

## Module descriptions B.A. "Social Work"

Last revised: 06.05.2007

<b>SAM 01 / Basics of social work science</b>
<b>Responsible for the module:</b> Prof. Dr. Herbert Effinger
<p><b>Competencies and qualification aims:</b></p> <ul style="list-style-type: none"> <li>The students understand knowledge, attitude and competence in social work as an inextricable entity.</li> </ul> <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, classify and critically question those theories relevant for the profession and discipline in their historical, cultural, religious and biographical context;</li> <li>to critically identify with social work as a discipline and profession in the context of their own tradition and the history of ideas of social movements;</li> <li>to locate the science and profession of social work in their particular relationship to diacony (Protestant social welfare);</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 differentiate between theories of various scopes and between metatheories, general theories of action and special plans of action;</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 and establish a link between a theoretical approach and an order to process a social problem.</li> </ul>
<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>Theories, history of science and ideas as well as plans of action for social work;</li> <li>Central terminology (knowledge, science, social work science, theory, plan of action, social work, profession, discipline, social problems, etc.);</li> <li>Determining the subject matter and functions of social work in the context of their social development (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> </ul>
<p><b>Teaching and study forms:</b> Lectures, seminars, tutorials</p>
<p><b>Juncture:</b> 1st semester <b>Requirements:</b> none</p>
<p><b>Study documentation and examination:</b> Oral or written presentation and criticism of explanatory approaches and/or courses of action (written or oral paper)</p>
<p><b>ECTS:</b> 6 <b>Workload:</b> 180 (compulsory attendance: 60 h + private study: 120 h including work groups and tutorials)</p>

<b>SAM 02 / Elementary action and communication competencies</b>
<b>Responsible for the module:</b> Johannes Brock
<p><b>Competencies and qualification aims:</b></p> <p>The students perceive themselves as the results of their biography and as persons. They see themselves as observers and agents in social systems based on communication and interaction. They have basic skills in empathy, communication (the ability to enter into a dialogue) and reflexivity (self-observation).</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 (e.g. verbal, non-verbal);</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>
<p><b>Contents:</b></p> <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, spatial language, analogous procedures, etc.);</li> <li>• Professional ethical standards and Christian-humanistic value orientations to organise communication processes.</li> </ul>
<p><b>Teaching and study forms:</b> Lectures, exercises, tutorials</p>
<p><b>Juncture:</b> 1st semester <b>Requirements:</b> none</p>
<p><b>Study documentation and examination:</b> Documentation of the sequence of a communication process in a small group and a reflection on this based on a communication theory concept</p>
<p><b>ECTS:</b> 6 <b>Workload:</b> 180 (compulsory attendance: 60 h + private study: 120 h including work groups and tutorials)</p>

<b>SAM 03 / Principles of development, socialisation and learning</b>
<b>Responsible for the module:</b> Prof. Dr. Angelika Franz
<p><b>Competencies and qualification aims:</b> 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;</li> <li>• 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;</li> <li>• to link the relational studies principles with the theories of action of their profession.</li> </ul>
<p><b>Contents:</b> 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>• 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>
<p><b>Teaching and study forms:</b> Lectures, seminars, exercises, tutorials</p>
<p><b>Juncture:</b> 1st semester <b>Requirements:</b> none</p>
<p><b>Study documentation and examination:</b> Interdisciplinary case analysis of a learning process or written or oral paper.</p>
<p><b>ECTS:</b> 6 <b>Workload:</b> 180 (compulsory attendance: 60 h + private study: 120 h including work groups and tutorials)</p>

<b>SAM 04 / Anthropology, human rights, ethics and constitutions</b>
<b>Responsible for the module:</b> Prof. Dr. Ulf Liedke
<p><b>Competencies and qualification aims:</b></p> <p>On the basis of basic human needs, the students and addressees 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>• reflect on professional practice under anthropological, ethical and related legal aspects;</li> <li>• 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> <p>The students are also introduced to the fundamentals of academic work in this module. The students can:</p> <ul style="list-style-type: none"> <li>• independently develop a problem and question that is relevant for a scientific processing;</li> <li>• tap scientific sources to process concrete problems and questions;</li> <li>• independently draft scientific texts according to the generally accepted rules.</li> </ul>
<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>• Plurality of the concepts of human nature in today's society;</li> <li>• Aspects of theological, philosophical and sociological anthropology;</li> <li>• Ethical challenges and social judgements in daily professional work;</li> <li>• Exemplary concepts for ethics (e.g. discourse ethics, constructivistic ethics);</li> <li>• Central topics of social ethics (e.g. justice; human rights, human dignity);</li> <li>• Fundamentals and principles for ethics in social work, care and education, professional ethical principles of the professional organisations;</li> <li>• Aspects of justice and law; Control and freedom;</li> <li>• Difference between law and justice;</li> <li>• Anchoring human rights in international law, European law and constitutional law (e.g. the UN Charter of Human Rights, the Convention on Children's Rights and other international law agreements);</li> <li>• The basic rights in the legal system of the Federal Republic of Germany (e.g. basic rights as a limit to the scope of discretion and interpretation), basic freedom rights and their social significative content;</li> <li>• Discrimination prohibitions and basic equality rights;</li> <li>• Techniques of scientific work.</li> </ul>
<p><b>Teaching and study forms:</b> Lectures, seminars, exercises</p>
<p><b>Juncture:</b> 1st semester <b>Requirements:</b> none</p>
<p><b>Study documentation and examination:</b> Written (in particular case analyses) or oral paper</p>
<p><b>ECTS:</b> 6 <b>Workload:</b> 180 (compulsory attendance: 60 h + private study: 120 h including work groups and tutorials)</p>

