

Nina Westerholt

Wissen, Internationalität und Kolonialität in Sozialer Arbeit

Diskursanalyse und Social Cartography von Curricula aus kolonialkritischer Perspektive

Anhang: Modulhandbücher

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Modulhandbuch A

Fachhochschule Erfurt (2019): Modulkatalog für den Masterstudiengang „Internationale Soziale Arbeit" an der Fakultät Angewandte Sozialwissenschaften der Fachhochschule Erfurt, Fachrichtung Soziale Arbeit.

Modulhandbuch B

Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminde/Göttingen (2017): Master of Arts Soziale Arbeit in internationalen und interkulturellen Kontexten. Modulhandbuch.

Modulhandbuch C

Technische Hochschule Würzburg-Schweinfurt (2021): Module Handbook Master's Degree Programme International Social Work with Refugees and Migrants.

Einführung in den Studiengang D

Alice Salomon Hochschule (2019): Master of Arts Social Work as a Human Rights Profession. Module Handbook. Introduction chapter 1-3.

Modulhandbuch D

Alice Salomon Hochschule (2021): Module Descriptions Master Social Work and Human Rights. Anlage 2.

Modulhandbuch A

Fachhochschule Erfurt (2019): Modulkatalog für den Masterstudiengang „Internationale Soziale Arbeit" an der Fakultät Angewandte Sozialwissenschaften der Fachhochschule Erfurt, Fachrichtung Soziale Arbeit.

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MODULKATALOG

für den Masterstudiengang „Internationale Soziale Arbeit“

an der Fakultät Angewandte Sozialwissenschaften der Fachhochschule Erfurt

Fachrichtung Soziale Arbeit

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Übersicht Modulbereiche

Module		Modulverantwortliche
MA1M1.1	Analytische Zugänge zu Internationaler Sozialer Arbeit	Prof. Dr. Jörg Fischer
MA1M2.1	Praxis und Forschung I	Prof. Dr. Jörg Fischer
MA2M1.2	Handlungstheoretische Ansätze der Internationalen Sozialen Arbeit	Prof. Dr. Miriam Müller-Rensch
MA2M2.2	Praxis und Forschung II	Prof. Dr. Miriam Müller-Rensch
MA3M2.4	Internationales Praxissemester	Prof. Dr. Jörg Fischer
MA4M2.3	Praxis und Forschung III	Prof. Dr. Miriam Müller-Rensch
MA4M2.5	Masterthesis	Prof. Dr. Jörg Fischer

Studienverlaufsplan

Module		Semester	Prüfungsleistung	ECTS
MA1M1.1	Analytische Zugänge zu Internationaler Sozialer Arbeit	1.	Klausur	15
MA1M2.1	Praxis und Forschung I	1.	Mündliche Prüfung	15
MA2M1.2	Handlungstheoretische Ansätze der Internationalen Sozialen Arbeit	2.	SLZ (Hausarbeit)	15
MA2M2.2	Praxis und Forschung II	2.	Mündliche Projektpräsentation Pflicht 1, Aktive Teilnahme Pflicht 2	15
MA3M2.4	Internationales Praxissemester	3.	Studienleistung zensiert (fortlaufender Reflektionsbericht) Pflicht 1, Aktive Teilnahme Pflicht 2	30
MA4M2.3	Praxis und Forschung III	4.	Studienleistung zensiert (Referat mit schriftlicher Ausarbeitung) Pflicht 2, Aktive Teilnahme Pflicht 1,	15
MA4M2.5	Masterthesis	4.	Thesis	15

Modulbeschreibungen

MA1M1.1 Analytische Zugänge zu Internationaler Sozialer Arbeit

Modulcode	Modulbezeichnung	Zuordnung
MA1M1.1	Analytische Zugänge zu Internationaler Sozialer Arbeit	MA
	Soziale Arbeit Fakultät Angewandte Sozialwissenschaften	

Modulverantwortlich	Prof. Dr. Jörg Fischer
Modulart	Pflichtmodul
Angebotshäufigkeit	jährlich
Regelbelegung / Empf. Semester	1. Semester
Credits (ECTS)	15
Leistungsnachweis	Klausur
Unterrichtssprache	Deutsch oder englisch
Voraussetzungen für dieses Modul	keine
Modul ist Voraussetzung für	MA2M1.2
Moduldauer	1 Semester

Lehrveranstaltung	Dozent/in	Art	Teilnehmer (maximal)	Anz. Kurse	SWS	Workload	
						Präsenz	Selbststudium
1 Einführung in Internationale Soziale Arbeit	Prof. Dr. Fischer	Seminar und Exkursion	WiSe / 20	1	2	30	
2 Einführung in Internationale Menschenrechtsarbeit	Prof. Dr. Müller-Rensch	Seminar	WiSe / 20	1	2	30	
3 Einführung in Internationale Bildungsarbeit	Prof. Dr. Fischer	Seminar	WiSe / 20	1	2	30	
4 Einführung in Internationales zivilgesellschaftliches Engagement und Demokratieförderung	Prof. Dr. Müller-Rensch	Seminar	WiSe / 20	1	2	30	
5 Diversität	Prof. Dr. Rehklau	Seminar	WiSe / 20	1	2	30	
Summe					10	150	300
Workload für das Modul						450	

Qualifikationsziele	Die Studierenden – wissen um das Verständnis und Rahmenbedingungen von Internationaler Sozialer Arbeit aus sozialarbeiterischer Sicht – können soziologische, pädagogische, rechtliche und ethnologische Grundkenntnisse nutzen, um daraus theoretische wie praktische Ableitungen für Internationale Soziale Arbeit treffen zu können – sind mit den sozialarbeiterischen und bezugswissenschaftlichen Grunddiskursen von Internationaler Menschenrechtsarbeit,
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	Internationaler Bildungsarbeit und Internationalen zivilgesellschaftlichen Engagement und Demokratieförderung vertraut – sind in der Lage, Identität in ihren kulturellen Wurzeln und ihren unterschiedlichen Kontextsetzungen in Alltag und Lebenswelt zu reflektieren – sind fähig, interkulturelle Beziehungen zu befördern
Inhalte	Pflicht 1 Einführung in Internationale Soziale Arbeit – Grundlagen und Genese – Arbeitsfelder und Arbeitsbedingungen – Internationale Soziale Arbeit als Teil von Fachpolitik Sozialer Arbeit – auch möglich als Studienexkursion nach Brüssel zum Kennenlernen europäischer Sozialpolitik, Förderinstitutionen und politischer Arbeit von Trägern Internationaler Sozialer Arbeit/Entwicklungshilfeorganisationen Pflicht 2: Einführung in Internationale Menschenrechtsarbeit – Rechtsgeschichte und -philosophie: Vordenker des Menschenrechtsuniversalismus – Subjekte und Quellen internationalen Rechts – Prinzipien des internationalen Rechtssystems seit 1945 – Rechtsgrundlagen internationaler Menschenrechte – Internationaler Strafgerichtshof, Verbrechen gegen die Menschlichkeit, Genozid – Rechtswandel: Humanitäre Intervention und Responsibility to Protect – Umsetzung und Durchsetzung von Menschenrechten (Bsp. Menschenhandel) – Soziale Arbeit als Menschenrechtsprofession Pflicht 3: Einführung in Internationale Bildungsarbeit – Grundzüge der Entwicklung des Bildungsbegriffs Bildung als Teil Sozialer Arbeit – Globales Lernen als Teil kritischer Reflexion internationaler Bildung – Bildung als Zugang zu internationaler Kooperation – Entwicklung von nonformalen Ansätzen in der nationalen und internationalen Perspektive Pflicht 4: Einführung in Internationales zivilgesellschaftliches Engagement und Demokratieförderung – Historische Perspektive auf Zivilgesellschaft – Rolle der Zivilgesellschaft im nationalen und internationalen politischen System heute – Demokratieförderung auf nationaler und internationaler Ebene – Erinnerungskultur und Vergangenheitsarbeit im internationalen Vergleich – Versöhnungskonzepte – Konfliktmanagement und Mediation Pflicht 5: Diversität – Kulturbegriffe und kulturelle Identitäten – Kategorien kollektiver Identität gestern und heute: Rasse, Ethnie, Geschlecht – Identifikationsbezüge der Moderne: Religion, Ideologie, Nation – Alltag und Lebenswelt im Vergleich – Interkulturelle Beziehungen

	– Vielfalt und Diversität und ihre Grenzen
Literatur	– Brubaker, Rogers (2007). Ethnizität ohne Gruppen. Hamburger Edition: Hamburg. – Glahn, Gerhard von/ Taulbee, James Larry, 2017. Law among Nations: An Introduction to Public International Law, Routledge, 2017. – Graßhoff, Gunther/Homfeldt, Hans Günther/Schröer, Wolfgang (2016): Internationale Soziale Arbeit. Grenzüberschreitende Verflechtungen, globale Herausforderungen und transnationale Perspektiven. Weinheim: BeltzJuventa. – Frampton, Magnus (2019): European and International Social Work. Ein Lehrbuch. Weinheim: BeltzJuventa. – Todorov, Tzvetan (2010). Die Angst vor den Barbaren. Kulturelle Vielfalt versus Kampf der Kulturen. Hamburger Edition: Hamburg.

MA1M2.1 Praxis und Forschung I

Modulcode	Modulbezeichnung	Zuordnung
MA1M2.1	Praxis und Forschung I	MA
	Soziale Arbeit Fakultät Angewandte Sozialwissenschaften	

Modulverantwortlich	Prof. Dr. Jörg Fischer
Modulart	Pflichtmodul
Angebotshäufigkeit	jährlich
Regelbelegung / Empf. Semester	1. Semester
Credits (ECTS)	15
Leistungsnachweis	Mündliche Prüfung
Unterrichtssprache	Deutsch oder englisch
Voraussetzungen für dieses Modul	keine
Modul ist Voraussetzung für	MA2M2.2 Praxis und Forschung II MA4M2.3 Praxis und Forschung III
Moduldauer	1 Semester

Lehrveranstaltung	Dozent/in	Art	Teilnehmer (maximal)	Anz. Kurse	SWS	Workload	
						Präsenz	Selbststudium
1 Grundlagen der Forschung	Römer	Seminar	WiSe / 20	1	2	30	
2 Entwicklung und Finanzierung von Projekten / Internationale Förderpolitik	Schuchardt	Seminar	WiSe / 20	1	2	30	
3 Vorbereitung des Internationalen Praxissemesters	Prof. Dr. Fischer, Prof. Dr. Müller-Rensch	Seminar	WiSe / 20	1	1	15	
4 Fachspezifisches Englisch Sozialer Arbeit I	Lehrende Sprachzentrum FH Erfurt	Seminar	WiSe / 20	1	2	30	
Summe					7	105	345
Workload für das Modul						450	

Qualifikationsziele	Die Studierenden – können aus Praxiszusammenhängen heraus eigenständig eng gefasste Forschungsfragen und ein entsprechendes Forschungssetting entwickeln – sind mit der Struktur europäischer und internationaler Förderpolitik vertraut – sind in der Lage, Projekte inhaltlich und finanziell zur Antragsreife zu führen – verfügen über einführende Kenntnisse und Fähigkeiten zur erfolgreichen Absolvierung des Auslandsaufenthalts – sind in der Lage, sich fachspezifisch auf C1-Niveau in englischer Sprache zu verständigen
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Inhalte	Pflicht 1: Grundlagen der Forschung – Erkenntnisinteresse und Forschungsverantwortung – Vertiefung zur empirischen Sozialforschung (insbes. anthropologische, pädagogische und soziologische Methoden) – Entwicklung einer empirischen Ziel- und Fragestellung – Hypothesenbildung und -prüfung – Entwicklung eines Forschungsdesigns – Interviewführung, -auswertung und Forschungsethik – Forschen in fremdkulturellen Kontexten bzw. in einem fremdsprachlichen Kontext Pflicht 2: Entwicklung und Finanzierung von Projekten / Internationale Förderpolitik – Projektmanagement (bspw. AGIL-Schema) – Förderprogramme der Europäischen Union – Förderprogramme international ausgerichteter Förderorganisationen – Von der Idee zur Antragstellung – Kritik von Modernisierungsthese und Entwicklungspolitik (Bsp. Spendenökonomie, Unterstützung von Konfliktparteien) Pflicht 3: Vorbereitung des Internationalen Praxissemesters – Auslandsaufenthalt vorbereiten (sprachliche und kulturelle Herausforderungen, Finanzierung, physisches und psychisches Gesundheitsmanagement) – Forschungsfrage und -design vorbereiten – Unterstützung bei organisatorischen Rahmenbedingungen Pflicht 4: Fachspezifisches Englisch Sozialer Arbeit I – Fachenglisches Training: Wortschatz, schriftlicher Ausdruck, Fachvortrag im Gespräch
Literatur	Frampton, M. (2013): Fachenglish für die Soziale Arbeit. Weinheim, München: BELTZ Juventa.

MA2M1.2 Handlungstheoretische Ansätze der Internationalen Sozialen Arbeit

Modulcode	Modulbezeichnung	Zuordnung
MA2M1.2	Handlungstheoretische Ansätze der Internationalen Sozialen Arbeit	MA
	Soziale Arbeit Fakultät Angewandte Sozialwissenschaften	

Modulverantwortlich	Prof. Dr. Miriam Müller-Rensch
Modulart	Pflichtmodul
Angebotshäufigkeit	jährlich
Regelbelegung / Empf. Semester	2. Semester
Credits (ECTS)	15
Leistungsnachweis	SLZ (Hausarbeit)
Unterrichtssprache	Deutsch oder englisch
Voraussetzungen für dieses Modul	MA1M1.1 Analytische Zugänge zu Internationaler Sozialer Arbeit
Modul ist Voraussetzung für	MA3M2.4 Internationales Praxissemester
Moduldauer	1 Semester

Lehrveranstaltung	Dozent/in	Art	Teilnehmer (maximal)	Anz. Kurse	SWS	Workload	
						Präsenz	Selbststudium
1 Handlungstheoretische Ansätze der Internationalen Menschenrechtsarbeit	Prof. Dr. Müller-Rensch	Seminar	SoSe / 20	1	2	30	
2 Handlungstheoretische Ansätze der Internationalen Bildungsarbeit	Prof. Dr. Fischer	Seminar	SoSe / 20	1	2	30	
3 Handlungstheoretische Ansätze im Feld des Internationalen Zivilgesellschaftlichen Engagement und Demokratieförderung	Prof. Dr. Müller-Rensch	Seminar	SoSe / 20	1	2	30	
Summe					6	90	360
Workload für das Modul						450	

Qualifikationsziele	Die Studierenden – können weiterführende soziologische, pädagogische und rechtliche Kenntnisse nutzen, um daraus handlungstheoretische Ableitungen für Internationale Soziale Arbeit treffen zu können – sind mit weiterführenden sozialarbeiterischen und bezugswissenschaftlichen Diskursen von Internationaler Menschenrechtsarbeit, Internationaler Bildungsarbeit und Internationalen zivilgesellschaftlichen Engagement und Demokratieförderung vertraut
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Inhalte	Pflicht 1: Handlungstheoretische Ansätze der Internationalen Menschenrechtsarbeit – Handlungsansätze und Methodische Zugänge in internationaler Perspektive (Advocacy in internationalen Organisationen und Medien, Methoden und Handlungsimperative der Rechtsethnologie; Menschenrechtsschutz Straffälliger und Inhaftierter; Menschenrechte im Krieg; Rechtsfreie Räume) – Theoretische Vertiefung (Alternative Rechtsinterpretationen, Postkoloniale Theorie) – Analyse und Anwendung auf empirische Fallbeispiele, bspw. Indigenous Studies und Versöhnung in Nordamerika, Menschenrechtseingriffe im „War on Terror“ oder Migration, Flucht und Asyl: Rechte, Betreuung und Bildung Pflicht 2: Handlungstheoretische Ansätze der Internationalen Bildungsarbeit – Handlungsansätze in der internationalen Perspektive – Biografische Ansätze in der Bildungsarbeit (Bsp. Arbeit mit Täterprofilen, Genocidprevention, Holocausteducation) – Ansätze der Erinnerungskultur und -arbeit – Ansätze geschichtsbewusster Auseinandersetzung mit heutigen gesellschaftliche Phänomenen – Überführung in Aspekte der pädagogischen Zukunftsarbeit Pflicht 3: Handlungstheoretische Ansätze im Feld des Internationalen Zivilgesellschaftlichen Engagement und Demokratieförderung – Handlungsansätze in der internationalen Perspektive – Entwicklung zivilgesellschaftlicher Handlungsspielräume (Bsp. Shrinking Spaces)
Literatur	Merry, S.E. (2006). Anthropology and International Law, in: Annual Review of Anthropology, 35, pp. 99-116.

MA2M2.2 Praxis und Forschung II

Modulcode	Modulbezeichnung	Zuordnung
MA2M2.2	Praxis und Forschung II	MA
	Soziale Arbeit Fakultät Angewandte Sozialwissenschaften	

Modulverantwortlich	Prof. Dr. Miriam Müller-Rensch
Modulart	Pflichtmodul
Angebotshäufigkeit	jährlich
Regelbelegung / Empf. Semester	2. Semester
Credits (ECTS)	15
Leistungsnachweis	Mündliche Projektpräsentation in Pflicht 1, Aktive Teilnahme in Pflicht 2
Unterrichtssprache	Deutsch oder englisch
Voraussetzungen für dieses Modul	MA1M2.1 Praxis und Forschung I
Modul ist Voraussetzung für	MA3M2.4 Internationales Praxissemester MA4M2.3 Praxis und Forschung III
Moduldauer	1 Semester

Lehrveranstaltung	Dozent/in	Art	Teilnehmer (maximal)	Anz. Kurse	SWS	Workload	
						Präsenz	Selbststudium
1 Projektentwicklung	Prof. Dr. Fischer	Seminar	SoSe / 20	1	2	30	
2 Vorbereitung und Reflexion der International Social Work Days	Prof. Dr. Müller-Rensch, Prof. Dr. Rehlau	Seminar	SoSe / 20	1	2	30	
3 Vorbereitung des Internationalen Praxissemesters	Prof. Dr. Müller-Rensch	Seminar	SoSe / 20	1	1	15	
4 Fachspezifisches Englisch Sozialer Arbeit II	Lehrende Sprachzentrum FH Erfurt	Seminar	SoSe / 20	1	2	30	
Summe					7	105	345
Workload für das Modul						450	

Qualifikationsziele	Die Studierenden – können sich während internationaler Fachtagungen in die fachliche Diskussion einbringen – sind in der Lage, sich mit Akteuren von internationalen Partnerhochschulen und -organisationen zu vernetzen – können Zugänge zur Forschungspraxis auf der Basis eigener Ideen eigenständig und gestalterisch legen – verfügen über vertiefte Kenntnisse und Fähigkeiten zur erfolgreichen Absolvierung des Auslandsaufenthalts
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Inhalte	Pflicht 1: Projektentwicklung – Projektentwicklung am Beispiel der organisatorischen und thematischen Vorbereitung der ISWD – Auseinandersetzung mit aktuellen Aspekten Internationaler Sozialer Arbeit – Vernetzung mit internationalen Partnern der FHE Pflicht 2: International Social Work Days – Thematische Einarbeitung in das Tagungsthema – Dokumentation der Veranstaltung – Fachliche Reflexion des Tagungsthemas Pflicht 3: Vorbereitung des Internationalen Praxissemesters – Auslandsaufenthalt vorbereiten – Forschungsfrage für Auslandsaufenthalt an Partnerhochschule oder Partnerorganisation vorbereiten – Unterstützung bei organisatorischen Rahmenbedingungen
Literatur	

MA3M2.4 Internationales Praxissemester

Modulcode	Modulbezeichnung	Zuordnung
MA3M2.4	Internationales Praxissemester	MA
	Soziale Arbeit Fakultät Angewandte Sozialwissenschaften	

Modulverantwortlich	Prof. Dr. Jörg Fischer
Modulart	Pflichtmodul
Angebotshäufigkeit	jährlich
Regelbelegung / Empf. Semester	3. Semester
Credits (ECTS)	30
Leistungsnachweis	Studienleistung zensiert (fortlaufender Reflektionsbericht) in Pflicht 1, Aktive Teilnahme in Pflicht 2
Unterrichtssprache	Deutsch oder englisch
Voraussetzungen für dieses Modul	MA1M1.1 Analytische Zugänge zu Internationaler Sozialer Arbeit MA1M2.1 Praxis und Forschung I MA2M1.2 Handlungstheoretische Ansätze der Internationalen Sozialen Arbeit MA2M2.2 Praxis und Forschung II
Modul ist Voraussetzung für	
Moduldauer	1 Semester

