Interuniversity College for Health and Development Graz / Castle of Seggau, A
= Interuniversity Workgroup for Health and Development (reg. assoc.)
& branch campus University Azteca / Universidad Central de Nicaragua

Curriculum Master's programmes in:
- Health Sciences
- Psychology (Child Development)
- Education

Name of Institution

Interuniversity College for Health and Development Graz / Castle of Seggau, A

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Head

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Address of teaching centre

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Castle of Seggau, 8430 Leibnitz, Seggauberg 1, Austria
(www.inter-uni.net, Prof. Dr. Dr. P. C. Endler)

Address of validation centres

- Universidad Azteca, Palma No. 61, Barrio San Antonio Chalco, Edo. de México, CP. 56600 (www.universidadazteca.edu.mx, Prof. Dr. Dr. Gerhard Berchtold)

- Universidad Central de Nicaragua, Reparto el Carmen Frente a Radio 580, Managua, Nicaragua (www.ucn.edu.ni, Prof. Dr. Dr. Gerhard Berchtold)

Course (joint degree)

Master's programmes in:
Health Sciences / Psychology (Child Development) / Education

Mode of delivery

Blended learning: on-campus and distance learning

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History of the institution

The Interuniversity College for Health and Development Graz / Castle of Seggau was founded in 1999. It is the hub of an international network of university institutes, departments and work groups that wish to document their special professional interests with further scientific and psychosocial qualifications. More than 30 partner institutions come from education, psychosocial training, public health, health promotion, natural science and medicine. Together with other partner organizations, they form the *inter-uni.net for integrated health sciences*.

Students entering the programmes of study come from helping or teaching professions.

The College coordinated between 2002 and 2005 a Leonardo da Vinci project funded by the European Commission with the aim of providing tools for scientific and psychosocial qualification among the abovementioned target groups of professionals.

Since 2000 and 2004, respectively, the College has run two courses, an MSc Complementary & Psychosocial Health Sciences and an MSc Child Development. All teaching at the College follows a blended learning format, with integrated group work in groups of about 12 students each.

Both Master programmes were accredited in accordance with the Austrian Law on University Studies (§ 27-28) (most recent re-accreditation 2009). Furthermore, they were evaluated by the Validation Board of the University of Wales (2008-2010) and an International Coaching Agency (2009-2010).

In 2010, the legal body governing the College, i.e, the Interuniversity Workgroup for Health and Development (registered association in Graz, Austria) has entered a cooperation with the Universidad Azteca, Mexico (UA) and the Universidad Central de Nicaragua (UCN). The UA and the UCN now run branch campi in Graz-Seggau. Thus, the College consists of the workgroup, responsible for know how transfer on European academic issues and the UA and UCN branch campi.

The programmes of the UA / UCN at the branch campi have been registered by the Austrian Ministry of Science and by the Austrian Accreditiation Agency in 2012 and in 2015/2016.

Legal frame

The doctoral degree is offered by the Universidad Central de Nicaragua. With regard to Austrian laws, the Universities are recognised foreign institutions of postsecondary education and the degrees awarded can be used according to § 27 of the Austrian Act on Quality Assurance in Higher Education. The doctoral degrees in Health Sciences / Psychology / Education are university own degrees and can be used, abbreviated as "Dr." before the name on name-plates, private and business letter-heads, business-cards, and in correspondence (private and public), as outlined in the respective legal provisions mentioned above.

Corporate mission

General
To offer postgraduate programmes that address specific needs within the health system and the educational system in society. Based on the fact that:

- Health Sciences as well as Psychology (Child Development) as well as Education play an important role in public health / public education in society.

- These approaches must be subject to both scientific justification and quality assurance with regard to psychosocial aspects in order to optimize their function within the health and

education system and society. Furthermore, research and development are necessary

- Evaluation of teaching and learning should be based on students' original own competency and should go hand in hand with the development of new interdisciplinary perspectives of teaching and learning and of relevant tools including on-campus and distance (virtual) group communication and feedback

- All cognitive teaching and learning, including concerns of the helping professions, of education, research and public health projects, should be embedded in a carefully designed emotional and social background that is also reflected in the College's structures and processes. This includes various feedback elements and communication groups, psychosocial supervision and Balint groups

- The research lines of the programmes are followed both by staff and students, together with further academic partners, and should lead to regular scientific publications of the College. Part of students' course work and of assessment mimic the feedback procedure following submission of a scientific manuscript and the journal's peer review process

- Thus, cognitive-scientific and emotional-psychosocial key skills are delivered.

Through its study programmes the College enables persons from diverse disciplines, with professional experience, to expand their professional knowledge and improve their practical skills. It supports them in performing executive functions in research, academic teaching, adult education, public relations work, and interdisciplinary projects.

Research and publication purposes
The mindset in which research is carried out at the College has a formative influence in the institution as a whole. Main areas for research and publications, both for staff and students, are:

- Health Sciences
- Psychology (Child Development)
- Education

Teaching and learning purposes
Teaching and learning purposes are:

- to deliver a high level of instruction for students, in terms of excellence in teaching, in the intensity of the studies and the range of learning experiences offered with the aim of training experts
- to offer programmes of studies based on the *topic (thematic) centred interaction* paradigm to cover all major aspects of the academic topics both from a scientific and a psychosocial /emotional aspect, to enable students to acquire all necessary knowledge and skills as such experts, at the same time encouraging their individuality and personal approach to the field
- to encourage students to apply critical thinking in their everyday practice as helping professionals, and to apply creative intuition when progressing from practice to theory
- to install amongst students a high level of ethics with regard to their profession
- to offer such training at the highest level in order to critically support academic recognition of selected complementary and innovative methods within the health and education system, and to address problems of helping professionals in these fields
- to deliver skills for scientific research and investigation on complementary and innovative methods in collaboration with the College's partners, including generation of knowledge by both strategic and creative / associative thinking
- to deliver skills for adult education (including presentation) and information of the public (including discussion and social skills) as well as conducting public health projects (including project management skills)

- to foster critical discussion on the limits of competencies in the individual professions and the necessity of networking on health and psychosocial issues
- to train helping professionals to enhance their efficacy and work satisfaction.

All programmes of study, including the doctoral programme, are offered under a blended learning format with the aim of fostering sustainable processes and lifelong learning and provide students with further scientific and psychosocial qualifications, not leading to new therapeutic professions.

This is ensured via:

- use of a specially designed teaching and learning environment
- staff numbers suitable to maintain personal contact with students
- organizing students in working groups of about 12 for continuous work groups both on-campus and on the distance learning platform)
- on-campus weekends including theory workshops / students' self-reflection on their own original competency / case supervision
- internet interaction including study units (multimedia VLE and texts) / personal work / tutorial feedback
- fostering students' own learning process through literature research / everyday practice / personal reflection and self-awareness
- emphasis on research (quantitative and qualitative)

Size of the institution

- staff (2 full time, 20 part-time)
  - academic staff: 22
  - management staff: 6
  - external management staff: 6
  - academic staff with management responsibilities: 3
  - external services staff: 7
  - external programme auditors: 2
  - external examination auditors: 2
- current students and alumni on M-level, as of 2016: 750
- research fellows on D-level: around 75

Structure of the institution

The organizational chart of the College is shown in the Appendix. One and the same person may hold several posts. All key positions are covered by the person holding the position and a deputy who is nominated to provide support as required. This is not always indicated in the academic and management structure below (for the sake of simplifying) but it is an important aspect of the College as it ensures contingency plans in the event of someone being temporarily unavailable (e.g. temporary sickness, holidays etc.) as well as providing the next properly inducted generation for the future when key people retire.

Mission Maintenance Board

The Mission Maintenance Board shall exercise the following functions provided that in all academic matters it shall act only after the Management Board and the Board of Directors shall have had a reasonable opportunity of considering and reporting in these fields:
- determine Institute policy and guide the Institute's development in compliance with the legal framework
- ensure the maintenance of premises and educational facilities and their development in compliance with the Institute's business plan

- appoint, pay and if necessary remove the Head and all members of the academic and other staff.

Scientific Board

Affiliated to the Mission Maintenance Board are the members of the *inter-uni.net for integrated health sciences*, i.e. more than 30 international institutes or departments at University level, plus individual experts at University level. These have advisory capacity.

Core Management Board

The Core Management Board manages all aspects of the validated programme of study to include all academic, administrative, financial and resources matters on a day-to-day level and also with regard to future planning and budgeting. The Management Board ensures that effective, efficient and fully accountable line management procedures are in place together with an appropriate committee structure to ensure transparency and effective communications.

The Core Management Board will prepare business and budgetary plans for the approval of the Mission Maintenance Board.

Membership
- The Head
- The Administrative Director
- The Head of Finances

Head
- Chief academic and executive officer.

Administrative Director, Head of Finances
- Responsible for the supervision of the administrative services and for the day to day running of the school, timetables, communication with the students, student complaints and exam records. Also responsible for the management of the school's library resources and other services offered to students. Reports to the Head.
- Responsible for the supervision of finances and bookkeeping.

The Academic Board

Membership
- The Head (see above)
- The Academic Directors
- The Course Leader
- The Module Leaders
- The Module Work Group Leaders

Academic Directors

Responsible for supervising the academic curriculum, teaching and assessment. Ensure that quality assurance guidelines are maintained. Giving advice concerning students' theses (not responsible for theses contents, see Thesis Supervisors). Report to the Head.
- The Scientific Director
- The Medical Director
- The Depth Psychology Director

Course Leader

Responsible for executing the academic curriculum, teaching and assessment; supervising Module Leaders. Report to the Academic Directors.

Module Leaders

Responsible for teaching the modules; supervising Module Teachers (if applicable) and Module Tutors. In close contact with Module Work Group Leaders. Report to the Course Leaders.

Module Work Groups Leaders

Responsible for the special group work part (scientific or psychosocial) included in each of the modules. In close contact with the Module Leaders.

- Psychosocial Group Leaders (Balint, Case Supervision, Communication); include issues of pastoral care into group work and can be addressed for individual counseling. Report to the Depth Psychology Director
- Scientific Reflection Group Leaders (reflection of the original competency, reflection of research issues); include issues of personal academic tutoring (mentoring) into group work and can be addressed for individual mentoring. Report to the Scientific Director

Further Group Leaders

Responsible for additional extra-curricular work in semi-open groups.

- Trouble Analysis Network: Based on psychotherapeutic group analysis, concerns problems students, alumni and staff may encounter within the institutional structure that can be solved by awareness of transference and counter-transference phenomena. In addition, this also concerns problems related to learning and creative performance, such as writer's block or researcher's block, which have not (yet) been addressed in the Psychosocial Module Work Groups. Participants use to join this semi-open group by themselves but may also be referred to this group by the Appeals Officers; Normally the Trouble Analysis Network Leader refers students to the Psychosocial Groups Leaders in due course which in their turn my suggest external counselling. The Leader is assisted by a Co-Leader and supervised by an Appeals Officer and the Depth Psychology Director.

Appeals Officers

Deal with student's complaints, refer to the respective staff and supervise measures taken by staff

Further Academic Staff and External Specialists

Further Administrative Staff and External Specialists

External Services

The Examination Committee

The Examination Committee is responsible to provide adequate questions and tasks for the examination process and examines or supervises examination of the students.
Membership
Three leading staff members including the Course Leader

Examining Board

The Examining Board discusses and considers the results.
Membership
- The Head
- The Course Leader
- A third leading staff member
- The Quality Assurance (QA) Responsible of the Course

Joint Board of Studies

The Joint Board of Studies can discuss all questions regarding the institution and its programmes, its policy and strategies in a problem orientated way.
Membership
- The Head

- The Course Leader
- A third leading staff member
- The Quality Assurance (QA) Responsible of the Course

All Staff Committee

Can discuss questions regarding course contents, course structure, facilities/resources and staff development. Will also discuss student feedback reported from the Staff/Student Liaison Committee. All members of the academic staff will be invited to assist. Minutes will be taken and forwarded to the Academic Board.

Research Committee

Research Coordinators, Thesis Supervisors, and Publication Coordinators will coordinate all research activities of the College, including research of staff, of research fellows, and of students. Specially, these will establish guidelines and make proposals for research activities and supervise student's thesis work (dissertation) as well as recommend budget allocations to support those.

Ethics Committee

This committee will supervise all research activities of the College from the ethical point of view.