<b>SAM 05 / Social processes, social policy and social security systems</b>
<b>Responsible for the module:</b> Sebastian Clausnitzer
<p><b>Competencies and qualification aims:</b></p> <p>The students understand the emergence and function of sociopolitical 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.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to 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 the individual goals of their actions 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 addressees of the different services of the various social security systems;</li> <li>• to critically accompany and support social initiatives and movements involved in safeguarding social risks.</li> </ul>
<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>• Social inequality, power structures;</li> <li>• The role and function of the state, principle of the social state;</li> <li>• Structure and function of social security systems;</li> <li>• Social actors (organisations, parties, associations, movements);</li> <li>• Models of social development, national societies/states and globalisation, economy and democracy ;</li> <li>• Current sociopolitical conflicts;</li> <li>• Principle of insurance and coverage of needs in social security;</li> <li>• Sociopolitical consequences, social minimum standards;</li> <li>• Arrangement of the health, nursing care, pension and unemployment insurance; state and private [capital-financed] insurances); health policy .</li> </ul>
<p><b>Teaching and study forms:</b> Lectures, seminars.</p>
<p><b>Juncture:</b> 1st semester <b>Requirements:</b> none</p>
<p><b>Study documentation and examination:</b> Two-part written examination</p>
<p><b>ECTS:</b> 6 <b>Workload:</b> 180 (compulsory attendance: 60 h + private study: 120 h including work groups and tutorials)</p>

<b>SAM 06 / Fields of action, practical investigation, professionalism and professional law</b>
<b>Responsible for the module:</b> Lilo Dorschky
<p><b>Competencies and qualification aims:</b>  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>
<p><b>Contents:</b></p> <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;</li> <li>• The organisations of social work;</li> <li>• Logics of action and functions of individual fields of action;</li> <li>• Professional law, company law;</li> <li>• Professional ethics, professional organisations;</li> <li>• Theoretical reflection on experience gained in the practical profession.</li> </ul>
<p><b>Teaching and study forms:</b>  Lecture, exercises + 120 h field practical work</p>
<p><b>Juncture:</b> 2nd and 3rd semester  <b>Requirements:</b> none</p>
<p><b>Study documentation and examination:</b>  Written report on the completion of field practical work with 120 h in a field of social work (vocational students complete the field practical work in a field of social work different to the one in which they are currently working) with the answer to a question from the practical investigation and a reflection on professional law aspects.</p>
<p><b>ECTS:</b> 10  <b>Workload:</b> each semester 150 = <b>300</b> (compulsory attendance: 90 h + private study: 210, incl. 120 h practice)</p>