Lehrveranstaltung	Dozent/in	Art	Teilnehmer (maximal)	Anz. Kurse	SWS	Workload	
						Präsenz	Selbststudium
1 Praxisaufenthalt im Ausland (15 Wochen a 40 Stunden)			WiSe / 20				
2 Praxisbegleitung und -reflexion	Prof. Dr. Fischer, Prof. Dr. Müller-Rensch	Seminar	WiSe / 20	1	2	30	
Summe					4	30	870
Workload für das Modul						900	

Qualifikationsziele	Die Studierenden – verfügen und reflektieren über Auslands- und Fremdheitserfahrungen – vertiefen fachspezifische Kompetenzen – sind in der Lage innerhalb der Praxis Internationaler Sozialer Arbeit eine Forschungsfrage eigenständig und gestalterisch bearbeiten
Inhalte	Pflicht 1: Praxisaufenthalt im Ausland (15 Wochen a 40 Stunden) – Absolvierung eines 15-wöchigen Praxisaufenthalts außerhalb von Deutschland mit Beantwortung einer Forschungsfrage

	– Vermittlung und Begleitung durch FHE-Partnerhochschule oder Partnerorganisation der Internationalen Sozialen Arbeit – bei Vorliegen von besonderer persönlicher Belastung aufgrund von Pflege und Erziehung von Familienangehörigen Ableistung eines Praktikums in Einrichtung der Internationalen Sozialen Arbeit in Deutschland auf Antrag möglich Pflicht 2: Praxisbegleitung und -reflexion (2 SWS) – Fachlichkeit und professionelles Handeln – Selbstreflexion unter professioneller Anleitung – Analyse von Konfliktsituationen – Transfer Theorie-Praxis
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MA4M2.3 Praxis und Forschung III

Modulcode	Modulbezeichnung	Zuordnung
MA4M2.3	Praxis und Forschung III	MA
	Soziale Arbeit Fakultät Angewandte Sozialwissenschaften	

Modulverantwortlich	Prof. Dr. Miriam Müller-Rensch
Modulart	Pflichtmodul
Angebotshäufigkeit	jährlich
Regelbelegung / Empf. Semester	4. Semester
Credits (ECTS)	15
Leistungsnachweis	Studienleistung zensiert (Referat mit schriftlicher Ausarbeitung) in Pflicht 2, Aktive Teilnahme in Pflicht 1,
Unterrichtssprache	Deutsch oder englisch
Voraussetzungen für dieses Modul	MA3M2.4 Internationales Praxissemester
Modul ist Voraussetzung für	MA4M2.5 Masterthesis
Moduldauer	1 Semester

Lehrveranstaltung		Dozent/in	Art	Teilnehmer (maximal)	Anz. Kurse	SWS	Workload	
							Präsenz	Selbststudium
1	Planung und Organisation der International Social Work Days	Prof. Dr. Fischer, Prof. Dr. Müller-Rensch	Seminar	SoSe / 20	1	2	30	
2	Masterkolleg	Prof. Dr. Fischer, Prof. Dr. Müller-Rensch, Prof. Dr. Rehlau, Hr. Römer	Seminar	SoSe / 20	1	2	30	
3	Praxistransfer	Prof. Dr. Fischer, Prof. Dr. Müller-Rensch	Seminar	SoSe / 20	1	2	30	
Summe						6	90	390
Workload für das Modul							480	

Qualifikationsziele	Die Studierenden – sind in der Lage, eigene Forschungserkenntnisse innerhalb eines wissenschaftlichen Diskussionsprozesses vor internationalen Publikum vorzustellen und zu diskutieren – können aus den Erkenntnissen der eigenen Praxisforschung während des Auslandsaufenthalts an fachliche Diskussionen während des ISWD anschließen – haben ein breites Wissen über die gegenwärtigen Diskussionsstränge und aktuellen Rahmenbedingungen in den Praxisfeldern Internationaler Sozialer Arbeit
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	– wissen um die Anforderungen des Übergangs in den Berufsmarkt Internationaler Sozialer Arbeit und um die damit verbundenen Anforderungen
Inhalte	Pflicht 1 und Pflicht 2: Transfer von Forschungsergebnissen - International Social Work Days – eigene Forschungsergebnisse in studentischen Workshops während der ISWD aufbereiten – Workshop vorbereiten, durchführen und Erkenntnisse dokumentieren Pflicht 3: Praxistransfer – Übergänge in die Praxis Internationaler Sozialer Arbeit – Kontaktaufnahme mit externen Vertretern der einschlägigen Praxis

MA4M2.5 Masterthesis

Modulcode	Modulbezeichnung	Zuordnung
MA4M2.5	Masterthesis	MA
	Soziale Arbeit Fakultät Angewandte Sozialwissenschaften	

Modulverantwortlich	Prof. Dr. Jörg Fischer
Modulart	Pflichtmodul
Angebotshäufigkeit	jährlich
Regelbelegung / Empf. Semester	4. Semester
Credits (ECTS)	15
Leistungsnachweis	Thesis
Unterrichtssprache	Deutsch oder englisch
Voraussetzungen für dieses Modul	MA1M1.1, MA1M2.1, MA2M1.2, MA2M2.2 bestanden MA3M2.4 absolviert
Moduldauer	1 Semester

Lehrveranstaltung	Dozent/in	Art	Teilnehmer (maximal)	Anz. Kurse	SWS	Workload	
						Präsenz	Selbststudium
1 Masterthesis							
Summe							
Workload für das Modul							450

Qualifikationsziele	Aufbauend auf den im Studium erworbenen Kenntnissen und Kompetenzen erstellen die Studierenden ihre Masterthesis. Die Thesis dient als Nachweis, innerhalb einer vorgegebenen Frist eine sozialwissenschaftliche Fragestellung selbstständig nach wissenschaftlichen Kriterien bearbeiten zu können.
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Modulhandbuch B

Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminde/Göttingen
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Modulhandbuch.

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[06.12.2024]

Im Jahr 2024 wurde der Studiengang B in „Internationale Soziale Arbeit in Forschung und Praxis“ umbenannt.



Fakultät

Soziale Arbeit und Gesundheit

Hildesheim

Master of Arts

Soziale Arbeit in internationalen und
interkulturellen Kontexten

Modulhandbuch

Beschluss Stuko vom 25.01.2017

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Geprüft durch Präsidium am Datum

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1 Leitbild und Profil des Master-Studienganges „Soziale Arbeit in internationalen und interkulturellen Kontexten“

Der konsekutive Master-Studiengang „Soziale Arbeit im internationalen und interkulturellen Kontext“ an der HAWK, Fakultät Soziale Arbeit und Gesundheit, Hildesheim, qualifiziert Absolvent*innen für leitende Funktionen in unterschiedlichsten Aufgabenfeldern der Sozialen Arbeit, in Planung, Konzeptentwicklung, Beratung, Aus- und Weiterbildung sowie in Lehre, Forschung und Evaluation. Es handelt sich um ein viersemestriges Studium, das sich in sechs Module gliedert. Im Profil ist der Master-Studiengang anwendungsbezogen und praxisnah forschungsorientiert. Grundlage des Curriculums bilden das folgende Profil und Leitbild:

In einer **ersten Ebene** ist der Master-Studiengang seinem Profil nach auf **internationale** und dabei nicht ausschließlich europäische Entwicklungen der Sozialen Arbeit bezogen. Im Curriculum bilden neben der inzwischen internationalen Definition von Sozialarbeit entsprechend der internationalen Organisationen und Verbände der Sozialen Arbeit (IFSW 2004) auch die theoretischen Grundlagen und ein Verständnis von Sozialarbeit als Menschenrechtsprofession einen zentralen Ausgangs- und Bezugspunkt für die weitere Entwicklung der Sozialen Arbeit als Disziplin und Profession.¹ Im Master-Studiengang finden dabei die in jüngster Zeit entwickelten Konzepte und Theorien zur **Inklusion, Diversität und Intersektionalität** eine besondere Aufmerksamkeit und werden den Studierenden vertiefend vermittelt. Auch der theoretische Diskurs zu Grundlagen von Sozialer Arbeit und Sozialpolitik ist inzwischen in hohem Maße international geprägt, etwa mit der Stärkenperspektive Grundlagen zur Theorie der Verwirklichungschancen oder auch zur Gerechtigkeit.

Prägend für Theorie und Praxis der Sozialarbeit sind ferner die internationalen Entwicklungen in den Handlungsformen Sozialer Arbeit. Beispielsweise sind viele Konzepte wie „Community Organizing“ und „Case Management“ aus dem angloamerikanischen Raum weltweit und auch auf europäische Wohlfahrtsstaaten übertragen worden. Teilweise vollziehen sich diese Prozesse nur begrenzt unter Beachtung der historischen und kulturellen Besonderheiten der jeweiligen nationalen Wohlfahrts- und Dienstleistungskulturen. Im Master-Studiengang werden die Studierenden befähigt, diese jeweiligen Prozesse eines internationalen Methoden-Transfers und eines „policy-learning“ in der Sozialen Arbeit in ihren Ursprüngen und hinsichtlich der praktischen Anwendung auf lokaler Ebene näher zu untersuchen und zu reflektieren. Dabei sind im Rahmen des Master-Studiums auch „field studies“ und Auslandsaufenthalte möglich und werden besonders gefördert. Neben den klassischen Berufsfeldern der Sozialen Arbeit bieten in zunehmendem Maße auch internationale Organisationen und NGO's im Bereich der Sozialarbeit und im Bildungssektor sowie im Rahmen wirtschaftlicher Hilfen wachsende Beschäftigungschancen für Absolvent*innen des Master-Studienganges. Dabei finden neuere und ebenfalls stark im internationalen Diskurs entwickelte Forschungsansätze und -methoden (etwa im Bereich der Handlungsforschung, in Form von „Panel Studies“) oder auch stärker wirkungsorientierte Forschungsansätze Eingang in die Lehre.

Der Master-Studiengang ist auf einer **zweiten Profilebene** auf **interkulturelle Kontexte** der Sozialen Arbeit bezogen. Dabei sind der Begriff und das Verständnis von Kultur ausgehend vom theoretischen Ansatz der Vielfalt als Ressource (Diversity) im Curriculum relativ offen. „Inter-Kulturalität“ wird im Curriculum analytisch und theoretisch deutlich über Fragen und Inhalte im Zusammenhang von Herkunft, Religion und Migration hinausgehend verstanden. Zielsetzung des Master-Studienganges ist es in diesem Zusammenhang auch, für das

¹ Die HAWK/Fakultät Soziale Arbeit und Gesundheit ist Mitglied der International Association of Schools of Social Work (IASSW) und der European Association of Schools of Social Work and Social Work Educators (EASSW).

Curriculum und in der praktischen Lehre und Forschung das Verständnis von „Kultur“ einerseits theoretisch zu öffnen und zugleich analytisch zu schärfen. Konkret wird dieser didaktische Ansatz beispielsweise im **Modul 2 (Gestaltung von Arbeitsprozessen: Management, Führung und Bildung in der Sozialen Arbeit)**, in dem den Studierenden unterschiedliche Verwaltungs-, Management- und Steuerungskulturen in ihren jeweiligen Merkmalen und Instrumenten vermittelt werden. Steuerungskulturen werden dabei auch und gerade für die Soziale Arbeit zunehmend „hybrid“ und lassen sich nicht mehr eindeutig dem privaten, öffentlichen oder intermediären Sektor zuordnen, wie die Einführung der Neuen Steuerung und betriebswirtschaftlicher Managementinstrumente belegt. Zugleich ist für eine nachhaltig wirksame Soziale Arbeit in ihren auf Personen und Gruppen bezogenen Diensten und Leistungen eine doch spezifische Steuerungs- und Dienstleistungskultur notwendig, die den Studierenden in ihren Instrumenten und Handlungsweisen vermittelt wird. Ferner sind theoretische und empirische Beiträge zu je besonderen Lehr- und Lernkulturen in unterschiedlichen Bereichen der Sozialarbeit ein zukunftsweisendes Thema in diesem Modul. Im Rahmen des Master-Studienganges Soziale Arbeit werden die spezifischen Besonderheiten einer Lehr- und Lernkultur für die Ausbildung, Qualifizierung und Weiterbildung in der Sozialen Arbeit ermittelt, berücksichtigt und innovativ auch im Kontext von Didaktik weiterentwickelt.

In den Modulen **3a und 3b (Kultur und Verstehen: Diversität, Intersektionalität und Inklusion)** stehen in den vermittelten Konzepten sozialberuflichen Handelns neben vielfältigsten Fragen und Problemen der Inter- und Transkulturalität und entsprechenden theoretischen und empirischen Grundlagen auch Begriffe und analytische Konzepte wie die einer „Armutskultur“ bzw. „Kultur der Armut“ und auch einer „Reichtumskultur“ im Zentrum Sozialer Arbeit. Dabei werden Bezüge auf Inklusion, Intersektionalität und Diversität berücksichtigt. In diesem Zusammenhang kommen auch Kommunikationskulturen in den Blick, die spezifische Deutungs- und Kommunikationsmuster im professionellen, institutionellen, sozialräumlichen und akteursbezogenen Kontext von Sozialer Arbeit vorhalten. Im Besonderen zeigt sich dabei in den Handlungskonzepten auch ein theoretischer und pragmatischer Zugang zu Geschlecht und Körper, um soziale Ausgrenzung zu bearbeiten und gleichermaßen heterogene Ausdrucksformen von Geschlechter- und Körperkulturen zu thematisieren. Vor dem Hintergrund des sozialen Wandels und demographischer Entwicklungen sind – neben den bereits seit vielen Jahren von der Sozialen Arbeit behandelten Themen wie beispielsweise „Jugendkulturen“ und „Subkulturen“ – ferner Fragen zu(m) Generationenverhältnis(en) oder auch „Verstehenskulturen“ zentrale thematische Inhalte. Die Vielfalt von Diversität in Kulturen wird auf der Grundlage von Diversitätstheorien thematisiert, um die Verschränkung von Diskriminierungsformen und Differenzlinien zu verstehen. Auch das Thema Behinderung und die damit verbundenen gesellschaftlichen Ausgrenzungsprozesse werden in den Blick genommen.

In den **Modulen 4a und 4b (Soziale Arbeit im internationalen Kontext / Recht im internationalen Kontext)** werden neben länderspezifischen Bedingungen und unterschiedlichen **kulturellen Ausprägungen von Sozialer Arbeit** in Deutschland auch die spezifische **Rechtskultur** und die **Wohlfahrts- und Dienstleistungskultur** des deutschen Sozialstaats im internationalen Vergleich und unter dem Einfluss internationaler und europäischer Entwicklungen behandelt. Internationale Bezüge finden sich konkret über die rechtlichen Bezüge zu den Menschenrechten, zum wachsenden Einfluss des Rechts und der Rechtsprechung der Europäischen Union und ihrer Institutionen sowie etwa im Bereich Rehabilitation und Gesundheit auch über Normen der Weltgesundheitsorganisation (WHO). Ländervergleiche dienen der Analyse besonderer Rechts-, Wohlfahrts- und Dienstleistungskulturen in ihren Strukturmerkmalen und institutionellen Arrangements.

Es zeigt sich, dass der Begriff und das Verständnis von „Kultur“ zwar einerseits vielfältig sind. Zugleich ist der Bezug auf „Kultur“ aber für die Soziale Arbeit sowohl theoretisch wie auch praktisch von hohem analytischem Nutzen. Begriff und Verständnis von „Kultur“ in Ausbildung und Weiterbildung der Sozialen Arbeit sind zudem unmittelbar anschlussfähig an bereits vorliegende Handlungskonzepte der Stärken- und Lebensweltorientierung und werden im Master-Studiengang Soziale Arbeit am Standort Hildesheim im Profil direkt verknüpft mit den internationalen Entwicklungen, in denen sich perspektivisch nach Erkenntnissen der Soziologie Formen einer „Weltgesellschaft“ abzeichnen. Diese sozialen, ökonomischen, politisch-rechtlichen, kulturellen und methodischen Entwicklungen kritisch zu reflektieren und über einen Transfer in die Kompetenzen und in das sozialberufliche Handeln aufzunehmen, um neue und alte soziale Probleme präventiv sowie nachhaltig wirksam zu bearbeiten, ist Ziel und Aufgabe für die Absolvent*innen des Master-Studiengangs „Soziale Arbeit im internationalen und interkulturellen Kontext“ an der HAWK in Hildesheim.

2 Beschreibung der Module

MA 1 Forschung, Analyse und Evaluation in der Sozialen Arbeit

Lehrveranstaltung		Gesamt – SWS / Lernform (i.d.R.) 2 SWS / Praktikum/Seminar	Empf. Semester
	1a) Grundlagen		
P	1.1 Analyse der Praxis	2 SWS / Seminar	1/2
P	1.2 Grundlagen der Forschung	2 SWS / Seminar	1/2
	1b) Vertiefung „Forschung/Evaluation“		
P	1.3 Qualitative Forschung (Vertiefung)	2 SWS / Seminar	2/3
P	1.4 Quantitative Forschung (Vertiefung)	2 SWS / Seminar	2/3
Dauer des Moduls: ein Semester			
Gesamt- Workload/ Credits 720 Stunden/24 CP	Hochschulzeit 8 SWS 120 Stunden	Selbststudium 200 Stunden	

Einzelbeschreibungen Seminare/Lehrveranstaltungen im Modul 1a

MA 1.1 Analyse der Praxis

MA 1.1 Analyse der Praxis		P
Kompetenzen/Qualifikationsziele: In diesem Seminar analysieren Studierende die Handlungspraxis der Sozialen Arbeit. Auf wissenschaftlicher Grundlage sollen die Studierenden typische Probleme erkennen. Die im Seminar erworbenen Kompetenzen und Lernergebnisse ermöglichen die Erklärung und Bewertung sozialer Problemlagen und führen zu einer konzeptionellen Anpassung bzw. zur reflektierten Veränderung des individuellen sowie des institutionellen professionellen Handelns. Die sozialwissenschaftliche Analyse und Evaluation des Kontextes und der Bedingungen der eigenen Berufspraxis bilden hierfür den Ausgangspunkt. Ziel ist die Erschließung, die Nutzung sowie die Erweiterung von Gestaltungsräumen der Sozialen Arbeit.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
Seminar	1	1
Modulprüfung: Schriftlicher Praxisbericht über ein erstes kleines Praxisforschungsvorhaben in einem Handlungsfeld der Sozialen Arbeit unter Anwendung der im Seminar erarbeiteten Methoden. Der Praxisbericht gilt auch als qualifizierter Praktikumsnachweis in Form einer benoteten Prüfungsleistung (ben.PL).		
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Jahr angeboten.

MA 1.2 Grundlagen: Forschung und Evaluation

MA 1.2 Grundlagen: Forschung und Evaluation	P
Kompetenzen/Qualifikationsziele: Die Studierenden erwerben exemplarisch grundlegendes Wissen und Kenntnisse über sozial- und geisteswissenschaftliche Forschungs- und Evaluationsmethoden und deren Bewertungskriterien bezogen auf ein selbst zu konzipierendes, durchzuführendes und zu evaluierendes Forschungsvorhaben. Sie können Informationen und Unterstützung für die Entwicklung, Planung und Durchführung eigener Forschungsvorhaben erschließen und auf dieser Grundlage ein Forschungsvorhaben eigenständig durchführen.	

Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	1/2	1
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester	Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

Einzelbeschreibungen Seminare/Lehrveranstaltungen im Modul 1b

MA 1.3 Qualitative Forschung (Vertiefung)

MA 1.3 Qualitative Forschung (Vertiefung)		P
Kompetenzen/Qualifikationsziele: Die Lernergebnisse und Kompetenzen bestehen in der selbstständigen Entwicklung von qualitativen Forschungsfragen und der reflektierten Auswahl und Bestimmung des Forschungsgegenstandes. Die Studierenden können selbst im Team bzw. in einer Gruppe ein anspruchsvolles Forschungsdesign entwickeln und gezielt begründet Methoden und Instrumente der qualitativen Sozialforschung auswählen bzw. konzipieren. Sie können entsprechende Daten selbstständig erheben, aufbereiten und den aktuellen Standards entsprechend auswerten. Ein besonderer Schwerpunkt liegt in der Erweiterung von Kompetenzen zur Dokumentation und Präsentation der Forschungsergebnisse sowohl in schriftlicher wie mündlicher oder auch medienwirksamer Form. Ferner werden vertiefte Kompetenzen zur kritischen Beurteilung vorliegender Forschungsergebnisse vermittelt und die Studierenden erwerben Kenntnisse und Fähigkeiten in der Verknüpfung qualitativer und quantitativer Untersuchungsmethoden. Ebenso werden in den unterschiedlichen Phasen des Forschungsprozesses Fragen einer ethischen Grundhaltung reflektiert, umgesetzt und in Beziehung zu ethischen Diskursen der Sozialen Arbeit gestellt. Im Rahmen einer Lehrforschung können auch thematische Schwerpunkte angeboten und von den Studierenden unter Anwendung der oben genannten Kompetenzen praktisch erprobt und umgesetzt werden. Dadurch werden Kompetenzen in der wissenschaftlichen und interdisziplinären Zusammenarbeit erlernt, reflektiert und angewendet.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	2/3	1/2
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Jahr angeboten.

MA 1.4 Quantitative Forschung (Vertiefung)

MA 1.4 Quantitative Forschung (Vertiefung)		P
Kompetenzen/Qualifikationsziele: Die Lernergebnisse und Kompetenzen bestehen in der selbstständigen Entwicklung von quantitativen Forschungsfragen und der reflektierten Auswahl und Bestimmung des Forschungsgegenstandes. Die Studierenden können selbst im Team bzw. in einer Gruppe ein anspruchsvolles Forschungsdesign entwickeln und gezielt begründet Methoden und Instrumente der quantitativen Sozialforschung auswählen bzw. konzipieren. Sie können entsprechende Daten selbstständig erheben, aufbereiten und den aktuellen Standards entsprechend auswerten. Ein besonderer Schwerpunkt liegt in der Erweiterung von Kompetenzen zur Dokumentation und Präsentation der Forschungsergebnisse sowohl in schriftlicher wie mündlicher oder auch medienwirksamer Form. Ferner werden vertiefte Kompetenzen zur kritischen Beurteilung vorliegender Forschungsergebnisse vermittelt und die Studierenden erwerben Kenntnisse und Fähigkeiten in der Verknüpfung qualitativer und quantitativer Untersuchungsmethoden. Ebenso werden in den unterschiedlichen Phasen des Forschungsprozesses Fragen einer ethischen Grundhaltung reflektiert, umgesetzt und in Beziehung zu ethischen Diskursen der Sozialen Arbeit gestellt. Im Rahmen einer Lehrforschung können auch thematische Schwerpunkte angeboten und von den Studierenden unter Anwendung der oben genannten Kompetenzen praktisch erprobt und umgesetzt werden. Dadurch werden Kompetenzen in der wissenschaftlichen und interdisziplinären Zusammenarbeit erlernt, reflektiert und angewendet.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	2/3	1/2
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Jahr angeboten.

MA 2a und 2b: Gestaltung von Arbeitsprozessen: Management, Führung und Bildung in der Sozialen Arbeit

Lehrveranstaltung		Gesamt – SWS / Lernform (i.d.R.)	Empf. Semester
	2a) Management von Institutionen (Pflichtseminare 2.1-2.3)		
P	2.1 Arbeitsstrukturen Sozialer Arbeit und (internationale) Institutionen	Seminar	1
P	2.2 Finanzierungs- und Marketingkonzepte von Institutionen	Seminar	1
P	2.3 Gestaltung von Versorgungsstrukturen, Care und Case Management	Seminar	1
	2b) Konzepte und Methoden in (internationalen) Institutionen (Pflichtseminare 2.4-2.5)		
P	2.4 Strategische Ausrichtung: Konzeptentwicklung	Seminar	1
P	2.5 Kommunikation & Didaktik	Seminar	1

Modulprüfung: Die Studierenden legen in einer ausgewählten Lehrveranstaltung aus Modul 2a (2.1-2.3) eine benotete Prüfung ab. Um das Modul 2 erfolgreich abzuschließen, erbringen sie zusätzlich eine nicht benotete Prüfung entsprechend den Regelungen der Prüfungsordnung im Modul 2b (2.4-2.5). Insoweit sind vertiefte Kenntnisse und Kompetenzen nachzuweisen.			
TN-Voraussetzung: keine			
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Semester angeboten.	
Gesamt-Workload/ Credits 450 Stunden/15 CP	Hochschulzeit 10 SWS 150 Stunden	Selbststudium 220 Stunden	Praxiszeit keine

Einzelbeschreibung der Seminare/Lehrveranstaltungen im Modul 2a

MA 2.1 Arbeitsstrukturen Sozialer Arbeit und (internationale) Institutionen

MA 2.1 Arbeitsstrukturen Sozialer Arbeit und (internationale) Institutionen			P
Kompetenzen/Qualifikationsziele: Die Studierenden befassen sich mit Studien gesellschaftspolitisch geprägter Organisations- und Arbeitsstrukturen Sozialer Arbeit und ihren wirtschaftlichen Grundlagen. Dabei kommt spezifischen Organisations- und Verwaltungskulturen der Sozialen Arbeit sowie ausgewählten (internationalen) Institutionen eine besondere Aufmerksamkeit zu. Die Studierenden analysieren die Bedingungen und Herstellungsprozesse des „Marktes Soziale Arbeit“ mit dem Ziel, methodische und strategische Vorgehensweisen entwickeln und vermitteln zu können, die gesellschaftliche und rechtliche Rahmenbedingungen mit fachlichen Kriterien Sozialer Arbeit verbinden. Sie thematisieren die Entwicklung neuer Arbeitsstrukturen Sozialer Arbeit unter sich wandelnden globalen, sozialpolitischen und wirtschaftlichen Bedingungen.			
Lernform (i.d.R.)		Empf. Semester	Empf. Studienjahr
2 SWS / Seminar		2/3	2
TN-Voraussetzung: keine			
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 2.2 Finanzierungs- und Marketingkonzepte von Institutionen

MA 2.2 Finanzierungs- und Marketingkonzepte von Institutionen			P
Kompetenzen/Qualifikationsziele: Das Seminar bietet den Studierenden einen Überblick über Organisationen der Sozialen Arbeit. Die zentralen Kompetenzen, die für die Entwicklung und Leitung und für das Management von Organisationen und sozialen Diensten erforderlich sind, werden vermittelt. Ziel ist insbesondere die Vermittlung von Problemlösungskompetenzen in je besonderen Unternehmens- und Dienstleistungskulturen sowie in komplexen Prozessen der Teamarbeit und auch in multiprofessionellen Arbeitszusammenhängen. Auch dem Erlernen und Verstehen von „strategischem Denken“ im Management von Institutionen widmet das Seminar Aufmerksamkeit. Im Bereich der Finanzierung Sozialer Arbeit werden betriebswirtschaftliche, sozialpolitische und fachliche Kompetenzen Sozialer Arbeit zusammengeführt, um unter anderem Vertrags- und Abrechnungssysteme verstehen, analysieren und weiterentwickeln zu können.			
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr	
2 SWS / Seminar	1	1	
TN-Voraussetzung: keine			
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 2.3 Gestaltung von Versorgungsstrukturen, Care und Case Management

MA 2.3 Gestaltung von Versorgungsstrukturen, Care und Case Management		P
Kompetenzen/Qualifikationsziele: Die Studierenden erhalten grundlegendes und vertiefendes Wissen über die Theorien und Handlungskonzepte der Sozialen Arbeit. Ziel ist es, neben dem Wissen theoretischer Kenntnisse auch Methoden zu erproben. Hierzu gehören Ansätze des stärkenorientierten Führens sowie personen- und umfeldbezogene Beratungsansätze. Die erworbenen Kenntnisse und Kompetenzen beinhalten auch ein Verständnis und eine kritische Analyse eines Einsatzes von Konzepten, Methoden & Instrumenten in unterschiedlichen Handlungsfeldern der Sozialen Arbeit.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	1	1
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester	Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

Einzelbeschreibung der Seminare/Lehrveranstaltungen im Modul 2b

MA 2.4 Strategische Ausrichtung: Konzeptentwicklung

MA 2.4 Strategische Ausrichtung: Konzeptentwicklung		P
Kompetenzen/Qualifikationsziele: Die Studierenden erwerben in diesem Seminar ein vertieftes Wissen um die Entwicklung verschiedener Arten von Konzepten. Sie entwickeln die Fähigkeit zur Analyse und zum Verstehen sowie zu einer kritischen Beurteilung von politischen Strategien und Konzepten der Sozialen Arbeit. Qualifikationsziel ist die Entwicklung von Fähigkeiten und Kompetenzen zur Politikanalyse, zur selbständigen Konzepterstellung und zur Präsentation, Vertretung und Anwendung selbst erstellter Konzepte. Die strategische sowie konzeptionelle Arbeit in Organisationen berücksichtigt dabei Fragen der Personalentwicklung. Die Konzeption von Bildungs- und Lehrprozessen verlangt den reflektierten Einsatz didaktischer und methodischer Elemente auf drei Ebenen: 1. Ebene der Makrodidaktik: Diese bezieht sich auf eine Planungsebene, wie z.B. die Planung von Bildungsprogrammen oder die Entwicklung von spezifischen Angeboten. 2. Ebene der Mikrodidaktik: Sie umfasst die Gestaltung einzelner Kurssequenzen im Hinblick auf den Einsatz von Medien und/oder Methoden. 3. Ebene der Mesodidaktik: Diese beschreibt die Konzeption von Bildungsplänen (Lernbereichen) und gehört zur Aufgabe von Führungskräften. Zielsetzung des Seminars ist es daher auch, den Studierenden diese verschiedenen Perspektiven einer Konzeptentwicklung zu Bildung und Lehre bezogen auf die jeweilige Lehr- und Lernkultur von Organisationen und/oder Adressat*innen Sozialer Arbeit zu vermitteln. Die Studierenden erhalten somit einen theoretischen, analytischen und praxisbezogenen und zugleich reflektierenden Einblick in die Struktur von Bildungskonzepten. Sie erwerben die Fähigkeiten und Kompetenzen, diese bewerten zu können und sind in der Lage, exemplarisch ein eigenes Bildungskonzept zu gestalten.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	1	1
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester	Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 2.5 Kommunikation & Didaktik

MA 2.5 Kommunikation & Didaktik		P
Kompetenzen/Qualifikationsziele: In der Planung von Lern- und Bildungsprozessen wird seit Johan Amos Comenius (1592-1670) und der „Didacta magna“ nach Kategorien, Einsichten und Prinzipien des Lernens geforscht, um in Lern- und Bildungsprozessen möglichst „alle und zugleich doch jeden“ zu erreichen. Vor diesem theoretischen Hintergrund werden im Seminar Kenntnisse und Kompetenzen in der detaillierten didaktischen Planung von Bildungsprozessen vermittelt. Die Inhalte des Seminars beziehen sich dabei auf alle für Bildung und Lehre wesentlichen Elemente der didaktischen Planung. Dabei werden Kenntnisse und Fähigkeiten zur Analyse, Konzeption, Durchführung und Auswertung didaktischer Lehr- und Lerneinheiten erworben, wobei jeweils die spezifische „Kommunikationskultur“ sowie die Lehr- und Lernkulturen besonders reflektiert und beachtet werden. Bildungsprozesse erfordern in ihrer Didaktik die Berücksichtigung von Gruppendynamik und müssen ziel-, zielgruppen-, alters- und situationsgerecht geplant und realisiert werden. Auch diesen Dimensionen der methodischen Gestaltung der pädagogischen Prozesse widmet sich das Seminar genauer. Handlungsorientiert werden einzelne Elemente der didaktischen Planung und des methodischen Einsatzes von den Studierenden in einer eigenen didaktischen Planung umgesetzt, erprobt und reflektiert. Ziel des Seminars ist es, ein ausgewähltes Lernszenario vor dem Hintergrund eines pädagogischen Konzeptes in eine reflektierte didaktische und methodische Planung umzusetzen. Soweit wie möglich erfolgt dies in enger Kooperation mit Bildungsträgern und Einrichtungen der Sozialen Arbeit.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	1	1
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester	Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 3a und 3b Kultur und Verstehen: Diversität, Intersektionalität und Inklusion

Lehrveranstaltung		Gesamt – SWS / Lernform (i.d.R.)	Empf. Semester
P	3.1 Diskriminierungsformen im Kontext sozialer Machtstrukturen	Seminar	2
P	3.2 Globale Dimensionen sozialer Ungleichheit	Seminar	2
P	3.3 Kultur und Diversität	Seminar	2
P	3.4 Inklusion und Teilhabe in der Menschenrechtsprofession	Seminar	2
P	3.5 Disziplin und Profession – historische und aktuelle Entwicklungen	Seminar	2
Dauer des Moduls: zwei Semester			
Gesamt- Workload/ Credits 630 Stunden/21 CP	Hochschulzeit 10 SWS 150 Stunden	Selbststudium 480 Stunden	

Einzelbeschreibungen Seminare/Lehrveranstaltungen im Modul 3a

MA 3.1 Diskriminierungsformen im Kontext sozialer Machtstrukturen

MA 3.1 Diskriminierungsformen im Kontext sozialer Machtstrukturen			P
Kompetenzen/Qualifikationsziele: Die Studierenden werden zu einer zielgruppenunabhängigen Reflexion von individueller, institutioneller und struktureller Diskriminierung und Privilegierung befähigt. Sie werden dazu befähigt, gesellschaftliche Macht- und Herrschaftsstrukturen zu verstehen. Sie entwickeln eine normativ an den Menschenrechten orientierte professionelle, theoretische und praktische Haltung gegenüber allen Akteur*innen und lernen diese zu vertreten.			
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr	
2 SWS / Seminar	2	1	
TN-Voraussetzung: keine			
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 3.2 Globale Dimensionen sozialer Ungleichheit

MA 3.2 Globale Dimensionen sozialer Ungleichheit			P
Kompetenzen/Qualifikationsziele: Soziale Ungleichheiten sind in vielen Dimensionen sowohl national, als auch global zu beobachten. Studierende werden dazu befähigt, Themen wie z.B. transnationale Identitäten, Globalisierung, Post-Kolonialismus und Verteilungsgerechtigkeit kritisch zu analysieren, zu reflektieren und sich dazu zu positionieren. Auch aktuelle Dimensionen sozialer Ungleichheit, wie z.B. Fluchtursachen oder der Klimawandel, werden aus einer kritischen Perspektive untersucht.			
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr	
2 SWS / Seminar	2	1	
TN-Voraussetzung: keine			
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 3.3 Kultur und Diversität

MA 3.3 Kultur und Diversität		P
Kompetenzen/Qualifikationsziele: Kultur bildet eine schillernde Größe. Viele Menschen meinen Fremde zu verstehen, doch viele von ihnen stülpen mehr oder minder unbewusst den anderen ihr kulturelles Sein über und dominieren sie damit. Ethnische Herkunft, Geschlecht und sexuelle Orientierung, körperliches Erscheinungsbild und Behinderung, soziale Herkunft, Sprache und Alter sind dabei genauso von Bedeutung wie der Stand der Produktivkräfte und die Kultur in den betreffenden Gesellschaften. Zweite Sozialisation bedeutet z.B. für Flüchtlinge, dass sie nahezu alles von dem Aufgezählten vergessen und von Menschen der unbekannten Kultur lernen müssen, für die alles in ihrer Erkenntnis „objektiv und selbstverständlich“ ausfällt. Studierende erhalten in diesem Seminar einen Überblick über die Vielfalt von Diversität in Kulturen und werden dazu befähigt, u.a. auf der Grundlage von Diversitätstheorien die Verschränkung von Diskriminierungsformen und Differenzlinien zu verstehen.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	2	1
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester	Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

Einzelbeschreibungen Seminare/Lehrveranstaltungen im Modul 3b

MA 3.4 Inklusion und Teilhabe in der Menschenrechtsprofession

MA 3.4 Inklusion und Teilhabe in der Menschenrechtsprofession			P
Kompetenzen/Qualifikationsziele: Soziale Arbeit als Menschenrechtsprofession beinhaltet immer auch die Fragen nach Teilhaberechten und -pflichten. Studierende erhalten in diesem Seminar einen Überblick über Inklusions- und Teilhabetheorien (z.B. Body, Gender, Class, ‚Race‘) sowie über die soziale Praxis. Ziel des Teilmoduls ist es, die Studierenden für stereotype Vorstellungen und ihre Auswirkungen auf das eigene Handeln zu sensibilisieren. Darüber hinaus sollen Sie in die Lage versetzt werden, soziale Praxis kritisch zu hinterfragen und alternative Handlungsmöglichkeiten zu entwickeln.			
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr	
2 SWS / Seminar	2	1	
TN-Voraussetzung: keine			
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 3.5 Disziplin und Profession – historische und aktuelle Entwicklungen

MA 3.5 Disziplin und Profession – historische und aktuelle Entwicklungen			P
Kompetenzen/Qualifikationsziele: Die Studierenden erhalten in dieser Lehrveranstaltung einen vertieften Einblick in Theorien zu Diversität, Interkulturalität und Geschlecht und deren Adaption in der Theoriebildung der Sozialen Arbeit. Es werden für die Soziale Arbeit wichtige Professionskonzepte und Handlungskompetenzen im Kontext von Intersektionalität erarbeitet. Ziel ist eine analytische disziplinäre Auseinandersetzung und die Entwicklung einer professionellen Haltung, in der Heterogenität und Verschiedenheit vor allem als Möglichkeiten und Ressourcen für Prozesse der Sozialen Arbeit begriffen und konzipiert werden. Dies wird am Beispiel ausgewählter Handlungsfelder der Sozialen Arbeit genauer auf der Grundlage von Studien und Praxiserfahrungen untersucht.			
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr	
2 SWS / Seminar	2	2	
TN-Voraussetzung: keine			
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 4a und 4b Soziale Arbeit im internationalen Kontext

Lehrveranstaltung		Gesamt – SWS / Lernform (i.d.R.) Seminar/Projekt/Vorlesung	Empf. Semester
	4a) Soziale Arbeit international (4.1-4.3)		
P	4.1 Internationale Entwicklungen der Profession/Disziplin	2 SWS / Seminar	3
P	4.2 Internationale Bedingungen sozialer Entwicklung	2 SWS / Seminar	3
P	4.3 Länderspezifische Bedingungen der Sozialen Arbeit	2 SWS / Seminar	3
	4b) Recht international (4.4-4.5)		
P	4.4 Rechtliche und politische Entwicklungen in Europa	2 SWS / Seminar	3
P	4.5 Menschenrechte, soziale Rechte und Soziale Arbeit	2 SWS / Seminar	3
Dauer des Moduls: ein Semester			
Gesamt-Workload/ Credits 630 Stunden/21 CP	Hochschulzeit 10 SWS 150 Stunden	Selbststudium 480 Stunden	

Einzelbeschreibungen der Seminare/Lehrveranstaltungen im Modul 4a

MA 4.1 Internationale Entwicklungen der Profession und wissenschaftlichen Disziplin

MA 4.1 Internationale Entwicklungen der Profession und wissenschaftlichen Disziplin		P
Kompetenzen/Qualifikationsziele: Studierende setzen sich vertiefend und analytisch mit theoretischen und berufspraktischen Ansätzen der Sozialen Arbeit vor dem Hintergrund internationaler, nationaler und lokaler Entwicklungen auseinander. Zielsetzung ist eine kritische Würdigung und diskursive Weiterentwicklung aktuellster theoretischer und handlungsbezogener Ansätze unter Bezugnahme auf gesellschaftliche Entwicklungen und professionelle Erfahrungen.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	3	2
TN-Voraussetzung: Englischkenntnisse in Wort und Schrift (Niveau B2)		
Dauer des Moduls: ein Semester	Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 4.2 Internationale Bedingungen sozialer Entwicklung

