

# Module manual

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(Last revised: 18.06.2008)

Full-time course

## ***Social Work***

(Bachelor of Arts)

Evangelische Hochschule  
für Soziale Arbeit Dresden (FH)





<b>SAM 1</b>	<b>Foundations of social work science</b>	
<b>Responsible for the module: Prof. Dr. Herbert Effinger</b>		
<b>Competencies and qualification aims</b>		
<p>The students understand knowledge, attitude and competence in social work as an inextricable entity.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to establish a connection between the problems relevant for social work and the theories that are useful for their explanation and / or solution;</li> <li>• to identify and critically question those theories relevant for the profession and discipline in their historical, cultural, religious and biographical context;</li> <li>• to classify the science of social work and its theories as well as theoretical approaches in the context of metatheories, theories of action and their relational studies;</li> <li>• to use the science of social work as a structuring and regulatory construct to explain and process social problems;</li> <li>• to use this module as a principle that regulates and integrates the studies and contents of other modules;</li> <li>• to theoretically substantiate practical actions;</li> <li>• to understand and summarise scientific texts;</li> <li>• to identify relevant problems and questions pursuant to the general principles of scientific work and to draft texts according to the generally accepted rules.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Theories, history of science and ideas as well as plans of action for social work, its central terminology (knowledge, science, social work science, theory, plan of action, social work, profession, discipline, social problems, etc.) in the context of their relational studies;</li> <li>• Determining the subject matter and functions of social work in the context of social development and social movements;</li> <li>• Social work and handling social problems in the welfare triangle;</li> <li>• Selected theories, plans of action and theoreticians in their relevant historical-biographical contexts;</li> <li>• Application examples in selected fields of action;</li> <li>• Requirements and standards of scientific work.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, tutorials	Written or oral paper	
<b>Juncture</b>	<b>Requirements</b>	
1 <sup>st</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
8 CP (3 CPs of which are for scientific work)	Courses:	86 h
	Private studies:	154 h
	<b>Total:</b>	<b>240 h</b>

<b>SAM 2</b>	<b>Elementary action and communication competencies</b>	
<b>Responsible for the module: Johannes Brock</b>		
<b>Competencies and qualification aims</b>		
<p>The students see themselves as observers and agents in social systems based on communication.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to understand communication as a pattern of interaction in a context that can be influenced and professional intervention as a purposeful communicative act;</li> <li>• to perceive and differentiate between various levels as well as the intentional and accidental effects of various types of communication;</li> <li>• to understand social conflicts partly as the consequence of unsuccessful communication;</li> <li>• to understand and interpret communication and actions in various socio-cultural contexts and to handle these with appropriately adapted styles of communication;</li> <li>• to selectively relate to others through an awareness of the contingency of communicative processes and to initiate processes of change through communication stimuli;</li> <li>• to reflect on their own role and task in such communication and intervention processes;</li> <li>• to consciously employ empathy, an appreciation of values, resource-orientation and authenticity to establish and arrange relationships;</li> <li>• to understand the development of professional competence as a permanent, circular and meta-communicative process of reflection;</li> <li>• to recognise the ethical dimensions of communicative interventions, in particular from the aspect of Christian and humanistic value orientations.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Central terminology (action competence, communication, meta-communication, talks, understanding, perception, reflection, context, intervention);</li> <li>• Concepts, terminology and models of selected communication theories (for example client-centred, systemic, transaction-analytical, solution-oriented );</li> <li>• Procedures, techniques and methods to train self-perception and how others see you (person as a tool, role clarity, self-observation and self-reflection, setting limits, methodical action);</li> <li>• Procedures, techniques and methods to arrange relationships (interaction games, verbal language, body language, analogous procedures, arrangement of settings);</li> <li>• Professional ethical standards and Christian-humanistic value orientations to organise communication processes.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, exercises, tutorials	Project presentation	
<b>Juncture</b>	<b>Requirements</b>	
1 <sup>st</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
5 CP	Courses:	50 h
	Private studies:	100 h
	<b>Total:</b>	<b>150 h</b>

<b>SAM 3</b>	<b>Principles of development, socialisation and learning</b>	
<b>Responsible for the module: Prof. Dr. Angelika Franz</b>		
<b>Competencies and qualification aims</b>		
<p>The students understand the process of human development as a complex interplay of biophysical-neuronal, psychological and social systems.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to establish a relationship between individual stages of development, learning successes and socially-conditioned socialisation and educational processes;</li> <li>• to understand development as a process embedded in multiple contexts;</li> <li>• to recognise the significance of and correlation between normative, in particular Christian-humanistic, value orientations and general development factors;</li> <li>• to differentiate between different theoretical approaches including their methodological prerequisites and scientific contexts and to assess their importance for explaining concrete behaviour, particularly with selective professional interventions (e.g. education);</li> <li>• to recognise special conditions for development, socialisation and learning processes for persons in particularly stressful or impairing critical circumstances (e.g. poverty, illness or old-age) and process these for practical interventions; to link the relational studies principles with the theories of action of their profession.</li> </ul>		
<b>Module contents</b>		
<p>Psychological, sociological, neurological, educational science theoretical approaches including their cognitive science and research methods principles, in particular:</p> <ul style="list-style-type: none"> <li>• Influences of special events in life on development;</li> <li>• Insights gained from research into deprivation theory and the science of attachment;</li> <li>• Insights gained from research into risk and coping mechanisms;</li> <li>• Development of individual functional areas;</li> <li>• Psychological phase learning to develop the self, for a mental, moral and religious development;</li> <li>• Biological and evolutionary insights into genetics, neurophysiology and brain research (brain development / prenatal development);</li> <li>• Differentiation between and further development of classic psychological theories of development (e.g. psychoanalytical development psychology and (social-) constructivistic approaches to theories of learning and action);</li> <li>• Sociological theoretical approaches to socialisation, lifeworld and milieu and correlations in parent-child behaviour;</li> <li>• Political socialisation, culture, sub-culture, processes to form communities and groups;</li> <li>• Religious socialisation.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, exercises, tutorials	Written or oral paper	
<b>Juncture</b>	<b>Requirements</b>	
1 <sup>st</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
6 CP	Courses:	56 h
	Private studies:	124 h
	<b>Total:</b>	<b>180 h</b>

