a selection of research and application fields of psychology that are of particular importance for the midwifery profession</li> <li>• avail of a critical understanding of the fundamental relationships between biological, psychological and social components of human experience and behaviour</li> <li>• can independently update and deepen their psychological knowledge</li> <li>• can transfer this to midwife-specific contexts and to include it in the selection and justification of interventions</li> <li>• incorporate this knowledge into a patient/client-centred relationship design; describe the importance of social science findings for the design of their own professional roles</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>Contents</b></p> <p style="text-align: center;">Contents – General Basics</p> <p>Anatomy/Physiology:</p> <ul style="list-style-type: none"> <li>• Female/male genital organs</li> <li>• Physiology of menstruation/ovulation, fertilisation</li> <li>• Pelvic floor, connective tissue and ligaments</li> </ul> <p>Hygiene:</p> <ul style="list-style-type: none"> <li>• Hygiene measures: Hand hygiene/hand care, disinfection, preparation of instruments/surfaces/material; sterilisation; aseptic wound care</li> <li>• Legal regulations for the handling of medical devices</li> <li>• Basics of Microbiology</li> </ul>

	<p style="text-align: center;">Contents – Pregnancy</p> <ul style="list-style-type: none"> <li>• Intrauterine development</li> <li>• Pregnancy diagnosis</li> <li>• Physiological changes in pregnancy</li> <li>• (Medical/obstetric) anamnesis, maternity directives, prenatal care and associated documents (incl. maternity log)</li> <li>• Components of a complete physical examination with vital signs (vital sign measurement adults, pregnancy values) and collection of pregnancy findings (e.g. foetal heart rate (incl. application of CTG, CTG indications; auscultation), foetal motion testing, manual examination (Leopold, abdominal circumference, SFA), biological samples, basic laboratory parameters and imaging screening procedures, indicators of foetal well-being) and consequent assessment of health conditions/pregnancy assessment based on findings</li> <li>• Nutrition during pregnancy, recommendations for food hygiene</li> </ul>
	<p style="text-align: center;">Contents – Childbirth</p> <ul style="list-style-type: none"> <li>• Anatomy of maternal pelvis (incl. muscles) with anatomy of foetus, foetal circulation</li> <li>• Physiological birth process</li> <li>• Methods for assessing the mother's condition during delivery, behaviour of the woman giving birth, intake of food and liquids intrapartum, accompanying the woman giving birth, strategies for dealing with labour pain, assessment of birth progress</li> <li>• Monitoring of child well-being sub partu (intervals of CTG/auscultation of FHR, physiological HAT, kineto-cardiotocography)</li> <li>• Measures/behaviours/conditions to promote the birth process</li> <li>• Physiology of the placental period</li> <li>• Inspection of the placenta</li> <li>• Uterine tone check, blood loss check with blood loss measurement</li> <li>• Detachment (cutting umbilical cord) and primary care for the newborn</li> <li>• Post-placental period monitoring</li> </ul>
	<p style="text-align: center;">Contents – Puerperium and breastfeeding</p> <ul style="list-style-type: none"> <li>• Care and visits during puerperium</li> <li>• Healing of the pelvic floor and vaginal tissue, importance of the pelvic floor and its strengthening (postnatal exercise)</li> <li>• Physiology of lactation (newborn nutritional needs, awareness of possible adverse effects of certain breastfeeding and lactation aids, compatibility of breastfeeding and work, maintaining milk production, correct storage of breast milk, offering support for at least 6 months, sharing information about nutritional needs, weight gain, frequency, duration of breastfeeding, need for rest, support and nutrition to promote lactation, weaning)</li> <li>• Conversion of the mother's body after birth, involution and support of physiological processes</li> <li>• The healthy newborn and measures (incl. vital signs)</li> <li>• Peculiarities of the early neonatal period</li> <li>• Care of the healthy newborn in the first days of life</li> <li>• Dealing with newborns and infants, changing nappies, positioning, handling, assessing excretions</li> </ul>
	<p style="text-align: center;">Contents – Psychology:</p> <ul style="list-style-type: none"> <li>• Psychological basics with a special focus on communication and interaction</li> <li>• Basics of effective communication</li> <li>• Basics of crisis communication in case of loss/bereavement/emergencies</li> <li>• Basics of effective teamwork in healthcare</li> <li>• Encouraging teamwork</li> <li>• Accurate dissemination of information</li> <li>• Collaboration and cooperation</li> <li>• Developmental Psychology (especially early childhood, young adulthood)</li> <li>• General psychology (e.g., perception, memory, cognition, emotions, motivation)</li> <li>• Social psychology (e.g., affiliation/bonding, aggression, attitudes)</li> <li>• Psychophysiology (e.g., stress management, sleep, sexuality)</li> </ul>
<b>4</b>	<p><b>Participation requirements</b></p> <p>None</p>
<b>5</b>	<p><b>Form of assessment</b></p> <p>Written examination</p>
<b>6</b>	<p><b>Condition for the award of credit points</b></p> <p>Module examination pass</p>
<b>7</b>	<p><b>Application of the module</b> (in the following study programmes)</p> <p>Midwifery (B.Sc.)</p>
<b>8</b>	<p><b>Module coordinator</b></p> <p>Maike Lammert M.A.</p>

<b>9</b>	<b>Other information</b>
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**Basics of Midwifery Science**

Basics of midwifery science								Code 06/PWF/01
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	150 h	6	1st sem.	Annual	Winter	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 30 h Sem. tuition: 30 h Skills Lab: 0 h		4 SCH/ 60 h	90 h	Lecture, partner work, sem. group work		45	German/ English
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
	-		II.1 II.5	-	IV.4	V.1	VI.1 VI.5	
<p><b>Focus on knowledge/understanding/ The content is progressively delivered with a focus on knowledge expansion, consolidation and understanding (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• describe and justify midwife-relevant care structures</li> <li>• describe the control of care processes and aspects of intra- and interprofessional cooperation</li> <li>• describe relevant aspects for quality-assured midwifery practice</li> <li>• describe and justify possibilities for analysis, evaluation and reflection on the effectiveness and quality of professional action</li> <li>• describe legal, economic and social framework conditions on a scientific basis</li> <li>• describe aspects of the timely, professional and process-oriented documentation of measures during pregnancy, childbirth, puerperium and breastfeeding to increase the quality of information transfer and patient safety</li> <li>• know the basics of scientific work</li> <li>• independently acquire knowledge on findings from research in accordance with the generally accepted state of the art</li> <li>• describe aspects of a professional self-image and justify them</li> </ul>								

<b>3</b>	<b>Contents</b>
	<p style="text-align: center;">Introductory module for scientific work:</p> <ul style="list-style-type: none"> <li>• Self-organisation during studies</li> <li>• Learning techniques</li> <li>• Self-evaluation and self-management</li> <li>• The scientific work process</li> <li>• Introduction to project work</li> <li>• Literature review</li> <li>• Reading and processing</li> <li>• Forms of work and structures</li> <li>• Academic writing and literature processing</li> <li>• Quoting and writing professionally</li> <li>• Figures and tables</li> <li>• Preparation of exams</li> </ul> <p style="text-align: right;">Legal aspects:</p> <ul style="list-style-type: none"> <li>• Duty of confidentiality</li> <li>• Liability law</li> <li>• Employment law</li> <li>• Data protection</li> <li>• Maternity leave</li> <li>• Students' representatives</li> <li>• Reporting</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Registration of births and deaths</li> <li>• Midwifery law</li> <li>• Module catalogue</li> <li>• Examination law</li> </ul> <p style="text-align: right;">Hygiene:</p> <ul style="list-style-type: none"> <li>• Basics of hygiene/hospital hygiene</li> <li>• Nosocomial infection</li> <li>• Importance of hygiene</li> </ul> <p style="text-align: right;">Vocational studies:</p> <ul style="list-style-type: none"> <li>• History of midwifery</li> <li>• Introduction to professional ethics</li> <li>• Professionalisation and academisation</li> <li>• International midwifery comparison</li> <li>• National professional standards</li> </ul> <p style="text-align: right;">Basics for practical studies:</p> <ul style="list-style-type: none"> <li>• Basics documentation of practical performance (E-Portfolio)</li> <li>• Basics of the hospital and delivery room system</li> <li>• Principles of self-assessment and reflective professional practice, self-evaluation, reflection, evaluation and feedback</li> </ul>
<b>4</b>	<b>Participation requirements</b>
	None
<b>5</b>	<b>Form of assessment</b>
	Term paper
<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Pia Bakker Dipl.-Berufspäd. (FH)
<b>9</b>	<b>Other information</b>

**Work-Related Module: Promotion and Support of Physiological Processes During Pregnancy, Childbirth and Puerperium**

Work-related module: Promotion and support of physiological processes during pregnancy, childbirth and puerperium								Code 6/HW(P)/02
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	300 h	12	1st-2nd sem.	Annual	Winter	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 0 h Sem. tuition: 0 h Skills Lab: 0 h		280 h	20 h	Work-based learning			German
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b> I.2. a,b,c I.3. a,b,c	<b>II.</b> II.5	<b>III.</b> -	<b>IV.</b> IV.1 IV.2 IV.4	<b>V.</b> V.1	<b>VI.</b> -	
<p><b>Focus on knowledge/understanding/application/</b>  <b>Knowledge is applied practically with a focus on use and transfer (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <p style="text-align: center;">Competences – Delivery room</p> <ul style="list-style-type: none"> <li>• have evidence-based knowledge and skills to promote physiological childbirth</li> <li>• lead physiological births in vertex presentation; if necessary, perform an episiotomy and suture the wound or uncomplicated birth injuries; examine and monitor the woman and newborn after birth and promote parent-child bonding and breastfeeding</li> <li>• care for the woman during childbirth and monitor the unborn child and the birth process with the help of suitable clinical and technical means</li> </ul> <p style="text-align: center;">Competences – Maternity ward</p> <ul style="list-style-type: none"> <li>• have evidence-based knowledge and skills to promote physiological puerperium</li> <li>• examine and care for the woman and the newborn, and assess the health of the woman, newborn and infant, as well as the needs and living situation of the family</li> <li>• advise the woman and the other parent on nutrition; care and hygiene of the newborn and the infant; instruct them in the independent care of newborns and infants and advise them on the use of examinations and vaccinations</li> <li>• explain to the woman and other parent the needs and indications of a newborn and infant and guide the woman and other parent in age-appropriate interactions with the newborn and infant</li> </ul> <p style="text-align: center;">Competences – All (supervision) areas</p> <ul style="list-style-type: none"> <li>• analyse and describe midwife-relevant care structures, the control of care processes and the intra- and interprofessional cooperation,</li> <li>• analyse, evaluate and describe the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding on the basis of methods from midwifery and reference disciplines, as well as through theories and research results</li> <li>• contribute to the quality of the care process through person- and situation-oriented communication with women, children and reference persons</li> <li>• contribute to the quality of interprofessional care of the obstetric team and in cross-sector networks through their communication</li> <li>• contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, childbirth, puerperium and breastfeeding</li> </ul>								

<b>3</b>	<p style="text-align: center;"><b>Contents</b></p> <p style="text-align: center;">Contents – Delivery room</p> <p>Counselling for pregnant women with prenatal examinations (see Annex 3 No. 1 HebStPrV):</p> <ul style="list-style-type: none"> <li>• Use of diagnostic and nursing measures to monitor the general health of mother and child:             <ul style="list-style-type: none"> <li>◦ Carrying out internal and external examinations of the parturient</li> <li>◦ Application of basic practical knowledge of CTG trace/auscultation</li> </ul> </li> <li>• Medical history of pregnant women under supervision</li> <li>• Preparation and cleansing of rooms, materials and instruments</li> <li>• Organisational structures</li> <li>• Assisting midwives and doctors</li> <li>• Professional and situational communication</li> <li>• Case analysis</li> <li>• Hygienic requirements and guidelines, handling of sterile goods</li> <li>• Involvement of accompanying persons</li> <li>• Distinguishing between practices that promote normal processes and those that disrupt them</li> </ul> <p>Monitoring and care of women during childbirth (see Annex 3 No. 2 HebStPrV) and childbirth management by the student themselves (see Annex 3 No. 3 HebStPrV):</p> <ul style="list-style-type: none"> <li>• Observation, care and monitoring of physiological birth</li> <li>• Care measures during childbirth</li> <li>• Assessment of the situation of the woman and the unborn child</li> <li>• Support of the mother during childbirth</li> <li>• Perineal protection/development of the child in physiological births</li> <li>• Cutting and taking blood samples from the umbilical cord</li> <li>• Assessment and monitoring of the placental period</li> <li>• Postpartum monitoring after physiological births</li> <li>• First breastfeeding contact and bonding processes</li> <li>• Primary care, assessment, newborn screening</li> <li>• Documentation</li> <li>• Transfer of mother and child</li> <li>• Preparation and cleansing of rooms, materials and instruments</li> <li>• Organisational structures</li> <li>• Assisting midwives and doctors</li> <li>• Professional and situational communication</li> <li>• Case analysis</li> <li>• Hygienic requirements and guidelines, handling of sterile goods</li> <li>• Involvement of accompanying persons</li> <li>• Distinguishing between practices that promote normal processes and those that disrupt them</li> <li>• Performing the episiotomy and introduction to suturing the wound (see Annex 3 No. 5 HebStPrV):             <ul style="list-style-type: none"> <li>• if necessary, episiotomies under supervision</li> <li>• Perineal inspection, suturing assistance</li> </ul> </li> </ul>
	<p style="text-align: center;">Contents – Maternity ward</p> <p>Monitoring and care, including examination of women during puerperium and healthy newborns (see Annex 3 No. 7 HebStPrV):</p> <ul style="list-style-type: none"> <li>• Recording the situation of the mother and the child</li> <li>• Implementation of diagnostic measures, examinations, basic care, prophylaxis, therapies for mother and child in puerperium under guidance</li> <li>• Learning puerperium-specific support tools and concepts</li> <li>• Assessment and support of involution processes</li> <li>• Participation in counselling on puerperium-specific topics</li> <li>• Promoting parent-child bonding</li> <li>• Participation in breastfeeding support measures</li> <li>• Selection, preparation and administration of formula</li> <li>• Documentation</li> <li>• Normal ward procedures and routines</li> <li>• Description and application of professional communication</li> <li>• Participation in discharge interviews</li> <li>• Hygiene</li> <li>• Description of activities and effects of activities on the birth and puerperium progress</li> <li>• Distinguishing between practices that promote normal processes and those that disrupt them</li> </ul>
<b>4</b>	<p><b>Participation requirements</b></p> <p>None</p>
<b>5</b>	<p><b>Form of assessment</b></p> <p>Performance examination</p>

<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Pia Bakker Dipl.-Berufspäd. (FH) Maïke Lammert M.A.
<b>9</b>	<b>Other information</b>

**Physiological Basics in the Care Cycle (II)**

Physiological basics in the care cycle (II)								Code 6/HW/03
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	150 h	6	2nd sem.	Annual	Summer	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 30 h Sem. tuition: 0 h Skills Lab: 30 h		4 SCH/ 60 h	90 h	Lecture, partner work, sem. group work, Skills Lab		15 / 45	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
		I.1. a,b,c,d,e, f,g I.2. a,b,c,f,j I.3. a,b,c,d,e, f,g	II.4 II.5	-	IV.1 IV.2 IV.4	V.2	-	
	<b>Focus on application/analysis/assessment (← in general terms)</b>							
	<b>The content is progressively delivered with a focus on knowledge consolidation and understanding, use and transfer, as well as communication and cooperation (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>							
	<b>Students:</b>							
	Competences – Pregnancy:							
	<ul style="list-style-type: none"> <li>• <b>in theoretical case studies/skills lab</b>, identify a pregnancy and monitor maternal and child health</li> <li>• <b>in theoretical case studies/skills lab</b>, advise the woman with regard to the physiological changes during pregnancy and with regard to a healthy lifestyle, including a balanced diet, to promote the health of the mother and child and alleviate pregnancy symptoms through appropriate measures</li> <li>• <b>in theoretical case studies/skills lab</b>, record resources and burdens of the pregnant woman and her family</li> <li>• <b>in theoretical case studies/skills lab</b>, assess the resources and burdens of the pregnant woman and her family and, if necessary, work towards the consultation of further expertise</li> <li>• <b>in theoretical case studies/skills lab</b>, prepare the pregnant woman and her family for childbirth, puerperium and parenthood according to their individual life situation</li> <li>• <b>in theoretical case studies/skills lab</b>, advise the woman on choices for a suitable place of birth and, if necessary, draw up an individual birth plan with her</li> </ul>							
	Competences – Childbirth:							
	<ul style="list-style-type: none"> <li>• <b>in theoretical case studies/skills lab</b>, conduct physiological births in vertex presentation, if necessary, perform an episiotomy and suture the wound or uncomplicated birth injuries, examine and monitor the woman and the newborn after birth and promote parent-child bonding and breastfeeding</li> <li>• <b>in theoretical case studies/skills lab</b>, care for the woman during childbirth and monitor the unborn child and the birth process with the help of suitable clinical and technical means</li> <li>• <b>in theoretical case studies/skills lab</b>, assess maternal and child health and the development of the unborn child using the necessary clinical examinations and assessment instruments</li> </ul>							

