

Course Handbook Social work and early childhood Bachelor

created at 10.03.2024,12:41

Head of Studies	<u>Prof. Dr. Kerstin Rock</u>
Deputy Head of Studies	<u>Prof. Dr. Ulrike Zöller</u>
Chairman of Examination	<u>Prof. Dr. Iris Ruppin</u>

Social work and early childhood Bachelor - mandatory courses (overview)

<u>Module name</u> <u>(EN)</u>	<u>Code</u>	<u>SAP-P</u>	<u>Semester</u>	<u>Hours per semester week / Teaching method</u>	<u>ECTS</u>	<u>Module coordinator</u>
<u>Bachelor's Thesis with Colloquium</u>	BSP-25	T322-0005	7	2C	15	Professor/innen des Studiengangs
<u>Basic Research Methods and Evaluation 1: Data Collection Methods</u>	BSP-9	P322-0030, P322-0031, P322-0032	2	4U	7	<u>Prof. Dr. Charis Förster</u>
<u>Basic Research Methods and Evaluation 2: Data Evaluation Methods</u>	BSP-13	P322-0033, P322-0034, P322-0035	3	4U	9	<u>Prof. Dr. Dieter Filsinger</u>
<u>Child and Youth Welfare Law, Child Protection and Juvenile Court Proceedings</u>	BSP-12	P322-0051, P322-0083	3	2V+2U	5	<u>Prof. h.c. Mallory Völker</u>
<u>Communicative Competence: Conversation, Consultation, Moderation</u>	BSP-14	P322-0052, P322-0072	3	2U+2S	6	<u>Prof. Dr. Simone Odierna</u>
<u>Compulsory Electives: Seminars</u>	BSP-24		-	-	16	Studienleitung

<u>Module name</u> <u>(EN)</u>	<u>Code</u>	<u>SAP-P</u>	<u>Semester</u>	<u>Hours per semester week / Teaching method</u>	<u>ECTS</u>	<u>Module coordinator</u>
<u>Didactic Approaches in Childhood Education and Methodologies of Social Work</u>	BSP-16	P322-0008, P322-0009, P322-0074	4	5S	6	<u>Prof. Dr. Iris Ruppin</u>
<u>Family and Guardianship Law incl. Procedural Law</u>	BSP-8	P322-0027, P322-0082	2	3V	5	<u>Prof. h.c. Mallory Völker</u>
<u>Fields of Social Work and Childhood Pedagogy and their Relevance for Social Law</u>	BSP-17	P322-0002, P322-0075	4	5S	6	<u>Prof. Dr. Ulrike Zöller</u>
<u>Fundamentals of (Social) Psychology and Health Science</u>	BSP-6	P322-0001	2	2V+2PS	6	<u>Prof. Dr. Charis Förster</u>
<u>Fundamentals of Constitutional and Civil Law and Administrative Organization</u>	BSP-5	P322-0036, P322-0081	1	3V	5	<u>Prof. h.c. Mallory Völker</u>
<u>Fundamentals of Social Sciences</u>	BSP-4	P322-0097	1	2V+2PS	6	Prof. Dr. Felix Hörisch
<u>Interaction and Organization</u>	BSP-18	P322-0048	4	2V+2S	6	<u>Prof. Dr. Kerstin Rock</u>
<u>International Project Week</u>	BSP-19	P322-0049	4	2V+2S	6	<u>Prof. Dr. Ulrike Zöller</u>
<u>Introduction to Academic and Research Skills</u>	BSP-1	P322-0017	1	2V+2U	5	<u>Prof. Dr. Dieter Filsinger</u>
<u>Introduction to Social Work and Childhood Education</u>	BSP-2	P322-0022	1	2V+1U+2PS	8	<u>Prof. Dr. Ulrike Zöller</u>

<u>Module name (EN)</u>	<u>Code</u>	<u>SAP-P</u>	<u>Semester</u>	<u>Hours per semester week / Teaching method</u>	<u>ECTS</u>	<u>Module coordinator</u>
<u>Life Courses, Life Situations and Coping Mechanisms</u>	BSP-11	P322-0058, P322-0059, P322-0060	3	4V+2S	10	Prof.Dr. Felix Hörisch
<u>Selected Fields of Work and Practices</u>	BSP-23	P322-0003	6	4S	7	Studienleitung
<u>Selected Theoretical and Empirical Issues</u>	BSP-22	P322-0004	6	4S	6	<u>Prof. Dr. Kerstin Rock</u>
<u>Social and Educational Policy and Social Space</u>	BSP-7	P322-0092	2	2V+2PS	6	Prof.Dr. Felix Hörisch
<u>Socialization, Education and Lifelong Learning</u>	BSP-3	P322-0096	1	2V+2PS	6	N.N.
<u>Study Project</u>	BSP-21	P322-0102	6	2U+6S	16	Professor/innen des Studiengangs
<u>Theoretical Basics</u>	BSP-15	P322-0073, P322-0076	4	2V+2S	6	<u>Prof. Dr. Ulrike Zöller</u>
<u>Theories and Concepts of Social Work and Early Childhood</u>	BSP-10	P322-0109, P322-0478	2	2V+2PS	6	<u>Prof. Dr. Ulrike Zöller</u>
<u>Work Experience Semester</u>	BSP-20	P322-0062	5	2U+2SV	30	Studienleitung

(25 modules)

Social work and early childhood Bachelor - optional courses (overview)

<u>Module name (EN)</u>	<u>Code</u>	<u>SAP-P</u>	<u>Semester</u>	<u>Hours per semester week / Teaching method</u>	<u>ECTS</u>	<u>Module coordinator</u>
-------------------------	-------------	--------------	-----------------	--	-------------	---------------------------

(0 modules)

Social work and early childhood Bachelor - mandatory courses

Bachelor's Thesis with Colloquium

Module name (EN): Bachelor's Thesis with Colloquium
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-25
Hours per semester week / Teaching method: 2C (2 hours per week)
ECTS credits: 15
Semester: 7
Mandatory course: yes
Language of instruction: German
Assessment: BSP-25.1/2: Bachelor's thesis (bn) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-25 (T322-0005) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 7, mandatory course BSP-25 (T322-0005) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 7, mandatory course
Workload: 30 class hours (= 22.5 clock hours) over a 15-week period. The total student study time is 450 hours (equivalent to 15 ECTS credits). There are therefore 427.5 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Professor/innen des Studiengangs

<p>Lecturer: Professor/innen des Studiengangs</p> <p>[updated 26.08.2019]</p>
<p>Learning outcomes: After successfully completing this course, students will: be able to apply scientific methods to independently discuss, process and reflect (in writing) upon knowledge, skills and practices relevant to social work and childhood education.</p> <p>[updated 20.05.2020]</p>
<p>Module content: Students will prepare their Bachelor's thesis and take part in a colloquium where they are given the opportunity to discuss and clarify research methodological and content-related questions.</p> <p>[updated 20.05.2020]</p>
<p>Teaching methods/Media: Short presentations in the seminar on selected aspects of the Bachelor's Thesis Discussions within the framework of the seminar</p> <p>[updated 20.05.2020]</p>
<p>Recommended or required reading: Esselborn-Krumbiegel, Helga (2017): Von der Idee zum Text : eine Anleitung zum wissenschaftlichen Schreiben. 5., aktualisierte Auflage. Paderborn : Ferdinand Schöningh. UTB</p> <p>[updated 20.05.2020]</p>

Basic Research Methods and Evaluation 1: Data Collection Methods

Module name (EN): Basic Research Methods and Evaluation 1: Data Collection Methods
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-9
Hours per semester week / Teaching method: 4U (4 hours per week)
ECTS credits: 7
Semester: 2
Mandatory course: yes

<p>Language of instruction: German</p>
<p>Assessment: BSP-9.1: Module work: Part a (50%)(MA) (bn) BSP-9.2: Module work: Part b (50%)(MA) (bn)</p> <p>[updated 20.05.2020]</p>
<p>Applicability / Curricular relevance:</p> <p>BSP-9 (P322-0030, P322-0031, P322-0032) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 2, mandatory course</p>
<p>Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 210 hours (equivalent to 7 ECTS credits). There are therefore 165 hours available for class preparation and follow-up work and exam preparation.</p>
<p>Recommended prerequisites (modules): None.</p>
<p>Recommended as prerequisite for: <u>BSP-21</u> Study Project</p> <p>[updated 02.09.2019]</p>
<p>Module coordinator: <u>Prof. Dr. Charis Förster</u></p>
<p>Lecturer: <u>Prof. Dr. Kirstin Bromberg</u> <u>Prof. Dr. Dieter Filsinger</u> <u>Prof. Dr. Walter Gehres</u></p> <p>[updated 02.09.2019]</p>
<p>Learning outcomes: After successfully completing this course, students will:</p> <ul style="list-style-type: none"> _ be able to explain the history, theoretical and methodological foundations of qualitative-reconstructive and quantitative research and their relevance for professional practice. <p>They will be familiar with types of research and elementary methods of data collection, as well as concepts of data evaluation and classic studies.</p> <p>In addition, students will:</p> <ul style="list-style-type: none"> _ be able to conceptualize, conduct and evaluate smaller qualitative-empirical as well as quantitative-empirical (explorative) studies on selected issues in a collaborative manner. In doing so, they will be aware of the conditions in their field of investigation and the specific challenges that exist with regard to the challenges collecting data from specific target groups, _ be able to present their results in writing (and to present them to the public), reflect critically on their

cooperative research work (e.g. limitations) and discuss the relevance of their results and the application possibilities.

[updated 20.05.2020]

Module content:

Content:

BSP-9.1 Tutorial: Quantitative Methods of Data Collection

Historical, theoretical and methodological foundations; quality criteria

- Traditional and recent exemplary quantitative studies
- Methods of quantitative data collection
- Data collection approaches
- The quantitative research process

-Ethical and data protection aspects in research

BSP-9.2 Tutorial: Qualitative Methods of Data Collection

- Historical, theoretical and methodological foundations; quality criteria

- Traditional and recent exemplary qualitative studies

- Data collection methods

- Data collection approaches

- The qualitative research process

- Ethical and data protection aspects in research

[updated 20.05.2020]

Teaching methods/Media:

Literature studies (individual work), exercises on data collection and evaluation methods, field/project work (in groups), research supervision, presentation of results using different types of media

[updated 20.05.2020]

Recommended or required reading:

[still undocumented]

Basic Research Methods and Evaluation 2: Data Evaluation Methods

Module name (EN): Basic Research Methods and Evaluation 2: Data Evaluation Methods

Degree programme: Social work and early childhood, Bachelor, ASPO 01.10.2019

Module code: BSP-13

Hours per semester week / Teaching method:

4U (4 hours per week)

ECTS credits:

9

Semester: 3
Mandatory course: yes
Language of instruction: German
Assessment: BSP-13.1 Module work: Part a (50%)(bn) BSP-13.2 Module work: Part b (50%)(bn) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-13 (P322-0033, P322-0034, P322-0035) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 3, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 270 hours (equivalent to 9 ECTS credits). There are therefore 225 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for: <u>BSP-21</u> Study Project [updated 02.09.2019]
Module coordinator: <u>Prof. Dr. Dieter Filsinger</u>
Lecturer: <u>Prof. Dr. Kirstin Bromberg</u> <u>Prof. Dr. Dieter Filsinger</u> <u>Prof. Dr. Charis Förster</u> <u>Prof. Dr. Walter Gehres</u> [updated 02.09.2019]
Learning outcomes: After successfully completing this course, students will: _ be able to explain the history, theoretical and methodological foundations of qualitative-reconstructive and quantitative research and their relevance for professional practice, - be able to apply types of research, elementary data collection methods and data evaluation concepts, - be able to assess traditional studies, - be able to conceptualize, conduct and evaluate smaller qualitative-empirical as well as

quantitative-empirical (explorative) studies on selected issues in a collaborative manner. In doing so, they will be aware of the conditions in their field of investigation and the specific challenges that exist with regard to the challenges collecting data from specific target groups,

- be able to present their results in writing (and to present them to the public), reflect critically on their cooperative research work (e.g. limitations) and discuss the relevance of their results and the application possibilities.

