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| Degree course title:          | Physical Activity and Health/ Master of Arts  |
| Start of studies:             | Winter term 17/18, annually in October  |
| Study duration:               | 4 Semester  |
| Number of ECTS-Credits:       | 120   |
| Modules:                      | 17  |
| Language                      | English   |
| Expected number of students   | appr. 15-25   |
| Institution:                  | Department Psychologie und Sport<br>Institut für Sportwissenschaft und Sport (ISS)<br>Gebbertstrasse 123b<br>91058 Erlangen |
| Degree course management:     | Prof. Dr. K. Pfeifer/ Prof. Dr. A. Rütten   |
| Responsible for lectures:     | Prof. Dr. K. Pfeifer/ Prof. Dr. A. Rütten   |
| Responsible for organisation: | Dr. K. Abu-Omar / Dr. W. Geidl  |
| Specialty:                    | Sport Science   |
| Target group:                 | graduates from degree courses (BA) with a focus on physical activity, sports/exercise and or health promotion               |
| Type of degree:               | full time, research oriented  |
| Tuition fee:                  | - none -  |

**Modulkatalog**

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| 1  | <b>Module 1</b>   | <b>Physical Activity and Public Health I</b>  | <b>5,0 ECTS</b> |
| 2  | <b>Courses</b>  | <u>Lecture 1</u> : Introduction to public health<br><u>Lecture 2</u> : Introduction into physical activity and public health  | 2,5<br>2,5      |
| 3  | <b>Module Coordinator</b>                               | Dr. Peter Gelius  |                 |
| 4  | <b>Teaching personnel</b>                               | Prof. Rütten, Dr. Abu-Omar, Dr. Gelius, Dr. Frahsa  |                 |
| 5  | <b>Content/Syllabus Outline</b>                         | <ul style="list-style-type: none"> <li>- The concepts of public health and new public health</li> <li>- Models of public health (salutogenic and pathogenic orientation)</li> <li>- Structures for applying public health principles (e.g. RKI, local health authorities)</li> <li>- Scientific approaches to public health (epidemiology, behavioural medicine, medical sociology)</li> <li>- Examples of good practice in public Health (case studies)</li> <li>- Current topics in public health (e.g. obesity and physical activity)</li> <li>- Concepts of physical activity: sports, exercise, physical activity, HEPA, movement</li> <li>- Epidemiology of physical activity: prevalence rates and determinants of physical activity, models of physical activity and health</li> <li>- Structure and agency in physical activity promotion</li> <li>- Individual capabilities and organizational capacities for physical activity</li> <li>- Physical inactivity as a policy problem</li> </ul> |                 |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | <p>Students learn the basic principles of Public Health. They are capable of describing and explaining models and structures of Public Health. Further, they gain a basic understanding on how Public Health and its concepts are applied in prevention and health promotion activities.</p> <p>Students also learn to distinguish theoretical concepts of physical activity and evaluate the health effects of these concepts. They acquire an overview of prevalence rates and basic determinants of physical activity and learn to reflect about the pros and cons of different models of physical activity and health. They can reflect about the influence of individual capabilities, the environment, organizational capacities and government action on physical activity promotion and physical activity levels. They can distinguish between public health interventions to promote physical activity and physical (in)activity as a policy problem.</p>                                      |                 |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health   |                 |
| 8  | <b>Intended stage in course of studies</b>              | 1 <sup>st</sup> Semester  |                 |
| 9  | <b>Prerequisites (recommended)</b>                      | None  |                 |
| 10 | <b>Frequency at which the class is offered</b>          | Annually  |                 |
| 11 | <b>Duration of the module</b>                           | 1 semester  |                 |
| 12 | <b>Assessments and Evaluations</b>                      | Final written exam (graded, 90 min.)  |                 |
| 13 | <b>Calculation of the module grade</b>                  | Final written exam 100%   |                 |

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| 14 | <b>Work load</b>        | Class time: 4 SWS = 60h<br>Study time: 120h                 |
| 15 | <b>Language</b>         | English   |
| 16 | <b>Required reading</b> | Naidoo J & Wills J. (2009) Foundations for Health Promotion |

| 1  | Module 2   | Physical Activity and Public Health II   | 5 ECTS-Punkte |
|----|--|--|---------------|
| 2  | Courses  | Seminar 1: Physical Activity Promotion on the Community Level<br>Seminar 2: Evidence-base of Different Physical Activity Interventions   | 2,5<br>2,5    |
| 3  | Module Coordinator                               | Dr. Karim Abu-Omar   |               |
| 4  | Teaching personnel                               | K. Abu-Omar, A. Frahsa   |               |
| 5  | Content/Syllabus Outline                         | <ul style="list-style-type: none"> <li>The context of physical activity and health promotion on the local level</li> <li>Physical activity promotion and health promotion on the local level in developing and developed nations</li> <li>Physical activity, health promotion and its relationship to community development</li> <li>The evidence-base for different types of interventions for the promotion of physical activity</li> <li>Scale-up and dissemination of physical activity interventions</li> </ul>   |               |
| 6  | Educational Objectives and Acquired Competencies | <p>Students learn about the community as an important setting for health and physical activity promotion. They reflect upon differences in the set-up and structure of communities in developing and developed nations. Students practise to plan projects that would engage communities in developing or developed nations for physical activity and health promotion.</p> <p>Students evaluate the effectiveness of different types of interventions for the promotion of physical activity. They learn different ways of assessing if physical activity interventions were successful, and reflect upon the potential of interventions to be scaled-up.</p> |               |
| 7  | Module applicability                             | MA Physical Activity and Health  |               |
| 8  | Intended stage in course of studies              | 2 <sup>nd</sup> semester   |               |
| 9  | Prerequisites (recommended)                      | Recommended:<br>Rehabilitation Sciences<br>Physical Activity & Public Health I<br>Health Enhancing Exercise I  |               |
| 10 | Frequency at which the class is offered          | Annually   |               |
| 11 | Duration of the module                           | 1 Semester   |               |
| 12 | Assessments and Evaluations                      | Term Paper (10-15 Pages) or final written exam (90 minutes)  |               |
| 13 | Calculation of the module grade                  | Term paper or final written exam 100%  |               |
| 14 | Work load  | Class time: 4 SWS = 60h<br>Study time: 90h   |               |
| 15 | Language   | English  |               |
| 16 | Required reading                                 | Rütten A, Pfeifer K. (2016) National Recommendations for Physical Activity and Physical Activity Promotion   |               |