	<p style="text-align: center;">Competences – Puerperium:</p> <ul style="list-style-type: none"> <li>• <b>in theoretical case studies/skills lab</b>, implement medically prescribed measures independently in particular primary care measures for women and newborns after obstetric interventions and surgery</li> <li>• <b>in theoretical case studies/skills lab</b>, examine and care for the woman and the newborn</li> <li>• <b>in theoretical case studies/skills lab</b>, assess the health of the woman, the newborn and the infant as well as the needs and living situation of the family</li> <li>• <b>in theoretical case studies/skills lab</b>, explain the puerperium adaptation processes to the woman and the other parent, promote breastfeeding, instruct the woman on breastfeeding the newborn and infant and provide assistance with breastfeeding problems</li> <li>• <b>in theoretical case studies/skills lab</b>, advise the woman and the other parent on the nutrition, care and hygiene of the newborn and the infant, guide them in the independent care of the newborn and infant and advise them on the use of examinations and vaccinations</li> <li>• <b>in theoretical case studies/skills lab</b>, explain the needs and signs of a newborn and infant to the woman and other parent and guide the woman and other parent in age-appropriate interaction with the newborn and infant</li> <li>• <b>in theoretical case studies/skills lab</b>, advise women on the promotion of involution processes and a healthy lifestyle</li> <li>• <b>in theoretical case studies/skills lab</b>, advise the woman on questions of family planning and educate her appropriately</li> </ul>
	<p style="text-align: center;">Competences – All (supervision) areas</p> <ul style="list-style-type: none"> <li>• <b>in the skills lab</b>, carry out injections, infusions and blood draws and place a peripheral venous catheter</li> <li>• <b>in the skills lab</b>, perform catheterisation in a professional and hygienic manner</li> <li>• <b>in theoretical case studies/skills lab</b>, contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• <b>in theoretical case studies/skills lab</b>, describe their activities with the help of a given structure</li> <li>• work effectively and cooperatively with fellow students</li> <li>• jointly create solutions for theoretical cases/skills lab scenarios</li> <li>• jointly develop alternative courses of action when problems arise</li> <li>• resolve emerging conflicts in an appreciative manner</li> <li>• provide mutual support</li> <li>• offer each other honest and constructive feedback</li> </ul>
<b>3</b>	<p><b>Contents</b></p> <ul style="list-style-type: none"> <li>• Repetition, consolidation and application of knowledge acquired from module 6/HW/01 in case studies and in the skills lab</li> </ul> <p style="text-align: center;">Contents – Pregnancy:</p> <ul style="list-style-type: none"> <li>• Birth preparation course</li> <li>• Prenatal measures</li> </ul> <p style="text-align: center;">Contents – Childbirth:</p> <ul style="list-style-type: none"> <li>• Vaginal examination (pelvic palpation, pelvic measurement, assessment during birth)</li> <li>• Preparation of emergency tocolysis</li> <li>• Birth management and care of the parturient, perineal protection, guided vs. intuitive pushing, importance of 1:1 care, freedom of movement of the woman/upright positions/birth positions, positioning rules, admission and transfer of the parturient/the woman who has just given birth (SBAR)</li> <li>• Birth positions</li> <li>• Water birth</li> <li>• Episiotomy, perineal inspection and classification of the mother's birth injuries, sutures (theoretical), intimate washing</li> <li>• Newborn screening, maturity assessment</li> <li>• Infusions, injections, taking blood and placing a peripheral venous catheter</li> </ul> <p style="text-align: center;">Contents – Puerperium and breastfeeding:</p> <ul style="list-style-type: none"> <li>• Investigation to determine the growth and development of the infant</li> <li>• Development of the child in the first year of life</li> <li>• Postpartum gymnastics</li> </ul>

	<p style="text-align: center;">Anatomy, Physiology, Pathology</p> <ul style="list-style-type: none"> <li>• Introduction to Anatomy</li> <li>• Anatomy, physiology and diseases:</li> <li>• Heart (heart failure, heart attack)</li> <li>• Cardiovascular system (hypotension, hypertension, syncope, thrombosis, pulmonary embolism)</li> <li>• Lung/respiration (asthma, pneumonia)</li> <li>• Haematology (anaemia, thrombophilia, coagulation disorders)</li> <li>• Liver and bile (cholelithiasis, hepatitis)</li> <li>• Glucose metabolism (diabetes (without GDM))</li> <li>• Effects of diseases on pregnancy, childbirth, the newborn and puerperium/breastfeeding</li> </ul>
<b>4</b>	<b>Participation requirements</b>
	None
<b>5</b>	<b>Form of assessment</b>
	Oral examination
<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Prof. Dr. Annette Bernloehr
<b>9</b>	<b>Other information</b>



## **Health Science Basics and Counselling**

Health science basics and counselling								Code 6/BD/01
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	225 h	9	2nd sem.	Annual	Summer	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 45 h Sem. tuition: 45 h Skills Lab: 0 h		6 SCH/ 90 h	135 h	Lecture, partner work, sem. group work, Skills Lab		45	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
		I.1.e I.3.i	II.3 II.5	III.1	IV.1 IV.3	-	-	
<p><b>Focus on knowledge/understanding/application/analysis/assessment/</b></p> <p><b>The content is progressively delivered in the sense of knowledge expansion, consolidation and understanding (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• assess the resources and burdens of the pregnant woman and her family and, if necessary, work towards the consultation of further expertise</li> <li>• <b>in theoretical case studies</b>, recognise stressful life situations and psychosocial problems in women (in this module with counselling)</li> <li>• describe relevant knowledge of health promotion and prevention and derive care aspects from them</li> <li>• describe knowledge about theory-based counselling, as well as communication and counselling processes, and justify various possibilities</li> <li>• <b>in theoretical case studies</b>, design theory-driven counselling concepts as well as communication and counselling processes</li> <li>• <b>in theoretical case studies</b>, assess counselling concepts based on theory as well as communication and counselling processes</li> <li>• indicate and justify ways of recording the needs of the woman/child</li> <li>• <b>in theoretical case studies</b>, evaluate and describe the effectiveness and quality of their professional activities with a particular focus on communication and counselling processes</li> <li>• <b>in theoretical case studies</b>, contribute to the quality of the care process through person- and situation-oriented communication with women, children and reference persons</li> <li>• have knowledge of selected theories, concepts and terms of counselling and have a well-founded basic knowledge by dealing with basics from reference disciplines (education, psychology, public health) as well as with the results of relevant research</li> <li>• are able to record and analyse counselling sessions and design counselling situations in a patient-/client-centred and participatory manner</li> <li>• describe and design their role as a counsellor using sample concepts. can assess and select valid instruments for the evaluation of counselling processes,</li> <li>• perceive the clients/patients in their specific living environments and living conditions and take this perspective into account in dialogue with their own professional attitude and stance in the counselling process</li> <li>• adapt to the requirements of their specific target group and can convey their specialist positions and knowledge to laypersons as well as to experts and specialists</li> <li>• <b>in theoretical case studies</b>, consider and support the autonomy and self-determination of women [...]</li> </ul>								

<b>3</b>	<b>Contents</b>
	<p style="text-align: center;">Basics of Health Sciences:</p> <ul style="list-style-type: none"> <li>• Prevention and health promotion, primary prevention</li> <li>• Screenings: pros and cons and relevance</li> <li>• Salutogenesis; resilience</li> <li>• Programmes to minimise the risks of substance abuse</li> <li>• Prevention of tobacco use and passive smoking, of addictive substances and alcohol consumption, medication prevention</li> <li>• Promotion of women's health (gender health); working group on women's health</li> <li>• Life situation/social status, social status, social disadvantage</li> <li>• (National) strategies to maintain and promote health for pregnant women, children and their families</li> <li>• Effects of unfavourable social and economic conditions on maternal and child health</li> <li>• Technologies, innovations and interventions to promote health and avoid complications (social media, digital health-related technologies, e-health literacy)</li> <li>• Effects of medication use, tobacco use, drug use, alcohol use (related to pregnancy)</li> <li>• Screening during pregnancy, effectiveness (gestational diabetes, indirect Coombs test, HIV, HBsAG, chlamydia, blood pressure checks)</li> <li>• National/international strategies to reduce mother-to-child transmission of diseases, STIs</li> </ul>
	<p style="text-align: center;">Basics of counselling activity:</p> <ul style="list-style-type: none"> <li>• Methods for communicating health information to individuals, groups and communities</li> <li>• Methods for providing information to individuals or groups</li> <li>• Counselling cycle</li> <li>• Methods for recording maternal feelings, expectations of oneself, infant, and family, as well as individual counselling adapted to them</li> <li>• Media to support counselling services</li> <li>• Acceptance of decisions</li> <li>• Counselling, guidance, training: models and practical implementation</li> <li>• Evaluation of counselling processes</li> <li>• Mediation techniques</li> <li>• Empowerment</li> <li>• Compliance</li> <li>• Delivering bad news</li> <li>• Communication in emergency situations</li> <li>• SBAR</li> </ul>
	<p style="text-align: center;">Counselling on obstetric issues</p> <ul style="list-style-type: none"> <li>• Family planning and preconception counselling</li> <li>• Sports during pregnancy</li> <li>• Counselling during pregnancy (psychosocial reaction to pregnancy, nutrition (see 6/HW/01), lifestyle, prenatal measures, vaccinations during pregnancy, pap smear (see 6/HW/01), stimulants, HIV test (s. 6/HW/01), choice of place of birth: societal view of places of birth and their use, evidence on the outcome depending on the setting, availability of resources depending on the place of birth)</li> <li>• Development of a care and birth plan</li> <li>• Counselling on pregnancy symptoms</li> <li>• Overview of childhood vaccinations and counselling for parents</li> <li>• Pregnancy counselling: breastfeeding, infant nutrition, allergy prevention</li> <li>• Breastfeeding counselling</li> <li>• Formula feeding (use, advantages and disadvantages, digestion, variants, hygiene)</li> <li>• Weaning counselling</li> <li>• Counselling on puerperium and breastfeeding (frequent symptoms, questions about handling the infant (see 6/HW/01), BLW, mashed food, complementary feeding)</li> <li>• Postpartum sexuality, different methods of contraception depending on the life situation (safer sex, natural methods of contraception, barrier methods, hormonal and implantable methods, emergency contraception, sterilisation with side effects as well as contraindications and risk of pregnancy) --&gt; counselling on contraception</li> </ul>
<b>4</b>	<b>Participation requirements</b>
	None
<b>5</b>	<b>Form of assessment</b>
	Performance examination

<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Maike Lammert M.A.
<b>9</b>	<b>Other information</b>

**Work-Related Module: Promotion and Support of Physiological Processes During Pregnancy and Childbirth**

Work-related module: Promotion and support of physiological processes during pregnancy and childbirth								Code 6/HW(P)/04
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	250 h	10	2nd-3rd sem.	Annual	Summer	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 0 Sem. tuition: 0 h Skills Lab: 0 h		225 h	25 h	Work-based learning			German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
		I.2.a,b,c	II.5	III.1	IV.1 IV.2 IV.3 IV.4	V.1	-	
	<p><b>Focus on knowledge/understanding/application/ Knowledge is practically delivered with a focus on its use and transfer (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• have evidence-based knowledge and skills to support physiological childbirth</li> <li>• lead physiological births in vertex presentation; if necessary, perform an episiotomy and suture the wound or uncomplicated birth injuries; examine and monitor the woman and newborn after birth and promote parent-child bonding and breastfeeding;</li> <li>• care for the woman during childbirth and monitor the unborn child and the birth process with the help of suitable clinical and technical means;</li> <li>• contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, childbirth, puerperium and breastfeeding.</li> <li>• analyse, evaluate and describe the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding on the basis of methods from midwifery and reference disciplines, as well as through theories and research results.</li> <li>• contribute to the quality of the care process through personal and situation-oriented communication with women, children and reference persons</li> <li>• contribute to the quality of interprofessional care of the obstetric team and in cross-sector networks through their communication</li> <li>• design and evaluate theory-based counselling concepts as well as communication and consulting processes</li> <li>• contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• analyse and describe midwife-relevant care structures, the control of care processes and the intra- and interprofessional cooperation</li> <li>• carry out injections, infusions and blood draws and place a peripheral venous catheter</li> <li>• perform catheterisation in a professional hygienic manner</li> </ul>							

<b>3</b>	<b>Contents</b>
	<p>Consolidation of the content from 6/HW(P)/02 and extension by the following content:                  Counselling for pregnant women with prenatal examinations (see Annex 3 No. 1 HebStPrV)</p> <ul style="list-style-type: none"> <li>• Anamnesis</li> <li>• Inclusion of organisational processes in the delivery room in action sequences</li> <li>• Communication</li> </ul> <p>Monitoring and care of women during childbirth (see Annex 3 No. 2 HebStPrV) and childbirth management by the student themselves (see Annex 3 No. 3 HebStPrV):</p> <ul style="list-style-type: none"> <li>• Care of the parturient and her companion in the physiological process</li> <li>• Application of appropriate monitoring measures and technologies</li> <li>• Interpretation of the CTG trace</li> </ul> <ul style="list-style-type: none"> <li>• Identification of the needs of parturient and their companions and derivation of measures for supporting the childbirth process</li> <li>• Participation in managing the active labour phase in physiological births</li> <li>• Development and description of diagnostic and therapeutic skills and abilities</li> <li>• Gathering of information</li> <li>• Management of the placental and post-placental periods</li> <li>• Catheterisation</li> <li>• Preparation of a woman for a caesarean section</li> <li>• Instructions to the parturient during first and second stage of labour</li> <li>• Inclusion of organisational processes in the delivery room in action sequences</li> <li>• Communication</li> <li>• Description of activities and effects of activities on the birth and puerperium progress</li> </ul> <p>Performing the episiotomy and introduction to suturing the wound (see Annex 3 No. 5 HebStPrV):</p> <ul style="list-style-type: none"> <li>• Treatment of minor birth injuries</li> <li>• Assistance in the treatment of major birth injuries</li> </ul>
<b>4</b>	<b>Participation requirements</b>
	None
<b>5</b>	<b>Form of assessment</b>
	Performance examination
<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Pia Bakker Dipl.-Berufspäd. (FH) Maike Lammert M.A.
<b>9</b>	<b>Other information</b>

