

Module Manual

for the Doctoral Programs

Health Information Systems

Health Technology Assessment (HTA)

Management and Economics in Health Care

Nursing Science

Psychology

Public Health

Sports Medicine, Health Tourism & Leisure Sciences

at the

Private University for Health Sciences,

Medical Informatics and Technology

(UMIT TIROL)

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1 Aim and qualification profile of the doctoral study programs

- (1) Today, problems of modern healthcare only in a few cases can be analyzed resp. solved solely by either relevant medical or technical competence. In fact, solution concepts which comply with the complexity of healthcare require the interdisciplinary cooperation of specialist competencies from all fields of Health & Life Sciences. The doctoral programs leading to the degree „Doctor of Philosophy (Dr. phil.)“ support this objective by uniting all fields of Health & Life Sciences at UMIT TIROL under one roof in a joint graduation, giving room to all departments and their respective research areas (Health Science, Sports Medicine, Health Tourism and Leisure Sciences, Management and Economics in Health Care, Psychology, Public Health, Health Technology Assessment and Health Information Systems) as well as their contributions to basic and applied research.
- (2) It is the aim of the doctoral programs that graduates acquire the skills to plan and carry out major research projects with scientific integrity independently and to promote the scientific and/or cultural progress of a knowledge-based society in academic and non-academic surroundings.
- (3) Graduates have a systematic understanding of their field of research, they are able to apply the appropriate methods and have extensive knowledge of subject-specific research literature. By presenting an original doctoral thesis, graduates themselves have contributed to research and have expanded the frontiers of knowledge.

2 Doctoral achievements

- (1) Pursuant to § 2 of the Doctoral Regulations “Dr. Phil.” in their current version, doctoral candidates have to acquire a total of 180 ECTS¹ credits in order to be awarded the academic degree “Doctor of Philosophy (Dr. phil.)”.
- (2) Thus, 50 ECTS credits can be earned through successful participation in the course program, a compulsory examination on the research concept and free elective ECTS credits (s. Table 1).
- (3) The doctoral thesis (monograph thesis or cumulative thesis) and the final oral defense of the thesis equate to 130 ECTS credits (s. Table 1)

Table 1: Tabular overview - doctoral achievements

	Work load in ECTS credits
Elective courses	50 ECTS credits
Examination on the research concept	
Free elective ECTS credits	
Doctoral thesis (monograph thesis or cumulative thesis)	130 ECTS credits
Defense of the doctoral thesis	
Doctoral achievements – in total	180 ECTS credits

2.1 (Elective) teaching program for doctoral studies

The teaching program consists of elective courses which are assigned by context to Modules 1 to 3 (s. Table 2):

- **Module 1: Research process**
- **Module 2: Support and Supervision**
- **Module 3: Interdisciplinary Perspectives**

Module 1 offers both, consecutive (1.a) as well as accompanying courses (1.b), which outline the **research process** of the dissertation project step by step.

¹ ECTS = European Credit Transfer and Accumulation System

- *Consecutive courses* are interdependent and their subjects are interrelated. In agreement with the supervisor, candidates may deviate from the recommended consecutive sequence of the courses.
- *Accompanying courses* are not interdependent, students may attend them without following a specific sequence.

Module 2 offers *private tutorials and presentation seminars* so that supervisors can **support and supervise** the individual research projects. Aims are the presentation, reflection and analysis of the current status of the research projects.

Module 3 offers varying subject- and topic-specific in-depth seminars for the content-related orientation of the research project, with the objective of providing an **interdisciplinary broadening of perspectives** within the different doctoral programs – e.g. Research in and on Organizations, Ethics in Healthcare, Age and Society, Epidemiology, Pedagogics in Healthcare, Research in Humans or Winter School in Epidemiology.

In the following table (Table 2) the (elective) teaching program for the present doctoral studies is listed in detail, whereby the following explanatory notes have been prepared.

Explanatory notes

- ¹ One ECTS credit is equivalent to a workload of 25 hours à 60 minutes.
- ² Contact hours e.g. preparation and follow-up of the time spent in class incl. usual pre- and post-processing, individual practice, exam preparation.
- ³ Guided self-studies, e.g. tests, given preparation and follow-up tasks in the form of preparatory presentations, written and oral compositions.
- ⁴ Attendance time is measured in teaching units (1 TU = 45 min).
- ⁵ In Module 1, highlighted courses are consecutive courses.
- ⁶ A maximum of ten private tutorials in the course of the studies, four of them via the free ECTS credits.
- ⁷ A maximum of six presentation seminars in the course of the studies.
- ⁸ Depending on the offer, the number of courses in Module 3 can be chosen freely.

Table 2: (Elective) teaching program of the doctoral studies

Module	Module contents	ECTS total ¹	Contact hours (ECTS) ²	Guided self-studies (ECTS) ³	Attendance time (TU) ⁴	
Module 1: Research Process⁵						
1.a Consecutive courses	Scientific Research & Work	2	1	1	20	
	Research Approach and Selection	5	1	4	20	
	Philosophy of Science I	1.5	1	0.5	20	
	Philosophy of Science II	1.5	1	0.5	20	
	Quant. Seminar on Methodology I – Quantitative Methodology & Method Selection	5	1	4	20	
	Quant. Seminar on Methodology II – Statistical Basics	5	1	4	20	
	Quant. Seminar on Methodology III – Planning of Quantitative Studies	5	1	4	20	
	Quant. Seminar on Methodology IV – Multivariate Methods	5	1	4	20	
	Qual. Seminar on Methodology I – Orientation for a Social-Scientific Approach	5	1	4	20	
	Qual. Seminar on Methodology II – Field of Research and Data Collection	5	1	4	20	
	Qual. seminar on methodology III – Data Analysis with Grounded Theory & Mayring	5	1	4	20	
	Qual. Seminar on Methodology III – Data Analysis with Gabek	5	1	4	20	
	1.b Accompanying courses	Literature Search and Evaluation	1.5	1	0.5	20
		Questionnaire Design	5	1	4	20
Qualitative Interview Guideline		5	1	4	20	
Digital Support of Qualitative Data Analysis I		1.5	1	0.5	20	
Digital Support of Qualitative Data Analysis II		1.5	1	0.5	20	
Documentation, Structure, Presentation of Scientific Qualitative Results		5	1	4	20	
Documentation, Structure, Presentation of Scientific Quantitative Results		5	1	4	20	
Dealing with Scientific Criticism		1	0.5	0.5	10	
How to Write a Paper?		1.5	1	0.5	20	
Writing Workshop		1.5	1	0.5	20	
Scientific Presentation		1.5	1	0.5	20	
Peer Review: Aims, Methods, Requirements		1.5	1	0.5	20	
Module 2: Support and Supervision						
Private Tutorials ⁶	1	0.5	0.5	10		
Presentation Seminars ⁷	1.5	0.5	1	10		
Module 3: Interdisciplinary Perspectives						
Subject- and Topic-Specific In-Depth & Supplementary Seminars ⁸	1 – 3	0.5 – 1	0.5 – 2	10 – 20		
Summer or Winter School ⁸	2.5 – 7.5	1.5 – 3	1 – 4.5	30 – 50		

2.2 Free ECTS credits

Of the 50 ECTS credits, a maximum of 20 may be acquired as „free elective ECTS credits“ through achievements listed in Table 3.

Table 3: Free ECTS credits

Achievements	ECTS credits
Private tutorials – (max. four) – 1 ECTS/ per tutorial <i>[max. 4 ECTS credits]</i>	4
Active teaching activities at UMIT TIROL – 1 ECTS/ 4 TU <i>[max. 10 ECTS credits]</i>	10
Teaching assistant duties/ tutorial at UMIT TIROL – 1 ECTS/ 8 TU <i>[max. 10 ECTS credits]</i>	10
Supervision of Bachelor theses at UMIT TIROL – 1 ECTS/ thesis <i>[max. 10 ECTS credits]</i>	10
Supervision of Master theses at UMIT TIROL – 2 ECTS/ thesis (first doctorate in the respective subject area provided) <i>[max. 10 ECTS credits]</i>	10
Active participation in scientific conferences (poster or lecture), peer-reviewed – 3 ECTS/ symposium <i>[max. 6 ECTS credits]</i>	6
Participation in academic training activities (e.g. Summer or Winter Schools, Masterclasses, etc.) with certificate and confirmation of participation (external to UMIT TIROL following approval by the Doctoral Affairs Committee) (ECTS credits as indicated, otherwise 0.5 ECTS credits/ day) <i>[max. 6 ECTS credits]</i>	6
Assistance in academic committees at UMIT TIROL – 0.5 ECTS credits/ semester <i>[max. 4 ECTS credits]</i>	4
Active participation in university research projects different from one's own doctoral studies – 3 ECTS credits/ semester <i>[max. 3 ECTS credits]</i>	3
Organization of workshops at scientific conferences (only as organizer and main speaker; duration of one's own contribution: a least 1 hour; only at scientific conferences with a scientific committee) - 3 ECTS credits <i>[max. 6 ECTS credits]</i>	6

3 Workload and teaching units

(1) The workload includes all activities students need to fulfil in order to successfully finish a course. One ECTS credit is equivalent to a minimum workload of 25 hours (60 minutes each).

(2) The workload includes contact hours, individual self-studies and guided self-studies.

Contact hours are the study times spent in class guided by teaching staff, with a clear program which is compulsory for all participants and the aim of imparting knowledge, skills and competences at a fixed date and location. Additionally, these contact hours guided by teaching staff have to be expressed in teaching units (TU; 1 TU = 45 minutes).

Individual self-studies are the hours spent by students on activities not structured by specific given tasks.

Guided self-studies are defined as self-organized learning in order to fulfil given tasks and assignments.

4 Courses

(1) Courses are listed in Table 2 and described in-depth in Chapter 6.

(2) All teaching documents are provided via UMIT TIROL's learning platform.

(3) Important information on preparation and/ or follow-up tasks, course cancellations, etc. will be provided via the Learning Management System. Students are obliged to check their UMIT TIROL-Email account on a regular basis.

5 Examinations

- (1) Course lecturers are habilitated members of UMIT TIROL's teaching staff.
- (2) The Doctoral Affairs Committee may appoint other qualified persons as university lecturers.
- (3) Course examinations may either be held in form of a single examination at the beginning or at the end of the course and/or can be based on the evaluation of written and/or oral contributions of the participants.
- (4) With the announcement of the course also the course examination is scheduled.
- (5) Course examinations shall be graded "successfully completed" or „not successfully completed“.
- (6) As a rule, course examinations shall be conducted by the lecturer of the course. Generally, course examinations can also be held in English. In this case, not the students' language skills, but the attainment of the learning outcomes shall be the criterion for assessment.
- (7) Examination on the research concept (s. Doctoral Regulations § 2 sect. 5).

6 Description of the individual courses

In the present doctoral studies the following courses are offered in accordance with the number of students. There are also courses in English.