MA 4.2 Internationale Bedingungen sozialer Entwicklung		P
Kompetenzen/Qualifikationsziele: Die Studierenden erwerben wichtige Kompetenzen und Fähigkeiten, um die Internationalisierung und globale Probleme multidisziplinär zu verstehen, deren Auswirkungen und Folgen zu analysieren und Lösungen zu erarbeiten. Aktuelle Herausforderungen und die weltweit politisch diskutierten Lösungsansätze stehen dabei im Mittelpunkt des Seminars. Die Themen sind z.B.: Bevölkerungsentwicklung, Kriege, Hunger, Armut, alte und neue Krankheiten, Kinderarbeit, Bildungsungleichgewichte, Kindersoldaten, Naturkatastrophen. Im Seminar werden auch die unterschiedlichen Plattformen zur Diskussion und Lösung sozialer, politischer und ökonomischer Probleme vorgestellt, um diese im Kontext Sozialer Arbeit zu verstehen, zu analysieren und kritisch zu beurteilen.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr

2 SWS / Seminar	3	2
TN-Voraussetzung: Englischkenntnisse in Wort und Schrift (Niveau B2)		
Dauer des Moduls: ein Semester	Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 4.3 Länderspezifische Bedingungen der Sozialen Arbeit

MA 4.3 Länderspezifische Bedingungen der Sozialen Arbeit		P
Kompetenzen/Qualifikationsziele: Die Soziale Arbeit ist international in einzelnen Wohlfahrtsstaaten und verschiedenen Ländern sehr unterschiedlich historisch geprägt und in ihren Rahmenbedingungen zum Teil sehr verschieden organisiert und strukturiert. Den Studierenden werden grundlegende theoretische Kenntnisse zur ländervergleichenden Sozialpolitik-Forschung und zu länderspezifischen Wohlfahrtskulturen vermittelt. Sie erwerben Kompetenzen, um die aktuellen nationalen und internationalen Entwicklungen und jeweiligen Strukturmerkmale wohlfahrtsstaatlicher Arrangements und der Sozialpolitik am Beispiel ausgewählter Länder zu analysieren und zu verstehen. In einer Synthese und kritischen Reflexion von Theorie und empirischen Befunden zu einzelnen wohlfahrtsstaatlichen Arrangements, sozialen Interventionen und Dienstleistungskulturen können die Studierenden auch lokal „best practices“ und Prozesses des „policy learning“ evaluieren und in den Befunden vermitteln. Sie erwerben damit Kompetenzen, um ausgewählte Projekte und Interventionen auch in anderen Ländern und Wohlfahrtsregimes exemplarisch zu analysieren und können eigenständig Schlussfolgerungen für die Soziale Arbeit in der Bundesrepublik Deutschland entwickeln. Die Bearbeitung einzelner theoretischer Texte oder die Auswertung internationaler empirischer Studien setzt die Bereitschaft zur Textanalyse von englischsprachigen Beiträgen voraus. Ferner werden Grundzüge einer sich abzeichnenden globalen Sozialpolitik und einer internationalen Sozialarbeit vermittelt.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	3	2
TN-Voraussetzung: Englischkenntnisse in Wort und Schrift (Niveau B2)		
Dauer des Moduls: ein Semester	Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

Einzelbeschreibungen der Seminare/Lehrveranstaltungen im Modul 4b

MA 4.4 Rechtliche und politische Entwicklungen in Europa

MA 4.4 Rechtliche und politische Entwicklungen in Europa		P
Kompetenzen/Qualifikationsziele: Gegenstand des Moduls sind erstens die rechtlichen Rahmenbedingungen Sozialer Arbeit auf den Ebenen des nationalen und europäischen Rechts. Im Zentrum stehen dabei vor allem aktuelle Reformvorhaben und -diskussionen, die sich in Zukunft auf die inhaltliche Ausgestaltung in der Sozialen Arbeit auswirken. Das Modul befähigt die Studierenden, politische Entwicklungen auf nationaler und europäischer Ebene mit rechtlichen Grundlagen in Bezug zu setzen. Dabei kommt im Sinne des Rechtsvergleichs den unterschiedlichen Rechtskulturen mit ihrem jeweiligen Verständnis von (Sozial-)Recht eine besondere Bedeutung zu. Ziel ist es, anknüpfend an die abstrakten rechtlichen Analysen fachbezogene Strategien zur Bewältigung konkreter Problemlagen zu entwickeln. Zweitens werden Entwicklungen auf europäischer Ebene und im EU-Recht im Hinblick auf ihre Auswirkungen auf die Soziale Arbeit analysiert und mit individuellen Lebenssituationen in Bezug gesetzt.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS	3	2
TN-Voraussetzung: Englischkenntnisse in Wort und Schrift (Niveau B2)		
Dauer des Moduls: ein Semester	Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 4.5 Menschenrechte, soziale Rechte und Soziale Arbeit

MA 4.5 Menschenrechte, soziale Rechte und Soziale Arbeit			P
Kompetenzen/Qualifikationsziele: Ausgehend von dem Ansatz der Sozialen Arbeit als Menschenrechtsprofession, erwerben die Studierenden zunächst grundlegende Kenntnisse zu den Menschenrechten auf europäischer und internationaler Ebene, vor allem auch im Hinblick auf die unterschiedlichen Möglichkeiten der rechtlichen Durchsetzbarkeit von Menschenrechten. Dies ermöglicht es den Studierenden zugleich, unterschiedliche Rechtskulturen und Sichtweisen im Zusammenhang mit Menschenrechten zu erkennen. Hiernach haben die Studierenden die Möglichkeit, Umsetzungsprozesse und damit Wirkweisen von Menschenrechten auf nationaler Ebene kennen zu lernen und sich so Kenntnisse darüber zu erwerben, wie sich Menschenrechte auf die Soziale Arbeit auswirken können.			
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr	
2 SWS	3	2	
TN-Voraussetzung: Englischkenntnisse in Wort und Schrift (Niveau B2)			
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Jahr angeboten.	

MA 5 Wahlpflichtmodule HAWK Hildesheim

Lehrveranstaltung		Gesamt – SWS / Lernform (i.d.R.) Seminar	Empf. Semester
WP	5.1 Sprachen	2 SWS / Seminar	1/2/3/4
WP	5.2 Projektseminar/ Forschung in der Anwendung	2 SWS / Seminar	2/3
WP	5.3 „Field-studies“ im Ausland	2 SWS / Seminar	2/3
WP	5.4 Soziale Arbeit und Wirtschaftsunternehmen	2 SWS / Seminar	1/2/3/4
WP	5.5 Sozial kaufen und verkaufen	2 SWS / Seminar	1/2/3
WP	5.6 Existenzgründung und berufliche Selbstständigkeit	2 SWS / Seminar	2/3/4
Dauer des Moduls: ein Semester			
Gesamt- Workload/ Credits 360 Stunden/12 CP	Hochschulzeit 8 SWS 120 Stunden	Selbststudium 240 Stunden	

Einzelbeschreibungen der Seminare/Lehrveranstaltungen im Modul 5

MA 5.1 Sprachen

MA 5.1 Sprachen		WP
Kompetenzen/Qualifikationsziele: Studierende sollen durch dieses Lehrangebot eine Verbesserung in mindestens einer Fremdsprache (meist Englisch) erreichen, um zu einem fachlichen Austausch auch im Zusammenhang von Tagungen, Forschungsprojekten, im Kontext des internationalen Austauschs oder auch beim Besuch von internationalen Tagungen und Kongressen in der Lage zu sein. Den Studierenden wird im Verlauf des Studiums Gelegenheit gegeben, insbesondere ihre Kenntnisse in Englisch bis zur Anmeldung der Master-Thesis dem Niveau „B2“ des gemeinsamen europäischen Referenzrahmens für Sprachen entsprechend zu vertiefen. Auch die Anerkennung von externen Seminaren/Sprachkursen entsprechend dem Niveau „Master“ ist auf Antrag möglich.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS (4 SWS sind möglich) / Sprachkurs	1/2/3/4	1/2
TN-Voraussetzung: Grundkenntnisse in Wort und Schrift der jeweiligen Sprache (Grundkurse werden i.d.R. nicht angeboten/anerkannt.)		
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Es wird jedes Jahr angeboten.

MA 5.2 Projektseminar/ Forschung in der Anwendung/Praxis

MA 5.2 Projektseminar/Forschung in der Anwendung/Praxis		WP
Kompetenzen/Qualifikationsziele: Dieses Seminar bietet es Studierenden an, praxisorientiert methodische Fertigkeiten zu erproben und zu reflektieren. Diese Praxisreflexion findet vertiefend theoriegeleitet statt. Dabei ist das Seminar offen für unterschiedlichste Handlungsfelder der Sozialen Arbeit und für die Vielfalt an Erfahrungen der Studierenden. Ebenso bietet dieses Seminar die Möglichkeiten, Forschungsprojekte zu konzipieren sowie praktisch umzusetzen. Die Vorteile von Praxisforschung und auch mögliche Risiken (zu großer Nähe) von Praxisforschung im eigenen Praxisfeld werden thematisiert.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	2/3	1/2
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Wird nach je nach Kapazitäten und Interessen der Studierenden regelmäßig angeboten

MA 5.3 „Field-studies“ im Ausland (in Englisch)

MA 5.3 „Field-studies“ im Ausland (in Englisch)		WP
Kompetenzen/Qualifikationsziele: Die Studierenden (in einer Gruppe von maximal 15) erwerben Fähigkeiten und Kompetenzen in der Vorbereitung, Organisation und Durchführung von „field-studies“ im Ausland. Auf der Basis des zunächst über Literatur und in den Seminaren der Module 4a und 4b erworbenen grundlegenden Wissens über die Rahmenbedingungen sowie über die wohlfahrtsstaatlichen und -kulturellen Strukturmerkmale Sozialer Arbeit in einem ausgewählten Land (z.B. Schweden, Türkei, Finnland...) wird dieses Wissen im Rahmen von Studienbesuchen in sozialen Einrichtungen und an Partnerhochschulen des jeweiligen Landes vertieft. Forschungsmethodisch kommen vor Ort insbesondere auch Expert*innenbefragungen, Gruppendiskussionen sowie Passant*innenbefragungen im Rahmen der „field-studies“ exemplarisch zur Anwendung. Die Studierenden erwerben ferner praktische Erfahrungen, Kenntnisse und Kompetenzen in der Dokumentation der Ergebnisse aus den „field-studies“, wobei unterschiedlichste Medien zum Einsatz kommen können (Berichte, Filmdokumentation u.a.).		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar/Exkursion	2/3	1/2
TN-Voraussetzung: Sprachkenntnisse in Englisch in Wort und Schrift mindestens auf Niveau „B 2“ des Europäischen Referenzrahmens für Sprachen.		
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Wird nach je nach Kapazitäten und Interessen der Studierenden regelmäßig angeboten

MA 5.4 Soziale Arbeit und Wirtschaftsunternehmen

MA 5.4 Soziale Arbeit und Wirtschaftsunternehmen		WP
Kompetenzen/Qualifikationsziele: Die Lehrveranstaltung vermittelt Wissen und Kompetenzen, um konkrete Arbeitsbedingungen in Unternehmen zu analysieren und zu verstehen. Ziel ist es, die so gewonnenen Fähigkeiten zur Analyse und Evaluation und die daraus erhaltenen Erkenntnisse in den Bereichen der Sozialen Arbeit selbstständig einbeziehen zu können. Es geht dabei auch darum, Möglichkeiten zu entwickeln, wie Absolvent*innen der Sozialen Arbeit zukünftig verstärkt in Privatunternehmen eingesetzt werden können bzw. einen Arbeitsplatz finden. Hierzu gehört auch eine eigenständige Erarbeitung des Profils der Sozialen Arbeit und der Kommunikations-fähigkeit sowie der Skills gegenüber privaten Wirtschaftsunternehmen außerhalb des „traditionellen Tätigkeitsfeldes“ der Sozialen Arbeit.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	1/2/3/4	1/2
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Wird nach je nach Kapazitäten und Interessen der Studierenden regelmäßig angeboten

MA 5.5 Sozial kaufen und verkaufen

MA 5.5 Sozial kaufen und verkaufen		WP
Kompetenzen/Qualifikationsziele: Die Lehrveranstaltung vermittelt Wissen und Kompetenzen über die unterschiedlichen Bereiche des „Sozial Kaufens“ und „Sozial Verkaufens“. Im Mittelpunkt stehen die sog. Sozialkaufhäuser und die Initiative „fair trade“. Beim „second hand – sozial verkaufen [Sozialkaufhäuser]“ werden die sozialen Trägerorganisationen, ihre Struktur, Zielsetzungen und Herausforderungen vor Ort genauer analysiert. Die Zielsetzungen werden von den Studierenden näher untersucht, um sie umfassend zu verstehen: Erwirtschaftung finanzieller Mittel, um soziale Projekte zu finanzieren (Geld), Ausbildungs-/ Weiterbildungsmaßnahmen im Laden anbieten bzw. durchführen (Bildung), Schaffung bezahlter regulärer Beschäftigungsverhältnisse (Arbeit), Wiederverwertung der Güter (Umwelt), bürgerschaftliches / ehrenamtliches Arbeiten ermöglichen (Ehrenamt), preisgünstiger Verkauf der Güter (Versorgung), sowie ggfls. weitere Ziele. Die Arbeit und vielfältigen Aufgaben der Sozialarbeiter*innen sowie die Situation der „Klient*innen“ in den Läden und Trägerorganisationen ist ebenfalls ein Schwerpunkt des Seminars. Die Initiative „fair trade“ wird als soziale, politische und ökonomische Bewegung des internationalen Handels analysiert. Nach wie vor befindet sich der faire Handel in einer Marktnische. Ziel ist es, u.a. durch Aktivitäten der Sozialen Arbeit und insbesondere in sozialen Einrichtungen zu versuchen, den Marktanteil des fairen Handels zu erhöhen und damit die Lebensbedingungen vieler Menschen in den sog. „Dritte-Welt Staaten“ unmittelbar zu verbessern. In Niedersachsen gibt es mehrere große Handelsorganisationen des fairen Handels. Ihre soziale Arbeit und Konzeptionen sind ebenfalls Gegenstand des Seminars, sodass die Studierenden sich sowohl die ökonomischen als auch die sozialen Dimensionen von „fair trade“ im internationalen wie auch regionalen Kontext erschließen.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	1/2/3/4	1/2
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Wird nach je nach Kapazitäten und Interessen der Studierenden regelmäßig angeboten

MA 5.6 Existenzgründung und berufliche Selbstständigkeit

MA 5.6 Existenzgründung und berufliche Selbstständigkeit		WP
Kompetenzen/Qualifikationsziele: Das Seminar vermittelt grundlegendes und vertiefendes Wissen über die Rahmenbedingungen und fachlichen Voraussetzungen für Prozesse und Schritte der Existenzgründung und für eine berufliche Selbstständigkeit in der Sozialen Arbeit. Es werden sowohl die entsprechenden Rechtsbereiche als auch ökonomische und persönliche Dimensionen der Existenzgründung und beruflichen Selbstständigkeit vertiefend behandelt. Ziel ist es, neben dem Wissen um die rechtlichen und betriebswirtschaftlichen Kenntnisse auch Kenntnisse über Funktionsweisen des Marktes, zu spezifischen Unternehmenskulturen und zu einer neuen Wettbewerbskultur in der Sozialen Arbeit zu vermitteln. Die erworbenen Kenntnisse und Kompetenzen beinhalten auch ein Verständnis und eine kritische Analyse aktuellster sozialwirtschaftlicher und marktmäßiger Entwicklungen in ausgewählten Handlungsfeldern der Sozialen Arbeit.		
Lernform (i.d.R.)	Empf. Semester	Empf. Studienjahr
2 SWS / Seminar	2/3	1/2
TN-Voraussetzung: keine		
Dauer des Moduls: ein Semester		Häufigkeit des Moduls: Wird nach je nach Kapazitäten und Interessen der Studierenden regelmäßig angeboten

MA 6 Master-Thesis

Lehrveranstaltung		Gesamt – SWS / Lernform (i.d.R.)	Empf. Semester
P	Bachelor-Thesis	4 SWS – 2 Seminare	3/4
Dauer des Moduls: ein Semester			
Gesamt-Workload/ Credits 810 Stunden/ 27 CP	Hochschulzeit 4 SWS 60 Stunden	Selbststudium 750 Stunden	

3 Auslandsstudium/-aufenthalte und Internationalisierung

Im Rahmen des Master-Studienganges „Soziale Arbeit in internationalen und interkulturellen Kontexten“ werden - u.a. über die Maßnahmen zur Internationalisierung - das Auslandsstudium und Auslandsaufenthalte der Master-Studierenden besonders aktiv gefördert, wobei hier u.a. Praktika eine entscheidende Bedeutung zukommt. Hierzu besteht ein „Fünf-Punkte-Programm“:

1. Studierende können an der HAWK ein Master-Studium aufnehmen, ohne dass sie vor Beginn des Studiums die entsprechenden Kenntnisse in Deutsch nachweisen müssen. Hierzu wird ein unterstützendes Angebot im Rahmen eines „30 ECTS-Programms für „incoming master students“ in Hildesheim angeboten. Das Angebot besteht aus den Seminaren im Modul 4a (Soziale Arbeit im internationalen Kontext) und im Modul 4b (Recht im internationalen Kontext). Beginnend mit dem Wintersemester 2012/2013 wurden diese Module regelmäßig in englischer Sprache angeboten und sind mit insgesamt 21 Creditpoints für „incoming master-students“ studierbar. Dies soll weiterhin fortgeführt werden. Ein „international seminar for incoming an outgoing master-students“ wird in englischer Sprache als Wahlpflichtseminar jeweils im Wintersemester angeboten (3 CP). Ferner werden zwei Deutschsprachkurse für die „incoming master-students“ angeboten: Ein Sprachkurs wird ein Intensivsprachkurs (3 CP) vor Vorlesungsbeginn sein. Der zweite Kurs (3 CP) wird während des Semesters angeboten. Dieses Angebot wird Studierenden der ERASMUS-Partnerhochschulen regelmäßig im Wintersemester des jeweiligen Studienjahres gemacht. Beginn ist das Wintersemester 2012/2013.
2. Damit wird für alle Studierenden des Master-Studienganges generell die internationale Dimension von Sozialer Arbeit vertieft. Seit dem Wintersemester 2012/2013 wird regelmäßig im Wintersemester über die Seminare in den Modulen 4a und 4b ein Semester ausschließlich in englischer Sprache angeboten (Ausnahme: Seminare im Modul 1 „Forschung, Analyse und Evaluation in der Sozialen Arbeit“).
3. Im Rahmen des Master-Studiums wird ferner im Wahlpflichtbereich (Modul 5) ein Seminar zu „field-studies“ im Ausland angeboten. Dieses Seminar beinhaltet eine mehrtägige Studienreise ins Ausland. Auch dieses Seminar findet i.d.R. in englischer Sprache statt.
4. In einem weiteren Seminarangebot können die Internationalisierungsanstrengungen konzentriert werden, nämlich im „International master-seminar for incoming and outgoing students“. Bei entsprechender Nachfrage können im Rahmen eines solchen Seminars individuelle Konzepte und Strategien sowie Praxiskontakte für ein Semester im Ausland entwickelt werden, und die „incoming students“ können intensiv begleitet und betreut werden.
5. Die Master-Thesis kann im Einzelfall nach vorheriger Absprache und in Kooperation mit einer Partnerhochschule im Ausland an dieser Hochschule verfasst werden. Entsprechende Auslandsaufenthalte, Anträge auf Stipendien usw. werden aktiv unterstützt.