<b>SAM 07 / Principles of methods of work and methodical action</b>
<b>Responsible for the module:</b> Prof. Dr. Marion Gemende
<p><b>Competencies and qualification aims:</b></p> <p>The students can have a professional conversation in social work contexts. They are familiar with the canon of classic methods of work and the principles of methodical action and master the basics of a socio-spatial contextualised and conceived method of work (social individual case aid / family work or social group work / networks / community work). They can gain initial practical experience with one of these methods of work under supervision.</p> <p>In particular they are able:</p> <ul style="list-style-type: none"> <li>• to relate different methods and counselling approaches to specific conversational situations and settings of social work and use them integratively;</li> <li>• to understand and apply socio-spatial and networked thoughts and actions as a method spanning principle of action in social work;</li> <li>• to use conversation guidance and counselling techniques with the aim of achieving a result when establishing and concluding working alliances;</li> <li>• to locate action and consultancy assignments in their legal and sociopolitical context;</li> <li>• to develop a stance based on the principles of addressee autonomy, participation, a responsibility for professionalism and processes as well as resource orientation;</li> <li>• to relate impulses for action and approaches to action to professional roles and work assignments;</li> <li>• to handle their addressee's 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>
<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>• History and theoretical-conceptual principles and techniques of conversation guidance and counselling (continuing from SAM 02);</li> <li>• Techniques of moderation and group leadership;</li> <li>• Ethical principles of methodical action and ethical dilemmas;</li> <li>• Legal questions of conversation guidance and counselling (confidentiality, right to refuse to give evidence, data protection);</li> <li>• History and systems of methodical action in social work;</li> <li>• Principles of individual case aid, group work and community work;</li> <li>• Fundamentals, principles, limits and chances of socio-spatial work;</li> <li>• Terminology and theoretical principles of didactic methods;</li> <li>• Concepts of mankind and maxims for action of methodical action (for example social environment reference, networks, etc.);</li> <li>• Phases of methodical action (clarification of the assignment, analysis of the situation and problem, development of goals, planning, evaluation, conclusion);</li> <li>• Assignment of roles, limits and paradoxes of methodical action in social work;</li> <li>• Aesthetic communication and the possibilities of different media.</li> </ul>
<p><b>Teaching and study forms:</b></p> <p>The students form 2 groups in the 3rd semester (A social individual case aid / family work , B social group work, networks/ community work Lectures, seminars, exercises, media courses, tutorials</p>
<p><b>Juncture:</b> 2nd and 3rd semester <b>Requirements:</b> none</p>
<p><b>Study documentation and examination:</b> Case documentation and/or case presentation (description, analysis and handling strategy)</p>
<p><b>ECTS:</b> 10 <b>Workload:</b> each semester 150 = <b>300</b> (compulsory attendance: 100 h + private study: 200 h including work</p>

groups and tutorials)

---

<b>SAM 08 / Family, social networks and microsystems</b>
<b>Responsible for the module:</b> Prof. Dr. Gabriele Nette
<p><b>Competencies and qualification aims:</b></p> <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>
<p><b>Contents:</b></p> <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 domestic relations;</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>
<p><b>Teaching forms:</b></p> <p>Lectures, seminars, exercises, tutorials</p>
<p><b>Juncture:</b> 2nd semester  <b>Requirements:</b> none</p>
<p><b>Study documentation and examination:</b></p> <p>Written or oral paper</p>
<p><b>ECTS:</b> 5  <b>Workload:</b> 150 (compulsory attendance: 50 h + private study: 100 h including work groups and tutorials)</p>

<b>SAM 09 / Childhood, youth, education and upbringing</b>
<b>Responsible for the module:</b> Prof. Dr. Uwe Hirschfeld
<p><b>Competencies and qualification aims:</b> 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</li> <li>• to identify and develop suitable social work attitudes, social environments and settings to this end.</li> </ul>
<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>• Upbringing and education theories and concepts for institutionalised and informal levels;</li> <li>• Upbringing and education assignments of the society (special 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>
<p><b>Teaching and study forms:</b> Lectures, seminars, exercises, tutorials</p>
<p><b>Juncture:</b> 2nd semester <b>Requirements:</b> none</p>
<p><b>Study documentation and examination:</b> Written or oral papers</p>
<p><b>ECTS:</b> 5 <b>Workload:</b> 150 (compulsory attendance: 50 h + private study: 100 h including work groups and tutorials)</p>

<b>SAM 10 / Management and administration of social organisations</b>
<b>Responsible for the module:</b> Prof. Dr. Harald Christa
<p><b>Competencies and qualification aims:</b></p> <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>
<p><b>Contents:</b></p> <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, 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>
<p><b>Teaching and study forms:</b> Seminars, tutorials</p>
<p><b>Juncture:</b> 2nd semester <b>Requirements:</b> none</p>
<p><b>Study documentation and examination:</b> Written examination</p>
<p><b>ECTS:</b> 5 <b>Workload:</b> 150 (compulsory attendance: 50 h + private study: 100 h including work groups and tutorials)</p>