Module title Research Process		<i>Module: 1</i>
Contents of the module <ul style="list-style-type: none"> ▪ Scientific work, wording of research questions and hypotheses, conduct of a scientific study ▪ In-depth information on quantitative and qualitative assessment instruments and analysis methods ▪ Written and oral presentation and defense of one's own research results 		<i>Group size:</i> 15
Learning outcomes of the module Students.... <ul style="list-style-type: none"> ▪ know how to create quantitative or qualitative research and study designs, ▪ are aware of the concepts and methods of quantitative and/ or qualitative research, know how to implement and apply them, ▪ are well-versed in analysis and evaluation procedures, which are being used in the course of their thesis, ▪ know how to document, structure and present results, ▪ have the relevant expertise to conduct effective project management in scientific research. 		<i>Prerequisite for participation and examination information:</i> See compulsory announcements on the learning platform
Course Unit Code:	Within Module 1: „Research Process“ students can choose the following courses:	ECTS credits
23N001	Scientific Research & Work	2
23N002	Research Approach and Selection	5
23N003	Philosophy of Science I	5
23N004	Philosophy of Science II	5
23N005	Quant. Seminar on Methodology I – Quantitative Methodology & Method Selection	5

23N006	Quant. Seminar on Methodology II – Statistical Basics	5
23N007	Quant. Seminar on Methodology III – Planning of Quantitative Studies	5
23N008	Quant. Seminar on Methodology IV – Multivariate Methods	5
23N009	Qual. Seminar on Methodology I – Orientation for a Social-Scientific Approach	5
23N010	Qual. Seminar on Methodology II – Field of Research and Data Collection	5
23N011	Qual. Seminar on Methodology III – Data Analysis with Grounded Theory & Mayring	5
23N012	Qual. Seminar on Methodology III – Data Analysis with Gabek	5
23N013	Literature Search and Evaluation	1.5
23N014	Questionnaire Design	5
23N015	Qualitative Interview Guideline	5
23N016	Digital Support of Qualitative Data Analysis I	1.5
23N017	Digital Support of Qualitative Data Analysis II	1.5
23N018	Documentation, Structure, Presentation of Scientific Qualitative Results	5
23N019	Documentation, Structure, Presentation of Scientific Quantitative Results	5
23N020	Dealing with Scientific Criticism	1
23N021	How to Write a Paper?	1.5
23N022	Writing Workshop	1.5
23N023	Scientific Presentation	1.5
23N024	Peer Review: Aims, Methods, Requirements	1.5

<p>Course title</p> <p>Scientific Research and Work</p>	<p>Module: 1.a</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Obstacles I (subjective): subjective motivation for a doctorate, „opportunity costs“ of the doctoral thesis, aims ▪ To do one’s doctorate means to do research: the research process - from the idea all the way to the thesis and the steps in between ▪ An overview of the doctoral studies: study achievements, intermediate results, ECTS, learning platform, supervision ▪ Research questions and/or hypotheses: induction vs. deduction, what is my research question? ▪ Overview on methods: brief overview on various research approaches and methods, working with literature, qualitative research, quantitative research ▪ Obstacles II (structural): supervision, research concept examination (purpose, content), RCSEQ/Ethics Committee, Plagiarism Guideline and assessment, review and expert opinion ▪ A preparation task or follow-up task will be forwarded to the students which will be claimed and evaluated during the seminar resp. after completion of the seminar. 	<p>Course Unit Code:</p> <p style="text-align: right;">23N001</p>
	<p>Group size:</p> <p style="text-align: right;">15</p>
	<p>Course type:</p> <p style="text-align: right;">Seminar</p>
	<p>Compulsory attendance:</p> <p style="text-align: right;">yes</p>
	<p>Course language:</p> <p style="text-align: right;">German or English</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ develop awareness for obstacles in the course of their doctoral studies, ▪ are aware of purpose, objective, structure and outline of their studies, ▪ know that they have to register/ submit their thesis to RCSEQ (UNITIROL), ▪ are aware of UNITIROL’s Plagiarism Guideline and know how to deal with the plagiarism software as well as with its results, ▪ understand the key importance of research objectives, research questions and research methods for the doctorate, ▪ have acquired an overview of alternative research approaches and are able to resolve relevant issues with their supervisors. 	<p>Total amount of ECTS credits for the seminar:</p> <p style="text-align: right;">2</p>
	<p>Contact hours and individual self-studies in ECTS credits:</p> <p style="text-align: right;">1</p>
	<p>Guided self-studies in ECTS credits:</p> <p style="text-align: right;">1</p>
	<p>Attendance time for the contact hours in TU:</p> <p style="text-align: right;">20</p>
	<p>Qualification of the examiner:</p> <p style="text-align: right;">See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Bortz J., Döring N. (2003): Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler. Berlin, Springer Verlag ▪ Lamnek, S. (2005): Qualitative Sozialforschung. 4. Auflage. Weinheim Basel, Beltz Verlag 	<p>Lecturers:</p> <p style="text-align: right;">See current course list on the learning platform</p>

<p>Course title</p> <p>Research Approach and Selection</p>	<p>Module: 1.a</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Discourse – What is it and how does it come about? ▪ Power – based on Foucault's findings, the concept of power in society and science will be discussed in detail. Exercise: "Which discourses exist in the chosen field of research and how can we address them?" ▪ What can we know and research after all? What do we have to keep in mind when we do that? What do we know about causalities from a scientific-theoretical viewpoint? ▪ Based on the questions raised by the discourse, power and the fundamental question on the researchability, research questions and aims will be analyzed critically and the importance of these considerations for the next step, literature search and the selection of the method, will be worked out. ▪ A preparation task or follow-up task will be forwarded to the students which will be claimed and evaluated during the seminar resp. after completion of the seminar. 	<p>Course Unit Code: 23N002</p>
	<p>Group size: 15</p>
	<p>Course type: Seminar</p>
	<p>Compulsory attendance: yes</p>
	<p>Course language: German or English</p>
	<p>Examination information: See compulsory announcements on the learning platform</p> <p>Total amount of ECTS credits for the seminar: 5</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ are able to participate in discussions on science-theoretical level, can discuss discourse and power with regard to the topics and to work out the theoretical framework of the research projects, ▪ are able to choose the adequate research approach and can thus decide on the methods to be used. 	<p>Contact hours and individual self-studies in ECTS credits: 1</p>
	<p>Guided self-studies in ECTS credits: 4</p>
	<p>Attendance time for the contact hours in TU: 20</p>
	<p>Qualification of the examiner: See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Foucault, Michael (1976): Die gelehrigen Körper, In: Überwachen und Strafen. Die Geburt des Gefängnisses. Suhrkamp Taschenbuch Wissenschaft ▪ Foucault Michel (1991): Die Ordnung des Diskurses, Fischer Taschenbuch Verlag. ▪ von Foerster, Heinz (2002): Short Cuts. ZWEITAU-SENDEINS Verlag: Frankfurt/Main, S. 5-6 ▪ Bateson, Gregory (1997): Geist und Natur. Eine notwendige Einheit. Suhrkamp Taschenbuch Wissenschaft: Frankfurt/Main, S. 34-51 	<p>Lecturers: See current course overview on the learning platform</p>

<p>Course title</p> <p>Philosophy of Science I</p>	<p>Module: 1.a</p>
<p>Contents of the seminar</p> <p>„Science“ - its meaning is often considered self-evident and in scientific studies it is mostly defined as a methodical approach. However, on closer inspection one can see that there exists a wide range of competing understandings of „science“. In philosophy and science-theory there are no uniform definitions for central categories as „truth“, „validity“, „values“, „theories“ or „laws“.</p> <p>Especially in social sciences since the 1960s there has been an intensive discussion on the foundations of „science“, which can be very useful for contemporary Health and Life Sciences.</p> <ul style="list-style-type: none"> ▪ Hermeneutics (Hans-Georg Gadamer, Karl-Otto Apel) ▪ „Critical rationalism“ (Karl Popper, Hans Albert) ▪ „Critical theory“ (Theodor W. Adorno, Jürgen Habermas) ▪ Addressing „anarchistic epistemology“ by Paul K. Feyerabend, a relativization of ideologies ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated and claimed during the seminar resp. after completion of the seminar. 	<p>Course Unit Code: 23N003</p> <p>Group size: 15</p> <p>Course type: Seminar</p> <p>Compulsory attendance: yes</p> <p>Course language: German</p> <p>Examination information: See compulsory announcements on the learning platform</p> <p>Total amount of ECTS credits for the seminar: 1.5</p> <p>Contact hours and individual self-studies in ECTS credits: 1</p> <p>Guided self-studies in ECTS credits: 0.5</p> <p>Attendance time for the contact hours in TU: 20</p> <p>Qualification of the examiner: See Doctoral Regulations in their current version</p>
<p>Learning outcomes of the seminar</p> <p>Students are able to bring all these considerations on fundamental questions of science and methodology into correlation with their own doctoral thesis project.</p>	<p>Lecturers: See current course overview on the learning platform</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Theodor W. Adorno u. a.: Der Positivismusstreit in der Germanen Soziologie, Darmstadt/Neuwied 1972 ▪ Hans Albert: Traktat über kritische Vernunft, 2. Aufl. Tübingen 1969 ▪ Karl-Otto Apel u. a.: Hermeneutik und Ideologiekritik, Frankfurt/M. 1971 	

<ul style="list-style-type: none"> ▪ Paul Feyerabend: Wider den Methodenzwang, Frankfurt/M. 1976 ▪ Paul Feyerabend: Erkenntnis für freie Menschen, Frankfurt/M. 1980 ▪ Karl R. Popper: Alles Leben ist Problemlösen, München/ Zürich 1996 ▪ Hans Poser: Wissenschaftstheorie. Eine philosophische Einführung, Stuttgart 2001 ▪ Gerhard Schurz: Einführung in die Wissenschaftstheorie, 3. Aufl. Darmstadt 2011 	
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Course title	<i>Module:</i> 1.a
Philosophy of Science II – Current Discourses	
Contents of the seminar	<i>Course Unit Code:</i> 23N004
	<i>Group size:</i> 15
	<i>Course type:</i> Seminar
	<i>Compulsory attendance:</i> yes
	<i>Course language:</i> German
Learning outcomes of the seminar Students are able to bring all these considerations on fundamental questions of science and methodology into correlation with their own doctoral thesis project.	<i>Examination information:</i> See compulsory announcements on the learning platform
	<i>Total amount of ECTS credits for the seminar:</i> 1.5
	<i>Contact hours and individual self-studies in ECTS credits:</i> 1
	<i>Guided self-studies in ECTS credits:</i> 0.5
	<i>Attendance time for the contact hours in TU:</i> 20
	<i>Qualification of the examiner:</i> See Doctoral Regulations in their current version
Literature/ teaching material	<i>Lecturers:</i> See current course
<ul style="list-style-type: none"> ▪ Jean Grondin: Hermeneutik, Göttingen 2009 (Vandenhoeck & 	

<p>Ruprecht / UTB)</p> <ul style="list-style-type: none"> ▪ Helmut Seiffert: Einführung in die Wissenschaftstheorie 2, 11. Aufl. München 2006 (Beck) ▪ Thomas S. Kuhn: Die Struktur wissenschaftlicher Revolutionen, Frankfurt/M. 1973 (Suhrkamp) ▪ Paul Feyerabend: Wider den Methodenzwang. Skizze einer anarchistischen Erkenntnistheorie, Frankfurt/M. 1977 (Suhrkamp) ▪ Paul Feyerabend: Erkenntnis für freie Menschen, Frankfurt/M. 1980 (Suhrkamp) 	overview on the learning platform
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<p>Course title</p> <p>Quantitative Methods I</p>	<p>Module: 1.a</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Epidemiological study designs incl. the specific advantages/ disadvantages and possible bias of the different study types ▪ Overview on the range of methods used in quantitative data analysis with their fields of application ▪ Concepts and methods of epidemiological research ▪ Result interpretation of descriptive and inductive statistics ▪ Reference to the current research questions of the students ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p>Course Unit Code:</p> <p style="text-align: center;">23N005</p> <hr/> <p>Group size:</p> <p style="text-align: center;">15</p> <hr/> <p>Course type:</p> <p style="text-align: center;">Seminar</p> <hr/> <p>Compulsory attendance:</p> <p style="text-align: center;">yes</p> <hr/> <p>Course language:</p> <p style="text-align: center;">German or English</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ are able to critically analyze and discuss the concepts and methods of epidemiological research in order to provide a statement on the significance, ▪ know how to interpret the results of descriptive and inductive statistics, ▪ are able to critically choose and apply adequate methods for their own dissertation projects. 	<p>Examination information:</p> <p style="text-align: center;">See compulsory announcements on the learning platform</p> <hr/> <p>Total amount of ECTS credits for the seminar:</p> <p style="text-align: center;">5</p> <hr/> <p>Contact hours and individual self-studies in ECTS credits:</p> <p style="text-align: center;">1</p> <hr/> <p>Guided self-studies in ECTS credits:</p> <p style="text-align: center;">4</p> <hr/> <p>Attendance time for the contact hours in TU:</p> <p style="text-align: center;">20</p> <hr/> <p>Qualification of the examiner:</p> <p style="text-align: center;">See Doctoral</p>

	Regulations in their current version
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Bonita, Beaglehole, Kjellström (2006): Basic epidemiology, 2nd edition; World Health Organization ▪ Grimes (2002): An overview of clinical research: the lay of the land; The Lancet, Vol. 350: (S. 57-61) ▪ Szklo M., Nieto F. J. (2007): Epidemiology: Beyond the Basics; Jones and Bartlett ▪ Rothmann K. J., Greenland S., Lash T. (2008): Modern Epidemiology; Lippincott, Williams & Wilkins ▪ Altman DG. (1991) Practical Statistics for Medical Research. Chapman and Hall, London 	<p><i>Lecturers:</i></p> <p style="text-align: center;">See current course overview on the learning platform</p>

Course title	<i>Module: 1.a</i>
Quantitative Methods II	
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Development, conceptualization and operationalization of quantitative surveys ▪ Analysis methods and techniques for the presentation of results in quantitative studies <ul style="list-style-type: none"> ○ measures of descriptive statistics (measures of location and dispersion) ○ possibilities for the graphical presentation ○ fundamental concepts of inductive statistics (estimation theory and test theory) as well as statistical methods for inspecting simple relations ○ measures of disease frequency and effect measures ○ explanations on statistical-epidemiological methods via SPSS, SAS or STATA ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p><i>Course Unit Code:</i></p> <p style="text-align: center;">23N006</p>
	<p><i>Group size:</i></p> <p style="text-align: center;">15</p>
	<p><i>Course type:</i></p> <p style="text-align: center;">Seminar</p>
	<p><i>Compulsory attendance:</i></p> <p style="text-align: center;">yes</p>
	<p><i>Course language:</i></p> <p style="text-align: center;">German or English</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ are able to develop, conceptualize and operationalize quantitative surveys for their own dissertation project ▪ are able to independently analyze data sets for their own dissertation project and to interpret the results of the data analysis correctly, ▪ acquire the skills and the ability to calculate different epidemiological measures of frequency, ▪ learn how to calculate and interpret measures of effect for each type of epidemiological study. 	<p><i>Examination information:</i></p> <p style="text-align: center;">See compulsory announcements on the learning platform</p>
	<p><i>Total amount of ECTS credits for the seminar:</i></p> <p style="text-align: center;">5</p>
	<p><i>Contact hours and individual self-studies in ECTS credits:</i></p> <p style="text-align: center;">1</p>
	<p><i>Guided self-studies in ECTS credits:</i></p> <p style="text-align: center;">4</p>

	<i>Attendance time for the contact hours in TU:</i> <p style="text-align: right;">20</p>
	<i>Qualification of the examiner:</i> <p style="text-align: center;">See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Bortz J.: Statistik: Für Human- und Sozialwissenschaftler; Springer Verlag ▪ Sachs L, Hederich J Angewandte Statistik: Methodensammlung mit R; Springer, Berlin ▪ Schumacher M., Schulgen G. (2008): Methodik klinischer Studien: Methodische Grundlagen der Planung, Durchführung und Auswertung; Springer Verlag ▪ Germanes Ärzteblatt: Serie Bewertung wissenschaftlicher Publikationen ▪ Link: http://www.aerzteblatt.de/v4/archiv/serie.asp?id=35 ▪ Swinscow M J (Revised by Campbell M J): Statistics at Square one; University of Southampton, 1997 ▪ Link: http://www.bmj.com/collections/statsbk/ ▪ Altman DG. (1991) Practical Statistics for Medical Research. Chapman and Hall, London ▪ Altman DG, Bland M.: Statistics Notes in the British Medical Journal ▪ Link zur Liste: http://www.csm-oxford.org.uk/publications/bmj-statistics-notes/ ▪ Szklo M., Nieto F. J. (2007): Epidemiology: Beyond the Basics; Jones and Bartlett ▪ Rothmann K. J., Greenland S., Lash T. (2008): Modern Epidemiology; Lippincott, Williams & Wilkins ▪ Bühl (Autor): SPSS 18 (ehemals PASW): Einführung in die moderne Datenanalyse; Pearson Studium Verlag ▪ Dufner J., Jensen U., Schumacher E. (2004): Statistik mit SAS; Vieweg+Teubner ▪ Kohler U., Kreuter, F. (2008): Datenanalyse mit Stata: Allgemeine Konzepte der Datenanalyse und ihre praktische Anwendung; Oldenburg Verlag 	<i>Lecturers:</i> <p style="text-align: center;">See current course overview on the learning platform</p>

Course title Quantitative Methods III	<i>Module:</i> 1.a
Contents of the seminar <ul style="list-style-type: none"> ▪ Quantitative survey instruments, sampling methods as well as methods to define the optimal sample size depending on research question resp. target size ▪ Quality requirements for the study design and guidelines for database development and data management as well as their practical implementation with software programs like e.g. SPSS, SAS, STATA 	<i>Course Unit Code:</i> <p style="text-align: right;">23N007</p>
	<i>Group size:</i> <p style="text-align: right;">15</p>
	<i>Course type:</i> <p style="text-align: right;">Seminar</p>
	<i>Compulsory attendance:</i> <p style="text-align: right;">yes</p>

<ul style="list-style-type: none"> ▪ In-depth knowledge on bias in the study design and data analysis as well as possibilities for error-correction ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p><i>Course language:</i></p> <p>German or English</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ are able to plan quantitative studies for their own dissertation project, to calculate the optimum sample size depending on the research question and to develop a study design, ▪ are able to implement the guidelines for database development and data management using software programs like e.g. SPSS, SAS, STATA and know how to maintain databases, ▪ are aware of potential errors and sources of errors as well as of error-correction methods in data analysis and are able to implement this knowledge in their own dissertation project. 	<p><i>Examination information:</i></p> <p>See compulsory announcements on the learning platform</p> <hr/> <p><i>Total amount of ECTS credits for the seminar:</i></p> <p style="text-align: right;">5</p> <hr/> <p><i>Contact hours and individual self-studies in ECTS credits:</i></p> <p style="text-align: right;">1</p> <hr/> <p><i>Guided self-studies in ECTS credits:</i></p> <p style="text-align: right;">4</p> <hr/> <p><i>Attendance time for the contact hours in TU:</i></p> <p style="text-align: right;">20</p> <hr/> <p><i>Qualification of the examiner:</i></p> <p>See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Bortz J. & Döring N. (2006): Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler; Springer, Berlin. ▪ Schnell R., Hill P. B., Esser E. (2008): Methoden der empirischen Sozialforschung; Oldenbourg Wissenschaftsverlag ▪ Rasch D., Verdooren L. R., Gowers J. I. (2007): Planung und Auswertung von Versuchen und Erhebungen; Oldenbourg Verlag ▪ Bock J. (1998): Bestimmung des Stichprobenumfangs; Oldenbourg Verlag ▪ Bühl A.: SPSS 18 (ehemals PASW): Einführung in die moderne Datenanalyse; Pearson Studium Verlag ▪ Schendera C. F. G., Datenmanagement und Datenanalyse mit dem SAS-System; Oldenbourg Verlag ▪ Kohler U., Kreuter, F. (2008): Datenanalyse mit Stata: Allgemeine Konzepte der Datenanalyse und ihre praktische Anwendung; Oldenbourg Verlag 	<p><i>Lecturers:</i></p> <p>See current course overview on the learning platform</p>

<p>Course title</p> <p>Quantitative Methods IV</p>	<p>Module: 1.a</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Basic principles of multivariate methods <ul style="list-style-type: none"> ○ Regression analysis (in particular linear and logistic regression model) ○ Structure-discovering methods like factor analysis, cluster analysis and multidimensional scaling ○ Characteristics and prerequisites for the application of these methods, as well as their limitations, are explained through special examples. ▪ Applicability of specific methods like survival analysis, decision analysis and meta-analysis ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p>Course Unit Code:</p> <p style="text-align: right;">23N008</p> <hr/> <p>Group size:</p> <p style="text-align: right;">15</p> <hr/> <p>Course type:</p> <p style="text-align: right;">Seminar</p> <hr/> <p>Compulsory attendance:</p> <p style="text-align: right;">yes</p> <hr/> <p>Course language:</p> <p style="text-align: right;">German or English</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ are able to apply multivariate statistical methods with one or more target figures for analyses in their own dissertation project, ▪ acquire the skills to choose and use adequate software programs, ▪ are aware of any violation of the conditions for the application of the individual methods and are able to identify the diagnostic instruments specific to the software programs and are able to take corrective measures if necessary. 	<p>Examination information:</p> <p style="text-align: center;">See compulsory announcements on the learning platform</p> <hr/> <p>Total amount of ECTS credits for the seminar:</p> <p style="text-align: right;">5</p> <hr/> <p>Contact hours and individual self-studies in ECTS credits:</p> <p style="text-align: right;">1</p> <hr/> <p>Guided self-studies in ECTS credits:</p> <p style="text-align: right;">4</p> <hr/> <p>Attendance time for the contact hours in TU:</p> <p style="text-align: right;">20</p> <hr/> <p>Qualification of the examiner:</p> <p style="text-align: center;">See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Backhaus K., Erichson B., Plinke W., Weiber R. (2011): Multivariate Analysemethoden: Eine anwendungsorientierte Einführung; Springer-Verlag Berlin ▪ Bortz J.: Statistik: Für Human- und Sozialwissenschaftler; Springer Verlag ▪ Hartung J, Elpelt B, Klösener KH Statistik. Lehr- und Handbuch der angewandten; Statistik Oldenbourg, München 	<p>Lecturers:</p> <p style="text-align: center;">See current course overview on the learning platform</p>

- Schumacher M., Schulgen G. (2008): Methodik klinischer Studien: Methodische Grundlagen der Planung, Durchführung und Auswertung; Springer Verlag
- Kleinbaum D.G., Klein M.: Logistic Regression: A Self-Learning Text; (Statistics for Biology and Health); Springer Verlag
- Kleinbaum D.G., Klein M.: Survival Analysis: A Self-Learning Text; (Statistics for Biology and Health); Springer Verlag
- Bühl A.: SPSS 18 (ehemals PASW): Einführung in die moderne Datenanalyse; Pearson Studium Verlag

