



Alice Salomon Hochschule Berlin
University of Applied Sciences



Master of Arts

Social Work as a Human Rights Profession

(MA-SWHR)

Module Handbook

COOPERATIVE INTERNATIONAL PROGRAM DEVELOPED BY THE FOLLOWING UNIVERSITIES:

Alice Salomon University of Applied Sciences, Berlin
Brandenburg University of Technology Cottbus–Senftenberg
Coburg University of Applied Sciences and Arts
Malmö University, Department of Health and Welfare
University of Gothenburg, Department of Social Work
University of Ljubljana, Faculty of Social Work
University of Strathclyde, School of Applied Social Sciences

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Important Note: Information is correct upon publication, but may be revised without notice due to internal matters or latest developments in the field of study.

1 The Development of the Master Degree

The need for an international Master program on Social Work as a Human Rights Profession has often been articulated in meetings of the International Association of School of Social Workers (IASSW) and/ or the conference of the European Network on Social Action (ENSACT). This idea got more concrete during a pre-conference to the ENSACT conference in Brussels in April 2011 organized by Prof. Dr. Staub-Bernasconi and others on the issue of human rights and social work (http://www.zpsa.de/pdf/veranstaltungen/2011/ProgrammENSCAT_HumanRights2011.pdf). The participants were very much interested in developing an international program on the issue of social work and human rights.

Some of the universities that have now developed this program were present in Brussels, others who had programs on social work and human rights were actively invited to participate – if they wanted to do so. The Alice Salomon University of Applied Sciences was ready to host the first meeting; as a result four meetings took place in Berlin from October 2011 to October 2012 and the final group of cooperating universities now consists of the following universities:

- Alice Salomon University of Applied Sciences, Berlin;¹
- Brandenburg University of Technology Cottbus–Senftenberg;
- Coburg University of Applied Sciences and Arts;
- Malmö University, Department of Health and Welfare;
- University of Gothenburg, Department of Social Work;
- University of Ljubljana, Faculty of Social Work;
- University of Strathclyde, School of Applied Social Sciences.

The following curriculum was mutually developed by all participating universities, who agreed that the program will be offered by the Alice Salomon University of Applied Sciences in Berlin. The curriculum aims to attract Eastern, Western and non-European students and lecturers hoping to discuss international human rights issues in an international setting.

The object of this Master could be phrased as follows: It is about the translation of the often very abstract and appellative discourse on human rights into the theory and practice of social work. However, this statement takes for granted that such a discourse actually already exists in social work – which in fact has been the case for almost one hundred years. It can be implicitly and explicitly found in the writings of early theorists such as Jane Addams, Alice Salomon and Eglantine Jebb, the latter author of the “Geneva Declaration of the Rights of the Child” of 1924, unanimously adopted by the League of Nations. In recent times, more in-depth material on the position of human rights in social work has been conceptualized, e.g., the UN manual “Social Work and Human Rights” of 1992, the manual “Social Work and the Rights of the Child – A Professional Training Manual on the UN Convention” of 2002 and the most recent document “Standards in Social Work Practice meeting

¹ During her one-year guest lectureship at ASH, Dr. Veta Lazarashvili from Ilia State University in Tbilisi, Georgia supported the further development of this Master program.

Human Rights” of 2010 – all of them authored by the International Federation of Social Workers (IFSW), the latter by the European regional committee.

In addition, there are the internationally consensual documents of the International Association of Schools of Social Work (IASSW) and IFSW on the “International Definition of the Social Work Profession”, the principles of “Ethics in Social Work” as well as the “Global Standards for the Education and Training of the Social Work Profession”, all of which introduce human rights as a central regulatory concept for training and practice. However, the demands which resulted from these documents are still far from being common knowledge in the “scientific and professional community” let alone implemented. Wherever they have actually been adopted and integrated into education and training, this is being done in very diverse ways.

This Module Handbook constitutes an attempt to systematically implement the idea of human rights with all its philosophical, theoretical, ethical and activity-based facets within the scope of a two-year Master degree curriculum. Central to this is the following, internationally recognized definition of social work which was newly discussed at the conference of 2012 of the international associations, namely the International Association of Schools of Social Work (IASSW) and the International Federation of Social Work (IFSW):

“The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.” (Supplement 2007, p. 5)

2 The Objectives of the Master Degree

A university degree does not only have objectives concerning education and practice, but is also embedded in a social context which implies a variety of objective levels.

2.1 Objectives of the Master Program from the Student's Perspective

The main aim is the development of a general *professional self-conception* based on the “*triple mandate of social work*”, meaning that the universally known “double mandate of social work” on behalf of the addressees and the society/ providers is complemented by a third mandate on behalf of the profession: This consists of science-based theories of action, intervention as well as the principles of the profession's code of ethics. Among other things, the concept of science includes the professional approach to the questions guiding knowledge and action within the profession, knowledge of its foundations in philosophy and object theory with respect to its area of responsibility as well as the corresponding competences in problem solving. The concept of ethics includes the clear criterion of obligation, even in such cases where institutionalized national mechanisms of sanctioning do not (yet) exist and it can therefore “only” fulfill the purpose of prestige deprivation – analogous to UN recommendations.

Based on Donald Schoen, the role model could be termed “reflective practitioner”, someone who does not use his or her knowledge as an expert but shares it within a democratic relationship with the addressees. This also implies that constitutional and democratic measures are undertaken to implement certain norms with clients as well as providers and other authorities of society. The third mandate ensures a relative – scientifically and ethically justified – autonomy of professional judgment and action relating to assignments and, as the case may be, illegitimate impositions on the part of providers as well as addressees. Accordingly, it is a matter of mastering the core competence of organizing knowledge and action with regard to social problems. The UN manual “Social Work and Human Rights” expressly declares – also with regard to autocratic and despotic regimes – that when there is a conflict of interests between a social service organization (or other agents of society) and the addressees, the profession must, in case of doubt, take a stand for the concerns of the addressees (1992, p. 5). This also includes the ability to deal with critical queries, to overcome obstacles, and to get whatever advice may be necessary, if required.

One of the primary objectives of education and training is developing *the competence to recognize issues relevant to human rights in social policies, theory, problem areas, and spheres of activity of social work and consequently in (one's own) practice and organization*. Wherever severe human rights violations occur, one will – in cooperation with lawyers – make use of the special conventions and complaint procedures of the UN as well as those of the European Court of Human Rights. These special treaties are concerned with *vulnerable groups* – children, women, poor people, unemployed and migrants – as potential victims of discrimination, structural racism, sexism, direct violence, political persecution, and torture. Almost without exception they correspond to the clientele of social work.

The second aim is the dissemination of a human rights orientation in education, training, practice and social services by means of *educational projects*. The third objective is to develop self-initiated, human rights-based projects.

All three objectives, i.e., a) general social work geared towards human rights, b) human rights education, particularly social rights education, as well as c) human rights-based projects are implemented in the curriculum of the second year by means of an independently and individually conceptualized research-based project relating to a specific problem area and group of addressees,

with consideration and application of the knowledge acquired in the three module sets. In this process, the aim is to realize a multi-level concept of social work on a theoretical as well as a project-related level which extends from the individual, the family, and small groups to the socio-spatial – local, national as well as international – community level and naturally all the way to the UN as an organization of world society.

Another objective of the Master is to open the chance of obtaining a doctorate in social work.

2.2 Objectives of the Master Program from the Perspective of the Discipline, the Social Services, and Society

Social work is – especially in the context of German speaking countries – a relatively unestablished profession with a vague definition of its purpose. This hinders the definition of a general object base and correspondingly the definition of areas of professional responsibility and necessary competences (Staub-Bernasconi 2010). The national body representing all faculties of social work in Germany explicitly renounces to get a minimal consensus about a “working definition of social work” which refers to the problem area and the basic competences of social work (Bartosch et al. 2010, p.11-13). This is a big obstacle for the social acceptance of the expertise of social work by other professions and society. Therefore, the Master curriculum is aimed at contributing to the enhancement of the profile of social work as a discipline and profession.

From the *perspective of social services* it would be desirable for professionals of social work in general but also with regard to this Master program to be increasingly integrated in those bodies responsible for making decisions on the implications of socio-politics for creating organizational social policies, guiding principles, procedures for participation, and legislative consultation as well as quality management instruments. Without this integration, the participation of professionals of social work in socio-political disputes will probably remain on the current level, which is very low. However, as the organizational guidelines determine, the aim would be to implement a transition from an institutional “top-down-orientation” to a “democratic-participative bottom-up und justice culture” which includes the clientele as well as staff.

From the *perspective of society* the focus is a concept of social work in the 21st century which can no longer evade the inter- and transnationalization of social services because most of the social problems it is concerned with cannot be described and explained without reference to the world society – its structures and dynamics – and increasingly need to be solved within the scope of that approach as well (cf. the aimed-at multi-level concept of social work).

3 Syllabus

The following is an overview of the curricular structure as well as the ECTS credits per module attainable through contact hours, e-learning phases and independent study.

Module No.	Module Title	Semester	Workload Contact Hours	Workload E-Learning	Workload Independent Study	Credits
A MODULES: BASIC KNOWLEDGE ABOUT THE DISCIPLINE AND PROFESSION OF SOCIAL WORK AND HUMAN RIGHTS (Compulsory Modules)						60
A1	World Society and the Agenda for Social Work and Social Development	2	56	49	345	15
A2	Social Work and Human Rights	1	56	49	345	15
A3	International Law: A Social Work Perspective	1	56	49	345	15
A4	Critical Social Science Research	2	56	49	345	15
B MODULES: SOCIAL PROBLEMS/ VULNERABLE GROUPS (Elective Modules)						15 ²
	Introduction to B Modules ³	2 or 3		18	0	
B1	Health and Human Rights in Social Work	3	28	24.5	172,5	7.5
B2	Migration and Racism	3	28	24.5	172,5	7.5
B3	Poverty and Social Exclusion	2 or 3	28	24.5	172,5	7.5
B4	Gender and Human Rights	3	28	24.5	172,5	7.5
B5	Children's Rights	2 or 3	28	24.5	172,5	7.5
C MODULES: SOCIAL ACTION FIELDS/SOCIAL MOVEMENTS (Elective Modules)						15 ⁴
	Introduction to C Modules ⁵	2 or 3		18	0	

² To be attained with 2 elective modules.

³ A minimum of 2 out of 5 B modules have to be elected from the B modules.

⁴ To be attained with 2 elective modules.

⁵ A minimum of 2 out of 4 C modules have to be elected from the C modules.

C1	Human Rights Education	3	28	24.5	172,5	7.5
C2	Practice of Human Rights-Based Social Work – Locally, Nationally, and Internationally	3	28	24.5	172,5	7.5
C3	Human Rights Projects as Innovation in Social and Health Agencies	3	28	24.5	172,5	7.5
C4	Public Relations	3	28	24.5	172,5	7.5
D MODULE: HUMAN RIGHTS PROJECTS						15
D	Human Rights Projects	4	48		402	15
E MODULE: MASTER’S THESIS						15
E	Master’s Thesis	4 ⁶	20		430	15
TOTAL						120

⁶ Upon request the Master’s thesis can be postponed to the fifth semester (if academically advisable).

4 Module Descriptions

4.1 A MODULES: BASIC KNOWLEDGE ABOUT THE DISCIPLINE AND PROFESSION OF SOCIAL WORK AND HUMAN RIGHT (Compulsory Modules)

Module Title	A1 World Society and the Agenda for Social Work and Social Development
Module coordinator and lecturer(s)	Dr. Irena Šumi (module coordinator) Dr. Ingo Stamm Dr. Sezai Ozan Zeybek
Learning content	<p>Human rights cannot be contemplated without recognising their relevance for the entire humankind and thus the world society with its socially stratified, contextual/cultural and gendered differentiation, as well as the economic and political power structures, and the resulting dynamic processes within and between these vertical differentiations and horizontal segmentations. For historical reasons and contexts in which human rights conceptualisation arose, special attention will be given to the role of Europe within world society, and the phenomenon of a Eurocentric history, European colonialism, and their consequences. Global social problems and their relevance for international policies and social work will be presented.</p> <p>These problems include but are not limited to poverty, lack of food and nutritional security, declining resources for survival, hegemonic competition for resources, epidemics, natural disasters, climate change and its consequences.</p> <p>Economically and socially, the outcomes are unfair: world trade, growing income disparities, organised crime, prostitution, child labour, bonded labour. Politically, what ensues are failed states, conflicts and wars, torture and genocide, economic, forced and political migration, and corresponding lack of access to rights and legislation; racist, nationalist, hegemonic, autocratic, dictatorial political regimes; religious and secular fundamentalism. Special attentions must be given to individuals and minorities who do not have access to rights and legislation. All these problems are relevant, but only a few particular ones can be discussed in more detail in the module.</p> <p>The main social work related topics to be discussed are:</p> <ul style="list-style-type: none"> • Global policy issues: globalisation of social justice, democracy, social policy, and the role of human rights; • Global players/actors in world society: the United Nations and its sub-organisations; • The role of the “Global Agenda for Social Work and Social Development” as transnational social policy paper for social work • Globalisation of progressive social movements – especially human rights movements.
Competence objectives	<p>Students</p> <ul style="list-style-type: none"> • acquire a comprehensive picture of the modern world and the underlying historic processes • position themselves not merely in terms of local and national belonging, but also as global denizens influenced by the