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| 1  | <b>Module 3</b>   | <b>Public Health Policies</b>  | <b>5 ECTS-Punkte</b> |
| 2  | <b>Courses</b>  | <u>Seminar</u> : Physical Activity Policies  | 5                    |
| 3  | <b>Module Coordinator</b>                               | Dr. Peter Gelius   |                      |
| 4  | <b>Teaching personnel</b>                               | Dr. Abu-Omar, Dr. Gelius   |                      |
| 5  | <b>Content/Syllabus Outline</b>                         | <ul style="list-style-type: none"> <li>• Introduction to theories of the policy-making process in health promotion</li> <li>• Introduction to methods for case-by-case and comparative analysis of physical activity policy and policy-making processes</li> <li>• Introduction to case study research and the comparative method</li> <li>• Examples of physical activity policy in different regions and at different policy levels: <ul style="list-style-type: none"> <li>○ International organizations: WHO, WHO Europe</li> <li>○ Supranational organizations: EU</li> <li>○ National policy-making: European countries</li> <li>○ National policy-making: Non-European countries</li> </ul> </li> </ul> |                      |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | Students acquire an overview and a basic understanding of theories and methods of policy analysis and learn to apply them to physical activity policy. They learn about the relevant legal setups, actor constellations, policy-making processes, and policy outputs in physical activity policy-making. They acquire a detailed knowledge about the policies and programs of select case examples at different levels of global physical activity policy-making. They can reflect on similarities and differences between different policy-making levels, regions, and political systems and draw conclusions regarding the determinants of effective policy development for promoting physical activity.     |                      |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health  |                      |
| 8  | <b>Intended stage in course of studies</b>              | 2 <sup>nd</sup> Semester   |                      |
| 9  | <b>Prerequisites (recommended)</b>                      | Recommended: Introduction to Physical Activity & Public Health   |                      |
| 10 | <b>Frequency at which the class is offered</b>          | Annually   |                      |
| 11 | <b>Duration of the module</b>                           | 1 Semester   |                      |
| 12 | <b>Assessments and Evaluations</b>                      | Term Paper (10-15 Pages) or final written exam (90 minutes)  |                      |
| 13 | <b>Calculation of the module grade</b>                  | Term paper or final written exam 100%  |                      |
| 14 | <b>Work load</b>  | Class time: 3 SWS = 45h<br>Study time: 105h  |                      |
| 15 | <b>Language</b>   | English  |                      |
| 16 | <b>Required reading</b>                                 | – n.s.   |                      |

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|----|---|--|------------------------|
| 1  | <b>Module 4</b>   | <b>Health Enhancing Exercise I</b>   | <b>5,0 ECTS-Punkte</b> |
| 2  | <b>Courses</b>  | Seminar: Basics in Kinesiology<br>Seminar: Basics in Exercise for Health and Physical Therapy  | 2<br>3                 |
| 3  | <b>Module Coordinator</b>                               | Dr. Wolfgang Geidl   |                        |
| 4  | <b>Teaching personnel</b>                               | Dr. W. Geidl, Dr. S. Mayer, Dr. S. Steib, Dr. J. Semrau  |                        |
| 5  | <b>Content/Syllabus Outline</b>                         | <ul style="list-style-type: none"> <li>- Basics in exercise physiology, training science and human movement sciences</li> <li>- Biopsychosocial health effects of physical activity and exercise for different populations, e.g. healthy adults, older adults, individuals with non-communicable diseases</li> <li>- Examples of best practice to enhance physical, psychological and social dimensions through exercise and physical activity</li> <li>- Basics to structured exercise interventions for the improvement of different aspects of physical activity-related health competence, e.g. self efficacy, improvement of emotional qualities (well-being), relaxation, and physical dimensions</li> </ul> |                        |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | Students acquire basic knowledge about the structure, methods and contents of multimodal exercise interventions. Students learn to choose and critically adapt methods for goal-directed strengthening of psychosocial and physical health resources in exercise interventions. This comprises the reflection of physical, cognitive-behavioural and emotional intervention techniques.  |                        |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health  |                        |
| 8  | <b>Intended stage in course of studies</b>              | 1 <sup>st</sup> Semester   |                        |
| 9  | <b>Prerequisites (recommended)</b>                      | None   |                        |
| 10 | <b>Frequency at which the class is offered</b>          | Annually   |                        |
| 11 | <b>Duration of the module</b>                           | 1 Semester   |                        |
| 12 | <b>Assessment and Evaluation</b>                        | Term paper (10-20 pages, graded) or final exam (60 minutes)  |                        |
| 13 | <b>Calculation of the module grade</b>                  | Term paper 100% or final exam (60 minutes)   |                        |
| 14 | <b>Work load</b>  | Class time: 4 SWS = 60h<br>Study time: 150 h   |                        |
| 15 | <b>Language</b>   | English  |                        |
| 16 | <b>Required reading</b>                                 | - n.s  |                        |