**Work-Related Module: Gynaecology (Diagnostics and Surgery)**

Work-related module: Gynaecology (diagnostics and surgery)								Code 6/HW(P)/05
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	100 h	4	2nd–3rd sem.	Annual	Summer	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 0 h Sem. tuition: 0 h Exercise: 6 h		86 h	14 h	Work-based learning, group work		15	German
2	<b>Learning outcomes/competences</b>							
	Competence area	I. I.1b,c,e	II. -	III. -	IV. IV.1 IV.4	V. -	VI. -	
<p><b>Focus on knowledge/understanding/application/ Competences are practically delivered with a focus on knowledge expansion, consolidation and understanding (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>diagnose pregnancy and monitor and assess maternal and foetal health and foetal development through necessary clinical examinations and assessment tools</li> <li>provide information about examinations which are suitable for detecting high-risk pregnancies or irregularities and complications during pregnancy as early as possible; have knowledge of the implications of prenatal genetic tests and work towards the involvement of further expertise if necessary; the provisions of the Genetic Diagnostics Act remain unaffected</li> <li>assess the resources and burdens of the pregnant woman and her family and, if necessary, work towards the consultation of further expertise</li> <li>contribute to the quality of the care process through personal and situation-oriented communication with women, children and reference persons;</li> <li>contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, childbirth, puerperium and breastfeeding</li> </ul>								
3	<b>Contents</b>							
	<p>Monitoring and care of pregnant women at risk, women during childbirth and women in puerperium (see Annex 3 No. 6 HebStPrV):</p> <ul style="list-style-type: none"> <li>Accompanying women with miscarriages and early pregnancy complications</li> <li>Communication with women in the early stages of pregnancy and women with gynaecological conditions</li> </ul> <p>Care of pathological cases in gynaecology and obstetrics (see Annex 3 No. 9 HebStPrV) and introduction to the care of pathological cases in medicine and surgery (see Annex 3 No. 10 HebStPrV):</p> <ul style="list-style-type: none"> <li>Introduction to gynaecological diagnostics</li> <li>Participation in gynaecological medical consultation</li> <li>Participation in gynaecological surgery</li> <li>Participation in diagnostic and therapeutic procedures</li> <li>Assistance activities in the operating room under sterile conditions</li> <li>Instrument knowledge</li> <li>Surgery positioning</li> <li>Participation in pre-operative and post-operative monitoring</li> <li>Participation in anaesthesia</li> <li>Placing peripheral venous catheters</li> <li>Learning about evidence-based pre-operative and post-operative and conservative care measures</li> <li>Documentation</li> <li>Hygiene guidelines, disinfection, sterilisation, sterile behaviour</li> </ul>							
4	<b>Participation requirements</b>							
	None							

<b>5</b>	<b>Form of assessment</b>
	None
<b>6</b>	<b>Condition for the award of credit points</b>
	Proof of at least 80 hours of gynaecology (diagnostics and surgery)
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Pia Bakker Dipl.-Berufspäd. (FH) Maike Lammert M.A.
<b>9</b>	<b>Other information</b>
	6 teaching units of analysis in practice groups at the university take place to support the theory-practice-theory transfer.

**Irregularities and Risks in the Care Cycle (I)**

Irregularities and risks in the care cycle (I)								Code 6/HW/06
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	225 h	9	3rd sem.	Annual	Winter	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 30 h Sem. tuition: 45 h Skills Lab: 15 h		6 SCH/ 90 h	135 h	Lecture, partner work, sem. group work, Skills Lab		15 / 45	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
		I.1. c,h I.2. d,-k I.3. h,j	-	-	IV.4	-	-	
	<b>Focus on knowledge/understanding/ The content is progressively delivered with a focus on knowledge expansion, consolidation and understanding (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>							
	<b>Students:</b>							
	<p style="text-align: center;">Competences – Pregnancy:</p> <ul style="list-style-type: none"> <li>• describe and justify examinations to identify high-risk pregnancies, irregularities and complications as early as possible</li> <li>• describe and justify knowledge about the implications of prenatal genetic testing</li> <li>• justify and implement possible consultation of further expertise</li> <li>• list signs of irregularities in pregnancy that require medical treatment</li> <li>• justify the need for medical treatment</li> <li>• describe appropriate measures for medical treatment</li> <li>• indicate measures to positively promote an irregular pregnancy with the help of midwifery and justify such measures</li> </ul>							
	<p style="text-align: center;">Competences – Childbirth:</p> <ul style="list-style-type: none"> <li>• list signs of irregularities during childbirth that require medical treatment, justify the need for medical treatment</li> <li>• describe appropriate measures for medical treatment</li> <li>• refer the woman, the newborn or both, if necessary, for further medical treatment and provide assistance with medical measures while continuing to support as a midwife</li> <li>• indicate how they would explain the need for medical treatment to a woman and her companion if necessary and justify this explanation</li> <li>• in an emergency, describe and justify measures and activities to carry out a breech childbirth</li> <li>• in an emergency, describe and justify medically required activities in the absence of the doctor,</li> <li>• list measures for performing a manual placenta removal and for manual post-palpation. justify and explain these measures</li> <li>• specify content for successful resuscitation of the woman/newborn or both and justify it</li> <li>• describe possible measures ordered by a doctor, in particular measures of primary care for the woman and the newborn after obstetric interventions and surgery, and justify them</li> <li>• describe and justify the care and support measures for women and their families in the event of stillbirths and miscarriages, as well as abortions after the twelfth week of pregnancy</li> <li>• describe relevant aspects of intrapartum care in the case of difficult births and justify them, describe measures to promote physiological birth in difficult births, indicate the progress of birth with different postures, positions, settings as well as birth positions and measures</li> </ul>							



	<p style="text-align: center;">Competences – Puerperium and breastfeeding:</p> <ul style="list-style-type: none"> <li>• list signs of irregularities during puerperium and breastfeeding that require medical treatment, justify the need for medical treatment</li> <li>• describe appropriate measures for medical treatment</li> <li>• indicate measures to positively support an irregular puerperium with the help of midwifery interventions and justify such measures</li> <li>• describe the special needs of intersex newborns/infants, sick children, newborns/infants with disabilities</li> <li>• describe and justify possible support measures</li> </ul> <hr/> <p style="text-align: center;">Competences – All (supervision) areas</p> <ul style="list-style-type: none"> <li>• describe and justify aspects of the timely, professional and process-oriented documentation of measures during pregnancy, childbirth, puerperium and breastfeeding to increase the quality of information transfer and patient safety</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>Contents</b></p> <hr/> <p style="text-align: center;">CPR (and first aid)</p> <ul style="list-style-type: none"> <li>• Emergency communication</li> <li>• Emergency management according to national standards</li> <li>• Resuscitation of the woman and transfer</li> <li>• Shock: forms of shock</li> </ul> <p style="text-align: center;">Pharmacology</p> <ul style="list-style-type: none"> <li>• Medications during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• Calculation of dosages</li> <li>• Herbal remedies</li> <li>• Embryotox</li> <li>• Vaccinations for mother and child</li> </ul> <hr/> <p style="text-align: center;">Contents Pregnancy – Basics of pathological pregnancy:</p> <ul style="list-style-type: none"> <li>• Bleeding during pregnancy</li> <li>• Placental disorders</li> <li>• Miscarriages and abortions/ectopic pregnancy</li> <li>• Premature labour/cervical insufficiency/impending miscarriage</li> <li>• PPROM</li> <li>• Infections during pregnancy</li> <li>• IUGR/foetal impairment</li> </ul> <p>Other disorders in pregnancy</p> <ul style="list-style-type: none"> <li>• Emesis</li> <li>• Intrahepatic cholestasis of pregnancy</li> <li>• Kidney congestion</li> </ul> <p>Late-term/post-term delivery</p> <ul style="list-style-type: none"> <li>• Post-term delivery</li> <li>• Late-term delivery</li> <li>• Term</li> <li>• Induction</li> <li>• Promotion of physiology by midwives</li> </ul> <p>Basic knowledge of hypertensive diseases/basics and management</p> <ul style="list-style-type: none"> <li>• HELLP</li> <li>• Pre-eclampsia</li> <li>• Eclampsia/differential diagnoses</li> <li>• Transfer of pregnant women</li> </ul> <p>Basic knowledge of diabetes mellitus and gestational diabetes</p> <ul style="list-style-type: none"> <li>• Diabetes during pregnancy/childbirth/puerperium, effects on newborn</li> </ul> <hr/> <p style="text-align: center;">Contents – Childbirth</p> <p>Pathological CTG/incl. childbirth management</p> <ul style="list-style-type: none"> <li>• Pathology in CTG</li> <li>• Amniotomy/FSE</li> <li>• Fetal scalp blood testing and evidence</li> <li>• Nuchal cord management</li> </ul> <p>Delivery by vaginal surgery/childbirth acceleration/suture</p> <ul style="list-style-type: none"> <li>• Ventouse/forceps</li> <li>• Epidural/intubation anaesthesia</li> <li>• Birth injuries/suture</li> <li>• Measures to speed up delivery and manual procedures</li> </ul>

	<p>Sectio caesarea</p> <ul style="list-style-type: none"> <li>• Indications, urgencies, implementation</li> <li>• C-section preparation</li> <li>• postoperative monitoring and care</li> <li>• Puerperal care</li> <li>• Breastfeeding after c-section</li> <li>• Compression stockings</li> <li>• Disposable catheterisation, peripheral venous catheter</li> </ul> <p>Irregular presentations/attitude/postures</p> <ul style="list-style-type: none"> <li>• Transverse presentation and oblique presentation</li> <li>• Sinciput presentation/low transverse presentation</li> <li>• Posture anomalies</li> <li>• Asynclitism</li> <li>• Umbilical cord prolapse</li> <li>• Arm prolapse</li> <li>• Birth positions in the event of irregularities</li> <li>• Theory of breech birth</li> </ul> <ul style="list-style-type: none"> <li>• Childbirth management in multiple births</li> <li>• Theory of shoulder dystocia</li> </ul>
	<p style="text-align: center;">Contents – Puerperium and breastfeeding</p> <p>Postpartum micturition disorders</p> <ul style="list-style-type: none"> <li>• Micturition disorders</li> <li>• Incontinence</li> </ul> <p>Pathology of involution</p> <ul style="list-style-type: none"> <li>• Involution disorders</li> <li>• Lochial congestion</li> <li>• Endometritis</li> <li>• Providing information to women at risk</li> </ul> <p>Pathologies in the puerperium</p> <ul style="list-style-type: none"> <li>• Bleeding</li> <li>• Wound healing disorders</li> <li>• Fistulas</li> <li>• Intestinal/perineal disorders</li> <li>• Pelvic ring loosening</li> <li>• Symphyseal rupture</li> <li>• Coccyx injuries</li> </ul> <p>Pathology of the newborn</p> <ul style="list-style-type: none"> <li>• Birth injuries</li> <li>• Cord infections</li> <li>• Growth disorders</li> <li>• Formula supplementation</li> <li>• Hyperbilirubinemia</li> <li>• Hypoglycaemia</li> <li>• SIDS (consolidation)</li> </ul> <p>Breastfeeding problems I</p> <ul style="list-style-type: none"> <li>• Rhagades</li> <li>• Ankyloglossia</li> <li>• Breastfeeding with special nipple shapes</li> <li>• Plugged milk ducts</li> <li>• Mastitis</li> <li>• Abscess</li> <li>• Vasospasm/white nipple</li> <li>• Galaktogoga</li> <li>• Agalactia (lack of milk)</li> <li>• Breastfeeding with HIV</li> <li>• Breastfeeding with Hep C</li> <li>• Thrush</li> <li>• Breastfeeding and smoking</li> <li>• Breastfeeding twins/multiple babies</li> </ul>
<b>4</b>	<p><b>Participation requirements</b></p> <p>None</p>

Examination Regulations for the Bachelor's Degree Study "Midwifery" (B.Sc.)

<b>5</b>	<b>Form of assessment</b> Written examination
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes) Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Annette Bernloehr
<b>9</b>	<b>Other information</b>

**Evidence-Based Midwifery and Applied Midwifery Research**

Evidence-based midwifery and applied midwifery research								Code 06/PWF/02
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	150 h	6	3rd sem.	Annual	Winter	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 30 h Sem. tuition: 30 h Exercise: 0 h		4 SCH/ 60 h	90 h	Lecture, partner work, sem. group work		45	German
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
	-		II.1	-	-	V.3 V.4	-	
<p><b>Focus on knowledge/understanding/</b>  <b>The content is progressively delivered with a focus on knowledge expansion, consolidation and understanding (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>describe and justify reliable research results according to the generally recognised status of findings from midwifery, medical science and other reference disciplines</li> <li>evaluate reliable research results according to the generally recognised status of findings from midwifery, medical science and other reference disciplines</li> <li>have the knowledge to work on the interdisciplinary further development and implementation of science-based, evidence-based and innovative care concepts during pregnancy, childbirth, puerperium and breastfeeding</li> <li>have the knowledge to participate in the intra- and interdisciplinary development, implementation and evaluation of quality management concepts, risk management concepts, guidelines and expert standards</li> <li>describe knowledge of scientific work and qualitative and quantitative research methods</li> <li>describe the research process from the genesis of the question to the investigation and presentation of results</li> <li>assess the quality and impact of studies</li> <li>master the basic quality criteria of research</li> <li>appreciate the plurality of theories and models</li> <li>substantiate a theoretical problem with the help of appropriate, systematic literature research and its critical analysis</li> </ul>								

<b>3</b>	<b>Contents</b>
	<ul style="list-style-type: none"> <li>• Methods of qualitative research</li> <li>• Methods of quantitative research (statistics)</li> <li>• Principles of research (qualitative/quantitative/literature-based)</li> <li>• Academic writing/writing abstracts</li> <li>• Introduction to clinical reasoning</li> <li>• Technical English (medical vocabulary, conversation), NICE guidelines (presentation)</li> <li>• The concept of "risk"</li> <li>• Evaluation of the quality of guidelines</li> <li>• International and national guidelines</li> <li>• PICO framework</li> <li>• Peer reviews</li> <li>• Discussion of research results, initiation of critical thinking structures</li> <li>• Basic principles of evidence-based work</li> <li>• Objective of a study and research question</li> <li>• Care cycle and expert standard "Promotion of physiological birth," DNQP</li> <li>• Diversity studies</li> </ul>
<b>4</b>	<b>Participation requirements</b>
	None
<b>5</b>	<b>Form of assessment</b>
	Term paper with English abstract
<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Müller-Bößmann MHBA
<b>9</b>	<b>Other information</b>

**Work-Related Module: Promotion and Management of Physiological Processes During Pregnancy and Childbirth**

Work-related module: Promotion and management of physiological processes during pregnancy and childbirth								Code 6/HW(P)/07
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	150 h	6	3rd-4th sem.	Annual	Winter	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 0 h Sem. tuition: 0 h Skills Lab: 0 h		145 h	5 h	Work-based learning			German
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b> I.2.a-k	<b>II.</b> II.5	<b>III.</b> -	<b>IV.</b> IV.1 IV.2 IV.3 IV.4	<b>V.</b> V.1	<b>VI.</b> -	
<p><b>Focus on knowledge/understanding/application/</b>  <b>Knowledge is practically delivered with a focus on its use and transfer, communication and cooperation (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>analyse and describe midwife-relevant care structures, the control of care processes and the intra- and interprofessional cooperation</li> <li>have evidence-based knowledge and skills to support physiological childbirth</li> <li>lead physiological births in vertex presentation; if necessary, perform an episiotomy and suture the wound or uncomplicated birth injuries; examine and monitor the woman and newborn after birth and promote parent-child bonding and breastfeeding;</li> <li>care for the woman during childbirth and monitor the unborn child and the birth process with the help of suitable clinical and technical means</li> <li>recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> <li>explain to the woman and her companion the need for medical treatment if necessary,</li> <li>refer the woman, the newborn or both, if necessary, for further medical treatment and provide assistance with medical measures while continuing to support as a midwife</li> <li>in an emergency, perform a breech birth</li> <li>in an emergency and in the absence of a doctor, initiate the medically necessary measures and, in particular, carry out a manual removal of the placenta, which may be followed by a manual follow-up examination of the uterus,</li> <li>in an emergency, perform the resuscitation measures in the woman, in the newborn or in both</li> <li>implement medically prescribed measures independently, in particular primary care measures for the woman and newborn after obstetric interventions and surgery</li> <li>look after and accompany the woman and her family in the case of stillbirths and miscarriages, as well as abortions after the twelfth week of pregnancy</li> <li>contribute to the quality of the care process through person- and situation-oriented communication with women, children and reference persons</li> <li>contribute to the quality of interprofessional care of the obstetric team and in cross-sector networks through their communication</li> </ul>								

	<ul style="list-style-type: none"> <li>• design and evaluate counselling concepts based on theory as well as communication and counselling processes</li> <li>• contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, birth, childbirth and breastfeeding</li> <li>• analyse, evaluate and describe the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding on the basis of methods from midwifery and reference disciplines, as well as through theories and research results</li> </ul>
<b>3</b>	<p><b>Contents</b></p> <p>Consolidation of the contents from 6/HW(P)/04 and expansion by:</p> <p>Counselling for pregnant women with prenatal examinations (see Annex 3 No. 1 HebStPrV)</p> <ul style="list-style-type: none"> <li>• Care of pregnant women in complex situations</li> <li>• Identification of the needs of pregnant women and their companions in physiological, complex and pathological situations and derivation of individual measures</li> <li>• Effective communication with all parties involved</li> <li>• Analysis of one's own attitude, one's own actions</li> <li>• Empathy, conflict and teamwork skills</li> <li>• Planned and proactive integration of organisational processes in the delivery room into one's own processes</li> <li>• Compliance with hygiene guidelines</li> </ul> <p>Monitoring and care of women during childbirth (see Annex 3 No. 2 HebStPrV) and childbirth management by the student themselves (see Annex 3 No. 3 HebStPrV):</p> <ul style="list-style-type: none"> <li>• Active labour management in a physiological course</li> <li>• Active participation in obstetric decisions</li> <li>• Care of parturients in complex situations</li> <li>• Identification of the needs of parturients and their companions in physiological, complex and pathological situations and derivation of individual measures for childbirth support</li> <li>• Identification of necessary interventions to support or restore a physiological course and their initiation with the consent of the parturient</li> <li>• Pain management</li> <li>• Consideration of relationship orientation and empowerment</li> <li>• Recognise and strengthen the woman's competences and resources</li> <li>• Assessment of the life context and special needs of the woman and her family and consideration of culturally sensitive care</li> <li>• Guidance and counselling</li> <li>• Promoting informed decision-making</li> <li>• Participation in active labour management in complex situations and in the case of pathological processes</li> <li>• Identification of irregular situations and evaluation of causal relationships</li> <li>• Management of placental and post-placental periods</li> <li>• Complications in the postnatal period</li> <li>• Documentation</li> <li>• Effective communication with all parties involved</li> <li>• Analysis of one's own attitude, one's own actions</li> <li>• Empathy, conflict and teamwork skills</li> <li>• Planned and proactive integration of organisational processes in the delivery room into one's own processes</li> <li>• Compliance with hygiene guidelines</li> </ul> <p>Performing the episiotomy and introduction to wound suturing (see Annex 3 No. 5 HebStPrV)</p> <ul style="list-style-type: none"> <li>• Treatment of grade I-II perineal injuries</li> <li>• Effective communication with all parties involved</li> <li>• Analysis of one's own attitude, one's own actions</li> <li>• Empathy, conflict and teamwork skills</li> <li>• Planned and proactive integration of organisational processes in the delivery room into one's own processes</li> <li>• Compliance with hygiene guidelines</li> </ul>
<b>4</b>	<p><b>Participation requirements</b></p> <p>None</p>
<b>5</b>	<p><b>Form of assessment</b></p> <p>Performance examination</p>

<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Pia Bakker Dipl.-Berufspäd. (FH) Maike Lammert M.A.
<b>9</b>	<b>Other information</b>



**Work-Related Module: Non-Clinical Midwifery Practice in Complex Situations**

Work-related module: Non-clinical midwifery practice in complex situations								Code 6/HW(P)/08
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	200 h	8	3rd-4th sem.	Annual	Winter	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 0 Sem. tuition: 0 h Skills Lab: 0 h		180 h	20 h	Lecture, partner work, sem. group work			German
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b> I.1.a-g I.2.a,b,c,d,k I.3.a-h	<b>II.</b> II.1 II.2 II.3 II.4 II.5	<b>III.</b> -	<b>IV.</b> IV.1 IV.2 IV.3 IV.4	<b>V.</b> V.1	<b>VI.</b> VI.5	
<p><b>Focus on knowledge/understanding/application/</b>  <b>Knowledge is practically delivered with a focus on its use and transfer (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>  <b>Students:</b></p> <p style="text-align: center;">Competences – Pregnancy</p> <ul style="list-style-type: none"> <li>• have evidence-based knowledge and skills to promote physiological pregnancy</li> <li>• diagnose pregnancy and monitor and assess maternal and foetal health and foetal development through necessary clinical examinations and assessment tools</li> <li>• provide information about examinations which are suitable for detecting high-risk pregnancies or irregularities and complications during pregnancy as early as possible; have knowledge of the implications of prenatal genetic tests and work towards the involvement of further expertise if necessary; the provisions of the Genetic Diagnostics Act remain unaffected</li> <li>• advise the woman with regard to the physiological changes during pregnancy and with regard to a healthy lifestyle, including a balanced diet, to promote the health of the mother and child and alleviate pregnancy discomforts through appropriate measures</li> <li>• assess the resources and burdens of the pregnant woman and her family and, if necessary, work towards the consultation of further expertise</li> <li>• have knowledge of the physiological course of childbirth and puerperium as well as knowledge of the processes of starting a family and preparing the pregnant woman and her family for childbirth, puerperium and parenthood according to their individual life situation</li> <li>• advise the woman on the choice of a suitable place to give birth and, if necessary, draw up an individual birth plan with her</li> </ul> <p style="text-align: center;">Competences – Puerperium and Breastfeeding</p> <ul style="list-style-type: none"> <li>• have evidence-based knowledge and skills to promote physiological puerperium</li> <li>• examine and look after the woman and the newborn, and assess the health of the woman, newborn and infant, as well as the needs and living situation of the family</li> <li>• explain the puerperium adaptation processes to the woman and the other parent, promote breastfeeding, instruct the woman on breastfeeding the newborn and infant and provide assistance with breastfeeding problems</li> <li>• advise the woman and the other parent on nutrition; care and hygiene of the newborn and the infant; instruct them in the independent care of newborns and infants and advise them on the use of examinations and vaccinations</li> </ul>								

	<ul style="list-style-type: none"> <li>• explain to the woman and other parent the needs and indications of a newborn and infant and guide the woman and other parent in age-appropriate interactions with the newborn and infant</li> <li>• advise the woman on the promotion of involution processes and a healthy lifestyle</li> <li>• advise the woman on questions of family planning and educate her appropriately</li> <li>• recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> </ul>
	<p style="text-align: center;">Competences in all areas of care</p> <ul style="list-style-type: none"> <li>• develop and evaluate reliable research results according to the generally recognised status of findings from midwifery, medical science and other reference disciplines and integrate these findings into their actions</li> <li>• use digital skills, research-based problem-solving and new technologies to design economical, effective and high-quality midwifery practice</li> <li>• independently manage the planning, organisation, implementation, control and evaluation of care processes for women (and their families) during pregnancy, childbirth, puerperium and breastfeeding in the physiological course, continuously considering the needs of the woman and the child as well as health promotion and prevention</li> <li>• cooperate with doctors and other professional groups in the planning, organisation, implementation, management and evaluation of care processes for women and their families with pathological course during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• analyse, evaluate and describe the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding on the basis of methods from midwifery and reference disciplines, as well as through theories and research results</li> <li>• contribute to the quality of the care process through person- and situation-oriented communication with women, children and reference persons</li> <li>• contribute to the quality of interprofessional care of the obstetric team and in cross-sector networks through their communication</li> <li>• design and evaluate theory-based counselling concepts as well as communication and consulting processes</li> <li>• contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, birth, childbirth and breastfeeding</li> <li>• analyse and describe midwife-relevant care structures, the control of care processes and the intra- and interprofessional cooperation</li> <li>• develop a well-founded professional self-image and contribute to the further development of the profession</li> </ul>
	<p style="text-align: center;">If possible: Competences – Birth</p> <ul style="list-style-type: none"> <li>• have evidence-based knowledge and skills to promote physiological childbirth</li> <li>• lead physiological births in vertex presentation; if necessary, perform an episiotomy and suture the wound or uncomplicated birth injuries; examine and monitor the woman and newborn after birth and promote parent-child bonding and breastfeeding</li> <li>• care for the woman during childbirth and monitor the unborn child and the birth process with the help of suitable clinical and technical means</li> <li>• recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> <li>• look after and accompany the woman and her family in the case of stillbirths and miscarriages, as well as abortions after the twelfth week of pregnancy</li> </ul>

<b>3</b>	<b>Contents</b>
	<p>In accordance with Annex 3 No. 1, 2, 3, 5, 6, 7, 8 HebStPrV, the following contents are expanded:</p> <ul style="list-style-type: none"> <li>• Participation and performance of midwifery tasks in the field of freelance midwifery practice <ul style="list-style-type: none"> <li>◦ Prenatal care</li> <li>◦ Pregnancy care/help with discomforts</li> <li>◦ Out-of-hospital births, if applicable</li> <li>◦ Planning, implementation and reflection of non-clinical puerperal care</li> <li>◦ Design and implementation of courses during pregnancy and puerperium</li> </ul> </li> <li>• Analysis of procedures and processes in freelance work</li> <li>• Differences with dependent employment</li> <li>• Identification of organisational and content-related requirements of non-clinical midwifery and their integration into one's own professional profile</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Quality management in freelance work</li> <li>• Analysis of one's own professional role in freelance work</li> <li>• Legal bases</li> <li>• Documentation</li> <li>• Counselling competence in the domestic family system</li> <li>• Identification of individual support needs and referral to other professional groups</li> </ul>
<b>4</b>	<b>Participation requirements</b>
	None
<b>5</b>	<b>Form of assessment</b>
	Case-based term paper
<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Pia Bakker Dipl.-Berufspäd. (FH) Maike Lammert M.A.
<b>9</b>	<b>Other information</b>

**Irregularities and Risks in the Care Cycle (II) and Diversity**

Irregularities and risks in the care cycle (II) and diversity								Code 6/HW/09
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	300 h	12	4th sem.	Annual	Summer	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 45 h Sem. tuition: 45 h Skills Lab: 30 h		8 SCH/ 120 h	180 h	Lecture, partner work, sem. group work, Skills Lab		15 / 45	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
		I.1.c,h I.2.d-k I.3.h-j	II.3 II.5	III.1 III.2 III.3 III.4	IV.4	-	-	
	<b>Focus on knowledge/understanding/application/analysis/assessment</b>							
	<b>The content is progressively delivered with a focus on in-depth study and understanding of knowledge, use and transfer, as well as communication and cooperation (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>							
	<b>Students:</b>							
	Competences – Pregnancy:							
	<ul style="list-style-type: none"> <li>• <b>in theoretical case studies/skills lab</b>, clarify the examinations that are suitable for the earliest possible detection of risk pregnancies or of irregularities and complications in pregnancy</li> <li>• <b>in theoretical case studies/skills lab</b>, recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> <li>• <b>in theoretical case studies/skills lab</b>, apply measures to positively support an irregular pregnancy with the help of midwifery interventions</li> </ul>							
	Competences – Childbirth:							
	<ul style="list-style-type: none"> <li>• <b>in theoretical case studies/skills lab</b>, recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> <li>• <b>in theoretical case studies/skills lab</b>, apply measures to positively support childbirth in pathological presentations/attitudes/positions with the aid of midwifery interventions</li> <li>• <b>in theoretical case studies/skills lab</b>, refer the woman, the newborn or both, if necessary, for further medical treatment and provide assistance with medical measures while continuing to support as a midwife,</li> <li>• <b>in theoretical case studies/skills lab</b>, apply care measures for difficult births, implement measures to support physiological birth in difficult births</li> <li>• <b>in theoretical case studies/skills lab</b>, explain to the woman and her companion the need for medical treatment if necessary</li> <li>• <b>in theoretical case studies/skills lab</b>, refer the woman, the newborn or both, if necessary, for further medical treatment and provide assistance with medical measures while continuing to support as a midwife</li> <li>• <b>in theoretical case studies/skills lab</b>, perform a breech birth in an emergency</li> <li>• <b>in theoretical case studies/skills lab</b>, initiate the medically necessary measures in an emergency and in the absence of a doctor and, in particular, carry out a manual removal of the placenta, which may be followed by a manual follow-up examination of the uterus</li> <li>• <b>in theoretical case studies/skills lab</b>, carry out resuscitation measures for a woman, a newborn or both in an emergency</li> </ul>							