<b>SAM 4</b>	<b>Anthropology, ethical capacity for judgement, human and fundamental rights</b>	
<b>Responsible for the module: Prof. Dr. Ulf Liedke</b>		
<b>Competencies and qualification aims</b>		
<p>On the basis of basic human needs, the students and recipients of social services see themselves integrated in a normative context of individual and social rights and obligations as citizens and professional agents.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to reflect on professional practice under anthropological, ethical and related legal aspects;</li> <li>• to adopt a justifiable, individual attitude according to the Christian-Jewish tradition towards other people and the community;</li> <li>• to develop and answer for plans of action under ethical, anthropological and related legal aspects;</li> <li>• to allude to human rights as basic and enforceable rules of human cohabitation as a standard for professional actions.</li> </ul>		
<b>Module contents</b>		
<p>Anthropological principles in social work</p> <ul style="list-style-type: none"> <li>• Exemplary concepts and central topics of theological, philosophical and socio-scientific anthropology;</li> <li>• Theoretical principles and implications for anthropology in social work;</li> </ul> <p>Ethical principles</p> <ul style="list-style-type: none"> <li>• The process of ethical capacity and foundation for judgement;</li> <li>• Exemplary concepts and central topics of theological and philosophical ethics;</li> <li>• Human rights and human dignity in an ethical perspective;</li> <li>• Fundamentals, topics, challenges and principles for ethics in social work,</li> </ul> <p>Human and fundamental rights:</p> <ul style="list-style-type: none"> <li>• History of the origin of human and fundamental rights and their implementation in applicable law (international law, European law, basic law, fundamental rights).</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, exercises	Written or oral paper	
<b>Juncture</b>	<b>Requirements</b>	
1 <sup>st</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
5 CP	Courses: 50 h Private studies: 100 h <b>Total: 150 h</b>	

<b>SAM 5</b>	<b>Social processes, social policy and social security systems</b>	
<b>Responsible for the module: Prof. Dr. Uwe Hirschfeld</b>		
<b>Competencies and qualification aims</b>		
<p>The students understand the emergence and function of socio-political security and control systems in the social, cultural and economic context of special production and reproduction systems, each with separate interests, power and ruling structures as well as associated social risks and chances. They understand the normative structure and terminology of social security systems and are able to derive rights and obligations from these.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to exemplarily assess the importance of social security systems for the development of individual and social self-help potentials to overcome difficult personal circumstances and the development of creative potentials;</li> <li>• to establish links between individual goals of action and safeguarding individual, social risks through social security systems;</li> <li>• to recognise the importance of social security systems to safeguard their professional actions and the institutions and organisations commissioned with this work;</li> <li>• to competently inform and advise recipients of the different services offered by the various social security systems by way of example;</li> <li>• to critically accompany and support social initiatives and movements involved in safeguarding social risks.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Social inequality, power structures;</li> <li>• Structure and function of social security systems;</li> <li>• The role and function of the state, principle of the social state;</li> <li>• Social actors (organisations, parties, associations, movements);</li> <li>• Selected models of social development, national societies/states and globalisation, economy and democracy;</li> <li>• Current socio-political conflicts;</li> <li>• Key principles of social security;</li> <li>• Socio-political consequences, social minimum standards.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars	(two-part) written examination	
<b>Juncture</b>	<b>Requirements</b>	
1 <sup>st</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
6 CP	Courses:	56 h
	Private studies:	124 h
	<b>Total:</b>	<b>180 h</b>

<b>SAM 6</b>	<b>Fields of action, practical investigation, professionalism and professional law</b>	
<b>Responsible for the module: Lilo Dorschky</b>		
<b>Competencies and qualification aims</b>		
<p>The students have a sound knowledge of the overall system of social worker fields of action. They can link their own experience from the field practical work to aspects of professional law and professional ethics.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to establish connections between individual fields of action and the functional system of social work in modern societies;</li> <li>• to transfer the theoretical knowledge to the investigated fields of action;</li> <li>• to recognise and analyse rationalities of action for individual fields of action and transform these to other fields of action;</li> <li>• to critically reflect on theoretical and normative aspects, assign professional law requirements and draw their own, application-based conclusions from these;</li> <li>• to derive questions for processing theoretical and methodical tasks from their practical experience and retroact on these.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• The social work system of actions and functions and its subsystems in the context of neighbouring fields of action and professions, in particular diacony (Protestant social welfare);</li> <li>• The organisations of social work;</li> <li>• Logics of action and functions of individual fields of action;</li> <li>• Professional law, (consultancy law, labour and education law, company law, data protection law, liability law);</li> <li>• Professional ethics, professional organisations;</li> <li>• Theoretical reflection on experience gained in the practical profession.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, 120 h field practical work	Written report on the completion of field practical work with 120 h in a field of social work.	
<b>Juncture</b>	<b>Requirements</b>	
2 <sup>nd</sup> + 3 <sup>rd</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
10 CP	Courses: 90 h Practice: 90 h Private studies: 120 h <b>Total: 300 h (150/sem.)</b>	

<b>SAM 7</b>	<b>Principles of work forms and methodical action</b>	
<b>Responsible for the module: Prof. Dr. Marion Gemende</b>		
<b>Competencies and qualification aims</b>		
<p>The students are familiar with the classic work forms and the principles of methodical action (social individual case aid, family work, social group work or community work). They can gain initial practical experience with one of these work forms under supervision. They master the principles of professional conversation in social work contexts and are familiar with the legal and methodical principles of case handling.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to relate methodological approaches to social work contexts and to methodologically structure problems (cases) that are relevant for social work in appropriate work forms;</li> <li>• to use conversation guidance and counselling techniques with the aim of achieving a result when establishing and concluding working alliances and to relate them to specific conversational situations and settings of social work;</li> <li>• to develop a stance based on the principles of recipient autonomy, participation, a responsibility for professionalism and processes as well as context reference, networks and resource orientation;</li> <li>• to locate action assignments in their legal context;</li> <li>• to handle their recipients' data critically, in accordance with the law and sensitively;</li> <li>• to integrate forms of aesthetic communication in contexts and settings relevant for social work.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• History and systems of methodical action in social work;</li> <li>• Principles of individual case aid, family work, group work and community work;</li> <li>• Maxims for methodical action (for example context reference, resource orientation, etc.);</li> <li>• Phases of methodical action (contextualisation, problem description and resource analysis, development of hypotheses, definition of goals and of the assignment, action, evaluation);</li> <li>• Case Management;</li> <li>• Limits and paradoxes of methodical action in social work;</li> <li>• Ethical principles of methodical action;</li> <li>• Theoretical-conceptual principles and techniques of conversation guidance and counselling;</li> <li>• Law modules in the general part of the German Civil Code (BGB) and methodical consequences for the overall legal system;</li> <li>• Aesthetic communication and the possibilities of different media.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, exercises, tutorials 3 <sup>rd</sup> semester: Formation of four groups; Social individual case aid, family work, social group work or community work	Case presentation	
<b>Juncture</b>	<b>Requirements</b>	
2 <sup>nd</sup> + 3 <sup>rd</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
10 CP	Courses:	100 h
	Private studies:	200 h
	<b>Total:</b>	<b>300 h (150/sem.)</b>