[updated 20.05.2020]

Module content:

BSP-13.1 Tutorial: Quantitative Methods of Data Evaluation:

Continuation of the historical, theoretical and methodological foundations; quality criteria

- Continuation of traditional and recent exemplary quantitative studies
- Deeper understanding quantitative data collection methods
- Deeper understanding of data collection approaches
- The quantitative research process
- Ethical and data protection aspects in research

BSP-13.2 Tutorial: Qualitative Methods of Data Evaluation:

Continuation of the historical, theoretical and methodological foundations; quality criteria

- Continuation of traditional and recent exemplary qualitative studies
- Deeper understanding of data collection methods (in particular, observation, interviews, group discussions)
- Deeper understanding of data collection approaches (z. B. objective hermeneutics and case reconstruction, grounded theory, documentary method of interpretation)
- The qualitative research process, case study methodology
- The qualitative research process 2: Identify problems and cases, Concretize the interest in knowledge and issues incorporating previous knowledge, Define the study field and population, Design development: determine appropriate survey methods and make case selections, Check access to field and addressees; Develop survey tools in detail, Conduct the survey; Documentation/transcription; Analyze material and documentation of results, Case description and analysis
- Presentation of project reports
- Ethical and data protection aspects in research

[updated 20.05.2020]

Teaching methods/Media:

Literature studies (individual work), exercises on data collection and evaluation methods, field/project work (in groups), research supervision, presentation of results using different types of media

[updated 20.05.2020]

Recommended or required reading:

[still undocumented]

Child and Youth Welfare Law, Child Protection and Juvenile Court Proceedings

Module name (EN): Child and Youth Welfare Law, Child Protection and Juvenile Court Proceedings

Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-12
Hours per semester week / Teaching method: 2V+2U (4 hours per week)
ECTS credits: 5
Semester: 3
Mandatory course: yes
Language of instruction: German
Assessment: BSP-12.1/12.2 Written exam (K) (bn) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-12 (P322-0051, P322-0083) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 3, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 105 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: <u>Prof. h.c. Mallory Völker</u>
Lecturer: <u>Prof. h.c. Mallory Völker</u> Stefan Bohnenberger [updated 26.08.2019]
Learning outcomes: After successfully completing this course, students will be able to demonstrate basic knowledge about juvenile welfare and juvenile court assistance law both of which are essential to providing sound advice to third parties, for work in youth welfare offices and independent institutions and for productive interdisciplinary cooperation. Book VIII of the German Social Code and its interfaces to the German Civil Code (BGB) and Family Proceedings Act (FamFG) will be examined in detail in order provide students with

the legal competence for everyday work in this area of social work, beyond basic legal knowledge.

[updated 20.05.2020]

Module content:

Book VIII of the German Social Code and its interfaces to family law in the German Civil Code (BGB) will be explained in depth - both from the perspectives of youth welfare and the family court. The special features of juvenile criminal proceedings and the work of juvenile court assistants (JGG) will be discussed. Active participation is desired and expected.

[updated 20.05.2020]

Teaching methods/Media:

Lecture/tutorial

Independent study: follow-up work and in-depth study using additional literature

Intensive, moderated discussions in class

[updated 20.05.2020]

Recommended or required reading:

Stascheit, Ulrich (Hrsg.). Gesetze für Sozialberufe. Frankfurt a.M.: Fachhochschulverlag.

Trenczek u.a. (Hrsg.). Grundzüge des Rechts. München: Ernst Reinhard Verlag.

Kievel u.a. (Hrsg.). Einführung in das Recht für soziale Berufe. Köln: Luchterhand.

Völker/Clausius (Hrsg.). Familienrechtliches Mandat - Sorge- und Umgangsrecht. Bonn: Anwaltverlag.

Wabnitz, Grundkurs Familienrecht für die Soziale Arbeit. Stuttgart: utb

Mollik, Jugendstrafrecht, Jugendhilferecht, Kriminologie - So gelingt Jugendhilfe im Strafverfahren.

Regensburg: Walhalla

[updated 20.05.2020]

Communicative Competence: Conversation, Consultation, Moderation

Module name (EN): Communicative Competence: Conversation, Consultation, Moderation

Degree programme: Social work and early childhood, Bachelor, ASPO 01.10.2019

Module code: BSP-14

Hours per semester week / Teaching method:

2U+2S (4 hours per week)

ECTS credits:

6

Semester: 3

Mandatory course: yes

Language of instruction:

German

Assessment:

BSP-14.1/2: Oral examination (MP) (bn)

[updated 20.05.2020]

Applicability / Curricular relevance:

BSP-14 (P322-0052, P322-0072) Social work and early childhood, Bachelor, ASPO 01.10.2019 , semester 3, mandatory course

Workload:

60 class hours (= 45 clock hours) over a 15-week period.

The total student study time is 180 hours (equivalent to 6 ECTS credits).

There are therefore 135 hours available for class preparation and follow-up work and exam preparation.

Recommended prerequisites (modules):

None.

Recommended as prerequisite for:**Module coordinator:**

Prof. Dr. Simone Odierna

Lecturer:

N.N.

[updated 26.08.2019]

Learning outcomes:

After successfully completing this course, students will:

- be able to apply basic didactic and methodological models and relate them to social work,
- be able to critically classify discourses and representatives from the field of social work, life-world orientation, resource orientation, social-space orientation and adopt a position on them,
- be able to apply principles and methods to accompany and promote learning, educational, support and (social) political activation and organizational processes of the addressees, (clients and/or groups),
- be able to organize and implement gender- and age-specific differentiated forms of arrangements of the above-mentioned processes for the various target groups of social work,
- be able to implement age-specific differentiated forms of arrangements of the above-mentioned processes,
- be able to classify basic empirical findings and methods of action with regard to the addressees and the fields of action, as well as
- apply criterion-based, situation- and context-appropriate applications of social work methods.

In addition, students will:

- be able to use principles and methods to accompany and support addressee counseling processes, (clients and/or groups),
- be able to apply relevant models and principles of resource-supporting conversation and counseling, as well as
- be able to organize age-specific differentiated forms of arrangements of the above-mentioned processes.

- be able to develop methodical competence for the improvement of a developmental and participation-promoting encounter design (conversation, moderation, mediation).

[updated 20.05.2020]

Module content:

An overview of methods of action in social work will be presented in the seminar BSP 14.1. Historical and political discussions about the development of social work methods will be held. Based on this, tutorial BSP 14.2 will deepen knowledge about conversations, counseling and moderation in large and small groups. We will also focus on the importance of heterogeneity for the design of group, individual and social settings and didactic and methodical planning, implementation and evaluation with regard to inclusion.

[updated 20.05.2020]

Teaching methods/Media:

- Group work within the framework of the seminar
- Independent study: reading and processing scientific literature
- Job shadowing in social work fields
- Learning and resource-oriented, as well as social space-oriented action planning (individually and in small groups)
- Role playing in pairs and group settings
- Short presentations within the framework of the seminar

[updated 20.05.2020]

Recommended or required reading:

- Galuske, Michael (2013): Methoden der Sozialen Arbeit: Eine Einführung. Beltz Juventa.
- Kreft, Dieter; Müller, Carl Wolfgang (2017): Methodenlehre in der Sozialen Arbeit : Konzepte, Methoden, Verfahren, Techniken. München : Ernst Reinhardt Verlag.
- Schilling, Johannes: Didaktik/Methodik Sozialer Arbeit. München: Ernst Reinhardt Verlag.

[updated 20.05.2020]

Compulsory Electives: Seminars

Module name (EN): Compulsory Electives: Seminars
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-24
Hours per semester week / Teaching method: -
ECTS credits: 16
Semester: unspecified

Mandatory course: yes
Language of instruction: German
Assessment: BSP-24: Term paper (nb/be) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-24 <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , mandatory course BSP-24 <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , mandatory course
Workload: The total student study time for this course is 480 hours.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Studienleitung
Lecturer: Studienleitung [updated 26.08.2019]
Learning outcomes: After successfully completing this course, students will: - have intensified their knowledge about special topics relevant to social work and childhood education, as well as have strengthened their research and action expertise. - be able to understand and classify interesting cross-functional and, if necessary, cross-curricular research or practice-related issues. [updated 20.05.2020]
Module content: Courses offered as electives are designed to allow students to specialize themselves in a specific area of their choice. They are based on current topics and problems from the field of social work and childhood education and also incorporate the connection between theory and practice. Language courses round off the offer. Possible topics: - Literature and social work - "Playing at Home" seminar - "Balu und Du (Balu and You)" seminar - Animals in social work - Demographic change and future social infrastructure - Theory and practice of outdoor education - Dance pedagogy - Theater pedagogy - Psychoanalysis in socio-educational fields of action

- Conference participation
- International summer school

[updated 20.05.2020]

Teaching methods/Media:

Various traditional and action-oriented methods depending on the topic

[updated 20.05.2020]

Recommended or required reading:

Literature will be announced in the course.

[updated 20.05.2020]

Didactic Approaches in Childhood Education and Methodologies of Social Work

Module name (EN): Didactic Approaches in Childhood Education and Methodologies of Social Work
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-16
Hours per semester week / Teaching method: 5S (5 hours per week)
ECTS credits: 6
Semester: 4
Mandatory course: yes
Language of instruction: German
Assessment: BSP-16.1 Module work: Part a (70%) (MA) (bn) BSP-16.2 Module work: Part b (30%) (MA) (bn) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-16 (P322-0008, P322-0009, P322-0074) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 4, mandatory course
Workload: 75 class hours (= 56.25 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 123.75 hours available for class preparation and follow-up work and exam preparation.

Recommended prerequisites (modules):

None.

Recommended as prerequisite for:**Module coordinator:**

Prof. Dr. Iris Ruppin

Lecturer: Prof. Dr. Iris Ruppin

[updated 26.08.2019]

Learning outcomes:

BSP-17.1 Seminar: Didactic Approaches in Childhood Education

After successfully completing this course, students will:

- have gained insight into discourses on observation and documentation, their methods and evaluations.
- be able to correlate professional theoretical discourses on education with curricula.
- be able to reflect on didactic theories and relate them to childhood education.
- be able to develop their own position on discourses on and experts from the field of early childhood education (education, self-education and instruction), school and adult education.

Teachers should be able to:

- apply didactic principles and methods to accompany and promote educational processes in children/young people/adults
- plan age-specific differentiated arrangements and settings.
- recognize the needs and interests of children, adolescents and adults and based on those needs and interests, develop appropriate learning arrangements.

BSP-16.2 Seminar: Selected Methodologies of Social Work

After successfully completing this course, students will:

- be able to classify and apply selected methods from the fields of social work or childhood education.