	<p>structures of, and dynamics in, the global society, equipped to undertake action for social change in it</p> <ul style="list-style-type: none"> • familiarize themselves with main theories of world society and main contributions of social work/policy scholars about worldwide social problems (and the theory and practice of human rights) • are able to devise and develop transnational projects in social work, postulate theoretical foundations, and analyse the pertinent data, goals and effects • have selected a social problem of their special interest, are able to contextualize it within the structure and dynamics of global society and recognize its effects on the lives of individuals, families and communities
Form and extent of the module	450 hours in total, 56 hours face-to-face, 49 hours e-learning (combined with group work), and 345 hours of self-study
Teaching and learning formats	Media analysis according to the theoretical frameworks; lectures, group discussions; Role play: topic: universality vs. contextuality of human rights; “symposium” with presentations of papers about social problems and world society
Examination formats	Online papers; oral presentation; portfolio
Eligibility	None
Length and term	2 nd semester: 15 days face-to face teaching followed by blended e-learning/ group work
15 Credits	

Module Title	A2 Social Work and Human Rights
Module coordinator and lecturer(s)	<p>Prof. Dr. Ruth Großmaß (module coordinator)</p> <p>Lydia Malmedie MA</p> <p>Prof. Dr. Nivedita Prasad</p> <p>Dr. Samina Karim</p> <p>Prof. Dr. Arnd Pollmann</p>
Learning content	<p>The history of social work and human rights in theory, international documents, and practice - The pioneers of international social work and the integration of human rights in it (biographies); philosophical background of main notions</p> <p>The dimensions of social work as discipline and profession - social problems as its object base; comparing client characteristics of social work with those of the "vulnerable groups" addressed by the different UN-conventions;</p> <p>The integration of human rights as regulative idea in the discipline and profession of social work:</p> <ul style="list-style-type: none"> • the mandate of social work - from the double to the triple mandate - containing a transdisciplinary, scientific base and human dignity, human rights and social justice as core dimensions • the description/assessment of social problems and of (minor-medium-grave) human rights violations • the explanation of social problems and the violation of human rights; the selection of theories sustaining or violating human rights, when put to practice (e.g. Eugenics, dominance of economy in neoliberalism etc.) • the normative - ethical - evaluation of social problems according to ethical and human rights criterias; difference between legality and legitimacy • the action guidelines and methods of social work for the implementation of human rights (consciousness-raising; transcultural understanding and ethics; mediation, empowerment, advocacy, changing the social rules of power structures, campaigning etc. (see C-modules); for research activities see A-modul "Social Work research) • the use of the mechanisms and instruments of the UN and the European Court of Human Rights <p>Special topics:</p> <ul style="list-style-type: none"> • Human dignity as value base of human rights - historical, philosophical, religious and empirical perspectives • The dilemma between universalism and contextualism - possible solutions

	<ul style="list-style-type: none"> • The right to have rights • The debate about rights and duties • Human Rights practice in social work on the individual, family, organisational, national and inter-/transnational level - a multilevel conception of social work <p>Cooperation between social work and state organisations, voluntary organisations, social movements, politicians, community/economic leaders, NGOs, etc. (see module C 3)</p>
Competence objectives	<p>The students</p> <ul style="list-style-type: none"> • Learn to discern between legality and legitimacy of social action • know the development of the profession, of the human rights idea in it as well as the pioneers and promoting actors of its implementation • Learn that human rights are no optional addition to the curriculum, but a regulative idea for all disciplinary and professional dimensions • know the dimension of the discipline and profession of social work and the relevance of its triple mandate • know the main value traditions which influenced the development of the concept of human dignity, its universality and the corresponding philosophical, religious, anthropological problems going with it • know the primordial relevance of Social Rights for social work and its consequence for the conception of projects and practical social work • are able to make critical analysis of social work theories and practice - including a comparative approach • are able to cooperate in a group, using participant's different experience and knowledge
Form and extent of the module	450 hours in total, 56 hours face-to-face, 49 hours e-learning (combined with group work), and 345 hours of self-study
Teaching and learning formats	Blended Learning: lectures, studies of literature, critical presentation of theoretical approaches; group work (face-to face and using e-learning-tools)
Examination formats	Presentation of group work outcome; seminar paper, written exam
Eligibility	None
Length and term	1 st semester: 15 days face-to face teaching; followed by blended e-learning
15 Credits	

Module Title	A3 International Law: A Social Work Perspective
Module coordinator and lecturer(s)	Assistant Prof. Dr. Annika Staaf (module coordinator) Dr. Lotti Ryberg Welander
Learning content	<p>This module is concerned with the significance of <i>international law for social work</i> both on national and international level. In this context the question is raised how social work is affected when conflicts and violations are discussed in terms of human rights. Critical issues including vulnerable groups (e.g. refugees) and the relation between the first and third worlds, globalization and the legitimacy of the United Nations and other international legal institutions are studied from a socio-legal perspective.</p> <p>We will also examine the theories, the UN mechanisms and institutionalized practices of human rights and the significance of human rights politics for the structure of social work on a national and international level. The aim is to be able to contextualize, analyze, evaluate, and apply various concepts of human rights.</p> <p>The concepts of international law, its legitimacy, subjects, and sources as well as selected aspects of enforcement of human rights protection under international law essential for vulnerable groups will be addressed. This will involve discussions regarding international courts such as the ICC and international human rights courts (African, European, and Inter-American) and the relevance of their decisions for social work theory and practice. The protection of human rights in Europe, highlighted in ECHR and relevant documents from the European union are discussed during the course.</p>
Competence objectives	<p>The students</p> <ul style="list-style-type: none"> • acquire basic knowledge on international law, especially human rights law, in the context of social work; • examine selected aspects of the validity and enforcement of the <i>protection of human rights</i> under international law, the UN Covenants on human rights as well as the human rights protection system in Europe • reach awareness of the issue of human rights protection taking place on multiple levels, thus focusing on social work areas; • acquire an advanced understanding of national validity of human rights norms under international law in social work;

	<ul style="list-style-type: none"> acquire skills to use legal tools and to critically evaluate competing notions of human rights.
Form and extent of the module	450 hours in total, 56 hours face-to-face, 49 hours e-learning (combined with group work), and 345 hours of self-study
Teaching and learning formats	Lectures, seminars, e-learning
Examination formats	<p>Written exams and/or practical assignments.</p> <p>The e-learning examination could consist of either 1) a longer written paper (12-15 pp) or a shorter paper (5-7 pp) combined with a more practical assignment like making a ppt presentation or a flyer for a specific group in need of information concerning their rights, a film, a (part of) fictitious shadow-report from a NGO etc all demonstrating the students' skills of human rights law in the social work field</p>
Eligibility	None
Length and term	1 st semester: 15 days face-to face teaching; e-learning and group work
15 Credits	

