

# Module Manual

## Bachelor Program

## Social Work

Department of Social Work and  
Health

Coburg University of Applied  
Sciences

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## 1 Introduction to Bachelor Program in Social Work

Social Work promotes social change in our society towards more social justice and the realization of human rights. It empowers and supports people to make the best possible use of their own development opportunities. The objectives of social work accordingly lie in providing educational, training, health and leisure measures; in the prevention and in the elimination of social and psychosocial emergencies and disadvantages; and in political activities to improve social, cultural and legal living conditions.

The program in Social Work serves as a broad scientific qualification in the sense of imparting scientific foundations, methodological competence, and occupational qualification in the field of social work. It provides insight into the complex conditions of social development and human behavior and conveys a wide range of skills and methods on a sound scientific basis to be used in the field of social work.

Graduates of the program are able to

- identify the problems, needs, and wishes of the targets of social work on a broad and integrated scientific basis, to provide the most effective help possible.
- to recognize, reflect on, and solve questions of professional ethics.
- to do justice to the changing, multifaceted occupational fields in social work, to participate responsibly in their further development, and to critically analyze social requirements for competent social work activities.

In addition to subject-specific study goals, students are enabled to adopt new perspectives in interdisciplinary contexts, to cooperate with other disciplines, and to internalize the importance of lifelong learning. To this end, interdisciplinary connections between different courses of study are made possible within an innovative educational approach by means of correspondingly oriented modules (The Coburg Method). In these modules, teachers and students from different courses of study are brought together through suitable content and socially relevant topics, but also through corresponding teaching formats (e.g. interdisciplinary project work in the second and third semesters).

The program, accredited by ACQUIN with the cooperation of the Bavarian Ministry of Social Affairs, comprises 30 modules which are completed in seven standard study semesters including an internship semester. It leads to the academic degree 'Bachelor of Arts (B.A.)' and state certification as a social worker. Numerous options starting in the first semester give students the opportunity of adapting their study focus to their individual aptitudes and goals.

During the 5th, 6th and 7th semesters, students have the possibility of completing one of three accompanying programs parallel to their main program with one module each per semester. Upon successful completion, the accompanying program leads to an additional qualification.

## 2 Content structure

Content Structure for the BA Social Work Course

COBURG UNIVERSITY of Applied Sciences and Arts

	4 core modules ( <i>target markets, work fields and methods</i> ); 2 elective modules, bachelor's dissertation				
Semester 5-7	<i>Reference-Scientific Profiling</i>	<i>Voluntary Practice, co-qualification</i>	Social Management	Current discourse	Case Seminar
	Legal perspectives			Professional Identity	Interdisciplinary Profiling
	Internship semester ( <i>26 weeks full time incl. 5 study days</i> )				
Sem 3	Legal Perspectives	Community Work	Social Management including internship alongside studies	Theories of Social Work	Interdisciplinary Project
Sem 2	Human Science Perspectives	Social Group Work		Research Methods	
	Culture, Aesthetics, Media				
Sem. 1	Sociological Perspectives	Individual Social Assistance	Perception and Communication	Social World Foundations and Approaches	Interdisciplinary Perspectives
	<i>Reference-Scientific Perspectives</i>	<i>Forms of Action</i>	Professional Skills	Social Work Science	Interdisciplinary Studies

### 3 Module structure

HS Coburg - Course of study BA Social Work (from winter semester 2017/2018, dated 19/06/2018)																Page 1 of 2
Module	1st Semester					2nd Semester					3rd Semester					
	Hrs	ECTS	P	PG	FR	Hrs	ECTS	P	PG	FR	Hrs	ECTS	P	PG	FR	
Social Work Science 1: Foundations and Approaches Foundations (3), Lecture series (1)	4	6	schrP	2	2											
Social Work Science 2: Research Methods	1	-	-	-	-	3	6	schrP	2	2						
Social Work Science 3: Social Work Theories History of Theory (2), In Depth (1), Approaches Sociological Perspectives:											4	5	schrP	2	3	
Politics (2), Sociology (2), Social Medicine (2)	5	6	schrP	3	2											
Social Science Perspectives: Pedagogy (2), Psychology (4), Medicine (1)	2	-	-	-	-	5	8	schrP	3	2						
Culture, Aesthetics, Media Practice (2x2), Theory (1)	2	-	rarM	-	-	3	5	rarM, schrP	2	2						
Legal Perspectives 1 Individual Social Care Theory (2), Practice (1)	3	5	rarM, schrP or mdlP	2	2						6	5	schrP	2	3	
Social Group Work Theory (2), Practice (1) Community Work Theory (2), Practice (1)						3	5	rarM, schrP or mdlP	2	3						
Perception and Communication 1: Theory Con (2), P&O (1), Gtss (1), Tutorial (2)	5	7	rarM, schrP	2	3											
Perception and Communication 2: Practice Con (2), Conflicts (1), Resources (1)						2	-	rarM	-	-	2	5	schrP	2	3	
Social Management 1: Foundations and Techniques incl. Internship alongside studies						3	-	rarM	-	-	2	5	sP	2	3	
Interdisciplinary Perspectives Scientific Work (2), Personality Formation (2)	4	4	sP	2	3											
Interdisciplinary Project 1						5	6	sP	2	3						
Interdisciplinary Project 2											5	5	sP	2	3	
total	26	30	5	11		24	30	5	11		22	30				

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HS Coburg - Course of study BA Social Work (from winter semester 2017/2018, dated 19/06/2018)																Page 2 of 2
4th Semester = 26-week internship incl. 4 hours a week study																
Module	5th Semester					6th Semester					7th Semester					
	Hrs	ECTS	P	PG	FR	Hrs	ECTS	P	PG	FR	Hrs	ECTS	P	PG	FR	
Social Work Science 4: Professional Identity Career Athics (2) History (2)						4	5	schrP	4	9						
Social Work Science 5: Current discourse, innovative uses of theory, reconstruction of individual learning processes											1	5	schrP or mdIP or sP	3,5	9	
Legal Perspectives 2						6	5	schrP	5	9						
Social Management 2: Organisation and Knowledge Management	4	5	schrP	4	9											
Interdisciplinary Profiling Case seminar						4	5	sP	4	9						
Target group oriented in-depth module 1	5	10	schrP or mdIP or sP	6	9						1	5	sP	3,5	9	
Target group oriented in-depth module 2	5	10	schrP or mdIP or sP	6	9											
Methods / work field oriented in-depth module 1						5	10	schrP or mdIP or sP	6	9						
Methods / work field oriented in-depth module 2						5	10	schrP or mdIP or sP	6	9						
Relational studies profiling 2 of 5 (2)	2	5	schrP	2	9											
General and specialist elective module incl. Choice of languages											4	5	schrP or mdIP or sP	4	9	
Bachelor's dissertation											0	10	BA	12	9	
total	16	30	4	18		24	35	5	25		6	25	4	23		
Extra-curricular studies	4	5	mdIP or sP	1/3		4	5	mdIP or sP	1/3		4	5	mdIP or sP	1/3		
BA Bachelor's dissertation			mdIP	Oral exam		schrP	Written exam									
ECTS Credit Points			P	Examination performance		sP	Other exam									
FR The exam must be taken for the first time in this numbered semester			PG	Exam weighting for final grade		SWS	Hours per week in the semester									
rarM Regular, active and reflective participation																



## 4 Maternity Protection Act

According to § 10 para. 1 MuSchG, the Coburg University of Applied Sciences must determine, as part of the assessment of working conditions (§ 5 ArbSchG), which activities during studies are affected by maternity protection in terms of type, degree, and duration and therefore require special measures to protect pregnant and nursing students and their children. The universities are obliged to do this even if no pregnant and/or breastfeeding students are attending the courses at the time (risk assessment without cause).

The preparation of this risk assessment without cause is a fundamental employer obligation, i.e. the university itself is responsible for the proper preparation of the risk assessment (cf. the letter from the Bavarian State Ministry of Science and Art dated 20.11.2018 - R.4-M1161.1.0/74-10b/111 009 - in conjunction with the corresponding information sheet on risk assessment).

The following overview in this module handbook documents for the Bachelor Program in Social Work whether there are possible hazards for unborn life or nursing children in the context of the respective courses; the assessment of possible hazard potentials is carried out by the module supervisors using a "traffic light concept":

<b>Green</b>	=	The course is safe.
<b>Yellow</b>	=	Participation in the course requires verification on a case by case basis.
<b>Red</b>	=	The student may not participate in the course.

For each module / each associated elective (concerns Module 2.2 and Module 7.3), there is a risk assessment that can be viewed under *7 Risk assessment for maternity protection*.

Pregnant or nursing students have access to a corresponding counseling program for maternity protection - as needed / in case of questions about the risk assessment - from the Family Office of the Coburg University.

Module	Risk Assessment			Comments
Perception and Communication I	X			
Sociological Perspectives	X			
Social Work Science I	X			
Individual Social Assistance	X			
Interdisciplinary Perspectives		X		The module contains a subject catalog that is verified in detail. You can find a detailed overview in the Coburg Method.
Human Science Perspectives	X			
Culture, Aesthetics, Media		X		The module contains a subject catalog that is verified in detail. You can find a detailed overview in the department.
Social Work Science II	X			
Social Group Work	X			
Interdisciplinary Project I		X		The module contains a subject catalog that is verified in detail. You can find a detailed overview in the Coburg Method.
Social Work Science III	X			
Legal Perspectives I	X			
Perception and Communication II	X			
Social Management I		X		The Unit 2 Internship accompanying the program may in some cases result in risks according to letter C.
Community Work	X			
Interdisciplinary Project II		X		The module contains a subject catalog that is verified in detail. You can find a detailed overview in the Coburg Method.

Module	Risk Assessment			Comments
Practical Training 26 weeks		X		A risk assessment of the internship location must be performed.
Courses accompanying the internship	X			
Profiling Related Sciences	X			
Social Management II	X			
VM General and special psychiatric aspects / perspectives of social work for people with psychiatric illnesses	X			
VM Work with Dependency Patients	X			
VM Work with Seniors	X			
VM Work with the Homeless	X			
VM Gender-Specific Work with Boys and Men		X		A risk assessment is not necessary, since only male students participate in the module.
VM Social Work with Parents in Youth Welfare	X			
VM Adolescents as Part of an Aesthetic Project	X			
International Social Work, Social Development, and Vulnerable Groups	X			
VM Social Work with Adolescents	X			
VM Social Work with Children		X		Since projects with children are performed in practice, there needs to be corresponding testing (risk of infection).
VM Social Work with Girls and Women	X			

Module	Risk Assessment			Comments
VM Social Work for People with Disabilities		X		If there is an excursion to a practice facility, there is a possible risk as defined in letter C.
VM Social Work for People with Psychiatric Illnesses	X			
Legal Perspectives II	X			
Social Work Science IV	X			
Interdisciplinary Profiling		X		The module contains a subject catalog that is verified in detail. You can find a detailed overview in the Coburg Method.
VM Case Management	X			
VM Youth Work in Social Areas	X			
VM Clinical Social Work		X		Due to excursions, a test must be performed on a case by case basis.
VM Medical and Legal Perspectives for People with Disabilities	X			
VM Sexual Education	X			
VM Social Work in Addiction Treatment	X			
VM Experiential Education	X			
VM Improvisational Theater for Developing Creative Potential		X		
VM Child Protection Work	X			
VM Community. Makes. Humans.	X			
VM School Social Work		X		
VM Digitalization and Social Work	X			

Module	Risk Assessment			Comments
VM Music in Social Work			X	
Social Work Science V	X			
Case Seminar	X			
General and Specialized Scientific Compulsory Elective Module		X		The module contains a subject catalog that is verified in detail. You can find a detailed overview in the department.
Bachelor thesis		X		
<b>Accompanying program Management in Social Organizations</b>				
Organization	X			
Personnel	X			
Business and Law	X			
<b>Accompanying program Early Education and School Social Work</b>				
Theoretical Foundations and Introduction to Structures and Practice		X		
Action Approaches, Concepts, and Methods		X		Since a practice-based project is performed with students, examination must be performed on a case by case basis.
Quality, Evaluation, and Selected Methods		X		
<b>Accompanying program Person- and experience-based counseling</b>				
Theoretical Foundations and Introduction to Methods and Practice	X			
Relationship Work, Attention, and Process Indicators	X			
Process-Oriented Intervention and Conversation Structuring	X			

**Key:**

**Green** = harmless

**Yellow** = requires examination on a case by case basis

**Red** = student may not participate

## 5 Module Descriptions for Bachelor in Social Work

	<b>Module 1.1 Perception and Communication I</b> <b>Theory of conversation, perception and observation, group training of social skills</b>
Module coordinator	Dr. Michael Vogt
Semester order	Semester 1
Schedule	Respective winter semester
Work load in hours	175, of which 75 as in-class program (5 SWH) and 100 as self-directed study
ECTS credits	7
Associated courses	Unit 1: <b>Theory of Conversation</b> (2 SWH) Unit 2: <b>Perception and Observation</b> (1 SWH) Unit 3: <b>Group Training of Social Skills</b> (1 SWH) Unit 4: <b>Tutorial</b> (1 SWH)
Short Description	<p>The module imparts process-oriented fields of application, concepts, and specific procedures in the field of basic communication skills or key qualifications of social work. The module introduces the practical examination of the inner attitudes, forms of expression, problems and needs of clients, and the institutional framework of social work. The aim is to convey the competence to act and reflect for creating professional client contacts.</p>
Contents	<p><i>Theory of conversation</i></p> <ul style="list-style-type: none"> <li>• Characteristics of professional conversations against the background of models of interpersonal communication and their role in consulting</li> <li>• Importance of the relationship and general factors</li> <li>• Introduction to client-oriented conversation (view of human nature, historical development; central theoretical concepts; the process of change; skills and approaches of the professional; client activities; questions of "indication")</li> </ul> <p><i>Perception and observation</i></p> <ul style="list-style-type: none"> <li>• Getting to know and experiencing the differences in perception, description, interpretation, and transmission of verbal and non-verbal communication processes</li> <li>• Self-perception and external perception</li> </ul> <p><i>Group training of social skills</i></p> <ul style="list-style-type: none"> <li>• Practice-oriented deepening of knowledge, attitude, and goals of socially competent behavior</li> <li>• Design of change motivation for different client groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Practical training of socially competent behavior in role-playing with group and video feedback based on the behavior-oriented training of Hinsch &amp; Pfingsten in the three central areas of "enforcing justice," "clarifying relationships," and "soliciting sympathy."</li> </ul> <p><i>Tutorial</i></p> <ul style="list-style-type: none"> <li>• Foundations of moderation and presentation</li> <li>• Learning strategies and practical learning techniques</li> <li>• Methods of team work</li> </ul>
<p>Qualification objectives / skills</p>	<ul style="list-style-type: none"> <li>• Students will gain basic knowledge about models of verbal communication.</li> <li>• They will acquire knowledge on the basic factors that influence the way conversations are conducted with clients.</li> <li>• They will gain in-depth basic knowledge of a central approach to person-oriented conversation management as a theoretical basis for the seminar exercises that follow in the second semester. They will be able to apply this knowledge to their own attitude.</li> <li>• Students will have the ability to use conversation methods and techniques in relevant clinical and social work environments in a flexible and theoretically sound way.</li> <li>• Students will be able to distinguish between description and interpretation.</li> <li>• They will know about the importance of body language, facial expressions and gestures.</li> <li>• Based on their own experience, they will gain an understanding about the subjectivity of perception and their own emotional reactions.</li> <li>• They will learn about the significance of non-verbal signals for communication and group processes.</li> <li>• They will have a sensitized perception for information distortion.</li> <li>• They will become familiar with techniques and attitudes for self-exploration.</li> <li>• They will be able to deal with foreign perception and assessment.</li> <li>• Students will learn about group training of social skills as an effective training possibility for specific target groups.</li> <li>• They will be able to learn and use socially competent behavior as a personal resource in the professional interaction with the target group of social work.</li> <li>• They will have mastered the flexible and efficient use of role-playing, group, and video feedback to train socially competent behavior.</li> <li>• They will be experienced in and sensitized to group dynamic processes.</li> <li>• They will be able to assess communication situations directly with regard to socially competent behavior that has been achieved or is to be improved.</li> <li>• Students will become familiar with the learning conditions in their field of study as well as their own possibilities of influencing their learning success.</li> <li>• They will be able to reflect on their own motivation for studying social work.</li> <li>• Students will be able to moderate a controversial discussion on topics related to social work.</li> <li>• They will become familiar with the techniques of visualization and presentation.</li> <li>• Students will be able to apply the first techniques of team work while taking group dynamic processes into consideration (e.g. moderation and design of team discussions, preparation and execution of team meetings) after gaining practical insights into methods of team building.</li> </ul>



Teaching and learning formats	Seminar-type lectures, exercises
Testing	<p>Successful regular active and reflective participation in role playing required, keeping a reflection diary:</p> <p>"Group training of social skills" teaches students basic skills in dealing with the social work clients. This requires methods, tools, and techniques taught in theory as well as the practical transfer and practice of the contents taught in theory to case studies. Concrete planning of procedures and strategies in individual cases must be supplemented by their practical application through role-playing to acquire action skills. The practical exercises build on each other in terms of difficulty, so that continuous participation in the practical exercises is necessary to be able to follow the increasing differentiation of the action process. The group process among the students is also important, as it enables them to achieve the necessary familiarity to be able to engage in role-playing. For this reason, if it is not possible for students to participate in practical exercises in justified individual cases, the contents must be worked through. Make-up work is always done in coordination with the respective lecturer. For the make-up work, modification of the group training social skills must be prepared in writing while referring to a selected target group and be made available to the entire group as a handout.</p> <p>The unit "Perception and Observation" provides students with the foundations of human perception and its meaning. The courses are carried out in the form of research-based learning, so that the students themselves (actively) experience principles of perception through exercises, develop their own insights, and reflect on their own perception and its significance for the interaction with social work clients. The practical exercises build on each other in terms of difficulty, so that continuous participation in the practical exercises is necessary to understand the complexity of perception and observation. The group process among the students is also important, as it enables them to achieve the necessary familiarity to be able to engage in different exercises. For this reason, if it is not possible for students to participate in practical exercises in justified individual cases, the contents must be worked through. The content of the written make-up work is always coordinated with the respective lecturer and depends on the main focus of the missed course.</p> <p>Written examination (90 minutes)</p>

Module 1.2 Sociological Perspectives in Political Science, Sociology, Social Medicine	
Module coordinator	Dr. Claudia Lohrenscheit
Semester order	Semester 1
Schedule	Respective winter semester
Work load in hours	150, of which 75 as in-class program (5 SWH) and 75 as self-directed study
ECTS credits	6
Associated courses	Unit 1: <b>Sociology</b> (2 SWH) Unit 2: <b>Social Medicine</b> (1 SWH) Unit 3: <b>Political Science (emphasis on human rights)</b> (2 SWH)
Short Description	<p>The module provides basic perspectives of sociology, social medicine, and political science (focus on human rights) for the theory and practice of social work. Social conditions are revealed and analyzed as being shapeable and changeable through civil society and professional social work. As a test criterion for a desirable change, the question is posed as to what extent political and social work activities are conducive to sustainable human development and are oriented towards the protection and political principles of universal human rights.</p>
Contents	<p><i>Sociology</i></p> <ul style="list-style-type: none"> <li>• Basic understanding of society as a system of rule-oriented social relations (interactionism, communication, norm, deviation, social control, institution, social change, power and domination)</li> <li>• Social structure and causes of social inequality in Germany; structural conditions of life situations of social work recipients</li> <li>• Empirically founded and critical examination of the functional logic of a globalized service society</li> <li>• Critical reflection on the possibilities for action within social work in terms of professional and institutionalized support services</li> </ul> <p><i>Social medicine</i></p> <ul style="list-style-type: none"> <li>• Sociological concepts of health, disease, and disability; international organizations and divergent classification systems of diseases and disabilities</li> <li>• Presentation and critical analysis of the health care system and medical care structures in Germany</li> <li>• Basic social medical concepts and epidemiological foundation knowledge</li> </ul>

	<p><i>Politics (focus on human rights)</i></p> <ul style="list-style-type: none"> <li>• Principles of political promotion of sustainable human development e.g.: participation; equal opportunities</li> <li>• Categories and generations of human rights: civil, political, economic, social and cultural human rights</li> <li>• Formation of human rights</li> <li>• Freedom, equality (non-discrimination), and solidarity (inclusion)</li> <li>• Government accountability</li> <li>• The emergence and implementation of international instruments of human rights protection as a lesson in policy-making</li> <li>• Thematic transfer especially to social and health policy</li> </ul>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will gain professional knowledge of the collective characteristics of social relations, of central aspects of social inequality, and of the necessity of a critical interpretation of social change.</li> <li>• They will be able to reflect on social connections with regard to selected projects and fields of application in social work.</li> <li>• They will have the ability to provide a sociologically well-founded justification for various concepts of action in the field of social work.</li> <li>• Students will become familiar with the divergent international classification systems of diseases and disabilities and will reflect on the political negotiation process of their emergence.</li> <li>• They will gain an overview of the health care system and medical care structures in Germany and will reflect on the inherent character of social inequality.</li> <li>• Students will gain basic epidemiological knowledge and will be able to apply social medical terminology correctly.</li> <li>• Students gain knowledge of the instruments of national and international human rights protection (United Nations, Europe, Germany), as they have historically been developed and are currently being developed and implemented.</li> <li>• They will have studied political, economic, social, and cultural human rights; they will gain a basic knowledge of procedures for the implementation and control of human rights protection; and they will understand the political role of social work in this.</li> <li>• They will be familiar with human rights analysis criteria for reflecting on current social problems and will be aware of their applicability as policy principles.</li> <li>• They will have studied the criteria developed in the organs of human rights protection for assessing policy fields relevant to social work, especially German social and health policy, and will be able to reflect on this knowledge in terms of its significance for social work.</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar-type lectures</p>
<p><b>Testing</b></p>	<p>Written examination (90 minutes)</p>

Module 1.3 Social Work Science I Foundations and Approaches	
Module coordinator	Dr. Andreas Aue
Semester order	Semester 1
Schedule	Respective winter semester
Work load in hours	150, of which 60 as in-class program (4 SWH) and 90 as self-directed study
ECTS credits	6
Associated courses	Unit 1: <b>Basic Concepts and Questions in Social Work</b> (3 SWH) Unit 2: <b>Lecture Series: Basic Approaches in Social Work</b> (1 SWH) e.g.: empowerment, gender, life situations
Short Description	<p>In Unit 1, students will gain basic insight into the subject area, the terminology, and the attempts to systematize social work science and will be sensitized to questions of the mission and the social function of social work.</p> <p>The lecture series (Unit 2) will enable the students to present different theoretical approaches and perspectives relating to the practical and research fields of social work. The approaches show ways in which the profession and the discipline of social work can be reflected upon in a well-founded and scientific manner, both theoretically independently and via interdisciplinary references.</p>
Contents	<p><i>Basic concepts and questions of social work</i></p> <ul style="list-style-type: none"> <li>• Variety of terms: social system, social work, social pedagogy</li> <li>• social work vs "social" work</li> <li>• Target-oriented systematics of social work</li> <li>• Task-oriented systematics of social work</li> <li>• Process-oriented systematics of social work</li> <li>• Subject of social work</li> <li>• Mission and function of social work</li> <li>• Systems theory and social work</li> <li>• Organizations, providers, and institutions of social work</li> <li>• Scientific-theoretical foundations</li> <li>• Foundations and questions of professional identity</li> </ul> <p><i>Lecture series: Basic approaches in social work</i></p> <p><b>For example:</b></p> <p><i>Empowerment</i></p> <ul style="list-style-type: none"> <li>• Empowerment as support for the self-determination of the target group of social work in order to change stressful living conditions</li> <li>• Empowerment approaches and traditional lines of the empowerment discourse in the field between social movements and professional support concepts of self-determination of individuals, families, small groups, and communities</li> </ul>

	<ul style="list-style-type: none"> <li>• Presentation of specific empowerment methods</li> </ul> <p><i>Gender</i></p> <ul style="list-style-type: none"> <li>• Gender as an ambiguous category (e.g. gender identity, sexual orientation/identity)</li> <li>• Gender norms in different areas of life</li> <li>• Biological and constructivist gender conceptions</li> <li>• Historical and current discourse on gender issues based on fundamental texts by Simone de Beauvoir, Judith Butler, and others</li> </ul> <p><i>Life situations</i></p> <ul style="list-style-type: none"> <li>• Living conditions as an expression of the social, cultural and economic circumstances in which people live</li> <li>• Professional genesis and current significance of the life situation approach</li> <li>• Scope of life situations as analytical and preventive reference points <ul style="list-style-type: none"> <li>▪ Subjective dimension: Strengthening of biographical control competence and support for the independent life design of the targets of social work (correspondence with the approach to life management)</li> <li>▪ Objective dimension: Socio-political character of social work; opening up opportunities for the appropriation and design of living spaces</li> </ul> </li> <li>• Social science foundation of the life situation approach</li> </ul>
<p>Qualification objectives / skills</p>	<ul style="list-style-type: none"> <li>• Students will gain an understanding of the subject of social work science and will be able to situate this in the scientific debate.</li> <li>• Students are confident in using the basic concepts of social work science.</li> <li>• Students know the current state of discussion regarding the positioning of social work science in the field of other relevant sciences.</li> <li>• Students will be able to critically reflect on the mission and function of social work.</li> <li>• Students will be familiar with the organizations, providers, and institutions of social work.</li> <li>• Students will be familiar with basic scientific theoretical questions and positions.</li> <li>• Students will acquire the foundations to develop their professional identity.</li> <li>• Students will be able to use their acquired knowledge in a reflective way to access new fields of work and approaches in social work.</li> </ul>
<p>Teaching and learning formats</p>	<p>Seminar-type lectures / lecture series</p>
<p>Testing</p>	<p>Written examination (90 minutes)</p>

<b>Module 1.4 Individual Social Assistance</b>	
Module coordinator	Dr. Gunda Rohbeck
Semester order	Semester 1
Schedule	Respective winter semester
Work load in hours	125, of which 45 as in-class program (3 SWH) and 80 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Theory of Individual Social Assistance (2 SWH)</b> Unit 2: <b>Practice of Individual Social Assistance (1 SWH)</b>
Short Description	On the basis of the systemic approach, the different phases of the action process in social individual help are presented and practiced, and they will be reflected on in small group work and role playing using practical examples.
Contents	<ul style="list-style-type: none"> <li>• Start of the action process</li> <li>• Situational analysis</li> <li>• Contract work</li> <li>• Task processing</li> <li>• Evaluation</li> <li>• Ending the action process</li> <li>• Factors influencing the action process</li> <li>• Foundations of understanding</li> <li>• Selected methods, means, and techniques for goal- and process-oriented professional action.</li> <li>• Application-oriented action in individual social assistance</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will have the ability to design and implement an action process in individual social assistance.</li> <li>• They will apply goal and process oriented methods, means, and techniques.</li> <li>• Students will be able to orient their professional actions towards the respective requirements and individual needs of the participants in the action process.</li> <li>• Students will gain tolerance for ambiguity.</li> <li>• They will perceive and respect cultural influences in the action process.</li> <li>• They will perceive gender-dependent factors influencing the action process.</li> <li>• Students will reflect on their own professional action process.</li> </ul>
Teaching and learning formats	Seminar-type lectures, seminar, exercise
Testing	Regular active and reflective participation in role-playing is required: Individual social assistance teaches students basic skills in dealing with the targets of social work. This requires methods, tools, and techniques taught in theory as well as the practical transfer and practice of the contents taught in theory to case studies.

Specific planning of procedures and strategies in individual cases must be supplemented by their practical application through role-playing in order to acquire action skills. The practical exercises build on each other in terms of difficulty, so that continuous participation in the practical exercises is necessary to be able to follow the increasing differentiation of the action process. The group process among the students is also important, as it enables them to achieve the necessary familiarity to be able to engage in role-playing. For this reason, if it is not possible for the students to participate in practical exercises in justified individual cases, the contents must be worked through at least in writing.