Pastoral and Personal Tutoring (survey)

- Pastoral Tutoring: Psychosocial Work Group Leaders and the Problem Analysis Group Leader include issues of pastoral care in the group work. They can be addressed for individual counseling. Report to the Depth Psychology Director. In case of crisis management on-campus and per distance counselling will be provided by the depth psychology director, the deputy of the depth psychology director and further staff
- Personal Academic Tutoring: Scientific Reflection Group Leaders include issues of personal academic tutoring (mentoring) in the group work. They can be addressed for individual mentoring. Report to the Scientific Director

Student assistance (survey)

With academic related problems, students should contact

- the module leaders
- the course leaders
- the academic directors

With logistical problems relating to the mode of delivery, students should contact

- the learning platform coordinator
- the secretary
- the administrative director

With personal problems, students should contact

- the psychosocial work groups leader, who also functions as pastoral tutor for the members of their work group
- the depth psychology director / the deputy of the depth psychology director / the leader of the problem analysis network

Appeals Officer

An Appeals Officer is available to the students in case of need.

Goals of the programmes

The aim of the programme "Health Sciences" is to enable members of the health system (e.g. therapists, nurses) to take role in public discussion, research and teaching by being able to critically discuss, professionally present and teach, formulate research questions, integrate with one's own original competences and with interdisciplinary projects the topics related to Health Sciences.

The aim of the programme "Psychology (Child Development)" is to enable members of professions dealing with children and adolescents (e.g. therapists, teachers, social workers) to take role in public discussion, research and teaching by being able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to Child Development and Health.

The aim of the programme "Education" is to enable members of the health system and the education system (e.g. psychologers, psychotherapists, social workers) to take role in public discussion, research and teaching by being able to critically discuss, professionally present and teach, formulate research questions, integrate with one's own original competences and with interdisciplinary projects the topics related to Education.

Learning outcomes and qualification profile

M = module

Health Sciences

Note: pathways (a), "Integrated Health Sciences" or (b), "Psychosocial Health Sciences" are alternative pathways to be chosen by the student.

- *M1: (a, b) Public Health and Salutogenesis*
  with regard to the enhancement of health to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to health promotion (WHO) and community and individual promotion of health, guided by resources, complementing the patho-genetic viewpoint by a saluto-genetic one.

- *M 2: (a, b) Depth Psychology and Communication*
  to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to therapeutic relationship between self awareness and casework

- *M 3: (a) Regulatory Biology / (b) Psychosocial Concepts*
  to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to (a) psycho-biological self regulation, hetero regulation and communication / (b) psychosocial concepts

- *M 4: (a) Regulatory Therapy Methods / (b) Psychosocial Methods*
  to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to systematics of and research on therapeutic and health care methods that aim at stimulating (rather than substituting or suppressing) health processes.

- *M 5: (a, b) Integration of Methods*

to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to intercultural and interdisciplinary views of man, health and healing

- *M 6: Working and Writing Scientifically*
  to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to working and writing scientifically

- *M7: Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies*
  to reflect upon communication skills, therapist client interaction

- *M8: Reflection on the Original Competencies and Reflection on a Thesis Project*
  to reflect upon one's own original competency, and to present it with special regard to public relations and to working and writing scientifically

- *9: Master's thesis*
  to be able to critically discuss the state of the art in a chosen area of research, to formulate a new research question, to adapt relevant methodology for one's own investigation, to perform and evaluate that investigation, to professionally present the data, and to discuss data in the frame of the hitherto current knowledge.

Child Development

- *M 1: Depth Psychology and Communication, including Education Research*
  to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to therapeutic / teaching relationship between self awareness and casework

- *M 2: Public Health and Salutogenesis, including Education Research*
  to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to health promotion (WHO) and community and individual promotion of health, guided by resources, complementing the patho-genetic viewpoint by a saluto-genetic one

- *M 3: Psychology and Pathology of Development, including Education Research*
  to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to Child Development and Health psychology and pathology

- *M 4: Socialisation and Education, including Education Research*
  to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to socialisation and education

- *M 5: Resources of Child Development, including Education Research*
  to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to social, medical, psychosomatic, councelling, psychotherapeutic, paedagogic and political resources for working with children and adolescents

- *M 6: Working and Writing Scientifically*

to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to working and writing scientifically

- *M7: Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies*

   to reflect upon communication skills, therapist client interaction

- *M8: Reflection on the Original Competencies and Reflection on a Thesis Project*
   to reflect upon one's own original competency, and to present it with special regard to public relations and to working and writing scientifically

- *9: Master's thesis*

to be able to critically discuss the state of the art in a chosen area of research, to formulate a new research question, to adapt relevant methodology for one's own investigation, to perform and evaluate that investigation, to professionally present the data, and to discuss data in the frame of the hitherto current knowledge.

Education

Note: pathways (a) "Education (general)", (b) "Health Education" and (c) "Elementary Pedagogics" are alternative possibilities to be chosen by the student.

- *M 1: (a, b, c) Depth Psychology and Communication, including Education Research*
   to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to therapeutic / teaching relationship between self awareness and casework

- *M 2: (a, b, c) Public Health and Salutogenesis, including Education Research*
   to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to health promotion (WHO) and community and individual promotion of health, guided by resources, complementing the patho-genetic viewpoint by a saluto-genetic one

- *M 3: (a, b, c) Psychology and Pathology of Development, including Education Research*
   to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to Child Development and Health psychology and pathology

- *M 4: (a, c) Socialisation and Education, including Education Research / (b) Health Education I*
   to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to (a, c) socialisation and education / (b) basics of health education

- *M 5: (a) General Education: historic and scientific issues / (b) Health Education II /*
   (c) Elementary pedagogics I, II
   to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to (a) historical and scientific issues of education / (b) health education (advanced) / (c) elementary pedagogics

- *M 6: Working and Writing Scientifically*

to be able to critically discuss, professionally present and teach, formulate research questions on, integrate with one's own original competences and with interdisciplinary projects the topics related to working and writing scientifically

- *M7: Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies*

  to reflect upon communication skills, therapist client interaction

- *M8: Reflection on the Original Competencies and Reflection on a Thesis Project*
  to reflect upon one's own original competency, and to present it with special regard to public relations and to working and writing scientifically

- *9: Master's thesis*

to be able to critically discuss the state of the art in a chosen area of research, to formulate a new research question, to adapt relevant methodology for one's own investigation, to perform and evaluate that investigation, to professionally present the data, and to discuss data in the frame of the hitherto current knowledge.

Annotation: The following form gives a survey on learning outcomes using the example of the programme "Psychology (Child Development)".

UK Validation Form Programme Learning Outcomes: What a Graduate Should Know and be able to do on Completion of the Programme

To gain the qualification the student will have demonstrated the following skills and capabilities.

The programme aims to address 5 key areas, under which the learning outcomes have been amalgamated. For clearer presentation of the material different colors have been used across the columns.

1) discipline expertise: concept evaluation
2) professionalism: link to one's own profession
3) scholarship / lifelong learning: research
4) scholarship / lifelong learning: education, public information, public health projects
5) self and social competences for helping professionals

i) Knowledge and understanding in the context of the subject, *i.e. in Child Development and Health (CDH)*	ii) Cognitive skills	iii) Subject-specific practical \ professional skills	iv) General \ transferable skills
establish an overview of elements of CD, namely a)depth	*1) discipline expertise: concept evaluation*: critically evaluate and analyze the concepts re (i) and assess their pros and cons	*1) discipline expertise: concept evaluation*: discuss concepts of CD in an interdisciplinary approach	*1) discipline expertise: concept evaluation*: abstract thinking, discursive skills, writing skills, interdisciplinary reasoning, networking skills

psychology b) public and individual health – sociology c) healthy and disturbed / pathological Child Development and Health d) intercultural issues on socialization and upbringing / education e) interdisciplinary resources for Child Development and Health issues	**2) professionalism: link to own profession:** consider features of one's original professional qualification and skills relevant to CD and critically discuss these	**2) professionalism: link to own profession:** apply and implement into one's own practice a synthesis of one's original professional qualification and CD	**2) professionalism: link to own profession:** integrative thinking and integrative skills
	3) scholarship / lifelong learning: research: examine the relevance of literature, and of research questions, and critically discuss research results relate scientific creativity / intuition and scientific strategy / structuring with planning research realize the importance of interdisciplinarity / diversity for planning research	**3) scholarship / lifelong learning: research:** participate in (threshold) and conduct or coordinate research on CD apply and implement into research a synthesis of one's original professional qualification and CD use bio-psycho-social perspectives in research	**3) scholarship / lifelong learning: research:** critical and independent inquiry, ability to challenge ideas, autonomous research, research teamwork, data handling, skills in relating scientific creativity and scientific discipline
f) working and writing scientifically	**4) scholarship / lifelong learning: education, information, public health projects:** realize the importance of evidence-based information make factual arguments contrast and integrate alternative and contradictory points of view realize the importance of communication skills, interdisciplinarity and diversity for education, information and public health projects describe and discuss study results clearly (threshold) and on diverse levels of understanding describe the process of teaching and learning in feedback loops and from a cognitive and bio-psycho-social perspective, including dynamics in face to face and virtual groups	**4) scholarship / lifelong learning: education, information, public health projects:** plan and conduct relevant education (adult education), including professional presentation on CD participate (threshold) and make factual arguments in public discussions on health issues and CD participate in publishing (threshold) or perform or coordinate publication on CD describe and discuss study results on CD clearly (threshold) and on diverse levels of understanding inform (threshold) or advice decision makers participate (threshold) in public health projects or conduct or	**4) scholarship / lifelong learning: education, information, public health projects:** presentation skills, education / teaching skills, argumentation skills, diplomacy skills, publication skills, publication teamwork skills, coaching skills, skills in relating theory and practice, skills in relating theory and emotional experiences, skills in relating specialization and diversity, organizational skills, time management and achievement of deadlines, participation in projects, skill to perform

reflect and describe children's special epistemology	coordinate them	projects or coordinate them from a management position
5) self & social competences describe and discuss techniques of psychohygienic and stress management, communication and case supervision describe and discuss the need for tolerance in interdisciplinary and inter hierarchical inter-hierarchical settings describe and discuss strategies for optimizing efficiency and satisfaction in helping and teaching professions	**5) self & social competences** use techniques of psychohygienic, stress management and communication demonstrate self-reflection and reflection of one's own profession and tolerance in interdisciplinary and inter-hierarchical settings demonstrate strategies for optimizing efficiency and satisfaction in helping and teaching professions	**5) self & social competences** reflective and self evaluation skills, stress management skills, good communication skills, good teamwork skills, leadership skills, skills for optimizing efficiency and satisfaction in helping and teaching professions

UK Validation Form Qualities, Skills and Capabilities Profile

The educational and training goals of the programme seek to promote and demonstrate the following qualities, skills, capabilities and values in the student:

i) Intellectual

capacity to critically reflect one's own original competences

capacity to link new approaches to one's original knowledge and skills

capacity to address issues in an interdisciplinary way

capacity to address issues in a teamwork attitude

academic study skills applied to the study of Child Development and Health (CDH)

critical evaluation and use of data collected through research and during projects

capacity to synthesize and summarize information and generate research questions / project proposals

capacity to test the validity of hypotheses / proposals

with regard to own research questions / projects, capacity to carry out appropriate research steps and test it against own hypotheses and literature

problem solving skills when dealing with contradictory information found in research and literature

problem solving skills when dealing with challenges in one's own (helping or teaching) profession, in CD research, education, information of the public and in public health projects

strategy skills in the above

justification of chosen strategies

interpretation and discussion skills in data / evidence findings

capacity to contrast and integrate alternative and contradictory points of view

awareness of ethical issues when conducting the above projects

capacity to act on diverse levels of understanding

capacity to reflect on conscious as well as unconscious elements of communication and generation of knowledge

capacity of psycho-somatic apprehension

awareness of the importance of diversity as an instrument of work groups, education and research

ii) Practical

capacity to integrate one's own original competences e.g. as a therapist or teacher

capacity to prepare reports, papers, essays, articles etc. for own, research, education, information or public health project use

research skills to pursue research projects in a team and independently

flexibility, originality and tolerance in research discussions, education and information of the public and the ability to react appropriately to sudden problems or changes

capacity to describe, discuss and publish study results on CD clearly and on diverse levels of understanding (e.g. experts – interdisciplinary interested parties – laymen)

understanding of the importance of confidentiality

understanding of the importance of equal relationships in helping professions and public work

understanding of effective factors (e.g. transference and counter transference) in therapeutic, education and public communication

empowerment and leadership skills

ability to cope with own weaknesses

ability to diagnose pathological relationships

ability to contain, deal with and transform other's and one's own confusing emotions

iii) Personal and social

awareness of the needs and feelings of others and ability to communicate

communicate effectively with other professionals

ability to cope with a position of responsibility

self-awareness, self-reflection and self-care, a.o. awareness of one's own and others' feelings and needs

awareness of one's own personal and professional limits, a.o. awareness of the impact of early relationships on personal and professional life; capacity of burnout prevention

ability for self motivation

ability to work in a team and motivate others

consideration towards others, ethical awareness

respectfulness, empathy and affection in the helping profession

awareness that professional / client problems are human relationship problems

awareness of the effective factors of communication in the professional / client relationship, in education and in conducting public health projects

diplomacy and tolerance in interdisciplinary discussions and projects

awareness of the impact of groups (therapeutic, peer, working, project groups) on self development ("social resonance")

The programmes of study

Delivery schedule

The Master's programmes are offered under a blended learning format. It aims at fostering sustainable processes and lifelong learning.