Module Title	A4 Critical Social Science Research
Module coordinator and lecturer(s)	<p>Prof. Dr. Darja Zaviršek (module coordinator)</p> <p>Assistant Prof. Dr. Ana M. Sobočan</p> <p>Lena Andersson</p> <p>Karin Stinesen Kollberg</p>
Learning content	<p>The course will cover different social science research methods with an emphasis on qualitative methodology, some quantitative methods, and a mixed method approach. It will include teaching on research design and conceptual mapping, the issues of social research ethics, critical research thinking, and the use of the comparative approaches in social sciences within the international setting. Specific topics will include:</p> <ul style="list-style-type: none"> • the use of social science theories and perspectives in critical social science research; • formulating research problems, involvement of service users and “people with experience” into the research process; triangulation with professionals and/ or organizations; • research design, conceptual mapping, and the comparative approach; • mixed social science research approach; • qualitative data collection methods: semi-structured interviews, narrative interviews, biographic interviews, focus group interviews, case studies; • grounded theory; • participatory action research; • ethnography and ethnographic methods, text analysis fieldwork, field notes, and diary; • evaluation in social sciences and the use of mixed methods; • quantitative data collection methods: survey, experimental design, secondary data analysis; • quantitative analysis methods: significance tests (chi-2, t-test, ANOVA), predictive statistics (linear and logistic regression models), classifying statistics (cluster analysis and factor analysis);

	<ul style="list-style-type: none"> • interpreting data and the use of social science theories: narrative analysis, discourse analysis, content analysis, descriptive analysis, critical analysis; • standpoint perspective, self-reflexivity, auto-ethnography, the use of personal experience; • visual sources in critical social science research; • research ethics; • scientific writing; • implementation of research results and communicating results with service users, professionals and/ or organizations.
Competence objectives	<p>The students</p> <ul style="list-style-type: none"> • learn how to conduct at least one of the fundamental qualitative research methods; have a basic understanding of qualitative and quantitative data collection methods; are able to make a systematic research review and make methodological choices after formulating the research problem; • are able to make a research design and a selection of relevant research objects and are able to use multiple research methods including quantitative selection of the data; • are able to discuss ethical issues in social science research, show some basic knowledge about comparative approach in research; • are able to theorize and interpret the collected data; • are able to discuss how service users; professionals and/ or organizations are included in the research process; • are able to disseminate data and are aware of the impact of the critical social science research.
Form and extent of the module	450 hours in total, 56 hours face-to-face, 49 hours e-learning (combined with group work), and 345 hours of self-study
Teaching and learning formats	Lectures, seminars, field visits, pilot studies and students' presentations.
Examination formats	Written paper presented during the course: Students conduct a small scale research or a pilot research study and present it to the class (the content of the research is the preparatory stage connected with the future final diploma work on the Master level).
Eligibility	None
Length and term	<p>2nd semester:</p> <p>15 days face-to face teaching; e-learning and group work</p>

4.2 B MODULES: SOCIAL PROBLEMS/VULNERABLE GROUPS (Elective Modules)

Module Title	B1 Health and Human Rights in Social Work
Module Coordinator and lecturer(s)	Prof. Dr. Darja Zaviršek (module coordinator) Prof. Dr. Swantje Köbsell Dr. Irena Šumi
Learning content	<p>Every country in the world is now party to at least one human rights treaty that addresses the right to health or other health-related rights. This module will discuss health as an issue of social inequalities and will show how inequalities get reflected in the health of individuals, groups, and communities. Apart from analyzing and comparing violation of health rights in different countries and social contexts, the course will outline the strategies of successful access to the right to health. The role of social workers in the realization of these strategies will be examined and highlighted.</p> <p>Some fundamental concepts related to health and social inequalities such as resilience, recovery, and the life course perspective will be contextualized and discussed in a global perspective. Human rights are relevant to many health issues, like access to education and information on health, drugs and harm reduction, sexual and reproductive health, HIV/ AIDS, health of marginalized and vulnerable groups: women, ethnic and racial minorities, refugees and asylum seekers, long-term patients and people with disabilities including mental health problems. Culture and social inequalities will be discussed in the framework of health, social injustices and human rights issues.</p> <p>Social work is assigned to play an important role in the process of access to the right to health, whether it refers to the achievement of the optimal health status, health service delivery or health related social policies. The role of power and participation, stigma and discrimination, strategies and successful models of participation, people's and NGOs networks and "health citizenship" concept will be examined with regards to the conditions for success to be achieved in various contexts. The course will use an intersectional perspective, within which gender, disability, age, ethnicity, social, and economic status will be taken into consideration.</p>
Competence objectives	<p>The students:</p> <ul style="list-style-type: none"> • know the international concepts and debates on health rights, rights of persons with disabilities, social determinants of health as fundamental causes of

	<p>diseases, concepts of health inequality and health equity, health “citizenship”;</p> <ul style="list-style-type: none"> • can discuss them in connection to the human rights framework; • are aware of the roles of power and participation as a “locus of control” of one’s health, of the ways stigma and discrimination affect health, of the value of application of human rights norms and standards for addressing the social determinants of health; • are aware of the strategies and practical implications developed by the UN bodies and national governments in respect to the right to health and the rights of persons with disabilities from the perspective of social work and addressees; • are aware of problem solving approaches (policies) and concrete problem solutions on the micro, mezzo, and macro level regarding the barriers to access; • are able to organize this knowledge for the conception of their own project.
Form and extent of the module	225 hours in total, 28 hours face-to-face, 24.5 hours e-learning (combined with group work), and 172.5 hours of self-study
Teaching and learning formats	Lecture, seminar, group discussions, e-learning
Examination formats	Seminar paper, oral presentation followed by a written paper
Eligibility	A modules
Length and term	3 rd semester: 4-5 days face to face study, e-learning and group work
7.5 Credits	

Module Title	B2 Migration and Racism
Module Coordinator and lecturer(s)	Dr. Sylvie Da Lomba (module coordinator) Prof. Dr. Urmila Goel Neil Quinn
Learning content	<p>The treatment of migrants is one of the most challenging human rights issues today. An estimated 214 million people currently live outside their country of origin, many having moved for a variety of reasons, in which the search for protection and the search for opportunity are inextricably entwined. While for some migration is a positive and empowering experience, far too many migrants continue to endure human rights violations, discrimination, and exploitation. In the last two decades, immigration has risen to the top of the political agenda of many governments and international organisations worldwide. The growing problematisation of migration and migrants result in social policies, laws and practices that are at odds with the ethical message embodied in the concept of human rights and its universal premise. While international and regional human rights instruments confer rights and freedoms on migrants as persons and thus human rights-holders, human rights regimes struggle to extend protections to all migrants. Tensions, at times acute, constrain human rights protection for migrants.</p> <p>Racism and other forms of discrimination and human rights violations as well as shape the everyday lives of users of social work services in a variety of ways. Racism is one of the key social problems social workers have to address. It is critical that social workers gain an understanding of the discrimination and marginalisation processes within society that lead to racism if they are to identify and respond to racist practices. These include anti-Muslim racism, racism against undocumented migrants, and 'racism without colour'. Various human mechanisms seek to combat racism. It is thus imperative that social workers understand and implement relevant human rights provisions as well as contribute to the development of anti-racist social policies, including the work of the CERD Committee.</p> <p>For social workers, there are particular challenges in meeting the needs of those subject to people trafficking and smuggling and unaccompanied asylum-seeking children. Social work has had to articulate new practice responses to provide specialist support to groups such as survivors of torture. Within the field of migration, there is considerable scope for more organised development of the advocacy role of social workers at national and international</p>

	levels, including the development of alliances and collaborative action to support more humane and just policies.
Competence objectives	<p>The students</p> <ul style="list-style-type: none"> • develop a comprehensive knowledge of the processes of migration and seeking refuge, including trans-migration theory and an analysis of the needs of different migrants in terms of age and gender profiles, as well as immigration status, and associated rights and entitlements; • develop a comprehensive knowledge and understanding of the tensions that exist between human rights protection and the State's power to control immigration; • develop comprehensive knowledge on processes of discrimination and marginalization, particularly racism; • are skilled in recognizing and naming racist practices and applying mechanisms for the protection of human rights with regard to racism; • are able to engage from a range of perspectives on issues pertaining to racist discrimination, the implementation of empowerment strategies and the development of anti-racist social policies; • are able to recognise human rights violations, discrimination against and exploitation of migrants, and identify the mechanisms available to defend their human rights; • are able to articulate the role of social work in defending the human rights violations of migrants; • are familiar with decisions of CERD Committee; and • are capable of utilising this knowledge and expertise for their project.
Form and extent of the module	225 hours in total, 28 hours face-to-face, 24.5 hours e-learning (combined with group work), and 172.5 hours of self-study
Teaching and learning formats	Lectures, seminars, group discussions
Examination formats	Essay, oral presentation, online papers
Eligibility	A modules
Length and term	3 rd semester: 5 days face to face study, e-learning (partly flipped classroom) and group work
7.5 Credits	

Module Title	B3 Poverty and Social Exclusion
Module Coordinator and lecturer(s)	<p>Prof. Dr. Esra Erdem (module coordinator)</p> <p>Dr. Valentin Aichele</p> <p>Dr. Friederike Habermann</p> <p>Dr. Sezai Ozan Zeybek</p>
Learning content	<p>Human rights can only become realized and used under appropriate conditions like democracy and in societies concerned to create (more) social justice and cohesion, even if the Council of Europe declared in 2004 that social cohesion is an ideal which cannot be fully achieved.</p> <p>The module is concerned with</p> <ul style="list-style-type: none"> • the differences between the poverty and social exclusion models and theories, their political origins and implications (e.g., Castel, Kronauer); • the persons and groups, who cannot perform their social, political, economical, and cultural rights because of poverty and social exclusion, and the persons at risk, including the working poor; • the multidimensional causes of poverty and social exclusion on the international, national, local, and individual level, inequalities and the labor market, the concepts of work; • the main social fields touched by poverty and social exclusion; • the UN ESCR Covenant as an international guideline to create social justice and the European policy, including the shift in the 90s from tackling poverty to the social exclusion model, connected with the individualization of responsibility; • the main political instruments for tackling poverty and social exclusion on the different national and international levels, taking in consideration that social policy remains in the hand of the nation states; • the role of social work to create more social justice and cohesion; expectations, possibilities and impossibilities.
Competence objectives	<p>The students</p> <ul style="list-style-type: none"> • learn the different theories of poverty and social exclusion and can analyze their political implications; • can analyze social and political conditions and other causes for poverty and social exclusion and can compare them and their effects;

	<ul style="list-style-type: none"> • are aware of the human rights aspects of these conditions and causes and their realization or lack thereof; • can examine the effects of the political instruments in tackling with poverty and social exclusion on the European and the different national levels; • are aware of the role of social work in this field, the political and social expectations and the possible conflicts resulting from the perception of the triple mandate of social workers; • are able to find and create possibilities and conditions for nevertheless successful work with poor and socially excluded persons and groups; • are able to realize social advocacy on different political levels. 	
Form and extent of the module	225 hours in total, 28 hours face-to-face, 24.5 hours e-learning (combined with group work), and 172.5 hours of self-study	
Teaching and learning formats	Lecture and seminar, group discussions	
Examination formats	Essay, oral presentation, online papers	
Eligibility	A modules	
Length and term	2 nd to 3 rd semester: 5 days face to face study, followed by e-learning and group work	
7.5 Credits		

Module Title	B4 Gender and Human Rights
Module coordinator and lecturer(s)	Assistant Prof. Dr. Ana M. Sobočan (module coordinator) Prof. Dr. Darja Zaviršek Fadi Saleh
Learning content	<p>The module will give a global and a comparative perspective on gender and diversity as human rights issues and will analyze them within the framework of social work and social policy discipline. European feminist history, black feminism and Arab perspective will be presented. The module contains a wide range of topics: theories of gender; a historical understanding of feminist thoughts and the development of women and male/ masculinity studies; the development of international documents on the rights of women; the current issues of gender diversity and the intersectional approach towards gender (class, ethnicity, age, and disability); theories of gendered violence and social policy and social work responses towards different forms of violence; current issues on women's reproductive rights and the new reproductive debates; gender inequalities in the area of paid and unpaid work; women migration, work, health, and mental health issues; the ethics of care and social policies; the analysis of heteronormativity and family diversity; the normativity of gender binarity, transgender, and the "third gender" debate; women's leadership issues and social activism. The module will also analyze the issues of mainstreaming gender equality in social welfare services and the issues of gender sensitive social services and social politics. It will also give models of good practice on gender awareness in social work and social policies across the globe.</p>
Competence objectives	<p>The students are expected to know the key theoretical concepts on gender and social justice, international documents on the equal rights of girls and women and understand the relations between gender, human rights, social policy, and social work.</p> <p>The students are expected to acquire the knowledge of current debates on feminist and masculinity studies on the specific topics listed in the learning content.</p> <p>The students are expected to internalize a global and a comparative perspective and become aware of diversity issues and differences in the area of gender equality, social work, and social policy.</p> <p>Students acquire competences with regard to understanding the importance of gender-sensitive social work services and practice and social work responses towards all forms of gendered violence.</p>
Form and extent of the module	225 hours in total, 28 hours face-to-face, 24.5 hours e-learning (combined with group work), and 172.5 hours of self-study