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|----|---|---|------------------------|
| 1  | <b>Module 5</b>   | <b>Health Enhancing Exercise II</b>   | <b>5,0 ECTS-Punkte</b> |
| 2  | <b>Courses</b>  | <u>Seminar/Practice 1</u> : Technical Skills 1<br><u>Seminar/Practice 2</u> : Technical Skills 2  | 2,5<br>2,5             |
| 3  | <b>Module Coordinator</b>                               | Prof. Dr. Klaus Pfeifer   |                        |
| 4  | <b>Teaching personnel</b>                               | Dr. J. Semrau   |                        |
| 5  | <b>Content/Syllabus Outline</b>                         | <ul style="list-style-type: none"> <li>- Self-awareness of contents to improve all subcompetencies of physical activity-related health competence in a group exercise setting, especially a) different health enhancing physical activities, e.g. endurance and strengthening exercises, coordination and balance, playful games, gymnastics in combination with b) educational and pedagogical elements as well as behaviour change techniques</li> <li>- Practical experience as a group exercise instructor</li> <li>- Knowledge about adapting interventions for clinical populations, e.g. individuals with chronic low back pain</li> </ul> |                        |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | <p>Students acquire essential knowledge about the planning and implementation of (exercise) interventions for healthy and clinical populations.</p> <p>Students reflect and apply theoretical knowledge about the physical activity-related health competency model and associated interventions in a practical group exercise intervention setting. They improve their understanding of health enhancing exercise interventions and acquire basic skills enabling them to act as an exercise group instructor.</p>   |                        |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health   |                        |
| 8  | <b>Intended stage in course of studies</b>              | 1 <sup>st</sup> and 2 <sup>nd</sup> Semester  |                        |
| 9  | <b>Prerequisites (recommended)</b>                      | Recommended:<br>Health Enhancing Exercise I<br>Rehabilitation Science   |                        |
| 10 | <b>Frequency at which the class is offered</b>          | Annually  |                        |
| 11 | <b>Duration of the module</b>                           | 2 Semester  |                        |
| 12 | <b>Assessment and Evaluation</b>                        | Term paper (2-5 pages)  |                        |
| 13 | <b>Calculation of the module grade</b>                  | Term paper 100%   |                        |
| 14 | <b>Work load</b>  | Class time: 3 SWS = 45h<br>Study time: 105  |                        |
| 15 | <b>Language</b>   | English   |                        |

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| 1  | <b>Module 6</b>   | <b>Health Enhancing Exercise III</b>  | <b>5,0 ECTS-Punkte</b> |
| 2  | <b>Courses</b>  | Seminar/ Lecture: Age- and Exercise-related Motor Development   | 2,5                    |
|    |   | Seminar/Practice: Age- and Indication-specific Health Enhancing Exercise  | 2,5                    |
| 3  | <b>Module Coordinator</b>                               | Prof. Dr. Klaus Pfeifer   |                        |
| 4  | <b>Teaching personnel</b>                               | Prof. K. Pfeifer , Dr. W. Geidl   |                        |
| 5  | <b>Content/Syllabus Outline</b>                         | <ul style="list-style-type: none"> <li>- Programme planning and intervention mapping</li> <li>- Concepts and contents of tailored physical activity / exercise interventions</li> <li>- Age-/indication-specific and ICF-related behavioural physical activity / exercise programming</li> <li>-</li> <li>- Current efficacy and effectiveness research for age- and indication-specific health enhancing exercise (function, activities, participation)</li> </ul>   |                        |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | <p>Students acquire essential knowledge about the programming of targeted and tailored physical activity or exercise interventions. They acquire and apply corresponding skills (e.g. intervention mapping) by developing an ICF-related and indication- or age-specific intervention programme in consideration of age- or disease-related prerequisites of physical activity behaviour, motor performance and associated context factors (personal and environmental). Students demonstrate the ability to analyze and discuss efficacy and effectiveness of health enhancing exercise interventions against the background of current research in the field.</p> |                        |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health   |                        |
| 8  | <b>Intended stage in course of studies</b>              | 2 <sup>nd</sup> and 3 <sup>rd</sup> Semester  |                        |
| 9  | <b>Prerequisites (recommended)</b>                      | Recommended:<br>Health Enhancing Exercise I<br>Rehabilitation Science   |                        |
| 10 | <b>Frequency at which the class is offered</b>          | Annually  |                        |
| 11 | <b>Duration of the module</b>                           | 2 Semester  |                        |
| 12 | <b>Assessments and Evaluations</b>                      | Term paper (20-30 pages) or Final written Exam (60 minutes)   |                        |
| 13 | <b>Calculation of the module grade</b>                  | Term paper or Final Exam 100%   |                        |
| 14 | <b>Work load</b>  | Class time: 3 SWS = 45h<br>Study time: 105h   |                        |
| 15 | <b>Language</b>   | English   |                        |