Modules 1 – 6 (3 month each) are delivered successively one after the other during years 1 and 2. Modules 7 and 8 are delivered in parallel at all workshops during year 1 and 2. In addition, during year 3, students are supported with practical workshops and tutorials on-campus in order to support them with their thesis.

An on-campus workshop takes place to start each of the modules 1 – 6. This workshop gives an overview on the topics and sections of the module, on the main aims and expected learning outcomes, as well as on strategies to achieve these. The workshop illustrates key elements of the module. This is then followed by the distance teaching part, which consists of internet interaction including 12 study units (multimedia VLE and texts), student's personal work, and tutorial feedback.

Student's individual learning includes submission of a series of written contributions per module, which are commented by staff to mimic the normal referee procedure following submission of an article to a scientific journal. Essays are assessed in the manner of the peer review process used by scientific journals. Dealing with that staff feedback is part of student's individual work, and is documented by submitting a revised contribution, the "optimized essay". The optimized essays presented also reflect students' ability to cope with staff feedback to students' preliminary contributions during the distance learning process.

Alternatively, a more extensive seminar paper may be submitted and discussed.

Another on-campus workshop takes place at the end of the theoretical main part of the module, i.e. after 3 months time.

At the final on-campus workshop the module is normally looked at and discussed from the point of view of the students' essays, and comprehensive conclusions are drawn. Furthermore, open questions to the module, among these possible research questions for students' theses, are considered.

Within this workshop, every student under supervision delivers an additional short written contribution in the context of the module (final test, see Assessment).

Students' written essays (see above) may include interdisciplinary work with regard to other modules of the programme. (Grades are only given for one module, however.) In any case, interdisciplinary work is fostered in the workshop at the end of the theoretical main part of the module. Thus, also possible interdisciplinary research questions linking different modules of the programme are considered.

An extended list of bibliography is provided. Students are directed to consider tasks to be further elaborated within the working groups running through the year.

Level

All modules are taught at Master's level.

Workloads per module

Each of the modules 1 – 6 comprises contact hours on-campus plus distance contact hours. Modules are designed in such a way that these contact hours plus independent learning hours lead to a total student workload of about 300 learning hours (= 12 ECTS points) per module.

Modules 7 and 8 comprise contact hours on campus plus reflection and practical training work and lead to a total student workload of 350 learning hours (=14 ECTS points) per module.

The Thesis project comprises 500 students hours (= 20 ECTS points).

(Annotation: as an exception, in one of the pathways (see below), modules 1 and 2 are delivered comprising 6 ECTS points each.)

Workloads per programme

The workload for each of the MSc programmes "Health Sciences" or "Psychology (Child Development" is equivalent to 120 ECTS-points, the MEd programme may be delivered equivalent to 60, 90 or 120 ECTS-points. It is in accord with international guidelines for Master's degree programmes in continuing education.

The taught part of both <u>MSc programmes and the 120 ECTS-points MEd programme</u> consists of modules 1 – 6 (= 6 x 12 ECTS) and 7 – 8 (= 2 x 14 ECTS), which are distributed in 2 years. One year (year 3) is dedicated to writing the thesis (20 ECTS) (6 semesters).

The <u>90 ECTS-points MEd programme</u> consists of modules 1 – 6 (= 6 x 12 ECTS) and 7 – 8 (= 2 x 14 ECTS) in years 1 and 2 (4 semesters).

The <u>60 ECTS-points MEd</u> programme consists of 4 of the modules 1 – 6 (= 4 x 12 ECTS) and 50% of 7 – 8 (= 2 x 6 ECTS) in years 1 and 2 (3 semesters).

Mode of preparing the thesis

Annotation: Already in the course of writing essays during the first two years students will acquire skills which will later enable them to prepare their Thesis. This is ensured by the requirement that essays must, as a rule, be presented in the manner of an abstract submitted to a scientific journal. They thus also serve to train students' capacity for formal stringency and stimulate their search for research topics. In other cases, essays are required to be presented in the manner of a self-reflective report. This will sensitize students to the intuitive or associative aspect that is contained in any kind of research. Familiarizing students with these complementary approaches will make them less likely to experience writer's block and will train their ability to make productive use of hypotheses, counter-hypotheses, and alternative hypotheses and opinions. Furthermore, some of the essays to be delivered during the first two years already focus on mimicking elements of a Master thesis.

In the 120 ECTS-points programmes, 1/5 of course work is dedicated to the Master thesis (dissertation) which, as a rule, is based on quantitative or qualitative data from the students' research projects.

The thesis must be based on a practical project. For this the student will normally need to collect and process data or qualitative information from her or his own field research. Literature studies will only be accepted in exceptional cases. Students may also prepare their thesis jointly in groups of two or more if the topic offers enough scope, i.e. students share data but work on their own individual theses.

As a rule, a standardized pro forma has to be used to deliver the thesis (10,000 – 20,000 words, i.e. 30 – 60 pages).

Alternatively, an original research paper accepted by or published in a peer reviewed journal can be accepted as the thesis.

The College will expect fundamental knowledge in statistics but collaboration of students with a staff member who is an expert statistician is compulsory as a rule. This is to guarantee optimal quality standards.

Work on the thesis is supported by regular on-campus weekends including scientific and psychosocial work groups and individual interviews. Further on-campus and internet communication takes place within the student - staff network. During year 3, students are also encouraged to prepare publications of their research results or presentations at congresses.

Procedural notes: Before a student starts work on her or his thesis the topic must first have been approved by the Academic Directors and the Ethics Committee.
The Ethics Committee makes sure that research done is in line with a) general ethical considerations and b) the committee's own standards, which should include biological, therapeutic and medical issues.

Assessment regulations
Assessment of modules

Assessment includes:
- written assignments (essays, max. 1,000 words, 5 essays per module, as a rule delivered during the theoretical main part of the module, plus one essay to be delivered under supervision on-campus) which contribute 75% to the marking (15% per each of the 5 essays delivered during the module and 0 %, i.e. pass or fail, for the essay to be delivered on-campus)
- participation, presentation and team work in the work groups that are a compulsory part of each module, assessed "pass or fail", i.e. a "pass" contributes 0% to the marking
- a final written or oral examination at the end of the year that contributes 25% to the marking.

This combination of assessment elements ensures efficiency as well as security, with special importance of the essay to be delivered under supervision on-campus for security OR presentation of the seminar paper. This aims at testing if the student has dealt with fundamental issues of the module. If the student is assessed a "fail", this leads to a discussion on plagiarism with regard to the essays delivered during the distance learning phase. If a student failed in participation / presentation in the work group, he or she would have to repeat participation / presentation.

The following table is applicable to each of the modules and gives a survey on the summative elements of assessment and their contribution to marking.

- essay 1   15%   0-15 marking points
- essay 2   15%   0-15 marking points
- essay 3   15%   0-15 marking points
- essay 4   15%   0-15 marking points
- essay 5   15%   0-15 marking points
- essay on-campus   0%   0   marking points

- work groups, participation
  and presentation (pass or fail)   0%   0 marking points

- final examination, written or oral 25%   0-25 marking points

  total   = 100%   = 0-100 marking points

Essays ("REs")

Depending on the instructions given by the Module Leader, the student's written contribution to a distance learning study unit (the "essay" or "RE") should, as a rule, be presented in the manner of an abstract submitted to a scientific journal / a letter to the editor *or*, if applicable, in the manner of a self-reflective report in an advanced psychotherapeutic or psychosocial training programme / a spot presentation paper to a symposium. Furthermore, some of the essays to be delivered during the first two years already focus on mimicking elements of a Master thesis. *Annotation:* When, in selected

modules, more than 5 essays have to be delivered, their weight, however, always amounts to a total of 75%.

Marking of written essays is always done analogously to a peer review comment of a scientific journal, namely

- paper (report) accepted without request of changes (= 15 marking points)
- paper (report) to be accepted after minor changes (= 12 marking points)
- paper (report) to be accepted after major changes (= 9 marking points)
- paper (report) duly submitted, but rejected due to considerable shortcomings (= 6 marking points)
- paper (report) duly submitted, but rejected due to severe shortcomings (= 3 marking points)
- paper (report) not submitted (= 0 marking points)

Moderated marking is used. No minimum mark is required for any element of assessment.

Internet tutorial feedback ("RERE")

Together with marking, staff normally gives recommendations for changes or asks the student appropriate questions (internet tutorial). All staff feedback to all students of the group (about 12 persons) is always conveyed to each member of the group. At the same time, all students' preliminary contributions plus the staff's feedback are conveyed to each member of the group, which gives each student the additional possibility to integrate further aspects.

Annotation: All information is shared among the same group of about 12 students who also form the work groups on communication, case supervision and scientific reflection. This fosters a spirit of trust between the students, giving assurance that all feedback is communicated in a respectful and confidential way.

Revision of the essay ("RE-RERE")

After the Internet tutorial and after having read the other group members' contributions and staff's feedback, the student resubmits his or her (revised) essay. Thus, the essay also reflects students' ability to cope with staff feedback during the distance learning process. This element is an indispensable part of the didactic process. Nevertheless it is not subject to marking (not even "pass or fail").

Assessment of Master's thesis

Another important element of the doctoral thesis is that it should be based on research that has been submitted to or published in scientific journals. Thus, external peer reviewers' comments and decisions are part of the thesis assessment process. The thesis is assessed in a peer review process by College staff (100% of the marking, moderated marking). A final presentation of the thesis project and its relationship to the modules by the student is necessary (pass or fail, 0% of the marking).

Admission criteria

Applicants for the Master's degree programmes have completed academic training or equivalent, i.e. have study skills (min. Bachelor level).
They are graduates of university studies, polytechnic university studies and comparable educational programmes generally relevant to health or to education.

- o Physicians and dentists, psychologists, biologists, pharmacists
- o Teachers
- o Members of health and social professions with therapeutic, counselling or care-giving qualifications
- o Psychotherapists
- o Members of upper level health and patient care professions and graduates of relevant training programmes such as occupational therapists, physiotherapists, speech therapists, naturopaths, midwives, graduates of higher level medical-technical services as well as elementary pedagogues will be welcome as long as their qualification is comparable to a university degree (Bachelor level)
- o In addition those with at least five years of relevant professional experience in public health, social work, education or another field relevant to health promotion may be admitted after an extended interview as long as their qualification is comparable to a university degree (Bachelor level).

All applicants have have relevant professional experience in a helping profession or in science.

All applicants must undergo an entrance interview which is to ascertain their level of prior education, scientific and psychosocial communication skills as well as a reality-based and conforming-to-law appraisal of the additional qualifications to be earned in the course of study applicable to their own professional field (enhanced professional efficiency and satisfaction, qualification for research, education and information of the public).

The programme itself will not provide a license to practice any kind of therapeutic method.

The course is taught in German or English. Students do not need to pass an official language exam to be admitted into the programme. Nevertheless they are interviewed and are expected to be fluent in either German or English. All students need to have sufficient level in order to read scientific texts in English as well as being able to understand occasional lectures given in English by guest lecturers.

Module descriptors of the Master's programme

Survey of module titles and ECTS-points

Health Sciences

Note: pathways (a), "Integrated Health Sciences" or (b), "Psychosocial Health Sciences" are alternative pathways to be chosen by the student.