	<ul style="list-style-type: none"> <li>• <b>in theoretical case studies/skills lab</b>, implement medically prescribed measures independently in particular primary care measures for the woman and the newborn after obstetric interventions and surgery</li> <li>• <b>in theoretical case studies/skills lab</b>, look after and accompany the woman and her family in the case of stillbirths and miscarriages, as well as abortions after the twelfth week of pregnancy</li> </ul> <p style="text-align: center;">Competences – Puerperium:</p> <ul style="list-style-type: none"> <li>• <b>in theoretical case studies/skills lab</b>, recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> <li>• <b>in theoretical case studies/skills lab</b>, apply measures to positively support an irregular puerperium with the help of midwifery interventions</li> <li>• <b>in theoretical case studies/skills lab</b>, recognise the special needs of intersex newborns and infants or of newborns and infants with disabilities and work towards support measures as appropriate</li> </ul>
	<p style="text-align: center;">Competences – Diversity/autonomy/self-determination</p> <ul style="list-style-type: none"> <li>• have knowledge of basic concepts and theories of diversity and diversity management</li> <li>• analyse individual, social and structural differences and similarities between individuals and groups with regard to important dimensions of diversity such as age, gender, ethnic origin, religion and world view, sexual orientation, disabilities and impairments</li> <li>• can deal reflectively with stereotypes and prejudices that result in discrimination and counteract the influences that hinder midwifery practice.</li> <li>• can design relationships with clients/patients in a sensitive and anti-discriminatory manner, considering all diversity dimensions</li> <li>• describe and interpret (unbiased) knowledge about different ethnic origins, social, biographical, cultural and religious backgrounds, sexual orientations and transsexuality, intersexuality as well as the phases of life of women and their families</li> <li>• describe possibilities for the recognition, consideration and support of autonomy and self-determination</li> <li>• describe women's rights and justify them</li> <li>• derive support aspects based on such knowledge</li> <li>• <b>in theoretical case studies</b>, take into consideration and support women's autonomy and self-determination, bearing in mind their rights, concrete life situation, ethnic origin, social, biographical, cultural and religious background, sexual orientation and transsexuality, intersexuality, as well as the phase of life of women and their families</li> </ul>
	<p style="text-align: center;">Competences – Needs and problems</p> <ul style="list-style-type: none"> <li>• indicate ways to recognise stressful situations and psychosocial problems in the woman's life</li> <li>• indicate and justify ways of identifying the needs of the woman/child</li> <li>• describe and justify possible support measures</li> <li>• <b>in theoretical case studies</b>, recognise stressful life situations and psychosocial problems in the woman and her family and work towards support measures as appropriate</li> </ul>
	<p style="text-align: center;">Competences – Children at risk</p> <ul style="list-style-type: none"> <li>• identify and justify aspects of suspicions of children being at risk</li> <li>• identify and justify the necessary steps upon children at risk</li> <li>• <b>in theoretical case studies</b>, initiate the necessary steps upon suspected children at risk</li> </ul> <p style="text-align: center;">Competences – Disability and chronic diseases/sexual violence/genital mutilation/domestic violence/neglect/abuse/sexual abuse</p> <ul style="list-style-type: none"> <li>• describe and justify special concerns of women with disabilities and chronic illnesses, of women who have experienced violence, especially sexualised violence and female genital mutilation; derive counselling and support elements based on such knowledge</li> <li>• <b>in theoretical case studies</b>, consider the special concerns of women with disabilities and chronic illnesses as well as women who have experienced violence, in particular sexualised violence and female genital mutilation</li> <li>• <b>in theoretical case studies</b>, consider the special concerns of women with disabilities and chronic illnesses as well as women who have experienced violence, in particular sexualised violence and female genital mutilation</li> <li>• describe and justify aspects of counselling and support for assistance in the event of violence, particularly domestic violence</li> <li>• describe and justify the possibilities of making use of preventive support services in the event of risks with regard to neglect, abuse, or sexual abuse of the infant</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>in theoretical case studies</b>, advise women and their families on support services in the event of violence, in particular domestic violence, work towards the use of preventive support services upon risk of neglect, mistreatment or sexual abuse of the infant</li> </ul>
	<p style="text-align: center;">Competences – All (supervision) areas</p> <ul style="list-style-type: none"> <li>• <b>in theoretical case studies/skills lab</b>, contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• <b>in theoretical case studies/skills lab</b>, analyse, evaluate and reflect on the effectiveness and quality of their professional activities during pregnancy, childbirth and puerperium</li> <li>• <b>in theoretical case studies/skills lab</b>, evaluate and reflect on the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• work effectively and cooperatively with fellow students</li> <li>• jointly create solutions for theoretical cases/skills lab scenarios</li> <li>• develop alternative options for joint action should problems arise</li> <li>• resolve emerging conflicts in an appreciative manner</li> <li>• provide mutual support</li> <li>• offer each other honest and constructive feedback</li> </ul>
<b>3</b>	<p><b>Contents</b></p> <ul style="list-style-type: none"> <li>• Consolidation of the contents from 6/HW(P)/08 and expansion by: <ul style="list-style-type: none"> <li style="text-align: center;">Contents – Diversity:</li> <li>• Diversity management</li> <li>• Family models, desire to have children and sperm/egg donation, intersexuality/transsexuality, stigmatisation/taboo</li> <li>• Diversity, self-determination of women, biographical references</li> <li>• Anti-stigma competence</li> <li>• Needs and desires of women and girls (sexual and reproductive health)</li> <li>• Gender identity development</li> <li>• Cultural norms and practices around sexuality and sexual practices and in relation to reproductive life and parenthood</li> <li>• Normal cultural aspects of reproduction and infancy</li> <li>• Socio-cultural aspects of human sexuality</li> <li>• Cultural and social beliefs and traditions regarding birth and motherhood, gender-sensitive care</li> <li>• Provision of interpreting services</li> <li>• Acceptance of women's/families' decisions</li> <li>• Beliefs and cultural norms from different perspectives</li> <li>• Disabilities and their impact on women's/children's/families' lives and their sexuality and family planning</li> </ul> <ul style="list-style-type: none"> <li style="text-align: center;">Contents – Autonomy, self-determination, and decision-making:</li> <li>• Shared decision-making</li> <li>• Acceptance of women's/families' decisions</li> <li>• Principles and concepts of autonomy, principles of strengthening and self-empowerment</li> </ul> </li> </ul> <p style="text-align: center;">Violence, abuse, mistreatment, neglect</p> <ul style="list-style-type: none"> <li>• Identification of individual needs adapted to problem areas/life situation</li> <li>• Socio-cultural, behavioural and economic conditions often associated with violence/abuse</li> <li>• Resources to support women who have experienced abuse/violence</li> <li>• Impact of gender-based violence</li> <li>• Effects of emotional abuse</li> <li>• Risks associated with disclosure/reporting of abuse/violence, etc.</li> <li>• Emotional support</li> <li>• Effects of neglect</li> </ul> <p style="text-align: center;">Traumas, PTSD, FGM, prevention of trauma</p> <ul style="list-style-type: none"> <li>• Post-traumatic stress disorder, complex PTSD, disorder, traumatisation through birth, traumatisation in the midwifery profession</li> <li>• Trauma-sensitive accompaniment</li> <li>• FGM, basics and support</li> <li>• Women with experience of violence</li> <li>• Mother-friendly hospital</li> <li>• Violence in midwifery</li> </ul>

	Anatomy/physiology/pathology
	<ul style="list-style-type: none"> <li>• Anatomy, physiology and diseases:</li> <li>• Efferent urinary tract (urinary tract infections, acid-base balance)</li> <li>• Digestive system (esophagitis, gastritis, Crohn's disease, ulcerative colitis, celiac disease, appendicitis, constipation, diarrhea, meteorism, food intolerance)</li> <li>• Endocrine system (hyperthyroidism, hypothyroidism, M. Hashimoto, adrenal insufficiency, pituitary insufficiency)</li> <li>• Nervous system/CNS (multiple sclerosis, epilepsy, migraine, stroke)</li> <li>• Skin (mycosis, herpes zoster/labialis, atopic diseases)</li> <li>• Musculature</li> <li>• Effects of the diseases on pregnancy, childbirth, puerperium, breastfeeding and the newborn</li> </ul>
	Contents – Pregnancy
	<ul style="list-style-type: none"> <li>• Unwanted pregnancy and abortion</li> <li>• Prenatal diagnosis</li> <li>• Care of women with chronic illnesses or disabilities</li> <li>• Care of women with experience of violence</li> <li>• Care of women with genital mutilation</li> <li>• Care of very young mothers</li> </ul>
	Pathology of pregnancy and childbirth
	<ul style="list-style-type: none"> <li>• Amniotic fluid embolism</li> <li>• Sepsis</li> <li>• Prenatal diagnostics, sonography</li> <li>• Care of women with autoimmune diseases</li> <li>• Carcinomas and pregnancy; breast carcinomas</li> <li>• Multiple pregnancy, TTTS</li> <li>• Hemorrhages</li> <li>• Placental abruption</li> <li>• Atonia</li> <li>• Uterine rupture</li> <li>• 4 Ts</li> <li>• DIC</li> <li>• Epigenetics</li> <li>• Abruptio, unwanted pregnancy</li> <li>• Pregnancy conflict counselling</li> <li>• Birth management in premature births/severe childhood illnesses</li> </ul> <p>Pathologies of the placenta and emergency procedures</p> <ul style="list-style-type: none"> <li>• Placental pathology, morphology</li> <li>• Manual extraction</li> <li>• Curettage</li> <li>• Vasa praevia, Insertio velamentosa</li> <li>• Placenta praevia</li> </ul> <p>Stillbirth</p> <ul style="list-style-type: none"> <li>• Midwife care for stillbirth (basic knowledge)</li> <li>• Stillbirth, induction, management, autopsy, maceration</li> <li>• Care for orphaned parents</li> </ul> <p>Women with decorative body modifications in obstetrics</p> <ul style="list-style-type: none"> <li>• Decorative body modifications</li> <li>• Piercings</li> <li>• Breastfeeding after breast surgery</li> </ul>

	<p style="text-align: center;">Contents – Puerperium and breastfeeding</p> <p>Contents – Newborn</p> <ul style="list-style-type: none"> <li>• Immediate (primary) care for newborns with congenital malformations/abnormalities and genetic diseases</li> <li>• Sick newborns and newborns at risk: risk factors for a child's endangerment, monitoring of the sick/endangered newborn, adjustment disorders (acidosis, alkalosis), metabolic diseases, kernicterus, cystic fibrosis, diseases of the newborn screening, infections (strep B, nosomial infections, childhood diseases (by way of example)), neonatal convulsions and febrile seizures, hypotrophic term infants, hypertrophic term infants, disabilities</li> <li>• Malformations: orofacial, gastrointestinal, clefts, skeletal, cardiovascular, respiratory, hydrocephalus</li> <li>• Diseases of the premature infants, Kangaroo care</li> <li>• Hemolytic disease, haemorrhagic disease</li> <li>• Drug withdrawal symptoms and treatment</li> <li>• Counselling and care for women and their families with severe neonatal disease or congenital disease/disability of the newborn</li> <li>• Pain behaviour and relief in newborns</li> <li>• Resuscitation of the newborn</li> </ul> <p>Contents – Breastfeeding</p> <ul style="list-style-type: none"> <li>• Breastfeeding of sick, disabled, underweight, preterm infants (Down syndrome, orofacial cleft, heart defects)</li> <li>• Pumps, power pumps, breast nutrition kit</li> <li>• Breastfeeding when mother/child are separated</li> </ul> <p style="text-align: center;">Contents – Skills Lab (theory partly carried out in module 6/HW/06)</p> <ul style="list-style-type: none"> <li>• Manage childbirths, apply care cycle, apply analysis models</li> <li>• Breech births in different birth positions, vag. examination, Bracht manoeuvre, arm solutions</li> <li>• Shoulder dystocia: shoulder release manoeuvres, emergency management</li> <li>• Amniotomy, FSE</li> <li>• Manual placental removal, post-palpation, curettage (incl. abruptio)</li> <li>• Difficult breastfeeding, pumping</li> <li>• Capture abnormal and pathological vaginal findings</li> </ul>
<b>4</b>	<p><b>Participation requirements</b></p> <p>None</p>
<b>5</b>	<p><b>Form of assessment</b></p> <p>Oral examination</p>
<b>6</b>	<p><b>Condition for the award of credit points</b></p> <p>Module examination pass</p>
<b>7</b>	<p><b>Application of the module</b> (in the following study programmes)</p> <p>Midwifery (B.Sc.)</p>
<b>8</b>	<p><b>Module coordinator</b></p> <p>N.N.</p>
<b>9</b>	<p><b>Other information</b></p>



## **Elective Module 1 "Quality Management for Midwives"**

Elective Module								Code 06/PWF/ 03a
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	100 h	4	5th sem.	Annual	Winter	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 30 h Sem. tuition: 15 h Skills Lab: 0 h		3 SCH/ 45 h	55 h	Lecture, partner work, sem. group work		45	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
			II.5			V.1 V.4	VI.1 VI.2 VI.5	
	<b>Focus on knowledge/understanding/application/analysis/assessment/</b>							
	<b>The content is progressively delivered in the sense of knowledge expansion, consolidation and understanding (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>							
	<ul style="list-style-type: none"> <li>• Students recognise the importance and benefits of quality management concepts in the health and midwifery sector</li> <li>• Know and understand evidence of quality</li> <li>• analyse the legal aspects of quality management concepts</li> <li>• Identify the requirements for their own quality management system</li> <li>• Create an idea for their own quality management system</li> </ul>							
<b>3</b>	<b>Contents</b>							
	<ul style="list-style-type: none"> <li>• Introduction to quality management, quality assurance and risk management</li> <li>• Quality management systems</li> <li>• Quality standards</li> <li>• Certificate of quality</li> <li>• Quality management requirements in midwifery practice</li> <li>• Quality of structure, process and results</li> </ul>							
<b>4</b>	<b>Participation requirements</b>							
	None							
<b>5</b>	<b>Form of assessment</b>							
	Oral examination							
<b>6</b>	<b>Condition for the award of credit points</b>							
	Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes)							
	Midwifery (B.Sc.)							
<b>8</b>	<b>Module coordinator</b>							
	Pia Bakker Dipl.-Berufspäd. (FH) Maike Lammert M.A.							
<b>9</b>	<b>Other information</b>							

## **Elective module 2 "Ultrasound"**

Elective module 2 "Ultrasound"								Code 06/PWF/ 03b
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	100 h	4	5th sem.	Annual	Winter	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 30 h Sem. tuition: 15 h Skills Lab: 0 h		3 SCH/ 45 h	55 h	Lecture, partner work, sem. group work		45	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b> I.1.b I.1.c	<b>II.</b> II.3 II.4 II.5	<b>III.</b>	<b>IV.</b>	<b>V.</b> V.1	<b>VI.</b>	
<p><b>Focus on knowledge/understanding/application/analysis/assessment/</b>  <b>The content is progressively delivered in the sense of knowledge expansion, consolidation and understanding (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• expand their knowledge of foetal malformations and diseases</li> <li>• assess ultrasound findings, especially in the case of pathological pregnancy and sick children, as the basis for the care of affected parents</li> <li>• assess the benefits and risks of sonographic examinations in pregnancy</li> </ul>								
<b>3</b>	<b>Contents</b>							
	<ul style="list-style-type: none"> <li>• Embryology</li> <li>• Foetal malformations, ultrasonic differential screening</li> <li>• Doppler sonography</li> </ul>							
<b>4</b>	<b>Participation requirements</b>							
	None							
<b>5</b>	<b>Form of assessment</b>							
	Oral examination							
<b>6</b>	<b>Condition for the award of credit points</b>							
	Module examination pass							
<b>7</b>	<b>Application of the module</b> (in the following study programmes)							
	Midwifery (B.Sc.)							
<b>8</b>	<b>Module coordinator</b>							
	Prof. Dr. Annette Bernloehr							
<b>9</b>	<b>Other information</b>							

**Work-Related Module: Neonatology**

Work-related module: Neonatology								Code 6/HW(P)/10
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	100 h	4	4th-5th sem.	Annual	Summer	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 0 Sem. tuition: 0 h Exercise: 6 h		86 h	14 h	Work-based learning, group work		15	German
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
		I.3.h,i,j	II.1 II.4	-	IV.1 IV.2 IV.4	V.1 V.2	VI.3	
<p><b>Focus on knowledge/understanding/application/</b>  <b>Competences are practically delivered with a focus on knowledge expansion, consolidation and understanding, as well as use and transfer (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> <li>• recognise stressful life situations and psychosocial problems in the woman and her family and work towards support measures as appropriate</li> <li>• recognise the special needs of intersex newborns and infants or of newborns and infants with disabilities and work towards support measures as appropriate</li> <li>• develop and evaluate reliable research results according to the generally recognised status of findings from midwifery, medical science and other reference disciplines and integrate these findings into their actions</li> <li>• cooperate with doctors and other professional groups in the planning, organisation, implementation, management and evaluation of care processes for women and their families with pathological course during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• contribute to the quality of the care process through person- and situation-oriented communication with women, children and reference persons</li> <li>• contribute to the quality of interprofessional care of the obstetric team and in cross-sector networks through their communication</li> <li>• contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, birth, childbirth and breastfeeding</li> <li>• analyse and describe midwife-relevant care structures, the control of care processes and the intra- and interprofessional cooperation</li> <li>• develop individual, multidisciplinary and cross-professional solutions, especially for irregular pregnancy, childbirth and puerperium courses, and implement these solutions in a team-oriented manner</li> <li>• analyse and reflect on professional ethical values and attitudes on a scientific basis</li> </ul>								

<b>3</b>	<b>Contents</b>
	<p>Monitoring and care of newborns, including preterm babies, late-term babies and underweight and sick newborns (see Annex 3 No. 8 HebStPrV)</p> <ul style="list-style-type: none"> <li>• Auscultations of preterm and newborn babies</li> <li>• Observation and participation in the primary/initial and emergency care of newborns, preterm babies and sick infants – integration of knowledge into their own counselling spectrum</li>   <li>• Emergency management and resuscitation (especially in the delivery room)</li> <li>• Specific pathologies/disease progressions, diagnostics, therapy</li> <li>• Consideration of the disease progression of preterm babies, newborn babies at risk and sick infants in the care of parents</li> <li>• Nutrition of sick or preterm infants</li>   <li>• Consideration of the psychological situation of the parents/identification of counselling priorities /observation of parent-oriented communication</li> <li>• Support options and therapies after discharge</li> <li>• Subject-specific documentation</li> <li>• Orientation in the work area of neonatal intensive care and emergency care</li> <li>• Organisational structures</li> </ul>
<b>4</b>	<b>Participation requirements</b>
	None
<b>5</b>	<b>Form of assessment</b>
	None
<b>6</b>	<b>Condition for the award of credit points</b>
	Proof of at least 80 hours of neonatology
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Pia Bakker Dipl.-Berufspäd. (FH) Maike Lammert M.A.
<b>9</b>	<b>Other information</b>
	6 teaching units of analysis in practice groups at the university take place to support the theory-practice-theory transfer