<b>SAM 8</b>	<b>Family, social networks and microsystems</b>	
<b>Responsible for the module: Prof. Ivonne Zill-Sahm</b>		
<b>Competencies and qualification aims</b>		
<p>The students understand the family and social networks as social microsystems in the context of historical, social and legal change. They are aware of their importance for human development and integration but also for the genesis of risks and conspicuities.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to define the significance of family and social networks as microsystems for the socialisation and social integration and/or inclusion;</li> <li>• to establish a relationship between particular family constellations and possible risks and/or conspicuities;</li> <li>• to identify the resources of family systems and social networks;</li> <li>• to identify and assess the dependence on and necessity of social work and social policy interventions in their systemic contexts;</li> <li>• to offer orientation aids for life and family planning.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Basic aspects of family and community sociology in the development of the family and district;</li> <li>• Network and milieu theories;</li> <li>• Meaning of staged communities that replace or supplement families;</li> <li>• Life situation, lifeworld concept;</li> <li>• Psychological and sociological insights gained from relationships between generations;</li> <li>• Concepts and instruments of family support and family care (prevention, curation);</li> <li>• Family and community building in the context of a Christian-Jewish tradition;</li> <li>• Fundamentals and questions of family law, law of parents and child;</li> <li>• Family support and family planning;</li> <li>• Modern lifestyles in conflict with traditional value orientations;</li> <li>• Gender perspectives and interculturality in the family.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, exercises, tutorials	Written or oral paper	
<b>Juncture</b>	<b>Requirements</b>	
2 <sup>nd</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
5 CP	Courses:	50 h
	Private studies:	100 h
	<b>Total:</b>	<b>150 h</b>

<b>SAM 9</b>	<b>Childhood, youth, education and upbringing</b>	
<b>Responsible for the module: Prof. Dr. Uwe Hirschfeld</b>		
<b>Competencies and qualification aims</b>		
<p>The students recognise education and upbringing as a central field in the socialisation of children and youths.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to use the instruments of informal educational and upbringing processes – including in the context of institutionalised upbringing, education (child day-care centre, school) and training;</li> <li>• to understand childhood and youth as an interactive process of upbringing, education and socialisation in a social context;</li> <li>• to describe the tension between the individual desire to develop and distance oneself from others on the one hand and normative demands made by society and the family as well as individual integration requirements on the other and to identify and develop suitable social work attitudes, social spaces and settings to this end.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Selected upbringing and education theories and concepts for institutionalised and informal levels;</li> <li>• Upbringing and education assignments of the society (especially school) and church;</li> <li>• Coping with life in childhood and youth;</li> <li>• Styles of upbringing and their normative bases;</li> <li>• Children and youth cultures;</li> <li>• Importance of the media and consumption;</li> <li>• Maxims of action in work with children and youths (e.g. participation, empowerment);</li> <li>• Structure and detailed questions on children and youth assistance law;</li> <li>• Upbringing and education in an intercultural comparison;</li> <li>• Upbringing, education and socialisation in church communities;</li> <li>• Aesthetic education;</li> <li>• Social education plans of action in the field of extracurricular upbringing and education.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, exercises, tutorials	Written or oral paper	
<b>Juncture</b>	<b>Requirements</b>	
2 <sup>nd</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
5 CP	Courses:	50 h
	Private studies:	100 h
	<b>Total:</b>	<b>150 h</b>

<b>SAM 10</b>	<b>Management and administration of social organisations</b>	
<b>Responsible for the module: Prof. Dr. Harald Christa</b>		
<b>Competencies and qualification aims</b>		
<p>The students recognise social organisations as special social entities. They are familiar with the structure and responsibilities of the state and municipal administration as well as their basic legal and economic control mechanisms. They can argue with legal, economic and organisation theory competence.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to establish relationships between value orientations (in particular Christian ones), models, goals of an organisation, structures of an organisation and the aims of its actions;</li> <li>• to identify the basic instruments, levels and procedures of administration and social management, and</li> <li>• to understand social management and administrative action as a part of social work intervention and to substantiate its relationship to the ethical and professional implications of social work.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Models and ethics of social organisations;</li> <li>• Fundamentals of the economies of social work on a micro and macro level;</li> <li>• Theoretical principles of social organisations (as systems with their own connotation);</li> <li>• Standards, structures, roles, formalisation and the distribution of competences in organisations;</li> <li>• Basic instruments of the organisation, control and administration of social organisations (financial management, cost accounting, operative controlling, marketing, human resources and their management);</li> <li>• Organisation and personnel development, quality management, information management;</li> <li>• Company law principles of social organisations;</li> <li>• Administrative actions, administrative act, public contract, conflicts of responsibilities and administrative procedures;</li> <li>• Uncertain legal terminology and discretionary power;</li> <li>• Law regulating public grant-giving, audit of the report on the expenditure of funds;</li> <li>• Legal protection proceedings (opposition and administrative court proceedings).</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Seminar	Written examination	
<b>Juncture</b>	<b>Requirements</b>	
2 <sup>nd</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
<b>5 CP</b>	Courses:	50 h
	Private studies:	100 h
	<b>Total:</b>	<b>150 h</b>