- *M 1: (a, b) Depth Psychology and Communication (12 ECTS points)*

- *M 2: (a, b) Public Health and Salutogenesis (12 ECTS points)*

- *M 3: (a) Regulatory Biology / (b) Psychosocial Concepts (12 ECTS points)*

- *M 4: (a) Regulatory Therapy Methods / (b) Psychosocial Methods (12 ECTS points)*

- *M 5: (a, b) Integration of Methods (12 ECTS points)*

- *M 6: Working and Writing Scientifically (12 ECTS points)*

- *M7: Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies (14 ECTS points)*

- *M8: Reflection on the Original Competencies and Reflection on a Thesis Project (14 ECTS points)*
- *9: Master's thesis (20 ECTS points)*

Child Development

- *M 1: Depth Psychology and Communication, including Education Research (12 ECTS points)*

- *M 2: Public Health and Salutogenesis, including Education Research (12 ECTS points)*

- *M 3: Psychology and Pathology of Development, including Education Research (12 ECTS points)*

-
- *M 4: Socialisation and Education, including Education Research (12 ECTS points)*

- *M 5: Resources of Child Development, including Education Research (12 ECTS points)*

- *M 6: Working and Writing Scientifically (12 ECTS points)*

- *M7: Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies*

  (14 ECTS points)

- *M8: Reflection on the Original Competencies and Reflection on a Thesis Project (14 ECTS points)*
- *9: Master's thesis (20 ECTS points)*

Education

Note: pathways (a) "Education (general)", (b) "Health Education" and (c) "Elementary Pedagogics" are alternative possibilities to be chosen by the student.

- *M 1: (a, b, c) Depth Psychology and Communication, including Education Research
  (a, b: 12 ECTS points; c: 6 ECTS points)*

- *M 2: (a, b, c) Public Health and Salutogenesis, including Education Research
  (a, b: 12 ECTS points; c: 6 ECTS points)*

- *M 3: (a, b, c) Psychology and Pathology of Development, including Education Research
  (12 ECTS points)*

- *M 4: (a, c) Socialisation and Education, including Education Research / (b) Health Education I
  (12 ECTS points)*

- *M 5: (a) General Education: historic and scientific issues / (b) Health Education II (12 ECTS
  points) / (c) Elementary pedagogics I + II (12 + 12 ECTS points)*

- *M 6: Working and Writing Scientifically (12 ECTS points)*

- *M7: Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies
  (14 ECTS points)*

- *M8: Reflection on the Original Competencies and Reflection on a Thesis Project (14 ECTS
  points)*
- *9: Master's thesis (20 ECTS points)*

Modules are divided in sub-sections (see Module Specifications).

Module Leaders are responsible for development and delivery of the modules. They are normally assisted by further staff for the group activities and may be assisted by further staff (module teachers) for the on-campus and / or distance learning theory elements. However, Module Leaders are responsible for monitoring students' progress and for individual assessment of students.

Technical details and details of aims and learning outcomes at module level
All modules were developed since the year 2000 along one and the same line of teaching philosophy. The pattern used facilitates staff members' and students' orientation.

Pre-requisites: None

Level: M

Total learning hours: M 1 – 6: 300 hours, i.e.
                        75 hours contact
                        plus independent learning;
                        M 7 – 8: 350 hours, i.e.
                        75 hours contact
                        plus independent learning

Credits: M 1 – 6: 12 ECTS; M 7 – 8: 14 ECTS

Teaching methods: Lectures and workshops on-campus
Lectures and workshops distance
seminars (= work groups) on-campus

For didactical purposes, sections of group work modules 7 – 8 are closely linked to the theory modules 1 – 6. Thus, in the following, modules 1 – 6 are presented together with respective sections of modules 7 – 8.

Modules

Module 1 / part of M 7: Depth Psychology + case supervision group
(This module is taught in all Master's programmes)

Module leaders: Paul Paß, Elfriede Wieser

Aims / Objectives:

➢ To facilitate the development of relationships in professional practice and to independently perform research projects and publish research papers

➢ To enable students to
   o understand depth psychology as a system to explore health, illness and healing as well as relations and interactions, including those of therapists and clients
   o enhance efficiency and satisfaction in their original profession
   o participate in or conduct or coordinate projects in research, education and information of the public

Learning outcomes – upon completion of the module "Depth Psychology", the student will be able to:

1 concept evaluation
establish an overview of the field of study, critically evaluate, contrast and discuss concepts of neurobiological bases, the emotional background of learning processes, therapeutic relationship, including the awareness of conscious and unconscious aspects in transference and counter-transference, abstinence and free-floating attention, the significance of primary objects, illness as symbol, verbal and nonverbal communication, the therapist as (part of) the remedy, own competence and limits, crisis and burnout intervention, ethnological and spiritual resources

2 link to the original profession
apply and implement into one's own (therapeutic or counselling) profession a synthesis of one's original qualification and key aspects of (depth) psychology, with special regard to relationships

3 research
critically discuss and apply aspects of (depth) psychology as elements of research, e.g. creativity, brainstorming techniques (associative thinking), team interaction

4 teaching & information of the public
critically discuss and apply aspects of (depth) psychology as elements of teaching (adult education) and public information, e.g. the bio-psycho-social context, emotional background, conscious and inconscious elements in helping relationships

5 self & social competencies
discuss one's experiences with techniques of psycho hygienics and stress management, as well as with (depth) psychological strategies for optimizing efficiency and satisfaction in helping professions

6

demonstrate a (depth) psychological understanding of helping relationships, including both responsibility for and partnership with the client

7
discuss strategies for optimized therapeutic / counselling intervention from a (depth) psychological point of view

For further learning outcomes, teaching and learning activities, and assessments, see the table overleaf.

UK Validation FormCourse Objectives, Match of Assessment Procedures		
Learning outcomes *Depth Psychology + case supervision*	teaching and learning activities	assessments (all summative)
1 concept evaluation establish an overview of the field of study, critically evaluate, contrast and discuss concepts of neurobiological bases, the emotional background of learning processes, therapeutic relationship, including the awareness of conscious and unconscious aspects in transference and counter-transference, abstinence and free-floating attention, the significance of primary objects, illness as symbol, verbal and nonverbal communication, the therapist as (part of) the remedy, own competence and limits, crisis and burnout intervention, ethnological and spiritual resources	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
2 link to the original profession apply and implement into one's own (therapeutic or counselling) profession a synthesis of one's original qualification and key aspects of (depth) psychology, with special regard to relationships discuss psycho dynamics of relationships between proximity and distance, with regard to the original (therapeutic or counselling) profession	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
3 research critically discuss and apply aspects of (depth) psychology as elements of research, e.g. creativity, brainstorming techniques (associative thinking), team interaction reflect the generation of science between intuition and cognition	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
4 teaching & information of the public critically discuss and apply aspects of (depth) psychology as elements of teaching (adult education) and public information, e.g. the bio-psycho-social context, emotional background, conscious and inconscious elements in helping relationships participate in teaching and learning in feedback loops	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
5 self & social competencies *demonstrate advanced ability of fluent expression (written and oral)* discuss one's experiences with techniques of psycho hygienics and stress management, as well as with (depth) psychological strategies for optimizing efficiency and satisfaction in helping professions discuss and apply conscious and unconscious aspects of psycho hygienic	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion

6 demonstrate a (depth) psychological understanding of helping relationships, including both responsibility for and partnership with the client demonstrate an understanding of casework between free floating association and scientific reflection	seminars (= work groups)	Presentation
7 discuss strategies for optimized therapeutic / counselling intervention from a (depth) psychological point of view discuss the conscious and unconscious aspects of communication	seminars (= work groups)	Presentation

Syllabus – Topics

1. neurobiological bases

2. the emotional background of learning processes

3. therapeutic relationship, including the awareness of conscious and unconscious aspects in transference and counter-transference

4. abstinence and free-floating attention

5. the significance of primary objects

6. illness as symbol

7. verbal and nonverbal communication

8. the therapist as (part of) the remedy

9. own competence and limits

10. crisis and burnout intervention

11. ethnological and spiritual resources

Module 2 / part of M 7:   Salutogenesis, enhancement of health + case supervision
(This module is taught in all Master's programmes)

Module Leader: Elke Mesenholl-Strehler

Aims / Objectives:

> ➢ To emphasise health promotion in professional practice and to independently perform research projects and publish research papers in these fields

> ➢ To enable students to
>   o understand community and individual health promotion, complementing the pathogentic perspective by a saluto-gentic one, guided by resources
>   o enhance efficiency and satisfaction in their original profession
>   o participate in or conduct or coordinate projects in research, education and information of the public

Learning outcomes – upon completion of the module "Salutogenesis", the student will be able to:

1 concept evaluation
establish an overview of the field of study, critically evaluate, contrast and discuss concepts of saluto-genesis versus patho-genesis, expert's and client's theories of health, responsablity for and partnership with the client, empowerment, sense of coherence, strategies for health promotion and prevention, e.g. the setting approach (family, school, working conditions, environment), topics of health promotion (nutrition, exercise and relaxation), target group specific interventions (age, gender, migrants, unemployed, deprived persons)

2 link to the original profession
apply and implement into one's own (therapeutic or counselling) profession a synthesis of one's original qualification and key aspects of "salutogenesis"

3 research
critically discuss and apply aspects of "salutogenesis" as elements of research, e.g. health promotion and prevention

4 teaching & information of the public
critically discuss and apply aspects of "salutogenesis" as elements of teaching (adult education) and public information, e.g. health promotion and prevention

5 self & social competencies
describe, illustrate and critically discuss one's own attitude as a private person and as a helping / teaching professionalist towards concepts of health and health related activities, including client's points of view and expert's points of view

6
demonstrate communication techniques in dyadic / personal relationships

7
discuss communication techniques with regard to public health / education project designs

For further learning outcomes, teaching and learning activities, and assessments, see the table overleaf.

UK Validation FormCourse Objectives, Match of Assessment Procedures		
Learning outcomes *Salutogenesis + case supervision*	teaching and learning activities	Assessments (all summative)
1 concept evaluation establish an overview of the field of study, critically evaluate, contrast and discuss concepts of saluto-genesis versus patho-genesis, expert's and client's theories of health, responsablity for and partnership with the client, empowerment, sense of coherence, strategies for health promotion and prevention, e.g. the setting approach (family, school, working conditions, environment), topics of health promotion (nutrition, exercise and relaxation), target group specific interventions (age, gender, migrants, unemployed, deprived persons)	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
2 link to the original profession apply and implement into one's own (therapeutic or counselling) profession a synthesis of one's original qualification and key aspects of "salutogenesis" discuss psycho dynamics of relationships between proximity and distance, with regard to the original (therapeutic or counselling) profession	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
3 research critically discuss and apply aspects of "salutogenesis" as elements of research, e.g. health promotion and prevention with regard to complementary medicine and health sciences approaches demonstrate advanced bibliographical research and autodidactic networking skills	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
4 teaching & information of the public critically discuss and apply aspects of "salutogenesis" as elements of teaching (adult education) and public information, e.g. health promotion and prevention participate in teaching and learning in feedback loops	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
5 self & social competencies *demonstrate advanced skills in information technology* describe, illustrate and critically discuss one's own attitude as a private person and as a helping professionalist towards concepts of health and health related activities, including client's points of view and expert's points of view demonstrate networking skills with regard to individual approaches (political, therapeutic, teaching, …) to childhood and adolescence care	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion

6 demonstrate communication techniques in dyadic / personal relationships demonstrate communication techniques in factual discussions, illustrate and critically reflect this with examples from one's own experience	seminars (= work groups)	Presentation
7 discuss communication techniques with regard to public health project designs demonstrate competency in problem oriented group learning	seminars (= work groups)	Presentation

Syllabus - Topics

1. saluto-genesis versus patho-genesis

2. expert's and client's theories of health

3. responsablity for and partnership with the client

4. empowerment

5. sense of coherence

6. strategies for health promotion and prevention, e.g. the setting approach (family, school, working conditions, environment)

7. topics of health promotion (nutrition, exercise and relaxation)

8. target group specific interventions 1: age

9. target group specific interventions 2: gender

10. target group specific interventions 4: unemployed, deprived persons

11. target group specific interventions 3: migrants

Module 3 / part of M 8: Regulatory Biology + reflection group
(This module is taught in the programme "Health Sciences" (a))

Module leader: Heinz Spranger

Aims / Objectives:

➢   To make autoregulative methods accessible to science

➢   To enable students to
  o   understand regulatory physiology / biology and psycho-somatics as aspects of processes affecting health, illness and healing, as a basis for effects of selected regulatory methods (CAM methods)
  o   enhance efficiency and satisfaction in their original profession
  o   participate in or conduct or coordinate projects in research, education and information of the public

Learning outcomes – upon completion of the module "Regulatory Biology", the student will have developed the following qualities and will be able to:

1 discipline expertise: concept evaluation
establish an overview of the field of study, critically evaluate, contrast and discuss aspects of regulatory biology, i.e. biology and psycho-somatics as aspects of processes affecting health, illness and healing, including the concepts of self recovery and self healing, psycho-neuro-endocrino-immunology, Head's zones, projection and reflex physiology, cybernetics and systems theory, biophysical and biological coherence

2 professionalism - link to the original profession
apply and implement into one's own (therapeutic or counselling) profession key aspects of regulatory biology, with special regard to complementary medicine and health sciences

3 scholarship / lifelong learning: research
critically discuss and apply aspects of regulatory biology as elements of research, i.e. concerning appropriate designs for fundamental research regarding CAM methods

4 scholarship / lifelong learning: teaching and information of the public
critically discuss and apply aspects of regulatory biology as elements of teaching (adult education) and public information, with emphasis on fundamental research and research on self recovery

5 self-related / social qualities
discuss one's experiences with a psycho-socio-somatic approach / a regulatory / autoregulatory approach to health, illness and healing both in one's own professional practice and in discussion with others

6
demonstrate scientific reflection of one's own original profession and competences with regard to Complementary and Integrative Health Sciences

7
demonstrate the ability to participate in interdisciplinary work groups

For further learning outcomes, teaching and learning activities, and assessments, see the table overleaf.