<b>SAM 11 / Age, aging and health</b>
Responsible for the module: <b>Prof. Dr. Renate Tewes</b>
<p>Competencies and qualification aims:  <b>The students understand the aging process in modern societies and are able to support and accompany this in a humane way.</b></p> <p><b>In particular they are able:</b></p> <ul style="list-style-type: none"> <li>• <b>to identify the sociological principles of the aging process and typical lines of conflict in the generational discourse;</b></li> <li>• <b>to relate age-specific, physical and psychic syndromes to adequate coping strategies;</b></li> <li>• <b>to identify the legal and structural framework of assistance and care for the elderly as well as models and conceptual foci of social work with and care of senior citizens;</b></li> <li>• <b>to reflect upon the aging process in its interdependency with social, cultural, subjective and biographical factors;</b></li> <li>• <b>to constructively deal with the process of dying against the background of Christian and humanistic traditions and value orientations and to treat the dying and mourning in a supportive way;</b></li> <li>• <b>to handle ethical challenges in connection with the aging process or the end of life.</b></li> </ul>
<p>Contents:</p> <ul style="list-style-type: none"> <li>• <b>Aging within the context of family, social networks and society;</b></li> <li>• <b>Gerontological concepts;</b></li> <li>• <b>Healthy aging and concepts of salutogenesis in old age;</b></li> <li>• <b>Psychic illnesses in old age;</b></li> <li>• <b>Dying, death and mourning;</b></li> <li>• <b>Theological and philosophical principles of life and death and their ethical challenges;</b></li> <li>• <b>Guardianship, care and health insurance law, law of succession, rights of the elderly;</b></li> <li>• <b>Methods of working with, caring for and assisting the elderly.</b></li> </ul>
<p>Teaching and study forms:  <b>Lectures, seminars, tutorials</b></p>
<p>Juncture: <b>3rd semester</b>  Requirements: <b>none</b></p>
<p>Study documentation and examination:  <b>Written or oral paper</b></p>
<p>ECTS: <b>5</b>  Workload: <b>150 (compulsory attendance: 50 h + private study: 100 h including work groups and tutorials)</b></p>

<b>SAM 12 / Normality, deviation, difference</b>
Responsible for the module: <b>Prof. Dr. Wolfgang Deichsel</b>
<p>Competencies and qualification aims:</p> <p><b>The students understand the concepts of normality, deviation and difference as historically and biographically conveyed constructs that are interrelated and subject to change</b></p> <p><b>In particular they are able:</b></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 deviation and difference in the context of human rights, civil rights 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>
<p>Contents:</p> <ul style="list-style-type: none"> <li>• Social change and dimensions of normality, deviation, difference;</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 deviation and difference;</li> <li>• Reaction of the state (criminal law, law of criminal procedure, criminal law relating to young offenders).</li> </ul>
<p>Teaching and study forms:</p> <p><b>Seminars, tutorials</b></p>
<p>Juncture: <b>3rd semester</b> Requirements: <b>none</b></p>
<p>Study documentation and examination:</p> <p><b>Written or oral paper</b></p>
<p>ECTS: <b>5</b> Workload: <b>150 (compulsory attendance: 50 h + private study: 100 h including work groups and tutorials)</b></p>

<b>SAM 13 / Work, unemployment, poverty and social security</b>
Responsible for the module: <b>Inge Polzer-Jaekel</b>
<p>Competencies and qualification aims:</p> <p><b>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.</b></p> <p><b>In particular they are able:</b></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 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 help develop alternative role and self-help concepts beyond gainful employment.</li> </ul>
<p>Contents:</p> <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>• Basic knowledge about counselling debtors and consumer insolvency proceedings;</li> <li>• Representation of interests and forms of self-help</li> </ul>
<p>Teaching and study forms:</p> <p><b>Seminars, tutorials</b></p>
<p>Juncture: <b>3rd semester</b>  Requirements: <b>none</b></p>
<p>Study documentation and examination:  <b>(two part) written examination</b></p>
<p>ECTS: <b>5</b>  Workload: <b>150 (compulsory attendance: 50 h + private study: 100 h including work groups and tutorials)</b></p>

<b>SAM 14</b> / Practical studies and support
Responsible for the module: <b>Prof. Ullrich Gintzel</b>
<p>Competencies and qualification aims:</p> <p><b>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.</b></p> <p><b>In particular they are able:</b></p> <ul style="list-style-type: none"> <li>• to use basic communication competencies;</li> <li>• to employ methods of work that are specific to the respective field of action and to justify these using their theoretical basic knowledge;</li> <li>• to document and reflect on their own lines of action and practical experience;</li> <li>• to evaluate their actions and to participate in quality development processes;</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 describe their work orally and in writing, evaluate it analytically and argue professional positions;</li> <li>• to define the main foci for their further studies against the background of their practical experience and theoretical knowledge.</li> </ul>
<p>Contents:</p> <ul style="list-style-type: none"> <li>• Common ground for fields of action in social work;</li> <li>• 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>• Observing, analysing and documenting one's own actions;</li> <li>• Legal principles that are specific to individual fields of action;</li> <li>• Socio-political and ethical principles.</li> </ul>
<p>Teaching and study forms:</p> <ul style="list-style-type: none"> <li>• One-week block seminar immediately before practical studies start (32 hours of teaching/learning);</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 (60-90 min.);</li> <li>• One-week block seminar on completion of practical studies (32 hours of teaching/learning including a legal workshop).</li> </ul>
<p>Juncture: <b>4th semester</b>  <b>Requirements: Section 12 (3) of the study regulations: "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."</b></p>
<p>Study documentation and examination:  <b>Practical report</b></p>
<p>ECTS: <b>30</b>  Workload: <b>900 (compulsory attendance: 90 hours + private study 170 hours + 640 hours practice)</b></p>