[updated 20.05.2020]

Module content:

BSP-17.1 Seminar: Didactic Approaches in Childhood Education

The seminar will relate the didactics of early childhood education to general didactics. Educational programs and domain-specific skills will be analyzed within the context of learning and education. Discourses on education, (self-)education and instruction will be discussed, taking into account the development of early childhood education in relation to both discipline and profession. Within the framework of the seminar, special attention will be paid to the consideration of heterogeneity when designing group and individual settings, didactic and methodological planning, implementation and evaluation. In addition to the didactics of early childhood education, the seminar will focus on general didactics (school/adult education), in particular the theory of constructivist didactics.

BSP-16.2 Seminar: Selected Methodologies of Social Work

Selected methodologies of social work or childhood education will be presented and practiced within the framework of the seminar.

[updated 20.05.2020]

Teaching methods/Media:

Literature studies

Exercises within the framework of the seminar (didactic planning)

Presentations

Selected approaches and methods will be tested through simulation or role playing.

[updated 20.05.2020]

Recommended or required reading:

Arnold, Rolf (2008): Die emotionale Konstruktion der Wirklichkeit. Beiträge zu einer emotionspädagogischen Erwachsenenbildung. Baltmannsweiler: Schneider Verlag Hohengehren.

Jank, Werner/ Meyer, Hilpert (2002): Didaktische Modelle. Berlin: Cornelsen.

Kasüschke, Dagmar (Hrsg.) (2010). Didaktik in der Pädagogik der frühen Kindheit. Kronach: Carl Link.

Kron, Friedrich. W./ Jürgens, Eiko/ Standop, Jutta (2014). Grundwissen Didaktik. (6., überarbeitete Auflage, München: Ernst Reinhardt.

Kucharz, D. (u. a.) (2012): Elementarbildung- Bachelor/Master. Weinheim, Basel: Beltz.

Neuß, Norbert (Hrsg.)(2013): Grundwissen Didaktik für Krippe und Kindergarten. Berlin: Cornelsen.

Siebert, Horst (2012): Didaktisches Handeln in der Erwachsenenbildung. Didaktik aus konstruktivistischer Sicht. 7. überarbeitete Auflage, Augsburg: Ziel

Viernickel, Susanne/Voß, Petra (2009): Beobachten und dokumentieren im pädagogischen Alltag. Freiburg im Breisgau: Herder.

[updated 20.05.2020]

Family and Guardianship Law incl. Procedural Law

Module name (EN): Family and Guardianship Law incl. Procedural Law
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-8
Hours per semester week / Teaching method: 3V (3 hours per week)
ECTS credits: 5
Semester: 2
Mandatory course: yes
Language of instruction: German
Assessment: BSP-8.1: Written exam (K) (bn) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-8 (P322-0027, P322-0082) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 2,

mandatory course

Workload:

45 class hours (= 33.75 clock hours) over a 15-week period.
The total student study time is 150 hours (equivalent to 5 ECTS credits).
There are therefore 116.25 hours available for class preparation and follow-up work and exam preparation.

Recommended prerequisites (modules):

BSP-5 Fundamentals of Constitutional and Civil Law and Administrative Organization

[updated 16.09.2019]

Recommended as prerequisite for:

Module coordinator:

Prof. h.c. Mallory Völker

Lecturer:

N.N.
Prof. h.c. Mallory Völker

[updated 02.09.2019]

Learning outcomes:

BSP-8:
After successfully completing this course, students will have acquired basic knowledge about family and guardianship law, enabling them to advise third parties on the above mentioned topics and cooperate successfully with representatives from other professions. Students will have examined the law of parent(s) and child and the associated procedural law in depth, providing them with the legal competence for everyday professional life in this area of social work.

[updated 20.05.2020]

Module content:

BSP-8:
Students will learn the basics of family law. The law of parent(s) and child and the related procedural law will be examined in more detail _ in theory and in practice. The material will be explained on the basis of case studies. Active participation is desired and expected.

[updated 20.05.2020]

Teaching methods/Media:

Lecture
Independent study: follow-up work and in-depth study using additional literature
Intensive. moderated discussions in the class

[updated 20.05.2020]

Recommended or required reading:

BSP-8.1:

Stascheit, Ulrich (Hrsg.). Gesetze für Sozialberufe. Frankfurt a.M.: Fachhochschulverlag

Trenczek u.a. (Hrsg.). Grundzüge des Rechts. München: Ernst Reinhard Verlag.

Kievel u.a. (Hrsg.). Einführung in das Recht für soziale Berufe. Köln: Luchterhand.

Lorenz, Annegret (Hrsg.). Zivil- und familienrechtliche Grundlagen der Sozialen Arbeit. Baden-Baden: Nomos Verlag.

Völker/Clausius (Hrsg.). Familienrechtliches Mandat - Sorge- und Umgangsrecht. Bonn: Anwaltverlag.

Wabnitz, Grundkurs Familienrecht für die Soziale Arbeit. Stuttgart: utb

[updated 20.05.2020]

Fields of Social Work and Childhood Pedagogy and their Relevance for Social Law

Module name (EN): Fields of Social Work and Childhood Pedagogy and their Relevance for Social Law
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-17
Hours per semester week / Teaching method: 5S (5 hours per week)
ECTS credits: 6
Semester: 4
Mandatory course: yes
Language of instruction: German
Assessment: BSP1-17.1 class presentation (R) or term paper (HA) (bn) <i>[updated 20.05.2020]</i>
Applicability / Curricular relevance: BSP-17 (P322-0002, P322-0075) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 4, mandatory course
Workload: 75 class hours (= 56.25 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 123.75 hours available for class preparation and follow-up work and exam preparation.

Recommended prerequisites (modules):

None.

Recommended as prerequisite for:**Module coordinator:**

Prof. Dr. Ulrike Zöller

Lecturer:

N.N.

[updated 30.03.2020]

Learning outcomes:

BSP-17.1 Seminar: Fields of Social Work and Childhood Pedagogy

After successfully completing this course, students will:

- be able to describe selected fields of social work or childhood pedagogy and their approaches,
- be able to create situation, resource and problem analyses and apply them in their field of work,
- be able to transfer and apply conceptual ideas to selected fields of social work and childhood education,
- be able to apply the legal framework to the selected field of work,
- be able to critically evaluate and apply methods and concepts to the selected field of work.

After successfully completing this course, students will:

- be able to demonstrate basic knowledge about social and social administrative law, as well as the basic principles of foreigner, asylum and labor law which are essential to providing sound advice to third parties, working with public and private institutions and for productive interdisciplinary cooperations,
- not only have acquired basic legal knowledge, but also the legal competence required for professional practice in the field of social work.

[updated 20.05.2020]

Module content:

Content:

BSP-17.1 Seminar: Fields of Social Work and Childhood Pedagogy

In-depth insights into selected fields of social work or childhood pedagogy. On the basis of a selected field of work, students will deepen their knowledge about the conceptual structure of their selected field, the legal framework and the corresponding didactic and methodological concepts. Students will study the respective problems and life situations of the respective target group from their selected field of work in detail. Students will analytically apply the social framework conditions that shape their selected field of work (e.g. law, politics, etc.). They will reflect on the role and duties of the specialists in their selected field of work and integrate these considerations into their concepts.

BSP-17.2 Seminar: Social Law

The seminar is divided into five parts:

The first part covers Social Codes I to VII and IX to XII and then covers the first and tenth books of the German Social Code in more detail. First, it introduces the basic structures of the right to social benefits regulated in the German Social Code (Book I), including

- social rights in detail,
- the rights and obligations of beneficiaries and service providers,
- the basic features of social data protection.

The second part discusses the administrative procedure regulated in Book X of the German Social Code, in

particular the applicable procedural principles, as well as the protection of social data.

The third part examines the main features of the law on foreigners and the asylum law, as well as the procedural law associated with them.

The fourth part of the seminar focuses on Book II of the German Social Code (basic security for job seekers), which affects almost all aspects of "Social Work and Early Childhood", as well as on topics from Book III of the German Social Code which are relevant for practitioner in the above mentioned fields. The following topics will be dealt with in depth:

- History of social law
- Aims and objectives
- Distinction from Book XII of the German Social Code
- Beneficiaries and eligibility requirements
- Forced migration and Book II of the German Social Code
- Organization and administration
- Supervision and control
- Benefits for securing subsistence, in particular the unemployment benefit II, social benefits and benefits for helping children and adolescents take part in social and educational activities
- Benefits for employment promotion and public job placement
- Financing and carriers of the costs
- Cooperation between the Federal Government, the federal states, local authorities and the Federal Employment Agency
- Participation of welfare associations, educators and employment providers
- Development of the Book II of the German Social Code
- Practice-relevant topics from Book III of the German Social Code

The fifth part examines the main features of labor law, paying particular attention to issues relevant to the employment relationships of social workers/social educators themselves.

[updated 20.05.2020]

Teaching methods/Media:

Information from the lecturers

- Practical studies with class presentations of results
- Guided excursions in various fields of work
- Literature studies
- Exercises within the framework of the seminar
- Selected approaches and methods will be tested through simulation or role playing
- Guest lectures from professionals
- Independent study: Follow-up work and in-depth study using additional literature

[updated 20.05.2020]

Recommended or required reading:

BSP-17.1 Seminar: Fields of Social Work and Childhood Pedagogy

Literature: relates to the respective field of work and will therefore be announced in the seminar.

BSP-17.2 Seminar: Social Law

Sozialgesetzbuch (SGB) (Social Code (SGB))

Jörg Reinhardt, Grundkurs Sozialverwaltungsrecht für die Soziale Arbeit or

Irene Sommer, Lehrbuch Sozialverwaltungsrecht: Grundlagen der Sozialverwaltung, des

Verwaltungshandelns und des Rechtsschutzsystems (Studienmodule Soziale Arbeit)

[updated 20.05.2020]

Fundamentals of (Social) Psychology and Health Science

Module name (EN): Fundamentals of (Social) Psychology and Health Science
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-6
Hours per semester week / Teaching method: 2V+2PS (4 hours per week)
ECTS credits: 6
Semester: 2
Mandatory course: yes
Language of instruction: German
Assessment: BSP-6.1/2: Written exam (bn) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-6 (P322-0001) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 2, mandatory course BSP-6 (P322-0001) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 2, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 135 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: <u>Prof. Dr. Charis Förster</u>
Lecturer: <u>Prof. Dr. Charis Förster</u> [updated 26.08.2019]

Learning outcomes:

After successfully completing this course, students will possess interdisciplinary, scientifically sound knowledge about social and developmental psychology, as well as health sciences.

They will be able to critically evaluate classical and current (social) psychological theories and models and assess their significance for professional socio-pedagogic practice. Students will be able to identify health-related phenomena depending on various individual and socio-cultural determinants. They will have detailed knowledge about protective factors and risk factors and can apply this knowledge to the example of good health.

[updated 20.05.2020]

Module content:**BSP-6.1 Lecture**

The basics of social-psychology, e.g.

- Introduction and overview
- Social perception
- Group processes (emergence, conflicts)
- Aggressive behavior (e.g. Bandura, ...)
- Prosocial behavior

The basics of developmental psychology, e.g.

- Theories and models of development (e.g. Piaget, Vygotsky, ...)
- Principles of development and educational processes (e.g. language, bonding)
- Developmental deviations

Health science basics, e.g.

- Health: introduction and overview
- Risk and protective factors (resilience, salutogenesis, ...)
- Stress and stress management

BSP-6.2 Introductory seminar

[updated 20.05.2020]

Teaching methods/Media:

- Lecture
- Independent study: Reading and processing scientific literature
- Discussions about basic concepts and models in small groups and with the whole class (partner work/group work)
- Short presentations within the framework of the introductory seminar
- Discussions about case studies and empirical studies

[updated 20.05.2020]

Recommended or required reading:

Aronson, Elliot/Wilson, Timothy D./Akert, Robin M. (2014). Sozialpsychologie. 8., aktualisierte Aufl. München: Pearson Studium. (2014).