UK Validation Form Course Objectives, Match of Assessment Procedures		
learning outcomes *Regulatory Biology + reflection group*	teaching and learning activities	assessments (all summative)
1 discipline expertise - concept evaluation establish an overview of the field of study, critically evaluate, contrast and discuss aspects of regulatory biology, i.e. biology and psycho-somatics as aspects of processes affecting health, illness and healing, including the concepts of self recovery and self healing, psycho-neuro-endocrino-immunology, Head's zones, projection and reflex physiology, cybernetics and systems theory, biophysical and biological coherence discuss and apply the concepts of fundamental research strategies and of quality evaluation	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
2 professionalism - link to the original profession apply and implement into one's own (therapeutic or counselling) profession key aspects of regulatory biology, with special regard to complementary medicine and health sciences demonstrate openness to reflect one's own practice from the biological perspective	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
3 scholarship / lifelong learning: research critically discuss and apply aspects of regulatory biology as elements of research, i.e. concerning appropriate designs for fundamental research regarding CAM methods critically discuss published results from fundamental research and consider alternative interpretations	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
4 scholarship / lifelong learning: teaching and information of the public critically discuss and apply aspects of regulatory biology as elements of teaching (adult education) and public information, with emphasis on fundamental research and research on self recovery contrast and integrate contradictory points of view	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
5 self-related / social qualities *demonstrate advanced general study skills* discuss one's experiences with a psycho-socio-somatic approach / a regulatory / autoregulatory approach to health, illness and healing both in one's own professional practice and in discussion with others introduce the concept of psycho-socio-somatic interaction into discussions, demonstrate tolerance of individual attitudes towards concepts of health and treatment as a basis for interdisciplinary relationships	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination

6 demonstrate scientific reflection of one's own original profession and competences with regard to Complementary and Integrative Health Sciences demonstrate an understanding of the importance of diversity / interdisciplinary as a resource for scientific group communication	seminars (= work groups)	Presentation
7 demonstrate the ability to participate in interdisciplinary work groups demonstrate the ability to profit from inter colleague feedback	seminars (= work groups)	Presentation

Syllabus – Topics

1. biology of processes affecting illness

2. biology of processes affecting health and healing

3. psycho-somatics of processes affecting illness

4. psycho-somatics of processes affecting health and healing

5. the concepts of self recovery and self healing

6. psycho-neuro-endocrino-immunology

7. Head's zones

8. projection and reflex physiology

9. cybernetics

10. systems theory

11. biophysical and biological coherence

Module 3 / part of M 7: Psychology and Pathology of Development + case supervision

(This module is taught in the programme "Psychology (Child Development)" and in the programme "Education (a, b, c)")

Module leader: Tanja Paß

Aims / Objectives:

> ➢ To give a survey on the topic both relevant for the helping and the research professional

> ➢ To enable students to:
> o   understand developmental psychology as a basis of understanding children and adolescents
> o   enhance efficiency and satisfaction in the student's original profession
> o   participate in or conduct or coordinate projects in research, education and information of the public

Learning outcomes – upon completion of the module "Developmental Psychology", in the sense of "global citizenship", the student will have developed the following qualities and will be able to:

1 discipline expertise - concept evaluation
establish an overview of the field of study, critically evaluate, contrast and discuss concepts including healthy and disturbed child and adolescent development, infant research, adolescent research, bounding theory, interactional "matrix" (family relations), development of basic psychic functions, symbolic perception, development of cognitive functions and the perception of the world, development of the "personality", vulnerability and manifestation of symptoms, coping and resistance, special problems of children and adolescents, vegetative functioning and somatisation, interaction deficiencies describe the process of learning from a bio-psycho-social perspective

2 professionalism - link to the original profession
apply and implement into one's own (teaching, counselling, social work, therapeutic) profession a synthesis of one's original qualification and key aspects of developmental psychology and pathology, e.g. the bio-psycho-social context, the emotional and cognitive background

3 scholarship / lifelong learning: research
critically discuss and apply aspects of developmental psychology as elements of research, e.g. children's epistemology, children's apperception of the world

4 scholarship / lifelong learning: teaching and information of the public
critically discuss and apply aspects of developmental psychology as elements of teaching (education) and public information, e.g. the bio-psycho-social context, emotional background, conscious and inconscious elements in teaching and helping relationships, children's epistemology

5 self-related / social qualities
discuss one's experiences with the interface of self awareness and case reflection, with special regard to one's own childhood resources

6
demonstrate scientific reflection of one's own original profession and competences with regard to child and adolescent development

7
demonstrate the ability to participate in interdisciplinary work groups

UK Validation Form Course Objectives, Match of Assessment Procedures		
learning outcomes *Development + case supervision*	teaching and learning activities	assessments (all summative)
1 discipline expertise - concept evaluation establish an overview of the field of study, critically evaluate, contrast and discuss concepts including healthy and disturbed child and adolescent development, infant research, adolescent research, bounding theory, interactional "matrix" (family relations), development of basic psychic functions, symbolic perception, development of cognitive functions and the perception of the world, development of the "personality", vulnerability and manifestation of symptoms, coping and resistance, special problems of children and adolescents, vegetative functioning and somatisation, interaction deficiencies describe the process of learning from a bio-psycho-social perspective	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
2 professionalism - link to the original profession apply and implement into one's own (teaching, counselling, social work, therapeutic) profession a synthesis of one's original qualification and key aspects of developmental psychology and pathology, e.g. the bio-psycho-social context, the emotional and cognitive background discuss relationships between adults and children / adolescents with regard to responsibility and partnership	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
3 scholarship / lifelong learning: research critically discuss and apply aspects of developmental psychology as elements of research, e.g. children's epistemology, children's apperception of the world reflect the generation of science between intuition / creativity and cognition / structure	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
4 scholarship / lifelong learning: teaching and information of the public critically discuss and apply aspects of developmental psychology as elements of teaching (education) and public information, e.g. the bio-psycho-social context, emotional background, conscious and inconscious elements in teaching and helping relationships, children's epistemology participate in teaching and learning in feedback loops	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
5 self-related / social qualities *demonstrate advanced general study skills* discuss one's experiences with the interface of self awareness and case reflection, with special regard to one's own childhood resources demonstrate general social competences in distance learning and virtual groups	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination

6		
demonstrate scientific reflection of one's own original profession and competences with regard to child and adolescent development demonstrate an understanding of the importance of diversity / interdisciplinary as a resource for scientific group communication	seminars (= work groups)	presentation

7		
demonstrate the ability to participate in interdisciplinary work groups demonstrate the ability to profit from inter colleague feedback	seminars (= work groups)	presentation

Syllabus – Topics

1. infant research and adolescent research

2. adherence theory

3. interactional "matrix" (family relations)

4. development of basic psychic functions, symbolic perception

5. development of cognitive functions and the perception of the world

6. development of the "personality"

7. vulnerability and manifestation of symptoms

8. coping and resistance

9. special problems of children and adolescents

10. vegetative functioning and somatisation

11. interaction deficiencies

Module 4 / part of M 7: Regulatory Therapy Methods + case supervision
(This module is taught in the programme "Health Sciences" (a))

Module leader: Jens Türp

Aims / Objectives:

➢ To be able to cooperate with representatives of other methods

➢ To enable students to
  o   understand therapeutic methods different to standard university medicine, e.g. physiotherapy, psychotherapy, naturopathy, traditional medicine, including selected CAM methods, with the aim to trigger patients' self healing capacities
  o   enhance efficiency and satisfaction in the student's original profession
  o   participate in or conduct or coordinate projects in research, education and information of the public

Learning outcomes – upon completion of the module "Regulatory Methods", in the sense of "global citizenship", the student will have developed the following qualities and will be able to:

1 discipline expertise - concept evaluation
establish an overview of the field of study, critically evaluate, contrast and discuss aspects of regulatory methods including including technical as well as psychological quality management on structure, processes and outcome of therapies; where appropriate, the state of current research and concepts of non-specific versus individualized treatment, movement and relaxation, nutrition and diet, music therapy, physics related therapies, herbal methods, traditional non-European methods, traditional European methods, CAM in the European Union, CAM and the WHO; improper multi-therapies, improper abstinence from therapy (specially from standardized university medicine methods)

2 professionalism - link to the original profession
(the original profession as a rule concerns therapeutic methods complementing standard university medicine, e.g. physiotherapy, psychotherapy, naturopathy, traditional medicine, including selected CAM methods, with the aim to trigger patients' self healing capacities)

3 scholarship / lifelong learning: research
critically discuss and apply aspects of regulatory methods as elements of research, e.g. concerning appropriate study designs for different CAM methods, including observational studies

4 scholarship / lifelong learning: teaching and information of the public
critically discuss and apply aspects of regulatory methods as elements of teaching (adult education) and public information, with emphasis on evidence based health care, responsibility for and partnership with the client, scientific justification and psychosocial quality assurance

5 self-related / social qualities
critically discuss one's own original points of view on methods complementing standardized university medicine, and illustrate changes to these points of view that have occurred during the module

6
demonstrate understanding of helping relationships, including both responsibility for and partnership with the client, in complementary therapies

7
discuss strategies for optimized therapeutic intervention in complementary therapies
For further learning outcomes, teaching and learning activities, and assessments, see the table overleaf.

UK Validation Form Course Objectives, Match of Assessment Procedures		
learning outcomes *Regulatory Therapy Methods + case supervision*	teaching and learning activities	assessments (all summative)
1 discipline expertise - concept evaluation establish an overview of the field of study, critically evaluate, contrast and discuss aspects of regulatory methods including including technical as well as psychological quality management on structure, processes and outcome of therapies; where appropriate, the state of current research and concepts of non-specific versus individualized treatment, movement and relaxation, nutrition and diet, music therapy, physics related therapies, herbal methods, traditional non-European methods, traditional European methods, CAM in the European Union, CAM and the WHO; improper multi-therapies, improper abstinence from therapy (specially from standardized university medicine methods)	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
2 professionalism - link to the original profession (the original profession as a rule concerns therapeutic methods complementing standard university medicine, e.g. physiotherapy, psychotherapy, naturopathy, traditional medicine, including selected CAM methods, with the aim to trigger patients' self healing capacities) apply and implement key aspects of regulatory methods into one's own profession, considering therapeutic possibilities and limitations demonstrate openness for interdisciplinary therapeutic collaboration	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
3 scholarship / lifelong learning: research critically discuss and apply aspects of regulatory methods as elements of research, e.g. concerning appropriate study designs for different CAM methods, including observational studies critically discuss published results from applied research and consider alternative interpretations	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
4 scholarship / lifelong learning: teaching and information of the public critically discuss and apply aspects of regulatory methods as elements of teaching (adult education) and public information, with emphasis on evidence based health care, responsibility for and partnership with the client, scientific justification and psychosocial quality assurance contrast and integrate contradictory points of view	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
5 self-related / social qualities *demonstrate critical assement of the way to think and argue* critically discuss one's own original points of view on methods complementing standardized university medicine, and illustrate changes to these points of view that have occurred during the module demonstrate tolerance to professionals in (other) methods complementing standardized university medicine	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination

6 demonstrate understanding of helping relationships, including both responsibility for and partnership with the client, in complementary therapies demonstrate an understanding of casework between fee floating association and scientific reflection	seminars (= work groups)	Presentation
7 discuss strategies for optimized therapeutic intervention in complementary therapies discuss the conscious and unconscious aspects of therapeutic communication	seminars (= work groups)	Presentation

