



Module Handbook

Bachelor of Arts Social Work

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NB:

The information in this Module Handbook is a service provided by ASH for students, lecturers and persons with an interest in studying. The module descriptions have been compiled based on information provided by the module coordinators who are responsible for the content. The editorial team has endeavoured to compile the information contained in the Module Handbook with the greatest of care. However, it cannot be ruled out that certain information may no longer be up-to-date upon publication. Insofar no guarantee or liability can be assumed for the correctness and completeness of the information. The academic regulations in the official publications ("Amtliche Mitteilungen") of ASH and its appendices apply.

Should you whilst reading discover information that is no longer up-to-date then you are very welcome to send an email notifying us of this to [**sozialarbeit@ash-berlin.eu**](mailto:sozialarbeit@ash-berlin.eu)

Contents

Preface to the 8th edition.....	1
1. Social Work: Academic Skills, History and Theory.....	5
2. Practice Methods 1.....	6
3. Fields, Target Groups and Organisations of Social Work.....	7
4. English for Specific Purposes.....	9
5. Legal Foundations of Social Work 1	10
6. Society, Health and Social Work	12
Unit 1: Lecture Series	12
Unit 2: Foundation of Sociology.....	13
Unit 3: Political Science and Social Policy.....	14
Unit 4: Social Medicine and Social Psychiatry	15
7. Diversity Studies	16
8. Social Work Research Methods	17
9. Legal Foundations of Social Work 2	19
10. Psychology.....	20
11. Educational Foundations	21
12. Cultural, Aesthetic and Media Social Work	23
13. Practice Methods 2 / Focus on Counselling.....	24
14. International Social Work	25
15. Foundations of Social Economics and Management of Social Work	26
16. Project Module 1.....	27
17. Project Module 2.....	28
18. Field Placement and Supervision	29
19. Ethics.....	31
20. Social Work Theories and Methods.....	32
21. Advanced Theory and Practice.....	33
Required Elective 1: Child and Youth Welfare Services.....	33
Required Elective 2: Social Work in Cultural and Educational Fields	34
Required Elective 3: Delinquency and Deviant Behaviour.....	36
Required Elective 4: Health, Illness and Social Work	37
Required Elective 5: Poverty, Unemployment and Homelessness	39
Required Elective 6: Gender and Queer Studies	40
Required Elective 7: Racism and Migration	42
Required Elective 8: Social Gerontology.....	43
22. Legal Foundations of Social Work 3	44
23. Bachelor Thesis.....	45
24. Free Elective Module.....	46
Overview of module co-ordinators.....	48
Bachelor of Arts Social Work Model schedule.....	50

Preface to the 8th edition

The Bachelor degree in Social Work is being offered twice a year (beginning in summer and winter semesters) at the Alice Salomon University of Applied Sciences (called ASH in the following). This 8th edition of the Module Handbook describes the course content in accordance with the examination regulations and the 'model schedule'. The Module Handbook aims to give a clear overview of the contents and organisation of the entire degree. It provides information about which modules are on offer, and details of the learning outcomes, contents, types of assessment and workload of each module.

At the beginning of 2007, the ASH's Social Work course was accredited with no further conditions by the Accreditation Agency for Degrees in Orthopedagogy, Care, Health and Social Affairs (*Akkreditierungsagentur für Studiengänge im Bereich Heilpädagogik, Pflege, Gesundheit und Soziales e.V.; AHPGS*).¹ In 2013 a re-accreditation that is valid until 30 September 2021 was conducted by the Agency for Quality Assurance (AQUAS).²

The philosophy of modules – A building block style of studying

The Bachelor course consists of 24 required and elective modules with various topics, which will be completed in the course of 7 semesters. A module is a complete unit of teaching and learning with clearly defined contents to be completed in a set time-frame. Each module — with its specific learning outcomes — provides a partial qualification on the road to the final degree qualification. A combination of appropriate teaching and learning strategies for each module ensures that students have the chance to acquire specialist knowledge and to practice applying this knowledge in academic and practice settings.

The model schedule printed on the last page of this Handbook indicates which modules should ideally be completed in which semesters. The schedule should be seen as a recommendation that facilitates an optimal learning curve and enables students to complete their degree in the standard time frame.

In charge for the content of the module and its development is one full-time professor or lecturer respectively. The content descriptions of the modules are also compiled by the respective module co-ordinators³. In principle, the module contents are not fixed. Updates and amendments account for developments within the area of Social Work and of changing requirements in professional practice. The students and lecturers may contact the responsible co-ordinator(s) for any questions related to content or organization.

The module descriptions: learning outcomes and contents

The following module descriptions contain key information in an overview table. They aim to inform students about what they should know, understand and/or be able to do if they attend a particular course and complete it successfully. Core of those module descriptions are the respective categories learning goals and contents. Learning goals that are here referred to as learning outcomes specify the disciplinary and inter-disciplinary knowledge and skills, which the students should have gained after completing of the respective module.

The module descriptions form the basis of 'learning contracts' between students and lecturers. Learning contracts offer a way for participants to negotiate space for additional content and further relevant issues at the beginning of each semester beyond the fixed organisational aspects and core content.⁴

¹ A summary of the agency's evaluation is available in German at: http://www.ahpgs.de/kurzdar/berlin_asfh_soarbeit.pdf (as of 28/03/2017)

² The full report of the agency is located here: http://www.aqas.de/downloads/Gutachten/53_328_Ges.pdf (as of 28/03/2017)

³ Refer to page 54-56 for an overview of the module co-ordinators or at: <https://www.ash-berlin.eu/studium/studierendenverwaltung/lehrbetrieb/#c3692> (as of 28/03/2017)

⁴ This particularly applies to questions concerning the recognition of work done and examinations taken at other universities in Germany and abroad.

Allocation and calculation of credits

The duration of one module is one to two semesters and the module may consist of several units. In some cases, when a further module develops and extends the knowledge and skills of the module being described, this is noted in the module description (e.g., Project Modules 1 and 2). If a module develops and extends a previous module, successful completion of the first module is required before students can attend the second.

The workload is calculated in units of credits. Credits are gained when students participate regularly and actively in the module and pass the assessment. Credits are an all-or-nothing system, i.e. not passing the exam leads to non-allocation of credits and the module needs to be taken again. If a student does not successfully complete the module, no credits will be awarded. The module must be retaken. If a student successfully completes the module, the full number of credits will be awarded (there can be no half credits or double credits, etc.). A numeric grade will note each individual student's level of achievement within the module.

One credit has been fixed as 25 to a maximum of 30 hours of contact time and independent learning. Each semester, students complete 30 credits worth of modules. A full time student's workload should be 1500–1800 hours annually, or 750–900 hours/semester.⁵

In this degree, modules are generally worth 5 credits or a multiple of 5. Students know: 5 credits means between 125 and 150 hours of focused attention (studying, working, attending seminars, etc.) ($5 \times 25 = 125$ hours; $5 \times 30 = 150$ hours). This calculation may seem complicated at first, but it clarifies what is required and when it is required. It should therefore be a realistic and useful aid for students and lecturers.

The calculation basis for the European Credit Transfer System (ECTS) is a year with 45 working weeks and 40 working hours per week, i.e. 22.5 weeks per semester. The ASH calculates a flat rate of 18 weeks of contact time per semester. The non-contact weeks, so called 'semester holidays', are in no way to be considered weeks free from studying or working. During these months, 4.5 weeks should be set aside for working on final papers, preparing for exams, etc.

The allocation of credits was regulated in the Bologna reform to ease the process of accepting academic work done and examinations taken at other European universities.⁶ These exchanges should not lengthen the overall time required to graduate and work done at other universities should be awarded credit by the ASH.

Student workload

Workload describes the learning and work required by students and gives due merit to the complete workload required to achieve the learning outcomes. The workload is broken down into credits and in addition to the contact time it also comprises the time needed to prepare for a seminar, to do follow-up reading for a lecture, to write texts, conduct research, find literature, prepare for examinations, etc.

Contact time refers to the time students actually spend at the ASH studying. This is calculated in 45 minute periods/week. Students will have between 14 and 23 contact periods in any given week, depending on their semester.

The following table translates credits into hours.

⁵ See the university rector's conference (Hochschulrektorenkonferenz, HRK) from 10 February 2004 and European Union ://ec.europa.eu/education/files/ects-users-guide_en.pdf (as of 28/03/2017)

⁶ The practical implementation of ECTS is regulated by key documents, including the Learning Agreement and Transcript of Records.

Credits	Workload
1	25-30 hours of studying/working
30	1 semester for full time students
60	1 year for full time students
210	Bachelor of Arts in Social Work in 7 semesters
300	Consecutive Bachelor and Master degree in 10 semesters

Teaching and learning strategies

According to the Examination Regulations (*Prüfungsordnung*), various teaching and learning strategies can be offered independently or in combination: lectures, seminars, internships, independent study, problem-oriented learning, role-play, etc.

Traditional modes of whole-class (frontal) contact teaching is accompanied by guided independent learning. Students increasingly take on responsibility for their own learning process, whilst being guided by lecturers; learning to learn becomes central.

The Bachelor course of Social Work comprises two applied social work components: a field study period and a field placement semester (including work supervision).

Assessment

The system provides continuous assessment with an examination component in each module. Assessment is thus broken down into smaller chunks, giving students continuous and timely feedback on their competencies. From the first semester onwards, module grades feed into the overall final grade. The following types of assessment can be used to assess students' progress in knowledge and skills: written test, seminar paper (research paper, essay), oral examination, practice report, Bachelor thesis or further type of assessment (see Study and Examination Regulations, *Fachspezifische Studien- und Prüfungsordnung 2015*, §6, 7).⁷

Assessment options are based on the following points. Assessments should be

- Achievable, i.e., of appropriate scope and workload,
- Related to the achievement of designated learning outcomes (noted in the module description and in the National Qualification Framework), and
- Integrated into the contents of the module.

Project based learning

In the BA in Social Work degree course there are various ways of taking a deeper look at the subject matter and forming a professional profile. One of these is project work. Project seminars run over two modules, each lasting two semesters, i.e., the total time spent on a project is four semesters.

Projects enable students to build on the knowledge and strategies acquired in the basic modules in accordance with research-based learning. Project work should enable students to creatively implement theoretical knowledge onto practical issues or problems. Project work at the ASH builds on students' interests and desires. Participants create a project team in order to work independently on a topic, problem or task. Various types of projects can be designed, e.g., they can aim to formulate a critical position on a social issue and/or to turn this into political action; to explore and investigate professional practice; to develop creative methods; to evaluate practice projects in order to improve their quality; etc.⁸

⁷ Most modules offer students the choice between two forms of assessment (see Examination Regulations [2009] Appendix in connection with §8 Sec. 4).

⁸ Information on the procedure for initiating and executing projects can be found on the website of the Commission for Teaching and Learning (Lehrbetriebskommission): <https://www.ash-berlin.eu/studium/studiengaenge/bachelor-soziale-arbeit/im-studium/projektauswahlprocedere/> (as of 28/03/2017)

Study internationally

The BA in Social Work takes the increasing requirements into account that arise from international and globalized contexts for Social Work. Students have a wide range of opportunities for giving their studies an international orientation: the ASH offers an international curriculum and students may spend part of their degree at one of the partner universities or social organisations abroad.

The international curriculum contains courses with an international orientation, which are partly offered in non-German languages. Such courses are explicitly specified in the lecture timetable.

The non-German courses mainly serve to deal with relevant topics of Social Work in a foreign language (and are not to be confused with language courses!).

Students who give their studies an international focus may attain a certificate that details the topics and language focus, which were covered during studies. The International Certificate I will be awarded to students that accumulate 30 credits in a language other than German during their degree; those accumulating 60 credits are awarded the International Certificate II.⁹

The following options are available to attain the Certificate I or II:

- Successful completion of lectures from the international curriculum
- One semester at a university in a non-German-speaking country
- Successful completion of the mandatory field placement in a non-German-speaking country or in an international non-governmental organisation, whose working language is not German.

One qualification – Many possibilities

A Bachelor degree in Social Work qualifies for directly entering professional life as well as further participation in Master courses. A general distinction is to be made between postgraduate MA courses that are funded by tuition fees and consecutive, i.e. immediately pursued Master course, which are usually covered by public funding.

Bachelor and Masters qualifications from traditional universities and Universities of Applied Sciences have now been given equal status. This new ruling means that graduates of the ASH can apply to Masters programmes at all universities.

The ASH offers several consecutive and postgraduate Master courses that partly involve a cooperation with other universities. In 2008 the consecutive Master of Arts (MA) in *Practical Research in Social Work and Pedagogy (Praxisforschung in Sozialer Arbeit und Pädagogik, PSP)*¹⁰, which within 3 semesters aims on gaining in-depth insights of the content, has been started at ASH.