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|----|---|---|--------------------------|
| 1  | <b>Module 7</b>   | <b>Rehabilitation Science</b>   | <b>10,0 ECTS-Punkte</b>  |
| 2  | <b>Courses</b>  | Lecture 1: Introduction to Rehabilitation Sciences<br>Lecture 2: Medical Rehabilitation<br>Seminar 1: Interdisciplinary Aspects in Rehabilitation<br>Seminar 2: International Rehabilitation  | 2,5<br>2,5<br>2,5<br>2,5 |
| 3  | <b>Module Coordinator</b>                               | Prof. Dr. Klaus. Pfeifer  |                          |
| 4  | <b>Teaching personnel</b>                               | Prof. Dr. Pfeifer, Dr. Schupp, Dr. Gerling, Prof. Dr. Bernd Kladny  |                          |
| 5  | <b>Content/Syllabus Outline</b>                         | <ul style="list-style-type: none"> <li>- International Classification of Functioning (ICF), pathogenetic vs. salutogenetic health models</li> <li>- Rehabilitation concepts, structures, institutions, legal aspects etc.</li> <li>- Interdisciplinary methods and contents in rehabilitation: medical, social, vocational, psychological and exercise rehabilitation, patient education, empowerment etc.</li> <li>- Rehabilitation sciences, human functioning and rehabilitation research</li> <li>- Basics in medical rehabilitation (aetiology, pathogeneses, symptoms and syndromes of relevant diseases)</li> <li>- Differences of indications and target groups ("classical" disabilities vs. chronic diseases, children vs. older adults, gender aspects etc.)</li> <li>- Models and concepts to influence health related behaviour and life style</li> <li>- Basics of evidence based medicine</li> </ul> |                          |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | Students learn the differentiation between historical, current, and emerging theories and models in rehabilitation and their practical application/implementation. At the end of the courses, they will be able to demonstrate a systematic approach to representative methodological issues and research areas in rehabilitation. Students acquire basic knowledge of theoretical models and intervention concepts in rehabilitation, about target groups and indication specific aspects in rehabilitation as well as of organization and process management in rehabilitation. They learn to apply principles of evidence-based medicine in the field of physical activity and rehabilitation research. Students learn to describe and analyze the system of and interventions in rehabilitation and can understand and evaluate goals, concepts and quality of rehabilitation science                           |                          |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health   |                          |
| 8  | <b>Intended stage in course of studies</b>              | 1 <sup>st</sup> Semester  |                          |
| 9  | <b>Prerequisites (recommended)</b>                      | None  |                          |
| 10 | <b>Frequency at which the class is offered</b>          | Annually  |                          |
| 11 | <b>Duration of the module</b>                           | 2 Semester  |                          |
| 12 | <b>Assessments and Evaluations</b>                      | Final written exam (90 min., graded)  |                          |
| 13 | <b>Calculation of the module grade</b>                  | Final written exam 100%   |                          |
| 14 | <b>Work load</b>  | Class time: 8 SWS = 120h<br>Study time: 180h  |                          |
| 15 | <b>Language</b>   | English   |                          |
| 16 | <b>Required reading</b>                                 | - n.s.  |                          |

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|----|---|--|------------------------|
| 1  | <b>Module 8</b>   | <b>Basics in Methodology I</b>   | <b>5,0 ECTS Punkte</b> |
| 2  | <b>Courses</b>  | Lecture 1: Methodology in Health Sciences<br>Seminar 1: Quantitative Research (fieldwork)  | 2,5<br>2,5             |
| 3  | <b>Module Coordinator</b>                               | Dr. Karim Abu-Omar   |                        |
| 4  | <b>Teaching personnel</b>                               | Dr. Abu-Omar   |                        |
| 5  | <b>Content/Syllabus Outline</b>                         | <ul style="list-style-type: none"> <li>- What are qualitative and quantitative methods?</li> <li>- Study designs and the production of knowledge</li> <li>- Principles of research in Epidemiology, Public Health, Prevention and Rehabilitation</li> <li>- From evidence based medicine to participatory action research</li> <li>- Collecting and analysing quantitative survey data (descriptive and multivariate data analysis)</li> </ul> |                        |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | <p>Students learn the basic principles of conducting research, collecting data and analysing quantitative data. Further, they learn to differentiate between qualitative and quantitative research methods, and to select and apply the appropriate research methods according to a posed problem.</p> <p>In the accompanying seminar students gain first hand experience in collecting, handling, and analysing quantitative data.</p>        |                        |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health  |                        |
| 8  | <b>Intended stage in course of studies</b>              | 1 <sup>st</sup> semester   |                        |
| 9  | <b>Prerequisites (recommended)</b>                      | None   |                        |
| 10 | <b>Frequency at which the class is offered</b>          | Annually   |                        |
| 11 | <b>Duration of the module</b>                           | 1 Semester   |                        |
| 12 | <b>Assessments and Evaluations</b>                      | Written report (10-15 pages, graded)   |                        |
| 13 | <b>Calculation of the module grade</b>                  | Written report 100%  |                        |
| 14 | <b>Work load</b>  | Class time: 4 SWS = 60h<br>Study time: 90h   |                        |
| 15 | <b>Language</b>   | English  |                        |
| 16 | <b>Required reading</b>                                 | Acton C., Miller R. SPSS for Social Scientists. New York, Palgrave, 2009.  |                        |