Fischer, Peter/Asal, Kathrin/Krueger, Joachim (2013). Sozialpsychologie. Reihe: Springer-Lehrbuch. Berlin/Heidelberg: Springer Verlag. (ebook)

Gerrig, Richard J. (2015). Psychologie. München: Pearson Studium.

Jonas, Klaus/Stroebe, Wolfgang/Hewstone, Miles (Hrsg.) (2014). Sozialpsychologie. Eine Einführung. 6., vollst. überarb. Aufl. Heidelberg: Springer Medizin.

Hartung, Johanna (2010). Sozialpsychologie. 3., überarb. und erw. Aufl. Stuttgart: Kohlhammer Verlag.

Wälte, Dieter/ Borg-Laufs, Michael/ Brückner, Burkhard (2011). Psychologische Grundlagen der Sozialen Arbeit. In: Rudolf Bieker (Hrsg.) (2011). Soziale Arbeit. Grundwissen. Stuttgart: Verlag W. Kohlhammer.

[updated 20.05.2020]

Fundamentals of Constitutional and Civil Law and Administrative Organization

Module name (EN): Fundamentals of Constitutional and Civil Law and Administrative Organization
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-5
Hours per semester week / Teaching method: 3V (3 hours per week)
ECTS credits: 5
Semester: 1
Mandatory course: yes
Language of instruction: German
Assessment: BSP-5.1 written exam (K)(bn) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-5 (P322-0036, P322-0081) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 1, mandatory course
Workload: 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 116.25 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for: <u>BSP-8</u> Family and Guardianship Law incl. Procedural Law [updated 16.09.2019]

<p>Module coordinator: <u>Prof. h.c. Mallory Völker</u></p>
<p>Lecturer: <u>Prof. h.c. Mallory Völker</u></p> <p>[updated 26.08.2019]</p>
<p>Learning outcomes: BSP-5: After successfully completing this course, students will have acquired basic knowledge about the constitution, as well as about general administrative and civil law, enabling them to advise third parties on the above mentioned topics and cooperate successfully with representatives from other professions.</p> <p>[updated 20.05.2020]</p>
<p>Module content: BSP-5: The main features of constitutional and general administrative and civil law (including issues of prudential supervision) will be illustrated based on a wide range of case studies. Active participation is desired and expected. Other legal courses are based on this module.</p> <p>[updated 20.05.2020]</p>
<p>Teaching methods/Media: Lecture Independent study: follow-up work and in-depth study using additional literature Intensive, moderated discussions in the class</p> <p>[updated 20.05.2020]</p>
<p>Recommended or required reading: BSP-5.1: Stascheit, Ulrich (Hrsg.). Gesetze für Sozialberufe. Frankfurt a.M.: Fachhochschulverlag. Trenczek u.a. (Hrsg.). Grundzüge des Rechts. München: Ernst Reinhard Verlag. Kievel u.a. (Hrsg.). Einführung in das Recht für soziale Berufe. Köln: Luchterhand. Papenheim/Baltes (Hrsg.). Verwaltungsrecht für die soziale Praxis. Frechen: Verlag Recht für die soziale Praxis. Lorenz, Annegret (Hrsg.). Zivil- und familienrechtliche Grundlagen der Sozialen Arbeit. Baden-Baden: Nomos Verlag.</p> <p>[updated 20.05.2020]</p>

Fundamentals of Social Sciences

<p>Module name (EN): Fundamentals of Social Sciences</p>
<p>Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u></p>

Module code: BSP-4
Hours per semester week / Teaching method: 2V+2PS (4 hours per week)
ECTS credits: 6
Semester: 1
Mandatory course: yes
Language of instruction: German
Assessment: BSP-4.1: Written exam (K) (bn) BSP-4.2: / [updated 20.05.2020]
Applicability / Curricular relevance: BSP-4 (P322-0097) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 1, mandatory course BSP-4 (P322-0097) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 1, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 135 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Prof.Dr. Felix Hörisch
Lecturer: Prof.Dr. Felix Hörisch [updated 26.08.2019]
Learning outcomes: After successfully completing this course, students will: - be able to relate sociological "thinking" and different approaches to the analysis/interpretation of social reality. - be able to explain the difference between empirical analysis, theoretical arguments and normative-ethical evaluations. - be able to identify central (sociological) concepts, classics, basic facts and theory, as well as their significance for social work and childhood education.

- be able to practice the *_Tatsachenblick_*.
- be able to grasp social phenomena in terms of concept, recognize their genesis, reflect upon it theoretically and classify empirical findings related to it.
- be able to assess the significance of social facts, social structures and processes for individual development, for the environment of individuals and groups and for social cohesion.
- be able to identify social problems on an empirical basis, classify them theoretically and assess and evaluate the consequences for the addressees of social work and childhood education.
- be able to form their own opinion on conflicts of interpretation, distribution and recognition.

[updated 20.05.2020]

Module content:

Lecture:

The lecture introduces social science thought and deals with central terms and theoretical concepts on the macro-, meso- and micro-level such as social action, community and society, role, communication and interaction, group, institution and organization, social systems, social structure, social space and social integration. Central questions will be the relationships between the individual and society and between structure and action.

Introductory seminar:

topics from the lecture will be discussed in depth.

[updated 20.05.2020]

Teaching methods/Media:

- Lecture
- Discussion of module topics (seminar discussion)
- Literature studies (individual work)
- Group work
- Presentations by the students

[updated 20.05.2020]

Recommended or required reading:

The most current introductory textbooks and manuals on the social sciences.

[updated 20.05.2020]

Interaction and Organization

Module name (EN): Interaction and Organization

Degree programme: Social work and early childhood, Bachelor, ASPO 01.10.2019

Module code: BSP-18

Hours per semester week / Teaching method:
2V+2S (4 hours per week)

<p>ECTS credits: 6</p>
<p>Semester: 4</p>
<p>Mandatory course: yes</p>
<p>Language of instruction: German</p>
<p>Assessment: BSP-18.1/2: Module work (MA) (bn) [updated 20.05.2020]</p>
<p>Applicability / Curricular relevance: BSP-18 (P322-0048) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 4, mandatory course BSP-18 (P322-0048) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 4, mandatory course</p>
<p>Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 135 hours available for class preparation and follow-up work and exam preparation.</p>
<p>Recommended prerequisites (modules): None.</p>
<p>Recommended as prerequisite for:</p>
<p>Module coordinator: <u>Prof. Dr. Kerstin Rock</u></p>
<p>Lecturer: <u>Prof. Dr. Kerstin Rock</u> [updated 26.08.2019]</p>
<p>Learning outcomes: BSP-18.1 und BSP-18.2 After successfully completing this course, students will:</p> <ul style="list-style-type: none"> - be familiar with key organization theoretical basics and, based on their knowledge, be able to describe and analyze social work and childhood educational institutions with regard to their organization. - be able to identify the specific characteristics of social work organizations. - be able to integrate the organizations into an overall structure, as well as allocate and evaluate the functions of the individual service providers with regard to the provision and financing of social work and childhood education. - be able to recognize current developments in the economization of social work in their effects on voluntary welfare work and individual organizations. - be able to identify basic structural and organizational principles of public social administration and reflect on problems for social work in this context. - be able to derive structural contradictions in social work/childhood education organizations from this and

evaluate the consequences, in particular, for interaction with their addressees. Students will be able to apply this knowledge to a specific social work/childhood educational institution by analyzing and understanding the institution's organizational goals and culture, programs and structures, and then analyze, understand and examine the meaningfulness of these organizational elements with regard to different standards and development perspectives.

[updated 20.05.2020]

Module content:

BSP 18.1 Lecture

I. Principles of Organizational Theory

- The concept of "organization", basic elements/characteristics of organizations (goals, organizational structure and culture, members, equipment, organizational environment, legal forms)
- Basic organizational concepts and selected organizational theories

II. Specifics of organized social work

- Welfare and financing triangle, principle of subsidiarity and corporatism, forms of financing, the governance and economization of social work
- Social work/childhood education organizations as moral enterprises (umbrella organizations for voluntary welfare work)
- Social work in the context of public administration
- Reasons for and meaningfulness of carrying out non-technological tasks
- Relationship between voluntary work and social work

III. Interaction and Organization

- Interaction between conflict and cooperation, customer as co-producer
- Organizational pre-structuring and framing of professional case comprehension.
- Structural problems and paradoxes in social work

BSP 18.2 Seminar

The content of the lecture will be deepened in the seminar. Questions relevant to an organizational analysis will be derived and the analysis itself will be implemented based on the example of a specific organization.

[updated 20.05.2020]

Teaching methods/Media:

BSP-18.1

- Lecture
- Independent study: Reading and processing scientific literature (individual work)
- Working on tasks in small groups

BSP-18.2

- Tutorial within the framework of the seminar
- Presentations by the students
- Group work
- Creation of an organizational analysis (in part)

[updated 20.05.2020]

Recommended or required reading:

Boeßenecker, Karl-Heinz / Vilain, Michael (2013). Spitzenverbände der Freien Wohlfahrtspflege. Eine Einführung in Organisationsstrukturen und Handlungsfelder sozialwirtschaftlicher Akteure in Deutschland. 2. Auflage. Weinheim, Basel: Beltz Juventa.

Evers, Adalbert / Heinze, Rolf. G. / Olk, Thomas (Hrsg.) (2011). Handbuch Soziale Dienste. Wiesbaden: VS-Verlag

Klatetzki, Thomas (Hrsg.) (2010). Soziale personenbezogene Dienstleistungsorganisationen. Soziologische Perspektiven. Wiesbaden: VS-Verlag.

Kühl, Stefan (2011). Organisationen. Eine sehr kurze Einführung. Wiesbaden: VS-Verlag

Merchel, Joachim (2003). Trägerstrukturen in der Sozialen Arbeit. Eine Einführung. Weinheim: Beltz Juventa.

Nikles, Bruno (2008). Institutionen und Organisationen der Sozialen Arbeit. Eine Einführung. München: Reinhardt UTB.

Olk, Thomas / Otto, Hans-Uwe (Hrsg.) (2003). Soziale Arbeit als Dienstleistung. Grundlegungen, Entwürfe und Modelle. München: Luchterhand.

Preisendörfer, Peter (2011). Organisationssoziologie. Grundlagen, Theorien und Problemstellungen. 3. Auflage. Wiesbaden

[updated 20.05.2020]

International Project Week

Module name (EN): International Project Week
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-19
Hours per semester week / Teaching method: 2V+2S (4 hours per week)
ECTS credits: 6
Semester: 4
Mandatory course: yes
Language of instruction: German/English
Assessment: BSP-19.1: / BSP-19.2: Term paper (SB) (nb/be) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-19 (P322-0049) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 4, mandatory course BSP-19 (P322-0049) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 4, mandatory

course

Workload:

60 class hours (= 45 clock hours) over a 15-week period.

The total student study time is 180 hours (equivalent to 6 ECTS credits).

There are therefore 135 hours available for class preparation and follow-up work and exam preparation.

Recommended prerequisites (modules):

None.