4 Überblick über die Leistungen und Credits

Angebote am Studienort Hildesheim	SWS	Präsenz- stunden (15 SWS)	Selbst- studium	Praxis	Workload gesamt	Prüfungsform	Credits
Module 1a und 1b: Forschung, Analyse und Evaluation in der Sozialen Arbeit	8	120	200	400	720		24
1a) Grundlagen							
1.1 Analyse der Praxis	2					1 benotete Prüfung (Praxisbericht)	9
1.2 Grundlagen: Forschung und Evaluation	2					1 unbenotete Prüfung	3
1b) Vertiefung „Forschung/Evaluation“							
1.3 Qualitative Forschung (Vertiefung)	2					Optional mit 1.4 eine benotete Prüfung oder eine unbenotete Prüfung	6
1.4 Quantitative Forschung (Vertiefung)	2					Optional mit 1.3 eine benotete oder unbenotete Prüfung	6
Module 2a und 2b: Gestaltung von Arbeitsprozessen: Management, Führung und Bildung in der Sozialen Arbeit	10	150	300		450	1 benotete Prüfung in 2a (wahlweise 2.1- 2.3) sowie 1 unbenotete Prüfung in 2b (wahlweise 2.4- 2.5)	15
2a) Management von Institutionen							
2.1 Arbeitsstrukturen Sozialer Arbeit und (internationale) Institutionen	2						9
2.2 Finanzierungs- und Marketingkonzepte von Institutionen	2						
2.3 Gestaltung von Versorgungsstrukturen, Care und Case Management	2						
2b) Konzepte und Methoden in (internationalen) Institutionen							
2.4 Strategische Ausrichtung: Konzeptentwicklung	2						6
2.5 Kommunikation & Didaktik	2						
Module 3a und 3b: Kultur und Verstehen: Diversität, Intersektionalität und Inklusion	10	150	480		630	In 3a u. 3b je 1 benotete Prüfung	21
3a) Kultur und Verstehen: Diversität, Intersektionalität							
3.1 Diskriminierungsformen im Kontext sozialer Machtstrukturen	2						12
3.2 Globale Dimensionen sozialer Ungleichheit	2						
3.3 Kultur & Diversität	2						
3b) Kultur und Verstehen: Inklusion							
3.4 Inklusion und Teilhabe in der Menschenrechtsprofession	2						9
3.5 Disziplin und Profession - historische und aktuelle Entwicklungen	2						

Module 4a und 4b: Soziale Arbeit im internationalen Kontext	10	150	480		630	In 4a und 4b je 1 benotete Prüfung	21
4a) Soziale Arbeit international							
4.1 Internationale Entwicklungen der Profession und wissenschaftlichen Disziplin	2						12
4.2 Internationale Bedingungen sozialer Entwicklung	2						
4.3 Länderspezifische Bedingungen der Sozialen Arbeit	2						
4b) Recht international							
4.4 Rechtliche und politische Entwicklungen in Europa	2						9
4.5 Menschenrechte, soziale Rechte und Soziale Arbeit	2						
Modul 5 Wahlpflichtmodule (über Fakultät und die HAWK hinaus anzubieten). Die Studierenden können nach entsprechendem „Learning-Agreement“ auch Wahlmodule anderer Fakultäten und Hochschulen nutzen. Es können auch 4-stündige WP angeboten werden, je nach Interesse und Maßgabe der Kapazitäten	8	120	240		360	Je Seminar 1 unbe- notete Prüfung, insgesamt 4, um Modul 6 abzuschließen	12
5.1 Sprachen	2/4						3/6
5.2 „Projektseminar/Forschung in der Anwendung/Praxis	2						3
5.3 „Field-studies“ im Ausland	2						3
5.4 Soziale Arbeit und Wirtschaftsunternehmen	2						3
5.5 Sozial kaufen und verkaufen	2						3
5.6 Existenzgründung und berufliche Selbstständigkeit	2						3
MA 6: Master-Thesis	4	60	750		810	Master-Thesis	27 (22 MA- Thes. & 5 Koll.)
SUMME	50	750	2450	400	3600	7 unbenotete Prüfungen und 8 benotete Prüfungen (inklusive MA- Thesis)	120

5 Studienverlauf

	2 SWS	2 SWS	2 SWS	2 SWS	2 SWS	2 SWS	2 SWS	2 SWS	2 SWS	2 SWS	CP
WS	Forschung Grundlagen MA 1a 12 CP		Management MA 2a 9 CP			Konzepte und Methoden MA 2b 6 CP		Wahl-pflicht MA 5 3 CP	Praxiszeit 		30
So-Se	Forschung Vertiefung MA 1a 6 CP		Diversität, Intersektionalität MA 3a 12 CP			Inklusion MA 3b 9 CP		Wahl-pflicht MA 5 3 CP			60
WS	Forschung Vertiefung MA 1b 6 CP		Soziale Arb. international MA 4a In Englisch 12 CP			Recht international MA 4b In Englisch 9 CP		Wahl-pflicht MA 5 3 CP			90
So-Se	Master-Thesis (inkl. Vorbereitung und Begleitung) MA 6 27 CP								Wahl-pflicht MA 5 3 CP		120

Modulhandbuch C

Technische Hochschule Würzburg-Schweinfurt (2021): Module Handbook Master's Degree Programme International Social Work with Refugees and Migrants.

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Module Handbook

MASTER'S DEGREE PROGRAMME

INTERNATIONAL SOCIAL WORK WITH REFUGEES AND MIGRANTS

SPO 2021 – Beginning of Studies: Summer Semester 2021 or later

2021/02/25

CP corresponds to a total work load of 30 time hours. All hours specified are time hours.

Tabular overview

This attachment applies to all students who start the master's degree program on March 15, 2021 or later.

[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]
Module No.		Name of the module	Sem.	SWS	ECTS-Points	Type of L	re-quire-ments	Exam:					Weighting of grade	
								Type	Length/ Form	Language	special admission require-ments	over-all grade	Factor	actual weighing
Study Field I: International Social Work														
1.1		International Social Work and Migration: Basics and Discourses	1	4	5	T, SU		OE	C, F, G	engl.	none	✓	1	5
1.2		Social Work and Migration: Attitudes and Approaches	1	4	5	T, SU		OE	B, F, G	engl.	none	✓	1	5
1.3		Empowerment, Participation and Fields of Action with Marginalized People, Communities and Social Movements	2	3	5	SU		OE	B, F, G	engl.	none	✓	1	5
Study Field II: Migration, Society and Politics														
2.1		Development, Migration and Inequality	1	4	5	T, SU		OE	B, F, G	engl.	none	✓	1	5
2.2		Globalization and Migration Policies and Actors	2	3	5	T, SU		OE	B, F, G	engl.	none	✓	1	5
Study Field III: Intercultural Skills														
3.1		International, European and National Migration and Refugee Law	2	3	5	T, SU		WE	90 Min.	engl.	none	✓	1	5
3.2		Human Rights & Private International Law	2	3	5	T, SU		WE	90 Min.	engl.	none	✓	1	5
Study Field IV: Interdisciplinary Perspectives and Skills														
4.1		Violence Prevention & Conflict Transformation	1	3	5	Project, SU		OE	B, F, G	engl.	MA	✓	1	5
4.2		Intercultural Communication & Resilience Training	2	4	5	T, SU		OE	B, F, G	engl.	none	✓	1	5
4.3		Social Work and Diversity in Contexts of Administration and Management	3	3	5	T, SU		OE	B, F, G	engl.	none	✓	1	5
4.4		Dealing with Illness and Trauma & Psychosocial Support	3	3	5	T, SU		WE	90 Min.	engl.	none	✓	1	5
Study Field V: Exploring the Field														
5.1		Research Perspectives, Methods & Ethics	1	4	5	T, SU		OE	B, F, G	engl.	none	✓	1	5
5.2		Social Work with Refugees and Migrants in Areas of Origin, Transit and Destination	1	5	5	Project*		OE	A, F, G	engl.	MA**	✓	1	5
Study Field VI: Practice & Research														
6.1		Practice I	2	4	5	Proj., T		OE	A, D, G	engl.	none	✓	1	5
6.2		Practice II	3	3	5	Project		OE	A, D, G	engl.	none	✓	1	5
6.3		Master Thesis	3	0	15		5.1	MT		engl.	none	✓	1	15

Explanation of the type of the other exam:

A= Seminar paper; B=oral presentation; C=media presentation; D=Documentation; E= Colloquium; F=Term paper; G= Portfolio, H= pract./artistic performance

Explanation of the abbreviations:

L= Lecture; T= Tutorial; SU = Tuition in seminars

O.E.= other exam - What type of other exam will be held is settled in the study plan and will be announced by the responsible lecturer at the beginning of the semester. Of the exams specified in column 10 it is always only required to take one of the exams.

WE= written exam; MT = Master thesis; w.s. = with success

SWS= Semesterwochenstunden (Semester week hours)

MA=mandatory attendance (§12 para. 1 APO)

*see § 5 para 3 SPO. **In deviation from § 22 paragraph 1 APO, irregular attendance is any non-attendance for which the student is responsible.

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Short Contents Overview of the Modules

The master's degree programme encompasses six study areas, which prepare students for the practice field social work in an international context as well as sensitizing them for working together with migrants and refugees and impart application-oriented methods, research and competences needed for interventions.

Study Field I: International Social Work:

The study field provides basis and framework for the study degree programme. Considering theoretical references, social work's role and identity within global interconnections will be elaborated. Based on this, an overview on concepts of a pedagogical and professional work in contexts of migration will be presented. Furthermore, challenges in relation to social work with marginalized people, communities and social movements will be introduced and the required theoretical and practice-based competences to meet them deepened.

Study Field II: Migration, Society and Politics:

This study field introduces students to the subject and imparts knowledge about causes, current manifestations and effects of (forced) migration having in mind the migration-development nexus. Furthermore, aspects on social-economic inequality and post-colonial development and its connections to the migration phenomenon will be presented. It also familiarizes students with the relevant policies, organisations and structures in this practice field and imparts knowledge on refugee and migration politics as well as contemporary trends in migration research.

Study Field III: Refugee & Migration Law:

This study area teaches students the legal framework with regard to international, European and national refugee and migration law as well as the connection to human rights. Moreover, knowledge about international private law is imparted.

Study Field IV: Interdisciplinary Perspectives and Skills:

This study area concentrates on competences needed for intercultural and health-oriented sensitive work and communication with refugees and migrants, their inclusion into and the opening of the host society as well as competences for countering any radicalisms that may occur.

Study Field V: Exploring the Field:

The study area strengthens the international applied research and practice orientation of the degree programme by introducing research perspectives, methods and ethics relevant for international social work and imparting competences, especially theory-research-practice reflections, which are necessary to work in transcultural international settings.

Study Field VI: Practice and Research:

The last study area offers the students the possibility to plan, scientifically monitor, implement and evaluate practice projects and respectively work in the field. The results can be used for the master thesis.

Study Field I: International Social Work

Module: 1.1	Title of the module: International Social Work and Migration: Basics and Discourses		
Responsible for the module: Prof. Dr. Vathsala Aithal			
Qualification level: Master		Semester: 1 st sem.	Module type: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 60 hours	
		Of that independent study: 90 h.	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	The module introduces into historical foundations of Social Work and, on that basis, into the profession's development towards an "International Social Work". Based on a first overview on international and national structures and institutions, an overview on issues, backgrounds and challenges of an International Social Work will be presented. Thereby, the profession's contextualization and location within global (inter-) connections will be focused. Apart from references to relevant concepts of globalisation, social justice and development, scientific theoretical basis of the Social Work profession will be deepened. By presenting the heterogeneity of Social Work practices within different countries, application-oriented references to an understanding of Social Work in a comparative perspective will be elaborated. Not least, the contents of this module aim to further develop the students' own professional identity and initiate a critical reflection of value-based approaches and ethical-based Social Work. After completing the module, the students know historical and scientific theoretical basics and approaches of the Social Work profession and discipline. They have knowledge of contemporary scholarly discourses on International Social Work and are able to critically deal with relevant issues. The students have deepened and discussed issues and challenges of an International Social Work and are able to further develop those impulses, also with regard to their further study courses. Not least, they have addressed and dealt with relevant issues on discourses of professionalization and professional ethics with regard to their own professional Identity.		
Contents of the module:	Contents of the module cover among others: - Definition of (international) Social Work within migration contexts - Role and mandate of international Social Work as an actor within international political and social interrelations - Historical developments and discourses on professionalization of Social Work - Scientific theoretical basis of Social Work and its contemporary scholarly discourses. - Overview of modern theories and approaches of direct Social Work practice - Professional ethics, professional Identity in an international context - Globality of scientific production - International dimensions of Social Work practice - Globalization, international interconnections and local practice of Social Work		

Type of Lecture(s):	I. Tuition in Seminars: "International Social Work with Refugees and Migrants", Prof. Dr. Vathsala Aithal (2 SWS) II. Tuition in Seminars: "Social Work as a Science in a Globalized World", Prof. Dr. Ralph-Christian Amthor (2 SWS)
Learning methods:	- Cognitive perception, retention and processing of the contents of the lecture - Literature review and text analysis - Working on tasks and problems that deal with the contents of the lecture - Critical reflection and discussion
Requirements for receiving credit points (module examination, extent and duration of the examination):	- Other exam (media presentation, term paper, portfolio)
Applicability of the module	The module comprises a first introduction to an understanding of International Social Work in contexts of Migration and Flight. It furthermore forms a basis and starting point for other subject areas of the master's degree programme. The knowledge acquired in this module can be transferred especially to the modules 1.2 "Social Work and Migration: Attitudes and Approaches" and Module 1.3. "Empowerment, Participation and Fields of Action with Marginalized People, Communities and Social Movements". Furthermore, issues with regard to role and professional identity as well as practical know-how and approaches of International Social work arise, which are to be deepened and further developed during the next semesters.
(Key) Literature:	Basic literature: - Anand, J. & Das, C. (2019). Global Mindedness in International Social Work Practice. London: Red Globe Press. - Buckley-Zistel, S. & Krause, U. (2019) (eds). Gender Violence, Refugees. New York: Berghahn - Butterfield, A. K. & Tase, A. (2015). Social Development in Social Work: Learning from Africa. London: Routledge. - Cox, D. & Pawar, M. (2013). International social work. Issues, strategies and programs. 2nd ed. Los Angeles: Sage. - Deacon, L., & Macdonald, S. J. (2017). Social Work Theory and Practice. Learning Matters. - Goonatillake, S. (1998). Towards a Global Science. Mining Civilizational Knowledge. New Delhi: Vistaar - Gray, M. et al. (2013). Decolonizing Social Work. Ashgate: Farnham Surrey - Healy, L. & Link, R. (2012). Handbook of international social work. Human rights, development, and the global profession. New York: Oxford Univ. Press. - Payne, M. (2014). Modern Social Work Theory. 4th ed. Palgrave: Macmillan. - Rozakou, K. (2017). "Nonrecording the "European Refugee Crisis" in Greece: Navigating through Irregular Bureaucracy." In Focaal 77, 36-49. - Shaw, I. (2016). Social Work Science. Columbia: University Press. - Staub-Bernasconi, S. (2010). Human Rights – Facing Dilemmas between Universalism and Pluralism/Contextualism, International Perspective. In: Darja Zavirsek, Birgit Rommelspacher, & Silvia Staub-

	Bernasconi (Eds.), Ethical Dilemmas in Social Work, Faculty of Social Work, University of Ljubljana, Ljubljana, p. 9-23 - Teater, B. (2013). Applying Social Work Theories and Methods. Maidenhead. - Turner, F. J. (2011). Social Work Treatment. New York: Oxford University Press. Further literature: - Aithal, Vathsala (2012). Provincializing Europe Challenges Regarding Transculturality of the Sciences. In: Christa Cremer-Renz, Bettina Jansen-Schulz (eds.), Von der Internationalisierung der Hochschule zur Transkulturellen Wissenschaft [From Internationalisation of Higher Education to Transcultural Science]. Scientific Conference 2010 at Leuphana University Lüneburg (p. 253-266) - Askeland, G. A. & Payne, M. (2017). Internationalizing Social Work Education. Insights from leading figures across the globe. Bristol: Policy - Healy, L. (2008). International social work. Professional Action in an Interdependent World. 2nd ed. New York: Oxford Univ. Press. - Hugman, R. (2010). Understanding International Social Work. A Critical Analysis. Basingstoke: Palgrave Macmillan. - Kendall, K. A. (2000). Social Work Education: Its Origins in Europe. Alexandria, VA: Council on Social Work Education.
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Module: 1.2	Title of the module: Social Work and Migration: Attitudes and Approaches		
Responsible for the module: Prof. Dr. Tanja Kleibl			
Qualification level: Master		Semester: 1 st sem.	Module type: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 60 hours	
		Of that independent study: 90 h	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	Dealing with diversity and difference in a reflexive way is a central competence of professional Social Work within contexts of globalization and migration. The module will look at social work with an emphasis on its historical becoming and socio-cultural milieu; it places the profession in the crucible of decolonization, considering ‘decolonisation of social work’ as a point of departure in global social work endeavors. In the field of tension between agency and structural conditions, it is the main target of Social Work to expand social participation and to counteract against any forms of exclusion and discrimination. When considering this, further important themes such as “indigenous social work” and “localization of social work practice” emerge. Hence, The module aims at elaborating knowledge, analytical capacity and attitude-based competences in order to deal with diversity and entangled exclusionary processes in a power-sensitive way. It introduces to relevant theoretical concepts and approaches, such as anti-racism, border thinking, postcolonial and transnational Social Work as well as other important identity-related issues such as religion and culture. On this basis, approaches and practices of Social Work from both the Global North and South, with a specific focus on refugees and migrants, will be deepened. Particularly, the role and significance of Social Work as well as its potential to reduce inequalities within contexts of migration will be critically discussed with regard to dimensions of power and domination, articulation opportunities and their normative significance as well as practices of recognition. Furthermore, the module focuses on direct intervention skills and methods, such as empowerment, community development or community organizing to intervene in local as well as global contexts and communities in terms of resource and solution orientation. After completion of the module, the students have developed a power-sensitive, diversity-oriented and inclusive approach for Social Work practice. Within this context, they have deepened their knowledge on relevant approaches for Social Work in migration societies and are able to transfer and include them into practice concepts.. They furthermore have diversified their skills in Social Work methods. The students, therefore, are able to appropriately act within the context of their role as well as with regard to demands and complexities of Social Work practice. The students are able to review the process of intervention as a holistic problem-solving system that aims to contribute towards an inclusionary society. They are able to critically analyse and demonstrate the role of Social Workers as advocates in supporting addresses to negotiate comprehensive systems. They finally have increased their understanding of their role and professional attitude in a globalized world characterized by pluriversal knowledges.		

Contents of the module:	Contents of the module among others cover: - Postcolonial Social Work - Indigenous, local and pluriversal knowledge - Diversity as a cross-sectional task of Social Work - Diversity-oriented approaches and critical attitudes in social work practices, among others: - o Anti-Racism in Social Work practice - o Decolonial and feminist approaches - o Critical Whiteness - o Border thinking - o Intersectionality - o Religion and Culture - Application-oriented methods and approaches for dealing with diversity in contexts of migration and flight, among others, such as: - o Community development - o Participatory Rural Appraisal - o Community work - o Case work - o Empowerment
Type of Lecture(s):	I. Tuition in Seminars: "Postcolonial Social Work", Prof. Dr. Tanja Kleibl (2 SWS) II. Tutorial: "Methods in Social Work Practice", Petra Dankova (2 SWS)
Learning methods:	- Cognitive perception, retention and processing of the contents of the lecture - Literature review and text analysis - Impromptu presentations - Case work and analysis - Working on tasks and problems that deal with the contents of the lecture - Discussion and critical reflection
Requirements for receiving credit points (module examination, extent and duration of the examination):	Other exam (oral presentation, term paper, portfolio) - The method of examination will be decided upon and announced at the beginning of the semester.
Applicability of the module	The module builds upon the Social Work knowledge, values, and skills learned and discussed in Module 1.1. It is, therefore, the aim of this module to deepen specific approaches and concepts of postcolonial Social Work within contexts of migration. The module includes further examination of historically grown professional identity and, at the same time, provides the starting point to deepen application-oriented knowledge, particularly with regard to module 1.3. "Empowerment, Participation and Fields of Action with Marginalized People, Communities and Social Movements". Not least, the competences acquired in this module can be transferred to and contextualized within all other study areas of the degree programme.
(Key) Literature:	Basic Literature: - Basic and Blok, W. (2012). Core Social Work: International Theory, Values and Practice. London: Jessica Kingsley Publishers.

- Dominelli, L. (2008). *Anti-racist Social Work*. Basingstoke: Palgrave Macmillan.
- Gray, M. & Webb, S. (eds.). (2012). *Social Work Theories and Methods*. Sage.
- Kleibl, T. Lutz, R., Noyoo, N. et al. (2020). *The Routledge Handbook of Postcolonial Social Work*. London and New York; Routledge.
- Kniffki, J. (2011). The significance of international and transnational activities in Social Work. In Lutz, R. and Frey, C. (eds.), *Poverty and Poverty Reduction. Strategies in a Global and Regional Context*. Paolo Freire Verlag. P. 1-27
- Lutz, R.; Sachau, K. & Stauß, A. (2017). Border thinking in social work: The role of indigenous knowledge in the development of relations between the Global North and the Global South. *Transnational Social Review*, 7(2), 188-205
- Mignolo, W.D. (2009). Epistemic Disobedience, Independent Thought and Decolonial Freedom. *Theory, Culture and Society*, 26(7-8), 159-181
- Nayak, S. & Robbins, R. (eds.) (2019). *Intersectionality in Social Work: Activism and Practice in Context*. Routledge
- Ngeh, J. (2018). Intersectionality and the Labour Market in the United Arab Emirates: the Experiences of African Migrants. *Zeitschrift für Ethnologie*, 143 (2)
- Noble, C., Strauss, H. & Littlechild, B. (eds.) (2014). *Global Social Work: Crossing Borders, Blurring Boundaries*. Sidney: University Press.