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|----|---|---|------------------------|
| 1  | <b>Module 9</b>   | <b>Basics in Methodology II</b>   | <b>5,0 ECTS Punkte</b> |
| 2  | <b>Courses</b>  | Seminar 1: Qualitative Methods<br>Seminar 2: Participatory Research   | 2,5<br>2,5             |
| 3  | <b>Module Coordinator</b>                               | Dr. Karim Abu-Omar  |                        |
| 4  | <b>Teaching personnel</b>                               | Dr. Abu-Omar  |                        |
| 5  | <b>Content/Syllabus Outline</b>                         | <p>What are qualitative research methods?<br/> How does one set-up and conduct a qualitative interview?<br/> How are qualitative interview data transcript and analysed?<br/> How does one report the results of an analysis of qualitative interviews?<br/> What are participatory research methods?<br/> Which different participatory research methods do exist?<br/> How does one plan a participatory research project?<br/> How can participatory research projects be evaluated?</p>   |                        |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | <p>Students learn to distinguish different qualitative research methods. They practice to conduct qualitative interviews. They demonstrate their ability to transcribe qualitative interviews and conduct a data analysis of these interviews. They learn how to write up the results of a qualitative research project.</p> <p>Students understand the importance of participatory research. They learn how to select appropriate participatory research methods based on the research question. They demonstrate the ability to plan and evaluate participatory research project.</p> |                        |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health   |                        |
| 8  | <b>Intended stage in course of studies</b>              | 2 <sup>nd</sup> semester  |                        |
| 9  | <b>Prerequisites (recommended)</b>                      | None  |                        |
| 10 | <b>Frequency at which the class is offered</b>          | Annually  |                        |
| 11 | <b>Duration of the module</b>                           | 1 Semester  |                        |
| 12 | <b>Assessments and Evaluations</b>                      | Active participation  |                        |
| 13 | <b>Calculation of the module grade</b>                  | Pass/fail   |                        |
| 14 | <b>Work load</b>  | Class time: 3 SWS = 45h<br>Study time: 105h   |                        |
| 15 | <b>Language</b>   | English   |                        |
| 16 | <b>Required reading</b>                                 | Tolley E et al. (2016). Qualitative Methods in Public Health  |                        |

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| 1  | <b>Module 10</b>  | <b>Communication and Interaction</b>   | <b>5,0 ECTS</b> |
| 2  | <b>Courses</b>  | Seminar 1: Introduction into Intercultural Communication and Interaction<br>Seminar 2: Scientific Research on the MA Level   | 2,5<br>2,5      |
| 3  | <b>Module Coordinator</b>                               | Dr. Peter Gelius   |                 |
| 4  | <b>Teaching personnel</b>                               | Dr. Gelius, Dr. Frahsa   |                 |
| 5  | <b>Content/Syllabus Outline</b>                         | <ul style="list-style-type: none"> <li>- Concepts and models of human communication and interaction and their cross-cultural differences</li> <li>- Discussion of students' own communication experiences and practical tools for improving communication within the student group and in the program environment</li> <li>- Quantitative and qualitative research methods in physical activity and health research</li> <li>- Methods for writing papers at the MA level (IMRAD structure, APA style, quotes and references, avoiding plagiarism)</li> <li>- Methods for scientific presentations at the MA level (structure, style, slides design)</li> </ul>  |                 |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | <p>Students learn the basic principles of communication and interaction. They learn to describe, critically appraise and apply models and structures of human communication and interaction and of cross-cultural differences in communication. Students discuss and reflect on their own communication experience in their home countries and in Germany. They learn to apply specific tools to improve communication, especially in multi-cultural environments, and thus acquire necessary skills to be effective communicators within and beyond the MA program.</p> <p>Students can reflect on appropriate methods for different research questions in the field of physical activity and health. They learn how to structure MA level research papers according to international standards and can apply APA style guidelines for paper structure, quotes and references to their own works. They learn about the rules regarding plagiarism and know how to avoid it in their own papers. They also learn the basics of scientific oral presentations and computer-based slide design and can reflect on the appropriate presentation format for any given context.</p> |                 |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health  |                 |
| 8  | <b>Intended stage in course of studies</b>              | 1st and 2nd Semester   |                 |
| 9  | <b>Prerequisites (recommended)</b>                      | None   |                 |
| 10 | <b>Frequency at which the class is offered</b>          | Annually   |                 |
| 11 | <b>Duration of the module</b>                           | 2 Semesters  |                 |
| 12 | <b>Assessments and Evaluations</b>                      | <u>Active participation</u>  |                 |
| 13 | <b>Calculation of the module grade</b>                  | <u>Pass/fail</u>   |                 |
| 14 | <b>Work load</b>  | Class time: 3 SWS = 45h<br>Study time: 105 h   |                 |

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| 15 | <b>Language</b>         | English |
| 16 | <b>Required reading</b> | - n.s.  |

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|----|---|---|----------------------|
| 1  | <b>Module 11</b>  | <b>Conceptualization, Implementation, Evaluation I</b>  | <b>5 ECTS-Punkte</b> |
| 2  | <b>Courses</b>  | Seminar: Conceptualization, Implementation, Evaluation  | 5                    |
| 3  | <b>Module Coordinator</b>                               | Prof. Dr. Alfred Rütten   |                      |
| 4  | <b>Teaching personnel</b>                               | Prof. Rütten, Dr. Frahsa, Dr. Gelius  |                      |
| 5  | <b>Content/Syllabus Outline</b>                         | <ul style="list-style-type: none"> <li>- Concepts and models of physical activity interventions on individual or population level</li> <li>- Concepts and models of quality management</li> <li>- Quality management in public health and health care systems</li> <li>- Developing and implementing a quality management system</li> </ul>   |                      |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | Students learn about and evaluate current models and strategies to be able to conceptualize and implement successful physical activity interventions on the individual as well as on population or setting level and to use adequate outcome evaluation methods. Students demonstrate the ability to handle complexity under strong consideration of quality management strategies, and integrate the basic principles of quality management. They learn to evaluate the quality of projects along the dimensions of process, structural and outcome specific quality management. Further, they understand the importance of quality management for physical activity/health promotion programme planning and are able to adapt basic principles of quality management to a given physical activity/health promotion programme. |                      |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health   |                      |
| 8  | <b>Intended stage in course of studies</b>              | 2nd Semester  |                      |
| 9  | <b>Prerequisites (recommended)</b>                      | Recommended:<br>Introduction to Physical Activity & Public Health<br>Rehabilitation Science   |                      |
| 10 | <b>Frequency at which the class is offered</b>          | Annually  |                      |
| 11 | <b>Duration of the module</b>                           | 1 Semester  |                      |
| 12 | <b>Assessments and Evaluations</b>                      | Term Paper (5-10 pages)   |                      |
| 13 | <b>Calculation of the module grade</b>                  | graded  |                      |
| 14 | <b>Work load</b>  | Class time: 3 SWS = 45h<br>Study time: 105h   |                      |
| 15 | <b>Language</b>   | English   |                      |
| 16 | <b>Required reading</b>                                 | - n.s.  |                      |

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|----|---|---|----------------------|
| 1  | <b>Module 12</b>  | <b>Conceptualization, Implementation, Evaluation II</b>   | <b>5 ECTS-Punkte</b> |
| 2  | <b>Courses</b>  | Project I: Population/organizational-based project<br><b>OR</b><br>Project II: Individual-based project   | 5<br><br>5           |
| 3  | <b>Module Coordinator</b>                               | Prof. Dr. Klaus Pfeifer, Prof. Dr. Alfred Rütten  |                      |
| 4  | <b>Teaching personnel</b>                               | Prof. Dr. Rütten, Prof. Dr. Pfeifer, Dr. Gelius, Dr. Frahsa, Dr. K. Abu-Omar, Dr. J. Semrau   |                      |
| 5  | <b>Content/Syllabus Outline</b>                         | <ul style="list-style-type: none"> <li>- Designing and implementing, an intervention concept for physical activity/health promotion among selected target groups (project I: older people, disabled people, adults, children/adolescents) or settings (project II: school, worksite, community) including the conduction of an initial situation analysis, the development of a project management plan and the development of the intervention</li> <li>- Cooperation with health care organisations (curative, rehabilitation) or organisations for physical activity/health promotion</li> </ul>   |                      |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | <p>Students choose one of two project seminars.</p> <p>Students apply knowledge in the area of physical activity/ health promotion to real world problems. They identify a health/physical activity problem and – under consideration of quality management procedures - select appropriate methods to plan and implement adequate concepts and actions that are intended to reduce the health/physical activity issue. Students are required to study in a largely self-directed manner to increase their self-competence. Assigned tasks are to be accomplished in groups including regular feedback on individual performance, which increases students' social competences.</p> |                      |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health   |                      |
| 8  | <b>Intended stage in course of studies</b>              | 3 <sup>rd</sup> Semester  |                      |
| 9  | <b>Prerequisites (recommended)</b>                      | Conceptualization, Implementation, Evaluation I   |                      |
| 10 | <b>Frequency at which the class is offered</b>          | Annually  |                      |
| 11 | <b>Duration of the module</b>                           | 1 Semester  |                      |
| 12 | <b>Assessments and Evaluations</b>                      | Project I: Weekly oral report (5-10 minutes) and term paper (10-20 pages)<br><b>OR</b><br>Project II: Weekly oral report (5-10 minutes) and term paper (10-20 pages)  |                      |
| 13 | <b>Calculation of the module grade</b>                  | Project I: Weekly oral report 100%<br><b>OR</b><br>Project II: Weekly oral report 100%  |                      |
| 14 | <b>Work load</b>  | Class time: 3 SWS = 45 h<br>Study time: 105h  |                      |
| 15 | <b>Language</b>   | English   |                      |
| 16 | <b>Required reading</b>                                 | - n.s.  |                      |

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|----|---|--|----------------------|
| 1  | <b>Module 13</b>  | <b>Conceptualization, Implementation, Evaluation III</b>   | <b>5 ECTS-Punkte</b> |
| 2  | <b>Courses</b>  | Project I: Population/organizational- based project<br><b>OR</b><br>Project II: Individual based project   | 5<br><br>5           |
| 3  | <b>Module Coordinator</b>                               | Prof. Dr. Klaus Pfeifer, Prof. Dr. Alfred Rütten   |                      |
| 4  | <b>Teaching personnel</b>                               | Prof. Dr. Rütten, Prof. Dr. Pfeifer, Dr. Gelius, Dr. Frahsa, Dr. K. Abu-Omar, J. Semrau  |                      |
| 5  | <b>Content/Syllabus Outline</b>                         | Continuation of the implementation of the intervention among selected target groups (project I) or settings (project II) and evaluating its effect/impact on the individual and organisational level.<br>Students apply theoretical knowledge to guide and monitor the implementation, formulate and evaluation framework, and collect and analyse data that are suitable for Evaluating the intervention.<br><br>Students generate a final report that states the results of the implementation and evaluation and they demonstrate the ability to reflect on their work and progress achieved.   |                      |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | Students choose one of two project seminars.<br><br>Students ensure the implementation, quality management, monitoring and evaluation (structure, process, outcome) of their programme and learn to tackle real world implementation problems. They evaluate the intervention on the process and outcome level and will draw conclusions for future projects. Students are required to study in a largely self-directed manner to increase their self-competence. Accomplishing the implementation process, evaluation and the summary of results (final report) in self-directed groups will enhance their social competence and their project management skills. |                      |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health  |                      |
| 8  | <b>Intended stage in course of studies</b>              | 4 <sup>th</sup> Semester   |                      |
| 9  | <b>Prerequisites (recommended)</b>                      | Conceptionalisation, Implementation, Evaluation I  |                      |
| 10 | <b>Frequency at which the class is offered</b>          | Annually   |                      |
| 11 | <b>Duration of the module</b>                           | 1 Semester   |                      |
| 12 | <b>Assessments and Evaluations</b>                      | Project I: Weekly oral report (5-10 minutes) and term paper (10-20 pages)<br><b>OR</b><br>Project II: Weekly oral report (5-10 minutes) and term paper (10-20 pages)   |                      |
| 13 | <b>Calculation of the module grade</b>                  | Project I: Weekly oral report 50% and term paper 50%<br><b>OR</b><br>Project II: Weekly oral report 50% and term paper 50%   |                      |
| 14 | <b>Work load</b>  | Class time: 3 SWS = 45 h<br>Study time: 105h   |                      |
| 15 | <b>Language</b>   | English  |                      |
| 16 | <b>Required reading</b>                                 | - n.s.   |                      |



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| 1  | <b>Module 14</b>  | <b>Public Health Diagnostics</b>   | <b>5 ECTS-Punkte</b> |
| 2  | <b>Courses</b>  | <u>Seminar/Lab</u>   | 5                    |
| 3  | <b>Module Coordinator</b>                               | Dr. Karim Abu-Omar   |                      |
| 4  | <b>Teaching personnel</b>                               | Dr. K. Abu-Omar  |                      |
| 5  | <b>Content/Syllabus Outline</b>                         | <ul style="list-style-type: none"> <li>- Health Monitoring/ Global surveillance – e.g. BRFSS</li> <li>- PA Assessment on the population level:</li> <li>- Objective and subjective methods for PA assessment, commonly used questionnaires (e.g. IPAQ, GPAQ, PACE), and measurement properties (reliability, validity) of these methods</li> </ul> |                      |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | Students learn appropriate ways to collect and analyse population level data on health and health behaviour. Further, they learn different methods/instruments for assessing physical activity on the population level, and they are able to reflect and evaluate the use of physical activity methods/instruments in public health practice.      |                      |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health  |                      |
| 8  | <b>Intended stage in course of studies</b>              | 3 <sup>rd</sup> semester   |                      |
| 9  | <b>Prerequisites (recommended)</b>                      | Recommended: Basics in Methodology I and II  |                      |
| 10 | <b>Frequency at which the class is offered</b>          | Annually   |                      |
| 11 | <b>Duration of the module</b>                           | 1 Semester   |                      |
| 12 | <b>Assessments and Evaluations</b>                      | Seminar: Term paper (8-10 pages, graded)   |                      |
| 13 | <b>Calculation of the module grade</b>                  | Term paper (100%)  |                      |
| 14 | <b>Work load</b>  | Class time: 3 SWS = 45h<br>Study time: 105h  |                      |
| 15 | <b>Language</b>   | English  |                      |
| 16 | <b>Required reading</b>                                 | Herrmann S. Physical Activity Measurement. In: Ainsworth B, Macera C. (2012). Physical Activity and Public Health Practice.  |                      |

| 1  | Module 15                         | Diagnostics/Assessment in Rehabilitation and Prevention   | ECTS-Punkte |
|----|-----------------------------------|---|-------------|
| 2  | Lehrveranstaltungen               | Seminar + Practice/Laboratory: Diagnostics/Assessment in Rehabilitation and Prevention  | 5           |
| 3  | Modulverantwortlicher             | Prof. Dr. Klaus Pfeifer   |             |
| 4  | Dozenten                          | Dr. S. Steib  |             |
| 5  | Inhalt                            | <ul style="list-style-type: none"> <li>- purpose and components of health related diagnostics/ assessment</li> <li>- theoretical concepts of psychometric measurements (measurement theory)</li> <li>- generic instruments, indication specific diagnostics/assessment</li> <li>- measurement of function, activities, participation, quality of life according to the ICF</li> <li>- individual testing, assessment, and prognosis</li> </ul>  |             |
| 6  | Lernziele und Kompetenzen         | Students will get a theoretical and practical basis for measurement in rehabilitation research and health care. Students will demonstrate the knowledge of purpose and content of a comprehensive health related assessment, as well as measurement theory, measurement models and methods for assessing clinical phenomena and client performance. Students will be able to identify indication-specific, ICF-based instruments and critically reflect measurements based on psychometric quality criteria. Students will practically apply basic principles and fundamentals of conducting health-related assessments. Students will be able to integrate knowledge and handle complexity in applying adequate tests as well as to analyse and interpret the results. |             |
| 7  | Verwendbarkeit des Moduls         |   |             |
| 8  | Einpassung in Musterstudienplan   | 3 <sup>rd</sup> semester  |             |
| 9  | Voraussetzungen für die Teilnahme | Recommended: Rehabilitation Science, Basis in Methodology, Health Enhancing Exercise I  |             |
| 10 | Turnus des Angebots               | Annually  |             |
| 11 | Dauer des Moduls                  | 1 semester  |             |
| 12 | Studien- und Prüfungsleistungen   | Term paper (10-15 pages) or final exam (60 minutes)   |             |
| 13 | Berechnung Modulnote              | Term paper or final exam (100%)   |             |
| 14 | Arbeitsaufwand                    | Class time: 3 SWS = 45h<br>Study time: 105h   |             |
| 15 | Unterrichtssprache                | English   |             |
| 16 | Vorbereitende Literatur           | <ul style="list-style-type: none"> <li>- ACSM (2013). ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription. 7th ed. Lippincott Williams &amp; Wilkins.</li> <li>- Heyward, V.H. (2006). Advanced Fitness Assessment &amp; Exercise Prescription. 5th ed. Human Kinetics.</li> <li>- Mpofo E, Oakland T (2010). Rehabilitation and Health Assessment - Applying ICF Guidelines. New York: Springer.</li> </ul>  |             |