Upon application, graduates of the BA in Social Work gain public certification status as Social Worker from the Senate Administration for Education, Science and Research (Senatsverwaltung für Bildung, Jugend und Familie).

⁹Please note that there is no legal right to the certificate. It is conditional upon the ASH budget and the availability of appropriate lecturers.

¹⁰ For further information about the PSP visit <https://www.ash-berlin.eu/studium/studiengaenge/master-praxisforschung-in-sozialer-arbeit-und-paedagogik/profil/> (as of 28/03/2017)

Module name	1. Social Work: Academic Skills, History and Theory
Co-ordinator	Prof. Dr. Sabine Toppe (Academic skills), Prof. Dr. Esther Lehnert (History and Theory of Social Work)
Learning outcomes	<p><i>On successful completion of this module, students will be able to:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of the historical and theoretical foundations of social work, in particular key social movements and structures which formed early social work • demonstrate awareness of the people and ideas that significantly influence(d) the history and theory of social work and education • analyse theories and develop their own position from among the range of theoretical approaches and interpretations • draw on their understanding of historical and theoretical developments to assess current social developments and specific aspects of applied work • participate in academic discussions with historical and theoretical accuracy, while reflecting on their own position • recognize ethical/moral issues relevant to social work • reflect on their own cultural and gender identities in relation to cultural and gender-specific aspects of social work traditions and current developments in the field • demonstrate understanding of at least one significant historical or theoretical aspect • use a range of methods and techniques to present, moderate, read and write • use a range of media to adapt and present learning materials • conduct literature researches, including competent use of the internet and databases, accurate citation and bibliographies, indexes and documentation systems, and critical literacy skills • demonstrate knowledge of academic writing, of how to structure their thoughts, structure their papers, adopt appropriate styles and use strategies to encourage creativity • demonstrate knowledge of the most important genres: research paper, essay, handout, summary, minutes, review, project proposal • reflect on their own role as author and presenter.
Indicative contents	<p><u>Unit 1:</u> Introduction to the methods of academic reading, writing, presenting and moderating; techniques and methods, e.g., clustering, mindmapping, rhetorical structure and argumentation, formalities of academic writing; introduction to various genres (academic paper, essay, reflexive (practice) report, text portfolio, project proposal); library and internet research, methods of documentation, reading techniques; formalities of presentations (using whiteboard, flipchart, slides); moderation and leading discussions; learning techniques; Optional: regular discussions on individual learning and work situation, and reflection on individual (academic) goals.</p> <p><u>Unit 2:</u> Connections between the historical development of social work and the theoretical processes involved in social work; socio-historical genesis of social work; theories and theoretical</p>

	<p>approaches. Particular issues include: Roots of social work (care for the poor and educational issues), origins of social work in various social movements, biographies of significant social work pioneers, social work in various periods (esp. nineteenth century) in Germany and internationally.</p> <p><u>Unit 3:</u> Selected aspects of the history and/or theory of social work, focusing on, e.g., one historical dimension (history of an individual or an organisation, development of one practical field), one epoch or various theoretical paradigms.</p>		
Course design and frequency	<p>Unit 1: Academic skills (seminar: 2 periods/week in 1st module semester)</p> <p>Unit 2: Introduction: History and theory of social work (seminar: 3 SWS periods/week in 1st module semester)</p> <p>Unit 3: Consolidation: History and/or theory of social work (seminar: 2 periods/week in 2nd module semester)</p>		
Teaching and learning strategies	Seminars with contact hours and independent learning		
Assessment	<p>Assessment is generally at the end of the second module semester. Can be completed for <i>either</i> Unit 1 <i>or</i> Unit 3. Unit 1 assessment consists of a learning portfolio (text portfolio); Unit 3 assessment consists of a research paper or further type of assessment (esp. seminar organisation).</p>		
Requirements	None		
Length of module	2 semesters	1 st and 2 nd semester (see model schedule)	
10 Credits	95 hours (contact time)	205 hours (independent study)	300 hours (total workload)

Module name	2. Practice Methods 1		
Co-ordinator	Prof. Dr. Oliver Fehren		
Learning outcomes	<p><i>On successful completion of this module, students will be able to:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of methods specific to the history and profession of social work • demonstrate knowledge of the central principles, structures and problems of social work's methodological reasoning and practice • demonstrate extensive knowledge of selected social work concepts, methods and procedures • reflect on their individual life histories and reflect upon their personal motivation to work in the social professions • recognise the personal and social contexts of social work clients (their 'lifeworlds') in order to develop appropriate offers of assistance and to facilitate their clients' ability to act independently 		
Indicative contents	This module provides an initial comprehensive overview of the diversity of traditional and current (practice) methods in social work.		

	<p>Investigating selected methods should illustrate how they are implemented in particular fields of practice. Knowledge of the applicability of various methods will be embedded within a concept of theoretical-methodical practice. Exercises and case studies should give students the chance to personally experience and thus understand individual methods. This understanding will be complemented by activities to stimulate reflexivity. Students should be encouraged to critically reflect on their own practice; they should reflect on their experiences of the perception of self and the other. Activities will be offered to practice the ability to feel empathy and communicate competently. The module consists of two units: Unit 1: Focus: Methods and self-reflexivity (1st semester) Unit 2: Focus: Case studies and counselling (2nd semester) The second unit consolidates the first.</p>		
Course design and frequency	1 st module semester: seminar (3 periods/week) 2 nd module semester: seminar (2 periods/week)		
Teaching and learning strategies	Seminar including exercises, independent study		
Assessment	Assessment can be completed in <i>either</i> Unit 1 <i>or</i> Unit 2. Possible types of assessment include: written test, research paper, oral examination or further type of assessment.		
Requirements	None	1 st and 2 nd semester (see model schedule)	
Length of module	2 semester		
5 Credits	67.5 hours (contact time)	82.5 hours (independent study)	150 hours (total workload)

Module name	3. Fields, Target Groups and Organisations of Social Work		
Co-ordinator	Prof. Dr. Swantje Köbsell		
Learning outcomes	<p><i>On successful completion of this module, students will be able to:</i></p> <ul style="list-style-type: none"> • demonstrate structural knowledge of the professional fields, target groups and organisations of social work • demonstrate knowledge of selected theoretical explanations which aim to analyse the fields of social work taking into account the complex conditions of clients' lives, the social framework of the field and the resulting demands on professional social workers • draw on theoretical approaches to observe, analyse and interpret concrete instances of applied work; develop and reflect on individual assessments of particular practice situations • begin to feel empathy when working with clients; competently work in teams, manage conflict, communicate effectively and take on responsibilities in group work and in the field • reflect (and self-reflect) on their engagement with the field 		

	<ul style="list-style-type: none"> • recognise and respect the various social contexts (lifeworlds) of social work clients • identify gender and cultural specific aspects of the life histories and lifeworlds of social work clients. 			
Indicative contents	<p>The workshop enables students to engage more thoroughly with one particular field. After introducing the theoretical principles and the complexity of clients' personal circumstances, each workshop group tackles a particular problem. This issue acts as a focus for both theoretical and applied discussion.</p> <p>The field study phase gives students the opportunity to work through and reflect upon individual questions concerning social work practice. It is prepared in the first semester tutorial course, in which students draw up research questions and are introduced to possible methods to use in their field studies. A second semester of tutorials after the field study phase debriefs students and offers follow-up work. In these tutorials, students present their experiences from their field studies. Through the range of professional fields which students will present, the tutorial group will become acquainted with the criteria relevant to a wide range of social work fields.</p>			
Course design and frequency	<p>First module semester:</p> <p>1 weekly workshop (3 periods)</p> <p>1 <i>fortnightly</i> tutorial (2 periods)</p> <p>1 field study phase lasting 1 month</p> <p>Second module semester:</p> <p>1 weekly workshop (2 periods)</p> <p>1 <i>fortnightly</i> tutorial (2 periods)</p>			
Teaching and learning strategies	Workshop, tutorials, practical field study phase			
Assessment	<p>Workshop: final paper or further type of assessment (esp. presentation or portfolio)</p> <p>Exercise course: field study report or presentation</p>			
Requirements	None	1 st and 2 nd semester (see model schedule)		
Length of module	2 semesters			
15 Credits	94.5 hours (contact time)	207.5 hours (independent study)	148 hours (practical workload)	450 hours (total workload)

Module name	4. English for Specific Purposes
Co-ordinator	Frances Kregler
Learning outcomes	<p><i>On successful completion of this module, students will demonstrate:</i></p> <p><u>1. Subject-related competencies according to individual level</u></p> <ul style="list-style-type: none"> • Increased ability to communicate using professional and specialist English; Improvement in individual competence level (A1-C1) in line with the criteria in the <i>Common European Framework of Reference for Languages (Council of Europe)</i> • Understanding and use of English specialist terms in the field of social work • Competence in reading and writing • Ability to discuss with individuals and groups • Ability to deal with English-language texts while studying and in research <p><u>2. Generic competencies</u></p> <ul style="list-style-type: none"> • Ability to use strategies to decipher the unknown, • e.g. other cultures, unfamiliar thoughts or behaviour, challenging texts, unknown words and sentence structures • Ability to see language as a means to recognize diverse cultural rationalities, to enable intercultural competence, to develop the willingness to accept and respect people from different linguistic and cultural communities • Strategies for independent learning, e.g. using dictionaries.
Indicative contents	<p>1. Oral communication in professional contexts, e.g. Presentations and debates Advising English-speaking clients Discussions and negotiations with English-speaking colleagues</p> <p>2. Written communication in professional contexts, e.g.</p> <ul style="list-style-type: none"> • Summaries and reports • Business letters and emails • Essays <p>3. Listening and reading, e.g.</p> <ul style="list-style-type: none"> • Following speakers and lectures • Understanding news and reports on the radio and television • Interpreting and summarising information from English-language professional publications <p>4. Discussions on topics relevant to the profession, e.g.</p> <ul style="list-style-type: none"> • Ethics and rights when working with clients • Communicational competence • International social work • Forensic and clinical social work <p>A placement test will assess students' language level according to the <i>Common European Framework of Reference for Languages</i>. They will be graded within this level. The competence level and grade will be recorded on the Transcript of Records, but will <i>not</i> be included in the overall final Bachelor grade.</p>
Course design and frequency	Seminar (4 periods/week)

Teaching and learning strategies	Communicative and problem-oriented activities, group work		
Assessment	Essay or further type of assessment (creative project, e.g. theatre play, video)		
Requirements	Placement test	1 st semester (see model schedule)	
Length of module	1 semester		
5 Credits	54 hours (contact time)	96 hours (independent study)	150 hours (total workload)

Module name	5. Legal Foundations of Social Work 1		
Co-ordinator	Prof. Dr. Susanne Benner		
Learning outcomes	<p>On successful completion of this module, students will be aware of the functions of law and the jurisprudential method concerning the approach in social work. Legal thinking helps them to understand, systematically analyse and assess abstract and complex sets of facts. They will have knowledge and understanding of the fundamentals of public law and civil law. They will be able to apply their knowledge, in particular of family law and child and youth welfare services, to case studies and esp. in an advisory capacity.</p> <p>Students will be able to empathise with those in crisis situations to which family law applies; they should have an overview of which legal aspects are relevant to the client or necessary in order to give sound legal advice. This involves respecting and tolerating lifestyles and behaviours which run contrary to students' own image of social life (between the generations and among partners), as long as these do not contravene ethical principles. Students will be able to present the legal situation to clients in an appropriate manner. On the basis of their knowledge and their awareness of ways to find and deepen this knowledge, students will be willing and able to make competent decisions. Thereby, human rights and theories of justice will be considered and the interests of minorities and the disadvantaged will be appreciated and respected, and ultimately be put in a relation to majority interests. Additionally, in dealing with family law the international comparisons as well as focus on the situation of people of various ethnicities and cultures living in Germany will be addressed. Students will understand the relevance of gender and will understand equal and unequal treatment in light of the constitution.</p>		
Indicative contents	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> • Law – normative concepts and social work positions: fields of law; sources of the law; norms and deviance, relevance of law as a reference field for social work (in particular with reference to family law, law relating to children and minors, criminal law, migrants/legislation on asylum) • The legal system: Jurisprudential and social scientific perspectives. • Law and justice: What is justice? • The hierarchical structure of law 		

	<ul style="list-style-type: none"> • Basic law: Main features of the constitutional order • Main features of private law: Legal differentiation between persons, property, legal transactions; advice, processes, contentious proceedings <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Engagement, marriage, civil partnerships, married cohabitation • Separation and divorce, annulment of civil partnerships • Relatedness, parental care, welfare of the child and legal procedures when the welfare of the child is endangered • Maintenance, alimony • Principles of legislating guardianship, care and tutelage <p><u>Unit 3:</u></p> <ul style="list-style-type: none"> • Foundations: Origins of child and youth welfare service provision, in particular current child and youth welfare service legislation (Kinder- und Jugendhilfegesetz, KJHG; SGB VIII); contextual ('lifeworld') and pragmatic theory of social work as the foundation of KJHG/SGB VIII • Central terms and goals of child and youth welfare service • Institutions and organisations in child and youth welfare provision: Providers of public and 'free' (non-public) services • Services and duties of child and welfare service provision: Youth work, youth social work; child and youth protection; supporting, assisting and substituting for families with the aim of helping to bring up children; mandate to protect children and young people if their welfare is at risk; fostering; procedures at juvenile court; juvenile probation • Planning and management in child and youth welfare service: Case management; planning service provision; protection of data privacy; costs and cost sharing; intervention; co-ordination and co-operation of public and free service providers • Legislation on legal guardianship (specialisation possible) 		
Course design and frequency	<p>Unit 1: Introduction to Law (seminar [3 periods/week] in 1st module semester)</p> <p>Unit 2: Family Law (seminar [3 periods/week] in 2nd module semester)</p> <p>Unit 3: Child and Youth Welfare Service (seminar [2 periods/week] in 2nd module semester)</p>		
Teaching and learning strategies	Seminars with activities, independent learning, readings of specialist literature		
Assessment	Written test, final paper or further type of assessment (<i>Either</i> in Unit 1 or 2 or 3)		
Requirements	None	1 st and 2 nd semester (see model schedule)	
Length of module	2 semesters		
10 Credits	108 hours (contact time)	192 hours (independent study)	300 hours (total workload)

Module name	6. Society, Health and Social Work Unit 1: Lecture Series	
Co-ordinator	The team of professors and lecturers who will conduct the lectures in each particular semester	
Learning outcomes	<p>On successful completion of this module, students will be able to demonstrate awareness of the foundations of sociology, social policy, social medicine and social psychiatry which are relevant to social work. They will understand the connections between social structures and developments; the interdependencies among society, government and the economy; and the role played by social factors and social conditions in health and illness.</p> <p>The lecture series connects the module's three seminar blocks and enables students to (i) gain knowledge of the theories and practice of the various disciplines and (ii) appreciate their significance for social work.</p>	
Indicative contents	<p><i>Part 1: Sociology</i> Introduction to sociological theories (structure and action theories), overview of the central structures and processes of social differentiation and social inequality in modern societies, insight into selected institutions and areas of work of specific sociologists</p> <p><i>Part 2: Political science and social policy</i> Development of the social welfare state and social security systems; economy, social policy and strategies of welfare policy at local, national and international levels.</p> <p><i>Part 3: Social medicine and social psychiatry</i> Relation of societal conditions and health behaviour to health and illness; concepts and structures of rehabilitation for sufferers of chronic/mental health problems and addiction; approaches to health promotion and illness prevention which consider the significance of social conditions (the client's 'lifeworld').</p>	
Course design and frequency	1 st and 2 nd semester: lecture (1 period/week) (10 weeks for each Part, see below table)	
Teaching and learning strategies	Lectures (interactive, including discussions)	
Assessment	The topics covered in the lecture are included in units 2, 3 and 4. Knowledge of these is a prerequisite for passing the assessment in the corresponding units	
Requirements	None	1 st and 2 nd semesters (see model schedule)
Length of module	2 semesters	
15 Credits can be gained <i>in total</i> in the "Society, Health and Social Work" module, i.e., 148 hours (contact time) and 302 hours (independent study). 450 hours (total).		

Timetable for topics in the lecture series:

Summer Semester					Winter Semester					
April	May	June	July	August Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March
3	3	4	3		3	4	3	3	4	
Sociology			Political science and social policy		Political science and social policy			Social medicine and social psychiatry		

Module name	6. Society, Health and Social Work Unit 2: Foundation of Sociology	
Co-ordinator	Prof. Dr. Heinz Stapf-Finé	
Learning outcomes	<p>successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the basic terms used in sociology, enabling them to engage with the practical knowledge of social work • Demonstrate knowledge of sociological thinking; they will be able to apply this thinking as they identify and analyse society • Adopt a sociological perspective to grasp social conditions, behaviours and resources pertaining to social work clients; they will be able to consider these issues when working with people from diverse milieus 	
Indicative contents	<p>Basic sociological terms which, as analytical tools, help in understanding and explaining the influence of society in social work and on social work:</p> <ul style="list-style-type: none"> • Definition and scope of the following basic terms among others: Social action, norms and deviation, role, group, individual, identity, communication and interaction, culture, integration, globalisation. • Application of the basic terms to examples in everyday social life and professional practice of social work. • Linking of basic terms to sociological theories and an analysis of social structures, processes and institutions. 	
Course design and frequency	Seminar (3 periods/week)	
Teaching and learning strategies	Seminar including contributions from the lecturer and the students.	
Assessment	Oral presentation, final paper or written test in <u>two</u> of the module's four units.	
Requirements	None	1 st semester (see model schedule)
Length of module	1 semester	
15 Credits can be gained <i>in total</i> in the "Society, Health and Social Work" module, i.e., 148 hours (contact time) and 302 hours (independent study). 450 hours (total).		

Module name	6. Society, Health and Social Work Unit 3: Political Science and Social Policy
Co-ordinator	Prof. Dr. Heinz Stapf- Finé
Learning outcomes	On successful completion of this module, students will understand the facts and contextual knowledge which comprise contemporary social policy. They will be able to analyse social policy and interpret it in a critical-reflexive way. This understanding will enable students to critique and act within the fundamental structures framing social work. They will be able to demonstrate knowledge of the theoretical connections among economic and political factors influencing social security and support systems. This qualifies them to offer competent guidance and advice in the demanding fields of social work, and is a prerequisite for taking active steps towards social justice in one's own practice.
Indicative contents	<p>Classification:</p> <ul style="list-style-type: none"> • Key definitions of the social, social assistance, social support systems, social state, social security system, welfare state, social policy • Normative and functional legitimisation of social policy • Relations between social policy and the economy • Embedding of social policy in the democratic state • Relations between social policy and social work • Social policy and social policy studies <p>History:</p> <ul style="list-style-type: none"> • European history of policies on poverty and employment • Development of rule of law, democratisation and industrialisation as the engine of modern European and German social policy (since the Empire; since 1949) <p>Lay:</p> <ul style="list-style-type: none"> • Comparison: of the German continental European model of social policy and other models around the world • Financing: of social security and social policy • Analysis: of aims, structures, operations and results of the social security system • Analysis: of important fields of national social policy • Problems: with the financing of social policy given unemployment and disproportionate demographics • Responsibility: of social policy for the social integration of the disadvantaged • Efficacy: Theoretical and empirical studies on the effectiveness of social policy regulations • Developments: towards a shared European social policy • Approaches: towards global welfare principles and structures
Course design and frequency	Seminar (3 periods/week)

Teaching and learning strategies	Seminar including contributions from the lecturer and the students.	
Assessment	Oral presentation, final paper or written test in <u>two</u> of the module's four units.	
Requirements	None	2 nd semester (see model schedule)
Length of module	1 semester	
15 Credits can be gained <i>in total</i> in the "Society, Health and Social Work" module, i.e., 148 hours (contact time) and 302 hours (independent study). 450 hours (total).		

Module name	6. Society, Health and Social Work Unit 4: Social Medicine and Social Psychiatry	
Co-ordinator	Prof. Dr. Heike Dech	
Learning outcomes	<p>successful completion of this module, students will be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • the significance to social work of demographic and social epidemiological data and of insights from public health sciences; students will be able to interpret these data and insights • selected scientific and psychosocial explanations for health and illness; enabling students to acquire a social scientific understanding of health • the correlation between social factors (social conditions, gender, migration, age) and health/illness, being ill, coping with illness and the utilisation of healthcare provision • the aims and activities of the fields of public health and health promotion / illness prevention • aspects of the complex processes of rehabilitation for chronically/mentally ill and addicted people • the range of professional fields of health-related social work, and the demands on social workers participating in multi-disciplinary contexts. 	
Indicative contents	<ul style="list-style-type: none"> • Demographic and social epidemiological basics; current public health studies and reports relevant to social work, • Theories on the development of health and illness, • Psychosocial aspects of health, illness and coping with illness, • Societal and socio-demographic factors influencing health and health behaviour; explanations of the uneven distribution of health and illness (regional and international), • Health provision and care needs of selected illnesses, course of illness and disabilities, • Significance of social work in the context of health and illness 	

	<ul style="list-style-type: none"> Structures of health care provision, interdisciplinary contexts and approaches, social work intervention methods (e.g., community psychiatry, orientation to resources and mobilisation, social participation, facilitation of self-determination, prevention and health promotion especially with the socially disadvantaged). 	
Course design and frequency	Seminar (3 periods/week)	
Teaching and learning strategies	Seminar including contributions from the lecturer and the students (e.g., oral presentations, research papers, text work, discussions, group work, attendance at specialist conferences, case work, field trips to relevant institutions).	
Assessment	Oral presentation, final paper or written test in <u>two</u> of the module's four units.	
Requirements	Unit 1 of the module	2 nd semester (see model schedule)
Length of module	2 semesters	Offered in summer and/or winter semesters
15 Credits can be gained <i>in total</i> in the "Society, Health and Social Work" module, i.e., 148 hours (contact time) and 302 hours (independent study). 450 hours (total).		
Assessment for the module Student assessment consists of: <ol style="list-style-type: none"> Attendance in <u>all four</u> units of the module (lecture series plus all three seminars). Attendance is mandatory. Assessments in accordance with the module descriptions must be completed in <u>two</u> of the seminar units (Unit 2, 3 or 4). Students choose the units in which they will be assessed. 		

Module name	7. Diversity Studies
Co-ordinator	Prof. Dr. Imam Attia (Unit 1)/ Prof. Dr. María do Mar Castro Varela (Unit 2)
Learning outcomes	On successful completion of this module, students will be able to: <ul style="list-style-type: none"> place diversity studies in a theoretical context understand the significance of diversity studies for social work demonstrate knowledge of selected debates on class, gender, sexuality, ethnicity, migration and disability place constructivism and deconstruction in a theoretical scientific context understand different differentiation and discrimination structures and how they are linked reflect on processes of normalisation and marginalisation in their historical dimensions understand the significance of social exclusion and privilege for social and cultural representation and know options for action in order to achieve greater social equality understand culture as space for negotiating meanings and as socially experienced and applied practice

	<ul style="list-style-type: none"> understand the complexity of social realities and recognise the risks of simplifying them see confusion in their own perceptions as a productive source for self-/reflective practice 		
Indicative contents	<ul style="list-style-type: none"> Introduction to the theoretical foundations of diversity studies Overview of the key terms of diversity studies and an in-depth look at them (culture, discourse, dispositive, hegemony, power, representation, heteronormativity, essentialism, deconstruction, performative utterance, assemblage) Analyses of social framework conditions of social representation forms and subjective options for action Overview of models for dealing with power-based differences and discrimination structures Overview of different anti-discrimination practices and violence prevention Introduction to theories of the interaction of class, ethnicity, gender, sexuality and disability Exemplary presentation of debates within diversity studies: Unit 1 and unit 2 		
Course design and frequency	2 periods/week for each unit: Unit 1: Racism and Migration Unit 2: Gender and Queer Studies		
Teaching and learning strategies	Theoretical input, presentations, group work, film analyses		
Assessment	Option (<i>either</i> in Unit 1 <i>or</i> Unit 2), Presentation, final paper, oral examination or further type of assessment.		
Requirements	None	3 rd semester (see model schedule)	
Length of module	1 semester		
5 Credits	54 hours (contact time)	96 hours (independent study)	150 hours (total workload)

Module name	8. Social Work Research Methods
Co-ordinator	Prof. Dr. Maren Stamer (Qualitative Research Methods)/ Prof. Dr. Bernd Kolleck (Quantitative Research Methods)
Learning outcomes	On successful completion of this module, students will be able to: <ul style="list-style-type: none"> demonstrate fundamental competence in qualitative and quantitative empirical research methods, develop a simple research proposal and plan and conduct the research, demonstrate awareness of the criteria for high-quality qualitative and quantitative research, demonstrate awareness of research ethics, the perception of scholarly reports, and the understanding and use of empirical methods,