Syllabus – Topics

1. quality management on structure, processes and outcome of therapies

2. the state of current research on CAM therapies

3. the concept of non-specific versus individualized treatment

4. movement and relaxation

5. nutrition and diet

6. music therapy

7. physics related therapies

8. herbal methods

9. traditional non-European methods, traditional European methods

10. CAM in the European Union, CAM and the WHO

11. improper multi-therapies, improper abstinence from therapy
    (specially from standardized university medicine methods)

Module 4 / part of M 8:   Socialization and Education + reflection group

(This module is taught in the programme "Psychology (Child Development)" and in the programme "Education" (a, c))

Module leader: Sigrid Awart

Aims / Objectives:

> ➢ To give a survey on the topic both relevant for the helping and the research professional

> ➢ To enable the student to:
> o understand socialization and education as a basis of understanding children and adolescents
> o enhance efficiency and satisfaction in the student's original profession
> o participate in or conduct or coordinate projects in research, education and information of the public

Learning outcomes – upon completion of the module "Socialization and Education", in the sense of "global citizenship", the student will have developed the following qualities and will be able to:

1 discipline expertise - concept evaluation
establish an overview of the field of study, critically evaluate, contrast and discuss concepts of both systematically and creatively establish an overview of the field of study, including childhood and society, adolescence, family and society, intercultural socialization models; socialization, sex and gender; coping with migration, sexual abuse, mass media problems, coping with parents' divorce, self destructivity, suicidality, coping with aggression and violence, drug abuse

2 professionalism - link to the original profession
apply and implement into one's own (teaching, counselling, social work, therapeutic) profession a synthesis of one's original qualification and key aspects of "sozialisation and education"

3 scholarship / lifelong learning: research
critically discuss and apply aspects of "sozialisation and education" as elements of research, e.g. topics of social sciences and intercultural perspectives

4 scholarship / lifelong learning: teaching and information of the public
critically discuss and apply aspects of "sozialisation and education" as elements of teaching (education) and public information, e.g. conscious and unconscious power abuse towards children, interdisciplinarity, intercultural diversity as a psychosocial resource, as inputs for public health projects

5 self-related / social qualities
discuss one's attitudes towards concepts of upbringing and educating children and adolescents, as well as towards strategies to cope with their specific needs and problems, between "similar to me" and "different to me"

6
demonstrate understanding of teaching and helping relationships, including both responsibility for and partnership with children / adolescents

7
discuss strategies for optimized teaching / education / counselling intervention

For further learning outcomes, teaching and learning activities, and assessments, see the table overleaf.

UK Validation Form Course Objectives, Match of Assessment Procedures		
learning outcomes *Socialization and Education + reflection group*	teaching and learning activities	assessments (all summative)
1 discipline expertise - concept evaluation establish an overview of the field of study, critically evaluate, contrast and discuss concepts of both systematically and creatively establish an overview of the field of study, including childhood and society, adolescence, family and society, intercultural socialization models; socialization, sex and gender; coping with migration, sexual abuse, mass media problems, coping with parents' divorce, self destructivity, suicidality, coping with aggression and violence, drug abuse	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
2 professionalism - link to the original profession apply and implement into one's own (teaching, counselling, social work, therapeutic) profession a synthesis of one's original qualification and key aspects of "sozialisation and education" demonstrate awareness of one's own competences acquired through formal and informal learning and practice, and the ability to discuss those in a scientific context	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
3 scholarship / lifelong learning: research critically discuss and apply aspects of "sozialisation and education" as elements of research, e.g. topics of social sciences and intercultural perspectives reflect one's personal position and attitudes in the general process of generating science	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
4 scholarship / lifelong learning: teaching and information of the public critically discuss and apply aspects of "sozialisation and education" as elements of teaching (education) and public information, e.g. conscious and unconscious power abuse towards children, interdisciplinarity, intercultural diversity as a psychosocial resource, as inputs for public health projects participate in teaching and learning in feedback loops	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
5 self-related / social qualities *demonstrate critical assessment of the way to think and argue* discuss one's attitudes towards concepts of upbringing and educating children and adolescents, as well as towards strategies to cope with their specific needs and problems, between "similar to me" and "different to me" demonstrate reflection, awareness and sensitivity towards issues of gender, race, culture, and the relationship of generations	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination

6 demonstrate understanding of teaching and helping relationships, including both responsibility for and partnership with children / adolescents demonstrate an understanding of casework between free floating association and scientific reflection	seminars (= work groups)	presentation
7 discuss strategies for optimized teaching / education / counselling intervention discuss the conscious and unconscious aspects of communication	seminars (= work groups)	presentation

Syllabus – Topics

1. childhood, adolescence and society

2. family and society

3. intercultural socialization models

4. socialization, sex and gender

5. coping with migration

6. prevention of and coping with sexual abuse

7. mass media problems

8. coping with parents' divorce

9. self destructivity, suicidality

10. coping with aggression and violence

11. drug abuse

Module 5 / part of M 8:   Integration of Methods + reflection group
(This module is taught in the programme "Health Sciences" (a))

Module leader: Karl Kratky

Pre-requisites: None

Aims / Objectives:

> ➢ To be able to recognize similarities in diversity
>
> ➢ To enable the student to
>> o understand interdisciplinary integration in humanities and medical science, with emphasis on typologies of humans, cultures and ages as the basis of different forms of medicine
>> o enhance efficiency and satisfaction in the student's original profession
>> o participate in or conduct or coordinate projects in research, education and information of the public

Learning outcomes – upon completion of the module "Integration", in the sense of "global citizenship", the student will have developed the following qualities and will be able to:

1 discipline expertise - concept evaluation
establish an overview of the field of study, critically evaluate, contrast and discuss aspects of interdisciplinary integration including the concepts of typologies of humans, chronobiology and chronomedicine, and including medicine historic approaches, trans cultural appoaches, epistemological and philosophical approaches and considering a systematisation both of methods complementing standardized university medicine and of standardized university medicine

2 professionalism - link to the original profession
apply and implement into one's own (therapeutic or counselling) profession a synthesis of one's original qualification and key aspects of interdisciplinary integration, with special regard to Complementary and Integrative Health Sciences

3 scholarship / lifelong learning: research
critically discuss and apply aspects of interdisciplinary integration as elements of research, e.g. different epistemological / philosophical approaches to complementary medicine and health sciences

4 scholarship / lifelong learning: teaching and information of the public
critically discuss and apply aspects of interdisciplinary integration as elements of teaching (adult education) and public information, with emphasis on typologies of humans, and cultures and ages as the basis of different forms of medicine

5 self-related / social qualities
critically discuss one's own original approaches to historic, epistemologic and philosophic issues linked to therapeutic methods, and illustrate changes to these approaches that have occurred during the module

6
demonstrate communication techniques in group relationships

7
discuss communication techniques with regard to public health project designs referring to Complementary and Integrative Health Sciences

UK Validation Form Course Objectives, Match of Assessment Procedures		
learning outcomes *Integration of Methods + reflection group*	teaching and learning activities	assessments (all summative)
1 discipline expertise - concept evaluation establish an overview of the field of study, critically evaluate, contrast and discuss aspects of interdisciplinary integration including the concepts of typologies of humans, chronobiology and chronomedicine, and including medicine historic approaches, trans cultural appoaches, epistemological and philosophical approaches and considering a systematisation both of methods complementing standardized university medicine and of standardized university medicine	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
2 professionalism - link to the original profession apply and implement into one's own (therapeutic or counselling) profession a synthesis of one's original qualification and key aspects of interdisciplinary integration, with special regard to Complementary and Integrative Health Sciences discuss different approaches to one's own profession from different historic and cultural perspectives	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
3 scholarship / lifelong learning: research critically discuss and apply aspects of interdisciplinary integration as elements of research, e.g. different epistemological / philosophical approaches to complementary medicine and health sciences demonstrate skills to design a study including different points of view	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
4 scholarship / lifelong learning: teaching and information of the public critically discuss and apply aspects of interdisciplinary integration as elements of teaching (adult education) and public information, with emphasis on typologies of humans, and cultures and ages as the basis of different forms of medicine contrast and integrate contradictory points of view	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
5 self-related / social qualities *demonstrate skills to speak in public* critically discuss one's own original approaches to historic, epistemologic and philosophic issues linked to therapeutic methods, and illustrate changes to these approaches that have occurred during the module demonstrate the ability to discuss and collaborate both with professionals in methods complementing standardized university medicine and professionals in standardized university medicine	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination

6 demonstrate communication techniques in group relationships demonstrate communication techniques in factual discussions on Complementary and Integrative Health Sciences, illustrate and critically reflect this with examples from one's own experience	seminars (= work groups)	Presentation
7 discuss communication techniques with regard to public health project designs referring to Complementary and Integrative Health Sciences demonstrate competency in problem oriented project work in groups	seminars (= work groups)	Presentation

Syllabus – Topics

1. typologies of humans

2. chronobiology

3. chronomedicine

4. medicine historic approaches

5. trans cultural appoaches

6. epistemological approaches

7. philosophical approaches

8. systematisation of methods 1

9. systematisation of methods 2

10. systematisation of methods 3

11. systematisation of methods 4

Module 5 / part of M 8:   Resources of Child Development + reflection group
(This module is taught in the programme "Psychology (Child Development)")

Module leader: Paul Paß

Aims / Objectives:

> ➢ To give a survey on the topic both relevant for the helping and the research professional

> ➢ To enable the student to:
> o understand interdisciplinary resources in Child Development and Health care as as a basis of understanding children and adolescents
> o enhance efficiency and satisfaction in the student's original profession
> o participate in or conduct or coordinate projects in research, education and information of the public

Learning outcomes – upon completion of the module "Interdisciplinary Resources", in the sense of "global citizenship", the student will have developed the following qualities and will be able to:

1 discipline expertise - concept evaluation
establish an overview of the field of study, critically evaluate, contrast and discuss concepts of interdisciplinary resources and possibilities for childhood and adolescent development projects, including political issues of child and adolescent care, breeding as a challenge, schooling, teaching and learning, Freud & Co – healing forces in playing, Jung & Co – images of the inner self, Adler & Co – community with others, Perls & Co – creativity, behavioral therapy, systemic therapy, medical therapy

2 professionalism - link to the original profession
apply and implement into one's own (teaching, counselling, social work, therapeutic) profession a synthesis of one's original qualification and key aspects of interdisciplinary resources, with special regard to one's own childhood resources

3 scholarship / lifelong learning: research
critically discuss and apply aspects of interdisciplinary resources as elements of research, e.g. children's special epistemology, the relationship of adults and children between responsibilty and partnership

4 scholarship / lifelong learning: teaching and information of the public
critically discuss and apply aspects of interdisciplinary resources as elements of teaching (education) and public information, e.g. children's epistemology, impulses for education projects regarding free thinking and learning, inputs for public health projects concerning children and adolescents

5 self-related / social qualities
discuss one's experiences with techniques of psycho hygienics and stress management, including one's owen childhood resources

6
demonstrate communication techniques in group interaction

7
discuss communication techniques with regard to discussions and public relations referring to children and adolescents

UK Validation Form Course Objectives, Match of Assessment Procedures		
learning outcomes *Resources + reflection group*	teaching and learning activities	assessments (all summative)
1 discipline expertise - concept evaluation establish an overview of the field of study, critically evaluate, contrast and discuss concepts of interdisciplinary resources and possibilities for childhood and adolescent development projects, including political issues of child and adolescent care, breeding as a challenge, schooling, teaching and learning, Freud & Co – healing forces in playing, Jung & Co – images of the inner self, Adler & Co – community with others, Perls & Co – creativity, behavioral therapy, systemic therapy, medical therapy	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
2 professionalism - link to the original profession apply and implement into one's own (teaching, counselling, social work, therapeutic) profession a synthesis of one's original qualification and key aspects of interdisciplinary resources, with special regard to one's own childhood resources discuss psycho dynamics of relationships between proximity and distance, with regard to the original (teaching, counselling, social work, therapeutic) profession	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
3 scholarship / lifelong learning: research critically discuss and apply aspects of interdisciplinary resources as elements of research, e.g. children's special epistemology, the relationship of adults and children between responsibilty and partnership reflect the generation of science between intuition and cognition	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
4 scholarship / lifelong learning: teaching and information of the public critically discuss and apply aspects of interdisciplinary resources"as elements of teaching (education) and public information, e.g. children's epistemology, impulses for education projects regarding free thinking and learning, inputs for public health projects concerning children and adolescents participate in teaching and learning in feedback loops	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination
5 self-related / social qualities *demonstrate skills to speak in public* discuss one's experiences with techniques of psycho hygienics and stress management, including one's owen childhood resources demonstrate networking skills with regard to individual approaches (political, therapeutic, teaching, …) to childhood and adolescence care	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination

6 demonstrate communication techniques in group interaction demonstrate communication techniques in factual discussions, illustrate and critically reflect this with examples from one's own experience	seminars (= work groups)	presentation
7 discuss communication techniques with regard to discussions and public relations referring to children and adolescents demonstrate competency in interdisciplinary discussion	seminars (= work groups)	presentation

Syllabus – Topics

1. interdisciplinary resources and possibilities for childhood and adolescent development projects

2. political issues of child and adolescent care

3. breeding as a challenge

4. schooling, teaching and learning

5. Freud & Co – healing forces in playing

6. Jung & Co – images of the inner self

7. Adler & Co – community with others

8. Perls & Co – creativity

9. behavioral therapy

10. systemic therapy

11. medical therapy

Module 6 / part of M 8: Working and Writing Scientifically + reflection group
(This module is taught in all Master's programmes)

Module leader: P.C. Endler

Aims / Objectives:

> ➢ To be able
>> to participate in research on Health Sciences / Psychology / Education and to independently perform research projects and publish research papers in one of these fields.

> ➢ To enable the student to
>> o   understand issues of working and writing scientifically
>> o   enhance efficiency in the student's original profession
>> o   participate in or conduct or coordinate projects in research, education and information of the public

Learning outcomes – upon completion of the module "Working and writing scientifically", the student will be able to:

1 concept evaluation
establish an overview of the field of study, critically evaluate, contrast and discuss aspects of modes of generating knowledge (associative vs. directed thinking) an advanced view of key concepts of "science", of "studies", of study problems and study designs, of planning and structuring research work, of database research, of quantitative and qualitative research, of research teamwork, of interpretation and discussion of results, of presentation and publication of results

2 link to the original profession
apply and implement into one's own (therapeutic or counselling) profession key aspects of working scientifically, with special regard to integrated health sciences

3 research
critically discuss and apply aspects of working scientifically as elements of research, i.e. concerning appropriate designs for fundamental and applied research, qualitative and quantitative

4 teaching & information of the public
critically discuss and apply aspects of working scientifically as elements of teaching (adult education) and public information, with emphasis on research methods adequate to complementary, psychosocial and integrated health care / education methods and health care concerning clients and therapists

5 self & social competencies
critically discuss one's own original relationship to science, and illustrate changes to this relationship that have occurred during the module
6
demonstrate scientific reflection of one's own original profession and competencies with regard to Complementary, Psychosocial and Integrative Health Sciences

7
demonstrate the ability to participate in interdisciplinary work groups

For further learning outcomes, teaching and learning activities, and assessments, see the table overleaf.

learning outcomes *Working and Writing Scientifically + reflection group*	teaching and learning activities	assessments (all summative)
1 concept evaluation establish an overview of the field of study, critically evaluate, contrast and discuss aspects of modes of generating knowledge (associative vs. directed thinking) an advanced view of key concepts of "science", of "studies", of study problems and study designs, of planning and structuring research work, of database research, of quantitative and qualitative research, of research teamwork, of interpretation and discussion of results, of presentation and publication of results	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
2 link to the original profession apply and implement into one's own (therapeutic or counselling) profession key aspects of working scientifically, with special regard to integrated health sciences demonstrate openness to reflect one's own practice from the scientific perspective	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
3 research critically discuss and apply aspects of working scientifically as elements of research, i.e. concerning appropriate designs for fundamental and applied research, qualitative and quantitative critically discuss published results from fundamental research and consider alternative interpretations	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
4 teaching & information of the public critically discuss and apply aspects of working scientifically as elements of teaching (adult education) and public information, with emphasis on research methods adequate to integrated health care concerning clients and therapists demonstrate the ability to formulate alternative hypotheses and interpretations	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion
5 self & social competencies *demonstrate problem solving skills* critically discuss one's own original relationship to science, and illustrate changes to this relationship that have occurred during the module document the function of interdisciplinary cooperation in research and show knowledge of diverse quantitative as well as qualitative research approaches suitable for collective use	lectures and workshops (both on-campus and distance), tutorials (distance), group discussions	5 essays, 1 presentation, 1 examination OR 1 seminar paper, discussion

| **6**
demonstrate scientific reflection of one's own original profession and competencies with regard to Complementary, Psychosocial and Integrative Health Sciences

demonstrate an understanding of the importance of diversity / interdisciplinary as a resource for scientific group communication | seminars (= work groups) | Presentation |
| **7**
demonstrate the ability to participate in interdisciplinary work groups

demonstrate the ability to profit from inter colleague feedback | seminars (= work groups) | Presentation |

Syllabus – Topics

1. modes of generating knowledge (associative vs. directed thinking)

2. key concepts of "science"

3. key concepts of "studies"

4. study problems

5. study designs

6. planning and structuring research work

7. database research

8. quantitative vs. qualitative research

9. research teamwork

10. interpretation and discussion of results

11. presentation and publication of results

Overview of programmes and pathways

Based on the information given above, the following programmes and pathways can be chosen by the student.

Health Sciences (focus: Integrated Health Sciences) (120 ECTS)

Depth Psychology and Communication	12 ECTS
Public Health and Salutogenesis	12 ECTS
Regulatory Biology	12 ECTS
Regulatory Therapy Methods	12 ECTS
Integration of Methods	12 ECTS
Working and Writing Scientifically	12 ECTS
Reflexion on the Original Competencies and Reflection of a Thesis Project	14 ECTS
Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies	14 ECTS
Master's Thesis	20 ECTS

Health Sciences (focus: Psychosocial Health Sciences) (120 ECTS)

Depth Psychology and Communication	12 ECTS
Public Health and Salutogenesis	12 ECTS
Psychosocial Concepts	12 ECTS
Psychosocial Therapy Methods	12 ECTS
Integration of Methods	12 ECTS
Working and Writing Scientifically	12 ECTS
Reflexion on the Original Competencies and Reflection of a Thesis Project	14 ECTS
Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies	14 ECTS
Master's Thesis	20 ECTS

Psychology (Child Development) (120 ECTS)

Depth Psychology and Communication, including Education Research	12 ECTS
Public Health and Salutogenesis, including Education Research	12 ECTS
Psychology and Pathology of Development, including Education Research	12 ECTS
Socialization and Education, including Education Research	12 ECTS
Resources of Child Development, including Education Research	12 ECTS
Working and Writing Scientifically	12 ECTS
Reflexion on the Original Competencies and Reflection of a Thesis Project	14 ECTS
Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies	14 ECTS
Master's Thesis	20 ECTS

Education (60 ECTS)

Individual Resources and Salutogenesis, including Education Research	12 ECTS
Psychosocial Interaction and Depth Psychology, including Education Research	12 ECTS
Socialization and Education, including Education Research	12 ECTS
Working and Writing Scientifically	12 ECTS
Reflexion on the Original Competencies and Reflection of a Research Project	6 ECTS
Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies	6 ECTS

Education – general (90 ECTS)

Depth Psychology and Communication, including Education Research	12 ECTS
Public Health and Salutogenesis, including Education Research	12 ECTS
Psychology and Pathology of Development, including Education Research	12 ECTS
Socialization and Education, including Education Research	12 ECTS
Resources of Child Development, including Education Research	12 ECTS
Working and Writing Scientifically	12 ECTS
Reflexion on the Original Competencies and Reflection of a Thesis Project	9 ECTS
Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies	9 ECTS

Education – Health Education (90 ECTS)

Depth Psychology and Communication	12 ECTS
Public Health and Salutogenesis	12 ECTS
Psychology and Pathology of Development	12 ECTS
Health Education I	12 ECTS
Health Education II	12 ECTS
Working and Writing Scientifically	12 ECTS
Reflexion on the Original Competencies and Reflection of a Thesis Project	9 ECTS
Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies	9 ECTS

Education – Elementary Pedagogics (90 ECTS)

Depth Psychology and Communication, including Education Research	6 ECTS
Public Health and Salutogenesis, including Education Research	6 ECTS
Psychology and Pathology of Development, including Education Research	12 ECTS
Socialization and Education, including Education Research	12 ECTS
Elementary Pedagogics I	12 ECTS
Elementary Pedagogics II	12 ECTS
Working and Writing Scientifically	12 ECTS
Reflexion on the Original Competencies and Reflection of a Thesis Project	9 ECTS
Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies	9 ECTS

Education (120 ECTS)

(all Education pathways possible) 90 ECTS	
Reflexion on the Original Competencies and Reflection of a Thesis Project in year 3	9 ECTS
Case Supervision / Balint Group Work and Deepening of Psychosocial Competencies in year 3	9 ECTS
Master's Thesis	20 ECTS

Procedural details

Work commitments, modes of submission, marking results

Information on when students will have to deliver which contribution is provided a) at the beginning of the programme and in the student handbook, b) at the beginning of each module and c) at the beginning of each week for the distance learning contributions.

During the distant learning phase, written contributions are submitted to the learning platform (password access). About 12 students always form a group unit that remains the same for all modules and work groups, the members of which will read both their colleagues' contributions as well as the staff's individual feedback to these contributions including their own. Contributing students and staff display their names*.*

Marking (by two staff members) is described above. Students are informed on marking results via the learning platform.

Submission of the final written essay to each module (as a rule at the on-campus weekend when the theoretical main part of the module is completed), participation and presentation in work groups (throughout the year) as well as exams at the end of the year take place on-campus.

Work during the preparatory phase of student's thesis can be submitted electronically or by post, or is delivered on-campus.

Dates for submissions, penalties for late submissions, referrals procedure, compensation / condonement pattern

In year 1 and 2, students have to deliver their written contributions at regular intervals during the module to assure coherence of the whole group (about 12 persons). However, in exceptional cases, late submission (referral) is possible until the end of the year, i.e. in due course before the final essay is delivered and the final examination takes place. If a seminar paper is performed, this has to be delivered and discussed at the end of the year.

Students who do not deliver their essays / seminar paper in due time without good cause have to take the examination in the follow up year.

Students have to deliver their thesis in due course (normally one month) before the final presentation of the thesis is to be delivered.

Students who do not deliver their thesis in due time without good cause will have to take part in the presentation symposium in the follow up year.

All modules will need to be passed in order to obtain the degree.

The maximum number of years students have to obtain the doctoral award is 7 years.

Coherence

Modules are linked to one another in an interdisciplinary way.

Recruitment points

Recruitment is done every year. Students may enter the programme at module 1 OR at module 3.

Pre-requisites

Modules are structured in a way that theoretically a student would profit from each module in itself, i.e. without having studied another module previously. Thus, there are no prerequisites for studying any module.

Progression

Progression is from one year to the next, with the final examinations at the end of the academic year (i.e. in June). A student may progress to the second year even if he or she has failed the final exam at the end of the first year, but has to repeat the final exam for the first year before participating in the final exam for the second year (only one resit allowed).

The maximum time allowed to complete the programme is 7 years.

Distance learning and student motivation

In the blended learning format, student motivation is maintained through

- the rhythmical alternation of on-campus weekends and distance learning parts
- the continuity of the work groups (about 12 students) on-campus that also form the subunits for staff feedback in the distance learning phases
- the virtual group meetings on the learning platform where students' written contributions are accessed by all members of one and the same work group
- the virtual group meetings on the learning platform where staff feedback to the students' written contributions are accessed by all members of one and the same work group
- regular e-mail information by staff, e.g. on programme logistics, on projects, on related events, on new publications
- communication on common research and publication projects.

Rules regarding examinations

The Institution shall nominate a Superintendent of Examinations who shall be responsible for:

- the conduct of all examinations at the institution

- retain examination papers in his/her custody but shall show the envelopes to the Chairperson of the Examining Board concerned who shall verify the nature and number of papers contained in each envelope and seal the envelopes;

- examination rooms and the seating therein for examinations

- nomination of invigilators and arrangements for invigilation of examinations so that normally one invigilator acts for each group of fifty candidates or fewer

- the delivery of examination question papers (immediately before each examination) to the invigilator(s) who shall then distribute them

- ensuring that answer-books, tables and other necessary materials are available for each examination

- making appropriate arrangements for dealing with absentees from examinations, including notification of cases to Chairpersons of Examining Boards and the recording and the reporting of such cases.

Appeals procedures

With regard to all procedures concerning the programme and its delivery, students can appeal to the Board of Directors. This can either be done individually or via the students' representatives.

With regard to marking, students can appeal a) to the Module Leaders, b) to the board of directors and c) to the complaints contact person.

Secure identification of students, protection against plagiarism, unfair practice procedure

At the beginning of the course, students are identified with regard to their legal documents. Staff normally is familiar with students' identities. For examinations on-campus, students, if not personally known to the examination tutor, are identified with regard to their legal documents.

For submission of written contributions, students use personalized password accounts.

The format of written contributions and the tasks to be worked upon are designed in a way that would not make plagiarism attractive to the students, i.e. normally, contents of the module have to be reflected and researched in connection to one's own original competencies.

Staff is familiar with plagiarism research programmes.

Writing of contributions on-campus and examinations on-campus are supervised by staff or examination tutors.

Examination centres

Examinations may take place at the premises of the Interuniversity College, Castle of Seggau, 8430 Leibnitz, Seggauberg 1, Austria or at other suitable locations.

Accreditation of prior learning

The College may, at its discretion, deem the performance of a student in study previously pursued and/or any prior experiential learning to count towards the requirements for the award of a degree. Specially students who have already obtained the degree of an MSc in Complementary, Psychosocial and Integrative Health Sciences or of an MSc Child Development may upgrade the Modules "Working and writing Scientifically", "Salutogenesis" and "Depth Psychology" in a condensed form.

Throughout the course, students are expected … (survey)
- to participate in all on-campus and distance learning activities
- to develop an approach of critical openness and respectful interaction
- to actively participate in scientific and psychosocial reflection of their original competencies (which also implies self reflection)
- to develop skills in unprejudiced dealing with research questions
- to develop skills in formulating own research questions
- to professionally present and discuss results

In detail, students are expected to meet the learning outcomes described in the module descriptors.

Students will respect the rules of the house.

Monitoring of student progress on the course (survey)
- Participation in on-campus activities is monitored by students' signing of participation lists
- Staff will monitor students' presentation of cases in the work groups
- The number of students' written contributions ("RE", see above) to study units will be monitored by automatic listing
- Students' contributions will be monitored quantitatively ("essays" / "seminar paper") and qualitatively ("essays" / "seminar paper" and RE-RERE) by staff, results will be communicated within staff via the learning platform

Access to facilities for disabled students

All parts of the blended learning process are suitable for participation of disabled students. Teaching centres are fully equipped for the needs of disabled people. Distant learning is a classical way of facilitating the integration of disabled students.

Minimum requirements for students' hardware and software
Hardware
PC Windows XP+ / Mac / Linux

Software (including plug ins)
PDF Reader (e.g. Adobe Acrobat Reader) / writing software (e.g. Windows Word, Open Office) / presentation software (e.g. Windows Powerpoint, Open Office).

No special browser is required.

Details of the technical support arrangements for on-line facilities
- Availability: Password access to the learning platform is provided to all students at the beginning of the course. Online availability > 99% is guaranteed by the provider
- Call out procedures: A detailed work plan is delivered to the students (a) at the beginning of each module and (b) at the beginning of every week during the module
- Backup: Backup of the learning platform is organized by the Webmaster; students are responsible for backups of their personal computers if necessary
- Recovery: Data are stored in a double saving system by the webmaster and can thus be delivered to students in case of need
- Monitoring: The administrative Secretary is responsible for monitoring data exchange processes, specially delivery of study units, students' feedback, tutorial staff feedback, and students' final feedback
- Escalation procedures: personal technical support is provided upon request (face to face, via phone or e-mail) by the administrative secretary and by the webmaster's office

Passwords etc.
All on-line facilities of the learning platform are password access only. Any changes to on-line material can be tracked and audited.

Course leaders can monitor staff and student usage of online facilities.

Student Handbook
A Student Handbook will be provided at the beginning of the first year. This will contain most of the information given in the Validation Proposal, esp. Section 3 and 4, and will include reference to the following:

- timetables and dates for delivery and assessment of the programme of study
- detailed information on the assessment and examination of the programme of study, including regulations on the late submission of work, mitigating circumstances, unfair practice, appeals etc.
- information on student feedback, complaints, pastoral care provision and student support
- information on the systems for student engagement in the management of the programme of study including details of the procedure for appointment of student representatives.

The Student Handbook will also include a condensed version of important information in condensed form and with additional explicatory comments.

Staff Handbook
Staff will be provided with an analogous Staff Handbook.

Ressources

Seminar centre and offices
The Castle of Seggau is a professional seminar centre and is equipped accordingly. Furthermore, staff are equipped with individual office and IT facilities.

Teaching materials
Our teaching materials, including distant learning materials (multimedia VLE and texts), are continuously updated on the basis of developments worldwide as well as our own research and students' feedback. In addition, we are also considering a broader approach with staff addressing students via distance video communication.

Library provision
The College library contains:

- about 1000 books which include all required core texts (at least one copy of each and more than one copy for certain books)
  Note: students get a personal copy of the module core book when they join the module.
- specialized journals (around 10 subscriptions)
- selected students' theses (dissertations)
- special teaching materials developed by the *inter-uni.net* – partners as part of the EU project: PDF-files and multimedia html versions are available via a learners' platform on a weekly basis for all modules taught

The library provides web access to relevant journals and databases such as Pubmed / Medline and the Cochrane Library.

Access is provided to a student's library including a variety of texts for recommended reading (pdfs).

Students have lending rights at their local (university) libraries. Specially, they have access to all local and distant library facilities of the University of Graz, such as The European Library, and items can be delivered directly to the College library at Graz / Seggau Castle.

Linked to the College library is an extensive digital students' library of texts including all students' theses (dissertations) and further material.

The library is accessible for staff and students at Seggau Castle during on-campus weekends (see below, classrooms) and at the city office of the College at defined opening hours between on-campus weekends. A librarian takes role in library coordination as well in library tutoring.

Laboratory facilities
Apart from a central equipment storage room for students at the central office of the College, laboratory facilities are dislocated:

- facilities for studies on zoological (amphibian) and botanical (seed germination) bio assays
- facilities for the physiological bio assay (heart rate variability)
- external partner laboratories
  (water physics and others, cf. *inter-uni.net*)

These are used for students' thesis work, work of the research fellows and staff research work.

Staff
General
The main staff of the College started their collaboration in the 1990s in the development team, at that time based on part-time contracts only. Plans for headcount development are sketched out below. Due to the well-tuned cooperation between staff members, and the blended structure of communication (meetings and Internet), the College's / the Hochschule's management, teaching and research work is well coordinated. It has also been decided to stick to the policy of having a substantial share of part-time staff rather than fewer staff working full-time, as this enables the College / the Hochschule to have collaborators from a wider range of disciplines whose expertise is maintained by their ongoing academic work (preferably at a university).

Numbers are:
- academic staff: 22, five of which with *venia legendi*
- management staff: 6
- external management staff: 6
- academic staff with management responsibilities: 3
- external services staff: 7
- external course auditors: 1
- external examination auditors: 2

The balance of full-time and part-time is:
2 full-time employees (an administrator and the managing/scientific director).
- 9 part-time employees.
- The rest of the staff are paid on the basis of flat-rate agreements or by the hour, e.g. for seminars and expert collaboration.

For CVs of staff, see www.inter-uni.net

Staff development policy
The College offers possibilities for development to all staff.

All academic staff are invited to sit alongside students at on-campus weekends given by other academic staff. New academic members of staff are required to sit at a number of the seminars for staff development purposes. Staff are also invited to read core texts and other reading materials for modules other than the one they are teaching and they are supported in this. All this is provided free of charge.

Key administrative and academic staff is funded to attend external development courses (e.g. research methodology, work groups techniques, mediation).

Further information related to staff:

- Staff is selected based on their academic qualifications, with venia legendi (/ habilitation) or at (Ph)D-level, their research activities, their competencies/capabilities and their participation in continuous development in their individual fields.
- Staff is selected according to their interest in and commitment to interdisciplinary work.
- Staff members can take part in selected workshops and seminars, including student's presentations of their original field, which is a fruitful source of interdisciplinary learning and discussion.
- Staff members take part in regular supervision or peer-debate meetings of staff and directors.
- Staff members meet regularly for staff peer debate.

- Some staff participate in the production of course materials in collaboration with other academics (interdisciplinary work).
- Research and publication joint ventures among staff and scientific board members enhance interdisciplinary learning.
- Directors / Course leaders are required to have fully participated in one of the College's courses.
- Module Leaders exchange and communicate with each other about module texts.
- Selected staff members (psychosocial group coordinators) take part in continuous staff work groups.
- Course coordinators regularly meet for peer debate.
- Regular staff meetings take place on teaching, learning and assessment.
- Regular staff debates take place on research and publication.

Technical and administrative staff

Technical and administrative support is provided by:

- the administrator
- the secretary
- the learning platform coordinator and webmaster
- the College librarian
- the external library linkage tutor
- the statistician
- the external IT specialist
- the external Business Administration specialist
- the external tax and law specialist
- the external payroll office
- the external book keeping office
- the external student accommodation service (for on-campus weekends)
- the external on-campus weekend facilities management and service (Seggau Castle)
- the coordinator of Public Relation activities
- the translator (English)
- external translation assistance
- Seggau Castle (A), as well as Paramed Zentrum für Komplementärmedizin (CH), where on-campus weekends and meetings take place, provide all the usual technical equipment.

An analogue administration platform is used to monitor:

- students' personal data as collected upon admission
- students' participation in the distant learning process
- students' individual written contributions to the study units
- the coordinator's comments on these contributions
- students' participation in on-campus weekends (also documented in hardcopy)
- students' performance in final module tests (also documented in hardcopy)
- the coordinator's grade proposals after the completion of modules
- students' thesis topics and performances (together with PDF)
- the thesis coordinator's grade proposals.

These data are used to prepare staff meetings on marking.

Quality assurance

The specific responsibility for quality assurance lies with the Head of the College, working through the Academic Directors. Under the guidance of the Mission Maintenance Board the Head and Academic Directors are responsible for the recruitment, placement and oversight of all staff. Their authority is exercised through a series of other boards and committees, which ensure that quality assurance is a concern for all staff and students involved in the process.

Quality assurance includes concepts, structures, processes and outcomes.

- Concepts and the mission of the College are frequently discussed in directors' and staff work groups.

- Structures and Processes concerning staff, material, IT, curriculum and logistics as well as assessment and grading are frequently discussed in directors' and staff work groups in collaboration with students' representatives, and are reviewed by external specialists and examiners.

- The programmes have been first registered by the Austrian Ministry of Science in 2004 and 2005.

- Furthermore, from 2008 to 2010 a thorough evaluation by the Validation Board of the University of Wales and by an International Coaching Agency took place. Based on this assessment, it was stated that the College and its programmes meet the British and, by extension, the Bologna University criteria.

- The programmes and the cooperation with the UCN have been registered by the Austrian Ministry of Science and by the Austrian Accreditiation Agency in 2012 and 2015/2016.

- Protocols are submitted to the European Dean of the UCN at regular intervals.

- Teaching materials have evaluated both by external specialists and by the European Commission, and have invariably earned excellent ratings.

- Structures and Processes concerning staff and teaching are reviewed by students in anonymous evaluation events at regular intervals.

- Outcomes

    - The congruence between (actual) teaching and (postulated) learning outcomes is frequently reviewed by students in anonymous evaluation events.

    - Peer review of research papers, which should preferably be submitted to indexed journals, is an important tool for assurance of the quality of research and publication.

It is central to the policy of the Interuniversity College to ensure that there is a high level of communication within the school in order to maintain, monitor and improve quality. This is of particular importance given the geographical dispersion of its staff.

List of further materials (at the Interuniversity College)

Annotation: Some of the appendices refer to the Master programmes of the College. They are to be applied to the doctoral programme analogously.

A 1: Members of the inter-uni.net for integrated health sciences

A 2: List of recent publications

A 3: Didactical approach – integration of child development research

A 4: Considerations on learning outcomes

A 5: Balint group work

A 6: Ethics Committee

A 7: Audited accounts (not included)

A 8: Schedule for a typical on-campus weekend

A 9: Example of the academic calendar

A 10: Guidelines for writing essays

A 11: Thesis guidelines

A 12: Link to examples of teaching materials (not included)

A 13: Details on marking criteria for essays

A 14: Details on marking criteria for the thesis

A 15: Specimen question papers: assignments for essays

A 16: Specimen question papers: assignments for an on-campus examination

A 17: Budget development plan (not included)

A 18: Full CVs of the staff (not included, see www.inter-uni.net)

A 19: Evaluation documents University of Wales 2010 / 2003 / 1999

A 20: Accreditation documents Austrian Ministry of Education 2009 / 2005 / 2004

A 21: Materials on the evaluation of the EU project 2005

A 22: Evaluation Global Education Coaching Agency 2010

A 23: Specimen pro forma for internal evaluation of modules

A 24: Specimen pro forma for internal evaluation of staff