Further literature:

- Burke, B. & D. Clifford (2008). *Anti-oppressive Ethics and Values in Social Work*. Basingstoke: Palgrave Macmillan.
- Deepak, A. (2011). Globalization, Power and Resistance: Postcolonial and Transnational Feminist Perspectives for Social Work Practice. *International Social Work* 55(6), 779–793.
- Fenstermaker, S. & C. West (2002). *Doing Gender, Doing Difference: Inequality, Power and Institutional Change*. New York: Routledge.
- Gilligan, P. & Furness, S. (2006). The Role of Religion and Spirituality in Social Work Practice: Views and Experiences of Social Workers and Students. *British Journal of Social Work* 36, 617–637.
- Gray, M. (2005). Dilemmas of International Social Work. Paradoxical Processes in indigenization, universalism and imperialism. *International Journal of Social Welfare*. 14(3), 231 – 238.
- Herring, C. (2011). From Affirmative Action to Diversity: Toward a Critical Diversity Perspective. *Critical Sociology* 38(5) 629–643.
- Ife, J. (2016). *Community Development in an Uncertain World. Vision, Analysis and Practice*. 2nd ed. Cambridge University Press.
- Morley, C. (2020). *The Routledge handbook of critical social work pedagogies*. London and New York; Routledge.
- Negi, N. J. & Furman, R. (2010). *Transnational Social Work Practice*, New York, Columbia University Press.
- Thyer, B.A., Wodarski, J.S., Myers, L. & Harrison, D.F. (2010). *Cultural Diversity and Social Work Practice*. Springfield: Charles C. Thomas Publisher.

Module: 1.3	Title of the module: Empowerment, Participation and Fields of Action with People, Communities and Social Movements		
Responsible for the module: Prof. Dr. Tanja Kleibl			
Qualification level: Master		Semester: 2 nd sem.	Module type: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 45 hours	
		Of that independent study: 105 h.	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	There is a well-established view that empowerment, understood and promoted in the context of development and poverty reduction should be understood as a multidimensional and interdependent process involving social, political, economic and legal changes that will enable people living in poverty and marginalisation to participate in society and become agents that shape their own futures. Without genuine empowerment of this kind, participation can quickly become a token exercise or even a means of reinforcing power relations. Empowerment and participation are two central concepts of the Capability Approach (CA), which provides ways of measuring agency and well-being as well as guiding principles to promote participation and empowerment of marginalized communities. The CA, developed in the 1980s and 1990s by Amartya Sen and Martha Nussbaum, understands itself as an alternative to the dominant economic growth models of development that are put forward by Western neoliberal approaches. In many of its versions, particularly that of Amartya Sen, the CA focuses on local human well-being rather than human integration into the market economy, without ignoring the political, economic, legal and cultural structures that influence human well-being. The CA puts <i>human</i> development first and therefore shares the basic normative assumptions of international social work and its goals as defined by its professional associations (e.g. IFSW, IASSW). Yet, the CA provides mainly a broad framework which needs to be further specified for theorizing and defining practice in social work. By bringing it together with approaches from social work and criticising it on this basis, the social work profession benefits from principles and methods that legitimize social work and research that is orientated towards social justice. On this basis, social work and social policy may be assessed in relation to the contribution they make in genuinely empowering marginalized people, communities and social movements, as well as enhancing potentials and capabilities to live a promote life which is valued in its own contexts and lifeworlds (in particular involving refugees, indigenous communities, homeless people, street children etc.). Students demonstrate awareness of the ways that various development approaches, social policies and social work action are integral part of the local and global (glocal) entanglements in communities around the world. They should be able to understand and assess the meaningfulness of local and global social development through the lens of the capability approach and social work theories and approaches. They assess case studies, different social contexts and struggles based on new insights and frameworks to criticise dominant or oppressive approaches to social work. At the same time, students should be able to identify the need for a liberating and political social		

	work that takes position based on its normative human rights orientation but yet necessarily diversified and localized understanding of social problems and potential solutions. Furthermore, they formulate new questions and reflections from different perspectives and sources of knowledge emerging out of applied critical social research and political philosophy, which lead to a deeper understanding of the challenges linked to empowerment and participation in social work practice.
Contents of the module:	The courses focus on theoretical frameworks and practice-reflections, specific issues and regional challenges of Social Work in the migration society, among others: - Theories and Analysis of Power and Social Change - Capability approach and different perspectives on poverty and humanitarianism - Epistemic justice - Gender, Empowerment and Community Development - Civil society action and social movements
Type of lecture(s):	I. Tuition in Seminars Capability Approach (theory and practice): Dr. Rebecca Gutwald (1 SWS) II. Tuition in Seminars Empowerment, Participation and Fields of Social Work Action, Prof. Dr. Tanja Kleibl (2 SWS)
Learning methods:	- Cognitive perception, retention and processing of the contents of the lecture - Literature review and text analysis - Working on tasks and problems that deal with the contents of the lecture - Discussion and critical reflection - Working on case examples - Excursion with small-group work in an action field
Requirements for receiving credit points (module examination, extent and duration of the examination):	Other exam (oral presentation, term paper, portfolio) The method of examination will be decided upon and announced at the beginning of the semester.
Applicability of the module	The module marks the end of study field I and focusses, in particular, on the expansion of theoretical knowledge and application-orientation. Insofar contents are built upon theoretical and critical migration-pedagogical knowledge acquired in Module 1.1. "International Social Work and Migration: Basics and Discourses" and Module 1.2. "Social Work and Migration: Attitudes and Approaches" and transfer them into specific practice action fields of Social Work. Based on the critical discussion of theoretical concepts, the module provides a basis for further deconstructing, developing and deepening issues during the course of study. Due to the explicit theory-practice orientation of the courses, the module is placed in direct connection to study fields II "Migration, Society and Politics" and VI "Practice and Research". It also demonstrates linkages to study field IV "Interdisciplinary Perspectives and Skills", in particular to Modules 4.1. (violence prevention and conflict transformation) and 4.2. (resilience training)

(Key) Literature:	Basic literature: - Bockstael, E. & Watene, K. (2016). Indigenous peoples and the capability approach: taking stock. <i>Oxford Development Studies</i>, 44(3), 265-270 - Brito, L. et al (2014). Them Belly Full (but we hungry): Food riots and struggles in Bangladesh, India, Kenya and Mozambique. Synthesis Report from DFID-ESRC research project "Food Riots and Food Rights". Institute for Development Studies. - Chimakonam, J.O. (2017). African Philosophy and Global Epistemic Justice. <i>Journal of Global Ethics</i>, 13(3), 1-18 - Den Braber, C. (2013). The Introduction of the Capability Approach in Social Work across a Neoliberal Europe. <i>Journal of Social Intervention. Theory and Practice</i>, 22(4). - Gaventa, J., (2006). Finding the Spaces for Change: A Power Analysis', <i>IDS Bulletin</i>, 37(6), 23-33. - Kamruzzaman, P. (2019). <i>Civil Society in the Global South</i>. London and New York: Routledge. - Sen, A. (2001). <i>Development as Freedom</i>. Oxford University Press. - Treadcraft, S. (2015). 'Movement' justice and the capabilities approach: Resources, social environments and social attitudes in black urban spaces. <i>Philosophy and Social Criticism</i>, 41(1), 55-60. Further literature: - Fast, L. & Bennet, C. (2020). From the ground up: It's about time for local humanitarian action. Overseas Development Institute (ODI) - Ilal, A.; Kleibl, T. & Munck, R. (2014). Interrogating Civil Society: A view from Mozambique. DSAI Working Paper 2014/002. - Khader, S. J. (2017). Transnational Feminism, Nonideal Theory, and "Other" Women's Power. <i>Feminist Philosophy Quarterly</i>, 3(1). Article 1. - Pettit, J. (2012). Empowerment and Participation. Bridging the gap between understanding and practice. UNDESA Expert Group. - Ploesser, M. & Mecheril, P. (2011). Neglect – Recognition – Deconstruction: Approaches to Otherness in Social Work. <i>International Social Work</i> 55(6), 794–808.
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Study Field II: Migration, Society and Politics

Module: 2.1	Title of the module: Development, Migration and Inequality		
Responsible for the module: Prof. Dr. Tanja Kleibl			
Qualification level: Master		Semester: 1 st sem.	Module type: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 60 hours	
		Of that independent study: 90 h	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	An overarching subject matter of analysis in this module is the question of postcolonial development and its linkages to global migration as well as the different social, economic and political dependencies and challenges arising out of it. The module introduces the students to the main theories, paradigms and key concepts of development and migration. From a broadly postcolonial perspective, it also covers the history of development approaches (from basic needs to sustainable development), refugee movements and migration at the beginning of the Master's Programme. Students learn about the causes, manifestations and effects of (forced) migration and the various development related factors, including the ways modern migration and development discourses are intertwined. Different types of migration and conventional distinctions, for instance between 'internal' and 'international' or between 'forced' and 'voluntary' migration, are critically discussed and scrutinized in relation to their role in identity building as well as the making and unmaking of minorities. Beyond that, current trends in migration are analyzed and the situation in selected areas of origin and transit countries as well as the migration routes are examined alongside some first development policies that influence the dynamics of migration.. This module also covers the impacts, challenges and benefits of international migration on selected countries of origin and receiving countries. The analysis will focus on possible or probable consequences of ongoing changes in the social and political sphere. It will also include issues of demographic changes, social integration, xenophobia, segregation and social exclusion in the postcolonial era. After completing the module, students have acquired a specialized knowledge about migration and postcolonial development within the broad framework of social development and related approaches and theories. Students have dealt with relevant concepts and empirical findings as well as key research trends and have discussed them in relation to the ongoing migration and development processes. The students therefore are able to critically analyse social discourses on (forced) migration, development and inequality, as well as their relevance for Social Work.		
Contents of the module:	Contents of the module cover among others: - Theories of (forced) Migration and postcolonial development in the context of globalization in the 21st century - The Development-Migration Nexus - Ethnicity and Identity - Minorities and Society		

	- Global Migration Movements (e.g. Europe, Africa and Middle East, Americas) - Climate Change and Migration - Social Inequality and Poverty - Causes and Consequences of Migration in Context - Trends in Global Migration and Development Research
Type of Lecture(s):	I. Tuition in Seminars: "Introduction to Development Studies and Social Development", Prof. Dr. Tanja Kleibl (2 SWS) II. Tutorial: "Migration Theories, Approaches and Contemporary Trends", Prof. Dr. Tanja Kleibl (2 SWS)
Learning methods:	- Cognitive perception, retention and processing of the contents of the lecture - Literature review and text analysis - Impromptu presentations - Working on tasks and problems that deal with the contents of the lecture - Discussion and critical reflection
Requirements for receiving credit points (module examination, extent and duration of the examination):	Other exam (oral presentation, term paper, portfolio) The method of examination will be decided upon and announced at the beginning of the semester.
Applicability of the module	In the first study phase, the module imparts profound knowledge of theories, approaches, social causes and impacts of international migration and post-colonial development. The module introduces the phenomena of mobility, inequality and social change and their linkages. Thus, within study field II, the foundation for module 2.2 "Refugee and Migration Politics & Organizations and Structures" is provided. Additionally, courses relate to study field I "International Social Work" and study field V "Exploring the field" (especially Module 5.2. "Social Work with Refugees and Migrants in Areas of Origin and Destination")
(Key) Literature	Basic literature: - De Haas, H., Castles, S. & Miller, J.M. (2020). The Age of Migration: International Population Movements in the Modern World, 6th ed., Basingstoke, Palgrave Macmillan. - Giddens, A. & Sutton, P. (2013). Race, Ethnicity and Migration, In: Giddens, A. & Sutton, P. (eds.), Sociology, p. 671-715, Cambridge: Polity Press. - Kothari, A., Salleh, A., Escobar, A., Demaria F. & Acosta, A. (2019). Pluriverse: A Post-Development Dictionary. New Delhi: Tulika Books. - Mamdani, M. (2020). Neither Settler nor Native: The Making and Unmaking of Permanent Minorities. Cambridge and London: The Belknap Press of Harvard University Press - Rösenthaller, U. & Jedlowski A. (2017). Mobility between Africa, Asia and Latin America: Economic Networks and Cultural Interactions. ZED books. - Samers, M. & Collyer, M. (2017). Migration. London and New York: Routledge. - Willis, K (2011). Theories and Practices of Development. London and New York: Routledge

	Further literature: - Brand, U. & Wissen, M. (2013). Crisis and continuity of capitalist society-nature relationships: The imperial mode of living and the limits to environmental governance. <i>Review of International Political Economy</i>. 20 (4), 1-25 - Fraser, N. (2013). A Triple Movement? Parsing the Politics of Crisis after Polanyi. <i>New Left Review</i>, 81 - Graham, M. & Williams, C (2014). 'A World on the Move': Migration, Mobilities and Social Work. <i>The British Journal of Social Work</i>, 44, Issue suppl_1, 1, pp. i1-i17 - Kothari, U. (2006). From Colonialism to development: Reflections of former Colonial Officers. <i>Commonwealth & Comparative Politics</i>, 44 (1), 118-136. - Licata, L. (2018). Social representations of colonialism in Africa and in Europe: Structure and relevance for contemporary inter-group relations. <i>International Journal of Intercultural Relations</i>, 62, 68-79. - Mamdani, M. (2012). <i>Define and Rule: Native as Political Identity</i>. London: Harvard University Press, pages 43-84. - OECD (2020). <i>International Migration Outlook 2019</i>, Paris: OECD.
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Module: 2.2	Title of the module: Globalization and Migration Policies and Actors		
Responsible for the module: Prof. Dr. Tanja Kleibl			
Qualification level: Master		Semester: 2 nd sem.	Type of module: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 45 hours	
		Of that independent study: 105 h.	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	The growing interest in analysing migration movements globally has led to a variety of attempts to theorize, assess and compare countries' and regional migration policies and governance, including immigration, emigration and integration. This effort is also enshrined in the Sustainable Development Goals (SDGs). In SDG target 10.7. UN Member States commit to facilitate by 2030 the "orderly, safe, and responsible migration and mobility of people, including through implementation of planned and well-managed migration policies". Although migration has been integrated into the global sustainable development discourse, there is a continuous high-level academic debate and policy interest in immigration policy mainly positioned in and influenced from the Global North. In this module, we aim to explore a wide range of theory making, perspectives and policy processes around the world that shape the dynamics and impacts of migration. The module provides students with the opportunity to engage critically with the complex configurations of migration and development theories from a Southern and Northern perspective, including a look at relevant institutions, politics and normative claims that underpin migration-related policy (with specific emphasis on contemporary policy debates, linking this up to a historical perspective). Topics taught in this course aim to challenge students to explore alternative theoretical and policy approaches. In particular, we consider debates and initiatives related to Migration and Work, Borders, Citizenship and Human Rights, Civil Society, Development, Global Governance and Securitization. Students investigate the positions taken by a variety of stakeholders, including civil society actors, to emigration states, host states, regional bodies and international development agencies. Students will demonstrate awareness of the ways that migration policies have been an aspect of development processes around the world and start to understand and assess the meaningfulness of different theories used to describe and analyse migration. They articulate differentiated arguments about the role and position of a wide range of policy processes and actors relevant for mediating the relationship between migration and development; identify the configurations of institutions, politics and normative claims underpinning particular policy measures; critically assess the aims and impact of migration-related policy initiatives and explore alternative policy approaches. They apply an inter-disciplinary lens on the impact of migration and development relevant policy processes, drawing questions and evidence from different perspectives and sources; demonstrate awareness of the challenges of assessing the impact of migration and migration-related policy and be able to ask critical questions about methodological approaches.		

Contents of the module:	Contents of the module cover among others: - Globalization and Migration - Migration, development governance and the role of state and non-state actors - Migration and Work - Citizenship and Human Rights - Management, control and securitization - Border and visa policies - Humanitarian admission, resettlement and relocation - Immigration, emigration and integration policies - Integration and cohesion policies - The role Social Work plays in various policy fields - Global, European, national and local policies, structures and institutions in the migration and development context - Functions and structures of non-governmental organizations (NGOs) in the area of migration and development.
Title and type of lecture(s):	I. Tuition in Seminars: "Globalization and Migration Politics", Prof. Dr. Ronaldo Munck (2 SWS) II. Tutorial: "Migration and development policies and actors", Prof. Dr. Tanja Kleibl, (1 SWS)
Learning methods:	- Cognitive perception, retention and processing of the contents of the lecture - Literature review and text analysis - Impromptu presentations - Working on tasks and problems that deal with the contents of the lecture - Discussion and critical reflection
Requirements for receiving credit points (module examination, extent and duration of the examination):	Other exam (oral presentation, term paper, portfolio) The method of examination will be decided and announced at the beginning of the semester.
Applicability of the module	Within study field II the module is based on module 2.1. by building on the imparted knowledge about causes, manifestations and consequences of (forced) migration and development, the relevant organisations and structures, as well as knowledge of the central national and international actors in the fields. Hence, the module becomes, on the one hand, the foundation for the law modules of study field III but also for the understanding and realization of policies and goals relevant for Social Work. On the other hand, it becomes the basis for discussing the necessary transcultural and interdisciplinary competences, intensifying theory-practice reflections, which are imparted in the modules of study field I, IV and V. At the same time, the module enables students to assess the circumstances, politics and policies in various countries and world regions. This adds to a successful participation in module 5.2 "Social Work with Refugees and Migrants in Areas of Origin, Transit and Destination".
(Key) Literature:	Basic literature: - Betts, A. (2015). The Normative Terrain of the Global Refugee Regime. Ethics & International Affairs, Cambridge: University Press.

	- Benhabib, S. (2004). "The right to have rights": Hannah Arendt on the contradictions of the nation-state. In: The Rights of Others: Aliens, Residents, and Citizens. The Seeley Lectures, pp. 49-70. Cambridge: Cambridge University Press - Fagen, G. H. & Munck, R. (2018). Handbook on Development and Social Change. Edward Elgar Publishing. - Fekete, L. (2018). Migrants, borders and the criminalisation of solidarity in the EU. Race and Class, Institute of Race Relations, 59(4), 65 – 83 - Kellner, D. (2002). Theorizing Globalization. Sociological Theory, 20:3. - King, R. (2012). Theories and Typologies of Migration: An Overview and a Primer. Working Paper. Malmö University. - McLeman, R. (2020). How will International Migration Policy and Sustainable Development Affect Future Climate-Related Migration? Migration Policy Institute. - Mihálik, J. & Bardovič, J. (eds.) (2019). Migration: the challenge of European states. Ibidem Press. - Rother, S. & Piper, N. (2014). Alternative Regionalism from Below: Democratizing ASEAN's Migration Governance. International Migration, 53(3), 36-49 - Wickramasekara, P. (2008). Globalisation, International Labour Migration and the Rights of Migrant Workers. Third World Quarterly 29(7), 1247-1264 Further literature: - Anheier, H. K. (2005). Nonprofit Organisations: Theory, Management, Policy, Oxon: Routledge. - Bircan, T. et al (2020). Gaps in Migration Research: Review of Migration Theories and the quality and compatibility of migration data on the national and international level. (Deliverable n°2.1). Leuven: HumMing-Bird project 870661 – H2020. - Lewis, D. & Kanji, N. (2009). Non-Governmental Organizations and Development. London and New York: Routledge - Van Nispen, F. & Scholten P.W.A. (2015). Policy Analysis and the Migration Crisis: Introduction. Journal of Comparative Policy Analysis Research and Practice 17(1),1-9
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Study Field III: Refugee & Migration Law

Module: 3.1	Title of the module: International, European and National Migration and Refugee Law		
Responsible for the module: Prof. Dr. Achim Förster			
Qualification level: Master		Semester 2 nd sem.	Module type: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 45 hours	
		Of that independent study: 105 h.	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	Knowledge about the legal status of refugees and migrants is subject of consultation and basis for interventions of Social Work. National law is only a subsystem that is tightly interwoven with international and European law and is embedded and supplements the international and European law. Insofar this module shows the specific refugee rights guarantees from the various instruments of the United Nations, the Council of Europe and the European Union. Questions of extraterritoriality (including the activity of Frontex) are discussed with regard to visa policies, readmission agreements, the situation on the open sea and the approaches of externally located asylum procedure centres. Based on the introductory lecture on international and European refugee and migration law, students will be offered a tutorial containing practical application and exercises. They will have the possibility to deepen the theoretical knowledge of the introductory lecture by working on application-oriented examples and case studies. In this tutorial, students will be specifically trained to gain profound knowledge of international legal references. Students are able to analyse, distinguish and estimate the protection and residence status of refugees and migrants. They can recognize and analyse related legal problems and develop appropriate solutions. They have the procedural competence to support them in the respective realization of the law facing the responsible authorities. They know their limits and assist when it becomes necessary to transfer the case to a lawyer.		
Contents of the module:	Contents of the module cover among others: - Convention relating to the Status of Refugees and New York Protocol - Convention for the Protection of Human Rights and Fundamental Freedoms - Right of free movement for EU citizens - Schengen Agreement, Council Regulation (EC) No 539/2001, Visa Code - Dublin III Regulation - Qualification Directive - Asylum Procedure Directive - Reception Directive - Decision No 1/80 of the Association Council - Art. 16a Basic Law - Residence Act - Asylum Act - Nationality Act		

Title and type of lecture(s):	I. Tuition in Seminars: "International and European Refugee and Migration Law", Dr. Ursel Reich (2 SWS) II. Tutorial: "International and European Refugee and Migration Law: practical application/exercises", N.N. (1 SWS)
Learning methods:	- Literature review and legal studies - Working on case examples - Discussion and reflection
Requirements for receiving credit points (module examination, extent and duration of the examination):	- Written exam (90 min)
Applicability of the module	Together with module 2.2 "Refugee and Migration Politics & Organisations and Structures" this module forms the regulatory framework in which enforced displacement and migration take place and in which or under which conditions Social Work can intervene. At the same time the module is the basis for module 3.2 "Human Rights and Private International Law". Its connections and elaboration of the legal picture only become clear against the background of refugee and migration law. It gives the legal basis for module 1.3 "Practical Social Work in Specific Migration Action Fields - Such as Unaccompanied Minors, Vulnerable Groups or other Forms of Difference". At the same time, it is the framework and object of refugee and migration politics which is taught in module 2.2 "Refugee and Migration Politics & Organizations and Structures".
(Key) Literature:	Basic Literature: - European Union Agency for Fundamental Rights (2014). Handbook on European Law Relating to Asylum, Borders and Immigration, Luxembourg: Publications Office of the European Union. - Hailbronner, K. (2016). Asyl- und Ausländerrecht, 4th ed., Stuttgart: Kohlhammer Verlag. - Robbers, G. (2019). An Introduction to German Law, 7th ed., Baden-Baden: Nomos Verlag. Further literature: - Hailbronner, K. & Thym, D. (2016). EU Immigration and Asylum Law: A Commentary, 2nd ed., München: C.H. Beck Verlag - Hathaway, J. & Foster, M. (2014). The Law of Refugee Status, 2nd ed.: Cambridge: Cambridge University Press. - Zimmermann, A. (ed.) (2011). The 1951 Convention Relating to the Status of Refugees and its 1967 Protocol: A Commentary, Oxford: Oxford University Press

Module: 3.2	Title of the module: Human Rights & Private International Law	
Responsible for the module: Prof. Dr. Anne Bick		
Qualification level: Master		Semester: 2 nd
Module type: Mandatory module		
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 45 hours
		Of that independent study: 105 h.
Length, frequency: 1 semester, annually	Prerequisites for attending:	Language: English
Qualification goals / competences:	International Refugee and Migration Law is based on a rudimentary international framework and is supplemented by universal and regional human rights standards. These sources of law determine the residential status as well as the normative and social situation both in the transit phase and during the stay in the host country. The module covers the human rights guarantees of the United Nations, the Council of Europe, the European Union, and other regional institutions as well as (optionally) selected benefits of the German social system such as the Asylum Seekers' Benefits Act (Asylbewerberleistungsgesetz) and the General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz). During the course, the participants will discuss the actual legal situation including ethical aspects, appeals, reporting and monitoring procedures. In addition, the living conditions of migrants and refugees are in many ways influenced by family law. The recognition of foreign divorces and other foreign court decisions (for instance relating to custody) or the recognition of German Family Court decisions in the country of origin are likely to be an integral part of social advice and assistance. Against this background, students acquire application-oriented basic knowledge in the field of International Private Law, especially International Family Law. After completing the module, students do not only know about the residential status but also about the human rights guarantees regarding refugees and migrants and can help resolve questions of status by using International Private Law. They have the skill to help refugees and migrants with a normative and realistic analysis of their situation and support them in enforcing their legal position. They know their limits and assist when it becomes necessary to transfer the case to a lawyer.	
Contents of the module:	Contents of the module among others cover: - Universal Declaration of Human Rights - International Covenant on Civil and Political Rights - International Covenant on Economic, Social and Cultural Rights - International Convention on the Elimination of All Forms of Racial Discrimination - Convention on the Rights of the Child - International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families - Convention for the Protection of Human Rights and Fundamental Freedoms - European Social Charter - Charter of Fundamental Rights of the European Union - Asylum-Seekers' Benefits Act	

	- General Equal Treatment Act - Rome I Regulation, Rome II Regulation, Rome III Regulation - Hague Convention on the Civil Aspects of International Child Abduction - European Convention on Recognition and Enforcement of Decisions concerning Custody of Children and on Restoration of Custody of Children - Hague Convention - Brussels IIA - German Civil Code, Introductory Act to the German Civil Code
Type of Lecture(s):	I. Tutorial: "Human Rights", Prof. Dr. Achim Förster (1 SWS) II. Tutorial: "Private International Law", Prof. Dr. Anne Bick / Prof. Dr. Achim Förster, LL.M. (1 SWS) III. Tuition in Seminars: "Human Rights and Social Work", Prof. Dr. Tanja Kleibl (1 SWS)
Learning methods:	- Literature review and legal studies, text analysis - Revision of case studies - Discussion and reflection
Requirements for receiving credit points (module examination, extent and duration of the examination):	- Written exam (90 min)
Applicability of the module	The module is part of the Study Area III "Refugee & Migration Law" and is based on the module 3.1 "International, European and National Migration and Refugee Law". Acquired competences to analyse the protection and residence status of refugees and migrants are supplemented by knowledge about universal and regional human rights protection standards and their influence on the normative social situation of refugees and migrants as well as by basic knowledge of International Private Law. In module 1.3 "Practical Social Work in Specific Migration Practice Fields (e.g. Unaccompanied Minors, Vulnerable Groups or other Forms of Differences)" legal knowledge in the specific context of working with Unaccompanied Minors can be of particular importance. Moreover, knowledge about human rights standards as well as the normative framework conditions of International Private Law are the basis for an effective intercultural work and communication with refugees and migrants. Therefore, the skills gained in the module support the acquisition of application-oriented competences in the framework of study area IV "Interdisciplinary Perspectives and Skills". Furthermore, the module forms the basis to integrate practical legal knowledge within module 5.2 "Social Work with Refugees and Migrants in Areas of Origin, Transit and Destination" as well as within the modules of the study area VI: "Practice & Research".
(Key) Literature:	Basic Literature: - De Schutter, O. (2019). International Human Rights Law. Cases, Materials, Commentary, 3rd ed., Cambridge: Cambridge University Press.

	- Ife, J. (2012). Human Rights and Social Work. Towards Rights-Based Practice. 3rd ed. Cambridge University Press. - Moekli, D., Shah, S, Sivakumaram, S. & Harris, D. (2017). International Human Rights Law, 3rd ed., Oxford: Oxford University Press. - Van Calster, G. (2021). European Private International Law, 3rd ed., Oxford: Hart Publishing. Further literature: - Aspinall, P. & Watters, C. (2010). Refugees and Asylum Seekers: A Review from an Equality and Human Rights Perspective, Manchester, Equality and Human Rights Commission, URL: https://www.equalityhumanrights.com/sites/default/files/research-report-52-refugees-and-asylum-seeker-research.pdf (AVL 22 Dec. 2017). - Schwab, D., Gottwald, P. & Lettmeier, S. (2017). Family and Succession Law in Germany, 3rd ed., Alphen aan den Rijn: Wolters Kluwer. - Sewpaul, V. (2016). The West and the Rest Divide: Human Rights, Culture and Social Work. Journal of Human Rights and Social Work 1 (1), 30-39. - Staub-Bernasconi, S. (2016). Social Work and Human Rights – Linking Two Traditions of Human Rights in Social Work. Journal of Human Rights and Social Work 1 (1), 40-49.
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Study Field IV: Interdisciplinary Perspectives and Skills

Module: 4.1	Title of the module: Violence Prevention & Conflict Transformation	
Responsible for the module: Prof. Dr. Hannah Reich		
Qualification level: Master	Semester 1 st sem.	Type of module: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 45 hours
		Of that independent study: 105 h.
Length, frequency: 1 semester, annually	Prerequisites for attending: Mandatory attendance	Language: English
Qualification goals / competences:	Violent conflicts are often the causes for enforced displacement and migration and have to be taken into consideration as much as it needs a constructive conflict culture within the host society to handle differences, find common grounds and to bring about constructive social change. Particular in the times of crises, this knowledge is necessary for a Social Worker to mitigate further escalation and work towards human security, which can only derive from building of relationships between various parties, stakeholders and actors in the field on a local and global level. Social cohesion is a prerequisite for a functioning community. The acceptance of binding fundamental values, social institutions and mechanisms for constructive conflict management on the one hand and the appreciation of different live stiles, openness and tolerance towards diversity on the other hand are the precondition for social cohesion, also in a migration society. Pluralism supports creative responses to crises and constitutes a social asset for the community, and must by no means result in arbitrariness or polarization. However, violent extremism and excluding worldviews endanger the coexistence and the mutual acceptance of people with other mindsets, political designs, religions, ethnicities or cultures. Educational trainings and prevention work are an important basis for the success of social cohesion. It is within the social environment of the children, the families and schools, where they learn the principles tools for social well-being and cohesion, or for competition, bullying, violence and exclusion. Violent experiences often leads to a lack of self-esteem, and to the use of further violence, legitimizing violence as meaningful tool. Further, on a social level arising differences and conflicts within the society can instrumentalize group-related characteristics and harbor the potential of a social divide and even of violent conflicts. Therefore, it is important to understand violence, to learn the basic concepts, theories and practical approaches in dealing with conflicts constructively and get to know a basic knowledge in conflict transformation. After completing this module students are able to identify the causes and developments of violence and know about backgrounds, contents and mechanisms of violence and violent extremis. Moreover, they have work on approaches, how to tackle violence and violent extremis, prevent violence and handle conflicts constructively within families, communities and societies. They are able to expediently deduce and utilize acquired methods and competences and, within the framework of their possibilities, they can influence forms of radicalizations and polarizations by preventively counteracting or transforming	

	them and therefore can promote social solidarity and cohesion. They are aware of the limits of their interventions due to their profession, can protect themselves and can assess when the engagement of other non-governmental or public authorities is indicated.
Contents of the module:	Contents of the module cover among others: - Understanding violence, violent extremism, conflict and conflict transformation in its broader sense and identifying different forms of violence - Situating violence, violent prevention and conflict transformation into the cultural context and placing it into the global realm of International Social Work - Learning about different culturally appropriate methods and tools of violent prevention and conflict transformation in different contexts
Title and type of lecture(s):	I. Group A: Tuition in Seminars: "Violence Prevention and Conflict Transformation", Prof. Dr. Hannah Reich (3SWS) II. Group B: Tuition in Seminars: "Violence Prevention and Conflict Transformation", Prof. Dr. Hannah Reich (3SWS)
Learning methods:	- Cognitive perception, retention and processing of the contents of the lecture and experience based learning methods - Literature review and text analysis - Questioning Experts from the field - Group Work - Impromptu presentations - Working on tasks and problems that deal with the contents of the lecture - Discussion and critical reflection
Requirements for receiving credit points (module examination, extent and duration of the examination):	Other exam (oral presentation, term paper, portfolio) - The method of examination will be decided and announced at the beginning of the semester.
Applicability of the module	The module requires no other lecture. But can be seen as a framework for the follow up module 4.2. on "Intercultural Communication and Resilience" in the next semester. It supplements knowledge which will be gained in Module 1.3. "Empowerment, Participation and Fields of Action with Marginalized People, Communities and Social Movements"
(Key) Literature:	Basic literature: - Anderson, B. (2006). Imagined Communities: Reflections on the Origin and Spread of Nationalism, London: New Left Books. - Anderson, M. B. (1999). Do No Harm. How Aid Can Support Peace or War. Lynne Rienner Publishers: Boulder/London - Cox, D., & Manohar, P. (2013). International Social Work. Issues, Strategies and Programs, London. - Fisher, S., Abdi, D., Ludin, J., Smith, R. & Williams, S. (2000). Working with conflict. Skills & Strategies for action, London.: University of Chicago Press - Galtung, J. (1990). Cultural Violence. Journal of Peace Research, 27 (3), 291-305. - Miall, H., Woodhouse, T., & Ramsbotham, O. (2005). Contemporary Conflict Resolution, Cambridge.

	- Neumann, P. (2013). Trouble with radicalization. <i>International Affairs</i> 89 (4), 873–893 - Reich, H. (2006). "Local Ownership" in Conflict Transformation Projects: Partnership, Participation or Patronage? Hannah Reich, Berghof Occasional Paper 27, Berghof Research Center for Conflict Management, Berlin. - Zick, A., Wolf, C., Küpper, B., Davidov, E., Schmidt, P., & Heitmeyer, W. (2008). The Syndrome of Group-focused Enmity: The Interrelation of Prejudices Tested with Multiple Cross-sectional and Panel Data. <i>Journal of Social Issues</i>, 64, 2, 363-383.
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Module: 4.2	Title of the module: Intercultural Communication & Resilience Training		
Responsible for the module: Prof. Dr. Hannah Reich			
Qualification level: Master		Semester: 2 nd sem.	Type of module: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 60 hours	
		Of that independent study: 90 h.	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	The global ongoing crisis of the planet is been mirrored in the working field of Social Workers who find themselves acting within insufficient, corrupt or even inhuman structures, in situations of emergencies, conflict regions or even in refugee camps. The Social Worker is confronted with beneficiaries, who are going or have been going through tremendous human suffering or she might by herself have to go through experiences of uncertainty, loss and pain. The Social Worker on the ground is facing high challenges to handle contradictory imperative and has to act wisely in ethical difficult and very touching situations and in emotionally charged contexts. To be capable to still perform constructively in such situations, to cope with them and act in integrity, it demands a mature personality embedded in a firm professional identity. Communication skills, conversation techniques and intercultural expertise are basic skills of Social Work in general. Based on an introduction to the concept of culture and questions about identity construction, the course departs towards fostering intercultural competences, deepening competences already acquired with the bachelor degree, the Modules 1.2. and 5.1. It hence embraces a more global perspective on Social Work necessary to act in multilingual contexts as taught within the Study Field I. Further, given the very challenging contexts Social Workers in general and international Social Work in particular within the migration field are working, the Social Worker has to develop his/ re resilience to cope with the tremendous challenges. Thus, this course will embrace knowledge about culture, identity and communication with mindfulness training based on the mindfulness based stress reduction course (MBSR). The focus is on practical experience, engagement and exchange deepening the communication skills in intercultural encounters using techniques deriving from conflict transformation, peace education and migration pedagogy. Further, it is deepening the previous experiences of communication and counselling with concepts and theories as well as offering further spaces for a practical training and application-oriented discussion of relevant methods. Trans-, and intercultural suitable communication skills are discussed and mindfulness trainings are implemented. Students learn to deal with them adequately and the sensibility to act aware within different cultural contexts and multifold the power relations and hierarchies is fostered. Students have developed an understanding of the role and tasks of Social Work with regard to an intercultural sensitization as well as regarding one's own understanding of the profession in the context of a continuously increasing intercultural society. They have deepened and rechecked their conversation techniques and counselling competences, especially with regard to refugees and migrants and the re-		

	lated factual connection. They are aware about the importance to reconsider the given power relations and dependencies within a conversational setting and are able to perceive and assess the special structural characteristics and situational demands of conversations as well as choose the appropriate interlocutory form and course of conversation. They embody the basic principles of mindfulness as a personal and interpersonal resilience training. In conversations, students can elaborate relevant topics in a structured way, adequately for the situation and, insofar required by the circumstances, also in a multilingual context or in a foreign language. They have developed a sense for including language specialist and working in teams within intercultural settings. Students have gained self-competencies, know about their limits, as well as some of their own destructive communication patterns and / or stereotypical portrayals of the "Other". Further, they have developed a repertoire to handle challenging situations and can act wisely and flexible, also within situations of crises. Students are able to communicate in a sensitive and solution-oriented way in intercultural, emotionally highly charged contexts.
Contents of the module:	Contents of the module cover among others: - Intercultural competences / Migration pedagogy - Conflict Management in different cultural settings - Nonverbal communication - Mindful based Stress Reduction Training, including mindful communication and stress management - Intercultural team work, which included working together with language professionals
Title and type of lecture(s):	I. Tutorial Group A: Intercultural communication & Resilience Training with Mindfulness Approaches, Prof. Dr. Hannah Reich (4 SWS) II. Tutorial Group B: Intercultural communication & Resilience Training with Mindfulness Approaches, Prof. Dr. Hannah Reich (4 SWS)
Learning methods:	- Experience-based learning methods - Practicing in small groups and role playing - Group work and group reflection - Self-observation, self-awareness, self-directed behavior modification - Regular practical Training (Meditation Techniques) at home - Cognitive perception, retention and processing of lecture's contents
Requirements for receiving credit points (module examination, extent and duration of the examination):	Other Exam (oral presentation, term paper, portfolio) - The method of examination will be decided and announced at the beginning of the semester.
Applicability of the module	Good conversational skills as well as intercultural competences are two of the key competences in all practice fields of Social Work and considerably shape the professional consultation and help processes. Connections from the competences acquired in module 4.2 to the other modules of study area IV are fostered, building on the previous semester. By means of professional communication one can act expediently and assistance can be deduced. Knowledge for example from the study area III "Refugee & Migration Law" or IV "Interdisciplinary Perspectives and Skills" are imparted effectively, applied and implemented. The special framework conditions and challenges of conver-

	sation in intercultural contexts are therefore the basis for the interaction of professionals with their clients on all support levels of Social Work, particular International Social Work. The resilience and self-care training is further broadened by the follow up Module 4.4: Dealing with Illness and Trauma & Psychosocial Support, which builds up on the experiences gained within the module 4.2.
(Key) Literature:	Basic literature: - Bratt Paulston, C., Kiesling, S. F. & Rangel, E. S. (eds.) (2014). The Handbook of Intercultural Discourse and Communication. Chichester: Wiley Blackwell. - Chen, Ling (2017). Intercultural communication. Boston: De Gruyter. - Deardorff, D. K. (2009). The Sage Handbook of Intercultural Competence. Thousand Oaks, Cal.: Sage. - Du Gay, P., Hall, S., Janes, L., Mackay, H. & Negus, K. (1997). Doing Cultural Studies: The Story of the Sony. Walkman. London: Sage Pub. - Durham, Meenakshi Gigi, & Kellner, Douglas M. (2006). Media and Cultural Studies: KeyWorks, Malden, MA: Blackwell Pub. - Hall, S., Evans, J., & Nixon, S. (ed) (2013). Representation: Cultural Representations and Signifying Practice, London: Sage Pub. - Kabat- Zinn, J. (1991). Full catastrophe living: using the wisdom of your body and mind to face stress, pain, and illness. Delta Trade Paperbacks. - Kabat-Zinn, J. (1994). Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life. Hyperion Books. - Rathje, S. (2007). Intercultural Competence. Language and Intercultural Communication, 7 (4). - Rathje, S. (2009). The Definition of Culture: An application-oriented overhaul. Interculture Journal, 8 (8). - Shapiro, S., Siegel, R., & Neff, K. (2018). Paradoxes of Mindfulness, Mindfulness, 9, 1693–1701.