Recommended as prerequisite for:

Module coordinator:

Prof. Dr. Ulrike Zöller

Lecturer: Prof. Dr. Ulrike Zöller

[updated 26.08.2019]

Learning outcomes:

After successfully completing this course, students will:

- be able to understand and present the historical and current characteristics of social work in Germany and compare them with selected transnational developments in the field of social work,
- be able to classify and place social work in the Grande Region in context,
- be able to identify, present and discuss specific and general issues and practices related to social work from both an interregional and international comparative perspective,
- be able to recognize the interrelationships between interculturality, interregionality and internationality,
- be able to communicate and negotiate social case work in multicultural teams,
- be able to identify and present strategies for social work on a microsocial and mesostructural level in a transnational comparative manner,
- be able to discuss cases transculturally

[updated 20.05.2020]

Module content:

BSP-19.1 Lecture: Social work and Childhood Education in an Interregional and International Context

International lecture series: Social Work From an Interregional and International Perspective

- _ Overview of selected international and transnational discourses on social work, their historical background, as well as current developments and discussions.
- _ Introduction to internationally comparative perspectives of social work
- _ Presentation of selected international and transnational theoretical and empirical approaches in social work
- _ Presentation of discourses on the profession and science of social work in selected countries
- _ Insight into the relationship between social work and society from an international, interregional and transnational perspective
- _ Insight into the connections between interculturality, interregionality and internationality in the context of social work
- _ Introduction to the internationalization and globalization of social work
- _ Presentation of curricula and methods within the framework of international and interregional social work

BSP-19.2 Seminar: Comparative Studies

- Multicultural case analyses: reconstruction of selected cases

Summer schools: discursive practice and interaction in transcultural contexts

[updated 20.05.2020]

Teaching methods/Media:

Lecture (international plenum as an interactive video conference), literature studies, interaction in multicultural teams, case simulations, summer schools

[updated 20.05.2020]

Recommended or required reading:

Bromberg, Kirstin/ Hoff, Walburga/ Miethe, Ingrid (Hrsg./ 2012): Forschungstraditionen der Sozialen Arbeit. Materialien, Zugänge, Methoden. Rekonstruktive Forschung in der Sozialen Arbeit, Band 10. Opladen: Verlag Barbara Budrich.

Lorenz, Walter (2012): Der deutschsprachige Diskurs der Sozialen Arbeit aus internationaler Perspektive. In: Thole, Werner (Hrsg.): Grundriss Soziale Arbeit. Ein einführendes Handbuch. 4. Auflage. Wiesbaden: VS Verlag: 379-385.

Thimmel, Andreas/ Friesenhahn, Günter J. (2012): Internationalität in der Sozialen Arbeit. In: Thole, Werner (Hrsg.): Grundriss Soziale Arbeit. Ein einführendes Handbuch. 4. Auflage. Wiesbaden: VS Verlag: 387-401.

Witkin, Stanley (2017): Transforming Social Work: Social Constructionist Reflections on Contemporary and Enduring Issues. Palgrave.

[updated 20.05.2020]

Introduction to Academic and Research Skills

Module name (EN): Introduction to Academic and Research Skills

Degree programme: Social work and early childhood, Bachelor, ASPO 01.10.2019

Module code: BSP-1

Hours per semester week / Teaching method:

2V+2U (4 hours per week)

ECTS credits:

5

Semester: 1

Mandatory course: yes

Language of instruction:

German

Assessment:

BSP-1.1: Module work (MA) (bn)

BSP-1.2: /

[updated 20.05.2020]

Applicability / Curricular relevance:

BSP-1 (P322-0017) Social work and early childhood, Bachelor, ASPO 01.10.2017 , semester 1, mandatory course

BSP-1 (P322-0017) Social work and early childhood, Bachelor, ASPO 01.10.2019 , semester 1, mandatory course

Workload:

60 class hours (= 45 clock hours) over a 15-week period.

The total student study time is 150 hours (equivalent to 5 ECTS credits).

There are therefore 105 hours available for class preparation and follow-up work and exam preparation.

Recommended prerequisites (modules):

None.

Recommended as prerequisite for:

Module coordinator:

Prof. Dr. Dieter Filsinger

Lecturer: Prof. Dr. Dieter Filsinger

[updated 26.08.2019]

Learning outcomes:

After successfully completing this course, students will:

- be able to describe the university as an environment and organization.
- be able to name and identify basic epistemological approaches and paradigms, as well as types of (empirical) research.
- be able to distinguish between and classify theory, empiricism and practice, as well as their rationalities and different forms of knowledge.
- be able to differentiate between scientific and non-scientific texts according to specific criteria.
- have developed a general understanding of scientific work, thinking and reasoning.

In addition, students will:

- be able to work with relevant scientific literature (literature research, citing correctly, bibliographies and references, terminology, etc.).
- be able to describe the process and techniques involved in scientific work (from the formulating a problem to creating and presenting texts).
- be able to apply the basics of scientific writing and write their first scientific texts.
- be able to incorporate the principles of scientific work into their presentations.

[updated 20.05.2020]

Module content:

Lecture:

- Universities in the educational and scientific system
- Science and life, forms of knowledge

- Theory, empiricism, practice
- Discipline and profession
- Paradigms and theoretical traditions
- Epistemology and the philosophy of science
- Types of research
- Philosophy and the structure of the study program
- Principles, methods and techniques of scientific work

Exercises:

- Structuring your studies (e.g. time management)
- Literature research (databases, library), creating a bibliography, excerpting
- Organizing, analyzing and creating texts (outlines, questions, exposés, summaries, theses)
- References and bibliographies
- Speeches using media/presentation methods.

[updated 20.05.2020]

Teaching methods/Media:

Lecture, exercises, work in small groups, independent study

[updated 20.05.2020]

Recommended or required reading:

[still undocumented]

Introduction to Social Work and Childhood Education

Module name (EN): Introduction to Social Work and Childhood Education
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-2
Hours per semester week / Teaching method: 2V+1U+2PS (5 hours per week)
ECTS credits: 8
Semester: 1
Mandatory course: yes
Language of instruction: German
Assessment: BSP-2.1: Written exam (K) (bn) BSP-2.2: /

BSP-2.3: /

[updated 20.05.2020]

Applicability / Curricular relevance:

BSP-2 (P322-0022) Social work and early childhood, Bachelor, ASPO 01.10.2017 , semester 1, mandatory course

BSP-2 (P322-0022) Social work and early childhood, Bachelor, ASPO 01.10.2019 , semester 1, mandatory course

Workload:

75 class hours (= 56.25 clock hours) over a 15-week period.

The total student study time is 240 hours (equivalent to 8 ECTS credits).

There are therefore 183.75 hours available for class preparation and follow-up work and exam preparation.

Recommended prerequisites (modules):

None.

Recommended as prerequisite for:

Module coordinator:

Prof. Dr. Ulrike Zöller

Lecturer: Prof. Dr. Ulrike Zöller

[updated 26.08.2019]

Learning outcomes:

BSP-2.1 and BSP 2.2

After successfully completing this course, students will be able to provide information about the historical development that led from social work and social pedagogy to the discipline and profession of social work. They will be able to name historical representatives from the fields of social work and childhood education and be familiar with the ideas associated with them.

Students will have an overview of historical and current models from the fields of social work and childhood education.

They will be able to transfer relevant models to current fields of social work and childhood education.

BSP-2.3

Students will have insight into the logic and heterogeneity of the research, practice and fields of social work and childhood education and be able to identify their main possibilities and problems.

[updated 20.05.2020]

Module content:

BSP-2.1:

"Social work" and "childhood education" are modern generic terms for complex connections within science and society. "Social work", like "childhood education", refers to specific areas of theory and practice within the tradition of scientific thought and action. As disciplines, childhood education and social work are part of the educational and social sciences (just as medicine is a part of natural science); of course, other reference or auxiliary sciences (e.g. ethics, politics, psychology, pediatrics) are also relevant.

As a profession, both are part of a rational practice in a democratic society and, like all professions, both rely on theoretical justifications and to case-oriented actions. The development of social work, for example, has

its origins in the spirit of caring for the poor in response to the crisis of poverty or other emergencies, in social pedagogy the response was to educational and educational crises, and in childhood pedagogy the driving force was advocacy for children, in order to help promote their autonomy and understand, protect and develop them as players in a generational order. This requires, for example, insight into a child's need for upbringing and visualization (Kant) and clarity about the "Entwicklungstatsache" (Bernfeld). Students will learn about how social work and childhood education developed, the logic of human development and selected research topics and fields of practice.

BSP-2.2:

With reference to the lecture, central topics pertaining to social work and childhood education will be examined in depth. Thus, students' basic understanding of the respective topics is deepened by way of methodically guided steps. The goal is to gain an initial overview - laid down by the lecture - of the practical fields, theoretical traditions and research perspectives.

BSP-2.3:

Introduction to the different fields of social work and childhood education. Students will receive an overview of the fields of social work and childhood education and their organizational frameworks. Representatives from professional practice will be invited and present their respective fields of work within the institutional structure, discuss relevant legal foundations, methodological approaches, addressees and key conflicts of practical action. Individual fields of work will be examined in more detail within the framework of workshops. The course culminates in a job fair event where institutes from the fields of social work and childhood education, professional associations and international contacts from the faculty will introduce themselves and their offers to the students.

[updated 20.05.2020]

Teaching methods/Media:

BSP-2.1:

- Lecture
- Independent study: reading and processing scientific literature

BSP-2.2:

- Exercises within the framework of the seminar
- Independent study: reading and processing scientific literature
- Discussions about basic concepts and models in small groups and with the whole class
- Short presentations within the framework of the seminar

BSP-2.3:

- Tutorial with workshops
- Job fair event
- Independent study: reading and processing scientific literature

[updated 20.05.2020]

Recommended or required reading:

BSP-2.1:

will be announced in the lecture plan

BSP-2.2:

based on the lecture plan.

[updated 20.05.2020]

Life Courses, Life Situations and Coping Mechanisms

Module name (EN): Life Courses, Life Situations and Coping Mechanisms
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-11
Hours per semester week / Teaching method: 4V+2S (6 hours per week)
ECTS credits: 10
Semester: 3
Mandatory course: yes
Language of instruction: German
Assessment: BSP-11.1/2: Written exam (K) (bn) 70% BSP-11.3: class presentation (R) or term paper (bn) 30%
[updated 20.05.2020]
Applicability / Curricular relevance: BSP-11 (P322-0058, P322-0059, P322-0060) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 3, mandatory course BSP-11 (P322-0058, P322-0059, P322-0060) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 3, mandatory course
Workload: 90 class hours (= 67.5 clock hours) over a 15-week period. The total student study time is 300 hours (equivalent to 10 ECTS credits). There are therefore 232.5 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Prof.Dr. Felix Hörisch

Lecturer:

Prof. Dr. Walter Gehres

[updated 03.11.2021]

Learning outcomes:

After successfully completing this course, students will:

- be able to identify basic structures, conditions and forms of biographical socialization in the light of theory and empiricism.
- be able to present insights into life course and biography research and will have gained insight into the significance of transitions in the course of life.
- have learned and be able to apply relevant theoretical and methodological concepts of biographical analysis and crisis management (e.g., curves, crisis routine model).
- have developed a deeper understanding of the diversity, ambivalence, contradiction and creativity of biographical and life course-related processes.
- be able to take a perspective characterized by openness, listening skills, observation, patience and understanding. Recognition of the importance of continuous further education and training

[updated 20.05.2020]

Module content:

BSP-11.1 Lecture: Life Situations and Coping Mechanisms

Key findings on biographical socialization

- Concepts of generation, biography and identity
- Man in the conflict between individual and institutional expectations and influences
- The importance of different institutions for biographical developments, in particular the central importance of families for the formation of sociality.
- Biographical crises as a risk and an opportunity
- Process structures of the curriculum vitae
- Methodological challenges of biographical research: Man in the mode of narration, ability and failure

BSP-11.2 Lecture: Social Inequality, Heterogeneity and Social Problems

BSP-11.3 General seminar on 11.1 and 11.2

[updated 20.05.2020]

Teaching methods/Media:

- Lecture
- Independent study: Reading and processing scientific literature
- Discussions in small groups and with the whole class
- Oral discussion about module topics (seminar discussion)
- Written analysis of the course's topics (short writing assignments)

[updated 20.05.2020]

Recommended or required reading:

- Baumgart, Franzjörg (Hrsg.) (2008). Theorien der Sozialisation. Erläuterungen - Texte _ Arbeitsaufgaben. 4., durchgesehene Auflage. Bad Heilbrunn: Verlag Julius Klinkhardt.
- Garz, Detlef; Zizek, Boris (2014). Wie wir zu dem werden, was wir sind. Sozialisations-, biographie- und bildungstheoretische Aspekte. Wiesbaden: Springer VS.
- Griese, Birgit (Hrsg.) (2010). Subjekt Identität Person. Reflexionen zur Biographieforschung. Wiesbaden:

VS Verlag.