	<ul style="list-style-type: none"> • conduct literature reviews, • produce a research report and present the findings, • reflect on social, gender-specific, ethnic and cultural contexts, • use specialist software. 		
Indicative contents	<ul style="list-style-type: none"> • Introduction to the relation between research question(s) or research subjects/objects and the appropriate methods, • Introduction to qualitative and quantitative methods, • Genesis and rationale, application, research logic, theory of science, paradigms, research ethics • Methods and methodologies • Introduction to analysis and interpretation in qualitative and quantitative approaches <p><u>Unit 1:</u></p> <ul style="list-style-type: none"> • Empirical methods and methodologies: theory, design and planning of the qualitative research process; interviews, evaluation, observation; combining methods [triangulation], strategies of analysis and interpretation, boundaries and limits of various methods • Analysis and interpretation: hermeneutics, sequential analysis, content analysis <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Empirical methods and methodologies: theory, hypothesis, design and planning of a research process using open and standardised techniques; secondary analysis, diachronic studies, combining methods [triangulation], strategies of analysis and interpretation, boundaries and limits of various methods • Analysis and interpretation: statistics and data analysis 		
Course design and frequency	Unit 1: Qualitative Research Methods (seminar: 2 periods/week) Unit 2: Quantitative Research Methods (seminar: 2 periods/week in 1 st and 2 nd module semester)		
Teaching and learning strategies	Priority lies on practice-oriented learning strategies: discussion, lectures, demonstrations, exercises, writing workshop, computer work		
Assessment	<i>Either</i> in Unit 1 <i>or</i> Unit 2: Written test, final paper or further type of assessment		
Requirements	None	3 rd and 4 th semester (see model schedule)	
Length of module	2 semesters		
10 Credits	81 hours (contact time)	219 hours (independent study)	300 hours (total workload)

Module name	9. Legal Foundations of Social Work 2
Co-ordinator	Prof. Dr. Nils Lehmann-Franßen
Learning outcomes	<p>Subject-specific competencies:</p> <p>Unit 1: Basic social security and social welfare law</p> <ul style="list-style-type: none"> • Recognition of public social welfare provision as a right strengthened by human rights and dependent on the constitution. • Understanding of the historical and social function of social welfare, agencies, structuring principles, types of assistance, principles of service provision and principles of assessment. • Knowledge of the characteristics of financial security and social welfare, as well as peripheral social service provision legislation in the social security system. • Ability to accept responsibility for clarifying the social service needs of clients. <p>Unit 2: Social administration law</p> <ul style="list-style-type: none"> • Recognition of the system of social administration as a regulating idea and guarantee of basic constitutional rights. • Knowledge of public and private administrative structures. • Knowledge of laws of administrative proceedings, specifically as regards social security, and the individual possibilities available for control and supervision. • Ability to link administrative and service provision laws to practice, and to thus responsibly follow specific administrative proceedings. <p>Generic competencies</p> <ul style="list-style-type: none"> • Interpretation and application of written law. • Moderation between different and/or shifting positions. • Responsible (re)formulation of abstract contexts for professional practice. • Competencies in communication, cooperation and conflict management. • Sensitivity to gender, diversity and ethical aspects of professional practice.
Indicative contents	<p><u>Unit 1:</u> SGB II (<i>Sozialgesetzbuch, German Code of Social Law</i>), SGB XII and peripheral law, in particular in the SGB</p> <p><u>Unit 2:</u> SGB I, SGB X, SGG and peripheral law</p>
Course design and frequency	<p>Unit 1: Basic social security and social welfare law (seminar: 3 periods/week)</p> <p>Unit 2: Social administration law (seminar: 2 periods/week)</p>
Teaching and learning strategies	Well-grounded structuring contributions from lecturers, oral/written contributions from participants, case-based learning, field trip, research, seminar readings.

Assessment	Written test (case) 135 minutes, case-based final paper, presentation (accompanied by written paper). <i>Either</i> in Unit 1 <i>or</i> in Unit 2.		
Requirements	Legal fundamentals	3 rd semester (see model schedule)	
Length of module	1 semester	Offered in summer and winter semesters	
5 Credits	67.5 hours (contact time)	82.5 hours (independent study)	150 hours (total workload)

Module name	10. Psychology		
Co-ordinator	Prof. Dr. Tamara Musfeld		
Learning outcomes	<p>By the end of this module, students will:</p> <ul style="list-style-type: none"> • be aware of the fundamentals of psychological and clinical social work theories, • have theoretically grounded insights into people's experience of, and behaviour when facing, particular problems and of the contexts in which these problems are embedded, • be able to orient to the basic techniques of counselling and psychotherapy, • be knowledgeable and proficient in bio-psycho-social diagnosis, and in the use of targeted intervention methods appropriate to particular situations • be able to identify and reflect on their ways in which social disparities, gender and diversity issues impinge upon diagnosis and intervention, • be able to draw on social perspectives to make decisions grounded in scientific knowledge, and be able to reflect on the ethical aspects of theoretical and practical contexts 		
Indicative contents	<p><u>Unit 1:</u> Lecture</p> <ul style="list-style-type: none"> • Introduction to clinical social work with hard-to-reach clients • Introduction to developmental psychology, socialisation from birth to old age, personality and social psychology • Individual and psychosocial problems / bio-psycho-social diagnosis / psycho- and sociopathology • Overview of the essential principles of psychotherapy and counselling <p><u>Unit 2:</u> Seminar</p> <ul style="list-style-type: none"> • Consolidation of particular topics in the area of clinical psychology or developmental and social psychology • Gender, diversity and ethical aspects of professional practice are particularly covered for both areas • In-depth consolidation within the area of clinical psychology • Multidimensional psychosocial diagnosis of case studies and examples 		

	<ul style="list-style-type: none"> • Introduction to developing targeted interventions appropriate to particular problems and issues • In-depth consolidation within the areas of developmental and social psychology • Specific knowledge of development processes within the context of social situations and environmental factors as well as knowledge of the impact of human behaviour and perception 		
Course design and frequency	Unit 1: Psychology – Introduction (lecture: 2 periods/week) Unit 2: Psychology – Consolidation (seminar: 3 periods/week)		
Teaching and learning strategies	Unit 1: Lecture: Multimedia lecture Unit 2: Seminar: Integrated presentation of theory and practice; individual, pair and group work; utilisation of various modes and media; field visits and observations in psychosocial and clinical fields		
Assessment	Written test, final paper, oral examination or further type of assessment		
Requirements	None	3 rd semester (see model schedule)	
Length of module	1 semester		
5 Credits	67.5 hours (contact time)	82.5 hours (independent study)	150 hours (total workload)

Module name	11. Educational Foundations		
Co-ordinator	Prof. Dr. Jutta Hartmann		
Learning outcomes	On successful completion of this module, students will be able to: 1. <i>Subject-related competences</i> <ul style="list-style-type: none"> • demonstrate an understanding of the fundamental questions and theoretical traditions of (educational) social work and education studies (orientational knowledge). • demonstrate awareness of educational and socialisation theories, in particular their history, embedding in social theory, relevance to historical and contemporary questions and to social work practice (explanatory knowledge). • use case studies, role-plays, group discussions and/or field research to apply their knowledge to educational problems and practices, and to reflect on this application (practical/operational knowledge) 2. <i>Generic competences</i> <ul style="list-style-type: none"> • undertake independent literature searches; engage with theoretical literature, conduct field research and present findings to the seminar group (method competence) • demonstrate basic competency in group work, social communication and negotiation (interpersonal competence) • argue independently and comparatively; present results in front of groups; be able to evaluate themselves and appraise how others evaluate them (intrapersonal competence) 		

	<ul style="list-style-type: none"> • be aware of the social construction of gender and other differentiating categories in educational processes (gender and diversity competence) 		
Indicative contents	<p>Social work facilitates its clients' learning, educational and developmental processes. Knowledge and understanding of educational issues and problems and their practical consequences are essential for professional social work.</p> <p>The core of educational professionalism and practice is thus acquired and reflected against background knowledge of the historical, theoretical and social aspects of education and socialisation, and of the role of social work in this network. The aim is to develop a critical/questioning engagement with educational challenges and problems. In addition to the outlined systematic approach for example the following aspects will be explored in depth on a rotating basis: inter-generational relations; sex education; family education; social work at schools; historical change in educational theory and practice; educational relations ; education and democracy; life skills and the ownership of social spaces ...</p>		
Course design and frequency	<p>Unit 1: Seminar (3 periods/week), Unit 2: Seminar (2 periods/week)</p> <p>Unit 1 consists of a seminar with an introductory lecture on fundamental issues relating to educational practice in social work (1 period/week) followed by guided consolidation of these issues (2 periods/week).</p> <p>Unit 2 consists of a seminar on one specific aspect of the field (see above). The Unit 2 seminar is independent of Unit 1 in order to enable students to select a topic of personal/professional interest.</p>		
Teaching and learning strategies	Working with texts, discussions, student presentations, role-play, excursions, field research, life history work, case studies, exercises, etc.		
Assessment	Final paper, oral examination or further type of assessment in Unit 2.		
Requirements	None	3 rd and 4 th semester (see model schedule)	
Length of module	2 semesters		
5 Credits	67.5 hours (contact time)	82.5 hours (independent study)	150 hours (total workload)

Module name	12. Cultural, Aesthetic and Media Social Work
Co-ordinator	Prof. Johanna Kaiser
Learning outcomes	<p><u>Orientational knowledge</u> Students will be aware of theories concerning the particular significance of cultural social work and active media work in the field of social work. They will understand that experiencing self-efficacy through creative activity and practical learning can have a strengthening effect on individual personalities. They will be aware of subject-specific literature, organisations, agencies, institutions and media/databases.</p> <p><u>Explanatory knowledge</u> Students will be able to demonstrate fundamental knowledge of educational policy, cultural policy, subsidies, cultural theory/theories and applied concepts. Thinking about cultural educational concepts, they will identify creative and open-ended group processes as one of the principal methods of social work. They will be able to explain the functions of play, improvisation, experimentation and activities in lifelong learning processes.</p> <p><u>Practical/operational knowledge</u> Students will have understanding and experience of selected techniques to facilitate creative work with diverse target groups.</p> <p><u>Interpersonal competence</u>: Students will be able to divide work, cooperate and work in teams.</p> <p><u>Intrapersonal competence</u>: Students will have discovered and developed their own creative potential.</p> <p><u>Ethical competence</u>: Students will be able to perceive their clients' diverse social contexts (lifeworlds) and cultural practices in a respectful manner.</p> <p><u>Intercultural and gender competence</u>: Students will have developed cultural self-reflexivity and openness for intercultural, transcultural and gender-sensitive processes in artistic/media practices.</p> <p><u>Method and media competence</u>: Students will have theoretical and practical proficiency in using resources for artistic/media design in cultural social work with a range of target groups.</p>
Indicative contents	<p><u>Unit 1 Introduction in one field of cultural, aesthetic or media social work</u>: Seminars focus on music, theatre or media, or (depending on availability) creative writing or other arts or media formats. A core aim of the seminars is to facilitate personal experience and to raise awareness of artistic processes. Students will thus try out, at first hand, particular aesthetic/media resources, and will be encouraged to work in groups and to cooperate on design processes. In addition, students will engage with relevant specialist literature and educational materials.</p> <p><u>Unit 2 Foundations of cultural social work</u>: The lectures offer an insight into cultural, media and educational research (in particular, studies on socialisation, reception and efficacy) and an overview of social work oriented to cultural activities as a professional field for social workers. The central question is how social work can strengthen clients' ability to take action and to develop new perspectives through artistic/media practices.</p>

Course design and frequency	Unit 1: Second module semester (seminar: 2 periods/week) Unit 2: First and second module semester (seminar: 2 periods/week und lecture: 2 periods/week)		
Teaching and learning strategies	Whole-class work, group work. Practical activities alternate with phases devoted to research and reflection. Depending on the art form or media, seminars adopt a wide range of methods and contents, potentially also interdisciplinary modes.		
Assessment	First module semester: regular attendance Second module semester: final paper, oral examination or further type of assessment		
Requirements	None	3 rd and 4 th semester (see model schedule)	
Length of module	2 semesters		
10 Credits	81 hours (contact time)	219 hours (independent study)	300 hours (total)

Module name	13. Practice Methods 2 / Focus on Counselling		
Co-ordinator	Prof. Dr. Marion Mayer		
Learning outcomes	<p><i>On successful completion of this module, students will be able to:</i></p> <ul style="list-style-type: none"> • demonstrate thorough knowledge and understanding of: <ul style="list-style-type: none"> ◦ different phases and aspects of counselling sessions in a range of contexts and settings • demonstrate awareness of, and competence in: <ul style="list-style-type: none"> ◦ professional organisation of first meetings and initial counselling sessions ◦ competent creation and management of professional relationships with clients ◦ early recognition of crisis situations, and professional measures for dealing with them ◦ differentiated appraisal of clients' requests, not only regarding content, but also regarding relationships • demonstrate the ability to: <ul style="list-style-type: none"> ◦ identify and clarify the aims and mandate of counselling in a range of contexts ◦ adopt responsibility for shaping counselling meetings in a range of settings ◦ select and use counselling approaches and therapeutic techniques appropriate to particular situations ◦ identify resources and incorporate these into counselling meetings ◦ reflect and evaluate their own counselling practice • demonstrate competence in: <ul style="list-style-type: none"> ◦ self-reflexivity and sensitivity to context in complex counselling environments and counselling dynamics ◦ reflection on their individual and cultural communication codes and relationship patterns ◦ identifying the possibilities and limitations of a range of counselling approaches and techniques ◦ shifting perspectives 		