<b>SAM 15 / Basics of social and social work research</b>
Responsible for the module: <b>Prof. Dr. Angelika Franz</b>
<p>Competencies and qualification aims:  <b>The students master the essential principles of application-focussed social and social work research.</b></p> <p><b>In particular they are able:</b></p> <ul style="list-style-type: none"> <li>• to differentiate between different methodological approaches;</li> <li>• to develop a research design for their own clear problems and issues (related to their B.A. thesis if possible)</li> <li>• to evaluate and present their own research results.</li> </ul>
<p>Contents:</p> <ul style="list-style-type: none"> <li>• Methodological and theoretical basics of empirical social research;</li> <li>• Hypothesising procedures and techniques, testing of correlation and difference hypotheses</li> <li>• Criteria, limits and chances of different data collection methods;</li> <li>• Quantitative research (data collection and evaluation, frequency distribution and class formation, presentation in graphic and tabular form, significance tests, quality of data, mean value and variance of a sample)</li> <li>• Sampling plans;</li> <li>• Document and file analysis, literature investigation;</li> <li>• Concepts of evaluation and response research;</li> <li>• Qualitative research (field research, participating observation; narrative interviews, guided interviews, content analyses);</li> <li>• Experiments;</li> <li>• Contextualisation and theorisation;</li> <li>• Justification of validity in quantitative and qualitative research: quality criteria;</li> <li>• Structure and layout of a research report;</li> <li>• Evaluation criteria;</li> <li>• Ethical and legal aspects of research.</li> </ul>
<p>Teaching and study forms:  <b>Lectures, seminars, exercises, tutorials</b></p>
<p>Juncture: <b>5th and 6th semester</b>  Requirements: <b>none</b></p>
<p>Study documentation and examination:  <b>Research design and empirical study as a term paper</b></p>
<p>ECTS: <b>8</b>  Workload: <b>120 in the 5th and 120 in the 6th semester [Σ 240]</b>  <b>(compulsory attendance: 80 h + private study: 160 h including work groups and tutorials)</b></p>

<b>SAM 16 / Methods of work and methodical action</b>
Responsible for the module: <b>Prof. Dr. Marion Gemende</b>
<p>Competencies and qualification aims:</p> <p><b>The students master two basic methods of social work (social individual case aid / family work, social group work / networks / community work) and are able to link these to the experience from their practical studies (continuation and supplementation of SAM 07)</b></p> <p><b>In particular they are able:</b></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;</li> <li>• to develop suitable intervention strategies in the framework of these settings (educational guidance for a family or group work);</li> <li>• to identify the resources (knowledge and capabilities of the persons involved, social networks and systems) that are available and/or required for an intervention and to provide them if necessary;</li> <li>• to recognise and classify the respective case in process with its implications as a "case of ...", "case for ..." and "case with ..." in its subjective and socio-spatial dimensions;</li> <li>• to deal with tensions between deficit-oriented attributions and standardisations for job contexts and resource-oriented basic positions and plans of action.</li> </ul>
<p>Contents:</p> <ul style="list-style-type: none"> <li>• Current models, concepts and discourses of the methods of action in social work;</li> <li>• Scientific theories of action for social work in their metatheoretical and related scientific contexts;</li> <li>• Underlying institutional, normative and social conditions;</li> <li>• Methods of work and plans of action in a gender-specific and intercultural perspective (gender-specific approaches);</li> <li>• Methods of work and professional identity;</li> <li>• Case management instruments and procedures;</li> <li>• Socio-grammatical and socio-dramatic diagnostic and interventional procedures;</li> <li>• Definition and differentiation of anamnesis, diagnosis, hypothesizing, evaluation and intervention;</li> </ul>
<p>Teaching and study forms:</p> <p><b>The students split into two groups and register for the respective branch of the methods of work for which they did not register in the 3<sup>rd</sup> semester.</b></p> <p><b>Seminars, exercises, excursions</b></p>
<p>Juncture: <b>5th semester</b></p> <p>Requirements: <b>none</b></p>
<p>Study documentation and examination:</p> <p><b>Case documentation and/or case presentation (description, analysis and handling strategy)</b></p>
<p>ECTS: <b>8</b></p> <p>Workload: <b>240 (compulsory attendance: 60 h + private study: 180 h including work groups and tutorials)</b></p>

