Social Work & Early Education in Childhood

- Courses in English -

- Anti-Bias theory & methods; an introduction
- Child abuse & neglect
- Child protection and family treatment*
- Children’s books
- Community Work (Community Organizing)
- Global Mental Health*
- Hands-on qualitative research*
- Intercultural Communication* (special module)
- Morality, social justice & principles of human relationships in modern societies
- Qualitative & quantitative research methods
- Role of social work in promoting social inclusion
- Strengths-based interventions with children and families*

* block seminars

Faculty of Business & Social Sciences – Dept. of Social Work (February 2019)
**Course Name:** Anti-Bias Theory and Methods; an Introduction

**Degree programmes:**
Childhood education/social work (Bachelor)

**Work load:** 90 h  
**Lecture hours per week:** 3  
**ECTS Credits:** 3

**Course objectives:**
Learning about the impact of prejudices, power differences and discrimination. Getting to know the “Anti-Bias Concept” as a method of prevention and intervention, e.g. as a concept for the development of socially inclusive and bias conscious methods of education and social work in diverse groups and societies.

**Contents:**
Impact of prejudices, power differences and discrimination, Anti-Bias Concept, Anti-Bias Methods

**About didactics and work load distribution:**
In Class: inputs, exercises, discussions, films.  
At home: self-reflection, films and research.

**Requirements for participation:**
Willingness to actively participate in exercises, self-reflection, discussions and homework.

**Type of exam:**
Learning diary

**Requirements for credit point allocation:**
Active participation in class and journaling as a learning diary

**Course language:**
English

**Literature:**
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**Course Name:** Child Abuse and Neglect – A developmental Perspective

**Department (level):**
Social Work (Bachelor)  
**Responsible Lecturer:** Prof. Dr. Gerhard J. Suess

| 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:**
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**Type of exam:**
Written exam, paper; project presentation

**Requirements for credit point allocation:**
Written exam, paper

**Literature:**
**Course Name:** Child Protection and Family Treatment

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<tr>
<th>Degree programme:</th>
<th>Social Work (Bachelor)</th>
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<tr>
<td>Responsible Lecturer:</td>
<td>James W. Hill, M.Ed* (Visiting Lecturer)</td>
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**Work load:** 75 hours  
**Lecture hours per week:** block seminar 25 hrs**  
**ECTS Credits:** 3

**Course objectives:**  
Students will learn how to identify signs of child maltreatment and then provide corresponding treatment to both the child and parents. The course will also discuss the personality styles of abusive parents. Practical skills in forensic interviewing of abused children and modern forensic techniques will also be demonstrated.

**Contents:**  
The course will focus on modern strategies to protect children from parental maltreatment and deal effectively with families when abuse/neglect has occurred. The instructor will use actual case scenarios and role plays to make the learning as realistic and practical as possible. There will be a forensic component to the course in which the instructor will also discuss issues related to forensic science, forensic interviewing of both victims and offenders, forensic linguistics, and gathering physical evidence in abuse cases which can be used in both juvenile and adult court. The course will also look at concepts related to missing children and how to find them, human trafficking of both children and adults, crime scene investigations, psychological and personality factors that lead to abusive behaviors and treatment for children that have been both physically and sexually abused. The course is ideal for psychologists, social workers working in the field of child protection, criminologists, and foster parents. This course will be highly interactive. Students are encouraged to ask questions and challenge the instructor.

**About didactics and work load distribution:**  
** 3-day block seminar at the beginning of March. Mainly interactive lectures with exercises, using slide shows followed by questions and answers. Videos will also be used.

**Requirements for participation:**  
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**Type of exam:**  
Test at the end of the seminar, active group work and presentation.

**Requirements for credit point allocation:**  
Active classroom participation, short quiz/test at the end of the seminar, group work analysis and discussion of case scenarios and decisions on treatment options.

**Literature:**  
- Jeopardy in the Courtroom: A Scientific Analysis of Children’s Testimony. Author Steve Ceci

*James Hill has been a child protection social worker for nearly 20 years in the USA. He has given numerous lectures throughout Europe on issues related to social work, psychology, sociology and other human service related themes. Currently he is teaching Forensic Psychology in Warsaw at SWPS. He also teaches courses at MCI in Austria.*

2001 Masters Degree in Education/Psychology, Heritage University, Washington  
1975-1980 BS Degree in Sociology and Psychology with Teacher’s Certification, University of Wisconsin at River Falls
## Course Name: Children’s Books

### Degree programme:
Education & Learning in Childhood (Bachelor)

### Responsible Lecturers:
Prof. Dr. Ulber, Valerie Bergmann

### Work load:
90 hours

### Lecture hours per week:
3

### ECTS Credits:
3

### Course objectives:
Students should be enabled to analyse children’s books with regard to different criteria and reflect on quality as well as on cultural impact.