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|----|---|--|-----------------------|
| 1  | <b>Module 16</b>  | <b>International Internship</b>  | <b>10 ECTS-Punkte</b> |
| 2  | <b>Courses</b>  | Internship   | 10                    |
| 3  | <b>Module Coordinator</b>                               | Dr. Karim Abu-Omar   |                       |
| 4  | <b>Teaching personnel</b>                               | Dr. K. Abu-Omar  |                       |
| 5  | <b>Content/Syllabus Outline</b>                         | <p>Internship in one of the following types of organisations (e.g.):</p> <p>I. National Institutions: e.g. Health Insurance Companies, CDC, Karolinska Institut, TNO</p> <p>II. Supranational organisations: WHO, EU, IUHPE</p> <p>III. International NGO's: e.g. EUPHA, Platform on Diet and Physical Activity</p> <p>IV: International Networks: HEPA-Europe</p> <p>V: Funding agencies</p> <p>VI: Other organisation: e.g. Private sector company</p>   |                       |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | <p>Students apply knowledge through problem solving abilities in new or unfamiliar environment within broader context. Students receive first hand experience working in a public health/ health promotion/ rehab/ private sector agency etc. In conjunction with the evaluation of their own development in a professional setting, students enhance their self-competence. They learn to apply knowledge gained in the first semester. During the work and cooperation in multi-professional teams during the internship, students increase social competence.</p> |                       |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health  |                       |
| 8  | <b>Intended stage in course of studies</b>              | Between 2 <sup>nd</sup> and 3 <sup>rd</sup> Semester   |                       |
| 9  | <b>Prerequisites (recommended)</b>                      | Recommended:<br>Introduction to Physical Activity & Public Health/ Rehabilitation Science  |                       |
| 10 | <b>Frequency at which the class is offered</b>          | Annually   |                       |
| 11 | <b>Duration of the module</b>                           |  |                       |
| 12 | <b>Assessments and Evaluations</b>                      | Organization of a workshop/ presentation of results of internship at workshop (10-15 minutes). Not graded  |                       |
| 13 | <b>Calculation of the module grade</b>                  | No grading   |                       |
| 14 | <b>Work load</b>  | Class time: 2 SWS = 30h<br>Internship time: 270 h  |                       |
| 15 | <b>Language</b>   | English  |                       |
| 16 | <b>Required reading</b>                                 | - n.s.   |                       |

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|----|---|---|-----------------------|
| 1  | <b>Module 17</b>  | <b>Master Thesis</b>  | <b>30 ECTS-Punkte</b> |
| 2  | <b>Courses/Master Thesis</b>                            | Seminar: Colloquium for Examination<br>Master Thesis  | 5<br>25               |
| 3  | <b>Module Coordinator</b>                               | Prof. Dr. Klaus Pfeifer/ Prof. Dr. Alfred Rütten  |                       |
| 4  | <b>Teaching personnel</b>                               | Dr. Abu-Omar  |                       |
| 5  | <b>Content/Syllabus Outline</b>                         | The master thesis might build on contents that students developed in some of the earlier courses. The seminar will enable the students to critically analyse literature sources for writing the Master Thesis.  |                       |
| 6  | <b>Educational Objectives and Acquired Competencies</b> | In the master thesis the students apply their knowledge, understanding and problem solving abilities in research that is related to physical activity and health. They demonstrate the ability to formulate a research question, and draw on research methods and theories taught in the programme to formulate an answer to it. They will write the thesis in a manner that will be largely self-directed and autonomous, but is supported by the 1st advisor to the thesis. Within the thesis, they are able to reflect on their work and its limitations, and formulate its relevance for public health/rehabilitation practice. |                       |
| 7  | <b>Module applicability</b>                             | MA Physical Activity and Health   |                       |
| 8  | <b>Intended stage in course of studies</b>              | 3 <sup>rd</sup> and 4 <sup>th</sup> semester  |                       |
| 9  | <b>Prerequisites (recommended)</b>                      |   |                       |
| 10 | <b>Frequency at which the class is offered</b>          | Annually  |                       |
| 11 | <b>Duration of the module</b>                           | 2 Semester  |                       |
| 12 | <b>Assessments and Evaluations</b>                      | Master Thesis (40-60 pages, graded)   |                       |
| 13 | <b>Calculation of the module grade</b>                  | Master Thesis 100%  |                       |
| 14 | <b>Work load</b>  | Class time: 2 SWS = 30 h<br>Study time: 870h  |                       |
| 15 | <b>Language</b>   | English   |                       |
| 16 | <b>Required reading</b>                                 | n.s.  |                       |