Written examination (90 minutes)

<b>Module 1.5 Interdisciplinary Perspectives</b>	
Module coordinator	Dr. Daniel Herbe
Semester order	Semester 1
Schedule	Respective winter semester
Work load in hours	150, of which 60 as in-class program (4 SWH) and 90 as self-directed study
ECTS credits	6
Associated courses	Unit 1 (compulsory unit): <b>Scientific Work Level I</b> (2 SWH) Unit 2 (compulsory elective unit): <b>Personality Formation in the Interdisciplinary Context</b> (2 SWH)
Short Description	The module introduces the foundations of scientific work and conveys the conditions for successful interdisciplinary cooperation. It thus creates the basis for the modules "Interdisciplinary Project I & II".
Contents	<p><i>Scientific work Level I: Basic methodological competence</i></p> <p>To convey the basic skills of scientific work by working on a topic that is of interest to students across disciplines and academic programs.</p> <p><i>Personality development in an interdisciplinary context</i></p> <p>Teaching the ability to reflect and interdisciplinary competence on the basis of selected topics that do not originate from the usual subject catalog of the participating students' academic programs, but instead illuminate certain aspects of interdisciplinary relevance</p>
Qualification objectives / skills	<p><i>Basic methodological competence in scientific work</i></p> <ul style="list-style-type: none"> <li>• Students will become familiar with the specifics of the learning space at Coburg University of Applied Sciences.</li> <li>• They will be able to use media adequately and judge their quality (media competence).</li> <li>• Students will know and understand the criteria and principles of scientific work: <ul style="list-style-type: none"> <li>▪ scientific research in libraries, via search engines and databases, and on the internet;</li> <li>▪ basics of scientific methods (statistical foundations, measuring and evaluation, representation of findings, presentation, interpretation, and communication of findings).</li> </ul> </li> <li>• They will know the scientific historical foundations as well as scientific theories and will understand basic solution perspectives.</li> <li>• Students will be familiar with written formats and will be able to use them (reports, protocols).</li> <li>• Students will be familiar with the basics of designing presentations, especially Power Point slides, and will be able to apply them.</li> </ul>



	<p><i>Competence of reflection</i></p> <ul style="list-style-type: none"> <li>• Self-competence <ul style="list-style-type: none"> <li>▪ Students will understand their own motivations, thought patterns, and thought processes.</li> <li>▪ They will perceive themselves as persons and take a differentiated attitude towards their own thought and knowledge processes as well as their own physical, psychological, and social resources.</li> </ul> </li> <li>• Interaction skills <ul style="list-style-type: none"> <li>▪ Students will understand the motivations, thought patterns and thought processes of other people.</li> <li>▪ They will deal with other people and disciplines in a reflective and attentive manner.</li> </ul> </li> </ul> <p><i>Interdisciplinary skills</i></p> <ul style="list-style-type: none"> <li>• Students will understand the causes and challenges of a world with differentiated disciplines.</li> <li>• They will understand the significance of interpersonal and interdisciplinary communication for solving complex problems.</li> <li>• They will accept different results and tolerate diversity (tolerance of ambiguity).</li> </ul>
Teaching and learning formats	Seminar-type lectures, seminar, exercise
Testing	Written portfolio to accompany program (10-15 pages)

Module 2.1 Human Science Perspectives on Pedagogy, Psychology, Medicine	
Module coordinator	Dr. Christine Kröger
Semester order	1 <sup>st</sup> and 2 <sup>nd</sup> semesters
Schedule	Each winter and summer semester
Work load in hours	200, of which 105 as in-class program (7 SWH) and 95 as self-directed study
ECTS credits	8
Associated courses	Unit 1: <b>Pedagogy</b> (2 SWH, 2nd semester) Unit 2: <b>Psychology</b> (2 SWH in 1st semester and 2 SWH in 2nd semester) Unit 3: <b>Medicine</b> (1 SWH, 2nd semester)
Short Description	The module provides basic perspectives of pedagogy, psychology, and medicine/health science for the theory and practice of social work.
Contents	<p><i>Pedagogy</i></p> <ul style="list-style-type: none"> <li>• Presentation of pedagogy as an action-oriented science of human education and socialization</li> <li>• Introductory field determinations of socialization-driven influences in the field of social work</li> <li>• Theory and model development in pedagogy and its significance for social work</li> <li>• Selected classics and theories of pedagogy</li> <li>• Strategies for action in education in the field of social work</li> </ul> <p><i>Psychology</i></p> <ul style="list-style-type: none"> <li>• Presentation of psychology as an empirical science of human experience and behavior (interest in knowledge, research methods)</li> <li>• Basic perspectives (depth psychological - psychoanalytic, behavioral, and humanistic)</li> <li>• General psychological foundations (perception, memory)</li> <li>• Basic psychological structures of experience and behavior</li> <li>• Basic psychological branches and their view of human nature</li> <li>• Theories and models of developmental psychology and their application (life-phase-specific issues and developmental tasks; factors promoting and impeding development; development of attachment, identity, and moral behavior)</li> </ul> <p><i>Medicine</i></p> <ul style="list-style-type: none"> <li>• Presentation of medicine and health science as sciences of the bio-psycho-social well-being of the human being</li> <li>• Basic terms of medical terminology</li> <li>• Human science terms and concepts of health, illness, and disability</li> </ul>

	<ul style="list-style-type: none"> <li>• Bio-psycho-social health/illness model</li> <li>• Psychosomatic and somatopsychic diseases</li> <li>• Model development for health promotion in the context of social work</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• The students will become familiar with basic pedagogical principles of professional action (e.g. develop, promote, guide) and their importance for social work.</li> <li>• They will have knowledge about educational goals and styles, socialization patterns, and value development, and they will be able to reflect on this knowledge in terms of its importance for social work.</li> <li>• They will know about the fundamental processes of change and their significance in the biographies of social work targets.</li> <li>• Students will be able to recognize, classify, and evaluate the basics of pedagogical trends.</li> <li>• The students will be familiar with the essential research methods of psychology.</li> <li>• They will have acquired central psychological foundations and be able to classify and reflect on their significance for the theory and practice of social work.</li> <li>• They will be acquainted with the essential psychological branches and their significance for social work.</li> <li>• Students will have an overview of human development and know important theories and models, and they will be able to assess and classify the relevance of this basic knowledge of developmental psychology for social work.</li> <li>• Students will have mastered the most important medical terminology.</li> <li>• They will have knowledge of the most important definitions, terms and concepts concerning health, illness, disability, prevention, health promotion, and salutogenesis.</li> <li>• They will have basic knowledge of the bio-psycho-social model of disease.</li> <li>• They also will have knowledge of the most important diseases and medical disorders and their significance for social work.</li> </ul>
Teaching and learning formats	Seminar-type lectures, seminar, exercise
Testing	Written examination (90 minutes) End of 2nd semester

<b>Module 2.2 Culture, Aesthetics, Media</b>	
Module coordinator	Dipl. Social ped. (FH) Michaela Musenja
Semester order	1 <sup>st</sup> and 2 <sup>nd</sup> semesters
Schedule	Each winter and summer semester
Work load in hours	125, of which 75 as in-class program (5 SWH) and 50 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Practical Group 1</b> (2 SWH, 1st semester) Unit 2: <b>Practical Group 2</b> (2 SWH, 2nd semester) Unit 3: <b>Artistic – Aesthetic Methods in Social Work</b> (1 SWH, 2nd semester)
Short Description	This module serves to teach and explore the aesthetic dimension in social work, its effect on the perception of the world, the interaction with other people, and on personality development.
Contents	<p><i>Practice Group 1</i></p> <ul style="list-style-type: none"> <li>• Foundations of aesthetic education</li> <li>• Getting to know and experiencing an aesthetic procedure, e.g. in the following areas: body, movement and dance / music and rhythmic / art and visual design / literature and language / play, interaction, and theater / technical media and mass media</li> <li>• Your own artistic-aesthetic practice in one of the mentioned areas</li> <li>• Reflection and analysis of aesthetic perception and design processes</li> <li>• Importance of an aesthetic approach to the design of social relations</li> <li>• The significance of aesthetic procedures for human expression</li> </ul> <p><i>Practice Group 2</i></p> <ul style="list-style-type: none"> <li>• Possibilities for a theory-practice transfer of aesthetic procedures for method development</li> <li>• Getting to know and experiencing an aesthetic procedure, e.g. in the following areas: body, movement and dance / music and rhythmic / art and visual design / literature and language / play, interaction, and theater / technical media and mass media</li> <li>• Internalization and expansion of an aesthetic procedure and its targeted use in social groups and social situations</li> <li>• Mediation and development of concepts in dealing with aesthetic procedures and issues</li> </ul> <p><i>Artistic and aesthetic methods in social work</i></p> <ul style="list-style-type: none"> <li>• Aesthetics - Aesthetic education and social work - Definition and delineation</li> <li>• The artistic and aesthetic practice in social work</li> </ul>

	<ul style="list-style-type: none"> <li>• Aesthetic research</li> </ul>
<b>Qualification objectives / skills</b>	<ul style="list-style-type: none"> <li>• Students will gain knowledge and skills in at least one aesthetic procedure that they have already applied themselves.</li> <li>• Students will be able to initiate, support, and reflect on aesthetic perception and design processes.</li> <li>• Students will have experienced themselves in aesthetic practice and will have developed new creative, innovative thoughts, which they can implement in their everyday life in a self-determined way and use when dealing with people and creating concepts etc.</li> <li>• Students will be able to theoretically justify the chosen aesthetic approach.</li> <li>• They will be able to decide in which social situations and for which issues the learned approach can be applied.</li> <li>• Students will be familiar with the strengthening effect of an aesthetic approach on personality development.</li> <li>• Students will be able to apply exercises of the aesthetic approach specifically to different social groups and social situations.</li> <li>• They will be able to transfer theory to practice and develop a methodology for interacting with different target groups in social work.</li> <li>• Students will have the foundations to develop concepts with aesthetic approach for social groups and social situations.</li> <li>• Students will be able to describe and reflect on their own aesthetic practical experience against the background of professional issues in social work.</li> <li>• Students will have a basic understanding of art historical contexts.</li> <li>• They will be able to recognize the functions and effects of aesthetic communication processes in society.</li> <li>• They will have the ability to analyze aesthetically communicated signs and messages.</li> </ul>
<b>Teaching and learning formats</b>	Seminar-type lectures, seminar, exercise
<b>Testing</b>	Successful regular active and reflective participation in the application of aesthetic procedures: Written examination (90 minutes) End of 2nd semester

Module 2.3 Social Work Science II Research methods	
Module coordinator	Acad. Counsel Gerald Jose
Semester order	1 <sup>st</sup> and 2 <sup>nd</sup> semesters
Schedule	Each winter and summer semester
Work load in hours	150, of which 60 as in-class program (4 SWH) and 90 as self-directed study
ECTS credits	6
Associated courses	Unit 1: <b>Foundations of Empirical Research</b> (1 SWH, 1st semester) Unit 2: <b>Research and Analysis Methods</b> (3 SWH, 2nd semester)
Short Description	The module provides profound knowledge of established methods in the field of empirical practical research.
Contents	<ul style="list-style-type: none"> <li>• Practical relevance of empirical research for social work</li> <li>• Basic concepts of empirical research: explain and understand</li> <li>• Research question, research strategies, and forms of empirical evaluation</li> <li>• Quality criteria of quantitative and qualitative research</li> <li>• Research planning and process</li> <li>• Qualitative research methods: Sample selection, open observation, open surveys, group discussion</li> <li>• Qualitative analysis methods: qualitative content analysis, analytical case understanding, documentary method, empirical type formation</li> <li>• Quantitative research methods: Sample selection, structured observation, standardized questionnaire</li> <li>• Quantitative analysis methods: Data entry and processing, descriptive evaluations (measures of central tendency and dispersion), bivariate measures of correlation (significance, covariation/correlation), risks of bivariate procedures, and outlook on multivariable methods</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will be aware of the conditions and forms of the emergence of empirical research results.</li> <li>• Students will be able to independently and scientifically plan the answer to a simple empirical research question related to the practice of social work and to critically reflect on practical questions of the research process in social work.</li> <li>• Students will be able to use the acquired knowledge for application- and process-oriented questions.</li> <li>• Students will have a basic understanding of formative and summative evaluation.</li> </ul>
Teaching and learning formats	Seminar-type lectures, seminar, exercise
Testing	Written examination (90 minutes) End of 2nd semester

<b>Module 2.4 Social Group Work</b>	
Module coordinator	Torsten Dohnalek M.A.
Semester order	Semester 2
Schedule	Respective summer semester
Work load in hours	125, of which 45 as in-class program (3 SWH) and 80 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Theory of Social Group Work (2 SWH)</b> Unit 2: <b>Practice of Social Group Work (1 SWH)</b>
Short Description	The course imparts basic knowledge of social group work and group pedagogy, specific knowledge of social psychology in order to be able to act professionally in and with groups, as well as action skills for dealing with groups in various fields of social work.
Contents	<p><i>Theory of social group work</i></p> <ul style="list-style-type: none"> <li>• Introduction to the foundations (history, subject)</li> <li>• Principles and objectives social group work</li> <li>• Theme-centered interaction as a model and method of social group work</li> <li>• Group processes and group phases</li> <li>• Group structures / sociometry</li> <li>• Group leadership, group management</li> <li>• Group approaches and areas of application of applied group dynamics</li> <li>• Special forms of work: Social competence training, anti-aggression training, psychotherapy groups, social group work according to § 29 SGB VIII (German Social Security Code), experience-based education</li> </ul> <p><i>The practice of social group work</i></p> <ul style="list-style-type: none"> <li>• Testing of group dynamics and group pedagogical methods / techniques</li> <li>• External and self-perception in the group, feedback methods, group process analysis</li> <li>• Management and design of the group: <ul style="list-style-type: none"> <li>• Initial phase and topic identification</li> <li>• Moderation and discussion management in groups</li> <li>• Design of group processes</li> <li>• Intervention repertoire of group management</li> <li>• Dealing with conflict and resistance</li> <li>• Designing final situations</li> </ul> </li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will be familiar with the subject matter of "social group" and "social group work."</li> <li>• Students will be familiar with the historical roots of social group work, basic goals, structures, processes in groups, as well as theory and potential applications of selected models and methods in working with groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will be able to apply the findings of small group research and group pedagogy to practical work with groups.</li> <li>• They will have the knowledge and skills to moderate and shape group processes even in difficult group situations.</li> <li>• Students will be trained in self-perception and external perception in groups.</li> <li>• Students will have the competence to build a trusting, sustainable professional relationship with group members; they will gain empathy, contact, communication, and conflict management skills.</li> <li>• Students will be capable of observation, criticism, and reflection and have the ability to perform metacommunication.</li> <li>• They will consciously reflect on cultural values and will be sensitized to culturally determined patterns of perception and communication.</li> <li>• Students will be able to apply the methods and techniques of social group work in a flexible and theoretically sound manner.</li> </ul>
<b>Teaching and learning formats</b>	Seminar-type lectures, seminar, exercise
<b>Testing</b>	<p>Successful regular active and reflective participation in group exercises (moderation):</p> <p>Social group work teaches students basic skills in dealing with groups within social work. This requires methods, tools, and techniques taught in theory as well as the practical transfer and practice of the contents taught in theory. Concrete planning of procedures and action strategies must be supplemented by their practical application to acquire action skills. The practical exercises build on each other, so that a continuous participation in the practical exercises is necessary to be able to follow the increasing differentiation of the action process. The group process within the students is also important, as it enables them to achieve the necessary familiarity to be able to engage in the exercises.</p> <p>Written examination (90 minutes)</p>



<b>Module 2.5 Interdisciplinary Project I</b>	
Module coordinator	Dr. Michael Lichtlein
Semester order	Semester 2
Schedule	Respective summer semester
Work load in hours	150, of which depending on project model 15 as in-class program (1 SWH) and 135 as self-directed study 60 as in-class program (4 SWH) and 90 as self-directed study 75 as in-class program (5 SWH) and 75 as self-directed study
ECTS credits	6
Associated courses	Unit 1: <b>Interdisciplinary Case Study</b> (depending on project model 1 SWH or 4 SWH or 5 SWH)
Short Description	The module must be taken in conjunction with the module "Interdisciplinary project II" in the 3rd semester and is usually carried out together with students from different study programs. The focus lies on the independent self-conception and implementation of a project by the students. They will learn to analyze complex tasks and problems from a practical field that is also relevant to their own field of study, to structure them, and to work out solutions together. Knowledge and abilities from one's own field of study will be updated and applied in a practical setting, and at the same time, they will be specified, restructured and implemented particularly in terms of interdisciplinary aspects. The module also builds upon the principles and techniques of scientific work in the "Interdisciplinary Perspectives" module in the 1st semester and expands on them. The teachers act as project managers, i.e. they manage and moderate the process and are available to the students as experts and as teachers / team coaches.
Contents	<ul style="list-style-type: none"> <li>• Complete completion of an authentic project task by students, which is characterized by its clear proximity to future requirements in the working world.</li> <li>• Promotion of communication and cooperation skills through teamwork; reflection of group processes</li> <li>• Professional and interdisciplinary change of perspective to recognize the added value and synergy effects of interdisciplinary forms of work</li> <li>• Project Management</li> <li>• Differentiated learning processes (e.g. theory-practice transfer, specific quality assessment, individual or team-based learning reflection)</li> </ul>
Qualification objectives / skills	<p><i>Methodological competence (Scientific work Level II)</i></p> <ul style="list-style-type: none"> <li>• Students will be familiar with and understand the factors of successful teamwork and be able to implement methods and rules of successful teamwork in practice.</li> <li>• Students will recognize the practical relevance of subject-specific theories and models and will be able to use their skills in defined practical contexts. Students will be able to document, structure, and prepare project results according to scientific criteria and present them to target groups.</li> </ul>

	<p><i>Technical and interdisciplinary skills</i></p> <ul style="list-style-type: none"> <li>• Students will be familiar with the binding standards of professional oral and written communication and apply them appropriately.</li> <li>• Students will be able to reflect value-related aspects in an interdisciplinary perspective (e.g. social justice, sustainability)</li> <li>• Students will be able to intensify and apply disciplinary skills (knowledge and skills) in a project-related manner.</li> <li>• Students will be able to single out and verify disciplinary theories, models, and concepts and compare them with interdisciplinary solutions and verify them</li> <li>• Students will be able to mark, explain, and actively use changes in perspective</li> </ul> <p><i>Personal skills</i></p> <ul style="list-style-type: none"> <li>• Students will be motivated to consciously take on other professional perspectives.</li> <li>• Students will be able to communicate in an interdisciplinary context.</li> <li>• Students will be familiar with the binding standards of professional oral and written communication and apply them appropriately.</li> <li>• Students will be able to transfer and apply scientific knowledge appropriately in project-related situations and contexts.</li> <li>• Students will be able to use technical and scientific language and reflect critically on its use.</li> <li>• Students will be able to reflect on their own problem resolution behavior and actions and regulate them</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar-type lectures, seminar, exercise; in generally in team teaching with teachers from different academic programs / branches</p>
<p><b>Testing</b></p>	<p>Successful regular active and reflective participation required in project organization:</p> <p>Students will develop the project-specific theoretical foundations necessary for practical implementation. This requires continuous participation of all project participants. The group process (transfer of tasks in small groups) is of special importance in that it develops and expands methodological skills (e.g. agreements, discussion, results) and reflexive skills important for the fulfillment of the projects. This means that it is necessary for students to be present so that all project participants can acquire the subject-specific skills; at the same time, the subject-specific acquisition of skills depends on the presence of the other participants. For this reason, if in a justified individual case, students are not able to participate, the contents must be prepared in writing (after coordination with the project management). The forms of work, methods, and techniques taught in the theoretical and practical units are expanded to include job-specific aspects and practical applications in the context of a project report accompanying the semester. The project reports required in the course of the module thus ensure that the students are able to deal with the expansion of their methodological and socio-pedagogical skills in a targeted manner</p>

	Written project report (5-15 pages)
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Module 3.1 Social Work Science III Theories of Social Work	
Module coordinator	Dr. Veronika Hammer
Semester order	Semester 3
Schedule	Respective winter semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	<p>Unit 1 (compulsory unit): <b>History of Theory</b> (2 SWH)</p> <p>Unit 2 (compulsory elective unit): <b>Deepening of Basic Approaches</b> (1 approach of 1 SWH must be taken)</p> <p>Unit 3 (compulsory elective unit): <b>Consolidation of Fundamental Theoretical Approaches</b> (one theory of 1 SWH each must be taken)</p>
Short Description	<p>Unit 1: The focus lies on an overview of scientific theoretical foundations and main theoretical lines of development of social work.</p> <p>Unit 2: Students can select from the approaches to social work presented in the lecture series of Module 1.3 (1st semester). This is to intensify these approaches, as they pave the way for a discussion of theories of social work.</p> <p>Unit 3: A spectrum of relevant theories of social work is offered. The selection of individual theoretical approaches makes it possible to deepen and reflect on them.</p>
Contents	<p><i>History of theory</i></p> <ul style="list-style-type: none"> <li>• Scientific-theoretical foundations</li> <li>• Scientific criteria</li> <li>• (In)dependence of science and scientists</li> <li>• Ideology vs. theory</li> <li>• Overview of the main theoretical lines of development</li> <li>• The "Ancestors" (Diesterweg, Nohl, Natorp)</li> <li>• The (long forgotten) "Foundresses" (Solomon, von Arlt)</li> <li>• "Race Doctrine and National Community" in National Socialism (e.g. Muthesius)</li> <li>• The "Postwar new founders" (Scherpner, Mollenhauer)</li> <li>• The "Rationalist" (Rössner)</li> <li>• The "Renewer" (Mollenhauer, Khella)</li> <li>• The "(Pre)Current" (Wendt, Engelke, Kleve)</li> </ul> <p><i>Deepening of basic approaches</i></p> <p><b>For example:</b></p> <p><i>Diversity</i></p> <ul style="list-style-type: none"> <li>• Diversity and difference in lifestyles and life plans and recognition of diversity for the inclusion of minorities and marginalized groups</li> </ul>

### *Empowerment*

- Empowerment as support for the self-determination of the target group of social work to change stressful living conditions...

### *Social space orientation*

- The social space orientation as a reflexive theory is the attempt to orient professional help more strongly towards the will and resources of people, to provide them with efficient use of means, to orient the help consistently towards need, and to overcome specialization. (see HINTE 2017:25)
- In doing so, it removes the distinction between case work, social group work, and community work and integrates them into a multi-layered theory and action approach. (see FRÜCHTEL/CYPRIAN/BUDDE 2013:25)

### *Gender*

- Gender as an ambiguous category (e.g. gender identity, sexual orientation/identity) and gender norms in different areas of life ...

### *Inclusion*

- As a human rights principle and an element of protection against discrimination on the basis of the UN Disability Rights Convention as well as a design principle in pedagogy and social work with instruments such as accessibility, easy language, universal design, or reasonable precautions...

### *Life situations*

- Life situation as an expression of the social, cultural, and economic living conditions of people, and the scope of life situations as subjective and objective dimensions ...

### *Deepening of basic theories*

#### **For example:**

#### *Bio-psycho-social approach*

- Bio-psycho-social approach as an integrative framework for a holistic perspective of clients of social work and their problems
- Foundations of the bio-psycho-social paradigm
- Disease and health as a dynamic process determined by the interactions between biological, psychological, and social processes

#### *Theory of needs and social problems (Staub-Bernasconi)*

- Metatheoretical level: Paths to knowledge
- Object theory level: Social problems and definition of needs
- Ethical level: Values, basic ethical attitude

	<ul style="list-style-type: none"> <li>• Explanatory, normative action theory level: Assessment of the level of action and intervention</li> <li>• Level with special practice-oriented theories of action</li> </ul> <p><i>Theory of the lifeworld (Thiersch)</i></p> <ul style="list-style-type: none"> <li>• Phenomenological analysis</li> <li>• Theoretical approaches: Phenomenology, praxeology, modernization theories</li> <li>• Social work as part of the welfare state principle</li> <li>• Reconstruction of the lifeworld and challenges posed by new social inequalities</li> <li>• Solutions: Professionalism and interference, creation of human experience, claim to social justice</li> </ul> <p><i>Systemic-constructivist theoretical approach (Kleve, Lüssi)</i></p> <ul style="list-style-type: none"> <li>• Foundations of modern systems theory (Luhmann) and constructivism (von Glasersfeld, Maturana, Varela)</li> <li>• Central concepts (e.g.: system, autopoiesis, self-referentiality, reality, complexity, coupling)</li> <li>• Action perspectives and methodological understanding in relation to social work (Kleve, Lüssi)</li> </ul>
<p>Qualification objectives / skills</p>	<ul style="list-style-type: none"> <li>• Students will get an overview of the field of theoretical-historical and scientific theoretical contexts in Social Work Science.</li> <li>• They will become familiar with the current state of discussion regarding the subject matter and concepts in social work science.</li> <li>• Students will become familiar with selected approaches and theories of social work.</li> <li>• Students will be able to assess the fundamental relevance of these approaches and theories for the professional and academic field of social work and will represent them during interdisciplinary discourse.</li> <li>• They will be aware of the mission and function of social work and will have a basis for developing their professional identity.</li> </ul>
<p>Teaching and learning formats</p>	<p>Seminar-type lectures</p>
<p>Testing</p>	<p>Written examination (90 minutes)</p>

	<b>Module 3.2 Legal Perspectives I</b> <b>Introduction to law, methods of finding justice, family law, child and youth welfare law</b>
Module coordinator	Dr. Eckhardt Buchholz-Schuster
Semester order	Semester 3
Schedule	Respective winter semester
Work load in hours	125, of which 90 as in-class program (6 SWH) and 35 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Introduction to Law and Methods of Finding Justice</b> Unit 2: <b>Family Law</b> Unit 3: <b>Child and Youth Welfare Law</b>
Short Description	In addition to basic knowledge of craftsmanship and legal methodology, the students acquire knowledge of legal provisions relevant to a classic core area of social work (ASD) and reflect on it "on the case", so that students are able to apply them legally in their future practice.
Contents	<ul style="list-style-type: none"> <li>• Knowledge of and reflection on foundations and current problems of the relevant constitutional law, family and youth welfare law, including current legislative projects and migration law references</li> <li>• Differentiation between the basic legal provisions relating to providers, employees, and clients in civil and public law</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will have a basic understanding of the methodology of law.</li> <li>• They will have the ability to integrate relevant legal frameworks into their practical work.</li> <li>• They will develop a feeling for legal relevance and problems.</li> <li>• Students will have the ability to transfer legal premises into practice.</li> <li>• Students will have an awareness of the ethical foundations and interdependencies of the law and the ability to criticize applicable law and legal policy projects.</li> <li>• They will have an awareness of intercultural and cross-border issues (especially regarding the scope of relevant laws and existing service catalogs).</li> <li>• Students will have an awareness of the problems with regard to gender-specific relevance and differentiations in the applicable law (e.g. with regard to the design of youth welfare services).</li> <li>• They will have the ability to deal competently with relevant media and information sources (e.g. specialist commentaries, journals, relevant legal offers on the internet).</li> <li>• Students will be able to reflect on methods, e.g. with regard to</li> </ul>

	possibilities and limitations of historical, grammatical, systematic, and teleological interpretations of psychosocial issues.
Teaching and learning formats	Seminar-type lectures
Testing	Written examination (90-120 minutes)



Module 3.3 Perception and Communication II Practice of Conversation, Conflicts, Resources	
Module coordinator	Dr. Michael Vogt
Semester order	2 <sup>nd</sup> and 3 <sup>rd</sup> semesters
Schedule	Summer and winter semester each
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Practice of Conversation</b> (2 SWH, 2nd semester) Unit 2: <b>Conflict Management and Mediation</b> (1 SWH, 3rd Semester) Unit 3: <b>Techniques of Resource Mobilization</b> (1 SWH, 3rd Semester)
Short Description	The module deepens the basic experience gained in the module "Perception and Communication I" in the 1st semester concerning the importance of professional action in social work and teaches social, ethical, self-reflective, and action skills in dealing with target-specific needs and conflict situations. A resource-oriented basic attitude is practiced and reflected upon in various fields of work.
Contents	<p><i>Practice of conversation</i></p> <ul style="list-style-type: none"> <li>• Drafting a conversational contract under consideration of the consulting relationship</li> <li>• Design of initial and follow-up professional counseling sessions taking into account the characteristics and specifics of the setting</li> <li>• Inclusion of feelings in interpersonal relationships and promotion of the client's emotional regulation</li> <li>• Deepening emotional experience contents and their verbalization</li> <li>• Differentiation between the client's main topic and the topic presented</li> <li>• Fostering relationships (practical teaching of care and empathy)</li> <li>• Skills in the implementation of person-related basic attitudes (acceptance-appreciation, congruency-genuineness)</li> </ul> <p><i>Conflict Management and mediation</i></p> <ul style="list-style-type: none"> <li>• Getting to know areas of conflict in non-profit organizations</li> <li>• Development of conflict definition and types, including various models for conflict dynamics and escalation</li> <li>• Theoretical introduction to concepts of conflict management (e.g. non-violent communication, the win-win method, the Harvard concept of proper negotiation, mediation)</li> <li>• Requirements and procedure of mediation</li> <li>• Skills and tasks of the mediator</li> </ul> <p><i>Resource mobilization techniques</i></p>

	<ul style="list-style-type: none"><li>• Getting to know the principles and practice of case work consistently oriented towards strengths and resources (empowerment in case work)</li><li>• Motivation and will as a starting point for strength-oriented social work</li><li>• Resource-oriented identification and design of helpful social contexts of addressees</li><li>• Visualization of networks</li><li>• Development of resource maps for the successful design of support processes as part of everyday-oriented concepts of social work</li><li>• Introduction of an assistance procedure to focus on the problem-solving potential of private networks</li></ul>
<b>Qualification objectives / skills</b>	<ul style="list-style-type: none"><li>• Students will be able to combine experience and insights in basic social work skills and basic theoretical knowledge in conversation management from the first semester with skills in the application of basic conversation management techniques.</li><li>• They will be able to design conversation contracts in consideration of the counseling relationship and to take into account the characteristics and specifics of the setting.</li><li>• They will know and have mastered conversational techniques such as paraphrasing, active listening, and focusing on emotional experiences.</li><li>• They will be capable of using basic emotionally regulating conversation interventions with a personalized attitude.</li><li>• They will have the knowledge to deepen the emotional content of experiences and verbalize it, and they will have the skills to implement basic personal attitudes (acceptance-appreciation, congruence-authenticity) to promote relationships (practical teaching of affection and empathy).</li><li>• Students will be able to recognize and distinguish between the causes and areas of conflict.</li><li>• They will be able to assess the development of a conflict spiral and to counteract escalation by using appropriate interventions.</li><li>• They will have the methodological skills of conflict management and be able to apply them to the situation.</li><li>• Students will know areas of application, prerequisites, and the process of mediation.</li><li>• They will be sensitive to (their own) conflict behavior in everyday working life.</li><li>• They will be able to bring in an all-party basic attitude towards different expectations and interests.</li><li>• Students will be able to apply theoretical knowledge regarding the importance of resources and strengths for the successful design of support processes within the framework of everyday-oriented concepts of social work.</li><li>• They will be able to differentiate between the will and wishes of clients and to assess their significance for support processes.</li><li>• Students will be able to apply techniques of resource mobilization and accompany them in the format of the addressees.</li><li>• Students will have basic knowledge and skills in coordinating a help planning process in which the ideas of the lifeworld are mobilized against the background of the help planning task, and the professionals will see themselves primarily as informants.</li><li>• They will be able to design help processes that take into account lifeworld aspects (place, time, staff composition, language, family-typical openings and procedures), using techniques, and methods of resource mobilization.</li></ul>