### Contents:
Children's books in different cultural contexts with the focus on English literature:
- classical books
- design of books
- cultural influence
- intercultural importance
- function of books

### About didactics and work load distribution:
Classes are in the form of a weekly lecture, visit of Children’s library in Hamburg and group work.

### Requirements for participation:
Participants should be willing to prepare and conduct an international video conference about children books, work in international teams and develop criteria for an empiric content analysis for children books as well as realizing and presenting this analysis.

### Course language:
English

### Type of exam / Assessment:
Presentation

### Literature:
- Little big books. Illustration for children’s picture books
- The literature will be provided
**Course Name:** Community Work (Community Organizing)

<table>
<thead>
<tr>
<th>Degree programmes: Childhood education/social work (Bachelor)</th>
<th>Responsible Lecturer: Prof. Dr. Sabine Stövesand</th>
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<tbody>
<tr>
<td>Work load: 90</td>
<td>Lecture hours per week: 2</td>
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<tr>
<td>ECTS Credits: 3</td>
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**Course objectives:**
To learn about the history and current developments of community-based social work, to recognize the relevance of this approach, to understand the theoretical framework and practice, to be able to apply the underlying principles and practice methods.

**Contents:**
This course examines the theories, approaches, and analytical tools that social workers utilize in community development and community organizing for the purpose of achieving neighbourhood, community and wider social change. The course considers approaches, concepts, and definitions of community and the roles of social work in change efforts, especially those in diverse, low-income urban communities. A primary course objective is to explore how community practice attempts to intervene in the field of domestic violence (DV) to prevent gender-based violent behaviour, to encourage disclosure and help-seeking as well as community readiness and an educated, solidary neighbourhood. The course also examines the theoretical bases of these interventions, and the implementation strategies through which they play out in daily practice. The course includes discussion of historic examples of community action practice in Hamburg’s Sister City Chicago and current examples of community-based DV prevention in the US, New Zealand, Uganda and Germany.

**About didactics and work load distribution:**
guided discussion, team activities, lectures and field visit

**Requirements for participation:**
Students are expected to attend and participate in all class meetings and do the required readings

**Course language:**
English

**Type of exam:**
Presentation and facilitating a group discussion

**Requirements for credit point allocation:**
To prepare a 15-20 minute presentation and a hand-out (team work), to develop discussion questions and facilitate/lead a 15-20 minute discussion of the assigned topic/text. Hand out: outline, abstract, discussion questions and literature.

**Literature:**
- Dave Beckwith, with Cristina Lopez. Community Organizing People Power from the Grassroots. [https://comm-org.wisc.edu/papen97/beckwith.htm](https://comm-org.wisc.edu/papen97/beckwith.htm)
- The Community Toolbox, [https://ctb.ku.edu/evetable-of-contents](https://ctb.ku.edu/evetable-of-contents)
## Course Name: Global Mental Health

**Degree programme:** Social Work (Bachelor)  
**Responsible Lecturer:** Astrid Jörns-Presentati

| Work load: 60 | Lecture hours per week: Block seminar | ECTS Credits: 2 |

### Course objectives:
- Clarify the concept of Global Mental Health
- Learn about major mental health disorders (e.g. Depression, Anxiety, Bipolar Disorder)
- Present current research on Global Mental Health in one region of the world

### Contents:
Psychiatric, neurological and addictive disorders have become one of the most serious health problems in the world population, both among adults and adolescent. The United Nations address Global Mental Health challenges in their Agenda 2030 with the goal to improve the knowledge of what mental ill health is and the ways that mental health care is delivered worldwide. In the first part of the seminar we will examine the umbrella term “Global Mental Health” by reviewing research evidence and the Global Mental Health Action Plan 2013-2020 developed by the World Health Organization. The students gain inside into the symptoms and signs of some of the major mental health disorders (e.g. Depression, Anxiety, Bipolar Disorder). In the second part we will focus on exploring how the specific cultural and societal context shapes the Global Health challenges in different locations across the world.