	<ul style="list-style-type: none"> ○ toleration of frustration and ambiguities ○ resource-oriented thinking and acting 		
Indicative contents	<p>Foundations of perception, communication and guidance. Theories and methods of selected approaches to counselling (social and psychosocial counselling, psychotherapy) for diverse target groups, problems, contexts (institutions, systems), settings and goals.</p> <p>Foundations of crisis intervention, resource analysis and intervention planning.</p>		
Course design and frequency	Seminar (3 periods/week)		
Teaching and learning strategies	Learning through observation, direct experience, games, activities, role plays, simulations (counselling sessions) and reflection in small groups and as a class; theoretical input.		
Assessment	Research paper, oral examination or further type of assessment		
Requirements	Practice Methods 1	4 th semester (see model schedule)	
Length of module	1 semester		
5 Credits	40.5 hours (contact time)	109.5 (independent study)	150 hours (total workload)

Module name	14. International Social Work
Co-ordinator	Prof. Johannes Kniffki
Learning outcomes	<p><i>1. Subject competencies</i></p> <p>Students learn about the broad range of European and global relations and also their interdependencies (orientational knowledge). Historical trajectories and current strategies of key actors, esp. in state and private institutions will be analysed (explanatory knowledge). This knowledge forms the basis for recognising the opportunities and limitations of working with local actors and clients under the orbit of global and European influence (practical/operational knowledge).</p> <p><i>2. Generic competencies</i></p> <p>Recognising European and global similarities and differences fosters students' ability to avoid frustration with the 'other' and strengthens their ability to adopt responsibility for themselves (intrapersonal competence). Identifying diversity and engaging with fresh lines of thinking about and behaviour towards various cultures facilitates cultural self-reflexivity (intercultural competence). Proficient use of European and global internet resources is crucial for social work practice (media competence). All European and global decisions must take ethical and emancipatory consequences into consideration (ethical and gender competence). Studying European and global relations, similarities and diversities sharpens students' analytical</p>

	ability to think and act in multi- and interdisciplinary ways (method competence).		
Indicative contents	<ul style="list-style-type: none"> • Historical development of Europe, esp. the founding and development of what is now the European Union and the structure and decision-making mechanisms of European institutions (European Parliament, European Commission, Council of Ministers, European Court of Justice, Council of Europe). • History of globalisation, current dimensions of globalisation, influence of globalisation on national systems and the lifeworld of everyday citizens; global inequalities causing local inequalities and vice versa. • Europeanisation and globalisation of social problems; reactions from European and international social work, i.e., strategies and approaches of governmental and non-governmental organisations. • Approaches to European social policy; applied examples of social work project management in Europe and across the world. 		
Course design and frequency	Seminar (2 periods/week)		
Teaching and learning strategies	Seminar style combining lectures with students' constructive participation		
Assessment	Written test, final paper, oral examination or further type of assessment		
Requirements	60 credits	4 th semester (see model schedule)	
Length of module	1 semester		
5 Credits	27 hours (contact time)	123 hours (independent study)	150 hours (total)

Module name	15. Foundations of Social Economics and Management of Social Work
Co-ordinator	Prof. Dr. Esra Erdem
Learning outcomes	The Students will gain a command of fundamental social economic terms and theories which they will be able to apply, in order to assign organisations and fields of activity of social work to the social economy. The Students will also acquire a basic understanding of the significance of the Social Economy in the context of macroeconomic structures and developments. They will be able to theoretically comprehend the functional distinction between State, Market and Social Services Sector in view of the fundamental principles of a welfare state. They will become familiar with international conceptual approaches, solidarity-based forms of

	<p>economic activity linked with the perspective of empowerment and community orientation.</p> <p>Furthermore, Students will gain a command of the social management fundamentals and the debate regarding economisation of social work. They will be able to analyse and develop organisational development processes in social facilities using empirical case studies and develop a critical understanding of cost and performance efficiency based on the foundation of professional self-understanding of social work.</p>		
Indicative contents	<ul style="list-style-type: none"> • Key terms and theories of Social Economy (third sector, social economy, solidarity-based economy, économie sociale, non-profit-principle, benefit to the public, stakeholder, social company) • Social and economic framework conditions for the practice of social work • Significance of independent welfare associations as stakeholders in the social economy • Concepts and case studies of the Community Economy (allmende/commons, barter circle, gift economy, share economy) 		
Course design and frequency	Seminar (2 periods/week)		
Teaching and learning strategies	Seminar including contributions from Lecturers and Students; working on case studies under the instruction of Lecturers		
Assessment	Oral paper, Term paper, Oral exam, Presentation, Written exam Fields of work, Target Groups and Social Work Organisations		
Requirements	Fields of Work, Target Groups and Social Work Organisations	4 th semester (see model schedule)	
Length of module	1 semester		
5 Credits	27 hours (contact time)	96 hours (independent study)	150 hours (total)

Module name	16. Project Module 1		
Co-ordinator	Prof. Dr. Susanne Gerull		
Learning outcomes	<p><i>On successful completion of this module, students will be able to:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of the professional fields, target groups and research literature pertaining to the particular research question dealt with in the project module • classify the selected topic, and the experiences gained during the placement, into wider theoretical debates • reflect on the selected topic and the experiences gained during the placement 		

	<ul style="list-style-type: none">• use the theoretical foundations of their degree to develop, and if appropriate implement, research questions for innovative applied projects, i.e., they will be able to blend together various approaches to project development and project management• demonstrate structural thinking and practice beyond the individual case• analyse complex situations on their own• cooperate effectively in teams, dividing the workload and dealing with group dynamics.		
Indicative contents	<ul style="list-style-type: none">• Project development and management• Learning and working in groups• Practice methods and theoretical models for one selected field of practice• International aspects and relations• Preparation of, and reflexive support during, the placement		
Course design and frequency	First and second module semester: seminar (3 periods/week)		
Teaching and learning strategies	Theoretical input, group discussions, small group work, practice with methods, independent literature reviews and research on the field.		
Assessment	Final paper or further type of assessment		
Requirements	60 credits	4 th and 5 th semester (see model schedule)	
Length of module	2 semesters		
Following module	Project Module 2		
10 Credits	81 hours (contact time)	At least 169 hours (independent study)	300 hours (total workload)

Module name	17. Project Module 2		
Co-ordinator	Prof. Dr. Susanne Gerull		
Learning outcomes	<p><i>On successful completion of this module, students will be able to:</i></p> <ul style="list-style-type: none"> • reflect on their experience of professional practice and connect this experience to scholarly insights • consider the role of social work in their selected field in terms of action theory • demonstrate sensitivity to their own power and position in ruling relations • provide thorough and independent analyses of their chosen topic • implement innovative solutions to the project planned in Project Module 1 • develop a research question for their bachelor thesis and write a project proposal 		

Indicative contents	<ul style="list-style-type: none"> • Role of social work in the selected field • Power and control in social work • Introduction to quality management and evaluation procedures • Consolidation of systematic learning and academic skills 		
Course design and frequency	First and second module semester: seminar (4 periods/week)		
Teaching and learning strategies	Theoretical input, group discussions, small group work, practice with methods, independent literature reviews		
Assessment	Final paper or further type of assessment		
Requirements	60 credits; successful completion of Project Module 1 (in the same topic)	6 th and 7 th semester (see model schedule)	
Length of module	2 semesters		
10 Credits	108 hours (contact time)	At least 142 hours (independent study)	250-300 hours (total workload)

Module name	18. Field Placement and Supervision		
Co-ordinator	Prof. Dr. Tamara Musfeld (Supervision) / Prof. Dr. Sabine Toppe (field placement)		
Learning outcomes	<p>The field placement with integrated supervision supplements the Bachelor degree with supervised learning processes and tasks explicitly oriented to practice.</p> <p>It enables students to:</p> <ul style="list-style-type: none"> • connect various scholarly insights and methods to one another and to specifically apply them when working with social work clients. • gain an overview of the organisational structure, distribution of tasks and decision-making processes of their host organisation and to plan, coordinate and implement different kinds of work processes • Students have tested the theoretical methods of action learnt in practice and have learnt to specifically apply them. • They are aware of the tensions between society, institutions and clients' expectations. They develop an ability to reflect on unresolvable contradictions and to act responsibly and in accordance with professional ethics. • They are able to work out appropriate targets/interventions together with clients. They have examined the role of their own profession and are also able to define their own role in multiprofessional contexts. <p>Students acquire administrative and organisational competence:</p> <ul style="list-style-type: none"> • They can keep records, write proposals, process forms and compile documentation. • They can manage finances and tap and use information and financial resources. 		

	<ul style="list-style-type: none">• They can work transparently making use of networks. They can prepare and follow up meetings and present their results. Supervision enables students to: <ul style="list-style-type: none">• reflect on their professional role and their own learning processes,• extend their professional competencies, strengthen their own resources and transfer localised work-related experiences onto a broader range of professional contexts.• understand their own role, also in multiprofessional teams• identify ethical dilemmas and improve their professional judgement			
Indicative contents	The ASH regulates and accompanies the field placement and its content focus. Project modules provide the framework for placements. In accordance with the curriculum, the placement enables students to become familiar with one particular social work field. Host organisations are generally selected for their relevance to the particular project. The ASH provides students with a database of recognised institutions, organisations, etc. The field placement is supplemented by participation in a mandatory supervision organised in groups of 3-5 students. The students form their own groups. The supervisors are generally certified social workers or social educationalists.			
Course design and frequency	22 weeks with working hours of 7.24 hours/day incl. one study day per week at the ASH. 10 supervision sessions			
Teaching and learning strategies	Curricula with particular learning outcomes; regular mentor meetings enable students to continuously reflect on the placement. 10 supervision sessions of 90 minutes.			
Assessment	Placement report (10-15 pages). Reflection of experience during the practical placement and examination of the professional role/identity. The lecturers responsible for project module 1 receive and assess the report. The practice semester and placement report will be graded as ‘pass’ or ‘fail’.			
Requirements	60 credits and attendance at Project Module 1 of which one semester must have been completed.	5th semester (see model schedule)		
Length of module	22 weeks and 10 supervision sessions			
Following module:	Project Module 2			
25 Credits	Contact time: 15 hours (supervision) 27 hours (project module) (1-4 periods/week)	+45 hours independent study	651 hours (practical workload) ¹¹	651 – 750 hours (total)

¹¹ These 651 hours are calculated from 7.4 hours/day (normal working hours) x 4 days/week x 22 weeks for the duration of the field placement.

Module name	19. Ethics
Co-ordinator	Dr. Thomas Schäfer
Learning outcomes	<p>On successful completion of this module, students will be able to demonstrate:</p> <ul style="list-style-type: none"> • knowledge and understanding of philosophy with a focus on practical philosophy, • understanding of, and reflexive approach to, the categories of justice, responsibility, care and recognition, • willingness and ability to clarify professional ethical questions (orally and in writing), • ability to engage with philosophical texts and to fruitfully introduce the insights into discussions related to social work, • ability to provide phenomenological descriptions of courses of action, • ability to identify inconsistent arguments, • ability to engage discursively with decisions and values, • awareness for moral-ethical issues, • understanding of professional problems and dilemmas, • knowledge of, and active attendance to, professional ethical standards, • recognition that their own personal ethics are part of their orientation to action, and reflect on this in relation to other forms of ethics, • a critical distance to naturalised views on gender and ethnicity, • a self-reflexive mode of dealing with concepts, actions and decisions.
Indicative contents	<ul style="list-style-type: none"> • Introduction to the topics and methods of ethics and social philosophy. • Survey of the history of ideas of those philosophical traditions relevant to social work. • Clarification of essential terms: morals, ethics, action, responsibility, justice, care, recognition. • Practice describing actions in social-phenomenological terms. • Professional ethical standards, analysis of professional actions from an ethical perspective. • Readings of selected philosophical texts. • The essay as the written form of philosophical argumentation.
Course design and frequency	Seminar (3 periods/week)
Teaching and learning strategies	Lecturer's presentation, readings, discussions of texts (social philosophy and ethics), small group work on case studies, seminar discussions
Assessment	Written test, final paper (research paper or essay), oral examination, oral presentation or extended minute-taking

Requirements	60 credits	6th semester (see model schedule)	
Length of module	1 semester		
5 Credits	48 hours (contact time)	102 hours (independent study)	150 hours (total workload)

Module name	20. Social Work Theories and Methods		
Co-ordinator	Prof. Dr. Uta M. Walter (A. Focus on practice methods) / Prof. Dr. Bettina Völter (B. Focus on reconstructive social work)		
Learning outcomes	<p><i>Students know:</i></p> <ul style="list-style-type: none"> • a range of theories and methods of social work; • <i>They are aware of:</i> • their personal and professional experience and skills, and their relevance to professional practice; <p><i>They are able to:</i></p> <ul style="list-style-type: none"> • conduct problem and resource analyses and use the analyses to develop professional strategies • engage with case studies, and use these for their professional practice • initiate, follow and reflect on social and educational processes and sequences of action • use scholarly theory to shed light on practical issues, and translate practical problems into scholarly issues • reflect on ethical problems and dilemmas facing the profession • observe the diversity of human life and afford this diversity recognition when working with social work clients • critically reflect on the theories, concepts, methods and techniques of social work, including their own theories, attitudes and ideas of practice <p><i>On the basis of this knowledge, they are able to:</i></p> <ul style="list-style-type: none"> • reconstruct the social contexts (lifeworlds), life histories and self-images of clients; adopt a dialogical approach to developing person-centred and needs-oriented assistance; facilitate their clients' ability to act independently; • establish commitment, demonstrate empathy and respect for the other and for themselves, communicate appropriately and reflexively; be creative in developing alternative courses of action. 		
Indicative contents	<p>This module offers an in-depth introduction to selected social work theories and methods. A central focus lies on professionalisation and practical competence.</p> <p>The <i>lecture</i> offers an overview of relevant theories, concepts and methods of social work.</p>		

	<p>Students can then extend their understanding in <u>one</u> of the following <i>seminars</i> (for details, see the online course guide [Vorlesungsverzeichnis]):</p> <ul style="list-style-type: none"> • <i>A. Focus on practice methods:</i> Students will work on case studies in a range of fields in order to acquire experience with methods oriented to practice, and thus to develop professional strategies. • <i>B. Focus on reconstructive social work:</i> Discussion of theoretical positions and practical application will be covered for: differentiated perception, listening and narrative conversational skills, reconstructive case approach (that considers biographic backgrounds) with respect to research, professional practice and professional self-reflexion 		
Course design and frequency	<p>First module semester: lecture (series) (2 periods/week) and seminar (3 periods/week) (for choosing a focus: <i>A. practice methods</i> or <i>B. reconstructive social work</i>)</p> <p>Second module semester: seminar (3 periods/week) (continuation of the chosen focus)</p>		
Teaching and learning strategies	Lecture and seminar; group work; methods practice; project learning; readings; discussions; workshop on practice oriented research		
Assessment	Written test, research paper, oral examination or further type of assessment		
Requirements	60 credits including <i>Social Work: Academic Skills, History and Theory</i> and <i>Practice Methods 1</i> and <i>2</i>		
Length of module	2 semesters		
10 Credits	108 hours (contact time)	192 hours (independent study)	300 hours (total workload)

Module name	21. Advanced Theory and Practice <i>Required Elective 1: Child and Youth Welfare Services</i>		
Co-ordinator	Prof. Dr. Regina Rätz		
Learning outcomes	<p><i>On successful completion of this module, students will be able to:</i></p> <ul style="list-style-type: none"> • demonstrate awareness of the fields, options, target groups, organisational configurations, history and current developments in child and youth welfare services, • demonstrate knowledge and understanding of theoretical approaches to the problems of young people and their families in modern society, and to approaches for analysing the professional and socio-political implications of child and youth welfare services as a professional field, • demonstrate knowledge and understanding of the central concepts and demands of professional practice in child and youth welfare services, esp. regarding structural challenges in the field, 		

	<ul style="list-style-type: none"> • work independently on key issues and research questions, developing and structuring the implementation and organisation of investigations in the field • analyse and reflect on ethical implications in the field of child and youth welfare services • reflect on the relevance of culture and gender for professional practice and for programme design in the field of child and youth welfare services. 		
Indicative contents	The seminar presents the dual function of work in child and youth welfare services (incl. youth work, family support, youth social work, childcare assistance, child protection). This field is a source of socialisation in its own right, and it also provides programmes or assistance for young people and their families who face particular problems. As an advanced theory-practice course, students approach the field with individual issues and research questions.		
Course design and frequency	Seminar (4 periods/week in one semester). Eight advanced level specialisations are offered. Students are required to take at least one.		
Teaching and learning strategies	Seminar		
Assessment	Final paper, oral examination or further type of assessment (student presentation)		
Requirements	60 credits		
Length of module	1 semester		
10 Credits	54 hours (contact time)	192 hours (independent study)	300 hours (total workload)

Module name	21. Advanced Theory and Practice <i>Required Elective 2: Social Work in Cultural and Educational Fields</i>		
Co-ordinator	Prof. Johanna Kaiser		
Learning outcomes	<p>On successful completion of this module, students will have deepened and extended the competences in the fields of culture, art, media and education which they developed in the first two semesters.</p> <p><u>Orientational knowledge:</u></p> <ul style="list-style-type: none"> • Students will have thorough knowledge of the fields of social work oriented to culture, media and education as a dynamic field of practice; they will be able to connect this knowledge to both theory and practice. • They will have extended and/or deepened their awareness of the subject-specific literature, associations, publishers, institutions, media collections and databases. • They will be aware of the structures and policies regarding education, culture and/or media, and the availability of subsidies and funding in these fields. 		

	<p><u>Explanatory knowledge:</u></p> <ul style="list-style-type: none"> Students will be able to present, explain and critically appraise selected theories, concepts and fields of cultural social work. <p><u>Practical/operational knowledge:</u></p> <ul style="list-style-type: none"> Students will have extended and/or deepened their practical knowledge of social-aesthetic work and the organisation and accompaniment of creative group processes. <p><u>Intrapersonal competence:</u></p> <ul style="list-style-type: none"> Students will be open to cultural self-reflexivity and empathy. They will be able to deal constructively with conflicts. They will be able to actively and self-confidently contribute to discussions. <p><u>Ethical competence:</u></p> <ul style="list-style-type: none"> Students will be able to adopt an inquisitive and perceptive attitude to engage with their clients' diverse contexts (lifeworlds) in a respectful manner. <p><u>Intercultural and gender competence:</u></p> <ul style="list-style-type: none"> Students will be able to provide nuanced cultural self-reflexivity and to integrate aspects of difference, interculturality, transculturality and gender into their consideration of aesthetic-media theory and practice. They will be able to reflect on the significance of educational processes which open up opportunities for all members of society to participate independently in the construction of culture. <p><u>Method and media competence:</u></p> <ul style="list-style-type: none"> Students will be able to use their extensive theoretical and/or practical competencies in the field of social cultural work in order to stimulate and support specific and appropriate aesthetic-media educational processes. They will be aware of the basics of quality development in social cultural work and are confident in evaluating themselves and others.
Indicative contents	This module develops and extends students' theoretical, practical and methodical orientation to the issues and the clients of social work in cultural and educational fields. Topics will vary, focusing on, e.g., cultural and educational theories in times of globalisation, processes of life-long-learning, research on the recognition of informal and non-formal learning, multimedia and multi-method evaluation of current cultural projects in social fields, etc.
Course design and frequency	Seminar (4 periods/week in one semester)
Teaching and learning strategies	Group and individual work in a range of methods and topics, e.g., findings and studying source texts, readings, discussions, field trips (exhibitions, events, professional practice), small cultural or media projects, research-based learning, action research, critical method development, futures workshop.
Assessment	Research paper, oral examination or further type of assessment

Requirements	60 credits		
Length of module	1 semester		
10 Credits	54 hours (contact time)	196 - 246 hours (independent study)	250-300 hours (total workload)

Module name	21. Advanced Theory and Practice <i>Required Elective 3: Delinquency and Deviant Behaviour</i>		
Co-ordinator	Prof. Dr. Heinz Cornel		
Learning outcomes	<p><i>On successful completion of this module, students will:</i></p> <ul style="list-style-type: none"> • be familiar with definitions of delinquency and deviant behaviour offered by a range of disciplines • have understanding of criminology, penology, criminal law, forensic psychiatry, as well as social work methods in the field of resocialisation • be able to apply this knowledge to new problems and issues • understand processes of stigmatisation and strategies of de-escalation, de-dramatisation and non-intervention • be able to extend and update their specialist knowledge through independent reading • be able to apply their specialist knowledge in case studies and esp. in advisory/counselling situations. To do this, they must be well-acquainted not only with particular social work procedures for working with delinquents, but also with those for working with delinquents' relatives and victims; students must also be aware of relevant institutions and of which legal principles, responsibilities and jurisdictions are appropriate. <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • empathise with the lives of marginal groups and the excluded, esp. offenders living in freedom and in (closed) institutions, and react appropriately to these individuals • critically appreciate the element of social control expected of their work, and provide assistance in keeping with their remit • develop – on the basis of their knowledge and their awareness of ways to find and extend this knowledge – a willingness and ability to make competent decisions • appraise how they are likely to react to deviant behaviour, grievous violations of objects of legal protection, and the threat of violence • reflect on deviant behaviour and techniques of social control; students should be able to communicate with the target group without pursuing their own desire to punish or allowing themselves to be led by their own anxiety in the face of a potential threat. Human dignity should be protected regardless of any kind of deviant behaviour • compare the ways in which other societies deal with deviant behaviour, and also the ways in which non-Germans are criminalised in Germany 		

	<ul style="list-style-type: none"> understand the relevance of gender, be able to (critically) understand equal and unequal treatment, and reflect on gender-specific types of deviant behaviour and (institutional) reactions to these behaviours. 		
Indicative contents	<ul style="list-style-type: none"> This advanced course focuses on social work fields and target groups which are defined through delinquency and deviant behaviour. It adopts the perspective of social work and deals not only with particular problems but also with exclusion, stigmatisation or, more generally, social control through, for instance, the police, criminal law, psychiatry and also social work itself. Theories of crime and the institutions of social control and resocialisation Processes of stigmatisation and exclusion Strategies, institutions and methods of integration and ways of encouraging active participation in society Mediation Particular types of delinquency Forensic psychiatry and homelessness Crime prevention and (international) criminal policy. 		
Course design and frequency	Seminar (4 periods/week in one semester)		
Teaching and learning strategies	Seminar, individual study		
Assessment	Final paper (esp. research paper), oral examination or further type of assessment (project presentation, portfolio or student presentation)		
Requirements	60 credits		
Length of module	1 semester		
10 Credits	54 hours (contact time)	246 hours (independent study)	300 hours (total workload)

Module name	21. Advanced Theory and Practice <i>Required Elective 4: Health, Illness and Social Work</i>		
Co-ordinator	Prof. Dr. Theda Borde		
Learning outcomes	Orientational knowledge: The seminar considers a range of factors impacting upon health and illness: social conditions, social context, gender, ethnicity, age. Students reflect on these factors in various social work fields. Students gain knowledge of several categories of disease/illness and of perspectives on illness and health offered by science, social science and the humanities. They become familiar with a selection of symptoms and bio-psycho-social treatment methods. In the seminar, students extend their knowledge of the increasingly diversified field of health care / health work, the various target groups (children, young people, adults, seniors, people with disabilities), the professions involved in the field, and the inpatient, day care and outpatient facilities. Students become familiar with the		

	<p>fields of social work generally related to health care, e.g., community treatment, rehabilitation structures, institutions and networks of service provision such as those in psychiatry, addiction therapy and treatment, care for the elderly and medical rehabilitation.</p> <p>Explanatory knowledge: This advanced course provides theoretical insights to increase students' understanding of bio-psycho-social health processes, the factors and incidence of selected mental-health, chronic degenerative and addictive illnesses, and their awareness of the correlations and interdependencies between health/illness, society and mental processes. Drawing on recent studies and public health theories, students develop their capacity to evaluate research findings and reflect on the findings' potential relevance to social work. Students will be able to adopt a resource-oriented perspective within social work's double focus, i.e., incorporating both the individual and their environment (lifeworld). Students will develop specific competencies for dealing with cases in the health care field.</p> <p>Practical/operational knowledge: In the seminar, students will practice adopting a subject-specific understanding of psychosocial illnesses in the context of multiprofessional work. Students are given the opportunity to experiment with a selection of methods for psychosocial diagnosis, psychosocial intervention (e.g., psychosocial counselling, care, support, sociotherapy, social network development, empowerment) and health promotion. Students will investigate ways of gaining access to clients who are 'difficult to approach', and develop resource-oriented psychosocial interventions for working with individuals, groups and in the community. Students will begin to understand the role of professional helpers in health-related social work, will locate areas of potential interdisciplinary collaboration and will find ways of building institutional networks.</p>
Indicative contents	<p>First seminar semester</p> <ul style="list-style-type: none"> • Public health theories, basic theories of clinical social work. • An understanding of the social dimensions of health, the process of illness and coping with illness; bio-psycho-social factors in the genesis of illnesses and psychosocial consequences of illness; consequences for the health care system and health care provision. • Discussion of socio-political and ethical issues in the context of medicine health, society and social work. • Target groups of health-related social work (living conditions, diversity, need for provision). • The role of social work in multiprofessional health care and in health-related social work. • Presentation of procedures for social diagnosis which consider the person in her/his context; introduction to psycho-