	<ul style="list-style-type: none"><li>• They will be able to differentiate self-reflectively between their own solution ideas and the support of addressees in the development of change strategies.</li><li>• They will be able to sensitively perceive the importance of cultural values.</li></ul>
Teaching and learning formats	Seminar-type lectures, exercises
Testing	<p>Successful regular active and reflective participation is required when leading and reflecting a consultation meeting:</p> <p>"Practice of conversation" (WAKO II) teaches students basic skills in dealing with the clients of social work. This requires methods, tools, and techniques taught in theory as well as the practical transfer and practice of the contents taught in theory to case studies. Concrete planning of procedures and strategies in individual cases must be supplemented by their practical application through role-playing to acquire action skills. The practical exercises build on each other in terms of difficulty, so that continuous participation in the practical exercises is necessary to be able to follow the increasing differentiation of the action process. The group process among the students is also important, as it enables them to achieve the necessary familiarity to be able to engage in role-playing. For this reason, if it is not possible for the students to participate in practical exercises in justified individual cases, the contents must be worked on through a recording of the meeting.</p> <p>Written examination (90 minutes) End of 3rd semester</p>

Module 3.4 Social Management I Foundations and Techniques	
Module coordinator	Dipl. Social ped. (FH) Mathias Stübinger
Semester order	2 <sup>nd</sup> and 3 <sup>rd</sup> semesters
Schedule	Summer and winter semester each
Work load in hours	125, of which 75 as in-class program (5 SWH) and 50 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Introduction to Organization Theory, Techniques of Goal Setting and Problem Solving (with practical exercises)</b> Unit 2: <b>Internship Accompanying the Program</b> Unit 3: <b>Introduction to Social Economy</b>
Short Description	The course teaches the foundations of systematic, goal-oriented, and methodically reflective action in social work while taking into account socio-economic aspects, which are tested and practiced in the context of a measure that is planned and carried out independently under professional guidance.
Contents	<p><i>Introduction to Organization Theory, Techniques of Goal Setting and Problem Solving (with practical exercises)</i></p> <ul style="list-style-type: none"> <li>• Professional identity and competence of professional helpers in social work</li> <li>• Techniques of systematic goal setting and problem solving for social organizations and those seeking advice and help</li> <li>• Mission statements of social service companies and social organizations; techniques of mission statement development</li> <li>• Structural types of social organizations including their advantages and disadvantages</li> <li>• Foundations of structural and process organization including formal and informal structures</li> <li>• Identification of potential weaknesses and scope for professional action</li> <li>• Implementation of goal setting and problem solving processes               <ul style="list-style-type: none"> <li>▪ for the professional helper's own person</li> <li>▪ for clients</li> <li>▪ for social organizations</li> </ul> </li> </ul> <p><i>Internship Accompanying the Program</i></p> <ul style="list-style-type: none"> <li>• Analysis of initial situation including general conditions in respective field of work and responsibility; preparation of a condition and situation analysis</li> <li>• Planning of programs via self-created target catalogs and the target-specific selection of work forms, methods, and techniques as well as equipment; preparation of one (or more) planning report(s)</li> <li>• Independent and autonomous implementation of the planned measure under professional guidance; preparation of a documentation report</li> </ul>

	<p>(past processes, own interventions, behavior of the addressees etc.)</p> <ul style="list-style-type: none"> <li>• Practical experience in dealing with addressees, improving and reflection of one's own skills and of strengths and weaknesses</li> <li>• Acquisition of practical skills in the following areas             <ul style="list-style-type: none"> <li>▪ Analysis and design of institutional framework conditions</li> <li>▪ Target group-adequate action against the background of the respective institutional mandate</li> <li>▪ Application of forms of work, methods, and techniques of social work</li> <li>▪ Dealing with the tension between different expectations (institution, clients, trainees)</li> </ul> </li> <li>• Dealing with one's own professional role and professional ethical principles, values and norms, as well as the consequences of one's own actions</li> <li>• Self and external reception</li> <li>• Theory-practice transfer</li> <li>• Practicing the ability to work in a team</li> <li>• Reporting in social work; reflection on the effects of language and problems in the presentation of socio-pedagogical contexts</li> </ul> <p><i>Introduction to Social Economy</i></p> <ul style="list-style-type: none"> <li>• Special features of NPOs (non-profit organizations in general and social organizations in particular)</li> <li>• Foundations of economic activity</li> <li>• Special features of social services</li> </ul>
<p>Qualification objectives / skills</p>	<ul style="list-style-type: none"> <li>• Students will have foundations and knowledge of methodical action in social work and will show this in the practical execution of their work.</li> <li>• Students will have professional knowledge related to the reference sciences and be able to derive theoretical reasons for their professional actions.</li> <li>• Students will acquire knowledge of targeted and systematic action in social work and will be able to apply this knowledge; this applies in particular to the fields: analysis of social, institutional, and social space conditions, situation or problem analysis, goal development, planning, implementation, control and evaluation / reflection.</li> <li>• Students will acquire and demonstrate the skills of developing a trusting, sustainable professional relationship, understanding of empathy, contact skills, observational skills, communication skills, conflict skills, interface skills, cooperation skills.</li> <li>• Students will have a first insight into a practical field of social work.</li> <li>• Students will be able to produce professionally sound reports.</li> <li>• Students will be able to reflect on their professional actions professionally.</li> <li>• Students will be able to apply professional forms of work, methods, and techniques under guidance.</li> <li>• Students will be able to distinguish between different characteristics of profit and non-profit organizations and between factual and formal goals.</li> <li>• Students will be able to distinguish between efficiency and effectiveness and will be able to locate both in the practical execution of actions and promote them in a meaningful way.</li> <li>• Students will become familiar with the specifics and problems of services</li> </ul>

	<p>and can counteract these in a compensatory way.</p> <ul style="list-style-type: none"> <li>• Students will be familiar with the basic theoretical background of the "Social Management" method.</li> <li>• They will be able to apply the techniques of goal setting and problem solving to themselves, to their work with clients, and to the social organization.</li> <li>• Students will be able to apply the theoretical foundations of organizational theory to their own field of work, to recognize the structural connections of social organizations, and to use the resulting space for action in a targeted manner.</li> <li>• They will be able to carry out goal-finding processes for social organization and work with clients.</li> <li>• Students will involve those seeking advice and help in the largely self-determined planning and implementation of help and support measures.</li> <li>• Students will support specific objectives of social organizations and the individual development of professional ethical values and norms in the implementation of actions.</li> <li>• Students will be able to contribute to quality assurance / quality management in social organizations.</li> <li>• Students will be able to apply the learned foundations and techniques of social management practically - especially in the area of goal setting and problem solving processes for addressees and/or social organizations.</li> </ul>
<p>Teaching and learning formats</p>	<p>Seminar-type lectures, instruction groups for the practical units of the module</p>
<p>Testing</p>	<p>Regular active and reflective participation in the reflection of a practical unit is required:</p> <p>In the Social Management I module, students are taught basic perspectives for the targeted analysis and design of the structural and organizational framework of social work. With regard to the targeted supervision and support of the addressees of social work, students will receive an overview of the essential concepts and techniques of the Social Management method. The forms of work, methods, and techniques taught in the theoretical units are expanded to include job-specific aspects and practical applications in the context of a study-accompanying internship. The practical experiences of the students in the chosen field of social work will be reflected on in their writing and accompanied by practical courses at the university.</p> <p>The instruction groups for the study-accompanying internship will essentially serve as practical supervision. Important is also the dynamic group process within the students, which enables the students to expand their reflexive skills and achieve the necessary familiarity to be able to engage in this form of collegial counseling. For this reason, if it is not possible for students to participate in instruction groups in justified individual cases, the contents must be worked through at least in writing.</p> <p>The reports on the internship required during the course of the module ensure that the students study the expansion of their methodical and socio-pedagogical skills in a targeted manner and learn to justify their professional actions in a comprehensible manner.</p> <p>Written case study (10-30 pages)</p>

<b>Module 3.5 Community work</b>	
Module coordinator	Dipl. Social ped. (FH) Isabella Ettlich
Semester order	Semester 3
Schedule	Respective winter semester
Work load in hours	125, of which 45 as in-class program (3 SWH) and 80 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Theory of Community Work</b> (2 SWH) Unit 2: <b>Practice of Community Work</b> (1 SWH)
Short Description	The module imparts knowledge and skills about and in community work. Community is not only developed as a field of professional activity within the concept of community work, but also as a perspective and essential frame of reference for social work in a social space, including case and group work.
Contents	<p><i>Theory of community work</i></p> <ul style="list-style-type: none"> <li>• Foundations of community work (concept, fields of action, characteristics, goals, principles and guiding standards).</li> <li>• Historical background of community work (historical development from the settlement movement to neighborhood management + receptions).</li> <li>• Community work as a method-integrating and interdisciplinary working principle of social work (social networking, orientation towards the lifeworld, empowerment, non-directive pedagogy, action research, political action).</li> <li>• The professional concept of social space orientation in community, case, and group work.</li> <li>• Techniques of social space exploration, resource mobilization, activation, and implementation of social space projects in the community.</li> </ul> <p><i>Practice of community work</i></p> <ul style="list-style-type: none"> <li>• Getting to know, practicing, implementing, and evaluating techniques of social space exploration and/or (resource) mobilization in accompanied small groups.</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will be familiar with and understand the object, goals, and action maxims of community work.</li> <li>• They will know and understand theoretical approaches of community-oriented social work against the background of different historical, method-integrating, and interdisciplinary aspects.</li> <li>• Students will understand the complex interlocking of community-oriented social work with global, political, and social processes.</li> <li>• They will know and understand the concept of social space orientation and will be able to classify it as a comprehensive approach to case, group, and community work, in which the restriction to the individual is abandoned</li> </ul>

	<p>and the resources and networks of the district are used.</p> <ul style="list-style-type: none"><li>• Students will be familiar with and have explored: interview and observation techniques in the city district; acquisition of social structure data; methods of field investigation, techniques of resource collection, mobilization, and activation as well as monitoring and support of civil society initiatives.</li></ul>
Teaching and learning formats	Seminar-type lectures, seminar, exercise
Testing	<p>Successful, regular, active, and reflective participation in the implementation of a practice-based project or several limited exercises for social space exploration and/or (resource) mobilization. Documentation and presentation of results in an evaluating course.</p> <p>Written examination (90 minutes)</p>



<b>Module 3.6 Interdisciplinary Project II</b>	
Module coordinator	Dr. Michael Lichtlein
Semester order	Semester 3
Schedule	Respective winter semester
Work load in hours	125, of which depending on project model 15 as in-class program (1 SWH) and 110 as self-directed study 60 as in-class program (4 SWH) and 65 as self-directed study 75 as in-class program (5 SWH) and 50 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Interdisciplinary Case Study</b> (depending on project model 1 SWH or 4 SWH or 5 SWH)
Short Description	The module must be taken in conjunction with the module "Interdisciplinary project I" in the 2nd semester and is usually carried out together with students from different study programs. The focus lies on the independent self-conception and implementation of a project by the students. They will learn to analyze complex tasks and problems from a practical field that is also relevant to their own field of study, to structure them, and to work out solutions together. Knowledge and abilities from one's own field of study will be updated and applied in a practical setting, and at the same time, they will be specified, restructured and implemented particularly in terms of interdisciplinary aspects. The module also builds upon the principles and techniques of scientific work in the "Interdisciplinary Perspectives" module in the 1st semester and expands on them. The teachers act as project managers, i.e. they manage and moderate the process and are available to the students as experts and as teachers / team coaches.
Contents	<ul style="list-style-type: none"> <li>• Complete completion of an authentic project task by students, which is characterized by its clear proximity to future requirements in the working world.</li> <li>• Promotion of communication and cooperation skills through teamwork; reflection of group processes</li> <li>• Professional and interdisciplinary change of perspective to recognize the added value and synergy effects of interdisciplinary forms of work</li> <li>• Project Management</li> <li>• Differentiated learning processes (e.g. theory-practice transfer, specific quality assessment, individual or team-based learning reflection)</li> <li>• Participation in the planning, preparation, coordination, and implementation of the (university) public closing event for all interdisciplinary projects.</li> </ul>
Qualification objectives / skills	<p><i>Methodological competence (Scientific work Level II)</i></p> <ul style="list-style-type: none"> <li>• Students will be familiar with and understand the factors of successful teamwork and be able to implement methods and rules of successful teamwork in practice.</li> <li>• Students will recognize the practical relevance of subject-specific theories and models and be able to use their skills in defined practical contexts</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will be able to document, structure, and prepare project results according to scientific criteria and present them to target groups.</li> </ul> <p><i>Technical and interdisciplinary skills</i></p> <ul style="list-style-type: none"> <li>• Students will be familiar with the binding standards of professional oral and written communication and apply them appropriately.</li> <li>• Students will be able to reflect value-related aspects in an interdisciplinary perspective (e.g. social justice, sustainability)</li> <li>• Students will be able to intensify and apply disciplinary skills (knowledge and skills) in a project-related manner.</li> <li>• Students will be able to single out and verify disciplinary theories, models, and concepts and compare them with interdisciplinary solutions and verify them</li> <li>• Students will be able to mark, explain, and actively use changes in perspective</li> </ul> <p><i>Personal skills</i></p> <ul style="list-style-type: none"> <li>• Students will be motivated to consciously take on other professional perspectives.</li> <li>• Students will be able to communicate target-specifically in an interdisciplinary context.</li> <li>• Students will be familiar with the binding standards of professional oral and written communication and apply them appropriately.</li> <li>• Students will be able to transfer and apply scientific knowledge appropriately in project-related situations and contexts.</li> <li>• Students will be able to use technical and scientific language and reflect critically on its use.</li> <li>• Students will be able to reflect on their own problem resolution behavior and actions and regulate them</li> </ul>
<p>Teaching and learning formats</p>	<p>Seminar-type lectures, seminar, exercise; in generally in team teaching with teachers from different academic programs / branches</p>
<p>Testing</p>	<p>Successful regular active and reflective participation required in project organization:</p> <p>Students will develop the project-specific theoretical foundations necessary for practical implementation. This requires continuous participation of all project participants. The group process (transfer of tasks in small groups) is of special importance in that it develops and expands methodological skills (e.g. agreements, discussion, results) and reflexive skills important for the fulfillment of the projects. This means that it is necessary for students to be present so that all project participants can acquire the subject-specific skills; at the same time, the subject-specific acquisition of skills depends on the presence of the other participants. For this reason, if in a justified individual case, students are not able to participate, the contents must be prepared in writing (after coordination with the project management). The forms of work, methods, and techniques taught in the theoretical and practical units are expanded to include job-specific aspects and practical applications in the context of implementation documentation accompanying the semester. The implementation documentation required in the course of the module ensures that the students will be able to purposefully</p>



work on expanding their methodological and social pedagogical skills.

Written documentation (5-15 pages) *or* student research project with project presentation

	<b>Module 4.1 Practical Training 26 Weeks</b> <b>Module 4.2 Internship-Related Courses</b>
Module coordinator	Dipl. Social ped. (FH) Beate Weigle
Semester order	Semester 4
Schedule	Respective summer semester
Work load in hours	750, of which 60 as in-class courses (4 SWH) and 690 as self-directed study (26-week internship at the internship location)
ECTS credits	30
Associated courses	Unit 1: <b>Practical Training 26 weeks</b> Unit 2: <b>Internship-Related Courses (4 SWH)</b>
Short Description	<p>Students complete a 26-week internship in one of their chosen internship, recognized by the University of Applied Sciences Coburg, at home or abroad.</p> <p>The internship-related courses serve to relate the students' practical experience to the theoretical content of their studies, to exchange experiences with other interns, and to reflect on their own ways of acting and their own professional identity (e.g. in interdisciplinary teams). Furthermore, they learn about forms of mutual collegial counseling and support (intervision) and apply them to concrete practical cases and situations.</p>
Contents	<ul style="list-style-type: none"> <li>• Getting to know an exemplary practical field of social work</li> <li>• Insights into basic working methods in this field of action</li> <li>• Reflection on one's own modes of action and the given institutional framework conditions against the background of the knowledge acquired in the previous theoretical semesters</li> <li>• Application of work forms, procedures, and techniques relevant to the field of work</li> <li>• Collegial counseling</li> <li>• Case work</li> <li>• Professional identity</li> <li>• Processing questions that the students develop from their practical experience</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will have a differentiated perception of the complex professional practice at a free or public social work agency and will be able to place it in a professional frame of reference.</li> <li>• They will be able to understand the organizational structure of the internship host and understand the decision-making processes and distribution of tasks (responsibilities, communication structures).</li> <li>• They will gain knowledge of other institutions, services, and persons working in the field in order to be able to offer holistic help.</li> <li>• Students will be able to describe the individual circumstances of the addressees of the internship host in knowledge of their social conditions.</li> </ul>

	<ul style="list-style-type: none"> <li>• They will be able to recognize the material and personal problems of the addressees, which may be caused by social and regional factors.</li> <li>• They will recognize the tension between society, the institution, and the expectations of the clients and be able act responsibly in irrevocable contradictions according to professional ethical principles.</li> <li>• Students will be able to relate the theories learned during their studies to specific professional practice and to verify their applicability.</li> <li>• Students will be able to name central social work activities in the respective fields of work and to partially carry them out themselves.</li> <li>• They will be familiar with administrative techniques such as file management, filing, processing of applications and forms.</li> <li>• They will be able to prepare adequate technical documents (reports, minutes, statements, notes).</li> <li>• They will be able to apply legal regulations in practice and correctly represent legal effects to the outside world (notices, orders).</li> <li>• They will be able to identify, access, and use information and financial resources.</li> <li>• Students will be able to develop problem-related solutions either independently or in a team (interview).</li> <li>• They will be able to identify and design communication and coordination processes in groups.</li> <li>• They will be able to conceive, coordinate, carry out, and critically reflect on one-time and recurring complex work processes.</li> <li>• Students will test theoretically learned methods of professional action in practice and be able to apply them.</li> <li>• They will be able to recognize, use, and promote the clients' own strengths.</li> <li>• They will be able to develop, implement, and reflect on appropriate prevention or intervention strategies.</li> <li>• They will be able to work transparently and in a network with the aim of offering optimal help to the target group and internally.</li> <li>• Students will be able to reflect on processes of action and assess the consequences of their own actions.</li> <li>• They will be aware of the values and norms that underlie their own actions and can assess their significance.</li> <li>• They will know the standards and professional ethical principles of social work in comparison and differentiation to other professional groups and will be able to act accordingly.</li> <li>• They will regularly reflect on learning processes in order to increase personal and professional judgment.</li> <li>• They will be able to critically deal with their own role segments and define them in analytical differentiation in relation to other professional roles.</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar-type course, seminar, exercises, excursion or courses held locally outside of the university under the university's responsibility</p>
<p><b>Testing</b></p>	<p>Regular active and reflective cooperation required for collegial reflection on practice: The internship-related events (study days) during the internship semester enable students to exchange experiences from their own practice on a collegial level, to reflect on them and to process them. In doing so, students cover their own learning and reflection processes and the connections of already learned theories with their own practical experiences in addition to taking a critical look at professional</p>

and social framework conditions of social work or the issue of socio-pedagogical identity and professionalization.

The group process within the students is important because it enables them to achieve the necessary familiarity to be able to engage in different topics and levels of reflection. This requires continuous participation in the study days.

For this reason, if it is not possible for the students to participate in the study days in justified individual cases, the contents must be worked through. The content of the written make-up work is always coordinated with the respective lecturer and depends on the main focus of the missed course.

Internship report with colloquium (10 - 40 pages and 15 minutes),  
(The regular active and reflected participation, the internship report, and the colloquium will be evaluated with the predicates "pass" or "fail")

Module 5.1 Reference Scientific Profiling	
Module coordinator	Dr. Christine Kröger
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	125 of which 30 as in-class program (2 SWH) and 95 as self-directed study
ECTS credits	5
Associated courses	<p>Election of one sociological and one human science unit each (each 1 SWH):</p> <p><b>Social Sciences:</b> Professional political perspectives Sociological perspectives</p> <p><b>Human sciences:</b> Medical perspectives Educational perspectives Psychological perspectives</p>
Short Description	<p>Special social and human science approaches and methods are studied in depth based on current and historical events. Selected fields of action of social work are used as examples. Students choose 2 out of 5 courses. They are given the opportunity to deepen their knowledge and experience in relevant fields of social work.</p>
Contents	<p>Sample topics / contents of the courses to be selected are:</p> <p><i>Medical perspectives</i></p> <ul style="list-style-type: none"> <li>• Selected general medical and psychological disorders and disease patterns (e.g. infectious diseases, cardiovascular diseases, anxiety, depression)</li> <li>• General and special psychopathology</li> </ul> <p><i>Pedagogical perspectives</i></p> <ul style="list-style-type: none"> <li>• Selected educational science-relevant approaches (e.g. hermeneutics, humanities pedagogy, etc.)</li> <li>• Social problems for pedagogical approaches in the present (e.g. aggression and violence)</li> <li>• Pedagogy as an applied science in fields of social work</li> </ul> <p><i>Professional political perspectives</i></p> <ul style="list-style-type: none"> <li>• Politicization, solidarity, and organized political action in social work</li> <li>• Conditions and possibilities of political resistance and intervention for the clients of social work</li> <li>• Conditions and possibilities of political implementation of better working conditions in and for social work</li> <li>• Possibilities of defending one's own professionalism against the colonization of the profession by economic logics of action</li> </ul>



	<p><i>Psychological perspectives</i></p> <ul style="list-style-type: none"> <li>• Definition and delineation of counseling and psychotherapy</li> <li>• Basic concepts and methods of depth psychological-psychoanalytic interventions</li> <li>• Basic concepts and methods of behavior-therapeutic oriented interventions</li> <li>• Basic concepts and methods of conversational therapy interventions</li> </ul> <p><i>Sociological perspectives</i></p> <ul style="list-style-type: none"> <li>• Practicing a critical-reflexive perception of current social discourses and their significance for the practice of social work</li> <li>• Sample development of an empirically based social-theoretical understanding of a section of the current political debate (e.g. refugee policy, poverty debate)</li> <li>• Topic-related research by the students (empiricism, theory)</li> </ul>
<p>Qualification objectives / skills</p>	<p><i>Medical perspectives</i></p> <ul style="list-style-type: none"> <li>• Students will gain in-depth knowledge of important general medical and social-psychiatric topics in the context of social work fields of action.</li> <li>• They will have know-how and applied knowledge relevant to social work in dealing with chronically and mentally ill people with special consideration of mental crises and general emergency situations.</li> </ul> <p><i>Pedagogical perspectives</i></p> <ul style="list-style-type: none"> <li>• Students will have a deep understanding of reflexive pedagogical issues.</li> <li>• They will be able to demonstrate pedagogical knowledge of action with regard to precarious life situations in the field of social work.</li> <li>• Students will be able to solve typical problems in a theoretically sound and goal-oriented way.</li> </ul> <p><i>Professional political perspectives</i></p> <ul style="list-style-type: none"> <li>• Students will understand political engagement as a professional mission of social work.</li> <li>• They will know methods of political influence and be able to critically assess their respective potential.</li> <li>• They will know the importance of the political organization of professional interests and will reflect on the obstacles to their successful institutionalization in social work.</li> </ul> <p><i>Psychological perspectives</i></p> <ul style="list-style-type: none"> <li>• Students will acquire a basic understanding of depth psychological, psychoanalytical, behavioral, and humanistic intervention and counseling concepts (and the corresponding views of human nature) and will be able to critically reflect on their significance for social work.</li> <li>• They will be familiar with selected intervention methods from the mentioned areas and be able to assess their relevance for different fields of action and target groups of social work.</li> <li>• They will have knowledge of the different explanatory models for the emergence, development, and continuation of mental problems and disorders.</li> </ul>

	<p><i>Sociological perspectives</i></p> <ul style="list-style-type: none"><li>• Students will be able to test and reflect on arguments for practical, empirical, and theoretical validity.</li><li>• They will be able to critically assess current social discourses and participate in them in a reflective manner.</li><li>• They will be able to use sociological interpretations to initiate and (self-) critically guide professional action in social work.</li></ul>
Teaching and learning formats	Seminar-type lectures, seminar, exercise
Testing	Written examination (90 minutes)

<b>Module 5.2 Social Management II Organization and Knowledge Management</b>	
Module coordinator	Dipl. Social ped. (FH) Mathias Stübinger
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	125 of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Management of Organizational Structures</b> Unit 2: <b>Project Management</b>
Short Description	The module provides foundations in the field of management in social organizations with regard to the analysis and optimization of organizational structures and shows change processes that arise from project management and the expansion of learning and knowledge potential in these organizations.
Contents	<p><i>Management of Organizational Structures</i></p> <ul style="list-style-type: none"> <li>• Support structures in social work</li> <li>• Definition and characteristics of social organizations and institutions</li> <li>• Theoretical foundations of organization theory</li> <li>• Analysis of the specific structure of social enterprises</li> <li>• Identification of potential weaknesses and possibilities for targeted optimization of social service companies</li> <li>• Foundations of organizational development, lean management, and modern organizational design</li> <li>• Tools for organization and reorganization</li> <li>• Transfer of techniques of organizational analysis and optimization to the respective field of action / organizational structure in the field of work</li> <li>• Target-oriented and effective use of maneuvering room for the professional execution of actions in the work with clients</li> <li>• Leading and managing social organizations through the targeted design of organizational structures and processes</li> </ul> <p><i>Project Management</i></p> <ul style="list-style-type: none"> <li>• Foundations of project management in four phases (start, planning, implementation, and completion phase)</li> <li>• Features of projects and project teams</li> <li>• Stakeholder, situation, and problem analysis</li> <li>• Project proposal</li> <li>• Rough planning based on SMART objectives, project schedule, and a financial and resource plan</li> <li>• Project manual and project controlling</li> <li>• Project evaluation and final project report</li> </ul>
Qualification targets /	<ul style="list-style-type: none"> <li>• Students will be able to analyze social organizations and actively</li> </ul>

<p><b>Skills</b></p>	<p>participate in development processes of the organization; the practical application of corresponding social management techniques will help optimize the implementation of actions plausibly; reflection on actions will be facilitated.</p> <ul style="list-style-type: none"> <li>• Students will be able to explain the structure and specific processes within social service companies to outsiders in a transparent and comprehensible way; they will be able to present specific problems and difficulties of social organizations and explain the social significance of social organizations.</li> <li>• Students will be able to recognize their own position in the social organization, optimize their actions, and determine their scope of action; thus they will be able to reflect on and use their individual resources effectively and purposefully in the interest of the addressees.</li> <li>• Students will be able to classify projects according to different characteristics</li> <li>• They will be familiar with the different roles and functions of the project team members</li> <li>• Students will know the structure of a project proposal</li> <li>• They will be able to carry out a rough planning of projects using various instruments (SMART objectives, milestones, project schedule, or financial and resource plan)</li> <li>• Students will be able to structure a project with the help of a project handbook</li> <li>• They will be able to create a target-actual comparison as part of the project controlling and develop controlling interventions</li> <li>• They will evaluate various project risks and plan countermeasures</li> <li>• Students will be able to evaluate projects</li> <li>• They will be familiar with the structure of a final project report</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar-type lectures</p>
<p><b>Testing</b></p>	<p>Written examination (90 minutes)</p>

Module 5.3 / 5.4 Target-Group-Oriented Specialization Module	
General and special psychiatric aspects / perspectives of social work for people with psychiatric illnesses	
Module coordinator	Dr. Harry Conrads
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Theoretical Foundations</b> Unit 2: <b>Action-Oriented Foundations</b> Unit 3: <b>Selected Aspects</b>
Short Description	<p>Dealing with people with mental illness has always been a classic field of social work. In order to provide these people with their specific disorders or illnesses with the most comprehensive and reliable help and support possible while taking into account their overall state of "being," it is important to become familiar with important biological, medical, and psychosocial (in part including the special economic and legal aspects) conditioning factors and to acquire certain expert knowledge.</p> <p>In this specialization module, the following topics will be researched, worked on, and discussed in depth in order to grasp the general and individual particularities of the situation of people with a mental illness in their respective bio-psycho-social context as adequately as possible and to generate knowledge for action in the context of social worker competence development.</p> <p>All this is to be done in particular under consideration of both general and specific psychiatric aspects or perspectives, such as</p> <ul style="list-style-type: none"> <li>• Etiology (causes) and psycho-pathogenesis (development of disease)</li> <li>• Definition of terms: What is mentally normal, healthy, or sick while taking into account various relevant definitions and classifications (ICD-10. DSM IV)</li> <li>• General and special treatment and prevention options with special consideration of social work activities</li> <li>• Basic concepts of psychopharmacology</li> <li>• Psychoeducation as social worker expertise</li> </ul>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Introduction to the topic, definitions, and terminology, as well as theoretical foundations that tie in with and deepen the understanding of human and related sciences (e.g. the bio-psycho-social understanding of health and disease)</li> <li>• Introduction to and specialization in general and special psychopathology</li> <li>• The F-Chapter of the WHO ICD-10 (Mental Disorders and Diseases)</li> </ul>