**Work-Related Module: Midwifery Practice in Physiological and Irregular Situations in the Delivery Room**

<b>Work-related module: Midwifery practice in physiological and irregular situations in the delivery room</b>								<b>Code 6/HW(P)/11</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q level</b>
	325 h	13	4th–5th sem.	Annual	Summer	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 0 h Sem. tuition: 0 h Skills Lab: 0 h		295 h	30 h	Work-based learning			German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
		I.2.a-k	II.4 II.5	III.1	IV.1 IV.2 IV.3 IV.4	V.1 V.2	VI.3	
	<b>Focus on knowledge/understanding/application/</b>							
	<b>Competences are practically delivered with a focus on use and transfer, communication and cooperation (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>							
	<b>Students:</b>							
	<ul style="list-style-type: none"> <li>• analyse and describe midwife-relevant care structures, the control of care processes and the intra- and interprofessional cooperation</li> <li>• have evidence-based knowledge and skills to promote physiological childbirth</li> <li>• lead physiological births in vertex presentation; if necessary, perform an episiotomy and suture the wound or uncomplicated birth injuries; examine and monitor the woman and newborn after birth and promote parent-child bonding and breastfeeding;</li> <li>• care for the woman during childbirth and monitor the unborn child and the birth process with the help of suitable clinical and technical means</li> <li>• recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> <li>• explain to the woman and her companion the need for medical treatment if necessary</li> <li>• refer the woman, the newborn or both, if necessary, for further medical treatment and provide assistance with medical measures while continuing the midwife's help,</li> <li>• in an emergency, perform a breech birth</li> <li>• in an emergency and in the absence of a doctor, initiate the medically necessary measures and, in particular, carry out a manual removal of the placenta, which may be followed by a manual follow-up examination of the uterus,</li> <li>• in an emergency, perform the resuscitation measures in the woman, in the newborn or in both</li> <li>• implement medically prescribed measures independently, in particular primary care measures for women and newborns after obstetric interventions and surgery</li> <li>• look after and accompany the woman and her family in the case of stillbirths and miscarriages, as well as abortions after the twelfth week of pregnancy</li> <li>• take into consideration and support women's autonomy and self-determination, bearing in mind their rights, concrete life situation, ethnic origin, social, biographical, cultural and religious background, sexual orientation and transsexuality, intersexuality, as well as the phase of life of women and their families</li> <li>• contribute to the quality of the care process through person- and situation-oriented communication with women, children and reference persons</li> <li>• contribute to the quality of interprofessional care of the obstetric team and in cross-sector networks through their communication</li> </ul>							

	<ul style="list-style-type: none"> <li>design and evaluate theory-based counselling concepts as well as communication and consulting processes</li> <li>contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, birth, childbirth and breastfeeding</li> <li>develop individual, multidisciplinary and cross-professional solutions, especially for irregular pregnancy, childbirth and puerperium courses, and implement these solutions in a team-oriented manner</li> <li>cooperate with doctors and other professional groups in the planning, organisation, implementation, management and evaluation of care processes for women and their families with pathological course during pregnancy, childbirth, puerperium and breastfeeding</li> <li>analyse, evaluate and describe the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding on the basis of methods from midwifery and reference disciplines, as well as through theories and research results</li> <li>analyse and reflect on professional ethical values and attitudes on a scientific basis</li> </ul>
<b>3</b>	<b>Contents</b>
	<p>Consolidation of contents from 6/HW(P)/07 and expansion according to Annex 3 No. 1, 2, 3, 4, 5, 6 HebStPrV by:</p> <ul style="list-style-type: none"> <li>Cooperation and teamwork with other midwives and doctors</li> </ul>
<b>4</b>	<b>Participation requirements</b>
	None
<b>5</b>	<b>Form of assessment</b>
	Performance examination as OSCE
<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Pia Bakker Dipl.-Berufspäd. (FH) Maike Lammert M.A.
<b>9</b>	<b>Other information</b>

**Work-Related Module: Non-Clinical Midwifery Practice in Highly Complex Situations**

Work-related module: Non-clinical midwifery practice in highly complex situations								Code 6/HW(P)/12
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	350 h	14	4th–5th sem.	Annual	Summer	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 0 h Sem. tuition: 0 h Skills Lab: 0 h		300 h	50 h	Work-based learning			German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
		I.1.a-h I.2.a-f, h,i,k I.3.a-j	II.1 II.2 II.3 II.4 II.5	III.1 III.2 III.3 III.4	IV.1 IV.2 IV.3 IV.4	V.1 V.2 V.3 V.4	VI.5	
	<b>Focus on knowledge/understanding/application/analysis/assessment/ Competences are practically delivered with a focus on use and transfer, communication and cooperation (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>							
	<b>Students:</b>							
	<p style="text-align: center;">Competences – Pregnancy</p> <ul style="list-style-type: none"> <li>• have evidence-based knowledge and skills to promote physiological pregnancy</li> <li>• diagnose pregnancy and monitor and assess maternal and foetal health and foetal development through necessary clinical examinations and assessment tools</li> <li>• provide information about examinations which are suitable for detecting high-risk pregnancies or irregularities and complications during pregnancy as early as possible; have knowledge of the implications of prenatal genetic tests and work towards the involvement of further expertise if necessary; the provisions of the Genetic Diagnostics Act remain unaffected</li> <li>• advise the woman with regard to the physiological changes during pregnancy and with regard to a healthy lifestyle, including a balanced diet, to promote the health of the mother and child and alleviate pregnancy symptoms through appropriate measures</li> <li>• assess the resources and burdens of the pregnant woman and her family and, if necessary, work towards the consultation of further expertise</li> <li>• have knowledge of the physiological course of childbirth and puerperium as well as knowledge of the processes of starting a family and preparing the pregnant woman and her family for childbirth, puerperium and parenthood according to their individual life situation</li> <li>• advise the woman on the choice of a suitable place to give birth and, if necessary, draw up an individual birth plan with her</li> <li>• recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> </ul>							
	<p style="text-align: center;">Competences – Puerperium and Breastfeeding</p> <ul style="list-style-type: none"> <li>• have evidence-based knowledge and skills to promote physiological puerperium</li> <li>• examine and look after the woman and the newborn, and assess the health of the woman, newborn and infant, as well as the needs and living situation of the family</li> <li>• explain the puerperium adaptation processes to the woman and the other parent, promote breastfeeding, instruct the woman on breastfeeding the newborn and infant and provide assistance with breastfeeding problems</li> <li>• advise the woman and the other parent on nutrition; care and hygiene of the newborn and the infant; instruct them in the independent care of newborns and infants and advise them on the use of examinations and vaccinations</li> </ul>							

	<ul style="list-style-type: none"> <li>• explain to the woman and other parent the needs and indications of a newborn and infant and guide the woman and other parent in age-appropriate interactions with the newborn and infant</li> <li>• advise the woman on the promotion of involution processes and a healthy lifestyle</li> <li>• advise the woman on questions of family planning and clarify them appropriately</li> <li>• recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> <li>• recognise stressful life situations and psychosocial problems in women and their family and work towards support measures as appropriate</li> <li>• recognise the special needs of intersex newborns and infants or of newborns and infants with disabilities and work towards support measures as appropriate</li> </ul>
	<p style="text-align: center;">Competences in all areas of care</p> <ul style="list-style-type: none"> <li>• develop and evaluate reliable research results according to the generally recognised status of findings from midwifery, medical science and other reference disciplines and integrate these findings into their actions</li> <li>• use digital skills, research-based problem-solving and new technologies to design economical, effective and high-quality midwifery practice</li> <li>• independently manage the planning, organisation, implementation, control and evaluation of care processes for women (and their families) during pregnancy, childbirth, puerperium and breastfeeding in the physiological course, continuously considering the needs of the woman and the child as well as health promotion and prevention</li> <li>• cooperate with doctors and other professional groups in the planning, organisation, implementation, management and evaluation of care processes for women and their families with pathological course during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• analyse, evaluate and describe the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding on the basis of methods from midwifery and reference disciplines, as well as through theories and research results</li> <li>• take into consideration and support women's autonomy and self-determination, bearing in mind their rights, concrete life situation, ethnic origin, social, biographical, cultural and religious background, sexual orientation and transsexuality, intersexuality, as well as the phase of life of women and their families</li> <li>• consider the special concerns of women with disabilities and chronic illnesses as well as women who have experienced violence, in particular sexualised violence and female genital mutilation</li> <li>• advise women and their families on support services in the event of violence, in particular domestic violence, work towards the use of preventive support services upon risk of neglect, mistreatment or sexual abuse of the infant</li> <li>• initiate the necessary steps upon suspicion of children at risk</li> <li>• contribute to the quality of the care process through person- and situation-oriented communication with women, children and reference persons</li> <li>• contribute through their communication to the quality of interprofessional care of the obstetric team and in cross-sector networks</li> <li>• design and evaluate theory-based counselling concepts as well as communication and consulting processes</li> <li>• contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, birth, childbirth and breastfeeding</li> <li>• analyse and describe midwife-relevant care structures, the control of care processes and the intra- and interprofessional cooperation</li> <li>• develop individual, multidisciplinary and cross-professional solutions, especially for irregular pregnancy, childbirth and puerperium courses, and implement these solutions in a team-oriented manner</li> <li>• contribute to the interdisciplinary further development and implementation of science-based, evidence-based and innovative care concepts during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• develop a well-founded professional self-image and contribute to the further development of the profession</li> </ul>
	<p style="text-align: center;">If possible: Competences – Birth</p> <ul style="list-style-type: none"> <li>• have evidence-based knowledge and skills to promote physiological childbirth</li> <li>• lead physiological births in vertex presentation; if necessary, perform an episiotomy and suture the wound or uncomplicated birth injuries; examine and monitor the woman and newborn after birth and promote parent-child bonding and breastfeeding;</li> <li>• care for the woman during childbirth and monitor the unborn child and the birth process with the help of suitable clinical and technical means</li> <li>• recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> <li>• explain to the woman and her companion the need for medical treatment if necessary</li> </ul>



	<ul style="list-style-type: none"> <li>• refer the woman, the newborn or both, if necessary, for further medical treatment and provide assistance with medical measures while continuing to support as a midwife</li> <li>• in an emergency and in the absence of a doctor, initiate the medically necessary measures and, in particular, carry out a manual removal of the placenta, which may be followed by a manual follow-up examination of the uterus</li> <li>• in an emergency, perform the resuscitation measures in the woman, in the newborn or in both</li> <li>• look after and accompany the woman and her family in the case of stillbirths and miscarriages, as well as abortions after the twelfth week of pregnancy</li> </ul>
<b>3</b>	<b>Contents</b>
	Consolidation of the contents from 6/HW(P)/08
<b>4</b>	<b>Participation requirements</b>
	Proof of at least 90 CP
<b>5</b>	<b>Form of assessment</b>
	Term paper (portfolio work)
<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Pia Bakker Dipl.-Berufspäd. (FH) Maike Lammert M.A.
<b>9</b>	<b>Other information</b>

## **Interdisciplinary and Reflective Case Understanding**

<b>Interdisciplinary and reflective case understanding</b>								<b>Code 6/HW/13</b>
<b>No.</b>	<b>Workload</b>	<b>Credit points</b>	<b>Study semester</b>	<b>Frequency</b>	<b>Sem.</b>	<b>Duration</b>	<b>Type</b>	<b>Q level</b>
	150 h	6	5th sem.	Annual	Winter	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 15 h Sem. tuition: 30 h Skills Lab: 15 h		4 SCH/ 60 h	90 h	Lecture, partner work, sem. group work, Skills Lab		15 / 45	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
		-	II.1 II.3 II.4 II.5	-	IV.1 IV.2 IV.4	V.2	-	
	<b>Focus on knowledge/understanding/application/analysis/assessment/</b>							
	<b>The content is delivered with a focus on use and transfer, as well as communication and cooperation (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>							
	<b>Students:</b>							
	Competences – Care Cycle							
	<ul style="list-style-type: none"> <li>• describe and justify the care cycle</li> <li>• <b>in theoretical case studies/skills lab</b>, independently manage the planning, organisation, implementation, control and evaluation of care processes in women (and their families) during pregnancy, childbirth, puerperium and breastfeeding over a physiological course</li> <li>• <b>in theoretical case studies/skills lab</b>, continuously consider the needs of women and children, health promotion and prevention</li> <li>• <b>in theoretical case studies</b>, integrate into their actions reliable research results according to the generally recognised status of findings from midwifery, medical science and other reference disciplines</li> </ul>							
	Competences – Communication							
	<ul style="list-style-type: none"> <li>• <b>in theoretical case studies/skills lab</b>, contribute to the quality of the care process through person- and situation-oriented communication with women, children and reference persons</li> <li>• <b>in theoretical case studies/skills lab</b>, contribute through their communication to the quality of interprofessional care of the obstetric team and cross-sector networks</li> </ul>							
	Competences – Solution focusing, interdisciplinarity, cooperation in pathological processes							
	<ul style="list-style-type: none"> <li>• describe and justify individual, multidisciplinary and cross-professional and solution-focused options for cooperation/communication connected to irregular progresses of pregnancy, birth and puerperium</li> <li>• describe opportunities for team-oriented implementation of individual, multidisciplinary, cross-professional and solution-focused cooperation/communication</li> <li>• <b>in theoretical case studies/skills lab</b>, develop individual, multidisciplinary and cross-professional solutions, especially for irregular pregnancy, childbirth and puerperium processes, and implement these solutions in a team-oriented manner</li> <li>• <b>in theoretical case studies/skills lab</b>, cooperate with doctors and other professional groups in the planning, organisation, implementation, management and evaluation of care processes for women and their families with pathological course during pregnancy, childbirth, puerperium and breastfeeding</li> </ul>							

	<p style="text-align: center;">Competences – Documentation</p> <ul style="list-style-type: none"> <li>• <b>in theoretical case studies/skills lab</b>, contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, childbirth, puerperium and breastfeeding</li> </ul>
	<p style="text-align: center;">Competences – Analysis</p> <ul style="list-style-type: none"> <li>• <b>in theoretical case studies/skills lab</b>, analyse the effectiveness and quality of their professional activities during pregnancy, childbirth and puerperium</li> <li>• <b>in theoretical case studies/skills lab</b>, evaluate and reflect on the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding</li> </ul>
	<p style="text-align: center;">Personal skills</p> <ul style="list-style-type: none"> <li>• work effectively and cooperatively with fellow students</li> <li>• jointly create solutions for theoretical cases/skills lab scenarios</li> <li>• jointly develop alternative courses of action when problems arise</li> <li>• resolve emerging conflicts in an appreciative manner</li> <li>• provide mutual support</li> <li>• offer each other honest and constructive feedback</li> </ul>
<b>3</b>	<p><b>Contents</b></p> <p style="text-align: center;">Consolidation</p> <ul style="list-style-type: none"> <li>• Consolidation: pre-eclampsia, eclampsia, HELLP (midwife's view)</li> <li>• Consolidation: diabetes in pregnancy, childbirth and puerperium</li> </ul> <p style="text-align: center;">Documentation and claims</p> <ul style="list-style-type: none"> <li>• Claims in midwifery and documentation of complications/pathological courses</li> </ul> <p style="text-align: center;">CRM – Human Resource Management</p> <ul style="list-style-type: none"> <li>• Causes of error occurrence</li> <li>• Error culture in midwifery</li> <li>• CRM guiding principles</li> </ul> <p style="text-align: center;">Contents – Childbirth</p> <ul style="list-style-type: none"> <li>• Mental crises and illnesses during pregnancy, childbirth and puerperium</li> <li>• Basics of mental illnesses, common mental illnesses; signs of postpartum depression or psychosis, signs of anxiety, help with postpartum depression, help with mental illness, protection of the child and woman</li> <li>• Eating disorders</li> <li>• Breastfeeding with mental disorders</li> </ul> <p style="text-align: center;">Contents – Newborn</p> <ul style="list-style-type: none"> <li>• Colicky babies, excessive crying</li> <li>• Consolidation hyperbilirubinemia</li> <li>• Breast refusal and breastfeeding strike</li> </ul> <p style="text-align: center;">Examples of challenging care situations in midwifery practice</p> <ul style="list-style-type: none"> <li>• Care of women with chronic diseases/disabilities (MS, spinal cord injury, heart disease)</li> <li>• Family midwife concept</li> <li>• Vulnerable groups, effects on pregnancy, childbirth and the puerperium</li> </ul>
<b>4</b>	<p><b>Participation requirements</b></p> <p>None</p>
<b>5</b>	<p><b>Form of assessment</b></p> <p>Oral examination</p>
<b>6</b>	<p><b>Condition for the award of credit points</b></p> <p>Module examination pass</p>
<b>7</b>	<p><b>Application of the module</b> (in the following study programmes)</p> <p>Midwifery (B.Sc.)</p>
<b>8</b>	<p><b>Module coordinator</b></p> <p>Prof. Dr. Annette Bernloehr</p>
<b>9</b>	<p><b>Other information</b></p>

