

Course Handbook Social work and early childhood Bachelor

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Social work and early childhood Bachelor - mandatory 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>
<u>Child and Youth Welfare Law, Child Protection and Juvenile Court Proceedings</u>	BSozP-12		3	2V+2U	7	Prof. h.c. Mallory Völker
<u>Communicative Competence: Conversation, Consultation, Moderation</u>	BSozP-14		3	2U+2S	8	Prof. Dr. Christian Schröder
<u>Didactic Approaches in Childhood Education and Methodologies of Social Work</u>	BSozP-16		4	5S	5	Prof. Dr. Iris Leisner-Ruppin
<u>Family and Guardianship Law incl. Procedural Law</u>	BSozP-8		2	3V	5	Prof. h.c. Mallory Völker
<u>Fields of Social Work and Childhood Pedagogy and their Relevance for Social Law</u>	BSozP-17		4	5S	5	Prof. Dr. Ulrike Zöller
<u>Fundamentals of (Social) Psychology and Health Science</u>	BSozP-6		2	2V+2PS	6	Prof. Dr. Tamara Marksteiner
<u>Fundamentals of Constitutional and Civil Law and Administrative Organization</u>	BSozP-5		1	2V+1VU	5	Prof. Dr. Thomas Klein
<u>Fundamentals of Social Sciences</u>	BSozP-4		1	2V+2PS	6	

<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>
						Prof. Dr. Markus Ciesielski
<u>Interaction and Organization</u>	BSozP-19		4	2V+2S	5	Prof. Dr. Kerstin Rock
<u>International Project Week</u>	BSozP-20		4	2V+2S	5	Prof. Dr. Christian Schröder
<u>Introduction to Academic and Research Skills</u>	BSozP-1		1	2V+2U	5	Prof. Dr. Tamara Marksteiner
<u>Introduction to Social Work and Childhood Education</u>	BSozP-2		1	2V+1U+2PS	8	Prof. Dr. Ulrike Zöller
<u>Life Courses, Life Situations and Coping Mechanisms</u>	BSozP-11		3	4V+2S	6	Prof. Dr. Mario Schreiner
<u>Selected Fields of Work and Practices</u>	BSozP-24		6	4S	7	Prof. Dr. Mario Schreiner
<u>Social and Educational Policy and Social Space</u>	BSozP-7		2	2V+2PS	6	Prof. Dr. Markus Ciesielski
<u>Socialization, Education and Lifelong Learning</u>	BSozP-3		1	2V+2PS	6	Dr. Sebastian Rahn

<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>Study Project</u>	BSozP-22		6	2U+6S	10	Professor/innen des Studiengangs
<u>Theoretical Basics</u>	BSozP-15		4	2V+2S	5	Prof. Dr. Ulrike Zöller
<u>Theories and Concepts of Social Work and Early Childhood</u>	BSozP-10		2	2V+2PS	6	Prof. Dr. Ulrike Zöller
<u>Work Experience Semester</u>	BSozP-21		5	2U+2SV	30	Praxisreferat

(20 modules)

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

<u>Module name (EN)</u>	<u>Code</u>	SAP-P	<u>Semester</u>	Hours per semester week / Teaching method	ECTS	Module coordinator
<u>Compulsory Electives: Seminars</u>	BSozP-25		-	-	16	Studienleitung

(1 module)

Social work and early childhood Bachelor - mandatory courses

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, SO 01.10.2026</u>
Module code: BSozP-12
Hours per semester week / Teaching method: 2V+2U (4 hours per week)
ECTS credits: 7
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 BSozP-12 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , semester 3, 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.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Prof. h.c. Mallory Völker

Lecturer: Prof. h.c. Mallory Völker

[updated 14.04.2026]

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: <u>Social work and early childhood, Bachelor, SO 01.10.2026</u>
Module code: BSozP-14
Hours per semester week / Teaching method: 2U+2S (4 hours per week)
ECTS credits: 8
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) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 3, mandatory course BSozP-14 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , semester 3, mandatory course
Workload: 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 240 hours (equivalent to 8 ECTS credits). There are therefore 195 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Prof. Dr. Christian Schröder
Lecturer: Prof. Dr. Christian Schröder [updated 14.04.2026]

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]

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, SO 01.10.2026</u>
Module code: BSozP-16
Hours per semester week / Teaching method: 5S (5 hours per week)
ECTS credits: 5
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 BSozP-16 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , semester 4, mandatory course
Workload: 75 class hours (= 56.25 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 93.75 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 Leisner-Ruppin
Lecturer: Prof. Dr. Iris Leisner-Ruppin [updated 14.04.2026]

Learning outcomes:**BSP-16.1 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 17.04.2025]

Module content:**BSP-16.1 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.

BSP-16.2-1 School Development Sandra Hahn

School is a central part of an individual's biography. In addition, the number of children in Germany attending an after-school club, an all-day school or some other form of school-based after-school care is on the rise. In particular, as a result of longer and more frequent participation in all-day education and care, these institutions are part of students' daily lives and are thus important for their development and education (cf. Appel/Plehn 2021, p. 1). This raises the question of how school is understood, lived and designed. Is it a place of learning and personal development, a place of knowledge transfer, a place of refuge, a protected space, a place for living and gaining experience, a place of socialization or a means of selection, etc.? (cf. Blömeke et al 2007, p. 11). In this context, the systemic framework conditions do not have to be accepted unquestioningly, but should be considered for what they are: an educational design task (cf. *ibid.*, p. 13). With this in mind, the task of school social work has also evolved. In terms of content, it not only addresses individual problem constellations, but also focuses its actions on all students at a school, as well as on teachers and legal guardians in the sense of an educational partnership.

These topics are discussed in our course, so that in addition learning about the different types of all-day schooling, students will also learn about school concepts, identifying risks in everyday school life, and topics such as room or schoolyard design. After all, education knows no boundaries. Teaching is no longer limited to the classroom; instead, knowledge can be gained and experiences had throughout the entire

school, including the outdoor areas (Stadelmann 2023). Because with the legal entitlement to all-day care for primary school children from 2026, the institutionalization of childhood (Walther et al 2021, p. 12) is set to advance further. All-day schools will become the place where schoolchildren, teachers and educational specialists will spend more and more time on school grounds – in the school and also outside in the schoolyard (ibid.). It is therefore clear that the design and equipment of school rooms make a decisive contribution to whether pupils feel comfortable, can pursue their ideas and interests and educate themselves. This requires the design of suitable teaching concepts in which teachers and (school) social workers work together to consider the needs of the respective classes.

In order to make the theory-practice transfer, which is central to this course, clear, we are planning to hold a 'Day of Knowledge' in a school context (primary school, 2nd grade). Participation in the course is a prerequisite for involvement.

Structure

The event planned will involve collaboration with staff from the Bildungscampus Saarland and the htw saar. Excursions are also planned, as is the practical implementation of projects in a school context (We plan to adhere to the seminar schedule, but cannot guarantee this for activities outside the university.).

BSP-16.2-2 Methods of Teaching Sex Education Moritz Czarny

Since the 1970s, sex education has found its way into socio-pedagogical fields of action, both theoretically as an aspect of pedagogy and practically in the form of institutionalized educational and support services (cf. Schmidt/Sielert/Henningsen 2017). The discussion of (physical) intimacy in professional social relationships takes place in the context of the conflicting priorities of a pedagogical approach that is both repressive and a taboo-based (Sielert), the naive idea that a thorough knowledge of the body, common sense and proper morals are sufficient to accompany children and young people and adults in their sexual development (ibid. 2017, p. 1371; note by M.C.) and the struggles for interpretive sovereignty between conservative and emancipatory ideals.

Based on the anthropological fact of a 'homo sexualis', it can be concluded that dealing with gender-related issues in education and support processes is (latently) unavoidable and thus requires professional reflection that encompasses specialized practical offers (see Klepacki/Zirfas 2014; Eggert-Schmid Noerr/Heilmann/Weißert 2017). Accordingly, in the seminar we will devote ourselves to the phenomena of sexuality, eroticism and love in terms of basic theory (Freud, Foucault, Fromm), discuss the conditions for children and young people growing up in this regard in late modernity, address current incidents of sexualized violence in the name of 'pedagogical Eros', and then analyze the approaches of concrete action practices. This will be done in relation to case studies from the fields of kindergarten, school, media education, institutional education, and care for the disabled. A lecture by practitioners is planned on the subject of family, sexual, and pregnancy counseling. In addition to self-study, this will take place methodically through joint reading, discussion groups, presentations, and through analysis and testing of didactic materials.

BSP-16.2-4 Team Development Agnes Jasiok

Life in groups is as natural and inevitable a part of our human existence as birth and death. We need other people to feel secure and to be able to work productively (...). As such, our well-being in this world depends largely on whether and how we manage to find a home in the group constellations in which we are embedded. (Stahl 2012, p. 21). Team development focuses in particular on establishing constructive cooperation and a collegial working atmosphere characterized by trust, mutual support, and mutual appreciation.

Teamwork depends largely on how we communicate, how we express ourselves nonverbally, intentionally or unintentionally. Based on social psychology and communication theory models, we will test and reflect on creative and resource-oriented team methods and communication techniques that support constructive teamwork, drawing on students' experiences.

BSP-16.2-3 Early Intervention and Support Sandra Hahn

BSP-16.2-5 Social Work in Daycare Centers Stephan Schmider

Learning outcomes:

After successfully completing this module, students will:

be able to explain the fundamentals of methodological action in social work (concept of methodology, approach, professional role, relationship between methodology and attitude).

be able to classify selected methods of action (e.g., client-centered counseling/social pedagogical counseling, case work/case management, group work, community work/social space orientation, networking, crisis intervention) in terms of their objectives, fields of application, limitations, and quality criteria.

be able to analyze areas of social work (e.g., child and youth welfare, integration assistance/participation, school/daycare, etc.) with regard to typical case constellations, risks, and methodological requirements.

be able to make methodologically sound decisions based on a case analysis (e.g., situation, resources, living situation/social environment, risks, assignment/mandate, parties involved): Which method is appropriate, why, and with what goal in mind?

be able to apply selected methods in practice (including clarifying assignments, agreeing on goals, activating resources, etc.) and communicate the procedure using appropriate technical language.

be able to evaluate their own actions reflexively (assumptions about effects, progress, goal achievement, side effects)

be able to act in an interprofessional manner (cooperation, networks, case transfers) and to position the role of social work professionally in the respective setting.

Module content:

The module first clarifies the concept of methodology in social work and defines its function in professional practice (goal orientation, process orientation, obligation to provide justification). Building on this, it then provides a historical and systematic reconstruction of the central traditions of social work, from individual social assistance to social group work and community work.

It then goes on to present and classify selected methods of social work (SA) and childhood education (PdK), which are then tested in the seminar in various settings. These include in particular:

- Social-educational counseling
- Client-centered communication
- Outdoor education
- Social environment orientation
- Streetwork
- Prevention

The methodological work will be consistently linked to professional fields of activity. Typical cases and needs will be analyzed using exemplary fields (including social-educational family assistance, daycare social work, and other selected practical fields), and the respective methods will be transferred to these contexts. We will focus on the question of how methodological approaches can be justified, planned, implemented, and reflected upon in specific settings. Challenges and limitations within these approaches will also be discussed.

Further reading and links:

Wendt, Peter-Ulrich (2021): Lehrbuch Methoden der Sozialen Arbeit. Weinheim: Beltz Juventa. 3. Auflage oder spätere

Galuske, Michael (2011): Methoden der Sozialen Arbeit. Weinheim: Beltz Juventa. 11. Auflage oder spätere.

Further reading will be announced at the beginning of the course or distributed during the seminar.

[updated 21.04.2026]

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/Vo lkel, Petra (2009): Beobachten und dokumentieren im pädagogischen Alltag. Freiburg im Breisgau: Herder.

[updated 17.04.2025]

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, SO 01.10.2026</u>
Module code: BSozP-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 BSozP-8 <u>Social work and early childhood, Bachelor, SO 01.10.2026</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): <u>BSozP-5</u> Fundamentals of Constitutional and Civil Law and Administrative Organization [updated 14.04.2026]
Recommended as prerequisite for:
Module coordinator: Prof. h.c. Mallory Völker
Lecturer: Prof. h.c. Mallory Völker [updated 14.04.2026]

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, SO 01.10.2026</u>
Module code: BSozP-17
Hours per semester week / Teaching method: 5S (5 hours per week)
ECTS credits: 5
Semester: 4
Mandatory course: yes
Language of instruction: German
Assessment: BSP1-17.1 Term paper [updated 21.04.2026]
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 BSozP-17 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , semester 4, mandatory course
Workload: 75 class hours (= 56.25 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 93.75 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 Zöllner
Lecturer: Prof. Dr. Ulrike Zöllner [updated 14.04.2026]

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.

BSP-17.2 Seminar: Social Law

After successfully completing this seminar, students will be able to:

- demonstrate a basic knowledge of social and social administration law, asylum and residence law, and labor law, which is essential for providing expert advice to third parties, for working in public and private institutions, and for fruitful interprofessional cooperation,
- apply the basic knowledge they have acquired to simple cases from professional practice in the fields of social work,
- understand and critically examine legal justifications (e.g., in official notices).

[updated 21.04.2026]

Module 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-17.1-1 Transition from School to Employment Prof. Dr. Ulrike Zöllner

Learning outcomes:

After successfully completing this module, students will:

- be able to outline the main features of the field of action and are familiar with its legal basis,
- have gained in-depth insight into exemplary fields of work and the empirical questions associated with them,
- be able to discuss dilemmas in decision-making,
- be able to reflect upon individual and societal perceptions of age.

Module content:

For a long time, old age played only a minor role in social work. Since at least the 1980s, however, demographic change has made aging an increasingly important topic for the social work profession. Today, despite its marginal position in the field of social work, the relevance of this topic can hardly be denied (cf. Aner/Karl 2020).

But what is hindering the expansion of social work services for older people? What dilemmas do social workers face in care counseling? How can people at the end of their lives, together with their families and loved ones, be professionally supported in the face of the existential crisis of dying? These and other questions are the subject of the seminar. After reflecting on individual and societal images of aging and a brief introduction to scientific concepts of age(ing), we will develop an overview of this field within the course of the seminar. Using the examples of care counseling and hospice work, we will explore the topics of care and dependency in old age and dying and death in greater depth and discuss how social workers can address them. At the end of each thematic unit, open questions will be discussed with

professionals from the respective field of work.