	<p>and its significance, possibilities, and difficulties</p> <ul style="list-style-type: none"> <li>• Brief overview of the disciplines involved/participating in the field of (social) psychiatry</li> <li>• Is there a difference between social psychiatry and psychiatry?</li> <li>• Knowledge of specific mental disorders and clinical pictures (e.g. adaptation disorders, depression, psychosis, post-traumatic stress disorder) in consideration of the bio-psycho-social model, also in the context of primary, secondary, and tertiary prevention and rehabilitation</li> <li>• Social work intervention possibilities</li> <li>• General and specific principles of action when dealing with a person with a mental disorder or illness</li> <li>• The concept of comorbidity. Or: What came first?</li> <li>• Introduction to special psychopathology by means of (case) examples</li> <li>• Psychoeducation as a possible method for the acquisition of social worker competence in the medical-psychiatric environment</li> <li>• Selected Aspects             <ul style="list-style-type: none"> <li>▪ Forensic issues, taking into account specific legal and administrative aspects, such as care law, housing</li> <li>▪ Self-help groups</li> <li>▪ Community-based psychiatry such as "SpDi"</li> <li>▪ Antipsychiatric aspects</li> <li>▪ Anti-stigmatization</li> <li>▪ Mental illness and socio-political issues</li> </ul> </li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Detection and reflection of social worker tasks and expertise in the respective environment, for example in the context of (support) school social work, social psychiatric services, hospital</li> <li>• excursions, expert discussions (e.g. BKH Bayreuth)</li> <li>• Interdisciplinarity, differentiation and USPs of social work with its proven expertise in a multidisciplinary team</li> </ul> <p><i>Methods</i></p> <p>Recapitulation, reflection of the methods acquired during the course of study from a general (e.g. institutions) and special (individual) perspective for the applicability and manageability in working with people with one or more mental disorders or diseases</p> <p><i>Application</i></p> <p>Acquisition of action competence by applying and transferring the methods acquired during the course of study to work with people with mental disorders or diseases, in particular through group work, exercises, case or patient presentations and, if necessary, role plays, taking into account general (e.g. institutions) and special (individual) perspectives.</p>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• In-depth knowledge of important social-psychiatric issues in the context of social worker fields of action</li> <li>• In-depth knowledge of the most important (social) psychiatric disorders and diseases, taking into account the bio-psycho-social disease model, for prevention and rehabilitation and considering social worker intervention possibilities</li> </ul>

	<ul style="list-style-type: none"> <li>• Critical knowledge of the most important classification systems for classifying mental illness and disorders, in particular ICD 10 of the WHO and DSM-IV of the APA (Mental Disorders and Illnesses) and their meaning, possibilities, and difficulties</li> <li>• In-depth knowledge and application knowledge for the assessment of psychopathological findings</li> <li>• In-depth knowledge and practical experience in dealing with mentally ill persons with special emphasis on psychiatric emergency situations</li> <li>• In-depth knowledge and application of psychoeducation as a method for acquiring social work skills in the medical and psychiatric environment</li> <li>• Mastery of the most important knowledge regarding forensic and legal issues concerning the mentally ill</li> <li>• Knowledge and action competence in dealing with persons affected by mental disorders and diseases and their relatives</li> <li>• Knowledge of the psychiatric care landscape (clinics, homes, etc.); care systems in the past</li> <li>• Knowledge of the potential socio-economic impact of mental disorders and diseases (e.g. correlation between poverty and mental illness, 1st and 2nd labor market)</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar-type lectures (e.g. (short) presentations, group work), exercises, excursions, case and patient presentations</p> <p>Participation in the module requires the willingness to attend regularly, also due to consecutive exercises.</p>
<p><b>Testing</b></p>	<p>Written examination (90 minutes)</p>

Module 5.3 / 5.4 Target-Group-Oriented Specialization Module	
Work with dependency patients	
Module coordinator	Dr. Susann Hößelbarth
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Dependence Diseases and Addiction-Like Behavior</b> Unit 2: <b>Psychosocial Burdens of Addicts</b> Unit 3: <b>Prevention Approaches, Counseling, and Treatment of Addicts</b>
Short Description	<p>The specialization module is dedicated to social work with people at risk of dependency and those who are ill. The focus lies on the lifeworlds and psychosocial problems of addicts as well as on possibilities of counseling and support for this target group.</p> <p>Different psychotropic substances with their typical consumption patterns and user groups are considered. Causes and development processes of addiction disorders as well as conditions of maintenance and relapse are worked out together and different possibilities of counseling, treatment, and prevention of addiction disorders are discussed.</p> <p>Depending on the previous knowledge and interest of the students, other topics in the field of addiction care can also be discussed, repeated, or deepened.</p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Lifeworld of addicts</li> <li>• History, theory, and discussion of the concept of addiction (addiction as an illness, socially deviant, or criminal behavior, social construction of the concept of addiction etc.), ethical implications</li> <li>• Psychoactive substances, their pharmacological mode of action, and specificities in patterns of use and consumer groups</li> <li>• Theories and models of the development, maintenance and relapse of addiction disorders (neurobiological, psychological and sociological approaches) and relapse events</li> <li>• Theories and possibilities of counseling, therapy and relapse prophylaxis of addiction diseases</li> <li>• Psychosocial stress and frequent comorbid mental disorders of addicts</li> <li>• Legal framework for the work with dependent persons</li> <li>• Overview of forms of counseling and treatment, possibilities of allocation, financing and application to cost units</li> </ul>



	<p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Outpatient, all-day outpatient, and inpatient therapy facilities for people with addictions</li> <li>• Psychosocial counseling and support in counseling centers, contact shops, integration assistance (e.g. assisted living), prisons etc.</li> <li>• Prevention work</li> <li>• Excursions to practice facilities</li> <li>• Invitation of representatives from practice, if applicable</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Methods of motivating and maintaining change in behavior, selection according to the students' previous knowledge</li> <li>• Methods of relapse prophylaxis (individual and group setting)</li> </ul> <p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Processing of case studies, exercises, role plays if necessary</li> <li>• Inclusion of practical experience of the students</li> </ul>
<p>Qualification objectives / skills</p>	<p><i>The students:</i></p> <ul style="list-style-type: none"> <li>• Will be familiar with social behavior regarding substance abuse and addiction, and will recognize ethical issues and dilemmas in working with addicts</li> <li>• Will have an idea of the lifeworld of dependent patients</li> <li>• Will be able to differentiate psychoactive substances, their pharmacological effects and particularities in application and consumption patterns</li> <li>• Will be able to differentiate theories and models for the development and maintenance of addiction diseases (neurobiological, psychological and sociological approaches) and apply them to case studies</li> <li>• Will know theories and models for counseling, therapy, and relapse prevention of addiction diseases</li> <li>• Will know psychosocial stresses and frequent comorbid mental disorders of addicts</li> <li>• Will have an overview of forms of counseling and treatment and know prevention approaches</li> </ul>
<p>Teaching and learning formats</p>	<p>Seminars, practical exercises, presentations, excursions</p>
<p>Testing</p>	<p>Written examination (90 minutes)</p>

<b>Module 5.3 / 5.4 Target-Group-Oriented Specialization Module</b>	
<b>Work with seniors</b>	
<b>Module coordinator</b>	Dr. Michael Vogt
<b>Semester order</b>	Semester 5
<b>Schedule</b>	Respective winter semester
<b>Work load in hours</b>	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
<b>ECTS credits</b>	10
<b>Associated courses</b>	Unit 1: <b>Theoretical Foundations of Gerontology and Social Work Offers of Health and Elderly Care</b> Unit 2: <b>Confrontation with Dying and Death and Target Group-Specific Forms of Counseling in Terminal Care</b> Unit 3: <b>Geriatric Diseases and Forms of Intervention</b>
<b>Short Description</b>	<p>The focus lies on central gerontological aspects in social work with senior citizens. This includes knowledge of individualized biographies, developmental tasks, and life and needs situations from the so-called third phase in life onwards as well as structural offers of health and elderly care. While maintaining the highest possible degree of autonomy and participation in old age, possibilities for social work support and participation in social problems are developed on the basis of a bio-psycho-social basic understanding. Geriatric diseases and the confrontation with the limitations and finiteness of human life open up special forms of social work, target group-specific forms of counseling, and terminal care.</p>
<b>Contents</b>	<p><i>Theory work</i></p> <p>Theoretical foundations of social gerontology, which are based on the theoretical courses offered by the reference sciences before the practical semester</p> <ul style="list-style-type: none"> <li>• Psychological and sociological biographical models (Erikson, Lehr, Thomae, Kruse, Mollenkopf, Radebold, Kohli, Baltes, Rosenmayr)</li> <li>• Medical and geriatric disease models</li> <li>• Disorder patterns in old age (affective disorders, addiction, dementia)</li> <li>• Life and needs in old age relevant to social work (psychology / medicine / education);</li> </ul> <p>Counseling and support approaches</p> <ul style="list-style-type: none"> <li>• Counseling for older people; couple counseling for older people; housing and care support, validation, psychoeducation, work with relatives</li> <li>• SGB XI with its references to SGB V, VI, IX and XII; law of counseling; protection of trust in social work; care and housing law in the context of SGB V (law), legal situation and state of discussion on euthanasia, death, and mourning processes</li> </ul>

	<p><i>Job orientation</i></p> <p>Processing and reflection of social work tasks including structures, institutions, and financing in gerontologically significant fields of social work.</p> <ul style="list-style-type: none"> <li>• Reinforcement examples with a selection from the areas of clinics, residential, senior, care, partnership counseling, nursing homes, hospice - excursion to two sample institutions to illustrate both the content and methodology of the work and the regional networking and organization and financing models (e.g. to the "Franken-Care" nursing home in Bad Königshofen, Klinikum Coburg)</li> </ul> <p><i>Methods</i></p> <p>a) Reflection of methods learned before the internship semester with regard to their suitability for</p> <ul style="list-style-type: none"> <li>• the exemplary professional field, especially counseling and intervention methods in the context of communication structures and outreach work (connection to the theory of conversation, Perception and Communication I, SEH, SGA and GWA).</li> <li>• Psycho-social needs analysis: practice-oriented foundations, well-founded intervention planning, and practice evaluation (connection to SEH, psychology)</li> </ul> <p>(b) New concepts:</p> <ul style="list-style-type: none"> <li>• partnership counseling in old age to strengthen care motivation in old age,</li> <li>• biography and neighborhood work,</li> <li>• death and grief counseling,</li> <li>• networking and cooperation of organizations and institutions</li> </ul> <p><i>Application</i></p> <p>Group work (size according to number of participants) - presentation of life and needs in old age, critical discussion of theoretical and methodical references to the study material from the following areas:</p> <ul style="list-style-type: none"> <li>• Research on counseling and support options in old age with a gerontologically compatible working concept</li> <li>• Support with care to relieve the burden on caring relatives, suicidal tendencies, addiction, depression in old age for end-of-life support (hospice work)</li> </ul> <p>Research on elderly care planning, elderly reporting and needs analyses in old age</p>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to relate the theoretical foundations of social work to the work with seniors. They will be able to incorporate socio-historical and cultural-anthropologically significant generative conditions and be aware of the ethical relevance and the special challenges of social work with seniors (e.g. basic rights, euthanasia).</li> <li>• They will be able to translate their knowledge of geriatric diseases into methods of empowerment and have social administration skills in relation to applying for public and health-related aid, such as person-oriented skills of age-sensitive resource orientation, biographical work and intergenerational motivation, psychoeducation with caring</li> </ul>

	relatives.
Teaching and learning formats	The courses of the VT Seniors are carried out in the form of seminar work (group work, theory inputs, practical exercises, and topic-centered self-reflection). Active participation is required.
Testing	Written examination (90 minutes)

<b>Module 5.3 / 5.4 Target-Group-Oriented Specialization Module</b>	
<b>Work With The Homeless</b>	
<b>Module coordinator</b>	Acad. Counsel Gerald Jose
<b>Semester order</b>	Semester 5
<b>Schedule</b>	Respective winter semester
<b>Work load in hours</b>	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
<b>ECTS credits</b>	10
<b>Associated courses</b>	Unit 1: <b>Work With The Homeless</b>
<b>Short Description</b>	<p>Help for the homeless is one of the classic fields of social work in general. There are various fields of conditions connected with homelessness: economic, political, cultural, social, and individual factors. Just as there are many different causes for homelessness, there are also many different concepts with which social work interacts with homeless people. While in communities and smaller cities the topic is often largely suppressed, some large cities now have widely developed and differentiated systems of assistance. Nevertheless, the percentage of homeless people there has not reduced significantly in the last 30 years, which is by no means due solely to the migration tendencies of people who are homeless. In addition, some institutions have started to rethink gradually in two directions: First, homelessness is not seen as a primary problem of the clients, but as a symptom or result of far more fundamental problems of these people. On the other hand, it is being discussed whether a society or a state actually has the right to demand a permanent residence for all citizens or at least to work towards this.</p>
<b>Contents</b>	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Theories and views on the origin, causes, and consolidation of homelessness</li> <li>• Regional distribution and special features</li> <li>• Concealed homelessness (especially among women)</li> <li>• Homelessness and mental illness</li> <li>• Basic social security benefits and medical care for the homeless</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Forms of homelessness ("survival strategies on the streets")</li> <li>• Day meetings, assisted living, and street social work</li> <li>• Social work concepts in helping the homeless</li> <li>• Homelessness in the city and county of Coburg</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Day meetings</li> <li>• Street social work</li> <li>• Assisted living</li> </ul>

	<ul style="list-style-type: none"><li>• Information centers</li></ul> <p><i>Application</i></p> <p>S. Orientation in the occupational field and qualification goals</p>
Qualification objectives / skills	<ul style="list-style-type: none"><li>• Students will gain an overview of the situation of homeless people in Germany.</li><li>• Students will be able to differentiate between different causes of and connections with homelessness.</li><li>• Students will be familiar with social work concepts in homeless assistance.</li></ul>
Teaching and learning formats	<p>Independent development and presentation of a selected topic in the group, participation in the group discussion</p> <p>Two day excursions to Frankfurt am Main are planned.</p>
Testing	<p>Presentation</p>

Module 5.3 / 5.4 Target-Group-Oriented Specialization Module	
Gender-specific work with boys and men	
Module coordinator	Matthias Scheibe M.A.
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Gender-Specific Work with Boys and Men</b>
Short Description	<p><b>- For technical reasons, this program is only directed at men. -</b></p> <p>Boys and men have and cause certain problems because they are men. The vast majority of victims of violence are men. Risk behavior, internet addiction, homelessness, educational failure etc. are predominantly male phenomena. In this course, male students acquire basic skills for gender-reflective work as men with boys and men, which supports them in dealing constructively with their own ideas of masculinity and in looking at their own problems in relation to what they have to do with being boys or men</p> <p>For this purpose, it is first of all important to take a look at one's own masculinity and to work out how this often subliminally determines life chances and ways of acting. In a second step, specific support possibilities and needs of boys and men are studied and related concepts for action are developed. The methods available for this purpose are - hopefully with lots of fun in the process - tried out together and checked for their possible usefulness.</p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Psycho-biological and social science constructivist gender and identity theories; analysis of current gender discourses</li> <li>• Specifics of the gender-specific environments, resources, and problems of boys and men</li> <li>• Pedagogical-emancipatory foundations of a social work of diversity; forms and aims of the work with boys and men</li> <li>• Political implications of a possible emancipation movement for men</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Professional potential (job guarantee) for qualified men in boys' and men's work in the areas of child and youth welfare, sexual education, family support (father's work), and health promotion as well as assistance for addiction, delinquency, and homelessness</li> <li>• Reflection on the general suspicion of sexual assault by male full-timer workers in child and youth work</li> </ul>

	<p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Concepts and methods appropriate for boys and men, especially in the field of violence, sexuality, media, and health education</li> <li>• Choreography of the youth-oriented design of learning processes</li> </ul> <p><i>Application</i></p> <p>Implementation of a gender-reflecting microproject with boys /men</p>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to identify and critically analyze the gender-related proportions of individual and structural problems of boys and men (competence in analysis and reflection)</li> <li>• They will be familiar with different approaches and methods of working with boys and men, can justify these based on theory, and locate them pedagogically (competence in reasoning).</li> <li>• They will be able to develop and independently implement gender-oriented action strategies in social work with boys and men based on theory (competence in action).</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Theoretical input, self-study, trying out different methods together, self-reflective phases, working groups, and student presentations</p>
<p><b>Testing</b></p>	<p>Conceptual planning, implementation, and written evaluation of a gender-reflecting microproject with boys /men</p>



Module 5.3 / 5.4 Target-Group-Oriented Specialization Module	
Social work with parents in youth welfare	
Module coordinator	Dr. Gunda Rohbeck
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Separation and Divorce</b> (2 SWH) Unit 2: <b>Foster and Adoptive Families</b> (2 SWH) Unit 3: <b>Parental Work within the Framework of Educational Assistance</b> (1 SWH)
Short Description	<p>The work with parents is an important task in various areas of youth welfare: among other things in accompanying and supporting parents in coping with separation and divorce, in the reception of foster and adopted children, and in the work with parents in the context of educational assistance. These tasks require specific expertise:</p> <ul style="list-style-type: none"> <li>• In the field of separation and divorce, including the phases, the separation of couple and parent level, the challenges involved, and the way youth welfare services work</li> <li>• In the field of foster and adoptive families, conditions and procedures for selecting and accompanying suitable families, situation of foster and adoptive children, identity development, and biography work</li> <li>• Parental work is an important element in the field of educational assistance. Parental partnership is the basis for sustainable support and promotion of the development of children and their families.</li> </ul>
Contents	<p><i>Theory work</i></p> <p>The following theories are relevant for working with parents in separation and divorce situations, for foster and adoptive parents, and for parental work in the context of supporting the rearing of children:</p> <ul style="list-style-type: none"> <li>• Systemic-constructivist approach (foundation in Social Work Science III):              System theory and systemic practice describe the family as systems which consist of communication and which control their changes within the framework of their self-referentiality and structural coupling to their environment. In this theory, social work is understood as a family environment that tries to initiate change through intervention in the family environment.</li> <li>• Developmental psychology:              Development is a lifelong process. Significant developmental processes take place in childhood and adolescence, which are influenced by interactions between individuals and the social environment. Early bonding experiences and crises influence identity development and have effects into adulthood (foundation: attachment,</li> </ul>

	<p>crises and identity development in developmental psychology).</p> <ul style="list-style-type: none"> <li>• Empowerment (foundation in Social Work Science I):  Empowerment helps recognize and use strengths and resources in order to organize everyday life autonomously and to shape one's own living space in a self-determined way.</li> </ul> <p><i>Job orientation</i></p> <p>Public and private institutions help families in youth welfare:</p> <ul style="list-style-type: none"> <li>• In the field of separation and divorce, the youth welfare offices, especially the general social services but also marriage and family counseling centers under different sponsorship. Basic knowledge of family dynamics and support for the development of consensual concepts will be presented in the context of the specialization area.</li> <li>• In the area of foster and adopted children, public and private institutions will be presented with the essential foundations for the placement of children and adolescents in supplementary or substitute families. Work with the original families is considered, as is support for foster and adoptive families.</li> <li>• Parental work is an essential factor for sustainable support of families in all forms of upbringing assistance.</li> </ul> <p><i>Methods</i></p> <p>Students will learn about the principles and procedures of professional action of youth welfare offices and independent organizations. Knowledge of the specific procedures will be acquired in cooperation with parents (foundation in SEH).</p> <p>In the field of separation and divorce etc:</p> <ul style="list-style-type: none"> <li>• Procedures for the development of a consensual concept</li> <li>• Techniques for conversations with parents and children/adolescents</li> <li>• Separation and divorce proceedings</li> <li>• Group work with children of divorce</li> <li>• Dealing with highly conflictual separations/divorces</li> <li>• In the field of foster and adoptive families:</li> <li>• Mediation procedure</li> <li>• Aptitude testing of families applying as foster or adoption families</li> <li>• Biography work with children and adolescents</li> <li>• In the area of parental work</li> <li>• Basic attitudes in dealing with parents</li> <li>• Participation of parents in the framework of upbringing assistance</li> <li>• Empowerment of parents</li> <li>• Methods of parental work</li> </ul> <p><i>Application</i></p> <p>Acquisition of action skills through case studies and exercises</p>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will have a sound theoretical knowledge of families in separation/divorce and of foster and adoption issues.</li> <li>• Students will be confident in dealing with the selected topics.</li> <li>• Students will have basic skills for working with parents.</li> </ul>

Teaching and learning formats	Seminar-type lectures, exercises
Testing	Written examination (90 minutes)

Module 5.3 / 5.4 Target-Group-Oriented Specialization Module	
Adolescents as part of an aesthetic project	
Module coordinator	Dipl. Social ped. (FH) Michaela Musenja Dipl. Social Ped. (FH) Beate Weigle
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Theoretical Foundations for Target Group</b> Unit 2: <b>Theoretical foundations for Aesthetic Practice</b> Unit 3: <b>Aesthetic Procedures in Theoretical and Practical Reference</b> (design; play; literature and language; movement, dance, and performance) Unit 4: <b>Sample Application in Own Project</b>
Short Description	<p>"Identity: Who am I?" (Meis; Mies 2012:129) Social interaction: Where do I find my place in social interaction? (ibid.) and "Participation: Where do I want to go and where can I go? (ibid.) These are essential questions in the youth phase. They will be taken up in the specialization area and presented with the help of a theoretical foundation on the target group of adolescents.</p> <p>In parallel, students in the specialization area deal with the conception, implementation, presentation, and reflection of an aesthetic project. The specialization aims at self-education in artistic media: students are encouraged to discover their own topics and to implement them aesthetically and creatively. The focus lies on the development of own skills and resources - in cooperation with the project group and teachers -, the extension of project management team skills, and the direct transfer of aesthetic experience into the work with adolescents.</p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Theoretical Foundations for Target Group</li> <li>• The challenges of developing self-esteem; identity and the sense of self-efficacy in adolescence are considered in close relation to aesthetic practice and the possibilities are explored.</li> <li>• Theories and concepts of aesthetic education are taught.</li> <li>• The concept and principles of PlayingArts will be exemplified in the field of youth work.</li> <li>• The concept of aesthetic research is discussed.</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Exemplary representations of aesthetic practice in work with adolescents.</li> </ul>

	<p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Following the educational concept of PlayingArts, the aesthetic project practice is experienced as something that is not purely functionalist, and it opens up possibilities for discovering and activating one's own creative resources.</li> <li>• Playing processes are initiated that interact with the foreign/other to discuss interruptions, in which manifestations of traditional forms of learning, ways of thinking, perception, and action dissolve, and changes in self- and world relations become possible.</li> <li>• By taking up aesthetic-practical procedures (e.g. descriptive communication, games, literature) from the cultural-aesthetic-media subjects, one's own inclinations and orientations can be questioned and potentials can be expanded by getting to know new aesthetic procedures (e.g. collecting, deconstruction, research).</li> <li>• While perceiving a difference – also in the sense of an interruption – between everyday patterns of thought and action as well as routines of experience and knowledge, scopes for action should be revealed (biographical) and the search for one's own topics, interests, and questions should be initiated.</li> </ul> <p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Students will be able to apply the acquired knowledge and practical impulses in the implementation of an aesthetic project.</li> <li>• The essential steps are conception, implementation, and presentation of the project.</li> <li>• The aesthetic project is theme-centered and will be under the students' responsibility and independently organized.</li> <li>• The aesthetic project includes the collection of topics and materials, the choice and use of media, and the presentation to an interested public/teacher/student.</li> <li>• Reflection will take place on the basis of a written elaboration that discusses the transfer of aesthetic project work with adolescents.</li> </ul>
<p>Qualification objectives / skills</p>	<ul style="list-style-type: none"> <li>• Students will be able to engage in an artistic research process with their own topic.</li> <li>• Students will be able to initiate their own aesthetic and creative processes through individual impulses from the fields of art, creativity techniques, and aesthetic procedures and strategies.</li> <li>• While examining and working with a medium, students will be able to find out what their own approach (Hanke/Krokowski) is in theme-centered work and will gain personal experience working in an aesthetic-design process.</li> <li>• Students will understand how to develop their own individual aesthetic project by connecting to their own themes, resources, and skills.</li> <li>• In addition to individual work, students will also focus on the connection with the projects and themes within the group in the sense of support and stimuli.</li> <li>• Students will reflect on the results of their project work and transfer them to work with adolescents.</li> </ul>
<p>Teaching and learning formats</p>	<p>Seminar, learning by discovering, group work, student presentation of results</p>

Testing	Presentation with written development
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Module 5.3 / 5.4 Target-Group-Oriented Specialization Module	
Social work with adolescents	
Module coordinator	Torsten Dohnalek M.A.
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Theoretical Foundations</b> Unit 2: <b>Action-Oriented Foundations</b> Unit 3: <b>Application</b>
Short Description	<p>According to Pierre Bourdieu, youth is "just a word" (BOUDIEU 1993: 136). The reduction to a mere designation is irritating at first glance, but it accentuates the practice of naming and conceptual classification. It is not enough to conceive of youth as a biological or psychological stage of development, as is common in everyday thinking. The sociological point of view aims much more at looking at youth as a life situation or phase of life in view of social conditions while growing up. Typical youth behavior and problems are examined as a confrontation with the circumstances, the constraints, and the possibilities that young people find in a particular social situation (see LIEBSCH 2012: 11; SCHERR 2009:17 et seq.).</p> <p>Work with adolescents has developed and changed greatly in recent years due to social changes, the accelerated pluralization of adolescent life situations, the rejuvenation of age-appropriate tasks and orientations, the early onset of the autonomization process, the increase in the potential for stress and risks that young people now have to cope with, and the reorientation of social work as a whole.</p>
Contents	<p><i>Theory work</i></p> <p>Since there is no binding and uniform definition in the specialist languages of sociology, psychology or pedagogy due to different focuses, it is necessary to begin the content-related emphasis in the discussion of the target group of young people and its characteristics with classical and current youth sociological theories.</p> <p>Based on this, an examination of the psychological and physical changes that accompany adolescence will take place.</p> <p>Additional contents include</p> <ul style="list-style-type: none"> <li>• Lifeworld and resource orientation</li> <li>• Legal foundations</li> <li>• Leadership</li> </ul>

	<p><i>Job orientation</i></p> <p>The work with adolescents takes place in different contexts and covers a variety of fields of action. Depending on the field of work, different demands are made on social pedagogical action. In coordination with the students, sample occupational fields are discussed, such as youth work:</p> <p>Youth work is placed in the overall context of youth welfare and is differentiated into the programs of municipal youth care, youth associations, open youth work, and youth social work.</p> <p><i>Methods</i></p> <p>For the work with adolescents, besides basic principles of action, we also use methods and techniques specific to the field of work, such as</p> <ul style="list-style-type: none"> <li>• social group work (e.g. group leadership / processes, reflection / evaluation methods)</li> <li>• community work (participation, activation)</li> <li>• group training social skills (e.g. amplifier paradigm)</li> </ul> <p>These are discussed and tested according to the chosen fields of action.</p> <p><i>Application</i></p> <p>The methods discussed are applied and reflected within a microproject (development, implementation, and reflection) in the sense of experience-based learning. Sample projects could be a youth action day or a lifeworld analysis.</p>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will have jointly developed theoretical foundations for a better professional understanding of the particularities of the target group and will be able to derive consequences for the transfer to the respective professional field.</li> <li>• Students will gain insights into different fields of work they have chosen themselves and their socio-pedagogical requirements with the target group youth.</li> <li>• Students will know the possible ways of acting professionally in the respective fields of work.</li> <li>• Through experience-based learning, students will have tested their theoretical knowledge in their own project.</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar, project work, excursion</p>
<p><b>Testing</b></p>	<p>Presentation with written development</p>



Module 5.3 / 5.4 Target-Group-Oriented Specialization Module	
Social work with children	
Module coordinator	Acad. Council Martina Wiedermann
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Social Work with Children, Open Work, Social Work at Schools</b> Unit 2: <b>Developmental and Behavioral Disorders</b> Unit 3: <b>Intervention Techniques, Training Programs</b>
Short Description	<p>Social work with children within the framework of child and youth welfare is an important part of the fields of work in social work.</p> <p>Social work with children has developed and changed greatly in recent years due to the social changes, the accelerated pluralization of children's living situations, the rejuvenation of age-appropriate tasks and orientations, the increase in the potential for stress and risks that children now have to cope with, and the reorientation of social work as a whole. In order to meet the current challenges, professional action is required more than ever.</p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Lifeworld and living conditions of children today</li> <li>• Leisure time - socially separated children's worlds</li> <li>• School as a space for experiences</li> <li>• School - Early allocation of life chances</li> <li>• Children with migration background</li> <li>• Well-being, appreciation, self-efficacy - What children need for a good life</li> <li>• Participation of children</li> <li>• Developmental and behavioral disorders in childhood</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Social work in schools</li> <li>• Open work with children</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Models of quality development in child and youth work</li> <li>• Social space concept development</li> <li>• Concepts of open work with children</li> <li>• Self-evaluation instruments in fields of social work with children</li> </ul>

	<ul style="list-style-type: none"> <li>• Intervention techniques for conspicuous and aggressive behavior in childhood</li> <li>• Training programs in social work with children</li> </ul> <p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Sample application of lifeworld analysis in a field of social work with children</li> <li>• Concept development in a field of social work with children</li> </ul> <p>Application of self-evaluation instruments in a field of social work with children</p>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will acquire selected theoretical knowledge from developmental psychology and childhood sociology.</li> <li>• Students will be able to establish and reflect the action-oriented foundations of social work with children and apply them in various fields of work.</li> <li>• Students will gain knowledge about special target groups and will recognize and understand their problems. They will become familiar with significant developmental and behavioral problems in childhood.</li> <li>• Students will acquire knowledge of the application of intervention techniques for conspicuous and aggressive behavior.</li> <li>• Students will know specific theoretical approaches of open work with children and will be able to transfer them to concepts of action. They will have knowledge of the structure, forms, and concepts of open work with children.</li> <li>• Students will be familiar with the instruments of lifeworld analysis with children and can apply them. Students will know the steps of social space concept development.</li> <li>• Students will get to know a sample field of work of open work with children in more detail and will develop a concept in teamwork.</li> <li>• Students will know the models of quality development in child and youth work and can apply selected self-evaluation instruments.</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar-type lecture, practice-oriented course, self-study, work groups, exercises / application of methods, student presentations, excursions</p>
<p><b>Testing</b></p>	<p>Planning (concept development), application, documentation, and evaluation of a microproject in a field of social work with children</p>