Course title	<i>Module: 1.a</i>
Qualitative Methods I	
Contents of the seminar - Orientation for a social science approach <ul style="list-style-type: none"> ▪ History and practice – competing paths of knowledge ▪ Characteristics and approach of qualitative methodology; (here also: heuristic approach) ▪ Introduction to different (selection) qualitative research approaches: <ul style="list-style-type: none"> ○ Hermeneutic-phenomenological approaches (hermeneutics, objective hermeneutics, Husserl's phenomenology, qualitative content analysis,...), ○ Empiricist-qualitative methods, ○ Method diversity/ mix, ○ Methodological approaches - overview (questionnaire, interview types, group discussions, sociometric analysis, observation types, qualitative experiment, secondary analyses, social action research, ethnography, biographical approach and life course research, photographic study and reconstructive social research) ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<i>Course Unit Code:</i> 23N009
	<i>Group size:</i> 15
	<i>Course type:</i> Seminar
	<i>Compulsory attendance:</i> yes
	<i>Course language:</i> German or English
Learning outcomes of the seminar	<i>Examination information:</i>
Students.... <ul style="list-style-type: none"> ▪ are able to name and reflect on their own science-theoretical understanding, ▪ can reflect on their science-theoretical and methodical approaches to qualitative research, ▪ have the skills to evaluate qualitative research and its results critically as concerns method and contents, ▪ are skilled in applying the principles, aims, quality criteria and methods of empirical qualitative social research in their own dissertation project, ▪ are aware of the practical aspects of empirical research. 	See compulsory announcements on the learning platform
	<i>Total amount of ECTS credits for the seminar:</i> 5
	<i>Contact hours and individual self-studies in ECTS credits:</i> 1
	<i>Guided self-studies in ECTS credits:</i> 4
	<i>Attendance time for the contact hours in TU:</i> 20

Literature/ teaching material

- Bortz, J.; Döring, N. (2002). Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler. 3. Überarbeitete Auflage. Berlin: Springer
- Chalmers, A.F. (2007). Wege der Wissenschaft: Einführung in die Wissenschaftstheorie, 7. Auflage, Berlin: Springer
- Flick, U. (2002). Qualitative Forschung. Theorien, Methoden, Anwendung in Psychologie und Sozialwissenschaften. 5. Auflage, Reinbek bei Hamburg: Rowohlt.
- Glaser, B.G.; Strauß, A.L. (2005). Grounded Theory. Strategien qualitativer Forschung. Bern: Hans Huber
- Haas-Unmüßig, P.; Schmidt, C. (2010). Der Diskurs zu Gütekriterien der qualitativen Forschung. In: Pflege, 23 (2): 109–118
- Mayring, P. (2002). Einführung in die Qualitative Sozialforschung. Weinheim: Beltz Verlag
- Mayring, P. (2010). Qualitative Inhaltsanalyse. Grundlagen und Techniken. 11. aktual. überarb. Aufl. Weinheim: Beltz
- Popper, K.H. (1973): Objektive Erkenntnis. Ein evolutionärer Entwurf. Hamburg: Hoffmann & Campe
- Seifert, H. (1996). Einführung in die Wissenschaftstheorie. 2. Geisteswissenschaftliche Methoden: Phänomenologie
- Hermeneutik und historische Methode, Dialektik. München: Beck
- Seifert, H. (2003). Einführung in die Wissenschaftstheorie. 1. Sprachanalyse, Deduktion, Induktion in Natur- und Sozialwissenschaften. München: Beck
- Strauss, A.; Corbin, J. (1998). Basics of qualitative research: Grounded theory. Newbury Park, CA: Sage
- Strauss, A.L. (1998). Grundlagen qualitativer Sozialforschung. 2. Aufl. München: Piper
- Strübing, J. (2008). Grounded Theory. Zur sozialtheoretischen und epistemologischen Fundierung des Verfahrens der empirisch begründeten Theoriebildung. Verlag für Sozialwissenschaften, Wiesbaden.

Qualification of the examiner:

See Doctoral Regulations in their current version

Lecturers:

See current course overview on the learning platform

<p>Course title</p> <p>Qualitative Methods II</p>	<p>Module: 1.a</p>
<p>Contents of the seminar – „Field of research and data collection“</p> <ul style="list-style-type: none"> ▪ Qualitative sampling plans ▪ Theoretical sampling ▪ Field access ▪ Qualitative data collection methods for surveys (interview types, methods for group discussion), observation (types) and for qualitative experiments (linguistic and socio-scientific) transcription methods. ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p>Course Unit Code:</p> <p style="text-align: right;">23N010</p> <hr/> <p>Group size:</p> <p style="text-align: right;">15</p> <hr/> <p>Course type:</p> <p style="text-align: right;">Seminar</p> <hr/> <p>Compulsory attendance:</p> <p style="text-align: right;">yes</p> <hr/> <p>Course language:</p> <p style="text-align: right;">German or English</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ understand research plans as well as the methods used in qualitative research, ▪ can transfer the knowledge acquired in qualitative social research to their own research projects, ▪ acquire the skills to create their own survey instruments for their own dissertation project, ▪ are able to apply practical aspects and ethical considerations to their own empirical qualitative social research projects, ▪ are able to work with transcripts and research diaries for data acquisition. 	<p>Examination information:</p> <p style="text-align: center;">See compulsory announcements on the learning platform</p> <hr/> <p>Total amount of ECTS credits for the seminar:</p> <p style="text-align: right;">5</p> <hr/> <p>Contact hours and individual self-studies in ECTS credits:</p> <p style="text-align: right;">1</p> <hr/> <p>Guided self-studies in ECTS credits:</p> <p style="text-align: right;">4</p> <hr/> <p>Attendance time for the contact hours in TU:</p> <p style="text-align: right;">20</p> <hr/> <p>Qualification of the examiner:</p> <p style="text-align: center;">See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Dittmar, N. (2004): Transkription. Ein Leitfaden mit Aufgaben für Studenten, Forscher und Laien. 2. Aufl. Wiesbaden: VS Verlag ▪ Dresing, T.; Pehl, T.; Lombardo, C. (2008): Schnellere Transkription durch Spracherkennung?. Forum Qualitative Sozialforschung/Forum: Qualitative Social Research, 9(2), Art. 17, http://nbn-resolving.de/urn:nbn:de:0114-fqs0802174 (15.01.2009). ▪ Flick, U. (2007): Qualitative Sozialforschung. Reinbek bei 	<p>Lecturers:</p> <p style="text-align: center;">See current course overview on the learning platform</p>

<p>Hamburg: Rowohlt</p> <ul style="list-style-type: none"> ▪ Girtler, R. (2001): Methoden der Feldforschung. 4. Aufl. Wien: Böhlau ▪ Glaser, B.G.; Strauß, A.L. (2005): Grounded Theory. Strategien qualitativer Forschung. Bern: Hans Huber ▪ Helfferich, C. (2005): Die Qualität qualitativer Daten. Manual für die Durchführung qualitativer Interviews. 2. Aufl. Wiesbaden: VS Verlag ▪ Höld, R. (2007): Zur Transkription von Audiodaten. In: Buber, R. ▪ Holzmüller, H.H. (Hrsg.) (2007): Qualitative Marktforschung. Wiesbaden: Gabler. S. 657-667 ▪ Knöbl, R.; Steiger, K. (2006): Transkription: Transkriptionssysteme. Mannheim: Institut für Germane Sprache ▪ Schmidt, T. (2007): Transkriptionskonventionen für die computergestützte gesprächsanalytische Transkription. http://www.gespraechsforschung-ozs.de/heft2007/px-schmidt.pdf (15.01.2009) ▪ Strauss, A.L.; Corbin, J. (1996): Die Grounded Theory: Grundlagen Qualitativer Sozialforschung. Weinheim: Beltz ▪ UMIT TIROL's Guidelines for the Conduct of Studies in Patients/ Clients (Research Committee for Scientific and Ethical Questions) ▪ Lecture notes and lecture presentation 	
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Course title	<i>Module: 1.a</i>
Qualitative Methods III	
Contents of the seminar –	<i>Course Unit Code:</i> 23N011
„Data analysis with Grounded Theory & Mayring“	<i>Group size:</i> 15
<ul style="list-style-type: none"> ▪ Aspects of data evaluation (inductive, deductive and inductive-deductive methods, levels of generalization, hypothesis generating character) as the basis for Grounded Theory and Mayring ▪ Analysis methods (coding processes, content analysis, data-based theory development) ▪ Data analysis examples with Grounded Theory & Mayring ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<i>Course type:</i> Seminar
	<i>Compulsory attendance:</i> yes
	<i>Course language:</i> German or English
	<i>Examination information:</i> See compulsory announcements on the learning platform
Learning outcomes of the seminar	<i>Total amount of ECTS credits for the seminar:</i> 5
Students....	<i>Contact hours and individual self-studies in ECTS credits:</i> 1
<ul style="list-style-type: none"> ▪ are acquainted with Mayring's Content Analysis (2007) and Grounded Theory and are able to use it to analyze their own interviews, ▪ are able to adequately interpret results of their own qualitative research. 	

	<p><i>Guided self-studies in ECTS credits:</i></p> <p style="text-align: right;">4</p>
	<p><i>Attendance time for the contact hours in TU:</i></p> <p style="text-align: right;">20</p>
	<p><i>Qualification of the examiner:</i></p> <p style="text-align: center;">See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Bühl, A. (2009): SPSS 18. Einführung in die moderne Datenanalyse. München: Pearson ▪ Holsti, O.R. (1968): Content Analysis. In: Handbuch of Social Psychology. London. 596-692 ▪ Kuckartz, U. (2007): Einführung in die Computerunterstützte Analyse Qualitativer Daten. 2. Aufl. Wiesbaden: VS-Verlag ▪ Kuckartz, U.; Ebert, T.; Rädiker, S.; Stefer, C. (2007): Qualitative Datenanalyse: computergestützt. Methodische Hintergründe und Beispiele aus der Forschungspraxis. Wiesbaden: VS Verlag ▪ Kuckartz, U.; Dresing, T.; Rädiker, S.; Stefer, C. (2008): Qualitative Evaluation. Der Einstieg in die Praxis. Wiesbaden: VS Verlag ▪ Legewie, H. (1994): Globalauswertung von Dokumenten. In: Böhm, A.; Mengel, A.; Muhr, T. (Hrsg.): Texte verstehen: Konzepte, Methoden, Werkzeuge. Konstanz: Univ.-Verl. Konstanz. http://www.ssoar.info/ssoar/files/2009/602/legewie-globalauswertung_von_dokumenten.pdf (06.04.2011) ▪ Mayring, P. (2007): Qualitative Inhaltsanalyse. Grundlagen und Techniken. Weinheim: Beltz ▪ Mayring, P. (2010): Qualitative Inhaltsanalyse. Grundlagen und Techniken. 11. aktual. überarb. Aufl. Weinheim: Beltz ▪ Strübing, J. (2008). Grounded Theory. Zur sozialtheoretischen und epistemologischen Fundierung des Verfahrens der empirisch begründeten Theoriebildung. Verlag für Sozialwissenschaften, Wiesbaden. 	<p><i>Lecturers:</i></p> <p style="text-align: center;">See current course overview on the learning platform</p>