Teaching and learning formats	Lecture, seminar, group discussions, paper presentations
Examination formats	Oral presentation of a seminar paper followed by a written paper or portfolio.
Eligibility	A modules
Length and term	3 rd semester: 5 days face to face study, e-learning and group work
7.5 Credits	

Module Title	B5 Children's Rights
Module coordinator and lecturer(s)	Dr. Christine Gale (module coordinator) Dr. Ian Milligan
Learning content	<p>A charter of basic rights, drafted by Eglantyne Jebb, founder of Save the Children, was unanimously adopted by the League of Nations in 1924 as the "Geneva Declaration of the Rights of the Child" (In: Lyons 2001). A proposal for a Convention for Children was drafted in 1979 and 10 years later (1989) the United Nations Convention on the Rights of the Child came into force.</p> <p>This module is concerned with the significance of children's rights for social work practice from a global perspective.</p> <p>The module covers:</p> <ul style="list-style-type: none"> • a short history of the development of the UNCR emphasizing children as right holders and adults/ professionals/ organizations and governments as duty bearers; • philosophical discourses on rights and childhood including protectionists and liberationist notions of childhood and engaging students in discussion on empowerment and participation versus vulnerability, protection, and demonization. This should also include a debate on rights versus responsibilities taking into consideration cultural constructions of childhood; • global perspectives on children's advocacy and participation in social work including good practice examples and constraints/ challenges; • the relevance of the 3Ps and the 4 key principles of the UNCRC for social work decision making; challenges of children's rights versus parental/ adult rights and authority. <p>Students will need to engage in academic literature on the chosen topic, make links to relevant international policies, legislation, etc. and provide a perspective on good practice in social work. Students will also need to make links to the learning inputs provided.</p>
Competence objectives	<p>At the end of the module the students:</p> <ul style="list-style-type: none"> • know the history of the development of the UN Convention, the role of the UN Committee, the Council of Europe and their key priorities for children and young people within Europe; • know the philosophical discourses on children, rights and childhood and the impact of these discourses on the engagement with children within services; • are aware of the practical implications of rights and the key principles of the UNCRC for Global social work practice; • have prepared and given a presentation on a topic of choice within a number of key themes in children's rights such as children, family and violence, children's participation, child labor, international adoption, child trafficking, child rape, and children in institutions; • are prepared to engage with their assignment.

Form and extent of the module	225 hours in total, 28 hours face-to-face, 24.5 hours e-learning (combined with group work), and 172.5 hours of self-study
Teaching and learning formats	<p>Lectures, seminars and presentation</p> <p>2.5 days lecture/ seminar inputs, 1.5 day presentation preparation and 1 day group presentations followed by assignment briefing and evaluation.</p> <p>Special themes:</p> <p>Following the initial inputs, students will need to prepare a small group presentation on a topic of choice within a number of key child rights themes including children, family, and violence, children's participation/ the child's voice, child labor and education, international adoption, child trafficking and child rape and children looked after and accommodated (children in institutions).</p>
Examination formats	Small group presentation followed by a 3000 word essay paper
Eligibility	A modules; prior knowledge on processes of socialization in childhood and youth desirable
Length and term	2 nd to 3 rd semester: 5 days face to face study, followed by e-learning and group work
7.5 credits	

4.3. C MODULES: SOCIAL ACTION FIELDS/ SOCIAL MOVEMENTS (Elective Modules)

Module Title	C1 Human Rights Education
Module Coordinator and lecturer(s)	Prof. Dr. Heike Radvan (module coordinator) Christine Matt Dr. Knut Vesterdal
Learning content	<p>Human rights education is one of the most important requirements in order to “bring down” human rights from the UN level and the frequently purely appellative political level, i.e., to point out their relevance for the everyday life of individual citizens in general but also of vulnerable groups in particular. The preferential setting for human rights education is the domain of schools, adult education, and informal education. Starting with the Vienna World Conference on Human Rights in 1993 and the UN Decade for Human Rights Education, occupations and professions are also being addressed both with regard to the practical implementation of human rights and to human rights education in their fields of action (cf. the Council of Europe’s recommendations for training and education in social work).</p> <p>In this module students will acquire the knowledge they need in order to organize information with regard to content as well as to develop a didactic concept for human rights education. They will design an addressee-oriented human rights education project as a teaching or course sequence relating to the selected B modules learning content that will then be conducted for example at schools, universities (for applied sciences), in (professional) associations, within the framework of conferences, seminars and self-initiated educational projects.</p>
Competence objectives	<p>The students</p> <ul style="list-style-type: none"> • know the current standard of discussion as well as the primary addressees of current human rights education; • know the most important methods (didactics) of human rights education; • are able to design an addressee-oriented educational project using the principles of knowledge organization and didactics and can determine the corresponding evaluation research instruments; • are able to assess where they need counseling and which special competences (e.g., certain methods of consciousness-raising [Freire], of shaping democratic processes [e.g., Betzavta], role-play [Boal], working with vignettes, texts like “Compass” etc.) they additionally want/ need to acquire during project work.

Form and extent of the module	225 hours in total, 28 hours face-to-face, 24.5 hours e-learning (combined with group work), and 172.5 hours of self-study
Teaching and learning formats	Seminar, lecture, practice sessions, role-play
Examination formats	Seminar paper Oral exam Oral presentation followed by a written paper
Eligibility	A modules
Length and term	3 rd semester: 5 days face to face teaching, followed by e-learning and group work
7.5 Credits	

Module Title	C2 Practice of Human Rights-Based Social Work – Locally, Nationally, and Internationally
Module Coordinator and Lecturer(s)	Dr. Hilal Alkan-Zeybek Iris Rajanayagam
Learning content	<p>This module focuses on “human rights-based social work projects around the world”. An international practice of social work can take place in local communities of immigration societies (e.g., establishing ombuds offices, civic platforms, working with illegalized persons, human rights education in formal and informal education), on a national level (involvement in the legislative process, e.g., for unaccompanied minors) or inter-respectively transnationally (as a project of a globally active NGO, as a member of a social movement, in the application of procedures of the UN or the European Court of Human Rights etc.).</p> <p>In accordance with B module contents, for example projects in the field of social welfare, health care, access to medical care, housing, education, and gainful employment will be discussed. Another part will focus on projects of child and youth work, working with persons with mental disabilities, dealing with the problematic effects of migration, seeking refuge, of direct as well as structural violence. In the international context, for example projects in the area of “disaster relief”, “war and post-conflict reconstruction”, “displacement”, and “poverty” (e.g., landless people’s movement) need to be discussed.</p>
Competence objectives	<p>The students</p> <ul style="list-style-type: none"> • know diverse projects of inter- and transnational human rights-based social work, their frameworks and methods; • are aware of both the most important obstructing factors as well as conducive conditions for projects to be successful; • are able to design a research-based, addressee-oriented human rights project and can determine the corresponding evaluation instruments; • are able to assess where they need counseling and which special competences (e.g., quantitative data collection, procedures of project work, instruments on the international stage, lobbying) they additionally want/ need to acquire during project work.
Form and extent of the module	225 hours in total, 28 hours face-to-face, 24.5 hours e-learning (combined with group work), and 172.5 hours of self-study
Teaching and learning formats	Seminar, excursion
Examination formats	Seminar paper