### About didactics and work load distribution:
The class takes place on the following dates between 9am and 6pm: 20th April, 18th May, 19th May

### Requirements for participation:
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### Type of exam:
Presentation

### Requirements for credit point allocation:
Presentation and Attendance

### Course language:
English

### Literature:
**Course Name:** Hands on Qualitative Research: Knowledge, Inspiration, & Skills for Student Research Projects

**Degree programme:** Education & Learning in Childhood (Bachelor)  
**Responsible Lecturer:** Chamberlain

| Work load: 120 hours | Lecture hours per week: Block seminar | ECTS Credits: 4 |

**Course Objective:**
Hands on Qualitative Research: Knowledge, Inspiration, & Skills for student research projects

**Contents:**
This seminar will offer students an opportunity to explore qualitative methods hands on. Through in-class activities, short lectures, and discussions, students will engage with the theory and practice of qualitative research, with an emphasis on application to their own projects and interests. The seminar will explore concerns such as what makes a good research question, planning an ethical project, and recruiting participants. Principles of anti-oppression research and critical reflection will be used to highlight useful tools and practices. Particular emphasis will be put on the art of focus group facilitation, and the instructor will draw substantially on examples from qualitative research in communities in Toronto, Canada and Hamburg-Wilhelmsburg. The seminar will be conducted in English, though students may opt to consult with the instructor in German as needed.

**About didactics and work load distribution:**
interactive lectures with exercises; 24 hours classes, 60 hours personal study; 30 hours project work

**Requirements for participation:**

**Type of exam:**
Presentation.

**Requirements for credit point allocation:**
Active classroom participation, short written reflections, and presentation.

**Literature:**
Course Name: **Intercultural communication** *(special module)*

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<tr>
<th>Degree programme:</th>
<th>Special module</th>
<th>Responsible Lecturer: Prof. Dr. Yildirim-Krannig/ Prof. Dr. Adelheid Iken</th>
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<tr>
<td>Work load:</td>
<td>150 h</td>
<td>Lecture hours per week: Block seminar</td>
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**Course objectives:**
- Increase student’s level of cultural awareness, knowledge and sensitivity enabling them to work effectively with people from different cultural and linguistic backgrounds in general and in cross-cultural teams in particular, and
- To equip them with knowledge and skills needed for adapting to new social and working environments

**Contents:**
- Intercultural communication and competence, theoretical considerations
- Developing intercultural competence, approaches, methods and assessment tools
- Theories of and approaches to cultural analysis and comparison
- Cultural values and their influence on working practices in different contexts
- Working effectively and efficiently in cross-cultural teams
- Communication patterns and styles and its impact on social and business relations
- Tools and strategies for leveraging cultural differences and dealing with miscommunications and conflicts
- Sojourners, expats, international adjustment and acculturation strategies

**About didactics and work load distribution:**
The seminar will take place in two separate blocks both equivalent to 32 teaching units. (2 weekends)

**Requirements for participation:**
Good level of English

**Type of exam:**
Presentation and written report

**Requirements for credit point allocation:**
Regular participation and fulfilment of the course requirements (exam)

**Literature:**
- General reading list (A compulsory reading list with articles and case studies is being provided at the beginning of each term):
**Course Name:** Morality, Social Justice and Principles of human relationships in modern societies

**Department (level):** Social Work (Bachelor)

**Responsible Lecturer:** Prof. Dr. Dieter Röh

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<th>Work load:</th>
<th>120 hours</th>
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<td>Lecture hours per week:</td>
<td>2</td>
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<td>ECTS Credits:</td>
<td>4</td>
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**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. Furthermore we’ll make a tour through classical moral and political approaches of morality and justice.

**About didactics and work load distribution:**
On the basis of some text extracts from “Frontiers of Justice” (Martha Nussbaum), “Justice as Fairness” (John Rawls) and some other thinks we discuss those principles of justice in interactive lectures with exercises; 30 hours classes, 60 hours personal study, 30 hours project work

**Requirements for participation:**
No official prerequisites, but it is recommended that students have a strong motivation to think politically and philosophically.