Further reading and links:

Aner, Kirsten/Karl, Ute (Hg.) (2020). Handbuch Soziale Arbeit und Alter. 2. Auflage. Wiesbaden: VS Verlag für Sozialwissenschaften.

Backes, Gertrud/Clemes, Wolfgang (2013). Lebensphase Alter. Eine Einführung in die sozialwissenschaftliche Altersforschung. 4. Auflage. Weinheim und Basel: Beltz Juventa.

Hank, Karsten/Schulz-Nieswandt, Frank/Wagner, Michael/ Zank, Susanne (Hg.) (2019). Altersforschung. Handbuch für Wissenschaft und Praxis. Baden-Baden: Nomos Verlag.

Kruse, Andreas (2017). Lebensphase hohes Alter. Verletzlichkeit und Reife. Wiesbaden: Springer Verlag.

Additional literature will be announced at the beginning of the module.

BSP-17.1-2 Social Work on the Internet Ralf Steinkamp

BSP-17.1-3 Social Work with Older People Katharina Pontius

BSP-17.1-4 Child and Youth Work Mark Unbehend

BSP-17.1-5 Early Support Julia Hergarten

BSP-17.2 Seminar: Social Law (Sozialrecht)

1. Social law
- The importance of social law for the fields of social work
- Introduction
- o The historical development and origins of social law
- o The roles and goals of social law
- o Human rights, the welfare state, and social law
- o Sources of social law
- o Structure and content of the Social Code (SGB)
- o Social rights
- General entitlement to benefits
- o Social law relationships and their participants
- o Information obligations of benefit providers
- o Mandatory and discretionary benefits
- o Provision of benefits
- o Triangular relationship in social law
- Social administration procedures and social data
- o Scope and phases of social administration procedures
- o Applying for benefits
- o Capacity to act under social law
- o Benefit providers and jurisdictions
- o Principle of Investigation and Obligations to Cooperate
- o Administrative acts and appeal procedures

- o Legal protection in social law
 - o Social data security
 - o Confidentiality obligations, disclosure of confidential information, and the right to refuse to testify
 - Social security for basic livelihood
 - o Basic Income (SGB II)
 - o Benefits for education and participation, as well as the child basic income (Kindergrundsicherung)
 - o Social welfare and basic income support for the elderly (SGB XII)
 - o Asylum seekers' benefits law (Asylbewerberleistungsgesetz)
2. Asylum and residence law
- The significance of asylum and residence law for the fields of social work
 - Citizenship and naturalization
 - Basic principles and concepts of the right of residence
 - Asylum proceedings
 - Asylum, refugee status, and subsidiary protection
 - Ban on deportation
 - Tolerated stay
 - Special provisions for refugees from Ukraine
3. Labor law
- Sources of labor law
 - Collective bargaining agreement
 - Establishment of the employment relationship
 - Fixed-term employment contract
 - Termination and employment protection

[updated 21.04.2026]

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 (Sozialrecht)

Available on the university network at <https://www.utb.de>:

- Reinhardt, Grundkurs Sozialverwaltungsrecht für die Soziale Arbeit, 3. Aufl. 2023
- Wabnitz, Grundkurs Recht für die Soziale Arbeit, 6. Aufl. 2021
- Trenczek/Tammen/Behlert/von Boetticher/Beetz, Grundzüge des Rechts Studienbuch für soziale Berufe, 6. Aufl. 2024

Available in the library:

- Beyer, Recht für die Soziale Arbeit, 3. Aufl. 2022 (DS 6800 Bey)
- Frings/Schweigler, Sozialrecht für die Soziale Arbeit, 5. Aufl. 2021 (DS 6800 Fri)

[updated 21.04.2026]

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, SO 01.10.2026</u>
Module code: BSozP-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 BSozP-6 <u>Social work and early childhood, Bachelor, SO 01.10.2026</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: Prof. Dr. Tamara Marksteiner
Lecturer: Prof. Dr. Tamara Marksteiner [updated 14.04.2026]

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, SO 01.10.2026</u>
Module code: BSozP-5
Hours per semester week / Teaching method: 2V+1VU (3 hours per week)
ECTS credits: 5
Semester: 1
Mandatory course: yes
Language of instruction: German
Assessment: BSP-5.1 written exam [updated 02.12.2025]
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 BSozP-5 <u>Social work and early childhood, Bachelor, SO 01.10.2026</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>BSozP-8</u> Family and Guardianship Law incl. Procedural Law [updated 14.04.2026]
Module coordinator: Prof. Dr. Thomas Klein
Lecturer: Prof. Dr. Thomas Klein

[updated 14.04.2026]

Learning outcomes:

After successfully completing this module, students will:

understand how a democratic constitutional state and its central institutions function and will be able to explain how the law shapes social structures and social reality;

have a basic understanding of the concepts and structure of the German legal system;

have mastered the methods of processing legal cases and will be able to independently analyze and resolve simple legal issues;

know and understand key fundamental rights and be able to reflect on their significance for professional practice in social work;

be able to apply the fundamentals of civil law, including liability law relevant to social work, to exemplary practical situations.

[updated 02.12.2025]

Module content:

The module provides an introduction to the legal foundations of professional practice in social work. It teaches the central structures, principles, and working methods of the German legal system and establishes links between legal norms and social practice.

Topics covered include:

Fundamentals, structure, and functioning of the democratic constitutional state and its institutions,

Structure and basic concepts of the German legal system,

Fundamental rights under the Basic Law (Grundgesetz), in particular human dignity, equality, and civil liberties relevant to social work,

Fundamentals of judicial legal protection and the structure of the German court system,

Methods of legal case processing (subsumption, expert opinion style, interpretation),

Fundamentals of civil law: legal capacity, contractual capacity, declaration of intent, contract, damages,

Fundamentals of liability law, in particular supervisory duties in social work,

Practical examples, and case studies from fields of social work.

[updated 02.12.2025]

Teaching methods/Media:

Lecture: Intensive, moderated discussions in class

Lecture/tutorial: Case work

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

Exam preparation: Study group coaching after the semester ends

[updated 02.12.2025]

Recommended or required reading:

Wabnitz, Grundkurs Recht für die Soziale Arbeit, 6. Aufl. 2021, Ernst Reinhardt Verlag

Beyer, Recht für die Soziale Arbeit, 4. Aufl. 2025, Nomos-Verlag

Trenczek/Tammen/Behlert/von Boetticher/Beetz, Grundzüge des Rechts - Studienbuch für soziale Berufe, 6.