- Hurrelmann, Klaus / Bauer, Ullrich / Grundmann, Matthias / Walper, Sabine (Hrsg.) (2015). Handbuch Sozialisationsforschung. 8. vollständig überarbeitete Auflage. Weinheim und Basel: Beltz-Verlag.
- Joas, Hans (Hrsg.) (2007). Lehrbuch der Soziologie. 3. überarbeitete und erweiterte Auflage. Frankfurt a. M.: Campus.
- Lamla, Jörn / Laux, Henning / Rosa, Hartmut / Strecker, David (Hrsg.) (2014). Handbuch der Soziologie. Konstanz: UVK.
- Tillmann, Klaus-Jürgen (2010). Sozialisations-theorien. Eine Einführung in den Zusammenhang von Gesellschaft, Institutionen und Subjektwerdung. 16. vollständig überarbeitete und erweiterte Neuausgabe. Reinbek bei Hamburg: Rowohlt's Enzyklopädie.

[updated 20.05.2020]

Selected Fields of Work and Practices

Module name (EN): Selected Fields of Work and Practices
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-23
Hours per semester week / Teaching method: 4S (4 hours per week)
ECTS credits: 7
Semester: 6
Mandatory course: yes
Language of instruction: German
Assessment: BSP-23.1/.2: Module work (MA) (bn) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-23 (P322-0003) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 6, mandatory course BSP-23 (P322-0003) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 6, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 210 hours (equivalent to 7 ECTS credits). There are therefore 165 hours available for class preparation and follow-up work and exam preparation.

<p>Recommended prerequisites (modules): None.</p>
<p>Recommended as prerequisite for:</p>
<p>Module coordinator: Studienleitung</p>
<p>Lecturer: Studienleitung</p> <p>[updated 26.08.2019]</p>
<p>Learning outcomes: After successfully completing this course, students will:</p> <ul style="list-style-type: none"> - be able to describe selected fields of social work or childhood pedagogy and their approaches, - be able to carry out situation, resource and problem analyses and establish a link between professional approaches and the respective field of work/action, - be able to develop concepts for fields of work and action in social work and early childhood education, - be able to derive the legal framework from selected fields of work, - be able to apply methods and concepts from the respective field of work. <p>In addition, students will:</p> <ul style="list-style-type: none"> - be able to rethink selected theoretical and empirical questions from the field of social work and to relate them to the challenges of a migration society. <p>[updated 20.05.2020]</p>
<p>Module content:</p> <p>BSP-23.1 Seminar on selected fields of work and activity in the fields of social work and childhood education</p> <p>On the basis of Module 17.1 and the experience gained in the practical semester, students will receive further in-depth insight into selected fields of work and activity in social work or early childhood education. On the basis of a selected field of work, students will deepen their knowledge about the conceptual structure of their selected field, the legal framework and the corresponding didactic and methodological concepts. Students will study the respective problems and life situations of the respective target group from their selected field of work in detail. Students will analytically apply the social framework conditions that shape their selected field of work (e.g. law, politics, etc.). They will reflect on the role and duties of the specialists in their selected field of work and integrate these considerations into their concepts.</p> <p>BSP-23.2 Seminar on selected theoretical and empirical issues II</p> <p>Content is dependent on specific theoretical and empirical questions, for example interdisciplinary topics such as migration, interculturality, integration, etc.: Requirements for (social) educational action and social work organizations in migration societies. The seminar will discuss the questions that arise in the context of migration societies from a socio-scientific and socio-educational perspective. The theoretical foundation for the analysis of the fact that migration actually exists and is happening will be discussed. This is closely linked to interculturality and questions pertaining to integration and inclusion. Recent theoretical debates, concepts and empirical studies will be introduced and discussed in the class. The challenges to (social) educational action in the migration society, in the context of the knowledge base of social science migration and integration research, will be a special focus of this course.</p> <p>[updated 20.05.2020]</p>

Teaching methods/Media:

- Information (input) from the lecturers
- Practical studies in groups with class presentations of the results
- Guided excursions into the respective field of work
- Literature studies (individual work)
- Exercises within the framework of the seminar
- Selected approaches and methods will be tested through simulation or role playing.
- Guest lectures from professionals
- Independent study: Follow-up work and in-depth study using additional literature
- Short presentations on selected theoretical and empirical issues

[updated 20.05.2020]

Recommended or required reading:

Will be selected according to the respective field of work.

[updated 20.05.2020]

Selected Theoretical and Empirical Issues

Module name (EN): Selected Theoretical and Empirical Issues
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-22
Hours per semester week / Teaching method: 4S (4 hours per week)
ECTS credits: 6
Semester: 6
Mandatory course: yes
Language of instruction: German
Assessment: BSP-22.1 or BSP-22.2: Presentations (R) (bn) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-22 (P322-0004) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 6, mandatory course BSP-22 (P322-0004) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 6, mandatory course

Workload:

60 class hours (= 45 clock hours) over a 15-week period.

The total student study time is 180 hours (equivalent to 6 ECTS credits).

There are therefore 135 hours available for class preparation and follow-up work and exam preparation.

Recommended prerequisites (modules):

None.

Recommended as prerequisite for:**Module coordinator:**

Prof. Dr. Kerstin Rock

Lecturer: Prof. Dr. Kerstin Rock

[updated 26.08.2019]

Learning outcomes:

After successfully completing this course, students will:

- be familiar with selected theoretical and empirical questions raised by social work in postmodern society. They will have gained insight into the complexity of social problems in postmodern society, can describe them and place them in a socio-structural context.

After successfully completing this course, students will:

_ be able to explain the social science concept of the social network and understand the influences of close and other social ties on personal development and individual experience and behavior.

_ have gained insight into central principles, methods and practical approaches of networking and network-oriented interventions.

_ be able to define the terms cooperation, coordination and networking and understand how institutional cooperation and networking can be used as professional and political coordination and control mechanisms.

_ be able to justify and critically reflect on the necessity of institutional cooperation and networking in social work and childhood education.

_ be able to identify the prerequisites and measures that must be taken for successful institutional cooperation and put them in relation to the tasks and instruments of network management.

_ be able to reflect upon current concepts/programs for cooperation/networking with players from the fields of education, health, culture and/or business with regard to their respective legal, organizational and curricular conditions, as well as the political interests behind them.

[updated 20.05.2020]

Module content:

Selected Theoretical and Empirical Issues

Content is dependent on specific theoretical and empirical questions about the demands placed on (social) educational action and social work organizations in postmodern society.

BSP-22.2 Seminar: Cooperation and networking

I. Social networks as a resource for people

_ Theoretical principles: The network concept in social sciences, social network theory, network analysis

_ The network perspective in social work and childhood education: Strategies for network-oriented intervention, concepts, procedures and practical approaches of social network work, promoting self-help

II. Institutional networks as professional and political coordination and control mechanisms

_ Cooperation, coordination and networking - clarification of terms, dimensions for the

typification/characterization of networks, instruments for the description and analysis of institutional cooperations

- Technical and legal cooperation requirements
- General conditions for successful networking and cooperation, best practice examples
- Steps towards establishing cooperations, network management

III. Concepts/programs for (cross-system, interdisciplinary) cooperation and networking in various fields of social work and childhood education

[updated 20.05.2020]

Teaching methods/Media:

- Exercises within the framework of the seminar
- Independent study: Reading and processing scientific literature
- Discussions in small groups and with the whole class (group work)
- Short presentations within the framework of the seminar (individual, group, as well as partner work)
- Exercises on seminar-specific topics and simulations

[updated 20.05.2020]

Recommended or required reading:

The literature for this seminar is based on the selected topics.

Bauer, P.; Ullrich, O. (Hrsg.) (2005). Mit Netzwerken professionell zusammenarbeiten. Bd. 1: Soziale Netzwerke in Lebenslauf- und Lebenslagenperspektive. Tübingen

Bauer, P.; Ullrich, O. (Hrsg.) (2005). Mit Netzwerken professionell zusammenarbeiten. Bd. Institutionelle Netzwerke in Steuerungs- und Kooperationsperspektive. Tübingen

Dahme, H.-J.; Wohlfahrt, N. (Hrsg.) (2000) Netzwerkökonomie im Wohlfahrtsstaat: Wettbewerb und Kooperation im Sozial- und Gesundheitssektor. Berlin

Fischer, J.; Kosollek, T. (Hrsg.) (2013). Netzwerke und Soziale Arbeit. Weinheim, Basel

Keupp, H.; Röhrle, B. (Hrsg.) (1987). Soziale Netzwerke. Frankfurt a.M.

[updated 20.05.2020]

Social and Educational Policy and Social Space

Module name (EN): Social and Educational Policy and Social Space
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-7
Hours per semester week / Teaching method: 2V+2PS (4 hours per week)
ECTS credits: 6
Semester: 2
Mandatory course: yes

<p>Language of instruction: German</p>
<p>Assessment: BSP-7.1: Written exam (K) (bn) BSP-7.2: /</p> <p>[updated 20.05.2020]</p>
<p>Applicability / Curricular relevance:</p> <p>BSP-7 (P322-0092) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 2, mandatory course BSP-7 (P322-0092) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 2, mandatory course</p>
<p>Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 135 hours available for class preparation and follow-up work and exam preparation.</p>
<p>Recommended prerequisites (modules): None.</p>
<p>Recommended as prerequisite for:</p>
<p>Module coordinator: Prof.Dr. Felix Hörisch</p>
<p>Lecturer: Prof.Dr. Felix Hörisch</p> <p>[updated 26.08.2019]</p>
<p>Learning outcomes: After successfully completing this course, students will:</p> <ul style="list-style-type: none"> _ be able to describe the basic concepts and issues of social and educational system analysis, as well as social and educational policy analysis, _ be able to compare the history of the emergence and development of the German welfare state, its normative foundations, determining principles, institutions and types of intervention, as well as the German social and educational system on an international/European level, <p>In addition, students will:</p> <ul style="list-style-type: none"> _ be able to understand social work and childhood education as a profession (or professions) established by the welfare state, _ be able to identify the social policy implications of life courses and participative opportunities as well as the relationship between social and educational policy and policymaking at different levels, _ be able to analyze and evaluate the structure of the central policy areas in the multi-level system, problems and policy approaches and their significance for the addressees, respective institutions and professional action, _ be able to analyze and independently evaluate empirically available social and educational policies, as well as alternatives under normative, in particular equitable aspects. <p>[updated 20.05.2020]</p>

Module content:**BSP-7.1 Lecture**

In the lecture we will focus on the essence of the welfare state, which is closely linked to ideas of equality. We will discuss the following topics: the social security system, the connection between work, social security and social integration, the connection between social and educational policy and relevant social policy fields of action (e.g. health policy, family policy, poverty policy). We will analyze the crisis or transformation of the welfare state based on the new social reforms. All analyses will be conducted on a European or international comparative basis. Particular importance will be given to the local level: municipalities as political-administrative units, socio-spatial constructs and their context in civil society; municipal players, fields of action and scope for action, local politics and social work and childhood education

BSP-7.2 Introductory seminar

Selected topics from the lecture will be deepened in the introductory seminar.