	<p>social intervention methods (e.g., psychosocial counseling, care, support, sociotherapy, social network development, empowerment); strategies, programmes and examples of best practice in health promotion.</p> <ul style="list-style-type: none"> • Analysis of the structure of inpatient, day care and outpatient facilities bearing in mind patients' and clients' needs and particular problems. • Analysis of social work service provision and interventions in social psychiatry, e.g., person-centred community assistance, crisis intervention services, community facilities (day care centres, assisted living, workshops and basic jobs, community mental health guidance centres, community crisis intervention services) and their use in social work practice. <p>Second seminar semester</p> <ul style="list-style-type: none"> • Broaden students' theoretical insights. • Identify specific foci and issues / research questions. • Test the theory in social work praxis. • Students will practice intervention methods and reflect on their own practice. • Assessment. 		
Course design and frequency	Seminar (4 periods/week)		
Teaching and learning strategies	Literature searches, readings (independent study and seminar presentations), brief lectures and student presentations, reflections on practice drawing on specific questions related to theoretical considerations, small group work, focus on specific topics for final assessment, co-design of the e-learning platform (notes, presentations, discussion forum)		
Assessment	Final paper/research paper, oral examination or further type of assessment		
Requirements	60 credits	6th semester (see model schedule)	
Length of module / Semester	1 semester	Offered in summer and winter semesters	
10 Credits	54 hours (contact time)	246 hours (independent study)	300 hours (total)

Module name	21. Advanced Theory and Practice <i>Required Elective 5: Poverty, Unemployment and Homelessness</i>		
Co-ordinator	Prof. Dr. Susanne Gerull		
Learning outcomes	<p><i>On successful completion of this module, students will be able to:</i></p> <ul style="list-style-type: none"> • demonstrate awareness of social work in the field of poverty, unemployment and homelessness, including the field's target groups, the organisations and institutions working in these areas and partners with whom they collaborate, • classify the field in theoretical terms and conduct independent analyses of the field, 		

	<ul style="list-style-type: none"> • demonstrate knowledge of relevant methods and strategies, • reflect on this knowledge on field visits, • empathise with poor, unemployed and homeless people, and respect people facing existential difficulties, • adopt social responsibility for particularly marginalised groups, • demonstrate an understanding of ethnicity and cultural difference developed through analysing and discussing the diverse ways in which clients with different backgrounds deal with existential predicaments, • establish a gender-specific perspective on the issues. 		
Indicative contents	<ul style="list-style-type: none"> • Brief, theoretical overview of poverty, unemployment and homelessness. • Presentation of poverty understood as, inter alia, a combination of insufficient support and social disadvantages. • Presentation and discussion of theories on social inequality and social exclusion. • Identification of unemployment and homelessness as existential threats associated with poverty. • Analysis of the interdependence of poverty, unemployment and homelessness. • Testing of theories in applied social work with one specific target group. • Consideration of models, comparisons, national, international and global developments and their contexts. 		
Course design and frequency	Seminar (4 periods/week in one semester)		
Teaching and learning strategies	Brief lectures, literature searches, discussions, small group work, field visits / encounters with experts in the field		
Assessment	Final paper, oral examination or further type of assessment		
Requirements	60 credits	6 th semester (see model schedule)	
Length of module	1 semester		
10 Credits	54 hours (contact time)	246 hours (independent study)	300 hours (total workload)

Module name	21. Advanced Theory and Practice <i>Required Elective 6: Gender and Queer Studies</i>		
Co-ordinator	Prof. Dr. María do Mar Castro Varela		
Learning outcomes	<ul style="list-style-type: none"> • Knowledge of the cultural and historical contingency of 'femininities' and 'masculinities' and of their consequences for women and men and people of various sexual orientations • Ability to analyse the interdependence of gender and other categories of difference, in particular, social class, ethnicity, disability and age 		

	<ul style="list-style-type: none"> Competence to implement gender democracy and the pluralisation of gender representations in the fields of social work <p>Students will learn to analyse specific situations with appropriate methods encompassing a range of dimensions; they should be enabled to transfer their experiences to other contexts. Students will learn to identify relevance structures in institutional and societal contexts, and to understand the interdependence of various individual and social factors.</p>		
Indicative contents	<ul style="list-style-type: none"> Advanced study in selected areas of gender and queer theories, men's studies or sexual research on the development of different forms of sexual identity. International women's, gay, lesbian and transsexual movements. Analysis of the origins of violence against, and exclusion and discrimination of, women and men of various sexual orientations. Discourse analysis of the construction of gender in social institutions such as politics, law, media, science, art/literature, religion and also in social work concepts, e.g., medical, legal and biological discourses. Methods of anti-sexist youth work with boys and girls; working with women, gays and lesbians; transsexuals; working with violent offenders Supporting women and men of various sexual orientations in assertiveness strategies at both individual and social levels. Approaches to the pluralisation of the order of sexes; the significance of human rights in relation to discrimination of, and violence towards, women and men of various sexual orientations. International comparisons of gender democracy and gender mainstreaming. 		
Course design and frequency	Seminar (4 periods/week)		
Teaching and learning strategies	Seminar / exercises		
Assessment	Final paper, oral examination or further type of assessment		
Requirements	60 credits	6 th semester (see model schedule)	
Length of module	1 semester		
10 Credits	54 hours (contact time)	246 hours (independent study)	300 hours (total workload)

Module name	21. Advanced Theory and Practice <i>Required Elective 7: Racism and Migration</i>		
Co-ordinator	Prof. Dr. Iman Attia		
Learning outcomes	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • recognise racism in various manifestations and contexts • demonstrate knowledge of historical, political, social and cultural dimensions of various forms of racism • demonstrate knowledge of different theories on different kinds of racism • demonstrate knowledge of theories about racism and specific forms of racism • understand the importance of the relationship and the interaction of racism with the balance of power that structures society • understand the significance of social exclusion and privilege for social and cultural forms of representation and for subjective options for action • reflect on action concepts for dealing with racism and migration 		
Indicative contents	<ul style="list-style-type: none"> • manifestations and approaches for selected forms of racism • history of migration and fleeing • nation(alism), colonialism and migration in a historical, social and theoretical context • significance of national socialism for contemporary discourses • historical transformation and social contextualisation of social and cultural forms of representation (exemplary) • selected aspects of the social balance of power as well as social and cultural representations in an intersectional context • concepts for dealing with power-based differentiation in the context of racism and migratory movements • exemplary examination of the significance of racism and migration in the fields of work of social work 		
Course design and frequency	Seminar (4 periods/week)		
Teaching and learning strategies	Seminar		
Assessment	Research paper, oral examination or further type of assessment		
Requirements	60 credits	6 th semester (see model schedule)	
Length of module	1 semester		
10 Credits	54 hours (contact time)	246 hours (independent study)	300 hours (total workload)

Module name	21. Advanced Theory and Practice <i>Required Elective 8: Social Gerontology</i>	
Co-ordinator	Prof. Dr. Heike Dech	
Learning outcomes	<p><i>On successful completion of this module, students will be able to:</i></p> <ul style="list-style-type: none"> • understand demographic change as a challenge for both society and the individual • locate gerontology as an interdisciplinary field dealing with aging and older people; consider geronto-psychological, geronto-sociological and geriatric perspectives • clarify central social work concepts, approaches and methods for working with older people • apply their knowledge to social work practice with seniors, i.e., develop practice that is informed by theory; to do this, students will demonstrate knowledge and skills in age-related diagnosis, social-geriatric assessment and case management; they will be able to apply traditional and innovative forms of assistance coordination, prevention and intervention, esp. basic techniques for giving advice and guidance when delivering services to older people • engage with theoretical insights, reflect critically and develop a social work practice informed by theory • work collaboratively, take on responsibility, reflect on their own actions, participate in supportive, multiprofessional collaborative work, and deal with conflict in a rational, constructive manner 	
Indicative contents	<ul style="list-style-type: none"> • Basic concepts of gerontology (structural changes associated with aging, lifestyles of older people, competence models, resource orientation, theory of continuity, inter-generational relations) and clinical-geriatrics (functional perspectives, activity models, plasticity and reserve capacity, multimorbidity). • Practical engagement with life-long-learning, educational programmes for seniors, older people's organisation of daily life, and possibilities for working with older people on social activation, prevention and health promotion. • Introduction to typical professional tasks, e.g., service provision for people suffering from dementia, working with relatives and supporters, geriatric rehabilitation, hospice work, residential and non-residential work with seniors. • Exercises in diagnosis, social-geriatric assessment, case management, conversation techniques for working with older people, and procedures for giving advice and guidance. 	
Course design and frequency	Seminar (4 periods/week)	
Teaching and learning strategies	Seminar	
Assessment	Research paper, oral examination or further type of assessment	
Requirements	60 credits	6 th semester (see model schedule)

Length of module	1 semester	Offered in summer and winter semesters	
10 Credits	54 hours (contact time)	246 hours (independent study)	300 hours (total)

Module name	22. Legal Foundations of Social Work 3		
Co-ordinator	Prof. Dr. Nils Lehmann-Franßen (Employment law and social security law) / Prof. Dr. Andrea Budde (Selected aspects of law for social work)		
Learning outcomes	<ul style="list-style-type: none"> • On successful completion of this module, students will be able to: • analyse, structure and settle social facts as they are dealt with in legal consultations • identify law as complexity reduction • critically understand the integration of law into social work and the resulting co-operation • identify current legal developments (bills, current judicial decisions, rulings, court orders and resolutions) and apply these in social practice • question critical sentences or judgements and judicial decisions • demonstrate competence in utilising a range of legal interpretations and applications • “represent” their clients’ legal interests, i.e., defend clients’ rights by actively intervening and by attending to legal issues 		
Indicative contents	<ul style="list-style-type: none"> • Case work and case studies • Transferral of social facts into legal practice in the fields of: <ul style="list-style-type: none"> • Employment law and social security law • Legal options for social security • Health/care and law • Criminality, criminal law, sentencing • Migrants and law, and European law 		
Course design and frequency	Seminar Unit 1: Employment law and social security law (3 periods/week) Unit 2: Selected aspects of law for social work (3 periods/week)		
Teaching and learning strategies	Lecturer systematically presents the particular fields of law. Case analyses, practice in actual legal consultation, expert talks, internet research, field trip (trials), work with legal files.		
Assessment	Written test, final paper (research paper or essay), case presentation or detailed minutes, expert talk, revised trial observations		
Requirements	60 credits including <i>Legal Foundations of Social Work 1 and 2</i>	Employment law and social security law: 6 th semester (see model schedule) Selected aspects: 7 th semester (see model schedule)	
Length of module	2 semesters		
10 Credits	80 hours (contact time)	160-220 hours (independent study)	300 hours (total workload)

Module name	23. Bachelor Thesis		
Co-ordinator	Prof. Dr. Jutta Hartmann		
Learning outcomes	During the BA Social Work, students should acquire academic and professional knowledge and skills enabling them to describe, analyse and interpret situations, to develop and implement action plans, to inform their practice by engaging with theory and to reflect on their professional practice. Students should be aware of relevant legal and ethical principles and be able to apply these effectively. In their final thesis, students have the opportunity to demonstrate that they have sufficient methodical proficiency to work independently on a clearly defined problem or a complex academic issue, and that they are able to meet fixed deadlines.		
Indicative contents	Bachelor thesis topics should have clear relevance to social work. Interdisciplinary topics are desirable and should attend to both professional and other social practices. Students must apply for approval of their bachelor thesis. Applications should include a proposed topic, the nomination of first and second examiners and the examiners' explicit agreement. Examiners determine the topic of the bachelor thesis. Students have the right to participate in the decision-making process. Final bachelor thesis topics will be issued by the ASH Examination Board (<i>Prüfungsausschuss</i>). See also §17, para 7, RSPO 2015, of the Examination Regulations (<i>Rahmenstudien- und Prüfungsordnung</i>).		
Course design and frequency	Students have 12 weeks to complete the bachelor thesis. An extension may be granted on an individual basis.		
Teaching and learning strategies	The bachelor thesis can be submitted by one individual or as the product of group work with a maximum of three students. In the latter case, the contributions of individual students must be clearly defined in order to enable individual assessment.		
Assessment	Bachelor thesis		
Requirements	115 credits, attendance at <i>Project Module 2</i> and written application to the ASH Examination Board (<i>Prüfungsausschuss</i>).	6 th or 7 th semester (see model schedule)	
Length of module	12 weeks (deadline will be determined by the Examination Board)		
10 Credits	0 hours (contact time)	250-300 hours (independent study)	250-300 hours (total workload)

Module name	24. Free Elective Module
Co-ordinator	Prof. Dr. Tamara Musfeld
Learning outcomes	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • have the opportunity to deepen and extend knowledge and skills they have developed in the academic/professional fields they are interested in, irrespective of the specialisation they have selected in their BA or the courses offered by the ASH • develop knowledge of current social work topics or professional fields and, if desired, extend their knowledge of particular research methods, specialist terminology in foreign languages, etc. • learn to identify standards and professional ethics of social work in relation to other professional roles, and act accordingly • further shape their professional identity <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • make use of strategies for searching and collating information about their selected topic or field • find, delimit and work on independently chosen subject-related or generic topics • observe, document and use subject-specific criteria to evaluate the social field • demonstrate improved reading and writing strategies • optimise their time management skills • extend their theoretical knowledge to areas not covered in their core BA courses; adopt new perspectives and draw connections to other disciplines • work independently and/or divide tasks in a team and present the findings • plan and design unique and recurrent working routines • practice and design communicative interactions with individuals and groups • regularly reflect on their own learning processes in order to boost their powers of personal and professional judgement • recognise gender-specific distinctions in research in general and also in their own academic work • reflect on different value systems • further develop a sense of their identity and of how others perceive them; identify and delimit their own professional role
Indicative contents	The module enables students to pursue individual specialisations in addition to the core modules and required electives offered at the ASH. There are very few requirements as to contents, although the module must be related in some way to social work. Interdisciplinary and international issues are particularly desirable.
Course design and frequency	Two free elective modules with 2 periods/week respectively must be chosen.

