

# Theses within the Framework of the Munich Model

For a selection of theses submitted so far, see the following summary.  
All other theses are listed on [www.hm.edu/meditationsmodell](http://www.hm.edu/meditationsmodell) (“Final Theses” section).  
There was no supervision of final theses in the winter semester 2019/20 due to a research semester.

## Bachelor Theses – University of Applied Sciences (Selection)

- Böker, A. A.** (2019) Mindfulness in Kindergarten. Theoretical and Practical Considerations Using the Example of the Project Group “The Mindful Eagle Gang”.
- Held, A. M.** (2019) Mindfulness in Childcare Facilities to Strengthen Personal Resilience Factors.
- Nöprick, L.** (2019) Trauma-sensitive Yoga in Social Work – Opportunities and Risks.
- Kühl, B.** (2019) Mindfulness with children in primary school.
- Strobl, I.** (2018) Mindfulness in kindergarten – chances, risks and ways of implementation.
- Emberger, F.** (2018) “Learning Emotion” – Fostering emotional competencies with mindfulness and meditation in school social work.
- Ernst, A.** (2018) Introducing meditation and mindfulness to people suffering from psychological trauma – Limits and opportunities.
- Linner, M.** (2018) Mindfulness in day care centres for children – chances, risks and ways of implementation.
- Völker, H.** (2018) Experiencing interventions of meditation and mindfulness during pregnancy and the effects on prenatal stress. A qualitative research study.
- Skiebe, K.** (2018) The concept of mindfulness during processes of counselling in social work.
- Lexhaller, C.** (2018) Mindfulness in primary school for preventing and managing stress.

- Kutschi, D.** Meditation at University.  
**Nowack, K.** A film about the Munich Model.  
**Wegele, R.**  
 (2017)
- Stoßberger, A. M.** Mindfulness and meditation with youth using the example of the youth club Cosimapark of the Kreisjugendring Munich-City.  
 (2017)
- Fischbacher, M.** Mindfulness in the field of care for persons with disabilities. A project with mentally disabled and learning-disabled young women.  
 (2017)
- Steer, A. L.** Mindfulness and meditation with children and teenagers using the example of the Mittelschule Augsburg Herrenbach.  
 (2017)
- Wahlandt, P.** Mindfulness and meditation as a method of prevention and treatment of burnout.  
 (2017)
- Grimm, S.** Effects of meditation and mindfulness exercises on the well-being of children.  
 (2017)
- Maier, J.** “I am freaking out!” Chances and different ways – How can we implement mindfulness for children and youth displaying behavioural problem?  
 (2017)
- Hofmann, N.** Mindfulness with children and teenagers in the context of youth work using the example of the cooperation project between the youth club “Come in” and the Support Centre for children with special needs Weilheim.  
 (2017)
- Gut, L. V.** Social work and stress. Mindfulness meditation as a way to reduce stress.  
 (2017)
- Keppeler, C.** Mediation as a way to develop own health competencies using the example of nurses working in the impatient care.  
 (2017)
- Dukas, M.** Meditation and mindfulness in emergency department. A concept for nurses.  
 (2017)
- Schuster, M.** Methods of relaxation and mindfulness as a way of educational intervention for children displaying behavioural problems.  
 (2017)
- Käfer, M.** Mindfulness in remedial day care centres for children – Theoretical and conceptual thoughts for the daily routine of groups.  
 (2017)
- Maier, M.** Mindfulness with accompanied refugee children – Theoretical approaches and ways of implementation using the example of the communal accomodation for refugees of AGDW e.V. Stuttgart-Hofen.  
 (2017)