[updated 20.05.2020]

Teaching methods/Media:

Lecture, literature studies (individual work),
Group work, presentations by the students

[updated 20.05.2020]

Recommended or required reading:

The most current textbooks and manuals on social and educational policy.

[updated 20.05.2020]

Socialization, Education and Lifelong Learning

Module name (EN): Socialization, Education and Lifelong Learning
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-3
Hours per semester week / Teaching method: 2V+2PS (4 hours per week)
ECTS credits: 6
Semester: 1
Mandatory course: yes
Language of instruction: German
Assessment: BSP-3.1: Written exam (K) (bn)

BSP-3.2: /

[updated 20.05.2020]

Applicability / Curricular relevance:

BSP-3 (P322-0096) Social work and early childhood, Bachelor, ASPO 01.10.2017 , semester 1, mandatory course

BSP-3 (P322-0096) Social work and early childhood, Bachelor, ASPO 01.10.2019 , semester 1, mandatory course

Workload:

60 class hours (= 45 clock hours) over a 15-week period.

The total student study time is 180 hours (equivalent to 6 ECTS credits).

There are therefore 135 hours available for class preparation and follow-up work and exam preparation.

Recommended prerequisites (modules):

None.

Recommended as prerequisite for:

Module coordinator:

N.N.

Lecturer: N.N.

[updated 26.08.2019]

Learning outcomes:

After successfully completing this course, students will:

- gain an insight into socialization, issues in social and educational science, concepts, topics, approaches and theories.
- develop an understanding of the diversity, ambivalence, ambiguity and creative moments of socializational and pedagogical processes.
- become acquainted with a professional attitude that is characterized above all by openness, listening, precise observation, patience, understanding instead of quick judgment, and the conviction that people can change.
- be able to understand the need to further one's education and critically question one's own professional convictions.
- be able to read, reflect upon and understand scientific literature.
- be able to identify ambivalences, contradictions, paradoxes and critically question them.
- be able to present their own arguments in relation to scientific sources.
- be able to reflect on the positions and arguments of other seminar participants and compare them with their own arguments.

[updated 20.05.2020]

Module content:

Lecture:

Introduction to key concepts of socialization, education and learning.

Discussion about the importance of institutions as socialization instances for the development of social and biographical skills, their role, functions, structures, forms, etc. We will focus on the primary socialization phase, especially in the context of families,

The process of identity formation, as well as the significance of transitions during the course of life,

Emphasis on the relevance of crises and their management for people's lives, development and health, The importance of the media for development, social integration, opportunities and risks of autonomy, Basic understanding of socialization, issues in social and educational science, concepts, topics, approaches and theories,
Students will have the opportunity to practice basic approaches to scientific work, reflection, discussion and writing.

Introductory seminar:

- The goal of the introductory seminar is to convey a basic understanding of socialization, issues in social and educational science, concepts, topics, approaches and theories.
- Students will have the opportunity to practice basic approaches to scientific work, reflection, discussion and writing.

[updated 20.05.2020]

Teaching methods/Media:

- Lecture
- Independent study: Reading and processing scientific literature specified in the seminar
- Discussions in small groups and with the whole class
- Oral discussion of module topics (seminar discussion)
- Written analysis of the course's topics (short writing assignments)

[updated 20.05.2020]

Recommended or required reading:

Literature will be announced in the lectures and seminars.

The following literature is recommended as an introduction:

Baumgart, Franzjörg (Hrsg.) (2008): Theorien der Sozialisation. Erläuterungen - Texte - Arbeitsaufgaben. Bad Heilbrunn, Verlag Julius Klinkhardt, 4., durchgesehene Auflage.

Böhm, Winfried; Schiefelbein, Ernesto; Seichter, Sabine (2010): Projekt Erziehung. Ein Lehr- und Lernbuch. Paderborn, München, Wien, Zürich, Ferdinand Schöningh.

Elias, Norbert (2006/1970): Was ist Soziologie? Frankfurt a. M., Suhrkamp (Gesammelte Schriften, Band 5).

Gehres, Walter (2015): Der Doppelcharakter biografischer Krisen. In: Sozialer Sinn, 16. Jg., Heft 2, pp. 143-166.

Gehres, Walter (2014): Zur Bedeutung familiärer Strukturen und Lebenspraxen für die Bildung von Sozialität. In: Bütow, Birgit u.a. (Hrsg.): Sozialpädagogik zwischen Staat und Familie. Aktuelle und neue Politiken des Eingreifens. Wiesbaden, Springer VS, pp. 221-238.

Horlacher, Rebekka (2011): Bildung. Bern, Haupt-Verlag, (UTB Profile)

Hurrelmann, Klaus; Bauer, Ullrich; Grundmann, Matthias; Walper, Sabine (Hrsg.) (2015): Handbuch Sozialisationsforschung. Weinheim und Basel, Beltz-Verlag, 8. vollständig überarbeitete Auflage.

Löw, Marina (2003): Einführung in die Soziologie der Bildung und Erziehung. Opladen, Leske + Budrich.

Maiwald, Kai-Olaf; Sürig, Inken (2018): Mikrosoziologie. Eine Einführung. Wiesbaden, Springer VS.

Tillmann, Klaus-Jürgen (2010): Sozialisierungstheorien. Eine Einführung in den Zusammenhang von Gesellschaft, Institutionen und Subjektwerdung. Reinbek bei Hamburg, Rowohlt's Enzyklopädie, 16. vollständig überarbeitete und erweiterte Neuausgabe.

Veith, Hermann (2008): Sozialisation. München, Ernst Reinhardt Verlag (UTB Profile).

[updated 20.05.2020]

Study Project

Module name (EN): Study Project
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-21
Hours per semester week / Teaching method: 2U+6S (8 hours per week, accumulated)
ECTS credits: 16
Semester: 6
Duration: 2 semester
Mandatory course: yes
Language of instruction: German
Assessment: BSP-21.1/.2/.3/.4: Project report with defense (PB) (bn) 70% + oral examination (MP) (bn) 30% [updated 20.05.2020]
Applicability / Curricular relevance: BSP-21 (P322-0102) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 6, mandatory course BSP-21 (P322-0102) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 6, mandatory course
Workload: 120 class hours (= 90 clock hours) over a 15-week period. The total student study time is 480 hours (equivalent to 16 ECTS credits). There are therefore 390 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): <u>BSP-13</u> Basic Research Methods and Evaluation 2: Data Evaluation Methods <u>BSP-9</u> Basic Research Methods and Evaluation 1: Data Collection Methods [updated 02.09.2019]
Recommended as prerequisite for:
Module coordinator: Professor/innen des Studiengangs

Lecturer: Professor/innen des Studiengangs

[updated 26.08.2019]

Learning outcomes:

After successfully completing this course, students will:

- be able to apply basic educational and social science research methods of data collection and analysis,
- be able to think scientifically in terms of questions and problems,
- be able to operationalize research questions related to fields of action in an exemplary manner.
- be able to organize field explorations and carry out small empirical studies in practice, evaluate them and critically reflect on their use,
- be able to write a research report,
- be able to transfer research findings to smaller projects within the framework of social work,
- be able to relate legal issues to their own field of research.

[updated 20.05.2020]

Module content:

BSP-21.1 Seminar for Study Project I

Under the guidance of the lecturers, students will write a qualitative or quantitative research paper or develop a concept on a current topic from the fields of social work and childhood education. Theoretical content, as well as practical research topics on the selected study project will be discussed.

BSP-21.2 Methodological Workshop: Tutorial

The methodological workshop will provide an overview of method development in qualitative and quantitative social research. Both data collection, as well as data evaluation methods will be presented and discussed in the light of different methodological concepts. Students will have the opportunity to present and discuss research material from their respective projects. References and connections to project-specific questions will be discussed and developed.

BSP-21.3 Seminar for Study Project II

At the end of the seminar, students will carry out qualitative or quantitative research work on a current topic from the fields of social work and childhood education. The results will lead to a student project that will be carried out under the guidance of the lecturers. The results will be documented in study project reports. The lecturers will accompany the preparation of the project reports and prepare students to defend their work.

BSP-21.4 Selected Legal Issues

The seminar will discuss legal issues related to the topic of the respective study projects. In addition, students will be prepared to defend their work through exercises.

[updated 20.05.2020]

Teaching methods/Media:

- Lecture
- Independent study: Reading and processing scientific literature
- Discussions in small groups and with the whole class
- Oral discussion of module topics (seminar discussion)
- Written analysis of the course's topics (short writing assignments)
- Case studies
- Project work

[updated 20.05.2020]

Recommended or required reading:

Literature will be specified by the lecturers in the seminar according to the respective topic.

[updated 20.05.2020]

Theoretical Basics

Module name (EN): Theoretical Basics
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-15
Hours per semester week / Teaching method: 2V+2S (4 hours per week)
ECTS credits: 6
Semester: 4
Mandatory course: yes
Language of instruction: German
Assessment: BSP-15.1 Written exam (K) (bn) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-15 (P322-0073, P322-0076) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 4, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 135 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: <u>Prof. Dr. Ulrike Zöller</u>
Lecturer: <u>Prof. Dr. Ulrike Zöller</u> [updated 26.08.2019]

Learning outcomes:

After successfully completing this course, students will:

- be able to present the history, development and general state of professional theories,
- be able to present exemplary disciplinary positions from the fields of social work and early childhood and explain their relevance for professional practice, as well as take their own position on these,
- be able to identify overall structural characteristics, central principles and ethical requirements for a profession in a social context and reflect on their own actions within a legal context (e.g. dealing with addressee dilemmas),
- be able to relate classical studies to current empirical findings in the context of the professionalization debate,
- be able to describe specific demands on the discipline and profession that could arise individually, institutionally and organizationally over the course of their lifetime,
- be able to combine the possibilities of successful professionalism with the requirements pertaining to a pedagogical or social-law profession,
- be able to reconstruct cases in the light of social and educational professional research and use them to challenge and assess a given professionalized practice of early childhood education and social work.

[updated 20.05.2020]

Module content:

BSP-15.1 Lecture: Professionalization Theoretical Basics and Professional Ethics

- _ Overview of professionalization theories and their underlying principles, historical developments, current formations and positions
- _ Presentation of classical and recent studies on professionalization and the need for professionalization in pedagogical and social-law professions
- _ Professional ideals from early childhood education through social advocacy in each part of life to the finality of life.
- _ Presentation of practical forms and functional foci (somato-psycho-social integrity, law and justice, methodical validity checks) of professionalization
- _ Insight into the structural problems, paradoxes and options for and of professionalized action in educational and social work institutions and impulses for self-reflection.
- _ Insight into the inner dynamics of professional action with regard to ethical requirements, social expectations and factual options.