**Professional Personality Development in the Legal, Health Economic and Ethical Conflict Areas**

Professional personality development in the legal, health economic and ethical conflict areas								Code 06/BD/02
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	225 h	9	5th sem.	Annual	Winter	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 45 h Sem. tuition:45 h Skills Lab: 0 h		6 SCH/ 90 h	135 h	Lecture, partner work, sem. group work		45	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
		-	-	-	-	V.1 V.3 V.4	VI.1 VI.2 VI.3 VI.4 VI.5	
<p><b>Focus on knowledge/understanding/application/analysis/assessment/</b>  <b>The content is delivered with a focus on knowledge expansion, consolidation and understanding, as well as scientific self-understanding/professionalism (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Competences – Professional personality development, politics and ethics</li> <li>• list opportunities for continuing vocational education and training and justify their use</li> <li>• explain the topic of lifelong learning and classify it in terms of its importance for personal/professional development</li> <li>• identify vocational training needs and recognise (conclude) the need for lifelong learning as a process of continuous personal and professional development</li> <li>• describe relevant and scientifically based professional ethical values and attitudes and justify them considering their importance for midwifery practice</li> <li>• analyse professional ethical values and attitudes on a scientific basis</li> <li>• perform a reflect on professional ethical values and attitudes on a scientific basis</li> <li>• describe the content of the professional ethics of the profession and justify it</li> <li>• in their midwifery practice, observe the professional ethics of their profession</li> <li>• <b>in theoretical case studies</b>, make (choose) ethical decisions in moral conflict and dilemma situations, taking into account human rights</li> <li>• describe aspects of a professional self-image and justify them</li> <li>• contribute to the further development of the profession</li> <li>• develop (represent) a well-founded professional self-image</li> <li>• participate in social negotiation processes for quality-assured midwifery practice, assess their participation in social negotiation processes for quality-assured midwifery practice</li> </ul>								

	<p style="text-align: center;">Competences – Law, Health Economics and Quality Management</p> <ul style="list-style-type: none"> <li>• analyse midwife-relevant care structures, the control of care processes and the intra- and interprofessional cooperation; reflect on midwife-relevant care structures, the control of care processes and the intra- and interprofessional cooperation</li> <li>• specify legal, economic and social framework conditions on a scientific basis, describe relevant aspects for quality-assured midwifery practice, analyse legal, economic and social framework conditions on a scientific basis, assess/reflect on legal, economic and social framework conditions on a scientific basis</li> <li>• identify opportunities for the interdisciplinary continued development and implementation of science-based, evidence-based and innovative care concepts and classify them</li> <li>• contribute to the interdisciplinary further development and implementation of science-based, evidence-based and innovative care concepts during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• assess possibilities for interdisciplinary further development and implementation of science-based, evidence-based and innovative care concepts and consider their relative importance</li> <li>• describe knowledge on the intra- and interdisciplinary development, implementation and evaluation of quality management concepts, risk management concepts, guidelines and expert standards and clarify their relevance for midwives</li> <li>• participate in the intra- and interdisciplinary development, implementation and evaluation of quality management concepts, risk management concepts, guidelines and expert standards, describe the structure, content and goals of such concepts, guidelines, standards</li> <li>• assess participation in the intra- and interdisciplinary development, implementation and evaluation of quality management concepts, risk management concepts, guidelines and expert standards</li> </ul>
<b>3</b>	<b>Contents</b>

Contents – Professional personality development, politics and ethics:

Professional personality development

- Principles of self-assessment and reflective professional practice, self-assessment
- Identification of one's own limitations
- Collegial consultation
- Proximity and distance
- Conflict management
- Group dynamics in the midwifery profession
- Self-organisation, time management, stress management
- Identification of further training needs, lifelong learning
- Moderation techniques

Professionalisation of the midwifery profession/professional policy

- Professionalisation (chambering)
- Role of the midwife as a practical guide to promote the profession
- Social responsibility in the professional field of midwifery
- Promotion of the profession and professional associations (national and international)
- Organisation of the midwifery profession
- Professional associations
- Organisation of freelance work, introduction to freelance work
- Compensation agreement
- Professional association, social security, professional liability

Ethics

- Ethical basics, ethical principles, philosophical foundations
- Values and codes of ethics of the ICM and other midwifery organisations
- Normative ethics, medical ethics, clinical ethics
- Ethical discussion of preterm birth, reduction of multiple births
- Research ethics
- Ethics proposals for the bachelor thesis
- (Inter-)professional design options in the conflict area between ethical and economic action
- Principles of responsibility and transparency
- Ethics of responsibility, ethics of attitude
- Personal beliefs and their influence on professional practice

Dealing with death and dying in midwifery

- Advanced knowledge of miscarriage and stillbirth, maceration
- Personal attitude towards death
- Dealing with death and dying
- Suppressing lactation after a stillbirth
- Accompaniment of miscarriage and stillbirth

	<p style="text-align: center;"><b>Contents – Law, Health Economics and Quality Management:</b></p> <p><b>Law</b></p> <ul style="list-style-type: none"> <li>• Civil law and criminal law (domestic violence, neglect, abuse, sexual abuse, child endangerment, abortion)</li> <li>• Data protection in practice and research</li> <li>• Social law (social law benefit triangle)</li> <li>• Genetic Diagnostics Act</li> <li>• Policies and regulations related to delegation of activities</li> <li>• Obligation to provide continuous training for midwives</li> <li>• Reporting and identification of violations of the law</li> <li>• Human rights</li> </ul> <p><b>Health economics</b></p> <ul style="list-style-type: none"> <li>• Cost-effectiveness in the healthcare sector</li> <li>• Health reporting, health data, perinatal statistics, Federal Joint Committee (GBA)</li> <li>• Insurance and tax-based health systems</li> <li>• Resource availability in settings, rules and regulations for accessing additional resources</li> <li>• Analysis, planning, management and control of the efficiency and effectiveness of care structures relevant to midwives</li> </ul> <p><b>Quality management</b></p> <ul style="list-style-type: none"> <li>• Concept and dimensions of quality</li> <li>• Range of quality problems in the context of midwifery practice and approaches to resolving them</li> <li>• Concepts of quality development and assurance</li> <li>• Quality as a process of designing a quality-oriented midwifery activity</li> <li>• Standards for measuring or assessing quality</li> <li>• Quality management concepts in facilities with midwifery services</li> <li>• Risk management concepts</li> <li>• Guidelines and expert standards</li> <li>• Quality standards versus certification</li> </ul>
<b>4</b>	<b>Participation requirements</b>
	None
<b>5</b>	<b>Form of assessment</b>
	Term paper
<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	Behrendt M.Sc.
<b>9</b>	<b>Other information</b>

**Work-Related Module: Midwifery Practice in Complex Situations in the Delivery Room**

Work-related module: Midwifery practice in complex situations in the delivery room								Code 6/HW(P)/14
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	325 h	13	5th-6th sem.	Annual	Winter	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 0 Sem. tuition: 0 h Skills Lab: 0 h		295 h	30 h	Work-based learning			German
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b> I.2.a-k	<b>II.</b> II.3 II.4 II.5	<b>III.</b> III.1 III.2	<b>IV.</b> IV.1 IV.2 IV.3 IV.4	<b>V.</b> V.1 V.2	<b>VI.</b> VI.1 VI.3 VI.4 VI.5	
<p><b>Focus on knowledge/understanding/application/analysis/assessment/</b>  <b>Competences are practically delivered with a focus on use and transfer, communication and cooperation (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>analyse and describe midwife-relevant care structures, the control of care processes and the intra- and interprofessional cooperation</li> <li>have evidence-based knowledge and skills to promote physiological childbirth</li> <li>lead physiological births in vertex presentation; if necessary, perform an episiotomy and suture the wound or uncomplicated birth injuries; examine and monitor the woman and newborn after birth and promote parent-child bonding and breastfeeding;</li> <li>care for the woman during childbirth and monitor the unborn child and the birth progress with the help of suitable clinical and technical means</li> <li>recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> <li>explain to the woman and her companion the need for medical treatment if necessary</li> <li>refer the woman, the newborn or both, if necessary, for further medical treatment and provide assistance with medical measures while continuing to support as a midwife,</li> <li>in an emergency, perform a breech birth</li> <li>in an emergency and in the absence of a doctor, initiate the medically necessary measures and, in particular, carry out a manual removal of the placenta, which may be followed by a manual follow-up examination of the uterus,</li> <li>in an emergency, perform the resuscitation measures in the woman, in the newborn or in both</li> <li>implement medically prescribed measures independently, in particular primary care measures for women and newborns after obstetric interventions and surgery, and</li> <li>look after and accompany the woman and her family in the case of stillbirths and miscarriages, as well as abortions after the twelfth week of pregnancy</li> <li>take into consideration and support women's autonomy and self-determination, bearing in mind their rights, concrete life situation, ethnic origin, social, biographical, cultural and religious background, sexual orientation and transsexuality, intersexuality, as well as the life phase of women and their families</li> </ul>								



	<ul style="list-style-type: none"> <li>• consider the special concerns of women with disabilities and chronic illnesses as well as women who have experienced violence, in particular sexualised violence and female genital mutilation</li> <li>• contribute to the quality of the care process through person- and situation-oriented communication with women, children and reference persons</li> <li>• contribute through their communication to the quality of interprofessional care of the obstetric team and in cross-sector networks</li> <li>• design and evaluate theory-based counselling concepts as well as communication and consulting processes</li> <li>• contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, birth, childbirth and breastfeeding</li> <li>• develop individual, multidisciplinary and cross-professional solutions, especially for irregular pregnancy, childbirth and puerperium courses, and implement these solutions in a team-oriented manner</li> <li>• cooperate with doctors and other professional groups in the planning, organisation, implementation, management and evaluation of care processes for women and their families with pathological course during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• analyse, evaluate and describe the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding on the basis of methods from midwifery and reference disciplines, as well as through theories and research results</li> <li>• independently manage the planning, organisation, implementation, control and evaluation of care processes for women (and their families) during pregnancy, childbirth, puerperium and breastfeeding in the physiological course, continuously considering the needs of the woman and the child as well as health promotion and prevention</li> <li>• analyse science-based legal, economic and social framework conditions and participate in social negotiation processes for quality-assured midwifery activities</li> <li>• analyse and reflect on professional ethical values and attitudes on a scientific basis</li> <li>• in their midwifery practice, observe the professional ethics of their profession and make ethical decisions based on moral conflicts and dilemmas, taking into account human rights</li> <li>• develop a well-founded professional self-image and contribute to the further development of the profession</li> </ul>
<p><b>3</b></p>	<p><b>Contents</b></p> <p>Consolidation of the contents from 6/HW(P)/11 and expansion by:</p> <p>Monitoring and care of women during childbirth (see Annex 3 No. 2 HebStPrV) and childbirth management by the student themselves (see Annex 3 No. 3 HebStPrV):</p> <ul style="list-style-type: none"> <li>• Care, monitoring and treatment of parturient women and their children in the case of a physiological course and in complex/pathological situations</li> <li>• Initiation of efficient emergency management</li> <li>• Selection and application of suitable methods for monitoring and suitable technologies for the care of mother and child</li> <li>• Midwifery guidelines and expert standards and their situation-related, critical and reflective implementation in evidence-based actions Development of the professional role with consideration of professional detachment</li> <li>• Identification of own strengths and limits, as well as personal development potential</li> <li>• Assumption of responsibility for the individual concerns of the expectant family; function as contact person in complex and demanding situations</li> <li>• Development of a professional assessment of the situations in which a wait-and-see behaviour or an intervention is required to stabilise physiological processes in the autonomous scope of action</li> <li>• Respect for the limits of the profession in all phases of care and timely referral/transfer to the respective profession in the event of deviating and irregular courses</li> <li>• Dealing with concepts for coping with stress and processing traumatic situations – in relation to the parturient woman/couples and one's own professional role</li> <li>• Knowledge of different counselling approaches, dealing with the role of a consultant and one's own responsibility as a consultant, promoting informed decisions</li> <li>• Empathy, conflict and teamwork skills</li> <li>• Structured, targeted and focused description of a situation and development of coherent options for action</li> <li>• Conscious and flawless application of professional communication in dealing with persons receiving care, with accompanying persons, one's own profession as well as in interprofessional cooperation</li> <li>• Compliance with hygiene guidelines, the applicable documentation and occupational safety regulations and the use of suitable quality assurance instruments</li> </ul>

<b>4</b>	<b>Participation requirements</b> None
<b>5</b>	<b>Form of assessment</b> Performance examination
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes) Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b> Pia Bakker Dipl.-Berufspäd. (FH) Maike Lammert M.A.
<b>9</b>	<b>Other information</b>

**Complex Case Understanding**

Complex case understanding								Code 6/HW/15
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	200 h	8	6th sem.	Annual	Summer	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 30 h Sem. tuition: 30 h Skills Lab: 0 h		4 SCH/ 60 h	140 h	Lecture, partner work, sem. group work		45	German
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
	-	II.5	-	-	-	-	VI.2	
	<p><b>Application/Analysis/Assessment/</b>  <b>The content is delivered with a focus on use and transfer, communication and cooperation, as well as scientific self-understanding/professionalism (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>  <b>The module ends with the written part of the state examination (mainly content from competence area I, and supplementary content from competence areas II, IV and V) and is intended to adequately prepare students for this. The structure is based on Section 27 of the Examination Regulations.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• focus on in-depth content from competence area I, and complementary content from competence areas II, IV and V and apply this knowledge in <b>theoretical case studies (clinical reasoning)</b></li> <li>• recognise possible deficiencies in knowledge and develop solutions to remedy these deficiencies</li> <li>• evaluate and describe the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding on the basis of methods from midwifery and reference disciplines, as well as through theories and research results</li> <li>• and derive improvement measures for their learning outcomes with regard to the upcoming written exam</li> <li>• identify vocational training needs and recognise the need for lifelong learning as a process of continuous personal and professional development</li> </ul>							
3	<b>Contents</b>							
	<p>Physiology and identification of irregularities in:</p> <ul style="list-style-type: none"> <li>• Pregnancy (also explicit measures to identify high-risk pregnancies and provide information, thromboembolism)</li> <li>• Childbirth (also explicitly breech position, manual removal, palpation, suture, stillbirth and miscarriage, obstructed labour, thromboembolism)</li> <li>• Puerperium (also explicitly thromboembolism)</li> <li>• Breastfeeding</li> </ul> <p>Consolidation of:</p> <ul style="list-style-type: none"> <li>• Emergency midwifery measures</li> <li>• Quality and risk management concepts</li> <li>• Guidelines and expert standards</li> <li>• Documentation</li> <li>• Counselling</li> <li>• Communication</li> <li>• Interdisciplinary cooperation</li> <li>• Care structures</li> <li>• Health sciences</li> <li>• Scientific thinking</li> </ul>							

Examination Regulations for the Bachelor's Degree Study "Midwifery" (B.Sc.)