- Lemppenau, M.**  
**Schmelzer, A.**  
(2016) Mindfulness for primary-school pupils –  
A project for learning stress management.
- Zenker, A.**  
(2016) Meditation and Social Work.  
A way to strengthen professional behaviour?
- Uhl, A.**  
(2016) The relevance of meditation  
for children and youth in Social Work.
- Schimon, A.**  
(2016) “Who wants to be a great explorer? Let’s move!”  
Yoga for children as a health-promoting activity in kindergarten.
- Schröck, R.**  
(2016) Progressive muscle relaxation after Jacobson (PMR) –  
A preventive offer to foster the relaxation of children aged 6-10 years.
- Htagkonikou, D.**  
(2016) Religion as part of the human existence  
and its relevance for Social Work.
- Jaster, I.**  
(2016) Can mindfulness mediation help  
to deal with stress-induced health problems?
- Hornung, J.**  
(2015) Meditation as aesthetic medium in Social Work  
using the example of Transcendental Meditation (TM).
- Penning, N.**  
(2015) The effects of martial art in Social Work  
using the example of the Korean martial art Tang Soo Do.
- Maierbacher, R.**  
(2015) Mediation  
in Social Psychiatry.
- Beck, H.**  
(2014) Mindfulness meditation as aesthetic medium in Hospice Work.  
A project in the Johannes-Hospiz of the Barmherzige Brüder in Munich
- Gäbler, M.**  
(2014) Daoistic care of life  
as potential resource in Social Work.
- Jiwa, J.**  
(2013) Mediation as aesthetic medium  
using the example of treating chronic pain.
- Nachbar, B. V.**  
(2013) Yoga for children – One aspect of health education in primary school.  
Effects and ways of implementation.
- Hick, N.**  
(2012) Yoga for children  
as a health-promoting activity in Social Work.
- Hobbit, M.**  
(2012) Quality of life and health  
with the help of mediation.

## Master theses (selection)

- Gut, L. V.**  
(2019, Thesis not finished yet) Mindfulness and Meditation in a University setting – Opportunities, Limits and Implementation Options. A Qualitative Survey of University Teachers.

## Theses for the qualification and authorization to teach at a school – Lehramt LMU (Selection)

- Wittmann, D.**  
(2017) Meditation and mindfulness with children using the example of a study with pupils at a primary school.
- Friedrich, A.**  
(2017) Christian mediation in context of school
- Koster, K.**  
(2016) Can meditation practices support children to have a better stress management in their daily school routine and at home?
- Markwardt, S.**  
(2016) Vipassana-meditation after S. Goenka – Introduction and reflections about the implementation at school.
- Holz auf der Heide, E.**  
(2016) Meditation at primary school – Effects of mindfulness exercises on children displaying exam anxiety.
- Schaule, C. M.**  
(2016) Mindfulness in School Psychology: Relevance and ways of implementation
- Tschernov, M.**  
(2016) Yoga with children as an offer in aesthetic education.
- Czajka, L.**  
(2015) Effects of mindfulness on persons displaying behavioural problems in prisons
- Brzakovic, J.**  
(2015) Mindfulness at school – Model of the five phases
- Henkel, J. S.**  
(2015) How can Social Buddhism support learning at school? A project of a transition class in Munich.
- Hofbauer, C.**  
(2014) Meditation at school. Meditative elements as an important part of senior classes at grammar school.
- Reinecke, J.**  
(2014) Mindfulness for children with displaying behavioural problems. Opportunities and limits for the implementation in a primary school.
- Reckerzügl, M.**  
(2013) An educational concept of mindfulness – Changing the world with an open mind and body awareness.

## Doctoral theses / Ph.D. (LMU Munich)

**Stauss, J. F.**  
(2019, Thesis not finished yet)

Mindfulness and professionalizing teachers. Developing a systematic mindfulness concept for teacher training. Supervision: Professor C. Hansen (University of Passau), Professor A. de Bruin (Munich University of Applied Sciences).

**Schramm, A.**  
(2019, Thesis not finished yet)

MAMAS (Meditation and mindfulness at school). Effects on attention and well-being of students and on the atmosphere in the class. A quantitative and qualitative research study. Supervision: Professor E. Kiel (Ludwig-Maximilians-Universität (LMU) Munich), Professor A. de Bruin (Munich University of Applied Sciences).