<b>SAM 11</b>	<b>Health, age and aging</b>	
<b>Responsible for the module: Prof. Bärbel Dangel</b>		
<b>Competencies and qualification aims</b>		
<p>The students understand the aging process in modern societies as a biological, biographic and social process and are able to support and assist aging people in a humane way.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to identify the sociological principles of the aging process and typical lines of conflict in the generational discourse;</li> <li>• to relate age-specific, physical and psychic syndromes, need of care and disabilities to adequate coping strategies;</li> <li>• to identify the legal and structural framework of health care, assistance and care for the elderly as well as models and conceptual foci of social work with senior citizens;</li> <li>• to reflect on the aging process in its interdependency with social, cultural, subjective and biographical factors;</li> <li>• to constructively deal with the process of dying against the background of Christian traditions and value orientations and to treat the dying and mourning in a supportive way;</li> <li>• to handle ethical challenges in connection with the aging process or the end of life.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Aging within the context of family, social networks and society;</li> <li>• (Social) gerontological concepts;</li> <li>• Biological foundations, healthy aging and concepts of salutogenesis in old age;</li> <li>• Physical and psychic illnesses in old age (examples), need of care, disabilities in old age;</li> <li>• Palliation, dying, death and mourning;</li> <li>• Theological and philosophical principles of life and death and their ethical significance;</li> <li>• Guardianship, care and health insurance law, law of succession, rights of the elderly, right of care;</li> <li>• Methods of working with and assisting the elderly;</li> <li>• Honorary posts, self-help, self-organisation in old age.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, exercises, tutorials	Other form of examination pursuant to § 8 (1) 7. PO	
<b>Juncture</b>	<b>Requirements</b>	
3 <sup>rd</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
<b>5 CP</b>	Courses:	50 h
	Private studies:	100 h
	<b>Total:</b>	<b>150 h</b>

<b>SAM 12</b>	<b>Difference, deviation and social control</b>	
<b>Responsible for the module: Prof. Dr. Wolfgang Deichsel</b>		
<b>Competencies and qualification aims</b>		
<p>The students understand the concepts of normality, difference, deviation and social control as historically and biographically conveyed constructs that are interrelated and subject to change.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to interpret normative deviations and differences as a (symptomatic) expression of the pressures of change and adjustment in social systems;</li> <li>• to recognise lines of conflict and tensions with different traditions of right and wrong;</li> <li>• to identify the ethical and legal boundaries of difference and deviation in the context of human rights, civil rights, criminal law and the consequences resulting from these for the persons involved;</li> <li>• to recognise the social and psychic chances of productive forms of deviation and difference;</li> <li>• to show socially compatible orientations of action for conflicts between socially normative adjustment expectations and individual differentiation needs.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Social change and dimensions of normality, difference and deviation;</li> <li>• Psychic disorders and deviant behaviour;</li> <li>• Theoretical approaches to an explanation, models as well as implications and logics of action (ontological – constructivistic);</li> <li>• Concepts of diversity and criminality;</li> <li>• Classification systems, diagnostic systems and the problematic nature of attribution (labelling) through diagnosis and standardisation in case work;</li> <li>• Specific approaches to dealing with deviation and difference in social work;</li> <li>• Christian concepts of dealing with difference and deviation (atonement and reconciliation);</li> <li>• Instruments and forms of social reaction to difference and deviation;</li> <li>• Reaction of the state (criminal law, law of criminal procedure, criminal law relating to young offenders).</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Seminars, tutorials	Interdisciplinary written examination (social and legal science)	
<b>Juncture</b>	<b>Requirements</b>	
3 <sup>rd</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
5 CP	Courses:	50 h
	Private studies:	100 h
	<b>Total:</b>	<b>150 h</b>

<b>SAM 13</b>	<b>Work, unemployment, poverty and social security</b>	
<b>Responsible for the module: Inge Polzer-Jaekel</b>		
<b>Competencies and qualification aims</b>		
<p>The students understand the interrelationship between the social production system, individual and economic development, the labour market, social security systems and the emergence and management of material social risks. They are able to counsel recipients about their entitlement to benefits for social safeguarding.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to assess the situation of people who have no humane job and decent living wage;</li> <li>• to provide basic legal assistance in connection with labour-law problems in particular for those facing an imminent job loss;</li> <li>• to inform others about instruments and competences with regard to basic security and benefits in accordance with the Codes of Social Law (SGB) II, III and XII;</li> <li>• to identify the instruments of job and employment promotion and to link them in a useful way to other instruments of juvenile welfare and rehabilitation;</li> <li>• to critically assess the social security system with regard to its micro- and macroeconomic foundations;</li> <li>• to understand and evaluate social security in the context of economy and society;</li> <li>• to assess social inequality on the basis of objective parameters such as the Gini coefficient too and to evaluate social inequality beyond ideologies and political after-dinner-speeches;</li> <li>• to help develop alternative role and self-help concepts beyond gainful employment.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Basic knowledge about forms and phases of unemployment and their psycho-social consequences and digestion;</li> <li>• Theories on poverty, social inequality and health;</li> <li>• Individual and collective labour law;</li> <li>• Basic security for people without sufficient income, unemployment benefit, social welfare benefits;</li> <li>• Principles of calculating benefits, determining demand in demand groups, as well as taking into account income and property;</li> <li>• Duties of the recipients to cooperate in searching for a job;</li> <li>• Regulatory mechanisms of the sanctions system;</li> <li>• Settling-in allowances and non-recurring benefits;</li> <li>• Micro- and macroeconomic foundations of social security;</li> <li>• Representation of interests and forms of self-help.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lecture, seminars, tutorials	(multi-part) written examination	
<b>Juncture</b>	<b>Requirements</b>	
3 <sup>rd</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
5 CP	Courses:	50 h
	Private studies:	100 h
	<b>Total:</b>	<b>150 h</b>