<p>Course title</p> <p>Qualitative Methods III</p>	<p><i>Module: 1.a</i></p>
<p>Contents of the seminar – GABEK</p> <ul style="list-style-type: none"> ▪ GABEK method ▪ Theoretical foundations of GABEK ▪ GABEK project design ▪ GABEK networks ▪ Analysis of terms ▪ Principles and reconstruction of conceptual ontologies 	<p><i>Course Unit Code:</i></p> <p style="text-align: right;">23N012</p>
	<p><i>Group size:</i></p> <p style="text-align: right;">15</p>
	<p><i>Course type:</i></p> <p style="text-align: right;">Seminar</p>
	<p><i>Compulsory attendance:</i></p> <p style="text-align: right;">yes</p>

<ul style="list-style-type: none"> ▪ Gestaltentree ▪ Science-theoretical criteria of a theory ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p><i>Course language:</i></p> <p style="text-align: center;">German or English</p>
<p>Learning outcomes of the seminar</p> <p>Students</p> <ul style="list-style-type: none"> ▪ understand, how to illustrate distributed knowledge of groups and institutions in semantic nets, ▪ know how to analyze terms and how to reconstruct ontologies, ▪ know the criteria for assessing qualitative theories, ▪ can describe the GABEK procedure, the software WinRelan and their applications, ▪ are able to create the design for a qualitative research project – analyzed with GABEK – and apply it to their own dissertation project, ▪ know how to build consistent text groups and how to unite them systematically in an overall system. 	<p><i>Examination information:</i></p> <p style="text-align: center;">See compulsory announcements on the learning platform</p>
	<p><i>Total amount of ECTS credits for the seminar:</i></p> <p style="text-align: right;">5</p>
	<p><i>Contact hours and individual self-studies in ECTS credits:</i></p> <p style="text-align: right;">1</p>
	<p><i>Guided self-studies in ECTS credits:</i></p> <p style="text-align: right;">4</p>
	<p><i>Attendance time for the contact hours in TU:</i></p> <p style="text-align: right;">20</p>
<p><i>Qualification of the examiner:</i></p> <p style="text-align: center;">See Doctoral Regulations in their current version</p>	
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Paul Schober, Josef Zelger, Margit Raich (Hrsg.) (2012): GABEK V Werte in Organisationen und Gesellschaft, Values in Organizations and Society, Studienverlag: Innsbruck-Wien-Bozen. ▪ Margit Raich, Paul Schober, Josef Zelger (Hrsg.) (2010): GABEK IV Sprachliche Strukturen, Theorie und Anwendung, Linguistic Structures, Theory and Practice, Studienverlag: Innsbruck-Wien-Bozen. ▪ Josef Zelger, Margit Raich, Paul Schober (2008): GABEK III Organisationen und ihre Wissensnetze, Organisations and their Knowledge Nets, Studienverlag: Innsbruck-Wien-Bozen. ▪ Philip Herdina, Andreas Oberprantacher, Josef Zelger (Hrsg.) (2007): Lernen und Entwicklung in Organisationen, Learning and Development in Organizations, LIT Verlag: ▪ Josef Zelger, Renate Buber (Hrsg.) (2000): GABEK II Zur Qualitativen Forschung, On Qualitative Research, Studienverlag: Innsbruck-Wien-Bozen. ▪ Josef Zelger, Martin Maier (Hrsg.) (1999): GABEK I Verarbeitung und Darstellung von Wissen, Studienverlag: Innsbruck-Wien-Bozen. 	<p><i>Lecturers:</i></p> <p style="text-align: center;">See current course overview on the learning platform</p>

<p>Course title</p> <p>Literature Search and Evaluation (accompanying seminar)</p>	<p>Module: 1.b</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Different types of systematic literature search in free and restricted online literature databases ▪ Literature search in books ▪ Techniques for an intermediary as well as a subsequent evaluation of texts ▪ Clear archiving, structuring and management of the chosen results ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p>Course Unit Code</p> <p style="text-align: right;">23N013</p>
	<p>Group size:</p> <p style="text-align: right;">15</p>
	<p>Course type:</p> <p style="text-align: right;">Seminar</p>
	<p>Compulsory attendance:</p> <p style="text-align: right;">yes</p>
	<p>Course language:</p> <p style="text-align: right;">German</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ acquire the skills to identify, assess and systematically manage literature, as well as to choose adequate specialist literature for their thesis topic. 	<p>Examination information:</p> <p style="text-align: center;">See compulsory examination announcement</p>
	<p>Total amount of ECTS credits for the seminar:</p> <p style="text-align: right;">1.5</p>
	<p>Contact hours and individual self-studies in ECTS credits:</p> <p style="text-align: right;">1</p>
	<p>Guided self-studies in ECTS credits:</p> <p style="text-align: right;">0.5</p>
	<p>Attendance time for the contact hours in TU:</p> <p style="text-align: right;">10</p>
	<p>Qualification of the examiner:</p> <p style="text-align: center;">See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Bonita, Beaglehole, Kjellström (2006): Basic epidemiology, 2nd edition; World Health Organization ▪ Grimes (2002): An overview of clinical research: the lay of the land ▪ The Lancet, Vol. 350: (p. 57-61) ▪ Szklo M., Nieto F. J. (2007): Epidemiology: Beyond the Basics; Jones and Bartlett ▪ Rothmann K. J., Greenland S., Lash T. (2008): Modern Epidemiology; Lippincott, Williams & Wilkins ▪ Altman DG. (1991) Practical Statistics for Medical Research. Chapman and Hall, London 	<p>Lecturers:</p> <p style="text-align: center;">See current course overview on the learning platform</p>

<p>Course title Questionnaire Design</p>	<p>Module: 1.b</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Transfer of theoretical knowledge ▪ Application of test databases ▪ Critical evaluation of standardized questionnaires ▪ Concept, creation and layout of a questionnaire and the application of theory to one's own research project ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p>Course Unit Code: 23N014</p>
	<p>Group size: 15</p>
	<p>Course type: Seminar</p>
	<p>Compulsory attendance: yes</p>
	<p>Course language: German or English</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ are aware of the theoretical concepts and principles of questionnaire design, ▪ are able to evaluate standardized questionnaires critically and thus make a suitable selection, ▪ are also able to create an independent design for their dissertation project if necessary. 	<p>Examination information: See compulsory announcements on the learning platform</p>
	<p>Total amount of ECTS credits for the seminar: 5</p>
	<p>Contact hours and individual self-studies in ECTS credits: 1</p>
	<p>Guided self-studies in ECTS credits: 4</p>
	<p>Attendance time for the contact hours in TU: 20</p>
	<p>Qualification of the examiner: See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Bühner, M. (2011): Einführung in die Test- und Fragebogenkonstruktion. 3. Auflage. Pearson Studium, München ▪ Rost, J. (2004): Lehrbuch – Testtheorie Testkonstruktion. Hans Huber Verlag. ▪ Bortz und Döhring, (2006): Forschungsmethoden und Evaluation. 4. Auflage, Springer Verlag. ▪ Backhaus, K, Erichson, B., Weiber, R. (2010): Fortgeschrittene Multivariate Analysemethoden. Springer Verlag. 	<p>Lecturers: See current course overview on the learning platform</p>

<p>Course title</p> <p>Qualitative Interview Guideline</p>	<p>Module: 1.b</p>
<p>Contents of the seminar -</p> <p>Structure versus openness: from the research question to the interview guideline</p> <ul style="list-style-type: none"> ▪ The problem of other-awareness and the problem of indexicality as methodological basis for reconstructive interview research and the development of interview guidelines ▪ Methodological awareness with respect to the communicative complexity of guided interviews ▪ Matching of interview technique and research project in the light of different interview types and options ▪ Importance of interview guidelines ▪ Introduction of an interview guideline model which can be used for the various interview techniques due to its flexibility ▪ Introduction of a process model for the development of interview guidelines ▪ Training the development of interview guidelines in practical sessions by means of the participants' projects ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p>Course Unit Code: 23N015</p> <p>Group size: 15</p> <p>Course type: Seminar</p> <p>Compulsory attendance: yes</p> <p>Course language: German or English</p> <p>Examination information: See compulsory announcements on the learning platform</p> <p>Total amount of ECTS credits for the seminar: 5</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ are able to prepare qualitative interview guidelines for their own dissertation projects and ▪ are thus able to implement methodological basics as well as practical strategies and techniques. 	<p>Contact hours and individual self-studies in ECTS credits: 1</p> <p>Guided self-studies in ECTS credits: 4</p> <p>Attendance time for the contact hours in TU: 20</p> <p>Qualification of the examiner: See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Bogner, Alexander/Littig, Beate/Menz, Wolfgang (Hg.) (2005): Das Experteninterview: Theorie, Methode, Anwendung. 2. Aufl., Wiesbaden: VS-Verlag. ▪ Helfferich, Cornelia (2009): Qualität qualitativer Daten. Manual zur Durchführung qualitativer Einzelinterviews. 3. überarb. Auflage. Wiesbaden: VS-Verlag. ▪ Kruse, Jan (2009): Qualitative Sozialforschung – interkulturell gelesen: Die Reflexion der Selbstausslegung im Akt des Fremdverstehens [30 Absätze]. Forum Qualitative Sozialforschung/ 	<p>Lecturers: See current course overview on the learning platform</p>

Forum: Qualitative Social Research, 10(1), Art.16 (<http://nbn-resolving.de/urn:nbn:de:0114-fqs0901162>).

<p>Course title Digital Support of Qualitative Data Analysis I</p>	<p>Module: 1.b</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Computer-assisted qualitative data evaluation (CAQD) with MAXQDA 11 ▪ Computer-assisted quantitative analysis of qualitative data ▪ Computer-assisted options for textual, graphical and multimedia presentation of results ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p>Course Unit Code: 23N016</p> <p>Group size: 15</p> <p>Course type: Seminar</p> <p>Compulsory attendance: yes</p> <p>Course language: German or English</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ understand Mayring's Content Analysis (2007) and Grounded Theory, ▪ are able to evaluate interviews in their own dissertation project with the Software MAXQDA 11 in a qualitative as well as quantitative way, ▪ are able to present the results of their own qualitative research adequately, ▪ are able to interpret the results of their own qualitative research adequately. 	<p>Examination information: See compulsory announcements on the learning platform</p> <p>Total amount of ECTS credits for the seminar: 1.5</p> <p>Contact hours and individual self-studies in ECTS credits: 1</p> <p>Guided self-studies in ECTS credits: 0.5</p> <p>Attendance time for the contact hours in TU: 20</p> <p>Qualification of the examiner: See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Kuckartz, U. (2007): Einführung in die Computerunterstützte Analyse Qualitativer Daten. 2. Auflage. Wiesbaden: VS-Verlag ▪ Kuckartz, U.; Ebert, T.; Rädiker, S.; Stefer, C. (2007): Qualitative Datenanalyse: computergestützt. Methodische Hintergründe und Beispiele aus der Forschungspraxis. Wiesbaden: VS Verlag 	<p>Lecturers: See current course overview on the learning platform</p>

<p>Course title Digital Support of Qualitative Data Analysis II</p>	<p>Module: 1.b</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Handling of the program <i>WinRelan</i> ▪ Presentation of project results in organizations ▪ Comparison of GABEK projects ▪ Longitudinal studies ▪ Evaluation of processes and products ▪ Learning with GABEK ▪ Analysis of mental models ▪ Analysis of terms ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p>Course Unit Code: 23N017</p> <p>Group size: 15</p> <p>Course type: Seminar</p> <p>Compulsory attendance: yes</p> <p>Course language: German or English</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ are able to apply GABEK independently in scientific work, ▪ are able to build term nets and to extract ontologies, ▪ can implement evaluation and causal coding, ▪ are able to build a Gestaltentree, ▪ know the criteria for writing a project report. 	<p>Examination information: See compulsory announcements on the learning platform</p> <p>Total amount of ECTS credits for the seminar: 1.5</p> <p>Contact hours and individual self-studies in ECTS credits: 1</p> <p>Guided self-studies in ECTS credits: 0.5</p> <p>Attendance time for the contact hours in TU: 20</p> <p>Qualification of the examiner: See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Paul Schober, Josef Zelger, Margit Raich (Hrsg.) (2012): GABEK V Werte in Organisationen und Gesellschaft, Values in Organizations and Society, Studienverlag: Innsbruck-Wien-Bozen. ▪ Margit Raich, Paul Schober, Josef Zelger (Hrsg.) (2010): GABEK IV Sprachliche Strukturen, Theorie und Anwendung, Linguistic Structures, Theory and Practice, Studienverlag: Innsbruck-Wien-Bozen. 	<p>Lecturers: See current course overview on the learning platform</p>

- Josef Zelger, Margit Raich, Paul Schober (2008): GABEK III Organisationen und ihre Wissensnetze, Organisations and their Knowledge Nets, Studienverlag: Innsbruck-Wien-Bozen.
- Philip Herdina, Andreas Oberprantacher, Josef Zelger (Hrsg.) (2007): Lernen und Entwicklung in Organisationen, Learning and Development in Organizations, LIT Verlag:
- Josef Zelger, Renate Buber (Hrsg.) (2000): GABEK II Zur Qualitativen Forschung, On Qualitative Research, Studienverlag: Innsbruck-Wien-Bozen.
- Josef Zelger, Martin Maier (Hrsg.) (1999): GABEK I Verarbeitung und Darstellung von Wissen, Studienverlag: Innsbruck-Wien-Bozen.

Course title	Module: 1.b
Documentation, Structure and Presentation of Scientific, Qualitative Results	
Contents of the seminar	<i>Course Unit Code:</i> 23N018
<ul style="list-style-type: none"> ▪ Basic principles for structuring the methods part of qualitative research work ▪ Illustration of analysis results of dense text passages ▪ Documentation of analysis of longer text passages ▪ Documentation of the interconnections between quantitative and qualitative results ▪ Structure of a chapter ▪ Visualization possibilities ▪ Tandem-Consulting: application of the previously mentioned points to the participants' projects through mutual intervision and working in tandem under the guidance of the lecturer ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<i>Group size:</i> 15
	<i>Course type:</i> Seminar
	<i>Compulsory attendance:</i> yes
	<i>Course language:</i> German or English
	<i>Examination information:</i> See compulsory examination announcement
Learning outcomes of the seminar	
Students are able to present the results of empirical-qualitative research in their own dissertation project in a clear and meaningful way in writing.	<i>Total amount of ECTS credits for the seminar:</i> 5
	<i>Contact hours and individual self-studies in ECTS credits:</i> 1
	<i>Guided self-studies in ECTS credits:</i> 4
	<i>Attendance time for the contact hours in TU:</i> 20

	<p><i>Qualification of the examiner:</i></p> <p>See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Sandelowski, Margarete (1998): Writing a Good Read. Strategies for Re-Presenting Qualitative Data. In: Research in Nursing & Health, S. 375-382. ▪ Suddaby, Roy (2006): From the Editors: What Grounded Theory is not. In: Academy of Management Journal, 2006, Vol. 49, No. 4, S. 633-642. ▪ Wolcott, Harry F. (2002): Writing Up Qualitative Research ... Better. In: Qualitative Health Research, Vol. 12 No. 1, January 2002, S. 91-103. 	<p><i>Lecturers:</i></p> <p>See current course overview on the learning platform</p>

<p>Course title</p> <p>Documentation, Structure and Presentation of Scientific, Quantitative Results</p>	<p><i>Module:</i> 1.b</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Basic principles for structuring the methods part ▪ Data management ▪ Organization and documentation of the evaluation: from simple techniques (frequencies, crosstabs, means comparisons) to multivariate techniques (e.g. regression analysis, variance analysis, factor analysis) ▪ Standards for indicating statistical parameters ▪ Result presentation with tables and illustrations ▪ Result interpretation ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p><i>Course Unit Code:</i></p> <p>23N019</p>
	<p><i>Group size:</i></p> <p>15</p>
	<p><i>Course type:</i></p> <p>Seminar</p>
	<p><i>Compulsory attendance:</i></p> <p>yes</p>
	<p><i>Course language:</i></p> <p>German or English</p>
	<p><i>Examination information:</i></p> <p>See compulsory announcements on the learning platform</p>
	<p><i>Total amount of ECTS credits for the seminar:</i></p> <p>5</p>
	<p><i>Contact hours and individual self-studies in ECTS credits:</i></p> <p>1</p>
<p>Learning outcomes of the seminar</p> <p>Students are able to present the results of empirical-quantitative research in their own dissertation project in a clear and meaningful way in writing.</p>	<p><i>Guided self-studies in ECTS credits:</i></p> <p>4</p>
	<p><i>Attendance time for the contact hours in TU:</i></p> <p>20</p>

Literature/ teaching material <ul style="list-style-type: none"> American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. 	<i>Qualification of the examiner:</i> <p style="text-align: center;">See Doctoral Regulations in their current version</p>
	<i>Lecturers:</i> <p style="text-align: center;">See current course overview on the learning platform</p>

Course title Dealing with Scientific Criticism	<i>Module:</i> 1.b
Contents of the seminar <ul style="list-style-type: none"> What does "scientific" mean? What is "scientific criticism"? Scientific criticism will take place in which context? How do I handle criticism well and learn from it? What are the essential criteria for assessing scientific contributions? Are these criteria subject-specific or interdisciplinary? How do assessment criteria for journal articles, book articles, conference contributions, oral presentations, research applications differ? A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<i>Course Unit Code:</i> <p style="text-align: right;">23N020</p>
	<i>Group size:</i> <p style="text-align: right;">15</p>
	<i>Course type:</i> <p style="text-align: right;">Seminar</p>
	<i>Compulsory attendance:</i> <p style="text-align: right;">yes</p>
	<i>Course language:</i> <p style="text-align: center;">German & English</p>
	<i>Examination information:</i> <p style="text-align: center;">See compulsory announcements on the learning platform</p>
Learning outcomes of the seminar Students acquire the ability and skills to understand criticism as constructive contribution, to analyze it and to make us of it in the research process.	<i>Total amount of ECTS credits of the seminar:</i> <p style="text-align: right;">1</p>
	<i>Contact hours and individual self-studies in ECTS credits:</i> <p style="text-align: right;">0.5</p>
	<i>Guided self-studies in ECTS credits:</i> <p style="text-align: right;">0.5</p>
	<i>Attendance time for the contact hours in TU:</i> <p style="text-align: right;">10</p>

	<i>Qualification of the examiner:</i> See Doctoral Regulations in their current version
Literature/ teaching material <ul style="list-style-type: none"> ▪ R. Ahrbeck (1977). Morus, Campanella, Bacon. Frühe Utopisten. Köln, Pahl-Rugenstein ▪ Kuhn, T. S. (1999). Die Struktur wissenschaftlicher Revolutionen. Frankfurt am Main, Suhrkamp ▪ Popper, K. (1984). Alles Leben ist Problemlösen. München. Piper ▪ Miller, D. (2006). Falsifiability: More than a convention? Out of error. Ashgate ▪ Feyerabend, P. (1979). Wider den Methodenzwang. Skizze einer anarchistischen Erkenntnistheorie. Frankfurt: Suhrkamp 	<i>Lecturers:</i> See current course overview on the learning platform

Course title How to Write a Paper?	<i>Module:</i> 1.b
Contents of the seminar <ul style="list-style-type: none"> ▪ Writing and phrasing conventions ▪ Frequent phrasing and grammar issues ▪ Structuring a scientific paper/thesis ▪ Flow of text ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<i>Course Unit Code:</i> 23N021
	<i>Group size:</i> 15
	<i>Course type:</i> Seminar
	<i>Compulsory attendance:</i> yes
	<i>Course language:</i> English
Learning outcomes of the seminar Students are able to prepare and write their own scientific paper.	<i>Examination information:</i> See compulsory announcements on the learning platform
	<i>Total amount of ECTS credits for the seminar:</i> 1.5
	<i>Contact hours and individual self-studies in ECTS credits:</i> 1
Literature/ teaching material <ul style="list-style-type: none"> ▪ Greenhalgh, T.: How to read a paper: Papers that summarise other papers (systematic reviews and meta-analyses). BMJ 1997;315:672-675 ▪ Greenhalgh T, Taylor R. Papers that go beyond numbers (qualitative research). BMJ 1997;315(7110):740-3 	<i>Guided self-studies in ECTS credits:</i> 0.5
	<i>Attendance time for the contact hours in TU:</i> 20

<ul style="list-style-type: none"> ▪ Greenhalgh T. Papers that summarise other papers (systematic reviews and meta-analyses). BMJ 1997;315(7109):672-5 ▪ Greenhalgh T. How to read a paper. Papers that tell you what things cost (economic analyses). BMJ 1997;315(7108):596-9 ▪ Greenhalgh T. How to read a paper. Papers that report diagnostic or screening tests. BMJ 1997;315(7107):540-3 ▪ Greenhalgh T. How to read a paper. Papers that report drug trials. BMJ 1997;315(7106):480-3 ▪ Greenhalgh T. How to read a paper. Statistics for the non-statistician. I: Different types of data need different statistical tests. BMJ 1997;315(7104):364-6 ▪ Greenhalgh T. How to read a paper. Statistics for the non-statistician. II: "Significant" relations and their pitfalls. BMJ 1997;315(7105):422-5 ▪ Greenhalgh T. Assessing the methodological quality of published papers. BMJ 1997;315(7103):305-8 ▪ Greenhalgh T. How to read a paper. Getting your bearings (deciding what the paper is about). BMJ 1997;315(7102):243-6 ▪ Greenhalgh T. How to read a paper. The Medline database. BMJ 1997;315(7101):180-3 ▪ Docherty M, Smith R. The case for structuring the discussion of scientific papers. BMJ 1999; 318(7193):1224-5 (http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1115625/) ▪ Michael Alley. The Craft of Scientific Writing. 4th ed., New York: Springer, 2013. 	<p><i>Qualification of the examiner:</i></p> <p style="text-align: center;">See Doctoral Regulations in their current version</p>
	<p><i>Lecturers:</i></p> <p style="text-align: center;">See course overview on the learning platform</p>

<p>Course title</p> <p>Writing Workshop</p>	<p><i>Module:</i> 1.b</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Introduction on how to structure a scientific article (presentation of the research idea; expressing the research question; expressing hypotheses; rules and conventions on the linguistic presentation of scientific texts; special requirements in terms of precision, clarity and comprehensibility of the wording and of the logic of argumentation; presentation of the results via tables and graphs; critical discussion of method and results as well as the presentation of the research results to an expert audience) ▪ Composition of a scientific work, as well as the relation between the single parts ▪ Formal and contextual requirements of publication media ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p><i>Course Unit Code:</i></p> <p style="text-align: center;">23N022</p>
	<p><i>Group size:</i></p> <p style="text-align: center;">15</p>
	<p><i>Course type:</i></p> <p style="text-align: center;">Seminar</p>
	<p><i>Compulsory attendance:</i></p> <p style="text-align: center;">yes</p>
	<p><i>Course language:</i></p> <p style="text-align: center;">German & English</p>
	<p><i>Examination information:</i></p> <p style="text-align: center;">See compulsory announcement on the learning platform</p>
<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ are able to prepare and write their own paper, ▪ acquire writing skills step-by-step, ▪ are able to write a scientific abstract. 	<p><i>Total amount of ECTS credits for the seminar:</i></p> <p style="text-align: center;">1.5</p>
	<p><i>Contact hours and individual self-studies in ECTS credits:</i></p> <p style="text-align: center;">0.5</p>

	<p><i>Guided self-studies in ECTS credits:</i></p> <p style="text-align: right;">1</p>
	<p><i>Attendance time for the contact hours in TU:</i></p> <p style="text-align: right;">20</p>
	<p><i>Qualification of the examiner:</i></p> <p style="text-align: center;">See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ American Psychological Association (2010). Publication manual of the American Psychological Association (6th edition). Washington, D.C.: American Psychological Association. ▪ Bem, D. J. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.). The complete academic: A practical guide for the beginning social scientist (pp. 171-201). New York: Random House. ▪ Davis M. (1997). Scientific Papers and Presentations. San Diego, CA: Academic Press. ▪ Day R. (1994). How to Write and Publish a Scientific Paper, 4th Edition. Phoenix, AZ: Oryx Press. ▪ Kazdin, A. E. (1995). Preparing and evaluating research reports. Psychological Assessment, 7, 228-237. ▪ Kruse, O. (1995). Keine Angst vor dem leeren Blatt. Ohne Schreibblockaden durch Studium, Frankfurt: New York: Campus. ▪ Richardson, L. (2000). Writing. A Method of Inquiry. in: N. K. Denzin & Y. S. Lincoln (eds.). Handbook of Qualitative Research, Thousand Oaks (CA): Sage. 	<p><i>Lecturers:</i></p> <p style="text-align: center;">See current course overview on the learning platform</p>

<p>Course title</p> <p>Scientific Presentation</p>	<p><i>Module:</i> 1.b</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Characteristics of scientific conferences and the related processes (peer review) ▪ Abstracts ▪ Types and characteristics of oral presentations at scientific conferences ▪ Posters as means to present research results (form & contents) ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p><i>Course Unit Code:</i></p> <p style="text-align: right;">23N023</p>
	<p><i>Group size:</i></p> <p style="text-align: right;">15</p>
	<p><i>Course type:</i></p> <p style="text-align: right;">Seminar</p>
	<p><i>Compulsory attendance:</i></p> <p style="text-align: right;">yes</p>
	<p><i>Course language:</i></p> <p style="text-align: center;">German & English</p>

<p>Learning outcomes of the seminar</p> <p>Students....</p> <ul style="list-style-type: none"> ▪ are able to write a scientific abstract, ▪ are able to prepare a poster in accordance with the standards for scientific conferences, ▪ are aware of the structure of scientific oral presentations and the formal requirements, ▪ are able to prepare a scientific presentation for an oral lecture at a conference. 	<p><i>Examination information:</i></p> <p style="text-align: center;">See compulsory announcements on the learning platform</p> <hr/> <p><i>Total amount of ECTS credits for the seminar:</i></p> <p style="text-align: right;">1.5</p> <hr/> <p><i>Contact hours and individual self-studies in ECTS credits:</i></p> <p style="text-align: right;">1</p> <hr/> <p><i>Guided self-studies in ECTS credits:</i></p> <p style="text-align: right;">0.5</p> <hr/> <p><i>Attendance time for the contact hours in TU:</i></p> <p style="text-align: right;">20</p> <hr/> <p><i>Qualification of the examiner:</i></p> <p style="text-align: center;">See Doctoral Regulations in their current version</p>
<p>Literature/ teaching material</p> <ul style="list-style-type: none"> ▪ Allan R. (2003): How to prepare an abstract for a scientific meeting. In: Hall G. (Ed.): How to write a paper. BMJ books, 79-84 ▪ Levin P. & Topping G. 2006): Perfect presentations. Student-friendly-guides. Open University Press. ▪ Ruppert N. (2011): Das kleine Solo: Das Poster. In: Panfil E.M. (Hg.): Wissenschaftliches Arbeiten in der Pflege. Lehr- und Arbeitsbuch für Pflegende, 249-368 ▪ Simon, M. (2011): Das große Solo: Der Kongressvortrag. In: Panfil E.M. (Hg.): Wissenschaftliches Arbeiten in der Pflege. Lehr- und Arbeitsbuch für Pflegende, 337-345 	<p><i>Lecturers:</i></p> <p style="text-align: center;">See Course overview on the learning platform</p>

<p>Course title</p> <p>Peer Review: Aims, Methods, Requirements</p>	<p><i>Module:</i> 1.b</p>
<p>Contents of the seminar</p> <ul style="list-style-type: none"> ▪ Procedural steps for reviewing manuscripts which will be submitted for publication in the framework of the doctorate (e.g. assessment of the significance and actuality of the question/ problem, originality and validity of the approach, plausibility of the results in the context, reporting of limitations or methodological errors as well as the correct relation between question, methods, results and conclusions) 	<p><i>Course Unit Code:</i></p> <p style="text-align: right;">23N024</p> <hr/> <p><i>Group size:</i></p> <p style="text-align: right;">15</p> <hr/> <p><i>Course type:</i></p> <p style="text-align: right;">Seminar</p> <hr/> <p><i>Compulsory attendance:</i></p> <p style="text-align: right;">yes</p>

<ul style="list-style-type: none"> ▪ Answering relevant questions: <ul style="list-style-type: none"> ○ Does the article fit into the journal? ○ Is the article in line with the conventions of the journal as regards structure and formal requirements? ○ What is the contribution of this article to the current research status? ○ Is the chosen methodological approach appropriate for the research question? ○ Is the presentation of the results adequate? ○ Does the author discuss and interpret his/ her results against the background of the current research status? ○ Does the author reflect the limitations of his/ her work critically and does he/ she identify further research needs? ○ Basic concepts of the peer-review process (desk reject; resubmit; acceptance with major revision; acceptance with minor revision; full acceptance) ○ Basic rules when dealing with the reviewers' comments ▪ A preparation task or follow-up task will be forwarded to the students which will be evaluated resp. claimed during the seminar resp. after completion of the seminar. 	<p><i>Course language:</i></p> <p style="text-align: center;">German & English</p>
<p>Learning outcomes of the seminar</p> <p>Students acquire the skills to analyze the criteria of a peer review process with regard to their own work and to satisfy them in the framework of their own thesis project.</p>	<p><i>Examination information:</i></p> <p style="text-align: center;">See compulsory announcements on the learning platform</p> <hr/> <p><i>Total amount of ECTS credits for the seminar:</i></p> <p style="text-align: right;">1.5</p> <hr/> <p><i>Contact hours and individual self-studies in ECTS credits:</i></p> <p style="text-align: right;">1</p> <hr/> <p><i>Guided self-studies in ECTS credits:</i></p> <p style="text-align: right;">0.5</p> <hr/> <p><i>Attendance time for the contact hours in TU:</i></p> <p style="text-align: right;">20</p> <hr/> <p><i>Qualification of the examiner:</i></p> <p style="text-align: center;">See Doctoral Regulations in their current version</p>

Literature/ teaching material

- Armstrong, J. S. (1997). Peer Review for Journals: Evidence on Quality Control, Fairness, and Innovation. *Science and Engineering Ethics* 3 (1), 63-84
- Goodlee, F. (2007). Erfolg im Peer Review: Wissenschaftliche Begutachtungen durchführen und überstehen. Bern: Huber
- Hall, G.M. (Hrsg.). 1998: Publish or Perrish. Wie man einen wiss. Beitrag schreibt ohne die Leser zu langweilen oder die Daten zu verfälschen. Bern: Huber
- Hames, I. (2007). Peer Review and Manuscript Management in Scientific Journals: Guidelines for Good Practice. Oxford, United Kingdom: Wiley-Blackwell
- Peters, D.P.; Cesi, S.J. (1982). Peer review practices of psychological journals: The fate of published journals, submitted again. *Behavioural and Brain Science*. 5, 187-195
- Williams HC (2004). How to reply to referees' comments when submitting manuscripts for publication. *Journal of the American Academy of Dermatology*. 51, 79-83

Lecturers:

**See current course
overview on the learning
platform**

Module title Support and Supervision		Module: 2
Contents of the module <ul style="list-style-type: none"> Private tutorials Presentation seminars 		Group size: No minimum number
Learning outcomes of the module Students.... <ul style="list-style-type: none"> develop step-by-step research design, data collection, specific evaluation procedures, logic of argumentation as well as results and their conclusions with the supervisor in the framework of a colloquium or a private tutorial and present and discuss the thesis subject in its progress. 		Prerequisite for participation: none
		Examination information: See compulsory announcements on the learning platform
		Total amount of ECTS credits for the module: Up to 15 ECTS
		Contact hours and individual self-studies in ECTS credits: Up to 6 ECTS
		Guided self-studies in ECTS credits: Up to 9 ECTS
		Attendance time for the contact hours in TU: Up to 160 TU
Course Unit Code:	Within Module 2: „Support and Supervision“ students can choose the following courses:	ECTS credits
23N025	Private Tutorial I	1
23N026	Private Tutorial II	1
23N027	Private Tutorial III	1
23N028	Private Tutorial IV	1
23N029	Private Tutorial V	1
23N030	Private Tutorial VI	1
23N037	Private Tutorial VII (from the „free ECTS“)	1
23N038	Private Tutorial VIII (from the „free ECTS“)	1
23N039	Private Tutorial IX (from the „free ECTS“)	1
23N040	Private Tutorial X (from the „free ECTS“)	1
23N031	Presentation Seminar I	1.5
23N032	Presentation Seminar II	1.5
23N033	Presentation Seminar III	1.5
23N034	Presentation Seminar IV	1.5
23N035	Presentation Seminar V	1.5
23N036	Presentation Seminar VI	1.5

Course title Private Tutorial	<i>Module:</i> 2
Contents of the seminar <ul style="list-style-type: none"> ▪ Presentation and interactive handling of one's own research progress (research question, research design and methods, analysis strategies, evidence synthesis, logic of argumentation, limitations) with the supervisor within the framework of a private work meeting ▪ Further development of the research project together with the supervisor. 	<i>Course Unit Code:</i> 23N025 - 23N030 23N037 – 23N040
	<i>Group size:</i> 6
	<i>Course type:</i> Seminar
	<i>Compulsory attendance:</i> yes
	<i>Course language:</i> German & English
Learning outcomes of the seminar Students have the skills and competencies to <ul style="list-style-type: none"> ▪ develop, ▪ define, ▪ analyze and ▪ apply the research question, research design, method, specific analysis strategy, evidence synthesis, logic of argumentation etc. They further refine their skills and competencies through their supervisor's individual support.	<i>Examination information:</i> See compulsory announcements on the learning platform
	<i>Total amount of ECTS credits for the seminar:</i> 1 each
	<i>Contact hours and individual self-studies in ECTS credits:</i> 0.5 each
Literature/ teaching material <ul style="list-style-type: none"> ▪ Individual literature list. The list will be provided via the learning platform in good time. 	<i>Guided self-studies in ECTS credits:</i> 0.5 each
	<i>Attendance time for the contact hours in TU:</i> 10 each
	<i>Qualification of the examiner:</i> See Doctoral Regulations in their current version
	<i>Lecturers:</i> Supervisor

Module title Interdisciplinary Perspectives			Module: 3
Contents of the module <ul style="list-style-type: none">Wide variety of subject- and topic-specific in-depth seminars			Group size: 15
Learning outcomes of the module Students can broaden their perspectives with respect to their research project, eventually using them as a means for delineation or further development of their own research concept resp. research projects.			Prerequisite for participation: none
			Examination information: See compulsory announcements on the learning platform
			Total amount of ECTS credits for the module: Depends on the research project
Course Unit Code:	Within Module 3 „Interdisciplinary Perspectives“ students may choose the following courses:	ECTS credits	
++++ ¹	Subject- and Topic-Specific In-Depth and Supplementary Seminars	1 ; 1.5 ; 2	
1-x ¹	Winter or Summer School	2.5 ; 5 ; 7.5	

¹ Due to the wide range of courses offered in the framework of this module, no course unit codes for the individual courses will be disclosed in this Module Manual. The actual study offers will be announced on the learning platform (incl. the corresponding course unit codes) at the beginning of each summer and winter semester.

Course title Subject- and Topic-Specific In-Depth & Supplementary Seminars		Module: 3
Contents of the seminar <ul style="list-style-type: none">Wide variety of subject- and topic-specific in-depth seminars like e.g. Research in and on Organizations, Ethics in Healthcare, Age and Society, Epidemiology, Pedagogics in Healthcare, Research in Humans, Winter School in Epidemiology, etc.For specific descriptions of course titles please refer to UNITIROL's learning platform - semester planning.		Course Unit Code: See course overview on the learning platform
		Group size: 15
		Course type: Seminar
		Compulsory attendance: yes
		Course language: German & English
		Examination information: See compulsory announcements on the learning platform

<p>Learning outcomes of the seminar Students can broaden their perspectives and deepen their subject- and topic-specific skills and competencies with respect to their research project, eventually using them as a means for delineation or further development of their own research concept resp. research projects.</p>	<p>Total amount of ECTS credits for the seminar:</p> <p style="text-align: right;">1 - 3</p>
	<p>Contact hours and individual self-studies in ECTS credits:</p> <p style="text-align: right;">0.5 ; 1</p>
	<p>Guided self-studies in ECTS credits:</p> <p style="text-align: right;">0.5 - 2</p>
<p>Literature/ teaching material Individual literature list. The list will be provided via the learning platform in good time.</p>	<p>Attendance time for the contact hours in TU:</p> <p style="text-align: right;">10 ; 15 ; 20</p>
	<p>Qualification of the examiner:</p> <p style="text-align: center;">See Doctoral Regulations in their current version</p>
	<p>Lecturers:</p> <p style="text-align: center;">See course overview on the learning platform</p>

<p>Course title</p> <p>Summer or Winter School</p>	<p>Module: 3</p>
<ul style="list-style-type: none"> ▪ Wide range of UMIT TIROL program with a clear subject- and topic-specific focus organized like a summer or winter school which lasts for several days. ▪ The individual course contents and learning outcomes, as well as literature/ teaching materials are described in detail on UMIT TIROL's learning platform. <p>Learning outcomes of the seminar Students can broaden their perspectives and deepen their subject- and topic-specific skills and competencies with respect to their research project, eventually using them as a means for delineation or further development of their own research concept resp. research projects.</p>	<p>Course Unit Code: 1-x</p> <p style="text-align: center;">See course overview on the learning platform</p>
	<p>Group size:</p> <p style="text-align: right;">15</p>
	<p>Course type:</p> <p style="text-align: right;">Seminar</p>
	<p>Compulsory attendance:</p> <p style="text-align: right;">yes</p>
	<p>Course language:</p> <p style="text-align: center;">German & English</p>
	<p>Examination information:</p> <p style="text-align: center;">See compulsory announcements on the learning platform</p>
	<p>Total amount of ECTS credits for the seminar:</p> <p style="text-align: right;">2.5 – 7.5</p>

	<p><i>Contact hours and individual self-studies in ECTS credits:</i></p> <p style="text-align: right;">1.5 -3</p>
<p>Literature/ teaching material</p> <p>Individual literature list. The list will be provided via the learning platform in good time.</p>	<p><i>Guided self-studies in ECTS credits:</i></p> <p style="text-align: right;">1 – 4.5</p>
	<p><i>Attendance time for the contact hours in TU:</i></p> <p style="text-align: right;">30 - 50</p>
	<p><i>Qualification of the examiner:</i></p> <p style="text-align: center;">See Doctoral Regulations in their current version</p>
	<p><i>Lecturers:</i></p> <p style="text-align: center;">See courses overview on the teaching platform</p>

Module title „Free ECTS“		<i>Module: Free ECTS</i>
Contents of the Module <ul style="list-style-type: none"> ▪ Private tutorials (see Module 2) ▪ Range of creditable scientific tasks and activities within the framework of <ul style="list-style-type: none"> ○ active teaching activities at UMIT TIROL ○ teaching assistant duties/tutorial at UMIT TIROL ○ supervision of Bachelor and Master theses at UMIT TIROL ○ active participation in scientific conferences (poster or lecture) ○ active organization of workshops at scientific conferences ○ participation in academic training activities (e.g. Summer or Winter Schools, Master classes, etc.) with certificate and confirmation of participation (external to UMIT TIROL following approval by the Doctoral Affairs Committee) ○ assistance in academic committees at UMIT TIROL ○ active participation in university research projects different from one's own doctoral studies 		<i>Group size:</i> 15
		<i>Prerequisite for participation:</i> none
		<i>Examination information:</i> See compulsory announcements on the learning platform
		<i>Total amount of ECTS credits for the module:</i> Max. 20 ECTS
Course Unit Code:	Within the Module „Free ECTS“ the following achievements are included:	ECTS credits
23N037 – 23N040	Private tutorials (see Module 2)	4
23N041 - 23N050	Active teaching activities at UMIT TIROL	10
23N051 - 23N060	Teaching assistant duties/tutorial at UMIT TIROL	10
23N061 – 23N070	Supervision of Bachelor theses at UMIT TIROL	10
23N071 – 23N075	Supervision of Master theses at UMIT TIROL	10
23N076 – 23N077	Active participation in scientific conferences (poster or lecture), peer-reviewed	6
1 - x²	Participation in academic training activities (e.g. Summer or Winter Schools, Master classes, etc.) with certificate and confirmation of participation (external to UMIT TIROL following approval by the Doctoral Affairs Committee)	6
23N078 - 23N085	Assistance in academic committees at UMIT TIROL	4
23N086	Active participation in university research projects different from one's own doctoral studies	3

² See explanations in Chapter 2.2.

23N087	Organization of workshops at scientific conferences (only as organizer and main speaker; duration of one's own contribution: at least 1 hour; only at scientific conferences with a scientific committee) - 3 ECTS credits [max. creditable: 6 ECTS credits]	6	
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Course title Private tutorials	<i>Module:</i> Free ECTS
<ul style="list-style-type: none"> ▪ Private tutorials (s. Module 2) 	<i>Course Unit Code:</i> 23N037 – 23N040
	<i>Group size:</i> 6
	<i>Compulsory attendance:</i> yes
	<i>Course language:</i> German & English
	<i>Examination information:</i> See compulsory announcements on the learning platform
	<i>Total amount of ECTS credits for the seminar:</i> 1 each
	<i>Contact studies and individual self-studies in ECTS credits:</i> 0.5 each
	<i>Guided self-studies in ECTS credits:</i> 0.5 each
	<i>Attendance time in contact studies in TU:</i> 10 each
	<i>Lecturers:</i> Supervisor

Course title Active teaching activities at UMIT TIROL	Module: Free ECTS
<ul style="list-style-type: none"> Active teaching activities at UMIT TIROL 	Course Unit Code: 23N041 – 23N050
	Total amount of ECTS credits creditable for teaching activities: 1 - 10
	Extent of teaching activity 4 – 40 TU

Course title Teaching assistant duties/ tutorial at UMIT TIROL	Module: Free ECTS
<ul style="list-style-type: none"> Teaching assistant duties/ tutorial at UMIT TIROL 	Course Unit Code: 23N051 – 23N060
	Total amount of ECTS credits creditable for teaching assistant duties 1 - 10
	Extent of teaching assistant duties 8 – 80 TU

Course title Supervision of Bachelor theses at UMIT TIROL	Module: Free ECTS
<ul style="list-style-type: none"> Supervision of Bachelor theses at UMIT TIROL 	Course Unit Code: 23N061 – 23N070
	Total amount of ECTS credits for thesis supervision 1
	Max. number of supervised theses 10

Course title Supervision of Master theses at UMIT TIROL	Module: Free ECTS
<ul style="list-style-type: none"> Supervision of Master theses at UMIT TIROL (2 ECTS credits per thesis) – (first doctorate in the respective subject area provided) 	Course Unit Code: 23N071 – 23N075
	Total amount of ECTS credits for thesis supervision 2
	Max. number of supervised theses 5

Course title Active participation in scientific conferences	Module: Free ECTS
<ul style="list-style-type: none"> Active participation in scientific conferences (poster or lecture), peer-reviewed 	Course Unit Code: 23N076 – 23N077
	Total amount of ECTS credits per conference 3
	Max. number of conferences 2

Course title Participation in academic training activities	Module: Free ECTS
<ul style="list-style-type: none"> Participation in academic training activities (e.g. Summer or Winter Schools, Masterclasses, etc.) with certificate and confirmation of participation (external to UMIT TIROL following approval by the Doctoral Affairs Committee) 	Course Unit Code: 1 – x³
	Total amount of ECTS credits for participation As indicated, otherwise 0.5 per day (max. 6)
	Max. number of participation days As indicated, otherwise 12 days

Course title Assistance in academic committees at UMIT TIROL	Module: free ECTS
<ul style="list-style-type: none"> Assistance in academic committees at UMIT TIROL 	Course Unit Code: 23N078 - 23N085
	Total amount of ECTS credits for assistance per semester 0.5
	Max. amount of ECTS credits for assistance 4

Course title Active participation in university research projects different from one's own doctoral studies	Module: Free ECTS
<ul style="list-style-type: none"> Active participation in university research projects different from one's own doctoral studies 	Course Unit Code: 23N086
	Total amount of ECTS credits for <u>one-time</u> active participation 3

³ See explanations in Chapter 2.2

<p>Course title</p> <p>Organization of a workshop at a scientific conference</p>	<p>Module: Free ECTS</p>
<ul style="list-style-type: none"> ▪ Active participation in the organization of scientific conferences ▪ Participation as main speaker in scientific conferences, duration of one's own contribution a least 1 hour; only at scientific conferences with a scientific committee 	<p>Course Unit Code:</p> <p style="text-align: right;">23N087</p>
	<p>Total amount of ECTS credits per activity</p> <p style="text-align: right;">3</p>
	<p>Total amount of ECTS credits for participation</p> <p style="text-align: right;">6</p>