



Call for Submissions

Der Pädagogische Blick

Journal of Research and Practice in Educational Professions



Special Issue on:

Alliance of Medicine & Educational Science

Future Healthcare Professionals and Preventive Health Promotion

Medicine and educational science have traditionally operated as largely independent fields, relying on different paradigms of health. In professional practice, a deficit- and disorder-focused medical approach often intersects with a humanistic, resource-oriented perspective—such as that found in general pedagogy or social work—which can lead to communication challenges between disciplines. However, this division also obscures the opportunities inherent in interdisciplinary and interprofessional collaboration (Seltrecht 2018; Matyas et al. 2017, 2019). There is a growing recognition that health and education systems must be integrated in both research and academic training (Kauff et al. 2023; Simon et al. 2024). This raises an important question: How can this increasing cross-disciplinary approach in research contribute to fostering interdisciplinary cooperation in professional practice?

Theoretical Framework and Rationale

Internationally, a more holistic and integrative perspective on health and education has been gaining traction: the biopsychosocial model. This approach does not consider health merely on an individual level but as an outcome of interconnected biological, psychological, social, and environmental factors that impact the well-being of individuals and society. The biopsychosocial model, as outlined in the WHO's *International Classification of Functioning, Disability and Health (ICF)*, conceptualizes human functioning across three key dimensions: body functions and structures, activities and participation (both individual and social), and contextual factors such as personal and environmental influences. This model is being increasingly integrated into health and social policies, including Germany's Federal Participation Act (Bundesteilhabegesetz) and ICD-11. While this paradigm shift promotes interdisciplinary and interprofessional collaboration, practical implementation is still limited by sectoral divides between health, social services, and education.

Another perspective on this topic emerges from the impact of education on health outcomes. Research by Lutz & Kebede (2018) has shown that a mother's years of education can increase her children's life expectancy. Similarly, unstable education pathways can negatively impact youth development, weaken psychosocial support networks, and contribute to long-term learning losses—not just for individuals, but for society as a whole. These disruptions can further affect economic growth, social equity, and innovation (Hammerstein et al. 2021). From a medical perspective, education can thus be considered a public health priority with global implications (Vorstandlechner et al. 2024).

Scope of the Special Issue

Against this background, this special issue seeks to explore how interdisciplinary and interprofessional collaboration can be successfully established, as well as the potential benefits and challenges it presents. While the focus of this journal is educational science, we encourage interdisciplinary perspectives to examine the following key questions:

- How can (social) pedagogical practices promote health across different contexts and life stages?
- How can these practices be effectively integrated into interprofessional teams and implemented across sectors?
- Which theoretical and conceptual models best capture the intersections between education, health, and pedagogical support across life stages?
- How can (social) pedagogical processes, as well as adult and continuing education, foster inclusive practices that address gender, migration, and socio-economic inequalities in health and prevention?

Potential Topics and Focus Areas

Submissions may address, but are not limited to, the following topics:

1. **Theoretical and Conceptual Foundations:** Exploring concepts that bridge health and educational theories.
2. **Empirical Research:** Studies examining the impact of (social) pedagogical interventions on health across different populations and social contexts.
3. **Practice-Oriented Contributions:** Case studies and reflective reports on innovative pedagogical strategies, such as the implementation of the ICF in various fields or establishing interprofessional and cross-sector collaboration.
4. **Case Studies:** In-depth explorations of complex interactions between health, preventive health promotion, and education.
5. **Professional Development Contributions:** Research on the skills and competencies needed for future healthcare professionals in preventive health promotion, particularly within educational and pedagogical contexts.

Relevance and Significance

This special issue aims to advance the discourse on the collaboration between medicine, health research, and educational science by integrating theoretical insights, empirical findings, and practical applications. The issue is intended to provide educators, researchers, and policymakers with actionable insights into how pedagogical practices and institutional structures can support individuals in adopting a biopsychosocial and interprofessional approach to preventive health promotion. Additionally, it will explore strategies for cross-sector collaboration.

Early-career researchers are strongly encouraged to submit empirically grounded findings and/or theoretical contributions derived from their qualification research. For guidance and further information, please refer to the contact details below.

Submission Guidelines

We welcome original research articles, theoretical contributions, and practice-based reflections that enhance the evidence base for pedagogical practice. Manuscripts should adhere to the journal's submission guidelines and be 6,000–8,000 words in length, including references.

Contributions can be submitted in German or English.

Key Dates

- Abstract Submission Deadline: April 30, 2025

- Full Manuscript Submission Deadline: September 30, 2025
- Publication Date: Late 2025

Due to ongoing journal transformations, the final submission deadline may be adjusted depending on the quality (peer-review process) and number of submissions. Early contact with the issue editor (see below) is recommended. Accepted and positively reviewed articles may be published in a subsequent issue as additional thematic contributions.

Literature

- Simon, L.; Gölz, F.; Schenk, O.; Bührmann, T.; Kauff, M.; Kraus de Camargo, O.; Snyman, S.; Lüers, G.; Wulfhorst, B. (2024) The international classification of functioning, disability and health in clinical practice, research findings and their impact on training and education. *Front. Rehabil. Sci.* 5:1420498. doi: 10.3389/fresc.2024.1420498
- Hammerstein, S.; König, C.; Dreisörner T. & Frey, A. (2021) Effects of COVID-19-Related School Closures on Student Achievement-A Systematic Review. *Front. Psychol.* 12:746289. doi: 10.3389/fpsyg.2021.746289
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- Lutz, K. & Kebede, E. (2018). Education and Health: Redrawing the Preston Curve. *Population and Development Review*, Volume44, Issue2, 343-361 <https://doi.org/10.1111/padr.12141>
- Matyas, N.; Keser Aschenberger, F.; Wagner, G.; Teufer, B.; Auer, S.; Gisinger, C.; Kil, M.; Klerings, I.; Gartlehner, G. (2019): Continuing education for the prevention of mild cognitive impairment and Alzheimer's-type dementia: a systematic review and overview of systematic reviews, *BMJ Open* 2019;9:e027719. doi: 10.1136/bmjopen-2018-027719
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- Vorstandlechner, M.; Harlfinger, J.; Kien, Ch. Ritschl, V.; Chapman, A.; Scheckenreither, G.; Zauner, G.; Gartlehner, G.; Popper, N.; Stamm, T. (2024). Impact of COVID-19 measures on psychosocial outcomes in Austria – a qualitative vignette study. *Das Gesundheitswesen* 2024; 86(S05): 342 – 342, DOI: 10.1055/s-0044-1794376

Contact and Inquiries

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