Aufl. 2024, Ernst Reinhardt Verlag

Hinrichs/Öndül, Soziale Arbeit – das Recht, 1. Aufl., Verlag Barbara Budrich

Mösch Payot/Schwander, Recht für die Soziale Arbeit, 5. Aufl. 2021, Haupt Verlag

Lorenz, Zivil- und familienrechtliche Grundlagen der Sozialen Arbeit, 4. Aufl. 2022, Nomos-Verlag

Falterbaum, Rechtliche Grundlagen Sozialer Arbeit, 6. Aufl. 2024, Kohlhammer Verlag

[updated 02.12.2025]

Fundamentals of Social Sciences

Module name (EN): Fundamentals of Social Sciences
Degree programme: <u>Social work and early childhood, Bachelor, SO 01.10.2026</u>
Module code: BSozP-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 BSozP-4 <u>Social work and early childhood, Bachelor, SO 01.10.2026</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. Markus Ciesielski
Lecturer: Prof. Dr. Markus Ciesielski [updated 14.04.2026]

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: <u>Social work and early childhood, Bachelor, SO 01.10.2026</u>
Module code: BSozP-19
Hours per semester week / Teaching method: 2V+2S (4 hours per week)
ECTS credits: 5
Semester: 4
Mandatory course: yes
Language of instruction: German
Assessment: BSP-18.1/2: Module work (MA) (bn) [updated 20.05.2020]
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 BSozP-19 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , semester 4, 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. Kerstin Rock
Lecturer: Prof. Dr. Kerstin Rock [updated 14.04.2026]

Learning outcomes:

After successfully completing this course, students will:

a) At a professional level

... be able to recognize and describe social work and childhood education institutions in terms of their organization, based on organizational theory fundamentals (e.g., the concept of organization, organizational concepts, organizational theories).

have developed an understanding of the special characteristics of social organizations and their impact on management.

be able to recognize structural problems/paradoxes and their impact on interaction with the target audience.

... be able to describe and critically reflect on the integration of an organization into a support system and the functions of the various types of support providers in providing and financing social services.

... 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 conduct an organizational analysis, identifying the organizational goals, organizational structure, membership conditions, integration into a support system, etc. of a specific social institution and evaluating their usefulness.

b) At an interdisciplinary level

be able to read and understand scientific literature independently and use theoretical categories and concepts to understand experiences and problems.

... be aware of the importance of organizational frameworks for their own actions in organizations (as employees, interns, volunteers)

[updated 21.04.2026]

Module content:

BSP 18.1 Lecture

I. Principles of Organizational Theory

Definition of an organization

Categories for analyzing organizations (basic elements, the three sides of an organization)

Basic organizational concepts and selected organizational theories

II. Specifics of organized social work

Characteristics of social services, more recent service theory

Participation of addressees in social organizations

Prevention and protection concepts and their implementation

III. Support system

Support structures and interaction between support providers (subsidiarity principle, corporatism, governance)

Significance and developments of independent social welfare

Basic forms of financing for social organizations and the economization of social work

BSP 18.2 Seminar

The seminar deepens the content of the lecture by deriving questions for organizational analysis and working through them using a social organization as an example.

[updated 21.04.2026]

Teaching methods/Media:

BSP-18.1

- Lecture

- Independent study: Reading and working through the specialist literature specified in the course (individual work)

- Working on tasks and case studies in small groups
BSP-18.2
- Discussion of module topics (seminar discussion)
- Presentations by the students
- Creation of an organizational analysis (in part)

[updated 21.04.2026]

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, SO 01.10.2026</u>
Module code: BSozP-20
Hours per semester week / Teaching method: 2V+2S (4 hours per week)
ECTS credits: 5
Semester: 4
Mandatory course: yes
Language of instruction: German
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 BSozP-20 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , semester 4, 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. Christian Schröder
Lecturer: Prof. Dr. Christian Schröder [updated 14.04.2026]
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 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 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 perspective,
- be able to discuss cases transculturally

[updated 20.05.2020]

Module content:

BSP-19.1 Lecture: Social Work and PdK in a Transnational and International Context (Soziale Arbeit und PdK im transnationalen und internationalen Kontext)

International lecture series: Social Work from a Transnational and International Perspective (Soziale Arbeit aus transnationaler und internationaler Perspektive)

Overview of selected international and transnational discourses on social work, their historical background, as well as current and future perspectives 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

BSP-19.2-1 International Week - Prof. Dr. Christian Schröder / Prof. Dr. Ulrike Zöllner

BSP-19.2-2 Law in Action Die Soziale Arbeit und Zugang zum Recht - Prof. Dr. Markus Ciesielski

Learning outcomes:

How do people put law into action, and what does that mean for social work? This event focuses on providing a critical introduction to the phenomenon of legal mobilization, taking social inequalities into account. Here, students will gain insights from the fields of political sociology and sociology into the topic of access to justice. They will cover the fundamentals, current developments, and connections to social work. Students will reflect on the significance of this field of research for both academic scholarship and professional practice in social work. The event will explore how social work benefits from research on the mobilization of law in both academic and practical contexts, incorporating comparative perspectives and aspects of welfare state and organizational research.

Module content:

What is legal mobilization? What is access to justice?

Disciplinary classification and contextualization of research on legal mobilization

Forms of legal mobilization

Approaches to explaining legal mobilization research

The social policy implications of right-wing mobilization

Further reading and links:

The reading list will be announced at the beginning of the course.

BSP-19.2-3 Seminar on Migration and Integration in an International Context (Seminar Migration und Integration im internationalen Vergleich) Dieter Filsinger

In Europe, we find different types of welfare states (welfare regimes) and country-specific variations in welfare state policies. However, likely also case-specific similarities can be observed in levels of prosperity, social problems, political constellations and lines of action in the ways social problems are addressed. This seminar will examine selected social policy issues from a comparative perspective, drawing on relevant studies, with a particular focus on comparing migration, immigration, and integration policies.

BSP-19.2-4 Field Trip: Social Work as a Human Rights Profession / An International Comparative Analysis of Anti-Hate Speech Campaigns (Soziale Arbeit als Menschenrechtsprofession / international vergleichende Analyse von Anti-Hass-Kampagnen) Steinkamp, Ingrid / European Academy Otzenhausen

The IFSW (International Federation of Social Workers) like Silvia Staub-Bernasconi, for example takes the view that social work should not limit itself solely to the dual mandate of control and support, but must also provide a moral compass: one grounded in human rights. The promotion of social conditions that secure, stabilize, or foster civil society and democratic structures could be seen as a practical application of this principle. If expressions of intolerance or the denial of others' right to exist constitute an attack on such structures, then a social work intervention that addresses such phenomena at the micro level could contribute to the realization of humane living conditions.

As part of this seminar series, held in collaboration with and at the European Academy Otzenhausen, we will look at hate speech and study to discuss the various approaches used by social work in different European countries to address manifestations of hate speech, as well as the success of these efforts. A general political basis for these activities is the No Hate Speech action program of the European Commission against Racism and Intolerance (ECRI) of the Council of Europe, an international organization dedicated to the protection of human rights and the promotion and development of civil society and democratic structures. As part of the seminar, we will take a one-day excursion to the Council of Europe in Strasbourg to hear about their work and the success of the anti-hate campaign. In addition, we will visit the broadcaster ARTE to gain insight into how the media covers anti-democratic and discriminatory events.

In addition to discussing key concepts such as: human rights, civil society, and democracy, and their relevance to professional social work, we will also engage in an in-depth discussion of the social phenomenon of hate, and receive an introduction to the democracy education program BETZAVTA. In addition, we will learn about the relevance of the work of international organizations for social work practice. The seminar will take place as an excursion with overnight stays and meals from Sunday, May 25, to Friday, May 30, 2025, at the European Academy in Otzenhausen. A preliminary meeting to discuss the excursion will take place on Wednesday, April 23, 2025, at 2:00 PM.

BSP-19.2-5 Intercultural, multicultural, or transcultural? (Inter-, multi-, transkulturell?) On the Construction of Cultural Identity in the Greater Region Julia Frisch

The Greater Region, and the SaarLorLux region in particular, is often referred to in research, the media, and politics as the prime example of cross-border daily life in action. But what role do the region's borders really play for its residents? And what do (supposedly or actually) transnational region mean for people's cultural identity? What is cultural identity, and how is it formed? Starting with an examination of fundamental concepts of culture and identity, this seminar explores the extent to which the region influences perceptions of the other across the border, self-identification, and the intercultural competencies of the people living in the region. The question of transnational cooperation in the border region and the extent to which it is influenced by stereotypes, cultural differences in organizational and work cultures.

BSP-19.2-6 International Social Work (Internationale Soziale Arbeit) Angelika Groterath

[updated 21.04.2026]

Teaching methods/Media:

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

[updated 20.05.2020]

Recommended or required reading:

Wagner, L.; Lutz, R. & Rehkla, Ch. (Hrsg.) (2018): Handbuch Internationale Soziale Arbeit : Dimensionen Konflikte Pos Basel: Beltz Juventa.

Bähr, Ch.; Homfeldt, H. G.; Schröder, Ch.; Schröder, W. & Schweppe, C. (Hrsg.)(2014): Weltatlas Soziale Arbeit: jenseits aller Weinheim; Basel: Beltz Juventa.

Laging, Marion; Waldenhof, Beatrix & Zöllner, Ulrike (2013): Internationale Berufsfähigkeit in der Sozialen Arbeit. Neue praxi

Lorenz, Walter (2012): Der deutschsprachige Diskurs der Sozialen Arbeit aus internationaler Perspektive. In: Thole, Werner (H 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.): Grundri einführendes Handbuch. 4. Auflage. Wiesbaden: VS Verlag: 387-401.

[updated 21.04.2026]

Introduction to Academic and Research Skills

Module name (EN): Introduction to Academic and Research Skills
Degree programme: <u>Social work and early childhood, Bachelor, SO 01.10.2026</u>
Module code: BSozP-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) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 1, mandatory course BSP-1 (P322-0017) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 1, mandatory course BSozP-1 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , 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. Tamara Marksteiner
Lecturer: Prof. Dr. Tamara Marksteiner [updated 14.04.2026]

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, SO 01.10.2026</u>
Module code: BSozP-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) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 1, mandatory course BSP-2 (P322-0022) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 1, mandatory course BSozP-2 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , 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 14.04.2026]

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, SO 01.10.2026</u>
Module code: BSozP-11
Hours per semester week / Teaching method: 4V+2S (6 hours per week)
ECTS credits: 6
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 BSozP-11 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , semester 3, mandatory course
Workload: 90 class hours (= 67.5 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 112.5 hours available for class preparation and follow-up work and exam preparation.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Prof. Dr. Mario Schreiner
Lecturer: Prof. Dr. Mario Schreiner [updated 14.04.2026]

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 Neuauflage. 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, SO 01.10.2026</u>
Module code: BSozP-24
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 BSozP-24 <u>Social work and early childhood, Bachelor, SO 01.10.2026</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.
Recommended prerequisites (modules): None.
Recommended as prerequisite for:
Module coordinator: Prof. Dr. Mario Schreiner
Lecturer: Prof. Dr. Mario Schreiner [updated 14.04.2026]

Learning outcomes:

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 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.

In addition, students will:

- 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.

[updated 20.05.2020]

Module content:

BSP-23.1 Seminar on selected fields of work and activity in the fields of social work and childhood education

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.

BSP-23.2 Seminar on selected theoretical and empirical issues II

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.

BSP-23.1-2 + Justice-Related Criminology and Social Work Seminar (Seminar Justizbezogene Kriminologie und Soziale Arbeit) Marc-Alexander Seel

BSP-23.2-2 Theories of Deviance Seminar (Seminar Theorien der Devianz) Steinkamp, Ralf

Course Description BSP-23.1-3: Justice-Related Criminology and Social Work:

The course is essentially divided into the four thematic areas described below:

a) Society's demand for punishment and judicial sentencing practices

At the beginning of the seminar, the practice of imposing sanctions under German criminal law will be compared with a selection of (empirically documented) societal conceptions of punishment. The seminar will highlight the specific aspects in which differences or similarities can be identified, and which social groups express particular needs regarding punishment.

In addition, we will examine the extent to which subjective factors – such as fear of crime and/or victimization, as well as one's own criminal behavior – can influence individual perceptions of crime and attitudes toward punishment.

b) Judicial social work as a tool for rehabilitation, social control, and crime prevention

Drawing on anonymized case studies from professional practice in state-run residential social work with offenders (primarily in juvenile detention centers, correctional facilities, and forensic clinics) and outpatient offender assistance (primarily probation, court, and sentencing assistance, as well as supervision), we will provide a comprehensive overview of activity within the social services of the justice system.

c) Other ways in which (welfare) state and private institutions respond to deviance and delinquency

After outlining specific service offerings from selected partners in the criminal justice system, we will critically examine the (increasingly punishment-oriented) structural frameworks governing the handling of deviance within institutions originally designed to provide welfare state support services. We will, in particular, address the potential consequences of delegating areas of state responsibility to nonprofit private organizations and/or for-profit (security) companies in terms of promoting crime prevention or crime generation.

d) Restorative justice and its application

In the final section, we will focus on illustrating judicial and non-judicial responses to delinquency and deviance that have proven effective as supplements or alternatives to the mere punishment of those who deviate from the norm. Seminar participants will first examine the concept of offender-victim mediation as a concrete form of diversion with the primary goal of restitution, and then learn about different variants of restorative justice aimed at restoring social peace.

BSP-23.2-2: Theories of deviance

The Theories of Deviance seminar focuses on clarifying the concept of social deviance and reflecting on related ideas as they pertain to social work. The concept is reconstructed through a critical, theory-based examination of classical approaches in criminology and sociology of criminal law - which follow an ideology of social defense (Baratta) that is reproduced to an unacknowledged extent: Among other things, biological, psychological/psychoanalytic, sociological, and multifactorial approaches will be discussed. The hypotheses and theories discussed in this context will address, among other things, the following concepts: The born criminal, The normality (and necessity (sic!)) of deviance (Durkheim), the relationship between deviance and the drive structure (psychoanalysis), the theory of subculture and differential learning, the analysis of neutralization techniques, and finally the labeling approach (Becker, Sack).

The central guiding principle of our reflection on the diverse approaches to explaining deviance stems from the convictions and fundamental considerations of critical criminology that will be discussed in conclusion. The starting point for our historical-theoretical reconstruction of deviance will be the transformation of the nature of state punishment that took place over a relatively short period (during the Enlightenment). It was during this historical phase that scholarly inquiry into the reasons and causes of deviant behavior began.

Throughout the seminar, we will incorporate considerations from social philosophy, social theory, epistemology, and methodology for example, we will discuss the development of a theory (Popper) and the concept of scientific paradigms (Kuhn). The question also arises as to what one can actually say with the help of a theory, and what one cannot (scope). In addition, however, some fundamental questions and convictions of criminology will also be addressed in this seminar.

The seminar provides a theory-based addition to Marc-Alexander Seel's seminar (BSP-23.1-3).

BSP-23.1-3 + Differentiation in Education Seminar Sigrid Selzer

BSP-23.2-3 Childhood Studies Seminar Sigrid Selzer

BSP-23.1-3: Differentiation in Education

The lives of children and families are diverse. This means that every child in child and youth welfare facilities and schools has individual needs and comes from different social, cultural, and economic backgrounds. In educational science, these differences are also referred to as diversity, heterogeneity, or variety.

Professional and political discourse focuses on the connection between diversity, unequal opportunities in the education system (see Diehm et al. 2017), and discrimination, resulting in high demands on pedagogical practice. Educational institutions should serve a compensatory purpose and prevent discrimination.

In practice, sensitivity to differences means being mindful and sensitive about when a distinction is made based on a specific characteristic such as age, gender, migration status, disability, etc. and when it is not. The idea is to reflect on the opportunities that categorization opens up for children or, conversely, closes off. At the same time, it is important to take into account and critically reflect on social conditions and pedagogical requirements when dealing with differences (see Lamp 2010). This aims to provide children with resources for shaping their own lives and to empower them. In this context, children's rights, as enshrined in the UN Convention on the Rights of the Child, and ethical perspectives serve as points of reference (see Prengel 2019).

During the seminar, various cross-feature approaches, concepts, and methods will be presented and discussed using specific case studies. These will be contextualized within theoretical considerations and ethical reflections.

BSP-23.2-3: Social Science Research on Childhood: Methods and Studies

Social science research on childhood is particularly committed to the perspectives of children and focuses on their everyday experiences, the conditions under which they live, and their social relationships (Heinzel 2012). It is based on two paradigms that shape specific studies: the child as protagonist and the generational order. The seminar focuses on research that re-examines childhood in the context of diversity and reflects children's perspectives on difference. Specific methods of childhood research will be examined and discussed in terms of their potential and limitations. A particular focus will be placed on ethical considerations. Selected studies will be discussed in depth as illustrative examples.

BSP-23.1-5 Cooperation Between Youth Services and Schools - Lars Bieringer

BSP-23.2-5 Subject- and Addressee-Oriented - Theoretical Perspectives - Lars Bieringer

BSP-23.1-5: Cooperation Between Youth Services and Schools

Due to the expansion of all-day schools, the ratification of the UN Convention on the Rights of Persons with Disabilities, and the intensified development of school social work in recent years, cooperation between child and youth welfare services and the education system is becoming increasingly important. As a result of this intensified collaboration, school social work has become one of the largest and most central areas of activity within child and youth welfare services.

The seminar will focus on the following learning objectives:

Students will gain insight into the practical foundations of school social work and learn about the key challenges and conditions for success in social education work at (full-day) schools.

Students will be able to theoretically contextualize the concepts of inclusion and multiprofessional teams and reflect on negotiation processes among different stakeholders in multiprofessional contexts.

Through contributions from practitioners in the field of education, students will gain insights into everyday professional life as well as into the underlying (social) educational concepts and rationales for action.

This seminar is not designed as a traditional seminar based on reading materials, but is conducted interactively and in various educational settings. Plans include an excursion to an (all-day) school as well as invitations to experts and practitioners from the education sector. Active student participation in shaping the seminar's content is expressly encouraged. Further information will be announced at the beginning of the semester.

In this seminar, I will share various perspectives on school social work that have emerged from my work in practice, policy, and research. From 2015 to 2020, I worked as a school social worker at an all-day community school. From 2021 to 2023, I was responsible for the conceptual development of school social work in Saarland at the Ministry of Education and Culture. Since 2024, I have been working as a research assistant at htw saar on research projects focusing on school social work.

BSP-23.2-5: Subject- and Addressee-Oriented - Theoretical Perspectives

The second module focuses on recipient-centered and subject-centered approaches as central theoretical guiding principles of social pedagogical practice in the school setting. It provides a systematic introduction to fundamental theoretical approaches in school social work and social work that view the individual as an agent capable of taking action within institutional settings. An addressee-oriented approach is addressed as one that is oriented toward the life situations, needs, and subjective interpretive patterns of children and adolescents. A subject-oriented approach is examined as a normative and theoretical principle that views self-determination, recognition, and participation as central reference points for professional practice.

Furthermore, the module analyzes the institutional framework of schools as well as its significance for addressee- and subject-oriented practice. Theoretical tensions between the organizational logic of schools and the demands of social pedagogy will be critically examined. The aim of the module is to develop a deeper theoretical understanding that serves as the foundation for reflective professional practice in school social work.

Literature:

- Hollenstein, Erich; Nieslony, Frank; Speck, Karsten; Olk, Thomas (2017). Handbuch der Schulsozialarbeit: Band 1. Weinheim und Basel: Beltz Juventa Verlag.
- Speck, Karsten (2020). Multiprofessionelle Kooperation. In: Bollweg; Buchna et al. (2020). Handbuch Ganztagsbildung, Wiesbaden: VS Verlag für Sozialwissenschaften, S. 1453-1467.
- Spies, Anke; Pötter, Nicole (2011). Soziale Arbeit an Schulen. Einführung in das Handlungsfeld Schulsozialarbeit. Wiesbaden: VS Springer Verlag für Sozialwissenschaften.
- Thiersch, Hans (2020). Lebensweltorientierte Soziale Arbeit – revisited. Weinheim und Basel: Beltz Juventa Verlag.

Additional reading will be announced during the seminar.

BSP-23.1-4 Social Work in the Context of Aging - Katharina Pontius

BSP-23.2-4 Aging From an Interdisciplinary Perspective - Katharina Pontius

BSP-23.1-4 Social Work in the Context of Aging

Learning outcomes:

After successfully completing this module, students will:

- be able to outline the main features of the field of action and are familiar with its legal basis.
- be able to reflect addressing practices.
- be familiar with selected approaches in this field and can assess their potential and limitations.
- become mindful of the specific challenges involved in working with older adults, their families, and loved ones.

Module content:

Social work in the context of aging focuses on the lives of older adults, their families, and their loved ones. In this context, it is particularly important to take into account different temporal perspectives. Social workers operate based on the current daily reality and the potential for future development. At the same time, the internal logic of existing coping and care arrangements often becomes apparent when viewed against the background of their specific historical development.

With this in mind, following an introduction to the field of practice, the seminar will explore methodological approaches that support an understanding-based approach. While network diagrams can be used to visualize current support structures, the rather challenging process of genogram work allows us to reconstruct family dynamics. Finally, biographical work focuses on a method that encourages participants to engage in self-reflection. After each thematic section, the potential and limitations of the respective method will be discussed and the specifics of working with older adults will be reflected upon.

Further reading and links:

Bleck, Christian/Van Rießen, Anne (2022). Soziale Arbeit mit alten Menschen. Ein Studienbuch zu Hintergründen, Theorien, Prinzipien und Methoden. Wiesbaden: Springer VS.

Hildenbrand, Bruno (2000). Generationenbeziehungen in strukturalhermeneutischer Perspektive. In: sozialer sinn 1, 1, S. 51-66.

Hildenbrand, Bruno (2018). Genogramarbeit für Fortgeschrittene. Vom Vorgegebenen zum Aufgegebenen. Heidelberg: Carl-Auer-Verlag.

Miethe, Ingrid (2017). Biografiearbeit. Lehr und Handbuch für Studium und Praxis. 3. durchgesehene Auflage. Weinheim, Basel: Beltz Juventa.

Additional reading material will be announced at the beginning of the course.

BSP-23.2-4 Aging From an Interdisciplinary Perspective - Katharina Pontius

Learning outcomes:

After successfully completing this module, students will:

- be familiar with selected social pedagogical, sociological, and psychological concepts related to aging.
- be able to discuss the limitations and potential of different disciplinary perspectives.
- be able to derive practical implications for social work from social pedagogical concepts.
- be able to reflect on individual and societal perceptions of aging.

Module content:

Gerontology, as the science of aging and growing old, is considered a prototypical interdisciplinary field (Wahl/Hedtke-Becker 2022). With a focus on the social sciences, this seminar will examine selected disciplinary approaches to aging. From a sociological perspective, it begins by deconstructing normative assumptions and everyday certainties regarding this topic. This requires, among other things, an examination of historical research on aging. The seminar will then shift its focus to psychologically grounded approaches. These play a central role in gerontological discourse and focus, for example, on (environmental) resources and the psychological challenges of aging. Finally, the seminar will discuss a prominent approach in social work and social pedagogy – the concept of life stages and coping with life – and apply it to the topics of dependence in old age, death and dying, and transition to institutional care.

Further reading and links:

Böhnisch, Lothar (2023). Sozialpädagogik der Lebensalter. Eine Einführung. Grundlagentexte Pädagogik. Weinheim/Basel: Beltz Juventa. 9., überarbeitete erweiterte Auflage.

Lang, Frieder R./Lessenich, Stephan/Rothermund, Klaus (2022). Altern als Zukunft. Eine Studie der Volkswagenstiftung. Berlin/Heidelberg: Springer.

Stecklina, Gerd/Wienforth, Jan (Hg.) (2020). Handbuch Lebensbewältigung und Soziale Arbeit. Übergangs- und Bewältigungsforschung. Weinheim/Basel: Beltz Juventa.

Van Dyk, Silke (2015). Soziologie des Alters. Bielefeld: transcript.

Wahl, Hans-Werner (2023). Psychologie für die Arbeit mit Menschen höheren Lebensalters. Psychologie für Soziale Berufe. Weinheim: Juventa Verlag

Additional reading material will be announced at the beginning of the course.

[updated 21.04.2026]

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 21.04.2026]

Recommended or required reading:

Will be selected according to the respective field of work.

[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, SO 01.10.2026</u>
Module code: BSozP-7
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-7.1: Written exam (K) (bn) BSP-7.2: / [updated 20.05.2020]
Applicability / Curricular relevance: 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 BSozP-7 <u>Social work and early childhood, Bachelor, SO 01.10.2026</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: Prof. Dr. Markus Ciesielski
Lecturer: Prof. Dr. Markus Ciesielski [updated 14.04.2026]

Learning outcomes:

After successfully completing this course, students will:

- 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,

In addition, students will:

- 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.

[updated 20.05.2020]

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, SO 01.10.2026</u>
Module code: BSozP-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 BSP-3.2: / [updated 02.12.2025]
Applicability / Curricular relevance: BSP-3 (P322-0096) <u>Social work and early childhood, Bachelor, ASPO 01.10.2017</u> , semester 1, mandatory course BSP-3 (P322-0096) <u>Social work and early childhood, Bachelor, ASPO 01.10.2019</u> , semester 1, mandatory course BSozP-3 <u>Social work and early childhood, Bachelor, SO 01.10.2026</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: Dr. Sebastian Rahn
Lecturer: Dr. Sebastian Rahn [updated 14.04.2026]

Learning outcomes:

After successfully completing this course, students will:

a) At the professional level

...be able to distinguish between different theoretical approaches to the basic concepts of education, training, and socialization, critically compare them, and classify them based on literature.

...be able to independently examine issues relating to socialization, education, and educational science, and relate these to current social contexts.

...be able to develop and reflect on an understanding of the diversity and potential contradictions of socialization, upbringing, and educational processes.

...be able to describe and critically reflect on the role of central socialization institutions (e.g., family, peer group, school) in the context of the life course.

b) At an interdisciplinary level

...be able to independently read and understand scientific literature and use theoretical concepts to address their own (practical) problems.

...have become familiar with professional conduct and begun to develop their own professional self-image, characterized by openness, recognition of complexity, and reflexivity.

...continuously and critically question their own professional convictions in dialogue with others.

...be able to recognize the possibilities of digital tools for dealing with theoretical content, evaluate them critically, and develop possible applications independently.

[updated 02.12.2025]

Module content:

Lecture:

-Presentation of key theoretical approaches to issues of socialization, upbringing, and education

-Basic understanding of socialization, issues in social and educational science, concepts, topics, approaches and theories,

Terms, topics and approaches

-Presentation of a life-stage perspective with a focus on transitions in the life course

-Discussion of the importance of institutions as agents of socialization for biographical development

Introductory seminar:

-Basic understanding of socialization, issues in social and educational science

Terms, topics and approaches

-Comparative discussion of theoretical approaches to questions of socialization, upbringing, and education

-In-depth examination of individual socialization instances (e.g., family, school, peer group)

[updated 02.12.2025]

Teaching methods/Media:

- Lecture

-Independent study: Reading and working through the specialist literature specified in the course

-Discussions in small groups and with the whole class

-Oral discussion of module topics (seminar discussion)

-Digitally supported peer instruction

Discussion of theoretical approaches based on film and series sequences

-Digital bulletin boards

[updated 02.12.2025]

Recommended or required reading:

Literature will be announced in the respective courses.

[updated 02.12.2025]

Study Project

Module name (EN): Study Project
Degree programme: <u>Social work and early childhood, Bachelor, SO 01.10.2026</u>
Module code: BSozP-22
Hours per semester week / Teaching method: 2U+6S (8 hours per week)
ECTS credits: 10
Semester: 6
Mandatory course: yes
Language of instruction: German
Assessment: BSP-21.1/.2/.3/.4: Project report with defense (PB) (bn) 50% + oral examination (MP) (bn) 50% [updated 21.04.2026]
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 BSozP-22 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , semester 6, mandatory course
Workload: 120 class hours (= 90 clock hours) over a 15-week period. The total student study time is 300 hours (equivalent to 10 ECTS credits). There are therefore 210 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
Lecturer: Professor/innen des Studiengangs [updated 14.04.2026]

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 21.04.2026]

Module content:

BSP-21.1-1/BSP-21.2-1 Ulrike Zöller

Migration Processes: Arriving and Settling in the Saarbrücken Region. (Migrationsprozesse: Ankommen und Bleiben im Regionalverband Saarbrücken.) Collaborative project with the Migration and Integration Office of the Saarbrücken Regional Association

Learning outcomes:

Upon successful completion of the module, students will have acquired the following skills and competencies:

After successfully completing this module, students will:

- be able to conduct small-scale empirical research projects independently (subject-matter and methodological expertise)
- be able to apply the theoretical foundations of integration policies in practice (professional competence)
- be able to give a presentation to a specialist audience (methodological competence)
- be able to work in a team

Module content:

In this semester project, we will explore the following questions:

What experiences do immigrants have when they arrive in Germany? What factors make this process easier or more difficult?

The term *arrival* here refers not only to physical presence, but also to the subjective feeling of being at home .

We will focus on three key categories that are particularly relevant to the process of settling in:

Education and language

Housing

Social participation

Together with the Saarbrücken Regional Association and its Office for Migration and Integration, we will explore these issues.

Many of the experiences and obstacles faced by immigrants in the Saarbrücken Regional Association have not yet been systematically documented. Our project will examine these issues and help to improve our understanding of integration processes within the Regional Association and to design more targeted measures.

The results of the research project will be presented at a small informational event with representatives from the Regional Association on January 27th.

BSP-21.1-2/BSP-21.2-2 Tamara Marksteiner

Educational (in)equity ("Bildungs(un)gerechtigkeit ")

BSP-21.1-3/BSP-21.2-3 Mario Schreiner
Disability and Support Services (Kontext Behinderung und Behindertenhilfe)

BSP-21.1-4/BSP-21.2-4 Markus Ciesielski
Climate Change and the Politics of the Future (Klimawandel und Politik der Zukünfte)

Many people are experiencing the multiple crises of our time all at once in their daily lives, as exemplified by human-induced climate change. On the one hand, climate change is perceived as a potential or even very real threat, due, for example, to heat waves and natural disasters. On the other hand, there is currently a backlash against ambitious climate policy, even though political adaptation measures are already being implemented at the local, national, and transnational levels.

In this project, students will explore the topic of climate change and the politics of the future. This involves a sociological analysis of ways to shape future society and social relations from both political and socio-spatial perspectives. As part of this, students will explore research topics that help justify policies aimed at creating scope for action in the area of socio-ecological sustainability.

Course outline to be provided.

Literature to be announced.

Information on office hours:

Office hours are by appointment only; you must schedule an appointment. Please use the registration form available here: <https://terminplaner6.dfn.de/b/c636c7764c0076d5ac9a886fbf69bc9e-1597803>

Information on theses:

Prof. Dr. Ciesielski supervises theses covering a wide range of topics (e.g., inequality, education, access to justice, migration, climate change, and many more). You can read detailed information about the process here: <https://moodle.htwsaar.de/user/profile.php?id=26015>

BSP-21.1-5/BSP-21.2-5 Prof. Dr. Iris Leisner-Ruppin/Sigrid Selzer M.A.

Children's Rights and Well-Being: Conflicts in Professional Practice as Reflected in Childhood Research and Professional Practice Research (Kinderrechte und Kindeswohl. Spannungsfelder professioneller Praxis im Spiegel von Kindheitsforschung und Professionsforschung)

The professional practice of social work and early childhood education encompasses a wide range of perspectives on children, parents, and early childhood educators. Children's rights and child ethics involve conflicts that necessitate an analysis of the moral, legal, and political status of children and childhood (Drerup/Schickhard 2017, S.7). This analysis forms the core of the professional habitus of educational professionals. In professional practice, this means that professionals are constantly required to balance the interests of children and parents, children's rights (Braches Chyrek et al. 2020), the best interests of the child and the child's will (Zittelmann 2014), as well as child protection (Schutter 2014). Issues of participation, self-determination, and external determination regarding children and adolescents are linked to these challenging demands. Against the backdrop of current discussions on social inequality, the importance of institutions such as daycare centers and (full-day) schools for children's development, education, upbringing, and socialization becomes clear. Empirical evidence points to inequalities and tendencies toward segregation in daycare centers and elementary schools (Schieler/Menzel 2024).

In this project, we'll be looking at theories and studies in childhood research and professional research for the age group 0-10 years from a multidimensional perspective. This implies that both early childhood

educators as well as children and parents can be taken into account. During the course of the project, students will be able to develop their own research questions and small-scale empirical projects.

Literature:

Braches-Chyrek, R./Röhner, C./Sünker, H./Hopf, M. (Hrsg.)(2020). Handbuch Frühe Kindheit. Opladen, Berlin, Toronto: Barbara Budrich.

Drerup, J. / Schickhard, C. (Hrsg.)(2017). Kinderethik. Aktuelle Perspektiven Klassische Problemvorgaben. Münster: Mentis.

Friedrich, T. / Lechner, H. / Schneider, H. / Schroeyer, G. / Ueffing, C. (Hrsg.)(2015). Kindheitspädagogik im Aufbruch. Profession, Professionalität und Professionalisierung im Diskurs. Weinheim, Basel: Beltz Juventa.

Kaiser-Kratzmann, J. (Hrsg.)(2025). Aufwachsen von Kindern gestalten. Weinheim, Basel: Beltz Juventa.

Kämpfe, K / Menzel, B. / Westphal, M. (Hrsg.)(2026). Forschen in Macht- und Ungleichheitsverhältnissen. Reflexionen aus Kindheits-, Jugend- und Familienforschung. Weinheim, Basel: Beltz Juventa.

König, A. / Leu, H.R. / Viernickel, S. (Hrsg.)(2015). Forschungsperspektiven auf Professionalisierung in der Frühpädagogik. Empirische Befunde der AWiFF-Förderlinie. Weinheim, Basel: Beltz Juventa.

Schieler, A. / Menzel, D. (2024). Kitas 2. Klasse?: Mehrfachbelastungen von Kitas mit Kindern aus sozioökonomisch benachteiligten Familien. Friedrich-Ebert-Stiftung (Hrsg.). FES diskurs. Online Verfügbar unter: <https://collections.fes.de/publikationen/ident/fes/21331> [09.02.2026].

Stenger, U. / Edelmann, D. / König, A. (Hrsg.)(2015). Erziehungswissenschaftliche Perspektiven in frühpädagogischer Theoriebildung und Forschung. Weinheim, Basel: Beltz Juventa.

Ulrich, Immanuel et al. (Hrsg.)(2025). Perspektiven auf Kindheitspädagogik. Grundlagen, Potenziale und Herausforderungen. Wiesbaden: VS Verlag.

Ruppig, I. (2018): Kinder und Demokratie. Weinheim und Basel: Beltz Juventa.

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 21.04.2026]

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)
- Case studies
- Project work

[updated 21.04.2026]

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, SO 01.10.2026</u>
Module code: BSozP-15
Hours per semester week / Teaching method: 2V+2S (4 hours per week)
ECTS credits: 5
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 BSozP-15 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , semester 4, 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. Ulrike Zöllner
Lecturer: Prof. Dr. Ulrike Zöllner [updated 14.04.2026]
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, SO 01.10.2026</u>
Module code: BSozP-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 BSozP-10 <u>Social work and early childhood, Bachelor, SO 01.10.2026</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: Prof. Dr. Ulrike Zöller
Lecturer: Prof. Dr. Ulrike Zöller [updated 14.04.2026]

Learning outcomes:

After successfully completing this course, students will:

- 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.

[updated 20.05.2020]

Module content:

Lecture:

- 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.

Introductory seminar:

- 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.

[updated 20.05.2020]

Teaching methods/Media:

Lecture:

- Lecture
- Independent study: reading and processing scientific literature

Introductory seminar:

- 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

[updated 20.05.2020]

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, SO 01.10.2026</u>
Module code: BSozP-21
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 BSozP-21 <u>Social work and early childhood, Bachelor, SO 01.10.2026</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: Praxisreferat
Lecturer: Praxisreferat [updated 14.04.2026]

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,

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- 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
- Intervision
- 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

Compulsory Electives: Seminars

Module name (EN): Compulsory Electives: Seminars
Degree programme: <u>Social work and early childhood, Bachelor, SO 01.10.2026</u>
Module code: BSozP-25
Hours per semester week / Teaching method: -
ECTS credits: 16
Semester: according to optional course list
Mandatory course: no
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 BSozP-25 <u>Social work and early childhood, Bachelor, SO 01.10.2026</u> , optional 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 14.04.2026]

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]