<b>4</b>	<b>Participation requirements</b>
	None
<b>5</b>	<b>Form of assessment</b>
	Written state examination (Section 27 SPO) in the form of 2 written examinations
<b>6</b>	<b>Condition for the award of credit points</b>
	Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes)
	Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b>
	N.N.
<b>9</b>	<b>Other information</b>

**Digital Competence in Midwifery**

Digital competence in midwifery								Code 06/PWF/04
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	100 h	5	6th sem.	Annual	Summer	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 30 h Sem. tuition: 15 h Skills Lab: 0 h		3 SCH/ 45 h	55 h	Lecture, partner work, sem. group work		45	German
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
	-	II.2 II.5	-	-	-	-	-	
	<p><b>Focus on knowledge/understanding/application/analysis/assessment/</b>  <b>The content is progressively delivered in the sense of knowledge expansion, consolidation and understanding (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• identify and justify ways of using digital content/programmes/research-based problem solving/new technologies to enrich midwifery</li> <li>• use digital skills, research-based problem-solving and new technologies to design economical, effective and high-quality midwifery</li> <li>• assess opportunities used (digital content/programmes/research-based problem solving/new technologies) as to their usefulness in enriching midwifery</li> <li>• analyse existing digital orientation aids and their handling of software and programmes, e.g. with regard to their documentation</li> </ul>							
3	<b>Contents</b>							
	<p style="text-align: center;">Digital problem-solving in healthcare and midwifery</p> <ul style="list-style-type: none"> <li>• Digital problem-solving, including software and programmes in the areas of documentation/QM</li> <li>• Digital interaction systems</li> <li>• Knowledge transfer, counselling with the help of digital innovations</li> <li>• Data protection in the digital context</li> <li>• Ethics in times of digital transformation</li> <li>• Midwifery accounting systems</li> <li>• Marketing, homepage</li> </ul> <p style="text-align: center;">Digital services for women/families</p> <ul style="list-style-type: none"> <li>• Telemedicine</li> <li>• Digital methods for providing information to individuals/groups/communities</li> <li>• Digital guidance for women with their families</li> <li>• Design of digital course formats</li> <li>• PowerPoint presentation technology</li> <li>• Illustrative/written information dissemination/training material</li> </ul>							
4	<b>Participation requirements</b>							
	None							

Examination Regulations for the Bachelor's Degree Study "Midwifery" (B.Sc.)

<b>5</b>	<b>Form of assessment</b> Assignment (project/idea sketch)
<b>6</b>	<b>Condition for the award of credit points</b> Module examination pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes) Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b> N.N.
<b>9</b>	<b>Other information</b>

**Interdisciplinary Review Course**

Interdisciplinary review course								Code 06/BD/03
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	200 h	8	6th sem.	Annual	Summer	1 sem.	Compulsory module	BA
<b>1</b>	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 15 h Sem. tuition: 45 h Skills Lab: 0 h		4 SCH/ 60 h	140 h	Lecture, partner work, sem. group work		45	German
<b>2</b>	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
	-		II.5	-	-	-	IV.2	
<p><b>Focus on knowledge/understanding/application/analysis/assessment/</b>  <b>The content is delivered with a focus on use and transfer, communication and cooperation, as well as scientific self-understanding/professionalism (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>  <b>As part of this module, students take the oral parts of the state examination after adequate preparation. The structure of the examination is based on Section 28 of the Examination Regulations.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>consolidate their knowledge of the contents from competence area IV, V, VI with their links to competence area I and apply this knowledge</li> <li>recognise possible deficiencies in knowledge and develop solutions to remedy these deficiencies</li> <li>evaluate and describe the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding on the basis of methods from midwifery and reference disciplines, as well as through theories and research results</li> <li>and derive improvement measures with regard to the upcoming oral examination</li> <li>identify vocational training needs and recognise the need for lifelong learning as a process of continuous personal and professional development</li> <li>develop a topic for their bachelor thesis</li> </ul>								
<b>3</b>	<b>Contents</b>							
	<p>Repetition, consolidation, deficit analysis of competence areas IV, V and VI (references to pregnancy, childbirth, puerperium, breastfeeding):</p> <ul style="list-style-type: none"> <li>Documentation</li> <li>Communication (interdisciplinary)</li> <li>Design and evaluation of counselling concepts and processes</li> <li>Development and understanding of quality and risk management concepts, guidelines and expert standards</li> <li>Structural solutions, especially for irregular courses (interdisciplinary)</li> <li>Science-based, innovative care concept</li> <li>Professional ethics in conflict and dilemma situations</li> <li>Economic, social and legal framework conditions for midwifery practice</li> <li>Continuing education and training needs and lifelong learning</li> <li>Specialist English and academic writing</li> <li>Development of topics for the bachelor thesis</li> </ul>							
<b>4</b>	<b>Participation requirements</b>							
	None							
<b>5</b>	<b>Form of assessment</b>							
	Oral state examination (Section 28 SPO)							
<b>6</b>	<b>Condition for the award of credit points</b>							
	Module examination pass							

Examination Regulations for the Bachelor's Degree Study "Midwifery" (B.Sc.)

<b>7</b>	<b>Application of the module</b> (in the following study programmes) Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Annette Bernloehr
<b>9</b>	<b>Other information</b>



**Work-Related Module: Midwifery Practice in Highly Complex Situations in the Delivery Room, During Puerperium and While Breastfeeding**

Work-related module: Midwifery practice in highly complex situations in the delivery room, during puerperium and while breastfeeding								Code 6/HW(P)/16
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	350 h	14	6th-7th sem.	Annual	Summer	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 0 h Sem. tuition: 0 h Skills Lab: 0 h		320 h	30 h	Work-based learning			German
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b> I.2.a-k I.3.a-j	<b>II.</b> II.3 II.4 II.5	<b>III.</b> III.1 III.2	<b>IV.</b> IV.1 IV.2 IV.3 IV.4	<b>V.</b> V.1 V.2 V.3 V.4	<b>VI.</b> VI.1 VI.2 VI.3 VI.4 VI.5	
<p><b>Application/ Analysis/Assessment/</b>  <b>Knowledge is practically delivered with focus on its use and transfer, as well as on communication and cooperation (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>  <b>As part of this module, students take the practical parts of the state examination after adequate preparation. The structure of the examinations is based on Section 29 of the examination regulations.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• have evidence-based knowledge and skills to promote physiological childbirth</li> <li>• lead physiological births in vertex presentation; if necessary, perform an episiotomy and suture the wound or uncomplicated birth injuries; examine and monitor the woman and newborn after birth and promote parent-child bonding and breastfeeding;</li> <li>• care for the woman during childbirth and monitor the unborn child and the birth progress with the help of suitable clinical and technical means</li> <li>• recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case</li> <li>• explain to the woman and her companion the need for medical treatment if necessary</li> <li>• refer the woman, the newborn or both, if necessary, for further medical treatment and provide assistance with medical measures while continuing to support as a midwife</li> <li>• in an emergency, perform a breech birth</li> <li>• in an emergency and in the absence of a doctor, initiate the medically necessary measures and, in particular, carry out a manual removal of the placenta, which may be followed by a manual follow-up examination of the uterus,</li> <li>• in an emergency, perform the resuscitation measures in the woman, in the newborn or in both</li> <li>• implement medically prescribed measures independently, in particular primary care measures for women and newborns after obstetric interventions and surgery</li> <li>• look after and accompany the woman and her family in the case of stillbirths and miscarriages, as well as abortions after the twelfth week of pregnancy</li> <li>• have evidence-based knowledge and skills to promote physiological puerperium</li> <li>• examine and look after the woman and the newborn, and assess the health of the woman, newborn and infant, as well as the needs and living situation of the family</li> </ul>								

- explain the puerperium adaptation processes to the woman and the other parent, promote breastfeeding, instruct the woman on breastfeeding the newborn and infant and provide assistance with breastfeeding problems
- advise the woman and the other parent on nutrition; care and hygiene of the newborn and the infant; instruct them in the independent care of newborns and infants and advise them on the use of examinations and vaccinations
- explain to the woman and other parent the needs and indications of a newborn and infant and guide the woman and other parent in age-appropriate interactions with the newborn and infant
- advise the woman on the promotion of involution processes and a healthy lifestyle
- advise the woman on questions of family planning and clarify them appropriately
- recognise signs of irregularities requiring medical treatment and take the appropriate measures for medical treatment in each case
- recognise stressful life situations and psychosocial problems in women and their family and work towards support measures as appropriate
- recognise the special needs of intersex newborns and infants or of newborns and infants with disabilities and work towards support measures as appropriate
- independently manage the planning, organisation, implementation, control and evaluation of care processes for women (and their families) during pregnancy, childbirth, puerperium and breastfeeding in the physiological course, continuously considering the needs of the woman and the child as well as health promotion and prevention
- cooperate with doctors and other professional groups in the planning, organisation, implementation, management and evaluation of care processes for women and their families with pathological course during pregnancy, childbirth, puerperium and breastfeeding
- analyse, evaluate and describe the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding on the basis of methods from midwifery and reference disciplines, as well as through theories and research results
- take into consideration and support women's autonomy and self-determination, bearing in mind their rights, concrete life situation, ethnic origin, social, biographical, cultural and religious background, sexual orientation and transsexuality, intersexuality, as well as the phase of life of women and their families
- consider the special concerns of women with disabilities and chronic illnesses as well as women who have experienced violence, in particular sexualised violence and female genital mutilation
- contribute to the quality of the care process through person- and situation-oriented communication with women, children and reference persons
- contribute to the quality of interprofessional care of the obstetric team and in cross-sector networks through their communication
- design and evaluate theory-based counselling concepts as well as communication and consulting processes
- contribute to the quality of information transfer and patient safety through timely, professional and process-oriented documentation of measures during pregnancy, birth, childbirth and breastfeeding
- analyse and describe midwife-relevant care structures, the control of care processes and the intra- and interprofessional cooperation
- develop individual, multidisciplinary and cross-professional solutions, especially for irregular pregnancy, childbirth and puerperium courses, and implement these solutions in a team-oriented manner
- contribute to the interdisciplinary further development and implementation of science-based, evidence-based and innovative care concepts during pregnancy, childbirth, puerperium and breastfeeding
- participate in the intra- and interdisciplinary development, implementation and evaluation of quality management concepts, risk management concepts, guidelines and expert standards
- analyse science-based legal, economic and social framework conditions and participate in social negotiation processes for quality-assured midwifery practice
- identify vocational training needs and recognise the need for lifelong learning as a process of continuous personal and professional development
- analyse and reflect on professional ethical values and attitudes on a scientific basis

	<ul style="list-style-type: none"> <li>• in their midwifery practice, observe the professional ethics of their profession and make ethical decisions in case of moral conflicts and dilemmas, taking into account human rights</li> <li>• develop a well-founded professional self-image and contribute to the further development of the profession</li> </ul>
<b>3</b>	<p><b>Contents</b></p> <p>Consolidation of the contents from 6/HW(P)/02 and expansion by: Monitoring and care of pregnant women at risk, women during childbirth and women in puerperium (see Annex 3 No. 6 HebStPrV); monitoring and care, including examination of women in puerperium and healthy newborns (see Annex 3 No. 7 HebStPrV)</p> <ul style="list-style-type: none"> <li>• Puerperal visit</li> <li>• Care after vaginal operative births and caesarean section</li> <li>• Care after complex/pathological situations during childbirth and afterbirth</li> <li>• Safe application of puerperium-specific diagnostics and examination methods</li> <li>• Targeted use of measures to alleviate puerperium-specific symptoms</li> <li>• Breastfeeding counselling and instructions in uncomplicated and complex cases</li> <li>• Bonding</li> <li>• Participation in the design of relational processes</li> <li>• Infant care</li> <li>• Identification of irregularities/pathologies in the puerperium and the newborn period and initiation of further measures</li> <li>• Apply the care cycle professionally</li> <li>• Care of mother and child takes place with a relational and family-oriented approach</li> <li>• Identification and support of individual competences and resources for the woman, the family and the child</li> <li>• Suitable and professional design of communication, interaction and counselling bearing in mind the special nature of the sensitive puerperium phase</li> <li>• Documentation</li> <li>• Work in collegial and interdisciplinary cooperation</li> <li>• Ward procedures and routines</li> <li>• Compliance with hygiene guidelines, applicable work safety regulations and use of appropriate quality assurance tools</li> </ul> <p>Consolidation of the contents from 6/HW(P)/14 and expansion according to Annex 3 No. 1, 2, 3, 4, 5, 6, 7, 8 by: Care, monitoring and treatment of pregnant and parturient women, women who have recently given birth and their children in the case of a physiological course and in complex/pathological situations</p>
<b>4</b>	<p><b>Participation requirements</b></p> <p>None</p>
<b>5</b>	<p><b>Form of assessment</b></p> <p>Practical state examinations (Section 29 SPO)</p>
<b>6</b>	<p><b>Condition for the award of credit points</b></p> <p>Module examination pass</p>
<b>7</b>	<p><b>Application of the module</b> (in the following study programmes)</p> <p>Midwifery (B.Sc.)</p>
<b>8</b>	<p><b>Module coordinator</b></p> <p>Pia Bakker Dipl.-Berufspäd. (FH) Maike Lammert M.A.</p>
<b>9</b>	<p><b>Other information</b></p>

**Bachelor Thesis**

Bachelor thesis								Code 06/PWF/05
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	360 h	12	7th sem.	Annual	Winter	1 sem.	Compulsory module	BA
1	<b>Course type</b>		<b>Contact time</b>	<b>Self-study</b>	<b>Teaching forms (learning methods)</b>		<b>Planned group size</b>	<b>Language</b>
	Lecture: 0 h Sem. tuition: 0 h Exercise: 15 h		1 SCH/ 15 h	345 h	Discussion, collegial consultation		variable	German
2	<b>Learning outcomes/competences</b>							
	<b>Competence area</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>	<b>V.</b>	<b>VI.</b>	
	-	II.1 II.5	-	-	-	V.3	VI.5	
	<b>Application/Analysis/Assessment/</b> <b>Knowledge is tested with focus on scientific innovation, scientific self-image, and professionalism (Qualification Framework for German Higher Education Degrees, KMK 16/02/2017)</b>  <b>Students:</b> <ul style="list-style-type: none"> <li>• can work on a practice-oriented task from their special subject using scientific methods within a specified period,</li> <li>• are able to narrow down and select a research subject based on the latest scientific developments in one or more disciplines,</li> <li>• are able to obtain and process targeted information from scientific sources and select and deploy scientific methods and techniques under guidance,</li> <li>• carry out analyses largely independently and contribute to the development of scientific concepts.</li> <li>• evaluate their results, classify them, discuss them critically and document them in writing. They utilise appropriate scientific language and comply with formal requirements for written scientific work.</li> <li>• can present the central matter, methodology and results of their bachelor thesis appropriately and represent it to colleagues and laypeople</li> <li>• develop and evaluate reliable research results according to the generally recognised status of findings from midwifery, medical science and other reference disciplines and integrate these findings into their actions</li> <li>• analyse, evaluate and describe the effectiveness and quality of their professional activities during pregnancy, childbirth, puerperium and breastfeeding on the basis of methods from midwifery and reference disciplines, as well as through theories and research results</li> <li>• contribute to the interdisciplinary further development and implementation of science-based, evidence-based and innovative care concepts during pregnancy, childbirth, puerperium and breastfeeding</li> <li>• develop a well-founded professional self-image and contribute to the further development of the profession</li> </ul>							
3	<b>Contents</b>							
	<ul style="list-style-type: none"> <li>• The accompanying courses serve to support students in preparing their bachelor thesis</li> <li>• Literature research strategy, implementation and report for qualitative and quantitative questions</li> <li>• Development of instruments for qualitative and quantitative empirical work</li> <li>• Evaluation of qualitative and quantitative data</li> <li>• Academic writing for the bachelor thesis; structure, abstract (German and English)</li> </ul>							
4	<b>Participation requirements</b>							
	cf. Section 38 (2) of the Examination Regulations							

Examination Regulations for the Bachelor's Degree Study "Midwifery" (B.Sc.)

<b>5</b>	<b>Form of assessment</b> Term paper
<b>6</b>	<b>Condition for the award of credit points</b> Bachelor thesis pass
<b>7</b>	<b>Application of the module</b> (in the following study programmes) Midwifery (B.Sc.)
<b>8</b>	<b>Module coordinator</b> Prof. Dr. Annette Bernloehr
<b>9</b>	<b>Other information</b>