<b>SAM 17</b> / Fields of action	
17.1	Assistance in case of illness, disability and in old age
17.2	Education, family and social counselling
17.3	Outreach and open work in the social space
17.4	Difference and deviation in the context of administration and justice
Responsible for the module: <b>Prof. Dr. Angelika Franz (17.1); Prof. Ullrich Gintzel (17.2), Johannes Brock (17.3.), Prof. Dr. Wolfgang Deichsel (17.4)</b>	
Competencies and qualification aims: <b>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.</b>	
Contents: <i>(refer to the specific contents in the description of the sub-modules)</i>	
Teaching and study forms: <b>Lectures, seminars, tutorials</b>	
Juncture: <b>5th and 6th semester</b> Requirements: <b>none</b>	
Study documentation and examination: <b>Written or oral paper</b>	
ECTS: <b>16</b> Workload: <b>480 (compulsory attendance: 160 h + private study: 320 h including work groups and tutorials)</b>	

17.1 Field of work covering assistance in case of illness, disability and in old age
Responsible for the module: <b>Prof. Dr. Angelika Franz</b>
<p>Competencies and qualification aims:</p> <p><b>The students are familiar with the specific working conditions in the field of work covering assistance in the case of 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 mobility. 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 self-determination and empowerment.</b></p> <p><b>In particular they are able:</b></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 understand the correlation between symptomatic description, professional paradigms and social (legal) conditions;</li> <li>• to differentiate between different theoretical approaches including their methodological prerequisites and scientific contexts;</li> <li>• to transfer these 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 organise cooperation with other specialists, institutions and disciplines in a self-confident way;</li> <li>• to evaluate their help and thus contribute to qualitative development.</li> </ul>
<p>Contents:</p> <ul style="list-style-type: none"> <li>• Circumstances and ways of life for disabled, ill and elderly people and their networks;</li> <li>• Syndromes, diagnostics, terminology and forms of disability;</li> <li>• Sociological basics about the development and progress of psychic illnesses and disabilities;</li> <li>• Legal and structural frameworks;</li> <li>• Specific plans of action, in particular relating to social integration, rehabilitation and participation;</li> <li>• Programs and problems of dehospitalisation;</li> <li>• Sexuality among the disabled and elderly;</li> <li>• Forms and possibilities of aesthetic practice;</li> <li>• Occupational role and identity;</li> <li>• Quality management, documentation and evaluation.</li> </ul>
<p>Teaching and study forms:</p> <p><b>Lectures, seminars, tutorials</b></p>
<p>Juncture: <b>5th and 6th semester</b> Requirements: <b>none</b></p>
<p>Study documentation and examination:</p> <p><b>Written or oral paper</b></p>
<p>ECTS: <b>16</b> Workload: <b>480 (compulsory attendance: 160 h + private study: 320 h including work groups and tutorials)</b></p>

<b>SAM 17.2</b> / Field of action covering education, family and social counselling
Responsible for the module: <b>Prof. Ullrich Gintzel</b>
<p>Competencies and qualification aims:</p> <p><b>The students are familiar with the specific working 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.</b></p> <p><b>In particular they are able:</b></p> <ul style="list-style-type: none"> <li>• to precisely describe stressful and crisis situations for the addressees and to communicate with addressees adequately.</li> <li>• to arrange analysis, clarification, negotiation and decision processes so that the addressees actively participate since their self is simultaneously strengthened.</li> <li>• to arrange counselling processes so that the addressees 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 qualitative development.</li> <li>• to carry out theory-guided process analyses and thus generate social work scientific findings.</li> </ul>
<p>Contents:</p> <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 addressees;</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</li> <li>• Quality development, documentation and evaluation.</li> </ul>
<p>Teaching and study forms:</p> <p><b>Lectures, seminars, tutorials</b></p>
<p>Juncture: <b>5th and 6th semester</b>  Requirements: <b>none</b></p>
<p>Study documentation and examination:</p> <p><b>Written or oral paper</b></p>
<p>ECTS: <b>16</b>  Workload: <b>480 (compulsory attendance: 120 h + private study: 320 h including work groups and tutorials)</b></p>