BSP-15.2 Seminar: Diagnostic Action and Case Analyses

Reconstruction of selected dilemmatic cases

[updated 20.05.2020]

Teaching methods/Media:

Lecture, literature studies, casuistry and case vignettes from professional practice

[updated 20.05.2020]

Recommended or required reading:

Becker-Lenz, Roland u. a. (Hg.) (2013): Professionalität in der Sozialen Arbeit. Standpunkte, Kontroversen, Perspektiven. Berlin: SpringerVS.

Combe, Arno/Helsper, Werner (Hg.) (1996): Pädagogische Professionalität. Untersuchungen zum Typus pädagogischen Handelns. Frankfurt am Main. Suhrkamp.

Dewe, Bernd u.a. (Hg.) (1992): Erziehen als Profession. Zur Logik professionellen Handelns in pädagogischen Feldern. Opladen: Leske+Budrich Verlag.

Großmaß, Ruth; Perko, Grudrun (2011): Ethik für soziale Berufe. Paderborn: Ferdinand Schöningh.

Kraul, Margret u.a. (Hg.) (2002): Biographie und Profession. Bad Heilbrunn, Obb.: Klinkhardt.
 Maaser, Wolfgang (2010): Lehrbuch Ethik. Grundlagen, Problemfelder und Perspektiven. Weinheim und München: Juventa.
 Ruppin, Iris (Hg.) (2015): Professionalisierung in Kindertagesstätten. Weinheim und Basel: BeltzJuventa.
 Schwarz, Bernd u. a. (Hg.) (2014): Professionalität: Wissen _ Kontext. Sozialwissenschaftliche Analysen und pädagogische Reflexionen zur Struktur bildenden und beratenden Handelns. Klinkhardt.

[updated 20.05.2020]

Theories and Concepts of Social Work and Early Childhood

Module name (EN): Theories and Concepts of Social Work and Early Childhood
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-10
Hours per semester week / Teaching method: 2V+2PS (4 hours per week)
ECTS credits: 6
Semester: 2
Mandatory course: yes
Language of instruction: German
Assessment: BSP-10.1: / BSP-10.2: Written exam (K) (bn) [updated 20.05.2020]
Applicability / Curricular relevance: BSP-10 (P322-0109, P322-0478) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 2, mandatory course BSP-10 (P322-0109, P322-0478) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 2, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 135 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.

<p>Recommended as prerequisite for:</p>
<p>Module coordinator: <u>Prof. Dr. Ulrike Zöller</u></p>
<p>Lecturer: <u>Prof. Dr. Ulrike Zöller</u></p> <p>[updated 26.08.2019]</p>
<p>Learning outcomes:</p> <p>After successfully completing this course, students will:</p> <ul style="list-style-type: none"> - be able to classify and describe current theories and concepts of social work and childhood education, - be able to assess the importance of theories and concepts from the fields of social work and childhood education for both the discipline and the profession of social work and childhood education, - have an analytical understanding of theories and concepts, - be able to transfer theories and concepts of social work and childhood education to selected practical examples of social work, - be able to address complex theoretical questions and processes constructively and in a reflexive manner, - have trained their analytical thinking skills. <p>[updated 20.05.2020]</p>
<p>Module content:</p> <p>Lecture:</p> <ul style="list-style-type: none"> - Introduction to current theories and concepts of social work and childhood education. - The role of theories and concepts of social work and childhood education in the discipline and profession of social work. - The connection between theory and practice. <p>Introductory seminar:</p> <ul style="list-style-type: none"> - The theories and concepts of social work and childhood education presented in the lecture. - The important role of theories and concepts of social work in the discipline, as well as the profession. - The relevance of theories and concepts of social work on the basis of case studies and empirical studies. <p>[updated 20.05.2020]</p>
<p>Teaching methods/Media:</p> <p>Lecture:</p> <ul style="list-style-type: none"> - Lecture - Independent study: reading and processing scientific literature <p>Introductory seminar:</p> <ul style="list-style-type: none"> - Exercises within the framework of the seminar - Independent study: reading and processing scientific literature - Discussions about basic concepts and models in small groups and with the whole class - Short presentations within the framework of the seminar - Exemplary case studies <p>[updated 20.05.2020]</p>

Recommended or required reading:

The most current textbooks and manuals on theories and concepts of social work and childhood education.

[updated 20.05.2020]

Work Experience Semester

Module name (EN): Work Experience Semester
Degree programme: <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u>
Module code: BSP-20
Hours per semester week / Teaching method: 2U+2SV (4 hours per week)
ECTS credits: 30
Semester: 5
Mandatory course: yes
Language of instruction: German
Assessment: BSP-20.1: / BSP-20.2: Project report (PB) (nb/be) BSP-20.3: / [updated 20.05.2020]
Applicability / Curricular relevance: BSP-20 (P322-0062) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 5, mandatory course BSP-20 (P322-0062) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 5, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 900 hours (equivalent to 30 ECTS credits). There are therefore 855 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Studienleitung

Lecturer: Studienleitung

[updated 26.08.2019]

Learning outcomes:

BSP-20.1 Practical phase

After successfully completing this course, students will:

- have gained insight into professional practices and be able to reflect on the framework for professional action in the field of work.
- be able to identify connections between scientific study content and practical professional knowledge.
- be able to plan and justify interventions and other offers using methodological-didactic and theoretical knowledge.

In addition, students will:

- be able to communicate with professional and non-academic players in the field.
- be able to react to new, unclear and unusual tasks and organize further assistance if needed.
- be able to reflect on the multidisciplinary context of social work and childhood education and identify the risks of professional action.

BSP-20.2 Theory-Practice-Seminar

After successfully completing this course, students will:

- will be able to provide information on the scientific justification of action concepts,

Guidelines and Methods for Social Work and Childhood Education

- Students will be able to relate tasks and problems to theoretical and empirical knowledge and reflect critically on practical procedures with regard to this.

In addition, students will:

- be able to analyze practical experiences methodically and in particular, explore ambivalences and uncertainties.
- be able to make a diagnosis by recording problems and resources on a case-by-case basis.
- be able to write a written reflection on the respective case and make well-founded assessments based on scientific knowledge.
- be able to communicate scientific findings to practitioners.

BSP-20.3 Supervision and Collegial Advice

After successfully completing this course, students will:

- be familiar with methods of peer counselling, reflection and guiding groups.
- be able to use methods suitable for working with groups and in counselling settings.
- have developed skills for peer counselling and collaboration in the supervision group.
- be able to describe practical problems and accept support in complex situations.

[updated 20.05.2020]

Module content:**BSP-20.1 Practical Phase**

During the practical phase, students will be able to make the connection between the theoretical content of their studies and its practical application. Under the professional guidance of experienced practitioners of social work and childhood education, students will be encouraged to complement their knowledge and skills with practical experience. They will learn about and be able to reflect on aspects of their future role as a professional and the different framework conditions of social work and childhood education. The course does not focus on action-related practice, but rather explores professional practices and the practical, scientific and political framework for professional action.

It is an integral part of the study program and will be supervised by lecturers.

BSP-20.2 Theory-Practice-Seminar

In preparation for the practical semester, students will take part in a week-long theory-practice-seminar. The framework conditions for the practical semester will be discussed, students will be introduced to the format of (training) supervision, they will be able to discuss their expectations with regard to their role during the practical semester and will receive a methodical introduction to the concept of "studying in practice" as way of learning.

During the practical phase, students will deal with socio-educational and childhood educational problems and questions which they will systematically analyze using observation protocols. The students' observation protocols will serve as the foundation for an exemplary case analysis, which, by contrasting empirical findings with social science theories, will contribute to the application of social work methods by the students, as well as provide a solid foundation in social science and encourage self-reflection of their social work. The theory-practice seminar aims at combining scientific knowledge with practical knowledge and demonstrating the importance of internships as places of reflexive learning, both on the level of professional judgement, knowledge acquisition, and the development of a habitual approach to pedagogical uncertainty.

BSP-20.3 Supervision and Peer Counselling

The object of supervision is the reflection of work relationships. The supervision process focusses on students' roles, their motives and value orientations. The setting is group supervision. Students will learn from one another. They will receive support from their fellow students in assessing the practice situation, forming a hypothesis and developing solutions. By actually applying common methods, the methods themselves become more transparent and understandable for students.

In addition to supervision, students will spend a total of 6 hours in intervision groups.

[updated 20.05.2020]

Teaching methods/Media:**BSP-20.1**

Supervised study at the place of practical learning

SP-20.2

- Independent study: reading and processing scientific literature
- Discussions in small groups and with the whole class
- Methodically conducted practice exploration (joint protocol analyses)
- Creation of an analysis of the field of work at the practice institution
- Creation of an exemplary case/situation analysis
- Ethnographic collage; ethnographic commentary; role playing

SP-20.3

- (Training)supervision in the group

- Intersession
- Case discussion

[updated 20.05.2020]

Recommended or required reading:

- Breidenstein, G.; Hirschauer, S.; Kalthoff, H.; Nieswand, B. (2013): Ethnografie. Die Praxis der Feldforschung. Stuttgart: UTB.
- Freis, M. (2016): Wissensbasierung und Intelligenz von Organisationen im Modus der Relationierung von Wissen. In: Göhlich, M. et al. (Hrsg.): Organisation und Methode. Wiesbaden: V, pp. 213-223.
- Fiebertshäuser, B. (2001): Feldforschung im Praktikum. Ein Konzept für das studienbegleitende Praktikum im Diplomstudiengang Erziehungswissenschaft. In: Schulze-Krüdener, J.; Homfeldt, H. G. (Hrsg.): Praktikum _ eine Brücke schlagen zwischen Wissenschaft und Beruf. Neuwied/ Krieffel/ Berlin: Luchterhand Verlag, pp. 181-204.
- Harmsen, T. (2014): Professionelle Identität im Bachelorstudium Soziale Arbeit. Wiesbaden: Springer VS.
- Müller, B. (2001): Praktiker als Forscher Forschen als Praxis: Eine Wahlverwandtschaft? In: neue Praxis. Zeitschrift für Sozialarbeit, Sozialpädagogik und Sozialpolitik, 31. Jahrgang, Heft 1, pp. 3-8.
- Riemann, G. (2009): Der Beitrag interaktionistischer Fallanalysen professionellen Handelns zur sozialwissenschaftlichen Fundierung und Selbstkritik der Sozialen Arbeit. In: Becker- Lenz, R. (Hrsg.): Professionalität in der Sozialen Arbeit. Standpunkte Kontroversen Perspektiven. Wiesbaden: VS Verlag, pp. 287-305.
- Schubarth, Wilfried et al. (Hrsg.) (2012): Studium nach Bologna: Praxisbezüge stärken?! Praktika als Brücke zwischen Hochschule und Arbeitsmarkt. Wiesbaden: Springer VS.
- Schulze-Krüdener, J.; Homfeldt, H.-G. (2001): Praktika: Pflicht oder Kür? Perspektiven und Ziele der Hochschulausbildung zwischen Wissenschaft und Beruf. In: ders. (Hrsg.): Praktikum eine Brücke schlagen zwischen Wissenschaft und Beruf. Neuwied; Krieffel: Luchterhand, pp. 205-016.
- Völter, B. (2008): Verstehende Soziale Arbeit. Zum Nutzen qualitativer Methoden für die professionelle Praxis, Reflexion und Forschung. Forum Qualitative Sozialforschung/ Forum: Qualitative Social Research, 9(1), Art. 56, <http://nbn-resolving.de/urn:nbn:de:0114-fqs0801563>.
- Völter, B. (2013): Professionelles Handeln wahrnehmen und reflektieren lernen. In: Sozial Extra 11/12, pp. 23-26.

[updated 20.05.2020]

Social work and early childhood Bachelor - optional courses