<b>SAM 14</b>		<b>Practical studies</b>	
<b>Responsible for the module: Prof. Ullrich Gintzel</b>			
<b>Competencies and qualification aims</b>			
<p>The students are able to take on independent and structured work at a training post under supervision and reflect on their implementation and results. They recognise their specific work shares, logics of action and theories of the institutions, organisations and plans of action on which the practice is based as well as the interfaces to other organisations and professions.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to use basic communication competencies and work forms that are specific to the respective field of action and to justify these orally and in writing using their basic theoretical knowledge;</li> <li>• to document, evaluate and reflect on their own lines of action and practical experience as well as to represent professional positions;</li> <li>• to recognise, describe and analyse organisational structures and to transfer experience they have gained in one exemplary field of action to other fields of action in social work;</li> <li>• to use legal knowledge that is specific to the respective field of action;</li> <li>• to recognise socio-political and ethical dimensions of actions in the framework of social work and to relate these to the respective field of action;</li> <li>• to define the main foci for their further studies against the background of their practical experience and theoretical knowledge.</li> </ul>			
<b>Module contents</b>			
<ul style="list-style-type: none"> <li>• Common ground for fields of action in social work; organisational principles and guidelines of social work institutions and services and their funding bodies;</li> <li>• Specific functions and work forms of individual fields of action as well as specific problems of their recipients;</li> <li>• Methods of observing, analysing, documenting, evaluating and reflecting on one's own actions;</li> <li>• Supervision as an instrument of quality development;</li> <li>• Legal principles that are specific to individual fields of action as well as socio-political and ethical principles.</li> </ul>			
<b>Teaching and study forms</b>			
<ul style="list-style-type: none"> <li>• One-week block seminar immediately before practical studies start (30 hours);</li> <li>• Training supervision: Comprising 40 hours during the 20 weeks of practical studies;</li> <li>• Talk about the course of studies and development of competencies with a lecturer of one's choice (approx. 30 minutes);</li> <li>• One-week block seminar on completion of practical studies (30 hours including a legal case workshop).</li> </ul>			
<b>Juncture</b>		<b>Study documentation and examination</b>	
4 <sup>th</sup> semester		Practical report	
<b>ECTS</b>			
30 CP			
<b>Requirements</b>		<b>Workload</b>	
The student may only apply for the practical on condition that he/she can provide proof of having at least 30 % of the ECTS points from the basic phase.		Courses: 60 h Supervision: 40 h Private studies: 160 h Practice: 640 h <b>Total: 900 h</b>	

Responsible for the module: Prof. Dr. Angelika Franz

**Competencies and qualification aims**

The students master the essential principles of application-focussed social and social work research.

In particular they are able:

- to differentiate between different methodological approaches;
- to read, interpret and evaluate research papers;
- to develop a research design for their own clear problems and issues (related to their B.A. thesis if possible);
- to implement the research design within the scope of a preliminary empirical study;
- to evaluate and present their own research results.

**Module contents**

- Methodological and theoretical foundations of empirical social research;
- Literature investigation;
- Development of questions; procedures and techniques of hypothesising;
- Criteria, limits and chances of different data collection methods;
- Sampling plans;
- Quality criteria in quantitative and qualitative research; justification of validity;
- Quantitative research (data collection and evaluation, frequency distribution and class formation, presentation in graphic and tabular form, quality of data, central parameters of a sample such as mean value and variance, testing of correlation and difference hypotheses);
- Qualitative research (data collection and evaluation, field research, participating observation, narrative interviews, guided interviews, content analyses, contextualisation and theorisation); special procedures such as document and file analysis; concepts of evaluation and response research; experiments;
- Structure and layout of a research report;
- Evaluation criteria;
- Ethical and legal aspects of research.

**Teaching and study forms**

Lectures, seminars, exercises, tutorials

**Study documentation and examination**

Written paper

**Juncture**

5<sup>th</sup> and 6<sup>th</sup> semester

**Requirements**

None

**ECTS**

8 CP

**Workload**

Courses:	80 h
Private studies:	160 h
<b>Total:</b>	<b>240 h</b>
in the 5 <sup>th</sup> semester:	150 h
in the 6 <sup>th</sup> semester:	90 h

<b>SAM 16</b>	<b>Work forms and methodical action</b>	
<b>Responsible for the module: Prof. Dr. Marion Gemende</b>		
<b>Competencies and qualification aims</b>		
<p>The students master a second form of social work and are able to link this to the experience gained from their practical studies (continuation and supplementation of SAM 7). They extend their legal and methodical as well as ethical knowledge and their social management knowledge.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to relate social problems (cases) that are relevant to social work and their handling to the required job situations and suitable settings (see SAM 7);</li> <li>• to understand social management as a part of social work methodology;</li> <li>• to locate action assignments in their legal and ethical context.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Work forms and professional identity;</li> <li>• Principles of individual case aid, family work, group work and community work;</li> <li>• Maxims for action of methodical action (for example context reference, resource orientation, etc.);</li> <li>• Phases of methodical action (contextualisation, problem description and resource analysis, development of hypotheses, definition of goals and of the assignment, action, evaluation);</li> <li>• Social management (in particular quality management, goal setting, project management, evaluation);</li> <li>• Ethical principles of methodical work;</li> <li>• Law modules in contract law and methodical consequences for the overall legal system.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars and exercises, tutorials <ul style="list-style-type: none"> <li>• Formation of groups (independent)</li> <li>• Taking a work form (not taken in the 3<sup>rd</sup> semester) and/or social management</li> </ul>	Case presentation	
<b>Juncture</b>	<b>Requirements</b>	
5 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
8 CP	Courses: 80 h Private studies: 160 h <b>Total:</b>	<b>240 h</b>

<b>SAM 17</b>	<b>Fields of Action</b>	<b>17.1 Assistance in case of psychic illness, disability and in old age</b> <b>17.2 Education, family and social counselling</b> <b>17.3 Outreach and open work in the social space</b> <b>17.4 Difference, deviation and social control in the context of administration and justice</b>
<b>Responsible for the module:</b> <b>Prof. Dr. Angelika Franz (17.1)</b> <b>Prof. Ullrich Gintzel (17.2)</b> <b>Johannes Brock (17.3)</b> <b>Prof. Dr. Wolfgang Deichsel (17.4)</b>		
<b>Competencies and qualification aims</b>		
<p>The students are familiar with the specific working conditions in one of these four fields of action. They are able to transfer general, social-work core competencies to the special conditions of this field of action and at the same time raise peculiarities of this area to a general level.</p>		
<b>Module contents</b>		
(Please refer to the specific contents in the description of the sub-modules)		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, tutorials	Written or oral paper or other form of examination pursuant to § 8 (1) 7. PO	
<b>Juncture</b>	<b>Requirements</b>	
5 <sup>th</sup> and 6 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
16 CP	<b>Courses:</b> 160 h <b>Private studies:</b> 320 h <b>Total:</b> <b>480 h</b>	