**Type of exam:**
Test (2 hours) at the end of the semester and a project presentation during the semester

**Requirements for credit point allocation:**
Active participation in group work and lectures

**Literature:**
**Course Name:** Qualitative and quantitative research methods

<table>
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<th>Department (level):</th>
<th>Work load: 180 hours</th>
<th>Lecture hours per week: 4</th>
<th>ECTS Credits: 6</th>
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<tbody>
<tr>
<td>Social Work (Bachelor)</td>
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<tr>
<td>Responsible Lecturer: Edith Halves</td>
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**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; 36 hours classes, 100 hours personal study; 44 hours project work

**Requirements for participation:**

**Type of exam:**
Written examination at the end of the semester

**Requirements for credit point allocation:**
Active participation in group work and lectures

**Module language:**
English

**Literature:**
**Course Name:** The role of social work in promoting social inclusion
Contemporary practice and challenges

**Degree programme:** Bachelor  
**Responsible Lecturer:** Dr. Matthias Borscheid

**Work load:** 80  
**Lecture hours per week:** 2 hours (every 2 weeks)  
**ECTS Credits:** 3

**Course objectives:**
- To provide an overview of a number of initiatives and programs directed at increasing empowerment and social inclusion through social work. This will be achieved by means of analyzing and discussing specific local initiatives sponsored by the state, NGOs or philanthropic organizations.
- To enhance the understanding of the role of social work within the wider context of statutory efforts geared at promoting social inclusion.
- To carry out a stakeholder analysis of actors (and associated funding streams) involved in the design and delivery of such initiatives.
- To provide an overview of specific examples how these policy objectives manifest at the local level through the provision of social work with a focus on international examples delivered through from area-based initiatives or target-group specific programs.
- To gain the capacity to apply analytical tools to carry out a mapping of community assets, challenges and apply these strategically.

**Contents:**
- Structural and political processes within which social work is embedded.
- Sources of funding for the provision of social work within the context of social inclusion programs.
- International case studies on the design of social work as part of national social inclusion policies.
- Discussion and analysis of examples that demonstrate success and/or failure of social work in addressing social issues at the local level against the backdrop of theoretical concepts of social inclusion.

**About didactics and work load distribution:**
- Through course work and case students will explore the scope of social work in addressing contemporary challenges in society against the backdrop of wider socio-political and structural developments.
- Students are asked to apply their knowledge gained from lecture material, site visits and their own experience to specific case studies with a view to understanding and analyzing challenges and opportunities for social work in addressing positive societal change and inclusion at the local level.

**Requirements for participation:**
- Basic knowledge on social work.
- Participation in lectures and discussions.
- Carry out project work (in groups) and participate in up to 3 field trips/visits of social projects in Hamburg.

**Type of exam:**
Project work carried out by participants in groups. Written project report. Presentation of key findings.

**Course language:** English

**Requirements for credit point allocation:**
- Proactive participation in lectures, discussions and project work.
- Submission of a short project report (group work) (3,000 words).
- Delivery of a presentation (20 minutes).

**Literature (preliminary draft – to be amended):**
- Putnam (2001) Bowling Alone. (selected chapters)
- Friedmann (2010) Place and place-making in cities: a global perspective
### Course Name: Strengths-based interventions with children and families

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<tr>
<th>Degree programmes:</th>
<th>Childhood education/social work (Bachelor)</th>
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<tr>
<td>Responsible Lecturer:</td>
<td>Dr. Nancy Meyer-Adams (Guest lecturer California State U. Long Beach)</td>
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| Work load: | 50 |
| Lecture hours per week: | 2 days (block seminar) |
| ECTS Credits: | 3 |

### Course objectives:
Students will be able to identify terminology, methods, ethical principles, values and skills consistent with an ecological systems perspective with an emphasis on strengths-based and empowering approaches in working with children and families. Students will be able to integrate interventions effective as strength-based interventions including group work practice with children and families.

### Contents:
This course provides skills for intervention with children and families. Emphasis is on evidenced-based interventions in a variety of social work settings. Social work roles, ethics, and values will be explored.

### About didactics and work load distribution:
2 day block seminar. Sessions will include interactive lectures with exercises, small group activities, and role play simulations.

### Requirements for participation:
English Language skills; willingness to participate in active discussions and simulations

### Type of exam:
Combination of activities, role plays and reflective essay

### Course language:
English

### Requirements for credit point allocation:
Students are expected to attend and engage with the course sessions and prepare for set tasks as appropriate. Examples of activities and tasks include: active group discussions, mock group interventions, and role play simulations.

### Literature: