

Studies in Social Work and Early Education

- Courses in English -

Child Abuse & Neglect

Family & the Life Cycle – Childhood & Adolescence (Sociology)

Moral, Justice & Principles of Human Relationships

Psychology – Anxiety & Depressive Disorders across the Life Span

Qualitative & Quantitative Research Methods

Social Policy in the European Union

Work & Health

Course Name: A developmental Perspective on Child Abuse and Neglect

Department (level):
Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Gerhard J. Sues

Work load: 120 hours

Lecture hours per week: 2

ECTS Credits: 4

Course objectives:

- Epidemiological data on child abuse and neglect
- Theoretical Models for explaining child abuse and neglect
- Impacts on individual development
- Risk factors and screening instruments; prevention and intervention programs
- Critical Review of traditional Child Protection and the role of Social Work in Germany

Contents:

Severe cases of child maltreatment have stimulated a lively debate in Germany within the last years and have also called for an evaluation of the existing Child Protection System in Germany. The seminar will focus on the origins as well as the development of child maltreatment and its consequences for the developing child. A transactional ecological Model of Child Maltreatment (Cicchetti) will serve as a theoretical framework, focusing on a multi-level approach, taking not only the ontogenetic development but also the ecological context into account.

Understanding the complex developmental mechanisms and processes, leading to maltreatment and being caused by maltreatment, is informative not only for prevention but also for intervention and helping battered children. The practical implications of such a developmental perspective on child abuse and neglect for child protection will be discussed.

About didactics and work load distribution:

interactive lectures with exercises; 30 hours classes, 60 hours personal study; 30 hours project work

Requirements for participation:

–

Module language:

English

Type of exam:

Written exam, paper; project presentation

Requirements for credit point allocation:

Written exam, paper

Literature:

Cicchetti, D., & Valentino, K. (2006). An ecological-transactional perspective on child maltreatment: Failure of the average expectable environment and its influence on child development. In D. Cicchetti, & D. J. Cohen (Eds.), *Developmental psychopathology* (pp. 129-201). New Jersey: John Wiley & Sons.

Dodge, K. A., & Coleman, D. L. (2009). *Preventing child maltreatment: Community approaches*. New York: Guilford.

Erickson, M. F., & Egeland, B. (1987). A developmental view of the psychological consequences of maltreatment. *School Psychology Review*, 16(2), 156-168.

Pianta, R., Egeland, B., & Erickson, M. F. (1989). The antecedents of maltreatment: Results of the mother-child interaction research project. In D. Cicchetti, & V. Carlson (Eds.), *Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect*. (pp. 203-253). New York, NY, US: Cambridge University Press.

Course Name: Family and the life cycle: childhood and adolescence (Sociology)

Department (level):
Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Yolanda M. Koller-Tejeiro

Work load: 120 hours

Lecture hours per week: 2

ECTS Credits: 4

Course objectives:

- Students learn how the process of socialization determines childhood and youth.
- Students know the main agencies of socialization.
- Students understand the social problems in childhood and youth and the relevance of intervention of social work.

Contents:

Social structure and cultural conditions of family systems, childhood and adolescence

Main questions:

- How does a child learn the values and norms of the culture into which she or he is born?
- How does she/he become a "self-aware, knowledgeable person, skilled in the way of the culture into which she or he is born?" (Giddens 1992: 60)
- How do gender differences develop?

About didactics and work load distribution:

Seminar with exercises; 30 hours classes, 60 hours personal study; 30 hours project work

Requirements for participation:

Basic knowledge in Sociology

Module language:

English

Type of exam:

Presentation or term paper; project presentation

Requirements for credit point allocation:

Reading at home, participating in discussion, presentation or term paper.

Literature:

Giddens, Anthony (1992): Sociology. Cambridge: Polity Press (Reader)

Course Name: Moral, Justice and Principles of human relationship in modern societies

Department (level):
Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Dieter Röh

Work load: 120 hours

Lecture hours per week: 2

ECTS Credits: 4

Course objectives:

- Basics of human living: What is a suitable idea of mankind for social work and education? Overview of different views in philosophical history
- What is social justice like in modern times and modern societies?
- What are the principles of a moral theory which considers needs, rights and competences and social goods as well?
- How can social goods be distributed and how can people use these goods for a good life?
- What methodological impacts arrive from this moral theory?

Contents:

The course will clear the basic principles of human living and principles of a fair society on the basis of the "capability approach" by Martha Nussbaum, an American philosopher, which has constructed a moral theory in dissociation from other moral or justice theories, such as this from John Rawls.

We will read her latest book ("Frontiers of Justice") to understand the moral principles, which she suggested and further we will analyse the conclusions for social work in general. The so described "frontiers" of justice lead to a problematically and critical approach to moral and politic decision, which define the scope of professional social work.

About didactics and work load distribution:

interactive lectures with exercises; 30 hours classes, 60 hours personal study; 30 hours project work

Requirements for participation:

–

Module language:

English

Type of exam:

Test (2 hours); project presentation

Requirements for credit point allocation:

Active participation in group work and lectures

Literature:

Martha C. Nussbaum (2007): Frontiers of Justice: Disability, Nationality, Species Membership. Harvard University Press

Course Name: Anxiety and depressive disorders across the life span

Department (level):
Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Gunter Groen

Work load: 120 hours

Lecture hours per week: 2

ECTS Credits: 4

Course objectives:

- Students understand the symptoms, consequences and different risks and causes of anxiety and depressive disorders across the life span.
- Students gain an overview of important and helpful strategies in intervention and prevention.
- Students understand general empirical research methods in clinical psychology and psychiatry and are able to reflect results and findings.

Contents:

Anxiety and depression are among the most common mental disorders across the lifespan and lead to considerable strains and impairment. The intention of the course is to gain an overview as well as a specialized understanding of the different mental disorders and diagnoses e.g. by using case studies and empirical research papers.

- What are important anxiety and depressive disorders, what are signs and symptoms, and what are impairments in everyday life?
- Why do anxiety and depressive disorders occur? What causes the disorders, what are the biological, psychological and social risk factors and explanatory models?
- How do the symptoms change across the life span?
- What are the options in anxiety and depression treatment? What is needful and useful support in everyday life?
- How can we prevent these mental disorders in different ages, how can we improve mental health?

About didactics and work load distribution:

Interactive lectures with exercises; 30 hours classes, 60 hours personal study; 30 hours project work.

Requirements for participation:

-

Module language:

English

Type of exam:

Active participation, presentation and/or written paper.

Requirements for credit point allocation:

Reading at home, active participation in group work and lectures.

Literature:

- Pomerantz, A.M. (2008). Clinical psychology: Science, practice, and culture. Los Angeles: Sage.
- Carlstedt, R.A. (2010). Handbook of integrative clinical psychology, psychiatry, and behavioral medicine: Perspectives, practices, and research. New York: Springer.
- Carr, A. (2006). The handbook of child and adolescent clinical psychology: A contextual approach. London: Routledge.

Course Name: Qualitative and quantitative research methods

Department (level):
Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Dagmar Bergs-Winkels

Work load: 120 hours

Lecture hours per week: 2

ECTS Credits: 4

Course objectives:

Students will be able

- to read empirical studies
- to design small studies
- critically reflect empirical studies
- to analyze empirical data on a descriptive level

Contents:

- History of statistics
- Descriptive statistics
- Scale types
- Mean and standard deviation and variance
- Measures of central tendency

- Graphs
- Experiment
- Case Studies
- Biographical research
- Historical-comparative research
- Analysis of qualitative data

About didactics and work load distribution:

interactive lectures with exercises; 30 hours classes, 60 hours personal study; 30 hours project work

Requirements for participation:

–

Module language:

English

Type of exam:

Oral presentation, empirical research paper; project presentation

Requirements for credit point allocation:

Active participation in group work and lectures

Literature:

Neumann, W. Lawrence (2005): Social Research Methods: Qualitative and Quantitative Approaches: Quantitative and Qualitative Approaches. Allyn & Bacon

Course Name: Social Policy in the European Union

Department (level):
Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Simon Güntner

Work load: 120 hours

Lecture hours per week: 2

ECTS Credits: 4

Course objectives:

The students will be able to understand the structures of welfare provision in European countries.

Contents:

European welfare states are characterized by a number of similar values and elements, such as a relatively high level of publicly organised social security, but also by some distinct features and differences. To understand current dynamics and reform processes, the course takes a historical and comparative perspective on welfare systems. A third aspect will include the different instruments of EU Social Policy and the process of policy coordination between Member States.

Course structure

- Similarities and differences between welfare regimes in European
- Instruments of EU Social Policy
- Comparative case studies of reform processes in selected policy areas (employment, poverty, social security)

About didactics and work load distribution:

interactive lectures with exercises; 30 hours classes, 60 hours personal study; 30 hours project work

Requirements for participation:

Basic understanding of welfare provision in your home country, willingness to active participation in discussions

Module language:

English

Type of exam:

Active participation, presentation and/or written paper; project presentation

Requirements for credit point allocation:

Credit points are allocated on basis of passed exam, i.e. after course work is submitted and marked.

Literature:

Schubert, Klaus/ Hegelich, Simon/ Bazant, Ursula (2009): The Handbook of European Welfare Systems, Taylor & Francis

Course Name: Work and Health

Department (level):
Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Petra Strehmel

Work load: 120 hours

Lecture hours per week: 2

ECTS Credits: 4

Course objectives:

Students will have a knowledge of

- Psychology of work and organization
- Health Psychology
- Social management and leadership
- Healthy organisations
- Prevention of stress and burnout

Contents:

Social Work and Early Education institutions are asked to manage processes between the professional staff and clients or parents and children in a way that everyone is enabled to sustain or develop personal skills as well as physical, psychic and social health. Links between health psychology and the psychology of work and organisation are discussed focussing management strategies reaching for health prevention.

About didactics and work load distribution:

interactive lectures with exercises; 30 hours classes, 60 hours personal study; 30 hours project work

Requirements for participation:

–

Module language:

English

Type of exam:

Written exam, paper; project presentation

Requirements for credit point allocation:

Active participation in group work and lectures

Literature:

Linley, Alex (2010): Oxford Handbook of Positive Psychology and Work, Oxford University Press

Cooper, Cary L./Quick, James Campbell/Schabracq, Marc J. (2009): International Handbook of Work and Health Psychology, John Wiley & Sons

Cherniss, Cary (1995): Beyond Burnout: Helping Teachers, Nurses, Therapists and Lawyers Recover From Stress and Disillusionment, Routledge Chapman & Hall

Seligman, Martin (2006): Learned Optimism: How to Change Your Mind and Your Life, Vintage