<b>SAM 17.3</b> / Field of action covering outreach and open work in the social space
Responsible for the module: <b>Johannes Brock</b>
<p>Competencies and qualification aims:</p> <p><b>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.</b></p> <p><b>In particular they are able:</b></p> <ul style="list-style-type: none"> <li>• to analyse and understand the problems and circumstances of the addressees, 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 for the different groups;</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>
<p>Contents:</p> <ul style="list-style-type: none"> <li>• <b>Logics of action and functions of the fields of outreach work;</b></li> <li>• <b>Quality standards and working conditions in the fields of open work, mobile youth work and in other fields of outreach work;</b></li> <li>• <b>Development of socio-spatial concepts in community and youth work;</b></li> <li>• <b>Activation of inhabitants and district management;</b></li> <li>• <b>Planning of social and youth aid;</b></li> <li>• <b>Ethnography and (sub-)cultural exploration;</b></li> <li>• <b>Making contacts and networking in outreach work;</b></li> <li>• <b>Counselling settings in open and outreach work;</b></li> <li>• <b>Special legal, medical and ethical aspects in selected fields of action;</b></li> <li>• <b>Conflict management and mediation methods;</b></li> <li>• <b>Representation of interests and public relations work;</b></li> <li>• <b>Role characteristics in open and outreach work;</b></li> <li>• <b>Informal and formal networks</b></li> <li>• <b>Social space and new media</b></li> </ul>
<p>Teaching and study forms:</p> <p><b>Lectures, seminars, tutorials</b></p>
<p>Juncture: <b>5th and 6th semester</b>  <b>Requirements: none</b></p>
<p>Study documentation and examination:</p> <p><b>Written or oral paper</b></p>
<p>ECTS: <b>16</b>  <b>Workload: 480 (compulsory attendance: 160 h + private study: 320 h including work groups and tutorials)</b></p>

<b>SAM 17.4</b> / Field of action covering difference and deviation in the context of administration and justice
Responsible for the module: <b>Prof. Dr. Wolfgang Deichsel</b>
<p>Competencies and qualification aims:</p> <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 addressees 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 addressees 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</li> <li>• to use their field-specific insights in the development of social work scientific theories.</li> </ul>
<p>Contents:</p> <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;</li> <li>• Deviation, criminality and aims of social integration actions in the social space;</li> <li>• Case and institution analyses;</li> <li>• Ethical dilemmas.</li> </ul>
<p>Teaching and study forms:</p> <p><b>Lectures, seminars, tutorials, excursions</b></p>
<p>Juncture: <b>5th and 6th semester</b> Requirements: <b>none</b></p>
<p>Study documentation and examination:</p> <p><b>Written or oral paper</b></p>
<p>ECTS: <b>16</b> Workload: <b>480 (compulsory attendance: 160 h + private study: 320 h including work groups and tutorials)</b></p>

<b>SAM 18 / In-depth studies</b> 18.1 Diaconal studies 18.2 Gender and interculturality 18.3 Education and aesthetic communication 18.4 Social work science
Responsible for the module: <b>Prof. Dr. Ralf Evers (18.1), Prof. Dr. Marion Gemende (18.2),  Prof. Dr. Uwe Hirschfeld (18.3), Prof. Dr. Herbert Effinger (18.4)</b>
Competencies and qualification aims: <b>The students are familiar with 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. They relate these discourses to the development of theory and empiricism in social work. 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.</b>
Module contents: <i>(refer to the specific contents in the description of the sub-modules)</i>
Teaching and study forms: <b>Seminars, tutorials</b>
Juncture: <b>5th semester</b> Requirements: <b>none</b>
Study documentation and examination: <b>Written or oral paper</b>
ECTS: <b>5</b> Workload: <b>150 (compulsory attendance: 50 h + private study: 100 h including work groups and tutorials)</b>

<b>SAM 18.1 / In-depth diaconal studies</b>
Responsible for the module: <b>Prof. Dr. Ralf Evers</b>
Competencies and qualification aims: <b>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.</b>
Module contents: <ul style="list-style-type: none"> <li>• <b>Biblical, historical and theological approaches to diacony;</b></li> <li>• <b>Social ethics and diacony as an expression of the nature of church;</b></li> <li>• <b>Diacony within the context of free welfare care;</b></li> <li>• <b>Diacony practice as social work;</b></li> <li>• <b>Diacony, market and management;</b></li> <li>• <b>Theological perspectives in the fields of social work;</b></li> <li>• <b>Theology of social work</b></li> </ul>
Teaching and study forms: <b>Seminars, tutorials, projects</b>
Juncture: <b>5th semester</b> Requirements: <b>none</b>
Study documentation and examination: <b>Written or oral paper</b>
ECTS: <b>5</b> Workload: <b>150 (compulsory attendance: 50 h + private study: 100 h including work groups and tutorials)</b>

<b>SAM 18.2 / In-depth studies on gender and interculturality</b>
Responsible for the module: <b>Prof. Dr. Harald Wagner</b>
<p>Competencies and qualification aims:</p> <p><b>The students are familiar with the current scientific discourse on the causes, functions and effects of gender-specific and ethical-cultural differences.</b></p> <p><b>In particular they are able:</b></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>
<p>Contents:</p> <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 addressees;</li> <li>• Plans of action</li> </ul>
<p>Teaching and study forms:</p> <p><b>Seminars, tutorials and study groups</b></p>
<p>Juncture: <b>5th semester</b>  Requirements: <b>none</b></p>
<p>Study documentation and examination:</p> <p><b>Written or oral paper or research report (bibliographical analysis or empirical question and its answer)</b></p>
<p>ECTS: <b>5</b>  Workload: <b>150 (compulsory attendance: 50 h + private study: 100 h including work groups and tutorials)</b></p>