	Oral exam Oral presentation followed by a written paper	
Eligibility	A modules; prior knowledge in practical project organization desirable	
Length and term	3 rd semester: 5 days face to face study, followed by e-learning and group work	Contact hours: 28
7.5 Credits	E-learning/ group work: 24.5	Independent study hours: 172.5

Module Title	C3 Change Management in the context of Human Rights Projects
Module Coordinator and lecturer(s)	Lydia Malmedie (module coordinator) Prof. Dr. Ruth Großmaß
Learning content	The students learn understand the structure of organisations and are introduced to and learn to apply strategies of social innovative development of practices and procedures for identifying the need of an organisation for innovation in the area of human rights. They understand, how even organizations dedicated to Human Rights issues, are following organisational structures. Subsequently they develop ideas for change (implementation and evaluation), e.g. adding an inquiry on human rights violations to social diagnoses, introducing a culture of justice in the organisation, intercultural opening of social services. Wherever applicable in collaboration with the management and/or their direct supervisors and colleagues. If this not possible, students learn how to initiate changes and innovations independent from organisations.
Competence objectives	<p>The students</p> <ul style="list-style-type: none"> • Know how organisations work. • know the organisational and personnel-oriented requirements for innovation • know the procedures for identifying/diagnosing an organisation's need for innovation • are aware of the mechanisms of resistance against innovation as well as the conditions for overcoming them • are capable of applying this knowledge and know-how to their provider organisation, of planning the introductory phase of an innovation project • are able to assess where they need counselling and which special competences, e.g. team management, staff training, etc., they additionally want/need to acquire during project work • are able to analyse when it is necessary to act outside of organisations to initiate innovations.
Form and extent of the module	225 hours in total, 28 hours face-to-face, 24,5 hours e-learning and 163,5 hours of self-study
Teaching and learning formats	Seminar, case studies, practice in diagnosis, excursion
Examination formats	Seminar paper; written exam
Eligibility	Attendance of A Modules and project-relevant B Modules; prior knowledge in practical project organisation desirable
Length and term	3rd semester: 5 days face to face study, followed by e-learning
7.5 Credits	

Module Title	C4 Advocacy for Human Rights: Lobby and Communication Strategies (former name: Public Relations)
Module coordinator and lecturer (s)	<p>Prof. Dr. Nivedita Prasad (module coordinator)</p> <p>Begum Başdaş</p> <p>Bettina Hildebrandt</p> <p>Neil Quinn</p> <p>Dr. Ronny Tikkanen</p>
Learning content	<p>Social workers are increasingly dealing with clients who do not have the “right to have rights” (Hannah Arendt). Especially in these cases skills of methods for social change - such as Lobbying, media interventions, social advertising and campaigning are required to insure that issues of vulnerable groups can be challenged on a structural level, but also made visible in public debates. A critical and research-based presence of social work issues in the public field requires “classical” public relations skills, but also new forms of public interventions such as so-called guerrilla activities or the use of social media and the organization of public and/ or parliamentary hearings. This module will provide a brief overview and analysis of these methods.</p> <p>Unfortunately social work practice in the past has also contributed to very discriminatory public portrayal of certain vulnerable groups, leading to an instrumentalization of social work knowledge for political purposes. In order to prevent further “collateral damage” an ethically based decision is required and will be discussed with students in this module.</p>
Competence objectives	<p>The students</p> <ul style="list-style-type: none"> • learn to analyze at what point a public relation intervention can be helpful for the individual client and/ or for structural change; • learn the use of different public relations tools; • recognize the necessity of a public intervention as a power tool/ method in social work practice; • develop a comprehensive knowledge of different possibilities to put social work issues on public (inter)national agenda; • will be encouraged to not only react to media inquiries but actually act and define their own media agenda;

	<ul style="list-style-type: none"> • are able to identify appropriate intervention possibilities in their field of practice; • will be familiar with best practices of successful media campaigns in social work; • will be skilled to conceptualize and organize a campaign on a social work issue.
Form and extent of the modules	225 hours in total, 28 hours face-to-face, 24.5 hours e-learning (combined with group work), 172.5 self-study
Teaching and learning formats	Lectures, seminars, group discussions, analysis of media clippings and campaigns
Examination formats	Essay, oral presentation, online papers
Eligibility	A modules; prior knowledge in practical project organization desirable
Length and term	3 rd semester: 4 days face to face study, followed by e-learning and group work
7.5 Credits	

4.4 D-MODULE: HUMAN RIGHTS PROJECT AND PRESENTATION

Module Title	D Human Rights Projects
Module Coordinator and lecturer(s)	Overall responsibility: Academic Director For individual projects: miscellaneous
Learning content	Within the time frame of one semester, the students realize the project they have developed with the expert guidance of lecturers of the Master program and/ or experts and contact persons of the practical field.
Competence objectives	<p>The students</p> <ul style="list-style-type: none"> • are able to - based on the questions guiding knowledge and action - create a project concept with a clear presentation of the problems and questions, explanatory approaches as well as guiding values and goals concerning the necessary intervention/ action knowledge; • are able to critically reflect and justify the research methods to be selected for the project; • know the difference between impact-oriented and goal-oriented evaluation and the different quality criteria they are associated with; • are able to develop, create, and evaluate the principles and steps of the project development in cooperation with those involved in a reflective, democratic-participatory way, while keeping in mind the third professional mandate; • are able to apply different professional methods and can shape them in a participatory way, depending on the addressees (individuals, groups, communities, organizations, etc.), situations and problems.
Form and extent of the module	<p>Project implementation, which involves application of the human rights perspective to a well-defined problematic under the guidance of an advisor; presentation and discussion of project results in a colloquium (optional)</p> <p>48 contact hours, 402 hours independent study</p>
Teaching and learning formats	<p>Independent study, possibly acquiring additional methodical knowledge, group work, peer consultation, coaching.</p> <p>The time frame of one semester allows for operations abroad.</p> <p>Projects of groups up to 3 students are desirable. They are entitled to eight coaching units per student, and within this frame they can also be taught project-specific competences. Each project may choose one advisor who offers their expertise to guide the project – also in relation to research.</p>