Module 5.3 / 5.4 Target-Group-Oriented Specialization Module	
Social Work with Girls and Women	
Module coordinator	Dipl. Social ped. (FH) Kerstin Eichhorn-Wehnert
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Social Work with Girls and Women</b>
Short Description	<p><b>- For technical reasons, this program is only directed at women. -</b></p> <p>Social Work with Girls and Women is oriented towards the living conditions and needs as well as the resources of its addressees. It aims to promote gender justice and equality. Tendencies of individualization and pluralization in society have an impact on the living conditions of girls and women. Since there are neither "the" girls nor "the" women, religious and cultural affiliation, family situation, educational background, and lifeworld must be taken into account in addition to the characteristics of the gender, in order to be able to provide tailored and differentiated offers.</p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Sociology: Social structure analysis, socialization theories, construction of gender</li> <li>• Politics: Gender mainstream as a socio-political goal</li> <li>• Pedagogy: Gender-sensitive pedagogy and education in practice</li> <li>• Legal perspectives: Basic Law, Family Law, StGB, SchKG</li> <li>• Psychology: Development, psycho-education</li> <li>• SAW: History of social work and social workers, women's movement</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Youth work with girls (girls' meeting place, girls' center), social work in schools, girls' counseling</li> <li>• Gender-sensitive counseling in various contexts (e.g. pregnancy counseling, addiction counseling, social psychiatric service, partnership counseling)</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Social individual case assistance</li> <li>• Social group work</li> <li>• WAKO I-II (conversation, WABE, techniques of resource mobilization)</li> <li>• Group training of social skills</li> </ul>

	<p><i>Application</i></p> <p>Group work with presentation on a topic related to the content with practical relevance to social work</p>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will obtain current knowledge and research findings on girls and women and will be able to theoretically substantiate and practically implement corresponding principles of action.</li> <li>• Students will gain knowledge about the historical development of social work with girls and women and become familiar with different perspectives of working with girls and women in the coming years.</li> <li>• Students will become familiar with methodical approaches in gender-differentiated pedagogical work.</li> <li>• Students will become familiar with concepts in the work with girls and women and can apply gender-specific and gender-reflected pedagogy.</li> <li>• Students will deal with gender-specific role attributions and develop their own position / perspective in the work with girls and women.</li> <li>• Students will have the instruments of lifeworld analysis at their disposal and will know the structures, forms, and different concepts of social work with girls and women.</li> <li>• They will acquire basic insights into the significance of the category of gender in relation to socially unequal gender relations in society.</li> <li>• There will be an opportunity for personal reflection on the meaning of gender, in particular in the reflection of subjective constructions of femininity.</li> <li>• They will examine the development of gender skills in social work. They will gain theoretical and methodological knowledge for implementation.</li> </ul>
Teaching and learning formats	Lecture, individual and group work, presentations
Testing	Presentation and home assignment

<b>Module 5.3 / 5.4 Target-Group-Oriented Specialization Module</b>	
<b>International social work, social development, and vulnerable groups</b>	
Module coordinator	Dr. Andrea Schmelz
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Short Description	This module deals with approaches to social development and social work with particularly vulnerable groups (e.g. migrants, refugees, children, women) and educates students on the history and the structures and forms of governmental and non-governmental international cooperation (IC) and development cooperation (DC).
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Historical, social, and political foundations of globalization</li> <li>• SDGs &amp; social development, human rights, migration &amp; flight, poverty</li> <li>• Post-colonial and "decolonized" social work, Eurocentrism, indigenization</li> <li>• Eco-social sustainability and postal growth; "Green(ing) Social Work" and climate change</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Social Work as a "global profession" with vulnerable groups, communities and families in the context of globalization, migration and flight</li> <li>• Transnational social work with refugees and migrants</li> <li>• Fields of social work in Africa, Asia, Latin America</li> <li>• Civil society, social work, and NGOs</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Approaches of transnational social work (individual cases, families, communities), intercultural opening, "digital social work," etc.</li> <li>• Methods of human rights education, global learning, and participation</li> <li>• Development approaches in post-conflict and post-disaster situations; models of humanitarian aid</li> </ul> <p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Reflected comparisons of concepts and models of action of social work in different situations of social vulnerability</li> <li>• Critical examination of neoliberal aid concepts on the basis of selected examples</li> </ul>
Qualification targets /	<ul style="list-style-type: none"> <li>• Students will have knowledge about</li> </ul>

<b>Skills</b>	<ul style="list-style-type: none"><li>▪ Globalisation processes and their consequences for particularly vulnerable groups</li><li>▪ Transnational links between migration and development</li><li>▪ Traditions and organizational forms of social work in Africa, Asia, and Latin America</li><li>▪ Structures, forms, and fields of application of governmental and non-governmental international cooperation (IC) and development cooperation (DC).</li><li>• Students will gain an understanding of social work as an actor in international cooperation (IC and DC) and of models of action for working with particularly vulnerable groups.</li></ul>
<b>Teaching and learning formats</b>	Seminar, exercise, excursion
<b>Testing</b>	Regular active participation, presentation with written development (10-15 pages)

Module 5.3 / 5.4 Target-Group-Oriented Specialization Module	
Adults, adolescents, and families as target groups for educational programs in social work	
Module coordinator	Dr. Susanne Gröne
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Adult Education</b> Unit 2: <b>Youth and Family Education</b>
Short Description	<p>Adults, young people, and families are addressed in social work in a variety of contexts as target groups for educational programs. Education is taken up by various providers in the most diverse facets and is very often supported by an emancipatory approach. The educational work aims at supporting professional, cultural, social, and political participation of the participants and focuses on developing various skills and strengthening the maturity and self-determination of the person.</p> <p>The range of providers in the field of education is very diverse, ranging from adult education centers to special educational institutions, from large welfare organizations to small associations and alternative initiatives.</p> <p>Participant-oriented and target-group-specific settings in the teaching/learning process support access to the educational content.</p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Special features of target-group-specific educational programs for adults, youth, and families</li> <li>• Emancipatory concept of education with the objective of self-determination and maturity/empowerment</li> <li>• Learning theories, especially constructivist learning theories</li> <li>• Discussion and critical reflection of educational programs</li> <li>• Analyzing education-biographical approaches and so-called "resistance to learning"</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Getting to know institutions of adult, youth, and family education</li> <li>• Conditions of employment opportunities in this field of work</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Didactic measures of address-oriented learning settings are designed</li> <li>• Methods in educational work</li> <li>• Scenarios for educational programs</li> </ul>

	<p><i>Application</i></p> <ul style="list-style-type: none"><li>• Concept development for a specific target group and concept testing if necessary</li></ul>
Qualification objectives / skills	<ul style="list-style-type: none"><li>• The students have a sound theoretical understanding of the target groups of adults, adolescents, and families.</li><li>• Students will be able to critically, discursively, and reflexively deal with the presented theoretical approaches to education.</li><li>• Students will have the technical and didactic skills to plan, conduct, and evaluate educational sequences with selected target groups.</li></ul>
Teaching and learning formats	Seminar-type lectures, excursions
Testing	Written paper (10-15 pages)



Module 5.3 / 5.4 Target-Group-Oriented Specialization Module	
Social work for people with disabilities	
Module coordinator	Dipl. Social ped. (FH) Mathias Stübinger
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Design of Assistance, Support, Accompaniment, and Care for People with Disabilities</b> Unit 2: <b>Selected Socio-Pedagogical Aspects in Care Laws</b>
Short Description	<p>Even though the concept and understanding of "disability" has changed considerably in recent years and people with disabilities are no longer seen as "objects of care" in social work but increasingly as individuals acting independently, it must be noted that the multi-layered group of people with disabilities is certainly still seen as a minority in many areas of society today, which is experiencing social exclusion in many areas of public life. Court rulings which, for example, award damages to those who "have to suffer" that people with a mental disability sit at the neighboring table during their holidays confirm this thesis, as does the fact that people with disabilities in the Federal Republic of Germany are generally still predominantly cared for in special institutions (such as special schools; residential homes for mentally disabled people; workshops for disabled people etc.).</p> <p>Regardless of the paradigm shift that has begun with regard to the UN Convention on the Rights of Persons with Disabilities, the field of work of disability assistance is often characterized by prejudice and missing / incorrect / partial knowledge. For this very reason, it seems important that professional helpers from the field of social work / social pedagogy have sound knowledge of the complex field of social work with people with disabilities and are able to independently convert acquired knowledge into goal-oriented action that takes into account the needs of the target group.</p> <p>Based on the political perspectives, which the already mentioned UN Convention on the Rights of Persons with Disabilities points out with regard to the inclusion of people with disabilities, the new emancipatory self-concept / self-confidence of people with disabilities should be the main focus; the care perspective to be developed should move away from support of "defectological," "sick," and "dependent" people towards a resource-oriented, holistic view of disability in the sense of a positive basic understanding of curative education</p>

	<p>("The curative education prognosis is always positive").</p> <p>The teaching subject will include various curative education aspects of the topic of "disability," such as definitions, historical retrospectives, classification into individual images of disability (such as people with mental, physical, emotional or psychological disabilities etc.), psychosocial help options, ethical implications (e.g. prenatal diagnostics). The course also examines curative education diagnostics and support, promotion, rehabilitation, and assistance planning, ranging from early intervention with young children, school education, vocational rehabilitation to assistance for people in old age. Organizational and team-relevant aspects of care, rehabilitation, and support of disabled people are also addressed, as well as legal issues and social work aspects of care law. Additionally, we provide an exemplary overview of the organizations and institutions in the field of social work with people with disabilities.</p>
Contents	<p><i>Theory work</i></p> <p><u>Unit 1:</u></p> <ul style="list-style-type: none"><li>• Definitions, terms, concepts of disability</li><li>• Classification (ICD classification etc.)</li><li>• Paradigms of disability</li><li>• Sociology of disability</li><li>• Integration and Inclusion</li><li>• Empowerment and normalization principle</li><li>• Developmental psychological foundations according to Piaget</li><li>• Theory of the curative education model for designing care for people with disabilities</li><li>• Theory of the model for the organization of care and support for people with disabilities</li></ul> <p>In the context of the theoretical foundations presented here, we first take a look at the individual needs and requirements of people with disabilities; based on this analysis of individual strengths and weaknesses, we see how individual and need-oriented support, promotion, rehabilitation, and assistance planning can be developed. The individual planning procedures are outlined in the context of organizational theory aspects of support and care for people with disabilities.</p> <p>In connection with the shown theoretical foundations, the above mentioned topics / contents of the modules will be deepened:</p> <ul style="list-style-type: none"><li>• Module 1.1: Perception and Communication I</li><li>• Module 1.2: Sociological Perspectives</li><li>• Module 2.1: Human Science Perspectives</li></ul> <p><u>Unit 2:</u></p> <ul style="list-style-type: none"><li>• Overview of the legal perspectives of social work with people with disabilities</li><li>• Personal budget</li><li>• Care law and care procedures</li></ul>

### *Job orientation*

- The theoretical foundations of social work with people with disabilities are primarily oriented towards social work with people with intellectual disabilities; the theoretical foundations - in particular the curative education model and the model for the organization of care - are illustrated using institutions for the disabled (outpatient assisted living / residential homes for people with intellectual disabilities; workshops for people with disabilities) as examples.
- In the context of the perspectives of inclusion, we discuss current perspectives of action for support and accompaniment (personal budget / supported employment etc.).
- In connection with the areas of work mentioned, the special role and function of social work is discussed and analyzed.

As a cross-sectional task, we perform an overview of the legal perspectives of social work with people with disabilities and an insight into social work-related issues of the law on care and support (objectives / care and view of human nature / legitimization of social work in the care sector)

Other selected aspects may include:

- Disabilities and co-morbidity, e.g. addiction, mental illness - disabilities and old age
- Disabilities and quality of life
- Early support and school education
- Disability in the context of work and vocational rehabilitation
- Disability in the context of family and partnership
- Recreation for people with disabilities
- Disability in old age
- Social assistance and social control
- Volunteers - full-time supervisors
- Status and professionalism of the social work counselor.

Students mainly select the specific above-mentioned aspects, working on individual topics and presenting them in the form of a keynote speech.

### *Methods*

- This area is strongly oriented towards the theoretical foundations described above.
- The course focuses in particular on aspects of inclusion, self-determination, and resource orientation.
- The curative education model will be applied to the particular ways of life and environments of people with disabilities in accordance with its developmental psychological foundations.
- A so-called matrix of individual care (MIB) is used to transfer the theoretical foundations to the professional practice of social work with disability.
- In connection with the resulting diversity of methods, the special function of social work in the area of analysis, planning, and control of assistance, aid, and support services is addressed.

	<p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Students will apply the curative education model to a selected topic in the work spectrum of social work with people with disabilities</li> </ul> <p>Excursions to local facilities deepen the content of the courses.</p>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to distinguish between "normal, healthy, sick, chronically sick, disabled" and can critically reflect on these terms.</li> <li>• Students will gain knowledge on the individual types of disabilities and will be able to provide - resource-oriented - assistance and to plan, implement, and initiate corresponding aid, assistance, and support services.</li> <li>• Students will be able to apply and impart information on different integration forms / techniques of inclusion.</li> <li>• Students will know the lifeworld of people with a disability with its bio-psycho-social implications.</li> <li>• Students will become familiar with the legal foundations and social work aspects of care law and will be able to establish practical references.</li> <li>• Students will be able to initiate, control, and support concrete measures concerning work, everyday life, and leisure activities for people with disabilities.</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar-type teaching (lectures and presentations)</p> <p>Possibly - i.e. as far as this is organizationally possible with the practice partners - two short excursions to local facilities and institutions of disability assistance are planned.</p>
<p><b>Testing</b></p>	<p>Students will complete the module with presentations on topics of their choice on selected aspects of social work with people with disabilities; these are connected with the theoretical foundations of the seminar (in particular the curative education model). The presentations will be supplemented by a written paper</p> <p>Type of examination:  Presentation (approx. 15 minutes) including written paper (approx. 10 pages)</p>

Module 5.3 / 5.4 Target-Group-Oriented Specialization Module	
Social work for people with psychiatric illnesses	
Module coordinator	Dr. Christine Kröger
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Theoretical Foundations</b> Unit 2: <b>Action-Oriented Foundations</b> Unit 3: <b>Selected Aspects</b>
Short Description	<p>The targets of social work are affected by mental illness with above-average frequency.</p> <p>In this area of specialization, the problem is raised that seriously stressful social situations are associated with an increased risk for developing mental disorders, and that mental illnesses frequently have a lasting effect on social participation. First, we will develop a basic framework for the development of mental disorders (in particular consistency-theoretical considerations according to Grawe) and a (critical) understanding of the current classification systems (ICD-10, DSM V). Subsequently, selected, particularly relevant mental disorders in children (e.g. attachment disorders), adolescents (eating disorders) and adults (e.g. psychotic disorders) will be covered. In each case we take a systematic look at</p> <ul style="list-style-type: none"> <li>• the appearance (phenomenology: how can this mental disorder be recognized?)</li> <li>• epidemiological aspects (How often does this disorder occur? Which risk factors play a role?),</li> <li>• the causes (etiology), and</li> <li>• the social work-based prevention and intervention possibilities.</li> </ul> <p>Overall, the focus lies on gaining access to the life situation and the experience and behavior of people with mental illness.</p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Theoretical foundations that tie in with the courses offered by the reference sciences and SAW and that are examined in greater depth include social science and medical disease models (e.g. bio- psycho-social understanding of disease and health), the concept of lifeworld orientation, psychological and pedagogical foundations (e.g. attachment theory, educational style research, learning theories); counseling approaches (person-centered conversation) with a social therapy focus.</li> </ul>

	<ul style="list-style-type: none"> <li>• Social work-relevant aspects of German care laws (<i>BetrR</i>) and housing laws (<i>UnterbrG</i>)</li> <li>• New theoretical concepts: Consistency theory according to Grawe (special focus: basic human psychosocial needs)</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Reflection on social work tasks in the different programs of the community psychiatric care system and in other relevant help systems (e.g. child and youth welfare)</li> <li>• If possible, an excursion to an exemplary institution to illustrate the content and methodology of the work as well as the regional networking, organization, and financing models (e.g. to the SpDi in Coburg)</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Reflection on the methods learned before the practical semester in light of their suitability for the professional field of social work with people with psychological illnesses, in particular counseling and intervention methods within the framework of communication structures and outreach work (following on from “Practice of Conversation, Perception, and Communication I” and “Community Work, Social Group Work, and Individual Social Assistance”).</li> </ul> <p><i>Application</i></p> <p>Action skills are developed primarily through role-playing, experience-based exercises, and case work.</p>
<p>Qualification objectives / skills</p>	<p>Students will be able to relate important theoretical foundations and concepts of social work to the support and guidance of people with mental disorders. Specifically,</p> <ul style="list-style-type: none"> <li>• students will understand the development and maintenance of mental illnesses on the basis of bio-psycho-social condition context;</li> <li>• they will know important examples of disorders (e.g. schizophrenic disorders, attachment disorders), and will be able to classify the behavior and experiences of people with mental disorders and react adequately to them;</li> <li>• they will be able to derive suitable intervention and prevention approaches and can develop specific social work action strategies.</li> </ul>
<p>Teaching and learning formats</p>	<p>Teaching is undertaken in the form of seminar work (theory inputs, group work, practical exercises, and theme-centered self-reflection). Active participation is required.</p>
<p>Testing</p>	<p>The examination consists of a presentation with written paper. The working groups present their topic and moderate in-depth discussions and exercises plenary sessions. Each member of the group work writes paper which focuses on the main content of their paper and is about 20,000 characters long (i.e. approx. 8-10 pages; hand-out and Power Point presentation are to be included in the appendix). It is expected that a detailed conclusion is drawn in the written paper which addresses the topics in the plenary discussion / results of the exercises and explains them further, if necessary. Attendance is compulsory, as the exercises are based on each other and are experience-based.</p>

<b>Module 6.1 Legal Perspectives II</b> <b>Methodical Specialization, Social Law, Criminal Law</b>	
Module coordinator	Dr. Daniel Herbe
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	125, of which 90 as in-class program (6 SWH) and 35 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Methodical specialization</b> Unit 2: <b>Social law</b> Unit 3: <b>Criminal law</b>
Short Description	Building upon the module "Legal perspectives I" where basic knowledge on practical and legal methodology was conveyed, students will acquire further knowledge of legal provisions relating to classic constellations of social work and will reflect on them on a case-by-case basis. The students' legal competence will be expanded in relation to potential fields of their future professional practice.
Contents	<ul style="list-style-type: none"> <li>• Knowledge and reflection on foundations and current problems of applicable criminal and social law, including current legislative projects</li> <li>• Differentiation between basic legal provisions relating to providers, employees, and clients in criminal and social law contexts</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will have a deepened basic understanding of the methodology of jurisprudence.</li> <li>• They will have increased abilities to integrate relevant legal frameworks into their practical work.</li> <li>• They will have developed a feeling for legal relevance and problems.</li> <li>• Students will have the ability to transfer criminal and social law premises into practice.</li> <li>• They will have additional skills for self-reflection in light of legal aspects in their everyday work situations with regard to employee-related legal regulations (e.g. confidentiality and the legal tasks of probation and youth welfare services).</li> <li>• Students will have an awareness of the ethical foundations and interdependencies of the law in areas relevant to fundamental rights (e.g. the meaning and purpose of state penalties, human dignity in criminal and social law).</li> <li>• They will have the ability to criticize applicable law and legal policy projects, especially in criminal and social law contexts.</li> <li>• They will gain an enhanced awareness of intercultural and cross-border issues (especially regarding the scope of relevant laws and existing</li> </ul>

	<p>service catalogs).</p> <ul style="list-style-type: none"><li>• Students will also gain an enhanced awareness of the problems with regard to gender-specific relevance and differentiations in the applicable law (e.g. with regard to the design of youth welfare services).</li><li>• They will have the versatile ability to deal competently with relevant media and information sources (e.g. specialist commentaries, journals, relevant legal offers on the internet).</li><li>• Students will have the in-depth ability to reflect on methods, e.g. with regard to the possibilities and limitations of historical, grammatical, systematic, and teleological interpretations of psychosocial issues.</li></ul>
Teaching and learning formats	Seminar-type lectures
Testing	Written examination (90 minutes)



Module 6.2 Social Work Science IV Professional Identity	
Module coordinator	Dr. Gunda Rohbeck
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>History of Social Work</b> (2 SWH) Unit 2: <b>Professional Ethics</b> (2 SWH)
Short Description	The module promotes the development of a professional identity by studying the history of the profession and by identifying professionally relevant values and norms and their institutionalization in professional standards and professional codes of ethics.
Contents	<p><i>History of social work</i></p> <ul style="list-style-type: none"> <li>• Social, political, economic, and social influences on the emergence and development of social work in Germany since the 19th century</li> <li>• Professionalization of social work and development of forms of work</li> <li>• Dual system of free and public welfare</li> <li>• Social policy in the respective temporal context (free and public welfare, legislation, institutionalization)</li> </ul> <p><i>Professional Ethics</i></p> <ul style="list-style-type: none"> <li>• Professional ethics as part of the professional identity and as a basis for professional self-control</li> <li>• Concepts of man and basic ethical positions in social work</li> <li>• Professional ethical principles and dilemmas</li> <li>• Implementation of professional ethical standards between habit and (lack of) sanctions</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will be able to identify various factors influencing the further development of social work, including culture-specific factors, and account for them in strategic decision-making situations.</li> <li>• They will be able to place professional development processes in the respective socio-political context.</li> <li>• They will be particularly aware of the connection between gender relations and professionalization processes.</li> <li>• Students will develop professional identity against the background of current social developments.</li> <li>• They will have the ability to reflect and learn from the various developments in the history of social work.</li> <li>• Students will be familiar with different possibilities of ethical</li> </ul>

	<p>reflection and argumentation and knowledge of the importance of ethical self-control in view of their professional autonomy</p> <ul style="list-style-type: none"><li>• They will be familiar with the meaning, scope, and possibly also with the contradictions of the central values of social work and will be able to relate these to their professional activities in a way that is appropriate to the problem.</li><li>• Students will be familiar with the professional ethical principles of the DBSH as well as different possibilities to measure their own actions based on these and to work on their implementation and further development.</li></ul>
Teaching and learning formats	Seminar
Testing	Written examination (90 minutes)

<b>Module 6.3 Interdisciplinary Profiling</b>	
Module coordinator	Dr. Eckardt Buchholz-Schuster
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	Unit 1 (compulsory unit): <b>Scientific Work Level III:            Branch-Specific Methodological Skills (1 SWH)</b> Unit 2 (compulsory elective unit): <b>Interdisciplinary Compulsory Elective Course (3 SWH)</b>
Short Description	The content of the module serves to convey a deeper understanding of scientific methodology and interdisciplinary topics. The methods and interdisciplinary approaches taught in this module will prepare students for professional practice or a subsequent Master's program. The teaching of the formal requirements for a written final thesis in particular will prepare them for the Bachelor's thesis.
Contents	<p><i>Scientific Work Level III: Branch-specific methodological skills</i></p> <ul style="list-style-type: none"> <li>• Teaching of job/study-specific, scientific methodological skills</li> </ul> <p><i>Interdisciplinary compulsory elective course</i></p> <ul style="list-style-type: none"> <li>• Profiling of students through choice of one of three subject areas:               <ul style="list-style-type: none"> <li>▪ Orientation and profiling for professional life</li> <li>▪ Cultural education</li> <li>▪ Philosophy and ethics</li> </ul> </li> </ul>
Qualification objectives / skills	<p><i>Branch-specific methodological competence in scientific work</i></p> <ul style="list-style-type: none"> <li>• Students will be able to structure written theses in their course of studies using the correct form and content and will be able to provide a bibliography and citations correctly.</li> <li>• They will be able to discuss and evaluate complex technical texts and issues (e.g. contextual, qualitative).</li> <li>• They will be able to visualize issues in a professional and appropriate way (e.g. using diagrams, charts, tables) and evaluate, comment on, and apply sample theories and/or empirical procedures/methods.</li> </ul> <p><i>Ability to reflect</i></p> <ul style="list-style-type: none"> <li>• Students will be able to view complex issues in a differentiated way and to classify them in context.</li> <li>• They will be capable of developing points of view and to giving stringent reasons for their arguments.</li> <li>• Students will be able to develop a professional, social, and cultural practice related to a topic (if necessary from a philosophical-ethical perspective).</li> </ul>

	<p><i>Interdisciplinary, social, and cultural skills</i></p> <ul style="list-style-type: none"><li>• The students are capable of developing, evaluating, and if necessary, designing and implementing job-related, cultural, aesthetic, or philosophical aspects and issues of human action in an interdisciplinary way</li><li>• They will be able to evaluate job-specific cultural and social standards and act in a suitable manner for the given context</li><li>• The employability of the students is strengthened (e.g. by promoting key skills, such as team and communication skills, intercultural competence, foreign language skills, media skills, mental flexibility, change skills, and experiences with experiments and in design)</li></ul>
Teaching and learning formats	Seminar-type lectures, seminar, exercise, excursions
Testing	<p>Proof of academic achievement in Unit 2, alternatively possible as:</p> <ul style="list-style-type: none"><li>• Program / project paper</li><li>• Study/project paper (weight for final grade: 3/4) with presentation (weight for final grade (1/4)</li><li>• Documentation of a practical task (5-8 pages)</li><li>• Project report (5-8 pages, weight for final grade 2/3) with presentation (weight for final grade 1/3)</li><li>• Written take-home assignment (5-10 pages)</li></ul>

	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>Case Management</b>
Module coordinator	Dr. Andreas Aue
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Case Management</b>
Short Description	<p>The concept and method of case management was developed (not exclusively) within American social work and represents a further development / extension of case work, which is increasingly perceived as insufficient due to its individual orientation (WENDT: Unterstützung fallweise. Case Management in der Sozialarbeit. 2nd expanded ed., Freiburg i.Br. 1995). Case management is applied at the case <u>and</u> the institutional / system level.</p> <p>At the <u>case level</u>, case management is described as "<i>a collaborative process in which care options and services are collected, planned, implemented, coordinated, monitored and evaluated to meet the individual care needs of a client through communication and available resources</i>" (CASE MANAGEMENT SOCIETY OF AMERICA quoted in: Deutscher Verein für öffentliche und private Fürsorge: Qualitätsstandards für das Fallmanagement. Frankfurt/Main 2004, p.1).</p> <p>At the <u>institutional/system level</u>, case management means "<i>the system and care management, which coordinates and organizes needs-based assistance in the social and health sector across all cases and creates the structural conditions for this in the community ...</i>" (REMMEL-FARBENDER in: Löcherbach/Klug/Remmel-Faßbender/Wendt: Case Management. Fall- und Systemsteuerung in Theory und Praxis. 1st ed., Neuwied 2002, p.69).</p>
Contents	<p><i>Theory work</i></p> <p>Although RIET/WOUTERS emphasize that case management has "<i>no job-related function</i>" and is therefore "<i>not reserved for a specific professional group</i>" (Case Management. Ein Lehr- und Arbeitsbuch über die Organization und Koordination von Leistungen im Sozial- und Gesundheitswesen. 2nd ed., Lucerne 2008, p.42), nevertheless theory and competence-related arguments can be listed that allow case management to be presented primarily as a method of social work, at least in the social and health sector. At this point we should refer in particular to the history of theory and methods of social work (e.g. ENGELKE: Die Wissenschaft Soziale Arbeit. Werdegang und Grundlagen. 1st ed., Freiburg i. Br. 2003), to coping with social problems as the subject of social work (ibid.), and to the curricula of social work (increasingly) based or related to this (imparting relevant knowledge/skills and abilities/competencies).</p> <p>With regard to the theoretical foundation or location of case management</p>

within social work, we should include the following aspects:

- Systems theory
- Constructivism
- Case management as a method for processing/resolving the "contradiction triangle": "client needs," "systemic (problem) view," and "differentiation or segmentation of social assistance and its institutions"

#### *Job orientation*

A contradiction triangle may form between "client needs," "systemic (problem) view," and "differentiation or segmentation of social assistance and its institutions" or result in a "contradictory triangle":

- The client's needs compete with the systemic (problem) view (e.g. the client wants to reduce his problem to blame, is [currently] not interested in working on a possibly complex bundle of causes)
- The client's needs compete with the differentiation/segmentation of social assistance (e.g. client needs "holistic orientation help" and not a "sum of segment assistances"; he may not be able to assign his problem to a certain "help segment" in advance)
- The systemic (problem) view competes with the differentiation/segmentation of social assistance and its institutions (e.g. the social worker recognizes the need for complex problem solving, but experiences restrictions, hurdles, and resistance in the social aid system, such as different professional interests, general segment orientation, rivalries between providers etc.)

Case management is a method that tries to dissolve the "contradiction triangle" and to transform it into an assistance system, in which the components of client needs, (systemic) professional (problem) view, and applicable/realizable social help are brought into line with each other.

In the meantime, Case Management is being used as a method in countless fields of social work.

#### *Methods*

The tasks, contents, and potential difficulties of the following phases of case management

- Engagement (with outreach, access, and intake)
- Assessment
- Planning
- Intervention/implementation
- Monitoring/reassessment
- Evaluation and disengagement are presented and the techniques and means to be used in these phases are taught.

#### *Application*

As didactic elements, the specialization area includes theory input, supplementary literature study, seminar discussions, small group work, as well as case work, exercises, and video-documented role playing.

Qualification objectives / skills	<ul style="list-style-type: none"><li>• Students will know the assumptions, requirements, contents, and processes of the case management method.</li><li>• Students will be familiar with the basic techniques and tools of the case management method and have practiced and used them in examples.</li><li>• Students will know the personal skills necessary for social work in general and for the successful application of the case management method in particular.</li><li>• These personal skills are present, improved, or basic for the students, depending on the individual skill.</li><li>• Students are able to recognize the necessity of initiating or participating in case management processes in the practice of social work.</li></ul>
Teaching and learning formats	Seminar, exercise
Testing	<p>Since the above mentioned goals can only be achieved through process-based learning, continuous participation and active collaboration (with willingness to participate in video-documented role playing) are essential.</p> <p>The grade is based on the quality of a written paper (approx. 10-15 pages), in which a concrete case management process must be outlined according to case specifications or the specifications of a regional characteristic group.</p>

	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>Youth work in social areas</b>
Module coordinator	Torsten Dohnalek M.A.
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Theoretical Foundations</b> Unit 2: <b>Action-Oriented Foundations</b> Unit 3: <b>Application</b>
Short Description	Social spaces and lifeworlds form the basis of concept development of social spaces in youth work. An understanding of socio-spatial youth work according to DEINET (2009) helps analyze the living conditions of young people in their social spaces and derive consequences for youth work from this understanding. "The broad understanding of social spaces as subjective lifeworlds focuses on the subjective experience and behavior of children and adolescents. The appropriation of their lifeworld is seen as an important developmental task of children and adolescents. (DEINET 2009: 7)
Contents	<p><i>Theory work</i></p> <p>The content-related examination of socio-spatial youth work starts with classical and current spatial theories such as Giddens, Löw, and Lefebvre in order to develop the subject "social space." Based on this, the appropriation concepts of Leontjew, Holzkamp and Deinet etc. are discussed in connection with developmental tasks in adolescence in order to illustrate the importance of spatial appropriation in the socialization of young people. Additional contents include</p> <ul style="list-style-type: none"> <li>• Lifeworld orientation</li> <li>• Youth sociological aspects</li> <li>• Leadership approaches</li> </ul> <p><i>Job orientation</i></p> <p>Socio-spatial youth work mainly deals with the fields of youth work and community work. In practice, this creates tension between the importance of spatial appropriation for development and external influences. For example, spaces for young people are increasingly regulated and functionalized. This reduces niches and the possibility of independent appropriation. Socio-spatial youth work in connection with the basic principles of youth and community work attempt to counteract this tension.</p>



	<p><i>Methods</i></p> <p>Different methods, techniques, and means are needed for implementing youth work in social spaces.</p> <p>In addition to the foundations of social group work (e.g. group leadership and processes) and community work (e.g. activation, empowerment, participation, future workshop), these also include elements of group training in social skills, conversation, and public relations.</p> <p><i>Application</i></p> <p>Besides the theoretical and text-analytical examination of the topic, this specialization also includes the implementation of sample projects such as redesigning a youth center (e.g. developing rooms with adolescents) or opening up new rooms with adolescents (initiating processes of appropriation among young people).</p> <p>Students will plan, implement, and evaluate the entire process in cooperation with local partners.</p>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will have developed the theoretical foundations and discussed the importance of the appropriation of space for young people in relation to current social changes (demographic change, functionalization of lifeworlds, regulation of space...) in the field of social work in general.</li> <li>• They will gain insight into the different fields of work of youth work and deduce consequences of the importance of the space appropriation for young people in relation to the fields of work.</li> <li>• Students will have designed processes of space appropriation for young people in the described fields of work and have implemented them in micro-projects.</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar, project work, excursion</p>
<p><b>Testing</b></p>	<p>Presentation with written development</p>

<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>	
<b>Clinical social work</b>	
Module coordinator	Dr. Christine Kröger
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Theoretical Foundations</b> Unit 2: <b>Action-Oriented Foundations</b> Unit 3: <b>Selected Aspects</b>
Short Description	<p>Clinical social work is understood as specialist social work. Clinical tasks in social work are psycho-social counseling, social support, crisis intervention, and social therapeutic assistance for people in crises and severe stressful situations, often accompanied by psychological disorders and deviations as well as somatic diseases and disabilities. Social Work works "clinically" e.g. in counseling centers, psychiatric institutions, in youth and family support, in rehabilitation clinics, and acute care hospitals. The aim is to cope with stress, crisis, and illness and to achieve social (re-)integration. It includes: psycho-social diagnostics, psycho-social counseling, social therapy, psychoeducation, prevention, and rehabilitation.</p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Theoretical foundations linked to program of the reference sciences and social work sciences are examined in depth and include social science and medical disease models (e.g. bio-psycho-social understanding of disease, person- in-environment), social work-relevant disorders and diseases in children and adults, stress and stress management, as well as counseling and therapy approaches (person-centered conversation, learning theories, and behavior-therapeutic models) with a social therapy focus.</li> <li>• SGB V with its references to SGB I and X; counseling law; protection of trust in social work; care and housing law in the context of SGB V</li> <li>• New theoretical concepts: Social support, salutogenesis</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Processing and reflection of clinical tasks including structures, institutions, and financing in important fields of social work, sample specializations with a selection of the fields / clients of child and youth welfare, family support, psychiatry, work with elderly people, rehabilitation, addiction etc.</li> <li>• If possible, an excursion to an exemplary institution to illustrate</li> </ul>

	<p>both content-methodological work and regional networking, organization, and financing models (e.g. to the affiliated institute of the HS-Coburg "IPSG - Institut for Psychosoziale Gesundheit," gGmbH in Weitramsdorf-Weidach</p> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Reflection on the methods learned before the practical semester in light of their suitability for the professional field, in particular counseling and intervention methods in the context of communication structures and outreach work (following on from "Practice of Conversation, Perception, and Communication I" and "Community Work, Social Group Work, and Individual Social Assistance").</li> <li>• Psycho-social diagnostics: practice-oriented foundations, diagnostic procedures, diagnostically sound intervention planning, and practice development</li> <li>• Crisis intervention to improve the fit of the client or client system and social environment</li> </ul> <p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Action skills are developed primarily through role-playing, experience-based exercises, and case work.</li> </ul>
<p>Qualification objectives / skills</p>	<ul style="list-style-type: none"> <li>• Students will become familiar with important theoretical principles and concepts of social work and can relate them to issues in clinical social work.</li> <li>• Students will know specific forms of action, methods (e.g. conducting conversations), and their potential applications to improving the fit of the client / client system and social environment in sample problems, disorders, and fields of work/facilities.</li> </ul>
<p>Teaching and learning formats</p>	<p>Teaching is undertaken in the form of seminar work (theory inputs, group work, practical exercises, and theme-centered self-reflection). Active participation is required.</p>
<p>Testing</p>	<p>The examination consists of a presentation with written paper. The working groups present their topic and moderate in-depth discussions and exercises in plenary sessions. Each member of the group work writes paper which focuses on the main content of their paper and is about 20,000 characters long (i.e. approx. 8-10 pages; hand-out and Power Point presentation are to be included in the appendix). It is expected that a detailed conclusion is drawn in the written paper which addresses the topics in the plenary discussion / results of the exercises and examines them further, if necessary.</p> <p>Due to the process- and experience-based work there is an obligation to attend.</p>

	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>Medical and Legal Perspectives for People with Disabilities</b>
Module coordinator	Dr. Harry Conrads Dr. Daniel Herbe Dipl. Social ped. (FH) Mathias Stübinger
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Medical and Legal Perspectives for People with Disabilities</b>
Short Description	<p>People with physical, mental, and emotional disabilities have always been a classic field of social work. In order to be able to understand and support these people with their disabilities in their entire "being" situation as reliably and accurately as possible, it is important to learn about and study the biological, medical, psychological, and social (including economic and legal) factors.</p> <p>In this specialization module the following topics will be researched, worked on, and discussed in depth in order to understand the general as well as the individual particularities of the situation of people with disabilities in their respective bio-psycho-social contexts as adequately as possible and to generate from it helpful action knowledge in the context of social worker skill extension.</p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Short overview of the disciplines involved in the field of disability and the disciplines that work with people with disabilities, such as social work, special education, medicine, and law.</li> <li>• Definitions: Definitions of normal, healthy, ill, chronically ill, and disabled while taking into account various relevant definitions (WHO, medical, psychological etc.)</li> <li>• The bio-psycho-social understanding of disability based on selected models of health, illness, and disability</li> <li>• ICDIH = International Classification of Functioning, Disability and Health, since 2001 (also abbreviated ICF )</li> <li>• Comorbidity: Behavioral problems, stress reactions, and mental disorders and diseases in people with disabilities</li> <li>• Important, helpful, life-determining legal-ethical framework and issues – for example care issues, independent living, and partnerships for people with a mental disability, and issues regarding important decisions made by legal guardians, for example the future of the affected person (sterilization etc.)</li> <li>• Knowledge of the most important types of disabilities while taking into account the</li> </ul>

	<p>bio-psycho-social models and also in the context of rehabilitation and primary, secondary, and tertiary prevention while taking into account social worker intervention possibilities</p> <ul style="list-style-type: none"> <li>• General and specific action principles for dealing with people with disabilities</li> <li>• Legal foundations and benefits for participation in the social security system (SGB IX, special support, care etc.)</li> <li>• (Re)integration into the 1st and 2nd labor market while taking into account the respective resources, disabilities, and prognostic factors regarding the status of a disability from a medical-legal perspective</li> <li>• Immaterial and material help, socio-political issues, and concepts as well as integration and rehabilitation possibilities while taking medical-legal conditions into consideration</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Detection and reflection of social work tasks in the respective environment, for example in the context of (support) school social work, social psychiatric services, and curative education institutions</li> <li>• Excursions, expert discussions (e.g. child and youth psychiatrist)</li> <li>• Interdisciplinarity, differentiation and USPs of social work in a multidisciplinary team</li> </ul> <p><i>Methods</i></p> <p>Recapitulation and reflection of the methods acquired during the course of study from a general (e.g. institutions) and special (individual) perspective for the applicability and manageability in working with people with disabilities</p> <p><i>Application</i></p> <p>Application and transfer of the methods acquired during the course of study to work with people with disabilities while taking into account general (e.g. institutions) and specific (individual) perspectives</p>
<p>Qualification objectives / skills</p>	<ul style="list-style-type: none"> <li>• Knowledge of the most important pictures of disabilities and functional limitations in consideration of the bio-psycho-social model</li> <li>• Knowledge and action competence in dealing with persons working in the field of disability and affected persons</li> <li>• Basic knowledge of important medical-legal issues in the context of social worker fields of action</li> <li>• Knowledge in the field of prevention and rehabilitation and the practical approach to social work</li> <li>• Basic knowledge and application of knowledge in dealing with people with disabilities</li> <li>• Basic knowledge and application of knowledge about legal foundations, socio-political issues, and concepts, as well as integration and rehabilitation possibilities from a legal and ethical point of view</li> <li>• Basic knowledge of supply systems in the past, present, and future: Homes, day care centers, assisted living, assistance etc.</li> </ul> <p>Basic knowledge of the working reality of people with disabilities, e.g. in the 1st and 2nd labor market</p>
<p>Teaching and learning formats</p>	<p>Seminar, exercise, excursion</p>

Testing	Written examination (90 minutes)
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	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>Sexual education</b>
Module coordinator	Dipl. Social ped. (FH) Dominik Oesterreicher
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Theoretical Foundations</b> Unit 2: <b>Action-Oriented Foundations</b> Unit 3: <b>Application</b>
Short Description	Sexual education "not only includes externally guided and controlled learning processes in its domain, but also emphasizes the activity of self-forming, which can be spread over a lifetime and often have a direct connection to cultural content" (KLUGE, 2008).  "Sex education is an aspect of pedagogy which researches and scientifically reflects upon both the sexual socialization and the targeted educational influence on people's sexuality. Since a newer understanding of pedagogy refers to all areas of life, the life-world of adults and old people can also become the subject area of sexual education" (SIELERT, 2008).
Contents	<i>Theory work</i> The WHO Regional Office for Europe and the Federal Center for Health Education (BZgA) developed the "Standards for health education in Europe." (place/year of publication: Cologne, 2011) This created foundations for sexual education and pedagogy. As tasks of social work, sexual education also requires the following theoretical foundations from the reference sciences: <ul style="list-style-type: none"> <li>• Sociology <ul style="list-style-type: none"> <li>▪ Sexual socialization/ sexual identity</li> <li>▪ Gender socialization</li> <li>▪ Sex education for all ages</li> </ul> </li> <li>• Legal perspectives (<i>StGB, JuSchG, ...</i>)</li> <li>• Pedagogy</li> <li>• Philosophy <ul style="list-style-type: none"> <li>▪ Moral discourse (e.g. religion and sexuality)</li> <li>▪ Social norm of sexuality</li> </ul> </li> <li>• Psychology (psychosexual development)</li> <li>• Social medicine (contraception)</li> </ul>

	<p><i>Job orientation</i></p> <p>Sexual education and pedagogy are applied in many areas of social work, such as counseling centers for pregnancy conflict counseling, child and youth work, adult education, work with physically and mentally handicapped people or also in resocialization work (work with addicts, delinquents, etc.).</p> <p>Sexual education and pedagogy is often not detached from these areas, but is embedded in them as a method to support the clients of social work in achieving their goals.</p> <p><i>Methods</i></p> <p>Students experience, reflect on, and apply methods of sex education.</p> <p>In addition, elements from other areas of the Social Work academic program are deepened, such as</p> <ul style="list-style-type: none"> <li>• Social individual case assistance (e.g. medical history, exploration, contract work)</li> <li>• Social group work (e.g. group management/ processes)</li> <li>• Group training of social skills (e.g. amplifier paradigm)</li> <li>• Perception and Communication I + II (conversation, WABE, techniques of resource mobilization)</li> <li>• Public relations (e.g. designing fliers)</li> <li>• Social work and new media (e.g. pornography on the internet, forums, internet acquaintances, etc.)</li> </ul> <p><i>Application</i></p> <p>Development, implementation, and reflection of a sex education project</p>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will acquire the theoretical foundations and know the consequences/specialties for the transfer to the respective professional field.</li> <li>• Students will gain insight into the different fields of work and their socio-pedagogical requirements.</li> <li>• Students will be familiar with the possibilities for designing and implementing sex education elements in the respective fields of work.</li> <li>• Students will put their learning experiences into practice.</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar, exercise</p>
<p><b>Testing</b></p>	<p>The grade is based on the quality of the written take-home assignment (ca.10- 15 pages).</p>



	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>Social work in addiction treatment</b>
Module coordinator	Dr. Susann Hößelbarth
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	<p>Unit 1: <b>History and Discussion of the Concept of Addiction, Attitudes, and Views of Human Nature</b></p> <p>Unit 2: <b>Background and General Conditions of Different Counseling and Treatment Programs for Addicts</b></p> <p>Unit 3: <b>Concepts and methods</b></p>
Short Description	<p>The specialization module is dedicated to psychosocial counseling and support of at-risk persons or current addicts in different settings of addiction care (e.g. addiction counseling, substitution treatment, integration assistance). The course covers the historical development of addiction assistance as well as the current legal, financial, and organizational framework of counseling and care for dependent patients. Ethical issues and dilemmas in the work with addicts are discussed. In addition, addiction-related problem areas of the clients as well as new drug and care policy approaches, concepts, and methods are developed and discussed together. As the most important method of conducting conversations in counseling at-risk persons and addicts, the techniques of motivational interviewing will be developed and practiced. Furthermore, we present motivational case management and behavior-related self-control programs. Depending on the students' previous knowledge and interest, other topics in the field of addiction care can also be discussed, repeated, or deepened (e.g. theories of the emergence of addiction, psychoactive substances and so-called behavioral addictions, comorbid mental disorders...)</p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• History, theory, and discussion of the concept of addiction (addiction as an illness, socially deviant or criminal behavior, social construction of the concept of addiction etc.), ethical implications and dilemmas of professional helpers</li> <li>• Historical development of addiction aid (abstinence-oriented help, low-threshold acceptance of help, substitution treatment of opioid addicts etc.) and current care system</li> <li>• Paradigm shift in addiction treatment: from the abstinence paradigm to health and self-control promoting approaches</li> <li>• Legal, financial and organizational framework, and the contents and methods of offering addicts psychosocial support in the context of counseling, substitution treatment, and integration assistance</li> </ul>

	<p>etc.</p> <ul style="list-style-type: none"> <li>• From the deficit orientation of the ICD-10 to the participation focus of the ICF - possibilities of promoting the participation of dependent persons</li> <li>• Current challenges (e.g. care for older drug addicts) and new concepts in psychosocial care (e.g. behavior-oriented self-control programs, use of new media, participatory approaches involving the competence of the people concerned)</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Psychosocial counseling and support in counseling centers, contact shops, integration assistance (e.g. assisted living), prisons etc.</li> <li>• Excursions to practice facilities</li> <li>• Invitation of representatives from practice and affected persons, if applicable</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Methods of motivating and maintaining a change in behavior - motivational interviewing (MI), psychoeducation</li> <li>• Motivational case management (MOCA) in addiction care - assessment, planning, and structured cooperation in the network of help centers</li> <li>• Methods and programs to promote self-control and relapse prevention</li> </ul> <p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Processing of case studies, exercises, role playing if necessary</li> <li>• Inclusion of practical experience of the students</li> </ul>
<p>Qualification objectives / skills</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Be familiar with social behavior regarding substance abuse and addiction, recognize ethical issues and dilemmas in addiction care</li> <li>• Able to understand the lines of development of abstinence-oriented and acceptance-oriented addiction help, especially in connection with psychosocial counseling and support, and will know the variety of current help options as well as their financial, legal, and institutional framework</li> <li>• Know the specific requirements of psychosocial care for addicts in the context of substitution treatment</li> <li>• Be familiar with the theoretical framework, basic attitude, and view of human nature of motivational interviewing (MI) and can apply the essential techniques</li> <li>• Know the principles and methods of motivational case management in addiction care</li> <li>• Will be familiar with options for promoting addicts' participation</li> <li>• Be aware of current challenges and new concepts of addiction care</li> </ul>
<p>Teaching and learning formats</p>	<p>Seminar, exercise, excursion</p>
<p>Testing</p>	<p>Presentation in group work with individually composed papers</p>

	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>Experience-based pedagogy</b>
Module coordinator	Dipl. Social ped. (FH) Dominik Oesterreicher
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Theoretical Foundations</b> Unit 2: <b>Action-Oriented Foundations</b> Unit 3: <b>Application</b>
Short Description	<p>Experience-based pedagogy refers to Jean Jacques Rousseau (1712-1778) and Henry David Thoreau (1817-1862) as pioneering thinkers (HECKMAIR / MICHL 2008). Kurt Hahn (1886-1974) is regarded as one of the founders of experience-based pedagogy and developed experience-based therapy with which he wanted to counteract social decay (MICHL 2009). Based on this, "experience-based pedagogy is an action-oriented method and aims to support young people in their personal development and enable them to shape their lives responsibly through exemplary learning processes in which young people are confronted with physical, psychological, and social challenges" (MICHL 2009).</p> <p>To create these challenges, experience-based pedagogy uses elements from the fields of holiday, leisure, nature, and sports education (BACH /BACH 2008), as well as elements from cooperative adventure games (GILSDORF / KISTNER 2001 and 2003), Land Art (GÜTHLER / LACHER 2005) and City Bound (DEUBZER / FEIGE 2004).</p>
Contents	<p><i>Theory work</i></p> <p>In the meantime, experience-based pedagogy "has become an integral part of the spectrum of pedagogical possibilities and is increasingly establishing itself as a discipline at colleges and universities" (MICHL 2009).</p> <p>As a theoretical basis for experience-based pedagogy and as a method of social work, the following areas will be studied:</p> <ul style="list-style-type: none"> <li>• Foundations (Rousseau, Thoreau, Hahn,..)</li> <li>• Different learning models of the experience-based pedagogy</li> </ul> <p>Reference sciences:</p> <ul style="list-style-type: none"> <li>• Psychology (learning theories, development)</li> <li>• Pedagogy</li> <li>• Reflection on experience-based pedagogy using theories of social work (e.g.: lifeworld-orientation, bio-psycho-social approach)</li> </ul>

	<p><i>Job orientation</i></p> <p>Experience-based education measures are applied in many areas of social work, such as child and youth work, adult education, work with physically and mentally disabled people, or even resocialization work (work with addicts, delinquents, etc.).</p> <p>Experience-based pedagogy does not take place in isolation from these areas, but is embedded as a method to support the clients of social work in achieving their goals.</p> <p><i>Methods</i></p> <p>Students experience, reflect on, and apply the techniques and means of experience-based pedagogy (e.g.: cave, climbing, city bound, tour group dynamic elements).</p> <p>In addition, elements from other areas of the Social Work academic program are deepened, such as</p> <ul style="list-style-type: none"> <li>• Social group work (e.g. group leadership / processes, reflection /evaluation methods)</li> <li>• Group training of social work (e.g. amplifier paradigm)</li> <li>• Perception and Communication I + II (conversation, perception and observation, techniques of resource mobilization)</li> </ul> <p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Development, implementation, and reflection of experience-based education activities within a microproject</li> <li>• Implementation of an experience-based pedagogical measure with exemplary techniques of experience-based pedagogy (e.g. climbing on natural rock, caving and raft building)</li> </ul>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will acquire the theoretical foundations and know the consequences/specialties for the transfer to the respective professional field.</li> <li>• Students will gain insight into the different fields of work and their socio-pedagogical requirements.</li> <li>• Students will know the possibilities of designing and implementing experience-based education elements in the respective fields of work.</li> <li>• Students will put their learning experiences into practice.</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar, exercise, excursion</p>
<p><b>Testing</b></p>	<p>Written discussion of professional practical skills (take-home paper)</p>

	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>Child protective services</b>
Module coordinator	Dr. Gunda Rohbeck
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Child protective services</b>
Short Description	In families and institutions, children and adolescents are exposed to various situations of danger that can negatively influence their well-being and development: abuse, neglect and/or sexual violence. Active preventive child protection requires a broad knowledge of risk and protection factors, skills in dealing with children and adolescents and their caregivers, the legal framework, and questions of networking and cooperation between different services.
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Systemic-constructivist approach (foundation in Social Work Science III): System theory and systemic practice describe the family as systems which consist of communication and which control their changes within the framework of their self-referentiality and structural coupling to their environment. In this theory, social work is understood as a family environment that tries to initiate change through intervention in the family environment.</li> <li>• Lifeworld orientation (foundation in Social Work Science III): The lifeworld orientation refers to the given living conditions and everyday experiences of the addressees in a post-modern society. In dialog with them, support programs are developed and provided with the help of individual, social, and political resources.</li> <li>• Empowerment (foundation in Social Work Science I): Empowerment helps recognize and use strengths and resources in order to organize everyday life autonomously and to shape one's own living space in a self-determined way.</li> <li>• Pedagogy: Pedagogy deals with fundamental questions of the education of children and adolescents in families and institutions. It deals with the conditions for successful educational processes and gives advice for action-oriented and practical knowledge.</li> </ul>

	<p><i>Job orientation</i></p> <p>Questions of primary, secondary and tertiary prevention in the field of child protection are relevant for public and independent child and youth welfare institutions and for work with families:</p> <ul style="list-style-type: none"> <li>• Youth welfare offices, in particular the general social services, are usually the most important contacts in questions of child protection due to their legal protection mandate according to § 8a SGB VIII (German Social Security Code). Within the scope of the specialization area, knowledge is acquired about recognizing threats to the well-being of children and supporting children, adolescents, and their families.</li> <li>• Coordinating Child Protection Centers (KOKI) offer low-threshold assistance for families and specialists in independent and public youth welfare. They make an important contribution to the networking and cooperation of the various services and to the further development of individual and socio-spatial support services and the development of early intervention.</li> <li>• Independent youth welfare institutions, such as day-care centers, school social work, youth care, outpatient, semi-inpatient and inpatient child and youth welfare institutions are more strongly involved than before in the communities taking responsibility in child protection cases due to the protection mandate under § 8a SGB VIII. They make an important contribution not only in individual cases, but also with regard to protective measures within their institutions and in preventive measures.</li> </ul> <p><i>Methods</i></p> <p>Based on the needs of children/adolescents and the strengthening of parenting skills of families and guardians, the course teaches basic skills in dealing with risks to child welfare. The procedures (foundation of individual social assistance, community work, empowerment, and resource mobilization) include:</p> <ul style="list-style-type: none"> <li>• WHO ecological risk factor model</li> <li>• Identifying the different types of risks to child welfare</li> <li>• Principles and steps of the family-oriented approach to child abuse and neglect</li> <li>• Principles and steps of the child-centered approach to sexual violence</li> <li>• Prevention approaches at individual, institutional and societal level</li> <li>• Networking activities</li> </ul> <p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Acquisition of skills in dealing with child protection cases through case work, exercises, and role playing</li> <li>•</li> </ul>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will gain scientifically sound theoretical knowledge regarding children/adolescents in dangerous situations.</li> <li>• Students will be confident in dealing with risks to child welfare.</li> <li>• Students will be familiar with risk and protection factors.</li> <li>• They will have competence in the application of law.</li> <li>• Students will be familiar with prevention concepts in the various risk areas.</li> <li>• They will have an overview of the help network...</li> </ul>

Teaching and learning formats	Seminar-type lectures, case work with exercises and role playing
Testing	Written examination (90 minutes)

	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>Music in social work</b>
Module coordinator	Dipl. M/ML Ralf Probst
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Music in social work</b>
Short Description	<p>"Music has unique ways of reaching people emotionally. It belongs to basic needs and is probably the most aesthetically effective communication medium we possess (Wickel 2004: p.144)." Through music people can be reached, understood, encouraged, and supported more easily. Against the background of such perspectives, the specialization module shows practical approaches and presents, develops, and reflects on music pedagogical methods and concepts.</p> <p style="text-align: center;"><i>- Experience in making music together is desirable -</i></p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Foundations of general music theory such as time signatures, interval theory, triads and tetrachords in various inversions, major and minor keys, and simple chord progressions are clearly presented and examined more closely.</li> <li>• Musical pedagogical approaches for work in social fields are shown, discussed, and taught.</li> <li>• Fields of music education in social work and their possibilities for practical work are presented and discussed.</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Music educational projects from the practice are presented, discussed, and reflected upon.</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Elementary music making with different percussion and percussion instruments</li> <li>• Different playing techniques for making music in groups with Latin and Samba percussion instruments as well as the body's own instruments (body percussion) are developed.</li> <li>• Foundations of song accompaniment on chord instruments (piano/guitar) for practical application in the context of social work.</li> <li>• Digital media in practical use such as recording and producing your own music, writing your own lyrics, and technical understanding will be trained.</li> <li>• Theoretical approaches to music and their application in practice</li> </ul>



	<p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Different music pedagogical approaches for the target-specific application (music in work with people with disabilities, music in youth work etc.) in social work</li> <li>• Planning and application of own practical examples like band workshops, musical projects, mobile music work etc... in the different fields of work.</li> <li>• Planning and implementation of a practical project presentation,</li> <li>• Written reflection with transfer to social work</li> </ul>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will be familiar with the effect, function, and meaning of music in social work.</li> <li>• Students will learn about music-psychological and music-sociological aspects.</li> <li>• Students will become acquainted with music theoretical and music pedagogical foundations and be able to transfer and apply them to different target groups.</li> <li>• During the course, the students will deal with different disciplines.</li> <li>• The acquired theoretical and practical skills will enable students to recognize and analyze musical contexts.</li> <li>• The acquired skills will enable the students to lead practical music making activities with different target groups and to plan and execute their own projects.</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar-type lecture, project work, practical exercises</p>
<p><b>Testing</b></p>	<p>Presentation with written development, practical final presentation</p>

	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>"Humans. Make. Community"</b> <b>Integrated City and Community Development as a Vision for the Future</b>
Module coordinator	Pascal Bächer M.A. Dipl. Social ped. (FH) Isabella Ettlich
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Integrated City and Community Development as a Vision for the Future</b>
Short Description	<p><b>1. 'Society' perspective</b></p> <p>Our starting point are the social megatrends in their local interplay with each other. For example, we focus on demographic change (silver society), (transnational) mobility and migration movements, digitalization and new working environments, as well as (new) social inequalities, individualization, and segregation processes with their effects on urban and rural areas.</p> <p><b>2. 'Community' perspective</b></p> <p>We focus on the level of communities, local institutions, local economy, and civil society as a starting point for community-oriented social work. We discuss the (formal and informal) communication and decision-making processes and the associated power and hierarchy relations in the social spaces. Who is (not) involved in what and why? What interests are marginalized and how do we deal with them?</p> <p><b>3. 'Community work' perspective</b></p> <p>Based on the above mentioned foundations, we discuss approaches and principles of Community Work (GWA) in its historical development. The focus lies on their potential for sustainable change processes with the participation of civil society. The focus also lies on the activation of civil involvement, the participation of citizens in decisions and institutions relevant to them, the shaping of membership(s) in the community, and the possibilities of active involvement of social work that (co-)shapes social change.</p>
Contents	<p><i>Theory work</i></p> <p>The theoretical perspectives in the area of specialization are manifold. On the one hand, we discuss inequality and power in (social) spatial perspectives (incl. Bourdieu). Furthermore, we explore approaches to sustainable development and post-growth society (e.g. Seidl/Zahrnt). Civil society, engagement and municipal social policy are also examined theoretically. We also discuss the principles of action and guiding standards of community work (e.g.: Hinte/Oelschlägel/Lüttringhaus, Klöck, BAG) and</p>

	<p>their theoretical foundations: e.g. lifeworld orientation (e.g. Thiersch), empowerment (e.g. Herriger), social space orientation (e.g. Früchtel/Cyprian/Budde)</p> <p><i>Job orientation</i></p> <p>The area of specialization is primarily concerned with community-oriented approaches to social work and focuses on their starting point and point of reference in local communities. Questions about the participation of as many citizens as possible, the participation of civil society actors in development and decision-making processes, and the moderation and mediation between different interest groups are important tasks for social work. In view of social developments as a whole, the experience of community work appears to be particularly suitable for actively shaping social change in the sense of “global thinking - local action.” Questions of social urban development, citizen participation, and the organization and activation of communities are questions for social work.</p> <p><i>Methods</i></p> <p>Concrete methods of exploring communities, mobilizing resources, and activating citizens are presented and practiced (e.g. activating survey). In addition, we will discuss methods for the joint development of visions and projects for sustainable development in communities (e.g. World Café, Future Workshop).</p> <p><i>Application</i></p> <p>In addition to practical exercises, we establish an explicit application and practical relevance by visiting best practice examples during excursions and by inviting external speakers from the field (e.g. from the area of solidarity-based economy, social urban development and urban planning promotion).</p>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will reflect on social processes in their relevance for the living environments of the people in the local social spaces.</li> <li>• Students will be familiar with and understand (communal) political and administrative contexts with regard to decision-making and development processes.</li> <li>• Students will be familiar with and understand the theories and concepts that are fundamental to integrated community development and community work.</li> <li>• Students will understand the possibilities and tasks of community-oriented social work with regard to sustainable development.</li> <li>• Students will be able to apply different methods of exploring communities, mobilizing their resources, actively intervening in social policy processes and planning sustainable change in the community.</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar-type lecture, excursion, presentations, text work, practical exercises</p>
<p><b>Testing</b></p>	<p>Presentation and written paper (take-home)</p>

	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>Improvisational Theater for Developing Creative Potential</b>
Module coordinator	Dipl. Social ped. (FH) Michaela Musenja
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Improvisational Theater for Developing Creative Potential</b>
Short Description	<p><b>Subject</b></p> <p>Improvisation (doing something off the cuff) is a specific category of human existence and is closely related to spontaneity. When spontaneity is released and integrated into the whole human fabric, creativity is born.</p> <p>According to Ilse von Arlt, who is one of the pioneers of scientifically guided social work, respect for human creativity is the most important goal in the training of social workers.</p> <p>Creativity in social work is not understood with the limited view of the arts, but holistically and more strongly related to the individual. (Meis M., Mies G. (2012): Artistic and aesthetic methods in social work Stuttgart p. 42 et seq.)</p> <p>In the specialization area, different theater pedagogical approaches are learned and experienced. In the discussion of the theater pedagogical technique, the focus always lies on improvisation, theoretically illuminated, and experienced in interaction through the performing arts.</p> <p>In addition to a deeper look at the aspect of creativity, other possible effects of performing arts on the development of personality are considered in the group. Particular attention is paid to possible soft skills, such as the ability to work in a team, emotional expression, and adequate communication skills.</p> <p>(Meis M., Mies G. (2012): Artistic and aesthetic methods in social work Stuttgart p. 42 et seq.)</p>
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Theoretical foundations of improvisation are taught.</li> <li>• With the help of various scientific approaches to the subject of creativity, it is developed as a professional resource.</li> <li>• Different theater pedagogical approaches are taught and their relation to social work is reflected: <ul style="list-style-type: none"> <li>▪ Augusto Boal Theater of the Oppressed Demanded the separation of stage and audience, in favor of an active participation of the audience / people</li> <li>▪ Viola Spolin - Improvisation techniques for pedagogy, therapy, and theater</li> </ul> </li> </ul>

	<p>Developed forms in the performing arts for developing creativity</p> <ul style="list-style-type: none"> <li>▪ Keith Johnstone - Theater rules that encourage improvisation He became known through theater sport and his theater rules that encourage creativity</li> <li>▪ Heidi Frei - Jeux Dramatique A pedagogically oriented theater method, which in the intensive phase focuses on body expression and makes do without language. Among other things, it serves one's own experience in different roles and the development of creative potential.</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• There are sample presentations of social work application examples.</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• In relation to the cultural-aesthetic-media subjects, the area of specialization ties in with methods from the field of theater pedagogy. Different theater pedagogical approaches are learned and experienced.</li> <li>• Improvisation and the creativity that becomes apparent in it is planned, implemented, and reflected on in theatrical pedagogical concepts for social work.</li> <li>• By applying the theater pedagogical method, students learn basic knowledge about theater pedagogical settings.</li> </ul> <p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Students apply the acquired knowledge and the experienced practical impulses in the creation of a concept.</li> <li>• The subject of the written elaboration is to create a concept for a target group based on the theater pedagogical approaches, which will strengthen creativity or other soft skills.</li> </ul>
<p>Qualification objectives / skills</p>	<ul style="list-style-type: none"> <li>• Students will have a deeper understanding of the terms improvisation and creativity in relation to social work.</li> <li>• Students will be familiar with various theater pedagogical approaches and be able to plan, design, and reflect on these in the field of social work.</li> <li>• Students will have experienced the theater pedagogical approaches during practical implementation and will have incorporated their experience-based knowledge into their own concepts.</li> <li>• Students will have a sound understanding of theatrical pedagogical settings.</li> </ul>
<p>Teaching and learning formats</p>	<p>Seminar, exercise, excursion</p>
<p>Testing</p>	<p>Written discussion of professional practical skills (10-30 pages)</p>

	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>Digitalization and social work</b>
Module coordinator	Matthias Scheibe, M.A.
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Digitalization and social work</b>
Short Description	In almost all private and professional spheres, digital change is fundamentally changing interaction strategies. This phenomenon poses new challenges for social work professionals which they are currently only partially able to meet with competence and determination. However, in the future, this will be possible by increasing explanatory knowledge (e.g. how machine learning works, big data, gamification) and action competence (e.g. attractive online presence, dealing with data protection, new communication techniques). In the specialization module, students can study these topics in three areas and expand their own skills. At the same time, the course is considered a learning space and method workshop.
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• Media Theories</li> <li>• Theories of (social) space</li> <li>• Communication and education theories</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• Financing, institutional integration, and technical and personnel design of the relevant positions and services in the three areas</li> <li>• If necessary, extend or change the stock</li> <li>• New forms of programs and possible applications are being considered</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Lifeworld analysis at the border of the digital and analog world (e.g. WoW clans, WhatsApp groups)</li> <li>• Virtual educational programs (e.g. influencer, educational videos, webinars)</li> <li>• Online consulting</li> <li>• Systematic simulation as a means of improving quality for (still) unproven techniques</li> </ul> <p><i>Application</i></p> <ul style="list-style-type: none"> <li>• Systematic simulations</li> <li>• Role playing</li> <li>• Experience-based exercises</li> </ul>

Qualification objectives / skills	<ul style="list-style-type: none"><li>• Students will be able to critically reflect on their own (web-based) media behavior.</li><li>• They will recognize the contrasts between the technically possible and ethically justifiable.</li><li>• Students will test techniques for the described fields of application and develop them further</li></ul>
Teaching and learning formats	Seminar, exercises, excursion or courses held locally outside of the university under the university's responsibility
Testing	Written discussion of professional practical skills

	<b>Module 6.4 / 6.5 Method / Field-of-Work-Oriented Specialization Module</b>
	<b>School social work – social work in the school environment</b>
Module coordinator	Acad. Council Martina Wiedermann
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	250, of which 75 as in-class program (5 SWH) and 175 as self-directed study
ECTS credits	10
Associated courses	Unit 1: <b>Theoretical Foundations</b> Unit 2: <b>Action-Oriented Foundations</b> Unit 3: <b>Application</b>
Short Description	School social work is a complex and demanding field of work. With its lifeworld-oriented possibilities for prevention, everyday orientation, and participation, as well as action concepts such as open counseling approaches, community work, and networking, it offers a special potential which is also legally anchored in § 13 KJHG as a youth welfare service. Target groups of school social work are in particular socially disadvantaged and individually impaired pupils as well as parents and teachers. The main focus of the work lies on individual case help and counseling in individual problem situations, socio-pedagogical group work, projects and work with school classes, open programs, as well as in-school and out-of-school networking and community work.
Contents	<p><i>Theory work</i></p> <ul style="list-style-type: none"> <li>• School social work as a field of action for child and youth welfare</li> <li>• Goals, target groups, fields of activity, programs, principles and principles of action, legal foundations</li> <li>• Organization of school social work</li> </ul> <p><i>Job orientation</i></p> <ul style="list-style-type: none"> <li>• JaS - Youth social work at schools in Bavaria</li> <li>• Open and affiliated all-day school</li> <li>• Spec. forms of social work in schools</li> <li>• Excursion, internship, and practice-based project</li> </ul> <p><i>Methods</i></p> <ul style="list-style-type: none"> <li>• Counseling and relationship work in the school context</li> <li>• Social worker Group work in school, class training, and projects</li> <li>• Training room method</li> <li>• Conflict competence and mediation in school</li> <li>• Nonviolent communication in school</li> <li>• From parental work to partnership with guardians</li> <li>• Evaluation of measures of a practice-based project</li> </ul>



	<i>Application</i> <ul style="list-style-type: none"><li>• Concept development and implementation of a practice-based project</li></ul>
Qualification objectives / skills	<ul style="list-style-type: none"><li>• Students will know essential theoretical foundations of school social work and social work in schools.</li><li>• Students will gain insight into the socio-educational requirements of the target group work.</li><li>• Students will know methods and approaches to act professionally.</li><li>• By means of experience-based learning, students will test their theoretical knowledge in their own project.</li></ul>
Teaching and learning formats	Seminar, exercises, excursion or courses held locally outside of the university under the university's responsibility
Testing	Presentation with written development

<b>Module 7.1 Social Work Science V</b> <b>Current discourses, innovative theoretical approaches, reconstruction of individual learning processes</b>	
Module coordinator	Dr. Daniel Herbe
Semester order	Semester 7
Schedule	Respective winter semester
Work load in hours	125, of which 15 as in-class program (1 SWH) and 110 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Current Discourse in Social work</b> Unit 2: <b>Innovative Theoretical Approaches in Social Work</b> Unit 3: <b>Reconstruction of Individual Learning Processes</b>
Short Description	<p>The module provides comprehensive preparation for the students' professional activities. It deals with current discourses of social work and supports future graduates in analyzing the professional and political statements they contain and in developing their own professional position. It addresses innovative approaches to social work and enables the students to examine the content of these approaches in order to determine what innovative potential they have for their intended field of work. Furthermore, the module deepens the knowledge and skills of scientific work and its methods. Finally, it offers the students the opportunity to reconstruct their professional development history within the framework of their studies and to work out statements about which explanatory and action models of social work and the reference sciences present in their studies have become formative components of their professional competence.</p>
Contents	<p>The contents are determined by the teachers involved in the module in relation to the current discourse in the subject. Examples of such discourses are</p> <ul style="list-style-type: none"> <li>• Child protection as co-production of social work and civil society</li> <li>• Impact research in social work</li> <li>• Conflict between the economization of social work and the goal of realizing human dignity</li> </ul> <p>Examples of innovative theoretical approaches and concepts of social work are currently</p> <ul style="list-style-type: none"> <li>• Blended help</li> <li>• Capability approach</li> <li>• Restorative social work.</li> <li>• The reconstruction of individual learning processes takes place in relation to the above mentioned contents.</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will be familiar with the essential current discourses in social work and be able to analyze and classify them in terms of their technical, professional, and socio-political significance.</li> </ul>

	<ul style="list-style-type: none"><li>• Students will be able to classify the approaches from a theoretical-historical perspective and determine their scope. They will be able to present and critically discuss the meaning of the approaches to specific tasks and fields of work in social work.</li><li>• Students will be able to describe their learning process within the study of social work and the significance of their preferred disciplinary perspectives for their professional profile and to present the potential they have for specific tasks and fields of work.</li><li>• Students will be able to critically analyze and evaluate texts with scientifically recognized methods.</li></ul>
Teaching and learning formats	Seminar
Testing	Reflection portfolio

<b>Module 7.2 Case Seminar</b>	
Module coordinator	Dr. Susanne Gröne
Semester order	Semester 7
Schedule	Respective winter semester
Work load in hours	125, of which 15 as in-class program (1 SWH) and 110 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Interdisciplinary Case Work</b>
Short Description	In the case seminar, students perform detailed and differentiated work on a special case of social work. They combine theory and practice by applying the special requirements, theories and methods of social work with the learned skills from the reference sciences (pedagogy, psychology, medicine, sociology, political science) while working on a case study.
Contents	<ul style="list-style-type: none"> <li>• Detailed case work</li> <li>• Development of the basic framework for an intensive examination of a special case from social work from an interdisciplinary perspective</li> <li>• Discussion of the individual work steps in small groups with accompanying coaching</li> <li>• Intensive reflection and evaluation of the case work</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will understand the connection and intertwining of the different approaches to social work as well as the reference sciences of social work and be able to transfer these competently to a case.</li> <li>• Students will process the events of case work in intensive reflection.</li> </ul>
Teaching and learning formats	Seminar-type lectures, seminar, practical exercise
Testing	Take-home paper (10-30 pages)

<b>Module 7.3 General and Specialized Scientific Compulsory Elective Module</b>	
Module coordinator	Dr. Susanne Gröne
Semester order	Semester 7
Schedule	Respective winter semester
Work load in hours	2 x 62.5; of which 2 x 30 as in-class program (2 x 2 SWH) and 2 x 32.5 as self-directed study <i>or</i> 125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	2 x 2.5 <i>or</i> 1 x 5 = 5
Associated courses	Unit 1: <b>General and Specialized Scientific Compulsory Elective Module 1</b> (2 SWH) Unit 2: <b>General and Specialized Scientific Compulsory Elective Module 2</b> (2 SWH)  or only one unit: <b>General and Specialized Scientific Compulsory Elective Module</b> (4 SWH)
Short Description	The general and specialized scientific compulsory elective modules serve for the specialization of special knowledge and skills. In the general scientific area, the electives broaden the students' view beyond professional requirements to relevant contents of other disciplines. They also contain programs for the acquisition of foreign language skills. The specialized scientific compulsory electives relate to current issues and special perspectives of social work.
Contents	Depending on elective: <ul style="list-style-type: none"> <li>• General scientific questions (e.g. world economy, rhetorics)</li> <li>• Foreign languages (e.g. Spanish, English, Turkish)</li> <li>• Current social and socio-political issues (e.g. poverty)</li> <li>• Current questions, methods, and topics of social work (e.g. confrontational pedagogy)</li> </ul>
Qualification objectives / skills	Depending on elective: <ul style="list-style-type: none"> <li>• Students will be able to work and reflect on general scientific questions.</li> <li>• Students will acquire / deepen basic foreign language skills.</li> <li>• Students will study special and current questions, methods, and topics of social work in depth.</li> </ul>
Teaching and learning formats	Seminar-type lectures, seminar, exercise, excursions
Testing	written exam (90 - 150 minutes) <i>or</i> presentation (10 - 60 minutes) with written elaboration (10 - 30 pages) <i>or</i> written discussion with practical skills (10 - 30 pages) <i>or</i> written language test (45-120 minutes) <i>or</i> oral language test (15-30 minutes)

<b>Module 7.4 Bachelor Thesis</b>	
<b>Module coordinator</b>	Dr. Ralf Bohrhardt
<b>Semester order</b>	Semester 7
<b>Schedule</b>	Respective winter semester
<b>Work load in hours</b>	250 as self-directed study
<b>ECTS credits</b>	10
<b>Short Description</b>	The Bachelor thesis, which should be approx. 30 pages and completed within 4 months, is intended to demonstrate the ability to carry out application-oriented scientific work acquired throughout the course of study. This is done by means of independent, problem-oriented work on a limited question from the field of social work on a scientific basis.
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Development and specification of a relevant question</li> <li>• Creation of a work and time schedule</li> <li>• Literature research</li> <li>• Reading, reduction, and reorganization of relevant knowledge</li> <li>• If necessary, planning, implementation, and evaluation of limited empirical questions</li> <li>• Theoretical derivation and substantiation of general problem solving concepts or concrete concepts for action</li> <li>• Clear and consistent structure of the presentation</li> <li>• Formulation of text and, where possible, creation of suitable visualizations (diagrams, tables, etc.)</li> <li>• Final check of the work for recognizable coherence and linguistic correctness</li> </ul>
<b>Qualification objectives / skills</b>	<ul style="list-style-type: none"> <li>• Students will be able to independently work on a problem from social work on a scientific basis within a set period of time.</li> <li>• Students will be able to place their topic in a scientific discourse and prove its relevance for social work.</li> <li>• They will be able to work on their topic in a systematic and scientifically structured way.</li> <li>• They will be able to critically review essential parts of the literature, to present them appropriately (paraphrase and analysis), and to assess their significance and relate them to each other (criticism).</li> <li>• They will be able to select suitable methods for working on their topic, to justify them in a theory-based manner, and to apply them adequately.</li> <li>• Students will reflect on the results of their work in terms of the set limits of the possibilities of working on their questions.</li> </ul>
<b>Testing</b>	Bachelor thesis (30 pages)

## 6 Module Descriptions - Optional Accompanying Program

<b>Management in social organizations</b> <b>Module 21.1 Organization</b>	
Module coordinator	Dipl. Soc. Ped. (FH) Mathias Stübinger
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Organizational Structure, Goal Setting and Problem Solving (1 SWH)</b> Unit 2: <b>Time Management and Personal Goal Setting (1 SWH)</b> Unit 3: <b>Planning and Controlling (1 SWH)</b> Unit 4: <b>Marketing and Sponsoring (1 SWH)</b>
Short Description	<p>In their respective fields of activity, social organizations primarily pursue needs-oriented goals, such as the optimal assistance and care of disabled people or the best possible psychosocial counseling for people seeking advice and help. Regardless of the fact that the financial success of a company is less important than the quality of its services, the actions of social organizations and companies are bound to the principles of economic efficiency; the constantly increasing intensity of competition, increasing complexity of organizational structures and tasks, and the progressive tendency to reduce costs requires the introduction and further development of transparent, comprehensible management, and action concepts in all social organizations.</p> <p>This module focuses on the structural analysis of organizations, target setting processes, time management, planning, and controlling as well as marketing and sponsoring in social organizations.</p>
Contents	<p>In-depth and practice exercises on the topics from Module 3.4 (Social Management I) on the following topics:</p> <ul style="list-style-type: none"> <li>• Organizational analysis; organization chart including weakness analysis</li> <li>• Guiding principles of social work; goal setting; goal pyramid; goal selection; goal correction</li> <li>• Problem types; problem handling; problem solving</li> <li>• Feasibility study and decision making</li> <li>• Self-reflection, analysis, stress and coping, burnout in social work; prevention and support for self-help in burnout; sense of goal setting, goals and their criteria and levels, personal goal setting, feasibility check, goal formulation, time analysis, sources of disturbance, time use techniques, daily performance curve, goal-oriented task identification, priorities, time planning with time pyramid, planning for time periods, work environment, and time saving techniques</li> <li>• Characteristics of planning, organization of planning, planning levels</li> </ul>

	<p>Systems, process models, synoptic and incremental approach, goal and problem-oriented planning, planning techniques including network planning, scheduling and procedures for plan assurance, control and controlling (with reference to Module 19.3 - Unit 3), dimensions of controlling, functions and tasks as well as types and forms, instruments, controlling systems, fields of application, self-evaluation, control of goal achievement and problem solving, resistance and acceptance</p> <ul style="list-style-type: none"> <li>• Definition of terms, social organizations as service providers, interaction processes in social work; market and -sizes, methods, instruments and strategies of marketing, marketing mix, process models, systems, methods of analysis, goal setting, and goal planning as well as goal control and evaluation and communication policy: advertising, public relations (with reference to Module 21.2 - Unit 4); fund raising and sponsoring</li> </ul>
<p>Qualification objectives / skills</p>	<ul style="list-style-type: none"> <li>• Students will gain in-depth knowledge in the field of economics - social management.</li> <li>• They will be able to reflect on their objectives against the background of their socialization and develop goals for the shaping their professional and private future.</li> <li>• Students will be able to convert goals and solutions into planning steps, to prepare measures of professional action, and to critically reflect and evaluate professional action.</li> <li>• Students will be familiar with the fundamentals of marketing and sponsoring and can actively support and represent the goals of the social organization by using the communication policy instruments of marketing (advertising, public relations; corporate identity; fund-raising, sponsoring).</li> <li>• Students will be familiar with the most important communication policy instruments of marketing and be able to apply these instruments in a task and problem oriented way.</li> <li>• Students will be familiar with the basic theoretical background of the "Social Management" method.</li> <li>• They will be able to apply techniques of goal setting and problem solving to themselves, to their case work with the client(s), and the social organization.</li> <li>• Students will know the theoretical foundation of time management and be able to apply it to their field of work / the entire professional activity and to organize their (working) day in a time efficient way.</li> <li>• They will be able to initiate, manage, and control planning processes.</li> <li>• Students will be capable of recognizing and representing organizational structures and be able to effectively carry out goal finding and problem solving processes by using the appropriate techniques of social management.</li> <li>• They will be able to check the effectiveness of their actions and make necessary adjustments in a sound manner.</li> <li>• Students will learn about team competence and be able to analyze, moderate, and control the interdisciplinary cooperation of different professional groups.</li> <li>• Students will have the ability to undertake self-reflection in everyday professional life. They will know their own role / position in the context of a social organization and therefore will be able to assess their individual scope of action and use their resources in an effective manner.</li> <li>• The application of social management techniques will enable</li> </ul>



	<p>students to involve those seeking advice and help more strongly and self-determinedly in the planning and implementation of help and support measures; knowledge of the specific structures and objectives of social organizations will support the individual development of professional ethical values and norms in the execution of actions.</p> <ul style="list-style-type: none"> <li>• Students will have an awareness of the ethical relevance of using economic techniques in social work.</li> <li>• Students will develop an understanding of how the organizations and institutions of social work are networked in society and what systemic interactions the actions of "professional helpers" can have.</li> <li>• Students will be able to present and justify the planned actions, goals, problem-solving strategies, and planning processes of social work to outsiders in a transparent and comprehensible way.</li> <li>• They can present specific problems and difficulties of social organizations and justify the social importance of social organizations.</li> <li>• Students will be able to transfer the different techniques of social management to the respective requirements of the professional field</li> </ul>
<p>Teaching and learning formats</p>	<p>Seminar-type lectures, exercise, exercises, practice-oriented classes</p>
<p>Testing</p>	<p>Written case study (10-30 pages)</p>

<b>Management in Social Organizations</b> <b>Module 21.2 Personnel</b>	
Module coordinator	Dipl. Soc. Ped. (FH) Mathias Stübinger
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Personnel Management I: Personnel Planning, Advertising, and Selection</b> (1 SWH) Unit 2: <b>Personnel Management II: Management Behavior, Concepts, Styles; Motivation of Employees</b> (1 SWH) Unit 3: <b>Personnel Management III: Personal Style, Team Model, and Conflict Resolution</b> (1 SWH) Unit 4: <b>Conflict Management</b> (1 SWH)
Short Description	<p>In their respective fields of activity, social organizations primarily pursue needs-oriented goals, such as the optimal assistance and care of disabled people or the best possible psychosocial counseling for people seeking advice and help. Regardless of the fact that the financial success of a company is less important than the quality of its services, the actions of social organizations and companies are bound to the principles of economic efficiency; the constantly increasing intensity of competition, increasing complexity of organizational structures and tasks, and the progressive tendency to reduce costs requires the introduction and further development of transparent, comprehensible management, and action concepts in all social organizations.</p> <p>This module focuses on human resources management and public and media relations.</p>
Contents	<ul style="list-style-type: none"> <li>• Analysis of personnel requirements; individual and collective planning, recruitment and release of personnel, personnel requirements and advertising, selection of applicants with analysis of application documents, interviews and aptitude tests, onboarding, adjustment and build-up or reduction of staff, personnel development including retention and promotion, remuneration, support; assessment</li> <li>• Characteristics and tasks of leadership and management, forms of expression, leadership personality and behavior, leadership styles and concepts, leadership means, control, necessary congruence of leadership concept and style, motivation of employees, internal conditions for high employee satisfaction and motivation</li> <li>• Personal style; professional identity and role in social organization; team model for cooperation in social organizations introduction to conflict management;</li> <li>• Consulting model for social organizations</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognizing private, personal, professional, and institution-related conflict situations</li> <li>• Finding goals for employee evaluations</li> <li>• Techniques of conducting a conversation</li> <li>• Nonviolent communication</li> <li>• Prepare and conduct critical discussions</li> <li>• Preparing and implementing methods of discussion, conferences, and discussion forum management as well as preparing and implementing structuring, discussion rounds, conferences, and discussion forums</li> <li>• Mediation</li> </ul>
<p>Qualification objectives / skills</p>	<ul style="list-style-type: none"> <li>• Students will be able to assess operational developments and develop appropriate personnel plans. They will be able to recruit and select personnel for specific institutions, to assess and plan personnel development measures, and to manage and evaluate personnel efficiently and in a goal-oriented manner.</li> <li>• Students can identify and analyze structural causes for conflicts in social organizations and use them to resolve the conflicts</li> <li>• They will be familiar with the central foundations of team processes and can advise teams of employees in social organizations accordingly and optimize team processes.</li> <li>• Students will be able to recognize and verbalize private and personal conflicts of employees, to search for solutions in conversations and, if necessary, to refer them to specialists. Professional conflict discussions (e.g.: critical discussion, warning) can be recognized as necessary, prepared, and conducted. Discussion rounds, conferences (e.g.: departmental, specialist, employee, and divisional conferences in the internal and external area) as well as discussion forums can be prepared and carried out.</li> <li>• Students will be familiar with the basic theoretical background of the "Social Management" method; they will know the theoretical foundations of personnel management for social organizations and be able to transfer the specific techniques of human resource management to themselves, the professional execution of actions with the client(s), and the social organization.</li> <li>• Students will know the basics of media and public relations work and be able to support corporate communications - internally and externally - in a targeted manner.</li> <li>• Students will have acquired key qualifications in the fields of human resources management, leadership and corporate communication and be able to take on leadership functions in social organizations.</li> <li>• Students will be able to analyze, moderate, and control the interdisciplinary cooperation of different professional groups.</li> <li>• Students will know their own role / position in the context of a social organization and can therefore assess their individual scope of action and use their resources in an effective manner.</li> <li>• Students will have an awareness of the ethical relevance of using economic techniques in social work.</li> <li>• Students will develop an understanding of how the organizations and institutions of social work are networked in society and what systemic interactions the actions of "professional helpers" can have.</li> <li>• Students will be able to represent specific problems and difficulties in social</li> </ul>

	<p>organizations and justify the social importance of social organizations.</p> <ul style="list-style-type: none"><li>• Students will be able to transfer the different techniques of social management to the respective requirements of the professional field; by varying the methods and techniques taught, the effective application of these techniques in all areas of social work is ensured.</li></ul>
Teaching and learning formats	Seminar-type lectures, exercise, exercises, practice-oriented classes
Testing	Oral examination (15-45 minutes)

<b>Management in Social Organizations</b> <b>Module 21.3 Business and Law</b>	
Module coordinator	Dipl. Soc. Ped. (FH) Mathias Stübinger
Semester order	Semester 7
Schedule	Respective winter semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Media and Public Relations (1 SWH)</b>  Unit 2: <b>Quality Assurance, Management (evaluation) (1 SWH)</b>  Unit 3: <b>Financing, Accounting, and Cost Accounting (1 SWH)</b>  Unit 4: <b>Company, Labor, Association, and Corporate Law (1 SWH)</b>
Short Description	<p>In their respective fields of activity, social organizations primarily pursue needs-oriented goals, such as the optimal assistance and care of disabled people or the best possible psychosocial counseling for people seeking advice and help. Regardless of the fact that the financial success of a company is less important than the quality of its services, the actions of social organizations and companies are bound to the principles of economic efficiency; the constantly increasing intensity of competition, increasing complexity of organizational structures and tasks, and the progressive tendency to reduce costs requires the introduction and further development of transparent, comprehensible management, and action concepts in all social organizations.</p> <p>This module focuses on conflict management, QM processes, financing and accounting, as well as on getting to know and analyzing company, labor, association, and corporate forms.</p>
Contents	<ul style="list-style-type: none"> <li>• Working methods of the (mass) media including press, radio, television, interest of the (mass) media, professional and information ethics for public relations (versus advertising), planning, including analysis of and target setting for public relations, marketing mix, communication policy, technical, organizational, and personnel and marketing strategy requirements (with reference to Module 21.1 - Unit 4), measures and methods of internal and external public relations, legal regulations</li> <li>• Quality-oriented systems in social services</li> <li>• Concepts of output measurement, market conditions</li> <li>• Quality management: normative aspects, QM systems and ISO-DIN, social aspects of QM, methods and techniques of QM, and QM in different fields of social work; standards for social work</li> <li>• Financing models for social work</li> <li>• Principles of bookkeeping, costing, operating statistics, accounting, and profit and loss account, cost unit and cost center accounting</li> </ul>

	<ul style="list-style-type: none"> <li>• Foundations of controlling for social organizations.</li> <li>• Forms of associations, companies, and enterprises of social organizations and their legal foundations and conditions. This section focuses on non-profit organizations and its legal foundations and structures</li> </ul>
<p><b>Qualification objectives / skills</b></p>	<ul style="list-style-type: none"> <li>• Students will be familiar with the ethics and the self-understanding of the (mass) media; they will be able to provide information to media workers in a (media) appropriate way, to prepare and conduct (press) conferences, and to understand the working methods of the (mass) media.</li> <li>• Students will be able to plan, manage, and reflect on the effectiveness of the PR work of a social enterprise.</li> <li>• Students will be able to review and, if necessary, improve the service quality of their field of activity, considering financial, material, and personnel resources; this also applies to their own actions / services.</li> <li>• Students will be able to define professional quality standards.</li> <li>• Students will be able to understand the financing of the respective service provided by their social organization; they will be familiar with different financing models, be able to interpret business statistics, and to collect, process, or interpret the relevant business data in terms of an effective execution of actions.</li> <li>• Students will know the different forms of social work and their legal foundations.</li> <li>• Students will know the basics of media and public relations work and be able to support corporate communications in a targeted manner.</li> <li>• Students will have basic knowledge in the field of business administration and legal foundations for the work in social organizations.</li> <li>• Students will be able to recognize the core processes of professional action in their respective field of activity and to secure and optimize them through quality management techniques.</li> <li>• Students will have an awareness of the ethical relevance of using economic techniques in social work.</li> <li>• Students will be able to transfer the different techniques of social management to the respective requirements of the professional field; by varying the methods and techniques taught, the effective application of these techniques in all areas of social work is ensured.</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar-type lectures, exercise, exercises, practice-oriented classes</p>
<p><b>Testing</b></p>	<p>Simulation with colloquium</p>

<b>Early education and school social work</b> <b>Module 22.1 Theoretical Foundations and Introduction to Structures and Practice</b>	
Module coordinator	Acad. Council Martina Wiedermann
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	<p><i>Early education</i></p> <p>Unit 1: <b>Early Childhood Education</b> (0.5 SWH)</p> <p>Unit 2: <b>The Bavarian Education and Training Plan</b> (0.5 SWH)</p> <p>Unit 3: <b>Approaches in Early Childhood Education</b> (0.5 SWH)</p> <p>Unit 4: <b>Institutions of Early Childhood Education</b> (0.5 SWH)</p> <p><i>School social work</i></p> <p>Unit 5: <b>Foundations of School Social Work</b> (0.5 SWH)</p> <p>Unit 6: <b>Sponsorship and Organizational Concepts</b> (0.5 SWH)</p> <p>Unit 7: <b>Youth Social Work in Schools in Bavaria</b> (0.5 SWH)</p> <p>Unit 8: <b>Organization of School Social Work</b> (0.5 SWH)</p>
Short Description	<p>Students will receive basic knowledge of early education and school social work and its fields of action.</p> <p>They will acquire knowledge about the framework conditions and organization of institutions and facilities of early education and school social work and know their legal, structural, and conceptual foundations.</p>
Contents	<p><i>Early education</i></p> <ul style="list-style-type: none"> <li>• Social aspects and political developments: Family burden sharing, parental benefits, childcare allowance, daycare expansion, work-life balance; legal and financial framework: SGB VIII, Bavarian Child Education and Care Act (<i>BayKiBiG</i>), financing model in Bavaria</li> <li>• Current discussion on education: The image of the child and the concept / understanding of education in early education</li> <li>• Functions of institutional early education: education, upbringing, care, prevention</li> <li>• Pedagogy of early childhood in the 21st century</li> <li>• Education and training plan: necessity, human nature, principles,</li> </ul>

	<p>Characteristics, education and upbringing of children up to school enrollment, Basic skills of the child, Cross-thematic educational perspectives, Thematic areas of education and upbringing, Key processes for education and upbringing quality</p> <ul style="list-style-type: none"> <li>• Implementation of the Bavarian Education and Training Plan in early childhood education</li> <li>• Educational approaches in early childhood</li> <li>• International perspective of early childhood education</li> <li>• Model programs of early childhood education</li> <li>• Educational Research</li> <li>• Institutions of early childhood education</li> <li>• Requirements for the pedagogical staff: Study of the self-image of educators, educator training / debate on professionalization</li> <li>• Quality and quality development in early education: KES-R as a method for quality assessment</li> </ul> <p><i>School social work</i></p> <ul style="list-style-type: none"> <li>• Definitions: school social work, youth social work in schools, school social pedagogy, school-related work</li> <li>• Current status of school social work</li> <li>• Function and relationship between youth welfare and school, patterns of justification for school social work</li> <li>• Goals and target groups of school social work; youth social work in schools</li> <li>• Open and affiliated all-day school</li> <li>• School-related youth work;</li> <li>• Legal foundations: Education Act, SGB VIII, Bay EUG, funding guidelines, cooperation agreements</li> <li>• Funding policy</li> <li>• Sponsorship and financing of the school social work</li> <li>• Organizational concepts</li> <li>• General conditions: personnel, funding agencies, financial, spatial, material and technical conditions, as well as cooperation-related conditions</li> <li>• Youth social work at schools in Bavaria: Definition and delimitations</li> <li>• Task areas and approaches: Establishing contact, observation, SGA; work with school classes, individual help/counseling, parental work and counseling, crisis intervention, intervention in cases of truancy, help plan, career orientation, networking and cooperation</li> <li>• Cooperation between school and school social work</li> <li>• Cooperation requirements and principles</li> <li>• Opportunities and obstacles to cooperation</li> </ul>
<p>Qualification objectives / skills</p>	<p><i>Early education</i></p> <ul style="list-style-type: none"> <li>• Students can define and understand the applications of basic concepts of early education such as "education", "upbringing", "care", "learning".</li> <li>• Students will have knowledge of current discussions and developments in the field of early childhood education and be familiar with theoretical references and research contexts.</li> <li>• Students will have an overview of the complex professional practice of the pluralistic support landscape and possible fields of work in early education and be able to deal critically with central early educational actions.</li> <li>• Students will be familiar with political goals and programs as well as legal and programmatic framework conditions and critically examine a</li> </ul>



	<p>reevaluation of early childhood education in the context of international educational studies.</p> <ul style="list-style-type: none"> <li>• Students will have an overview of early education institutions in Germany, as well as their institutional and financial framework.</li> <li>• Students will be familiar with an exemplary overview of early education concepts and educational plans.</li> <li>• Students will be familiar with research projects and the effects of interventions and will know the importance of quality assessment and development for practice and research.</li> <li>• Students will have the ability to reflect on central issues in early education.</li> </ul> <p><i>School social work</i></p> <ul style="list-style-type: none"> <li>• Students will know the professional requirements for the field of school social work.</li> <li>• Students will recognize the connections between the professional approaches of school social work, the political and social framework conditions, and the current developments in education and training policy.</li> <li>• Students will be familiar with the foundations of professional practice of school, school social work, and youth welfare.</li> <li>• Students will be familiar with current models, procedures, forms of work, methods, and standards of school social work. They will know the principles, goals, tasks, and measures in the field of action.</li> <li>• They will be able to consider the interests and professional perspectives of other professions and disciplines involved.</li> <li>• Students will have knowledge of the legal framework / regulations of schools and youth welfare services as well as relevant fields of law.</li> <li>• Students will have knowledge of specific legal frameworks and financial support of school social work on selected state, regional, and municipal levels (JaS at schools in Bavaria).</li> </ul>
<p><b>Teaching and learning formats</b></p>	<p>Seminar-type lectures, exercise, exercises, practice-oriented classes</p>
<p><b>Testing</b></p>	<p>Take-home paper (10-30 pages)</p>

<b>Early education and school social work</b> <b>Module 22.2 Action Approaches, Concepts, and Methods</b>	
Module coordinator	Acad. Council Martina Wiedermann
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	<p><i>Early education</i></p> <p>Unit 1: <b>Psychological Aspects</b> (1 SWH)</p> <p>Unit 2: <b>Concepts for Special Education and Training Areas</b> (1 SWH)</p> <p><i>School social work</i></p> <p>Unit 3: <b>Approaches and Methods</b> (1 SWH)</p> <p>Unit 4: <b>Prevention and Intervention Concepts</b> (1 SWH)</p>
Short Description	The module imparts knowledge about aspects of developmental psychology. The students acquire knowledge about approaches and concepts of early education and school social work as well as the targeted application of these approaches and concepts.
Contents	<p><i>Early education</i></p> <ul style="list-style-type: none"> <li>• Developmental psychological aspects of child development</li> <li>• Behavioral and developmental disorders in childhood: Manifestations and classification systems, frequency, cause fields, explanatory approaches, measures, and therapy concepts</li> <li>• Results of resilience research and their significance for educational practice</li> <li>• Social education, language development, aesthetic education, physical education and health, science education, integrative education, intercultural education, gender awareness education, parental work, educational partnership with parents, child transitions, and consistency in the educational process</li> </ul> <p><i>School social work</i></p> <ul style="list-style-type: none"> <li>• Prevention of violence: Forms and characteristics of school violence, frequency, fields of causes, approaches to explanation, prevention and intervention measures</li> <li>• Anti-aggression training, coolness training</li> <li>• Confrontational pedagogy, confrontational conversation with adolescents</li> <li>• "Confrontational Social Competency Training" KSK;</li> <li>• Prevention concepts of school social work, e.g.: Social competence training, team and class community training, bullying</li> </ul>

	<p>prevention, addiction prevention, prevention of eating disorders, education and youth protection, healthy school, open programs</p> <ul style="list-style-type: none"> <li>• Intervention concepts of school social work, for example counseling and individual help, crisis intervention team, training room method, intervention measures in case of bullying; concepts of resilience (strengthening the resistance of children)</li> </ul>
<p>Qualification objectives / skills</p>	<p><i>Early education</i></p> <ul style="list-style-type: none"> <li>• Students will know the specifics of the target groups in the context of social developments and requirements.</li> <li>• Students will have knowledge of developmental psychology and disorder patterns. They will know mechanisms and processes of cross-functional development of children.</li> <li>• Students will be able to interpret phenomena of developmental psychology in the context of early childhood education in the respective cross-area and area-specific connections.</li> <li>• Students will recognize the multifactor genesis of learning, behavioral and developmental disorders in the interaction of biological, psychological and social influences.</li> <li>• Students will be able to design exemplary educational programs based on their knowledge of developmental psychology.</li> <li>• Students can deal with and apply different methods and approaches.</li> <li>• Students will possess technical and scientific knowledge and skills in selected fields of education.</li> <li>• Students will be familiar with the scientific discourses and empirical results of the educational partnership between parents and educational professionals.</li> <li>• Students will be able to recognize the resources of parents and family and to implement meeting and support services.</li> <li>• Students will have an overview of different methods and contents of cooperation with parents.</li> <li>• Students will know and reflect on factual, personal, and action-related aspects of the transitions from family to day care and from there to primary school.</li> </ul> <p><i>School social work</i></p> <ul style="list-style-type: none"> <li>• Students will be able to identify social problems of students in the context of school and to adjust their conceptual actions accordingly.</li> <li>• They will be familiar with the relevant forms of work, methods/techniques, instruments, and procedures of school social work and can apply them in a targeted manner.</li> <li>• Students will have the ability to identify and promote resources and potentials of students.</li> <li>• Students will take into account the individual, cultural, social, and financial needs, general conditions and sustainability of the school social work.</li> <li>• Students will have the ability to develop concepts for the implementation of school social work under specific and defined requirements, which meet the professional standards and take into account the needs, interests, and wishes of the target groups.</li> </ul> <p>Students will have a sound knowledge of the legal and financial framework for the planning and organization of school social work</p>

	<ul style="list-style-type: none"><li>• Students will have the ability to plan and design internal and external communication concepts.</li><li>• Students will have the ability to develop preventive strategies and concepts for the social and living space school.</li><li>• Students will be familiar with the procedures for developing and applying case-related and cross-case counseling and assistance, and for working in interdisciplinary teams.</li></ul>
Teaching and learning formats	Seminar-type lectures, exercise, exercises, practice-oriented classes
Testing	Implementation of a practice unit

<b>Early education and school social work</b> <b>Module 22.3 Quality, Evaluation, and Selected Methods</b>	
Module coordinator	Acad. Council Martina Wiedermann
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	<p><i>Early education</i></p> <p>Unit 1: <b>Methods in Early Education (1 SWH)</b></p> <p>Unit 2: <b>Quality and Evaluation in Early Education (1 SWH)</b></p> <p><i>School social work</i></p> <p>Unit 3: <b>Conflict Management / Mediation (1 SWH)</b></p> <p>Unit 4: <b>Quality and Evaluation in School Social Work (1 SWH)</b></p>
Short Description	<p>In this module, students acquire knowledge about specific methods of early education and school social work and learn how to apply them in a targeted manner.</p> <p>They deal with "quality" in the fields of early education and school social work and learn about the essential steps of quality development and evaluation.</p>
Contents	<p><i>Early education</i></p> <ul style="list-style-type: none"> <li>• Observation of learning and development processes</li> <li>• Observation procedure: standardized, without standardization, process-oriented,</li> <li>• Early recognition of development risks</li> <li>• Results of observation for the planning of education and training processes,</li> <li>• Diagnostics for developmental and behavioral disorders</li> <li>• Quality development: current quality debate, procedures and instruments, challenges, planning and implementation of quality development, development of testing instruments for quality assessment, development of quality criteria and indicators, and development of a quality manual</li> <li>• Evaluation: Self-evaluation, external evaluation / internal and external evaluation</li> <li>• Planning and implementation of a self-evaluation: Research questions and objectives, indicators for verifying objectives, development of survey instruments, data collection, data analysis, and documentation and presentation of results</li> </ul>

	<p><i>School social work</i></p> <ul style="list-style-type: none"> <li>• The importance of conflict resolution with mediation in the school sector</li> <li>• Methods and approaches of conflict management in schools</li> <li>• Dispute resolution and mediation as a procedure for conflict resolution in the school context</li> <li>• Quality development: current quality debate, procedures and instruments, challenges, planning and implementation of quality development, development of testing instruments for quality assessment, development of quality criteria and indicators, and development of a quality manual</li> <li>• Evaluation: Self-evaluation, external evaluation / internal and external evaluation</li> <li>• Planning and implementation of a self-evaluation: Research questions and objectives, indicators for verifying objectives, development of survey instruments, data collection, data analysis, and documentation and presentation of results</li> </ul>
<p>Qualification objectives / skills</p>	<ul style="list-style-type: none"> <li>• Students will have an overview of observation concepts for recording educational processes in children and of standard procedures for early educational test diagnostics.</li> <li>• Students will acquire basic skills in the application of diagnostic and early educational observation procedures.</li> <li>• They can place observation and diagnostic work in the overall context of education and training.</li> <li>• Students will develop a basic understanding for developing individual pedagogical approaches based on their professional reflections.</li> <li>• Students will know pedagogical and psychological quality standards and criteria of diagnostic work.</li> <li>• Students will be familiar with fundamental aspects of the quality debate and the importance of quality assessment and development for the practice and research of early education and school social work.</li> <li>• Students will know quality and quality development/assurance in relation to pedagogical contents and framework conditions of early education and school social work.</li> <li>• Students can critically examine specific quality assessment and quality development tools and will know how to use them.</li> <li>• They will be able to define quality criteria and will have the ability to translate quality criteria into operationalizable indicators. They will be familiar with the corresponding testing tools for quality assessment.</li> <li>• Students will have basic knowledge on evaluation and will know about investigations, procedures, methods, and instruments of evaluation in early education institutions and school social work.</li> <li>• Students will be able to evaluate goals, as well as different programs and methods of early education / school social work.</li> <li>• Students will be familiar with basic aspects of conflict management and mediation and be able to apply them in their field of work.</li> <li>• Students will have the ability to identify conflicts of students and can apply appropriate procedures, techniques, and methods of mediation.</li> <li>• Students will know about non-violent communication and have the ability to communicate actively with the relevant target groups.</li> </ul>

Teaching and learning formats	Seminar-type lectures, exercise, exercises, practice-oriented classes
Testing	Oral examination (15-45 minutes)

<b>Person and Experience Oriented Counseling</b> <b>Module 23.1 Theoretical Foundations and Introduction to Methods and Practice</b>	
Module coordinator	Dr. Michael Vogt
Semester order	Semester 5
Schedule	Respective winter semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Theoretical Foundations (1 SWH)</b>  Unit 2: <b>Self-Experience and Self-Reflection (1 SWH)</b>  Unit 3: <b>The Role of Counseling in Social Work (1 SWH)</b>  Unit 4: <b>Practice of Person-Centered and Experience-Oriented Counseling (1 SWH)</b>
Short Description	The module offers a deeper insight into the theoretical foundations of the person-centered approach to counseling according to Rogers and the experience and emotion centered approach according to Greenberg, so that students can compare them with other basic directions of counseling. Tasks of psychosocial work with different clients and settings will be worked on and theoretical contents will be supplemented by practical exercises.
Contents	<ul style="list-style-type: none"> <li>• Theoretical foundations and practice of the person-centered concept</li> <li>• Distinction between counseling, pedagogy, psychotherapy, and crisis intervention</li> <li>• Comparison of the concepts with other basic directions of consulting</li> <li>• View of humanity</li> <li>• Dealing with the "inner counseling attitude"</li> <li>• Tasks of psychosocial counseling work with different clients and settings</li> <li>• Work with emotions and behavior (focusing, "chairwork")</li> <li>• Role of the advisory relationship</li> <li>• Agreement on consulting objectives</li> <li>• Introduction to the basic principles of practice</li> <li>• Work with examples</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will be able to describe and theoretically substantiate principles and basic assumptions of the experience and person centered counseling and therapy approach in contrast to others, especially the basic cognitive-behavioral and depth-psychological approaches.</li> <li>• They will be able to outline the person-centered view of personality development.</li> <li>• Students will have the ability to design initial interviews, patient history surveys, and counseling contacts according to person-centered criteria.</li> </ul>



	<ul style="list-style-type: none"><li>• In an interview they conduct, students will realize the person-centered basic principles of "congruence," "empathy," and "acceptance."</li><li>• Students will be able to reflect on the conversations they have had under person-centered aspects.</li><li>• Students will be open for personal feedback and will give constructive feedback to others (including students).</li><li>• Students will be able to distinguish between perception and interpretation, to separate their own emotional states from those of the clients.</li></ul>
Teaching and learning formats	Seminar-type lectures, exercise, exercises, practice-oriented classes
Testing	Take-home paper (10-30 pages)

<b>Module 23.2</b>	<b>Person and Experience Oriented Counseling Module 23.2 Relationship Work, Attention, and Process Indicators</b>
Module coordinator	Dr. Michael Vogt
Semester order	Semester 6
Schedule	Respective summer semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Personality and Relationship Work (1 SWH)</b> Unit 2: <b>Disorder Models and Change Theory (1 SWH)</b> Unit 3: <b>Process, Relationship, Clients (1 SWH)</b> Unit 4: <b>Documentation and Evaluation (1 SWH)</b>
Short Description	In contrast to various theoretical currents and paradigms, the module deals with the person-centered approach to personality development. Given this background, it develops explanatory models in relation to behavioral disorders and change processes. It accentuates consulting as a processual event and enables students to identify and intervene in different phases of the consulting process. It deepens methods of consulting work and provides students with possibilities for documenting and evaluating of consulting processes.
Contents	<ul style="list-style-type: none"> <li>• Personality and relationship theory in the context of explanatory models for human behavior and emotional states</li> <li>• Paradigms for the emergence of behavioral norms, disorders, and changes</li> <li>• Methods of creating a safe counseling relationship</li> <li>• Clarification of the assignment and design of the consulting process</li> <li>• Dealing with problematic situations</li> <li>• Work with different client groups</li> <li>• Increasing emotional awareness</li> <li>• Directing attention</li> <li>• Coding of emotions</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will be familiar with the different paradigms for personality development.</li> <li>• They will be able to outline the person-centered view of personality development as an independent approach.</li> <li>• They will know the importance of subjective meaning formation in the respective context.</li> <li>• They will be able to differentiate between the personal and the client's parts of a consultation and to recognize systematic contextual influences.</li> </ul>

	<ul style="list-style-type: none"><li>• Students will be able to deal with the profile and identity as a consultant actively and in a growth-oriented manner.</li><li>• Students will be able to explain the problems and solutions of their clients in personality theory, to recognize initial clinical pictures of disorders, and to make first considerations about diagnostics and intervention in individual counseling.</li><li>• They will be able to document the course of a conversation and evaluate the counseling process.</li></ul>
Teaching and learning formats	Seminar-type lectures, exercise, practice-oriented classes
Testing	Oral examination (15-45 minutes)

<b>Person and Experience Oriented Counseling</b> <b>Module 23.3 Process-Oriented Intervention and Conversation Structuring</b>	
Module coordinator	Dr. Michael Vogt
Semester order	Semester 7
Schedule	Respective winter semester
Work load in hours	125, of which 60 as in-class program (4 SWH) and 65 as self-directed study
ECTS credits	5
Associated courses	Unit 1: <b>Differential Intervention in Individual Counseling (1 SWH)</b> Unit 2: <b>Multi-Person Settings in Counseling (1 SWH)</b> Unit 3: <b>Online Consulting (1 SWH)</b> Unit 4: <b>Supervision, Interdisciplinary Cooperation, and Professional Ethical Principles (1 SWH)</b>
Short Description	<p>The module teaches and deepens the intervention forms as well as possibilities of structuring counseling interviews in individual counseling. It introduces the person-centered counseling of couples, families, and groups in different institutional settings. Specific approaches in online counseling are contrasted with the approaches of face-to-face counseling and practiced. The possible and necessary cooperation with further support systems in the sense of interdisciplinary cooperation are developed. One's own consulting activities are reflected on according to professional ethical principles and person-centered aspects.</p>
Contents	<ul style="list-style-type: none"> <li>• Experience-process-oriented procedure</li> <li>• Change work according to Greenberg</li> <li>• Termination of consulting processes</li> <li>• Practicing cognitive-behavioral strategies</li> <li>• Structuring the course of discussions and process-appropriate interventions within the framework of practical exercises</li> <li>• Identification of relevant indicators for individual, couple, family, and group counseling</li> <li>• Planning and implementation of group, partner, and family counseling as an integrative, relationship-oriented form of intervention and methodology</li> <li>• Intermedial competence in telephone and online consulting</li> <li>• Recognizing and implementing specific forms of expression in online counseling</li> <li>• Practice of e-mail and chat consultation</li> <li>• Interdisciplinary case study and cooperation</li> <li>• Reflection of professional ethical principles</li> </ul>
Qualification objectives / skills	<ul style="list-style-type: none"> <li>• Students will be able to structure and design consulting processes in single and multi-person settings, while taking into account</li> </ul>

	<p>impartiality.</p> <ul style="list-style-type: none"> <li>• They will have knowledge of different media and differentiated approaches in the context of online consulting.</li> <li>• They will be able to develop tolerance for ambiguity towards the self-responsible decisions of clients.</li> <li>• They will gain interface competence with other support systems in the case context.</li> <li>• They will be able to bring their own personal aspects, personal aspects of the clients, and systematic contextual influences into the supervision.</li> <li>• They will be able to reflect on the influence of their own biographical background and psychological sensitivities on their verbal and non-verbal communicative behavior.</li> <li>• Students will be able to present the foundations of professional ethical principles of counseling.</li> </ul>
<p>Teaching and learning formats</p>	<p>Seminar-type lectures, exercise, exercises, practice-oriented classes</p>
<p>Testing</p>	<p>Conducting and reflecting on a consultation meeting</p>

## 7 Risk assessment for maternity protection



### Risk Assessment -Maternity Protection-

in accordance with the Regulation on the Protection of Mothers in the Workplace subject to the German Maternity Protection Act and other laws related to Section 5 of the German Working Conditions Act

Completed by: \_\_\_\_\_

On: \_\_\_\_\_

Name of the place of work/roles: \_\_\_\_\_

<b>A) Physical dangers</b>	<b>yes</b>	<b>no</b>	<b>N.A</b>
a) Lifting, carrying or moving loads without mechanical aid			
- regularly weighing more than 5 kg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- regularly weighing more than 10 kg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(If mechanical aids are used, the physical strain applies accordingly)			
b) Hot conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Cold conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Wet conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Roles in a loud area, daily noise exposure level (Leq) > 80 dB (A) (to be measured if required) or impulse noises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Bumps and vibrations on or near machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Ionising radiation			
- Role in control area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Other roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Interaction with open radioactive substances subject to approval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Non-ionising radiation			
- Magnetic resonance imaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Other extreme electromagnetic fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Constant standing			
- No seating available at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Longer than 4 hours a day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Frequent substantial stretching or reaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or			
bending over			
l) Activities on motorized vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- More than four hours driving per day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B) Dangers posed by chemical work substances**

(If yes, which substances? Refer to list of hazardous substances, safety sheet, substance labelling)

**yes no N.A**

**1. Carcinogenic, mutagenic or teratogenic substances**

- a) In the mother's work environment there are substances that are classified as carcinogenic according to category 1 or 2 of Annex 1 of Regulation 67/548/EWG or according to the TRGS 905 (German Technical Regulation for Dangerous Substances) with the labelling:  
 - R 45 / H350 can cause cancer (e.g. benzene)  
 - R 46 / H340 can cause hereditary damage (e.g. ethylene oxide)  
 - R 49 / H350i can cause cancer when inhaled (e.g. cadmium sulphate)  
 - R 61 / H360D can damage children in the womb (e.g. lead chromate)
- b) In the mother's work environment there are substances that are classified as carcinogenic according to category 3 of Annex 1 of the Regulation 67/548/EWG or according to the TRGS 905 (German Technical Regulation for Dangerous Substances) with the labelling:  
 - R 40 / H351 Suspected to have a carcinogenic effect (e.g. formaldehyde/p-toluidine)  
 - R 68 / H341 Possible irreversible damage (e.g. dihydroxybenzene)
- c) Does the mother work with these carcinogenic, mutagenic or teratogenic substances herself?
- d) Is the mother exposed to these dangerous substances, e.g. do other employees work with carcinogenic, mutagenic or teratogenic substances in the same workspace?

**2. Substances that are very poisonous, poisonous, dangerous to health or otherwise chronically dangerous to humans**

- a) Does the mother have contact with any dangerous substances that are classified as such?
- b) Are the relevant limits exceeded (to be measured if necessary)?  
 (Note: If limits are exceeded, employment is prohibited)
- c) Is there direct skin contact with dangerous substances that are absorbed through the skin?

**C) Danger of biological working substances**

**yes no N.A**

**1. Contact with substances, preparations or products that, by their nature, empirically may transfer pathogens**

(e.g. tissue, blood, bodily fluids and excretions)

Note: Personal protection equipment does not prevent injuries from cutting/piercing instruments

**2. Exposure to other pathogens (viruses, bacteria, fungi)**

That are dangerous in the sense of Annex 1 of the Regulation on the protection of Mothers at the Workplace (risk groups 2 – 4, disease and/or treatment dangerous for the mother and/or the foetus, e.g. Borrelia burgdorferi, Coxiella burnetii, Coxsackievirus, cytomegalovirus, hepatitis B virus, Hepatitis C virus, Human Immunodeficiency Virus (HIV), Listeria monocytogenes, measles virus, mumps virus, Parvovirus B19 (Fifth Disease), rubella virus, toxoplasma gondii, Varicella zoster virus (Chickenpox))

**3. Working in particular danger of an occupational disease**

Due to the pregnancy or work in which there is an increased danger for the mother or a danger to the unborn child due to the risk of developing an occupational disease (e.g. hepatitis, mumps)

**D) Danger caused by working conditions and work processes**

**yes no N.A**

**1. Working under increased atmospheric pressure (e.g. in pressure chambers, when diving)**

**2. Working under increased risk of accidents, especially slipping, falling; contact with people who could be a danger due to potentially aggressive behaviour (e.g. psychiatric patients)**

**3. Piecework, assembly line work with a required working speed or similar**

**E) Working hours**

**1. Working at night (section 8 para 1 and 3 German Law for the Protection of Mothers [MuSchG])**

**2. Overtime, meaning more than 8.5 hours a day or 90 hours a fortnight (for women under 18: 8 hours a day or 80 hours a fortnight)  
(Note: For 1. and 2., exemptions are possible, see Section 8 MuSchG)**

**F) Space for comments and any further risk factors**





**G) Results of workplace assessment**

1. The employee is not subject to any dangers according to the German regulations protecting mothers. No further measures are required in the case of pregnancy.
2. A danger does exist / cannot be ruled out with certainty. (If pregnancy occurs, appropriate measures must be taken immediately. This is the case if one of the questions from heading A) to E) is answered with "yes" or there is a danger under heading F).)
3. The effected employee and other employees were informed of the results of the assessment on \_\_\_\_\_ pursuant to Section 2 of the Regulation on the Protection of Mothers in the Workplace.

**yes**      **no**

    

    

    

**H) Measure once a pregnancy has been established**

**Name of the mother:** \_\_\_\_\_

**Risk assessment updated**

    

**Measures:**

a) Changes to working conditions made  
on: \_\_\_\_\_  
Measures taken:

b) Implemented on: \_\_\_\_\_  
New workplace: \_\_\_\_\_

c) The continued employment of the mother-to-be / breastfeeding mother would not be possible without risk.

    

The employee is released from her duties from \_\_\_\_\_ and still receives her salary (see Section 11 MuSchG).

**Authorities informed pursuant to Section 5 MuSchG**

    

**Results of the risk assessment and the protective measures implemented given to**

The pregnant employee on \_\_\_\_\_

The works/personnel council or employee representative on \_\_\_\_\_

Officer signature