<b>SAM 18.3 / In-depth studies on education and aesthetic communication</b>
Responsible for the module: <b>Prof. Dr. Uwe Hirschfeld</b>
<p>Competencies and qualification aims:</p> <p><b>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.</b></p> <p><b>In particular they are able:</b></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>
<p>Contents:</p> <ul style="list-style-type: none"> <li>• Theories of education and concepts of educational work, advancement and policy;</li> <li>• Classical learning and education approaches;</li> <li>• Current discussions of "life-long learning" and competency development;</li> <li>• Categorical differentiation between education and teaching/learning;</li> <li>• 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>• Didactic-methodological principles and problems.</li> </ul>
<p>Teaching and study forms:</p> <p><b>Seminars, tutorials</b></p>
<p>Juncture: <b>5th semester</b> Requirements: <b>none</b></p>
<p>Study documentation and examination:</p> <p><b>Written or oral paper</b></p>
<p>ECTS: <b>5</b> Workload: <b>150 (compulsory attendance: 50 h + private study: 100 h including work groups and tutorials)</b></p>

<b>SAM 18.4</b> / In-depth studies on social work sciences
Responsible for the module: <b>Prof. Dr. Herbert Effinger</b>
<p>Competencies and qualification aims:</p> <p><b>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.</b></p> <p><b>In particular they are able:</b></p> <ul style="list-style-type: none"> <li>• <b>to critically analyse social work theories, in particular, social and therapeutic, psychological, spiritual / diacony, business administration and judicial theories of action and to use these for further studies of social work (e.g. M.A.);</b></li> <li>• <b>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;</b></li> <li>• <b>to identify generalising core elements which are central for social work theory in general with reference to specific fields of action and/or work forms;</b></li> <li>• <b>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.</b></li> </ul>
<p>Contents:</p> <ul style="list-style-type: none"> <li>• <b>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)</b></li> </ul>
<p>Teaching and study forms:</p> <p><b>Seminars, tutorials, study groups</b></p>
<p>Juncture: <b>5th semester</b>  Requirements: <b>none</b></p>
<p>Study documentation and examination:</p> <p><b>Written or oral paper or literature report</b></p>
<p>ECTS: <b>5</b>  Workload: <b>150 (compulsory attendance: 50 h + private study: 100 h including work groups and tutorials)</b></p>

<b>SAM 19</b> / Integrative case approach and intervention
Responsible for the module: <b>Dr. Peter Jensen</b>
<p>Competencies and qualification aims:</p> <p><b>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.</b></p> <p><b>In particular they are able:</b></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> <li>• to assist younger students in processing and reflecting on cases (tutorials in SAM 07).</li> </ul>
<p>Contents:</p> <ul style="list-style-type: none"> <li>• Theoretical principles and methods for an integrative case approach;</li> <li>• Diagnostic methods and systematics;</li> <li>• Symptomatology 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>
<p>Teaching and study forms:</p> <p><b>The students split into groups of max. 12 students that concentrate on one of the four fields of action (SAM 17).</b></p> <p><b>Seminars, exercises, case workshops, counselling, and reflection of difficult cases under live supervision within the scope of counselling labs)</b></p>
<p>Juncture: <b>6th semester</b></p> <p>Requirements: <b>none</b></p>
<p>Study documentation and examination:</p> <p><b>Written or oral paper</b></p>
<p>ECTS: <b>6</b></p> <p>Workload: <b>180 (compulsory attendance: 60 h + private study: 120 h including work groups and tutorials)</b></p>

<b>SAM 20 / B.A. thesis / colloquy</b>
Responsible for the module: <b>The chairman of the examination board</b>
Competencies and qualification aims: <b>Writing a major scientific paper independently.</b>
Module contents: <b>Counselling and support when writing the B.A. thesis</b>
Teaching and study forms: <b>Colloquy</b>
Juncture: <b>6th semester</b> Requirements: <b>Examination regulations section 19 (2): "The student must have achieved at least 150 ECTS points to be admitted to the Bachelor thesis."</b>
Study documentation and examination: <b>B.A. thesis / colloquy</b>
ECTS: <b>15 (B.A. thesis 12 ECTS / Colloquy 3 ECTS)</b> Workload: <b>450 (compulsory attendance: approx. 15 h of individual counselling for the B.A. thesis / private study for the B.A. thesis: approx. 345 h; approx. 5 h of individual counselling for the colloquy / private study for the colloquy 85 h)</b>