Teaching and learning strategies	Problem-oriented learning, independent work and/or group work with clear division of labour		
Assessment	Written test, final paper, oral examination or further type of assessment (NB. This module is not graded).		
Requirements	For a free elective module the TN requirement is 60 credits. Other free elective modules do not have any requirements.	7 th semester (see module schedule)	
Length of module	1 semester		
5 Credits	Contact time: Flexible	Independent learning: Flexible	150 hours (total workload)

Overview of module co-ordinators

The constantly updated overview of module co-ordinators can be accessed online via the website of the Office for Teaching and Learning (Lehrbetriebsbüro): <https://www.ash-berlin.eu/studium/studierendenverwaltung/lehrbetrieb/#c3692>

Course director: Prof. Dr. Uta M. Walter and Prof. Dr. Jutta Hartmann

Module title	Module co-ordinator	Contact
Social Work: Academic Skills, History and Theory	Prof. Dr. Sabine Toppe (Academic Skills) / Prof. Dr. Esther Lehnert (History and Theory)	toppe@ash-berlin.eu lehrnert@ash-berlin.eu
Practice Methods 1	Prof. Dr. Oliver Fehren	fehren@ash-berlin.eu
Fields, Target Groups and Organisations of Social Work	Prof. Dr. Swantje Köbsell	koebshell@ash-berlin.eu
English for Specific Purposes	Frances Kregler	kregler@ash-berlin.eu
Legal Foundations of Social Work 1	Prof. Dr. Susanne Benner	benner@ash-berlin.eu
Society, Health and Social Work		
Unit 1: Lecture Series	The team of professors and lecturers who will conduct the lectures in each particular semester.	
Unit 2: Sociology	Prof. Dr. Heinz Stapf-Finé	stapf-fine@ash-berlin.eu
Unit 3: Political science and social policy	Prof. Dr. Heinz Stapf-Finè	stapf-fine@ash-berlin.eu
Unit 4: Social medicine and social psychiatry	Prof. Dr. Heike Dech	dech@ash-berlin.eu
Diversity Studies	Prof. Dr. Iman Attia (Racism and Migration)/ Prof. Dr. María Castro Varela (Gender and Queer Studies)	attia@ash-berlin.eu castrovarela@web.de
Social Work Research Methods	Prof. Dr. Maren Stamer (Qualitative Research Methods)/ Prof. Dr. Bernd Kolleck (Quantative Research Methods)	stamer@ash-berlin.eu kolleck@ash-berlin.eu
Legal Foundations of Social Work 2	Prof. Dr. Nils Lehmann-Franßen	lehmann-franssen@ash-berlin.eu
Psychology	Prof. Dr. Tamara Musfeld	musfeld@ash-berlin.eu
Education	Prof. Dr. Jutta Hartmann	jutta.hartmann@ash-berlin.eu
Cultural, Aesthetic and Media Social Work	Prof. Johanna Kaiser	kaiser@ash-berlin.eu

Practice Methods 2 / Focus on Counselling	Prof. Dr. Marion Mayer	marion.mayer@ash-berlin.eu
International Social Work	Prof. Johannes Kniffki	kniffki@ash-berlin.eu
Foundations of Social Economics and Management of Social Work	Prof. Dr. Esra Erdem	erdem@ash-berlin.eu
Project Module 1 and 2	Prof. Dr. Susanne Gerull	gerull@ash-berlin.eu
Field Placement and Supervision	Prof. Dr. Tamara Musfeld (Supervision) / Prof. Dr. Sabine Toppe (Field Placement)	musfeld@ash-berlin.eu toppe@ash-berlin.eu
Ethics	Dr. Thomas Schäfer	drthomasschaefer@hotmail.com
Social Work Theories and Methods	Prof. Dr. Uta M. Walter (A. Focus on practice methods) / Prof. Dr. Bettina Völter (B. Focus on reconstructive social work)	uta.walter@ash-berlin.eu voelter@ash-berlin.eu
Advanced Theory and Practice		
Required Elective 1: Child and Youth Welfare Services	Prof. Dr. Regina Rätz	raetz@ash-berlin.eu
Required Elective 2: Social Work in Cultural and Educational Fields	Prof. Johanna Kaiser	kaiser@ash-berlin.eu
Required Elective 3: Delinquency and Deviant Behaviour	Prof. Dr. Heinz Cornel	cornel@ash-berlin.eu
Required Elective 4: Health, Illness and Social Work	Prof. Dr. Theda Borde	borde@ash-berlin.eu
Required Elective 5: Poverty, Unemployment and Homelessness	Prof. Dr. Susanne Gerull	gerull@ash-berlin.eu
Required Elective 6: Gender and Queer Studies	Prof. Dr. María do Mar Castro Varela	castrovarela@web.de
Required Elective 7: Racism and Migration	Prof. Dr. Iman Attia	attia@ash-berlin.eu
Required Elective 8: Social Gerontology	Prof. Dr. Heike Dech	dech@ash-berlin.eu
Legal Foundations of Social Work 3	Prof. Dr. Lehmann-Franßen (Employment law and social security law) / Prof. Dr. Andrea Budde (Selected aspects of law for social work)	lehmann-franssen@ash-berlin.eu budde@ash-berlin.eu
Bachelor Thesis	Prof. Dr. Jutta Hartmann	jutta.hartmann@ash-berlin.eu
Free elective module	Prof. Dr. Tamara Musfeld	musfeld@ash-berlin.eu

Bachelor of Arts Social Work Model schedule

Module	Requirements	1st Sem.	2nd Sem.	3rd Sem.	Assessment	Credits
Social Work: Academic Skills, History and Theory Unit 1: Academic skills	None	S 2			Optional: Unit 1 (5) or Unit 3 (2,5)	10
Unit 2: Introduction: History and Theory of Social Work		S 3				
Unit 3: Consolidation: History and/or Theory of Social Work			S 2			
Practice Methods 1 Methods, Self-reflexivity and Counselling	None	S 3	S 2		1,2,3,5	5
Fields, Target Groups and Organisations of Social Work Unit 1: Reflection on Practice (field study phase following the first semester)	None	S 1	S 1		5, field study report <i>and</i>	15
Unit 2: Workshop		W 3	W 2		2,5	
Englisch for Specific Purposes*	Placement test	S 4			2,5 (not included in final grade)	5
Legal Foundations of Social Work 1 Unit 1: Introduction to Law	None	S 3			1,2,5 Optional: Unit 1,2 or 3	10
Unit 2: Family Law			S 3			
Unit 3: Child and Youth Welfare Service			S 2			
Society, Health and Social Work Unit 1: Lecture Series: Society, Health and Social Work	None	L 1	L 1		1,2,3,5 Assessment in <i>two</i> units (Unit 2,3 or 4)	15
Unit 2: Foundations of Sociology		S 3				
Unit 3: Political Science and Social Policy			S 3			
Unit 4: Social Medicine and Social Psychiatry			S 3			
Diversity Studies Unit 1: Racism and Migration	None			S 2	1,2,3,5 Optional: Unit 1 or 2	5
Unit 2: Gender and Queer Studies				S 2		
Social Work Research Methods Unit 1: Qualitative Research Methods	None			S 2		(7,5)
Unit 2: Quantitative Research Methods				S 2		
Legal Foundations of Social Work 2 Unit 1: Basic Social Security and Social Welfare Law	Legal Foundations 1			S 3	1,2,5 Optional: Unit 1 or 2	5
Unit 2: Social Administration Law				S 2		
Psychology Unit 1: Introduction: Psychology for Social Work	None			L 2	1,2,3,5	5
Unit 2: Consolidation: Psychology for Social Work				S 3		
Education Unit 1: Introduction: Educational Studies for Social Work	None			S 3	In 4th semester	(2,5)
Culture - Aesthetics - Media Unit 1: Introduction in one Field of Cultural, Aesthetic or Media Social Work	None			S 2	In 4th semester	(5)
Total number of 45 minute periods/week		23	19	23		(90) 75

The semester information also details the type of session: S = seminar, L = lecture, W = workshop with the designated number of 45 minute periods per week (e.g., 'S 2' denotes one 90 minute seminar each week).
The designated number of credits is awarded if the module is completed successfully. One credit entails approximately 25-30 hours of work (workload).

Modules can offer the following forms of assessment, in accordance with § 6 Sec. 2 of the Study and Examination Regulations (*Studien- und Prüfungsordnung*):
1 = Written test; 2 = Final paper (esp. research paper); 3 = Oral examination; 4 = Practice report; 5 = Further type of assessment (presentation, etc);

* The assessment of these modules is not included in the final overall grade for the BA.

Module	Requirements	4th Sem.	5th Sem.	6th Sem.	7th Sem.	Assessment	Credits
Practice Methods 2 Counselling	Practice Methods 1	S 3				2,3,5	5
Social Work Research Methods Unit 2: Quantitative Research Methods		S 2				1,2,5 Optional: Unit 1 or 2	(2,5) 10
Education Unit 2: Consolidation: Educational Studies for social work		S 2				1,2,3,5	(2,5) 5
Culture - Aesthetics - Media Unit 1: Introduction in one Field of Cultural, Aesthetic or Media Social Work		L 2				2,3,5	(5) 10
Unit 2: Foundations of Cultural Social Work		S 2					
International Social Work	60 credits	S 2				1,2,3,5	5
Foundations of Social Economics and Management of social work	Fields, Target groups and Organisations of Social Work	S 2				1,2,3,5	5
Project Module 1	60 credits	S 3	S 3			2,5	10
Project Module 2	60 credits incl. Project Module 1			S 4	S 4	2,5	10
Field Placement und Supervision*	60 credits incl. one semester of Project Module 1		22 weeks			4 (no grade)	25
Ethics	60 credits			S 3		1,2,3,5	5
Social Work Theories and Methods Unit 1: Consolidation of Social Work Theories and Methods	60 credits incl. Practice Methods 1 & 2 and Social Work: Academic Skills, History and Theory			L 2		1,2,3,5	10
Unit 2 (Optional focus A or B) A. Practice Methods <i>or</i> B. Reconstructive Social Work				S 3	S 3		
Advanced Theory and Practice Eight electives of which one is required:	60 credits			S 4			10
1. Child and Youth Welfare Services							
2. Social Work in Cultural and Educational Fields							
3. Delinquency and Deviant Behaviour							
4. Health, Illness and Social Work							
5. Poverty, Unemployment and Homelessness							
6. Gender and Queer Studies							
7. Racism and Migration							
8. Social Gerontology							
Legal Foundations of Social Work 3 Unit 1: Employment Law and Social Security Law Unit 2: Selected Aspects of Law for Social Work	60 credits incl. Legal Foundations 2			S 3	S 3	1,2,5 Optional: Unit 1 or 2	10
Bachelor Thesis*	115 credits Successful completion of Project Module 1 & participation in Project Module 2			12 weeks			10
Free elective Free elective module 1	None				S 2	1,2,3,5 Free elective module 1 or 2 (no grade)	5
Free elective module 2	60 credits				S 2		
Total number of 45 minute periods/week		18	3	19	14		(120) 135

Stand: 08/2015