<b>SAM 17.1</b>	<b>Field of action covering assistance in case of psychic illness, disability and in old age</b>	
<b>Responsible for the module: Prof. Dr. Angelika Franz</b>		
<b>Competencies and qualification aims</b>		
<p>The students are familiar with the specific working conditions in the field of work covering assistance in the case of psychic illness, disability and in old age. They are able to use their basic knowledge to perceive, analyse and understand the situation of disabled, ill and old people who are impaired in their mental, psychic and physical functions and/or living possibilities. They understand assistance for these persons as a process of helping them by providing care, attendance and support, while this process is guided by the principles of justice, self-determination and empowerment.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to precisely describe impairing stressful and crisis situations for the recipients;</li> <li>• to mobilise resources of the recipients and in their social networks;</li> <li>• to differentiate between different theoretical approaches including their methodological prerequisites and scientific contexts;</li> <li>• to understand the correlation between professional paradigms, symptomatic description and social (legal) conditions;</li> <li>• to transfer theories into the reality of the different areas of action and to comment on the potential effects of different plans of action;</li> <li>• to deal with the specific ethical challenges in this field of action;</li> <li>• to evaluate their help and thus contribute to qualitative development.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Circumstances and ways of life, lifeworlds of disabled, ill and elderly people and their networks;</li> <li>• Legal and structural frameworks;</li> <li>• Sociological and biological foundations about the development and progress of psychic illnesses and disabilities;</li> <li>• Diagnostics and assessment: Terminology, syndromes and forms of disability;</li> <li>• Specific plans of action of the affected people and professionals relating, in particular, to therapy, social inclusion, rehabilitation and participation in various spheres of life;</li> <li>• Programs and problems of dehospitalisation; forms and possibilities of aesthetic practice;</li> <li>• Social assignment, occupational role and identity;</li> <li>• Documentation and evaluation, quality management.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, tutorials	Other form of examination pursuant to § 8 (1) 7. PO	
<b>Juncture</b>	<b>Requirements</b>	
5 <sup>th</sup> and 6 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
16 CP	Courses:	160 h
	Private studies:	320 h
	<b>Total:</b>	<b>480 h</b>

<b>SAM 17.2</b>	<b>Field of action covering education, family and social counselling</b>	
<b>Responsible for the module: Prof. Ullrich Gintzel</b>		
<b>Competencies and qualification aims</b>		
<p>The students are familiar with the specific work conditions in the field of action covering education, family and social counselling.  They are able to use their basic knowledge to perceive, analyse and understand the situation of young people and their families.  They are able to organise and plan help processes participatively and to use a repertoire of methods (work forms) that are appropriate for the person and situation.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to precisely describe stressful and crisis situations for the recipients and to communicate with recipients adequately;</li> <li>• to arrange analysis, clarification, negotiation and decision processes so that the recipients actively participate since their self is simultaneously strengthened;</li> <li>• to arrange counselling processes so that the recipients become increasingly autonomous in dealing with stressful and crisis situations and are largely able to lead their life without outside help;</li> <li>• to organise cooperation with other specialists, institutions and disciplines in a self-confident way during the implementation of help processes;</li> <li>• to evaluate their help and thus contribute to a qualitative development;</li> <li>• to carry out theory-guided process analyses and thus generate social work scientific findings.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Situations of young people and their families;</li> <li>• Biography, social framework and development of crises;</li> <li>• System and interdependency of social work and the consequences for help processes;</li> <li>• Legal frameworks for various forms of assistance such as the Codes of Social Law SGB VIII, SGB IX or SGB XII, and the Civil Code BGB;</li> <li>• Professional communication in differentiated help settings and with different recipients;</li> <li>• Planning help by taking the beneficiary's rights into account;</li> <li>• Examining and using methods and work forms that are adequate for the relevant person, situation and objective;</li> <li>• Arrangement of help settings;</li> <li>• Administration, organisation, quality development, documentation and evaluation.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, tutorials	Written or oral paper	
<b>Juncture</b>	<b>Requirements</b>	
5 <sup>th</sup> and 6 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
16 CP	Courses:	160 h
	Private studies:	320 h
	<b>Total:</b>	<b>480 h</b>

<b>SAM 17.3</b>	<b>Field of action covering outreach and open work in the social space</b>	
<b>Responsible for the module: Johannes Brock</b>		
<b>Competencies and qualification aims</b>		
<p>The students are familiar with the specific working conditions in the field of work covering outreach and open work. They are able to transfer general, social work core competencies to the special conditions of this field of action and at the same time raise peculiarities of this area to a general level.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to analyse and understand the problems and circumstances of the recipients in particular in unprivileged districts and communities, within the context of their socio-spatial integration;</li> <li>• to develop derivative, preventive and resource-focussed strategies of action on this basis;</li> <li>• to analyse concepts of civic activation, self-help and community development for their benefits in terms of social work and social education;</li> <li>• to document and evaluate their strategies of action.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Logics of action and functions of the fields of outreach work;</li> <li>• Quality standards and working conditions in the fields of open work, mobile youth work and in other fields of outreach work;</li> <li>• Role characteristics in open and outreach work;</li> <li>• Counselling settings in open and outreach work;</li> <li>• Ethnography and (sub-)cultural exploration;</li> <li>• Making contacts and networking in outreach work;</li> <li>• Activation of inhabitants and district management;</li> <li>• Development of socio-spatial concepts in community and youth work;</li> <li>• Planning of social and youth aid;</li> <li>• Social movements and political education;</li> <li>• Conflict management and mediation methods;</li> <li>• Special legal, medical and ethical aspects in selected fields of action;</li> <li>• Representation of interests and public relations work.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, tutorials	Other form of examination pursuant to § 8 (1) 7. PO	
<b>Juncture</b>	<b>Requirements</b>	
5 <sup>th</sup> and 6 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
16 CP	Courses:	160 h
	Private studies:	320 h
	<b>Total:</b>	<b>480 h</b>

<b>SAM 17.4</b>	<b>Field of action covering difference, deviation and social control in the context of administration and justice</b>	
<b>Responsible for the module: Prof. Dr. Wolfgang Deichsel</b>		
<b>Competencies and qualification aims</b>		
<p>The students know the specific working conditions of administration and justice which are concerned with forms and problems of difference and deviation. They are able to transfer general, social work core competencies to the special conditions of this field of action and at the same time raise peculiarities of this area to a general level.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to analyse and deal with the specific working conditions, duties of (re)integration and (re)socialisation as well as logics of action in the (enforcement) context of justice and administration;</li> <li>• to empathise with the special circumstances of their recipients and to analyse these using sociological and, in particular, criminological theories and legal knowledge;</li> <li>• to deal constructively and innovatively with conflicts between lifeworldly forms of life coping and life structuring on the part of the recipients on the one hand and socio-normative demands of social institutions on the other;</li> <li>• to connect plans of action with quality development and evaluation procedures and to use their field-specific insights in the development of social work scientific theories.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Logics of action and functions of justice and administration;</li> <li>• Empirical research and evaluation methods;</li> <li>• Right to (re)integration and (re)socialisation;</li> <li>• Social space and new media;</li> <li>• Classification systems, social and administrative reactions to dealing with difference/deviation/criminality between social space and administration/justice;</li> <li>• Know-why and intervention knowledge for specific fields of action and different target and age groups;</li> <li>• Plans of action, model projects;</li> <li>• Social and administrative strategies and policy forms in different areas of difference/deviation/criminality;</li> <li>• Development of concepts and projects for innovative and alternative forms in social and administrative dealings with difference, deviation and criminality;</li> <li>• Deviation, criminality and aims of social integration in the social space;</li> <li>• Case and institution analyses as well as ethical dilemmas.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Lectures, seminars, tutorials	Written or oral paper	
<b>Juncture</b>	<b>Requirements</b>	
5 <sup>th</sup> and 6 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
16 CP	Courses:	160 h
	Private studies:	320 h
	<b>Total:</b>	<b>480 h</b>

<b>SAM 18</b>	<b>In-depth studies</b>	<b>18.1 Diaconal studies</b> <b>18.2 Gender and interculturality</b> <b>18.3 Education and aesthetic communication</b> <b>18.4 Social work science</b>
		<b>Responsible for the module:</b> <b>Prof. Dr. Ralf Evers (18.1)</b> <b>Prof. Dr. Harald Wagner (18.2)</b> <b>Prof. Dr. Uwe Hirschfeld (18.3)</b> <b>Prof. Dr. Herbert Effinger (18.4)</b>
<b>Competencies and qualification aims</b>		
<p>The students are familiar with the current academic discourse in one of the four in-depth courses and are able to identify special knowledge interests and problems in these fields of discourse independently and on a sound scientific basis.</p> <p>They relate these discourses to the development of theory and empiricism in social work.</p> <p>Based on these in-depth studies they can distinguish themselves in connection with their B.A. thesis and on completion of their B.A. studies for further studies within the scope of Master courses.</p>		
<b>Module contents</b>		
(Please refer to the specific contents in the description of the sub-modules)		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Seminars, tutorials	Written or oral paper or oral examination	
<b>Juncture</b>	<b>Requirements</b>	
5 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
5 CP	<b>Courses:</b> 50 h <b>Private studies:</b> 100 h <b>Total:</b> 150 h	

<b>SAM 18.1</b>	<b>In-depth diaconal studies</b>	
<b>Responsible for the module: Prof. Dr. Ralf Evers</b>		
<b>Competencies and qualification aims</b>		
<p>The students are familiar with the current discourse on diaconal studies.  They can link problems and issues of diaconal studies to both theologically relevant sources and current religious challenges.  They can locate diacony (Protestant social welfare) between the professional requirements of modern service professions, in particular, social work, and the traditions and tasks of Christian service and religious communities.  They have the prerequisites for further qualification in the field of diacony.</p>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Biblical, historical and theological approaches to diacony;</li> <li>• Social ethics and diacony as an expression of the nature of church;</li> <li>• Diacony within the context of free welfare care;</li> <li>• Diacony practice as social work;</li> <li>• Diacony, market and management;</li> <li>• Theological perspectives in the fields of social work;</li> <li>• Theology of social work.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Seminar, tutorials	Written paper	
<b>Juncture</b>	<b>Requirements</b>	
5 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
5 CP	Courses:	50 h
	Private studies:	100 h
	<b>Total:</b>	<b>150 h</b>

<b>SAM 18.2</b>	<b>In-depth studies on gender and interculturality</b>	
<b>Responsible for the module: Prof. Dr. Harald Wagner</b>		
<b>Competencies and qualification aims</b>		
<p>The students are familiar with the current scientific discourse on the causes, functions and effects of gender-specific and ethical-cultural differences.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to recognise intercultural and gender aspects in the theoretical principles, plans of action and actions of social work and to transfer them to appropriately reflected concepts;</li> <li>• to reflect on the consequences of stereotype attribution for the theory and practice of social work and to draw conclusions for dealing with difference and diversity;</li> <li>• to assess gender and ethnicity as elemental categories for the development and handling of social problems;</li> <li>• to understand gender-specific and intercultural roles as being changeable.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Migration and gender-political strategies and developments, particularly in the EU framework;</li> <li>• Migration, culture and gender-theoretical principles;</li> <li>• Gender and interculturality in the professional structures of social work;</li> <li>• Gender and interculturality in the fields of social work;</li> <li>• Life situations and lifeworlds of the recipients;</li> <li>• Plans of action.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Seminar, tutorials	Oral examination	
<b>Juncture</b>	<b>Requirements</b>	
5 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
5 CP	Courses:	50 h
	Private studies:	100 h
	<b>Total:</b>	<b>150 h</b>

<b>SAM 18.3</b>	<b>In-depth studies on education and aesthetic communication</b>	
<b>Responsible for the module: Prof. Dr. Uwe Hirschfeld</b>		
<b>Competencies and qualification aims</b>		
<p>The students are familiar with the current scientific discourse on education and aesthetic communication in social work and social pedagogics. Based on these in-depth studies they can distinguish themselves in connection with their B.A. thesis and on completion of their B.A. studies for further studies within the scope of Master courses.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to recognise education as a dimension of everyday and professional action and as a prerequisite for emancipatory processes in social work;</li> <li>• to identify special knowledge interests and problems independently and on a sound scientific basis;</li> <li>• to relate these discourses to the development of theory and practice in social work.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Selected theories of education and concepts of educational work, advancement and policy;</li> <li>• Current discussions of "life-long learning" and competency development;</li> <li>• Categorial differentiation between education and teaching/learning;</li> <li>• Selected questions of the control and methodological organisation of educational processes;</li> <li>• Forms of aesthetic communication in educational and learning processes;</li> <li>• Correlations between world awareness and changing/shaping of the world;</li> <li>• Basic didactic-methodological principals and problems.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Seminar, tutorials	Oral examination	
<b>Juncture</b>	<b>Requirements</b>	
5 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
5 CP	Courses:	50 h
	Private studies:	100 h
	<b>Total:</b>	<b>150 h</b>

<b>SAM 18.4</b>	<b>In-depth studies on social work sciences</b>	
<b>Responsible for the module: Prof. Dr. Herbert Effinger</b>		
<b>Competencies and qualification aims</b>		
<p>The students are able to translate a basic knowledge of related sciences into social work-scientific theories of action and to independently develop theory-guided questions.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to critically analyse social work theories and their basic paradigmatic assumptions in the context of social and therapeutic, psychological, spiritual / diaconal, business administration and judicial theories of action and to use these for further studies of social work (e.g. M.A.);</li> <li>• to draw conclusions with reference to the new social risk situations resulting from social change and to the changed demands on the system of social work functions for theorisation and theory development;</li> <li>• to classify the significance and importance of empirical and scientific theoretical principles on the one hand and anthropological principles as well as Christian humanistic values on the other and to use these when dealing with social work theories of action.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Theories, history of science and ideas as well as plans of action in social work and related disciplines and/or professions (social and person-related services)</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Seminars, tutorials	Written or oral paper	
<b>Juncture</b>	<b>Requirements</b>	
5 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
5 CP	Courses: 50 h Private studies: 100 h <b>Total: 150 h</b>	

<b>SAM 19</b>	<b>Integrative case approach and intervention</b>	
<b>Responsible for the module: Dr. Peter Jensen</b>		
<b>Competencies and qualification aims</b>		
<p>The students are able to analyse particularly difficult and complex cases and to draft appropriate perspectives and strategies for their solution within the framework of case and system control on the basis of social work sciences.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to understand and explain the genesis of particularly complex social problems in social work in their biographical, socio-structural, socio-cultural and socio-historical context;</li> <li>• to integratively draft the action and research methods for handling particularly difficult and complex cases in a special field of action;</li> <li>• to identify the interfaces to other professions and disciplines and to draft productive forms of cooperation and networking;</li> <li>• to critically and productively handle enforcement contexts and involuntariness in different fields of action;</li> <li>• to deal with special forms of aggression and interpersonal conflicts.</li> </ul>		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Theoretical principles and methods for an integrative case approach;</li> <li>• Diagnostic methods and systematics;</li> <li>• Symptomatics and forms of aggression in the context of social work;</li> <li>• Conflict dynamics and forms of conflict management in difficult and complex cases;</li> <li>• Critical discourses and positions on diagnostics and intervention;</li> <li>• Specific procedures for cases with multiple problems (case and care management);</li> <li>• Dealing with patchwork identities and hybrid situations in fields of action;</li> <li>• Controlling, evaluation (efficiency analyses) and documentation of cases.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
<p>The students split into groups (of max. 12 students) that concentrate on one of the four fields of action (SAM 17).</p> <p>Seminars, exercises, (case) workshops</p>	<p>Oral paper or other form of examination pursuant to § 8 (1) 7. PO</p>	
<b>Juncture</b>	<b>Requirements</b>	
6 <sup>th</sup> semester	None	
<b>ECTS</b>	<b>Workload</b>	
6 CP	<p>Courses: 60 h</p> <p>Private studies: 120 h</p> <p><b>Total: 180 h</b></p>	

<b>SAM 20</b>	<b>B.A. thesis / colloquy</b>	
<b>Responsible for the module: The chairman of the examination board</b>		
<b>Competencies and qualification aims</b>		
The students are able to deal with a practical problem using scientific methods and complying with the appropriate standards.		
<b>Module contents</b>		
<ul style="list-style-type: none"> <li>• Thematic contents depending on the orientation of the B.A. thesis.</li> </ul>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
Counselling and support by the original assessor	B.A. thesis / colloquy <ul style="list-style-type: none"> <li>• B.A. thesis and its defence in an examination colloquy;</li> <li>• Marking on a ratio of 3:1 between the B.A. thesis and the colloquy</li> </ul>	
<b>Juncture</b>	<b>Requirements</b>	
6 <sup>th</sup> semester	The student must have achieved at least 150 ECTS points to be admitted to the Bachelor thesis.	
<b>ECTS</b>	<b>Workload</b>	
15 CP	Individual counselling:	20 h
	Private studies:	430 h
	<b>Total:</b>	<b>450 h</b>

<b>SG</b>	<b>Studium Generale</b>	
<b>Responsible for the module: Anja Gräbert</b>		
<b>Competencies and qualification aims</b>		
<p>The students have acquired knowledge in specific areas appropriate to the profession and are able to use this knowledge in professional practice.</p> <p>They have thus differentiated their personal profile and acquired an identifiable special competency as a basis for their future ability to act (e.g. artistic communication or participation in community psychiatry). They can apply specific theoretical subjects, communication, interaction and/or therapy competencies, the acquired practical or research competency to their own field of study and are able to link the specific competencies with the basic competencies of the profession.</p>		
<b>Module contents</b>		
<p>The contents relate to the fields of action of the study course and have a direct effect on the competency profile. In particular the following learning areas are concerned:</p> <ul style="list-style-type: none"> <li>• Languages;</li> <li>• Art and aesthetic communication;</li> <li>• Theology;</li> <li>• Specific forms of action, counselling and therapy;</li> <li>• Specific theories from the context sciences of the respective fields of study;</li> <li>• Specific knowledge and/or specific competencies from a neighbouring field of action (e.g. community psychiatry for the B.A. in early learning and nursery teaching);</li> <li>• Guided learning processes in politics;</li> <li>• Guided process experience in one field of action of the field of study (e.g. development, preparation, implementation and evaluation of projects in the fields of education, further education, district community work, participation, etc.) unless this is covered by the practical studies module;</li> <li>• Guided practical work in the organisational and management area of institutions, organisations and companies in the respective field of action, guided learning processes in a research project.</li> </ul> <p>The entire Studium Generale module comprises individual sub-modules. The person responsible for the module decides on the recognition of sub-modules, if necessary in cooperation with the management of the course and the vice-chancellor.</p>		
<b>Teaching and study forms</b>	<b>Study documentation and examination</b>	
The diversity of contents results in the most varied learning and working forms.	Study documentation and examinations differ depending on the respective course. The person responsible for the module makes sure that adequate procedures are applied in all courses.	
<b>Juncture</b>	<b>Requirements</b>	
Each semester	Normally none	
<b>ECTS</b>	<b>Workload</b>	
12 CP	<b>Total:</b>	<b>360 h</b>