	A final presentation can take place in attendance of lecturers of the Master program, external experts who accompanied the project (if available), as well as fellow students and other interested persons.	
Examination formats	Project report evaluated by the project advisor	
Eligibility	Completion of A modules and enrollment in project-relevant B and C modules	
Length and term	4 th semester	6 months
15 Credits		

4.5 E-MODULE: MASTER'S THESIS

Module Title	E Master's Thesis
Module Coordinator and lecturer(s)	Overall responsibility: Academic Director For individual Master's theses: miscellaneous
Learning content	The project phase is followed by the writing of the Master's thesis. Since the Master program is also aimed at opening the chance of obtaining a doctorate, students have the possibility of adapting the sub-topics addressed in compulsory and elective modules based on examination requirements already in view of a prospective dissertation project. The same applies for the project work. In that way the Master's thesis – at least parts of it – becomes an intermediate step towards the doctorate.
Competence objectives	<p>With regard to writing a <i>proposal</i>, the students are able to</p> <ul style="list-style-type: none"> • frame the statement of a problem and question in such a way that this will serve as a structuring central theme for the Master's thesis; • review the current (national respectively international) status of theory development and research; • critically discuss and implement the relevant methodology for verifying the basic questions and hypothesis structure as well as the research method to be chosen; • decide, depending on the problem/ question statement, to what extent the thesis' objective is mainly descriptive, explanatory, values-/ ethics-oriented and/ or action-oriented. <p>With regard to the <i>Master's thesis</i>, the students are able to</p> <ul style="list-style-type: none"> • realize their proposal with guided support; • present the intermediate and main results in a comprehensible way, interpret them in the light of the theoretical framework and to reflect them critically; • present the results of the Master's thesis in a conclusive way with regard to their relevance for the discipline and the profession of social work as a human rights profession and can discuss further questions. <p>The time period for the Master's thesis is 25 weeks respectively 30 weeks in case of a thesis based on empirical research.</p>
Form and extent of the module	Independent research and writing of the MA thesis under the guidance of two advisors 20 contact hours, 430 hours independent study
Teaching and learning formats	Independent study and individual coaching by advisors

Eligibility	A modules have to be successfully completed	
Length and term	4 th semester; upon request the Master thesis can be postponed to the 5 th semester (if advisable).	6 months
15 Credits		

5 Teaching Staff

Module Title	Professor/ Lecturer	University or Institute
A MODULES: BASIC KNOWLEDGE ABOUT THE DISCIPLINE AND PROFESSION OF SOCIAL WORK AND HUMAN RIGHTS (Compulsory Modules)		
A1 World Society and the Agenda for Social Work and Social Development	Dr. Ingo Stamm	University of Jyväskylä, Finland
	Dr. Irena Šumi	University of Ljubljana, Faculty of Social Work, Slovenia
	Dr. Sezai Ozan Zeybek	/
A2 Social Work and Human Rights	Prof. Dr. Ruth Großmaß	Alice Salomon University of Applied Sciences, Berlin, Germany
	Prof. Dr. Nivedita Prasad	Alice Salomon University of Applied Sciences, Berlin, Germany
	Dr. Samina Karim	University of Bradford, UK
	Lydia Malmedie	University of Potsdam, Germany
	Prof. Dr. Arnd Pollmann	Alice Salomon University of Applied Sciences, Berlin, Germany
A3 International Law: A Social Work Perspective	Assistant Prof. Dr. Annika Staaf	Malmö University, Department of Health and Welfare, Sweden
	Dr. Lotti Ryberg Welanders	Malmö University, Department of Health and Welfare, Sweden
A4 Critical Social Science Research	Prof. Dr. Darja Zaviršek	University of Ljubljana, Faculty of Social Work, Slovenia
	Assistant Prof. Dr. Ana M. Sobočan	University of Ljubljana, Faculty of Social Work, Slovenia
	Lena Andersson	University of Gothenburg, Department of Social Work, Sweden
	Karin Stinesen Kollberg	University of Gothenburg, Department of Social Work, Sweden
B MODULES: SOCIAL PROBLEMS/ VULNERABLE GROUPS (Elective Modules)		
B1 Health and Human Rights in Social Work	Prof. Dr. Darja Zaviršek	University of Ljubljana, Faculty of Social Work

	Prof. Dr. Swantje Köbsell Dr. Irena Šumi	Alice Salomon University of Applied Sciences, Berlin, Germany University of Ljubljana, Faculty of Social Work, Slovenia
B2 Migration and Racism	Dr. Sylvie Da Lomba Neil Quinn Prof. Dr. Urmila Goel	University of Strathclyde, School of Applied Social Sciences, Great Britain University of Strathclyde, School of Applied Social Sciences, Great Britain Humboldt-Universität Berlin, Germany
B3 Poverty and Social Exclusion	Prof. Dr. Esra Erdem Dr. Valentin Aichele Dr. Sezai Ozan Zeybek Friederike Habermann	Alice Salomon University of Applied Sciences, Berlin, Germany German Institute for Human Rights, Germany / /
B4 Gender and Human Rights	Prof. Dr. Darja Zaviršek Assistant Prof. Dr. Ana M. Sobočan Fadi Saleh	University of Ljubljana, Faculty of Social Work, Slovenia University of Ljubljana, Faculty of Social Work, Slovenia University of Göttingen, Germany
B5 Children's Rights	Dr. Christine Gale Dr. Ian Milligan	University of Strathclyde, School of Applied Social Sciences, Great Britain
C MODULES: SOCIAL ACTION FIELDS/ SOCIAL MOVEMENTS (Elective Modules)		
C1 Human Rights Education	Prof. Dr. Heike Radvan Christine Matt Dr. Knut Vesterdal	Brandenburg University of Technology Cottbus-Senftenberg Brandenburg University of Technology Cottbus-Senftenberg Norwegian University of Science and Technology, Norway
C2 Practice of Human Rights-Based Social Work – Locally, Nationally, and Internationally	Dr. Hilal Alkan-Zeybek Iris Rajanayagam	Alice Salomon University of Applied Sciences, Berlin, Germany
	Prof. Dr. Ruth Großmaß	Alice Salomon University of Applied Sciences, Berlin, Germany

C3 Human Rights Projects as Innovation in Social and Health Agencies	Lydia Malmedie	University of Potsdam, Germany
C4 Advocacy for Human Rights: Lobby and Communication strategies (former name: Public Relations)	Prof. Dr. Nivedita Prasad Neil Quinn Dr. Ronny Tikkanen Bettina Hildebrand Begum Başdaş	Alice Salomon University of Applied Sciences, Berlin, Germany University of Strathclyde, School of Applied Social Sciences, Great Britain University of Gothenburg, Department of Social Work, Sweden German Institute for Human Rights, Berlin, Germany