Module: 4.3	Title of the module: Social Work and Diversity in Contexts of Administration and Management		
Responsible for the module: Prof. Dr. Tanja Kleibl			
Qualification level: Master		Semester: 3 rd sem.	Type of module: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 45 hours	
		Of that independent study: 105 h.	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	Knowledge in human resources management, organization theory and intersectionality are important qualifications for the work in institutions of International Relief and Development. The module introduces selected administrative competences on diversity, quality development, financing, public relations, advocacy as well as networking and management expertise. The students acquire project and programme management skills and knowledge on strategies for organizing cooperation, planning and on networks for working in organizations and institutions in (inter-)national contexts. Furthermore, they learn how to identify special interests of stakeholders, and deepen coordination and advocacy competences in order to act at the intersection between state authorities, economic actors and civil society organizations having in mind social work's values and human rights orientation. Based on discussions and analyses of concepts of diversity and intersectionality, existing barriers in social welfare services will be critically examined and strategies for reducing these barriers will be elaborated. In form of compulsory optional subjects, specific competencies and knowledge on administrative and management processes as well as networking and advocacy methods in selected social work action fields may be deepened. After completing this module, students are able to identify their role as a professional Social Worker within organizational and administrative processes. They have a broad knowledge about forms of transcultural social work as well as the intercultural opening of society and services. They permeate the necessity as well as challenges and potentials of integration or inclusion of different cultures and forms of living in various areas of host societies. Based on this, students are able to recognize and determine needs for change on a political, social or institutional level. They can manage, evaluate, accompany and advocate for processes of intercultural opening of administrative bodies and regular services and can furthermore implement social justice orientated diversity approaches in various types of organisations. They have acquired specific competences for working in contexts of administration and management. E.g. they can establish, create, coordinate and guide volunteer and team management, are able to do wider networking and accompany advocacy processes in relevant international Social Work contexts, deepen knowledge for working within humanitarian and development programmes and develop further their role in (inter-)national organizations. By transferring their theoretical interdisciplinary qualifications, they are able to engage, assess, intervene, and evaluate processes of inclusion and exclusion with individuals and groups as well as organizations. Therefore, they are able to work in multi-professional and inclusive teams. Finally, they have discussed and deepened		

	their personal views and positions with regard to their work in a trans-cultural and pluralistic context.
Contents of the module:	Contents of the module cover among others: - Intra-organizational competencies - o Process management, concept management and strategic operational planning - o Advocacy and Networking - o Public relation, dealing with press and media - Extra-organizational competencies - o Dealing with diversity and pluralism as well as their societal benefits - o Intersectionality - o Organisational and change management with regard to intercultural opening and diversity management - o Dealing with tensions with (alleged) migration context in organisational units - o Networking and Working in multi-professional teams - o Further issues and personal abilities (e.g. volunteer management) - o Working under insecurity and civil-military environment - o Humanitarian and development programmes
Title and type of lecture(s):	I. Tuition in seminars: Diversity and Intercultural Opening, Prof. Dr. Tanja Kleibl (2 SWS) II. Tuition in seminars: Elective Subject, N.N. (1 SWS) (Students have to choose one of the offered compulsory optional subjects. Attending more than one subject is not possible. Which elective subjects are offered in a semester is, among other things, dependent on the number of participants.)
Learning methods:	- Cognitive perception, retention and processing of the contents of the lecture - Literature review and text analysis - Impromptu presentations - Working on tasks and problems that deal with the contents of the lecture - Self-reflection and self-awareness - Discussion and critical reflection
Requirements for receiving credit points (module examination, extent and duration of the examination):	Other exam (oral presentation, term paper, portfolio) - The method of examination will be decided and announced at the beginning of the semester.
Applicability of the module	The module asks about appropriate organizational policy approaches as well as their implementation in the spheres of tension and cooperation of professional engagement. Contents refer to Study area II "Migration, Society and Politics", which introduced politics, organisations and stakeholders in relevant policy and action fields. Acquired competencies and skills of process management and working in (inter-)national institutions can be furthermore applied in particular in practice projects (Study field VI "Practice and Research").
(Key) Literature:	Basic literature: - Bendl, R., Bleijenbergh, I., Henttonen, E. & Mills, A. J. (eds.) (2017). The Oxford handbook of diversity in organizations. Oxford: Oxford University Press.

	- Michael J. A. (ed.) (2014). Social justice and social work rediscovering a Core value of the profession. Los Angeles: SAGE - Wrench, J. (2008). Diversity Management and Discrimination: Immigrants and Ethnic Minorities in the EU. In: Human Resource Management International Digest, Vol. 16. Further literature: - Brudney, J. & Meijs, L. (2014). Models of Volunteer Management: Professional Volunteer Program Management in Social Work. Human Service Organizations: Management, Leadership & Governance, 38:3, 297-3. - Nikku, B. R. (2015). Living through and responding to disasters: Multiple roles for Social Work, Social Work Education, 34 (6), 601-606. - Martin, C. & Tatham, P. (2011). Humanitarian Logistics: Meeting the Challenge of Preparing for and Responding to Disasters. London: Kogan Page. - Robinson, K. (2014). Voices from the Front Line: Social Work with Refugees and Asylum Seekers in Australia and the UK. British Journal of Social Work 44, 1602–1620. - United Nations Volunteers (2018). State of the World's Volunteerism Report 2018: The Thread that Binds. United Kingdom: UNV-Publishing.
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Module: 4.4	Title of the module: Dealing with Illness and Trauma & Psychosocial Support		
Responsible for the module: Prof. Dr. Jürgen Seifert			
Qualification level: Master		Semester: 3 rd sem.	Type of module: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 45 hours	
		Of that independent study: 105 h.	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	The acquisition of theoretical medical basic knowledge in order to be able to recognize symptoms associated with organic and mental illness, especially those that can occur as a consequence of traumatic experiences and pathogenic stress, is gaining in importance for Social Work. That is why this module imparts knowledge about different medical symptoms and psychological disorders, their causes, multiple effects and their impact on working with refugees and migrants. The influence of flight and migration on the physical and mental health is explained. Especially children and adolescents who have experienced wars, violence, abuse, persecution, separation of family members and fleeing often develop functional complaints and psychological disorders. Basic knowledge of health protection and knowledge of health care structures are taught. The students specifically learn about the role, potentials and limits of Social Work when dealing with traumata. Students know the strain flight and migration put on health and mind. After completing this module, they are able – within general social educational assistance and support of refugees and within individually created supporting environments for refugees, alike – to recognize consequences of psychological disorders and physical illnesses in the individual life of refugees and initiate and arrange medical assistance, as well as conduct health- and resilience-promoting measures. Students are able to create a stabilizing, pedagogic framework for the affected people in order to promote resilience, to create the necessary balance of isolation, social contact, integration and activation as well as interdisciplinary advice and to coordinate doctors and psychotherapists externally or work together with them in a team.		
Contents of the module:	Contents of the module cover among others: a) Psychological and physical health of refugees and migrants, especially: - Relevant medical symptoms and diseases while considering aspects specific to their country of origin (infections, communicable diseases) - Psychology of migration - Culture and migration specific anamnesis and medicine, dealing with pain and disease in a culture specific way as well as the influence on the therapeutic setting - The influence of psychological disorders and somatic diseases on the everyday life of refugees - Gender-specific differences and particularities in the mental health of refugees b) Trauma, especially: - Development and diagnosis of traumatization		

	- Risk and resilience factors of developing trauma - Cognitive-emotional changes after experiencing traumatic events - Post traumatic disorders - Stress response, adjustment disorders, social behaviour disorders - Possibilities of stabilizing, trauma processing, promoting resilience, relapse prevention, crisis management and psychoeducation in the social counselling and psychotherapy (individual and group setting) - Action perspective for pedagogic work with traumatized unaccompanied underage refugees - Knowledge of specific risk factors for the mental health of refugees and migrants
Type of Lecture(s):	I. Tuition in Seminars: "Dealing with Illness", Prof. Dr. Jürgen Seifert (1 SWS) II. Tuition in Seminars: "Dealing with Trauma", Dipl. Psych. Alexandra Blattner (1 SWS) III. Tutorial: "Psycho-social Counselling and Support for Migrants", Prof. Vathsala Aithal (1 SWS)
Learning methods:	- Cognitive perception, retention and processing of the contents of the lecture - Literature review and text analysis - Working on tasks and problems that deal with the contents of the lecture - Discussion and critical reflection
Requirements for receiving credit points (module examination, extent and duration of the examination):	Written exam (90 min)
Applicability of the module	The module 4.4 focuses on imparting the medical and psychological knowledge for working in the migration context. In study area IV, in the third semester, students do not only acquire intercultural competences and knowledge about social and transformation processes but also learn about important health aspects, which can influence the work of Social Workers in different ways. Therefore, module 4.4 is the completion of a broad study area that imparts specific practical competences as well as substantial inter- disciplinary knowledge for Social Work in an intercultural field of practice.
(Key) Literature:	Basic Literature: - Andreasen, N. C. (2004). Acute and Delayed Posttraumatic Stress Disorders: A History and Some Issues, American Journal of Psychiatry; 161, 1321-1323. - Bhugra D. (2004). Migration and Mental Health. Acta Psychiatr Scand, 109, 243–258. - Giaconia R. M., Reinherz H. Z., Silverman A. B., Pakiz B, Frost A. K. & Cohen E. (1995). Traumas and Posttraumatic Stress Disorder in a Community Population of Older Adolescents, Journal of the American Academy of Child and Adolescent Psychiatry; 34, 1369-1380. - Lindgren, J., Ekblad, S., Asplund, M., Irestig, R. & Burström, B. (2012). Mental Ill Health among Asylum Seekers and Other Immigrants in Sweden, International Journal of Migration, Health and Social Care, 8 (4), 167-179.

	Further literature: - Al-Krenawi, A. & Graham, J. R. (2000). Culturally Sensitive Social Work Practice with Arab Clients in Mental Health Settings. <i>Health and Social Work</i>, 25, 9–22. - Brady K. T. (1997). Posttraumatic Stress Disorder and Comorbidity: Recognizing the Many Faces of PTSD, <i>Journal of Clinical Psychiatry</i>; 58, 12-15. - Chemtob C. M., Nakashima J. P., Hamada R. S. & Carlson J. G. (2002). Brief Treatment of Elementary School Children with Disaster-related Post-traumatic Stress Disorder: a Field Study. <i>Journal of Clinical Psychology</i>, 58, 99-112. - Horevitz, E., Lawson, J. & Chow, J. (2013). Examining Cultural Competence in Health Care: Implications for Social Workers. <i>Health & Social Work</i>, 38 (3), 135–145. - Laban, C. J., Komproe, I. H., Gernaat, H. B. & de Jong, J.T. (2008). The Impact of a Long Asylum Procedure on Quality of Life, Disability and Physical Health in Iraqi Asylum Seekers in The Netherlands, <i>Social Psychiatry and Psychiatric Epidemiology</i>, 43, 507-515. - Mueller, J., Schmidt, M., Staeheli, A. & Maier, T. (2010). Mental Health of Failed Asylum Seekers as Compared with Pending and Temporarily Accepted Asylum Seekers. <i>European Journal of Public Health</i>, 21, 184-189
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Study Field V: Exploring the Field

Module: 5.1	Title of the module: Research Perspectives, Methods and Ethics		
Responsible for the module: Dean			
Qualification level: Master		Semester 1 st sem.	Type of module: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 60 hours	
		Of that independent study: 90 hours	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	The importance of theoretical and applied knowledge on quantitative and qualitative approaches to conducting and understanding research cannot be overestimated in the realm of social work practice. Social workers should therefore be equipped with the essential skills needed for being able to identify and assess recent studies in their areas of work. In addition, students are highly likely to engage in forms of applied qualitative (action) research through conducting interviews, observations and group discussions, among others, in their work as social workers, thereby carefully considering the subjective realities of their addressees as well as their own situatedness within any given context. Therefore, module 5.1 is composed of four major foundational sequences; Academic Writing, Research perspectives and philosophical assumptions, methodology and methods, and ethical considerations. It introduces a number research perspectives and methods of gathering and analyzing various kinds of data. Qualitative research here is understood with Denzin and Lincoln as a situated activity that locates an observer (the researcher) in the world. It is composed out of the analysis of a set of interpretive and material practices that make the world, and how it is perceived by the subjects that inhabit it, visible. Qualitative researchers study phenomena in their natural settings, thereby seeking to understand patterns and processes, and the interplay between actors, their things, and the meaning associated with them. Throughout the seminar, the students will learn how to design a qualitative or mixed methods study, thereby considering important elements such as: research question and aim, philosophical assumptions, methodology and methods, and ethical considerations. In addition, students will receive an overview of a number approaches to qualitative research, including ethnography, phenomenology, grounded theory, discourse research, participatory action research and more. Jointly, we will apply some of the common methods of data gathering and analysis and practically learn about their advantages and limitations. Lastly, students will gain significant sensitivity for ethical considerations to be taken into consideration. Researchers are responsible to consider what ethical issues and dilemmas might arise during their study, and carefully plan how those issues can best be addressed. As these issues, in the context of migration research, are often related to the safety of research participants, research ethics and ethics of doing research will be addressed in depth.		

	The seminar equips students with the skills and sensitivity needed to conduct research that meets the high standards of "good" inquiry, and prepares them for the development of their own qualification studies (M.A. thesis). Furthermore, this Module is intertwined with module 5.2. It includes the course "Preparation Summer School" which orientates students for carrying out a systematic literature review. This review focuses on specific development, migration and social work themes relevant to the summer school students choose to participate in and hence helps them to start understanding the context in which their summer school will take place.
Contents of the module:	- Standards of academic writing - Introduction of and differentiation between qualitative and quantitative social scientific research - Philosophical assumptions in qualitative research - Formulating research questions - Methodology and Methods - Ethical issues in social science research - Methods of data collection - Methods of data analysis - Preparation Summer Schools (systematic literature analysis)
Title and type of lecture(s):	- I Tuition in Seminars: "Research Perspectives, Methods and Ethics" (3 SWS) (Prof. Dr. Tanja Kleibl, Petra Dankova, Anna-Lisa Klages) - II Tutorial: "Preparation Summer School" (1SWS) (Prof. Dr. Tanja Kleibl, Prof. Dr. Hannah Reich) – the number of lectures depend on the number of summer schools offered in Module 5.2.
Learning methods:	- Cognitive perception, retention and processing of the contents of the lecture - Literature review and text analysis - Working on tasks and problems that deal with the contents of the lecture - Working on case examples - Discussion and critical reflection
Requirements for receiving credit points (module examination, extent and duration of the examination):	Other exam (oral presentation, term paper, portfolio). The method of examination will be decided upon and announced at the beginning of the semester.
Applicability of the module	The module lays a foundation for rigorous academic work by preparing students to produce academic texts according to the standards expected at the FHWS and in international academic writing. The module prepares students to read critically existing research studies and evaluate the methodological approaches employed in these works. Further, the module prepares students to conceptualize, prepare, carry out and analyse original research activities in the context of the course "Preparation Summer School". Hence, the Module is directly applicable to group and individual work in the framework of Module 5.2. "Social Work with Refugees and Migrants in Areas of Origin, Transit and Destination" as well as for qualifying works (Master Thesis).

(Key) Literature:	Basic Literature: - Birks, M & Mills, J. (2015). Grounded Theory: A practical guide. SAGE - Creswell, J.W. & Poth, C.N. (2018). Qualitative Inquiry and Research Design: Choosing among Five Approaches, 4th International Student Edition, Thousand Oaks: SAGE - Denzin, Norman K.; & Lincoln, Yvonna S. (Eds.) (2018). The Sage handbook of qualitative research. Fifth edition. Los Angeles, California: SAGE Publications. - Leavy, P. (ed.) (2014). The Oxford Handbook of Qualitative Research, Oxford: University Press - Robson, C. (2011). Real World Research: A Resource for Users of Social Research Methods in Applied Settings. Wiley Further Literature: - Bagele, C. (2012). Indigenous Research Methodologies, Thousand Oaks: SAGE - Charmaz, K. (2014). Constructing Grounded Theory. 2nd Edition, Thousand Oaks: SAGE - Creswell, J.W. and Poth, C.N. (2018). Qualitative Inquiry and Research Design: Choosing among Five Approaches, 4th International Student Edition, Thousand Oaks: SAGE. - Leavy, P. (ed.) (2014). The Oxford Handbook of Qualitative Research, Oxford: University Press - Lenette, C. (2019). Arts-based Methods in Refugee Research: Creating Sanctuary. Singapore: Springer Nature - Mertens, D.M.; Cram, F. & Bagele, C. (eds.) (2013). Indigenous Pathways into Social Research: Voices of a New Generation, Walnut Creek: Left Coast Press - Smartt Gullion, J. (2016). Writing Ethnography, Rotterdam/ Boston/ Taipei: Sense Publishers - Tuhiwai-Smith, L. (2012). Decolonizing Methodologies; Research and Indigenous Peoples, 2nd Edition, London: Zed Books
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Module: 5.2	Title of the module: Social Work with Refugees and Migrants in Areas of Origin, Transit and Destination		
Responsible for the module: Prof. Dr. Tanja Kleibl			
Qualification level: Master		Semester: 1 st sem.	Type of module: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 75 hours	
		Of that independent study: 75 hours	
Length, frequency: 1 semester, annually	Prerequisites for attending: Mandatory attendance	Language: English	
Qualification goals / competences:	The degree program is laid out for international and transcultural exchange, encouraging students to study abroad for one semester preferably in a region of origin or transit. Furthermore, this module is supposed to create the possibility for students who are hindered from studying abroad, to be confronted with (often challenging) situations on site in a selected region of origin, transit or destination. These situations aim to widen students' understanding of the different phases (including processes, stakeholders and actors) of (forced) migration, whilst creating critical questions and debate about attitude and ethical standards of social work, as well as perceptions of one-self and of others. More generally, the aim of the module is to establish an 'ethical relation to difference' through 'unlearning privilege', 'learning to learn from below' and 'learning to work without guarantees'. This will be accompanied by a power-sensitive research approach and reflections about the creation of an "ethical space of engagement" needed to overcome postcolonial inequalities in knowledge production. This will take place – subject to capacities and possibilities - in an approximately three weeks long study period abroad. It is accompanied by lecturers from FHWS and/or lecturers of partner universities (lectures are guaranteed by FHWS). Depending on possibilities, it will take place with the support of a partner university or partner organisation in a region of origin, transit, or destination. Should this not be possible, in particular cases, the content of teaching with corresponding transcultural references will be organized at FHWS. Apart from emerging themselves into the above-described power-sensitive research learning process, in regard to contents, students should learn about region-specific causes for (forced) migration. Specific focus will be given to South-South and South-North migration trends and the circumstances that accompany migrants' agency and capacity for societal participation on issues that affect their well-being. Furthermore, students should get acquainted on site with or elaborate concepts of region specific refugee and migration related Social Work and - insofar possible - make them tangible. Students gain important multi-layered insights and revise some of their assumptions about migration, facilitated by field-based experiences, application of power-sensitive research methods and direct contact with migrants, migrants' organization and organizations working with migrants. They gain region-specific background knowledge, as this is relevant for Social Work with refugees and migrants in the region visited. They increase knowledge about live worlds of migrants and socio-economic structures surrounding them, as well as of Social Work approaches applied in the region and in regard to		

	selected issues and problems. They know the basics about administration and the provision of support and protection systems (e.g. through humanitarian and development aid systems), and are able to reflect critically about the adequacy of services provided having in mind essential human rights standards. They gain practical experience about Social Work with refugees, migrants and host communities and are able to assess diverse possibilities of intervention whilst considering concrete possibilities of professional support, alliance and solidarity building, having in mind power imbalances inherited in North-South exchanges.
Contents of the module:	Contents of the module cover among others: - Importance of self-reflectivity and transcultural learning - Application of power-sensitive research approaches and methods - Social, political, economic, cultural and religious structures in a specific region of origin, transit and destination - Attitudes and ethical space of engagement for International Social and Community Work - Lifeworlds of migrants, refugees and internally displaced people (IDPs) in a specific region of origin, transit and destination - Policies and course of action of local, national and international actors - Approaches, application, role and potential of Social and Community Work on-site - Administration of protection and support systems through humanitarian and development aid systems and migration policies in the region (and critical ways to assess them).
Title and type of lecture(s):	Compulsory optional subjects (cf. Annex I: admission requirements)*: (Students have to choose one of the offered compulsory optional excursions. Attending more than one subject is not possible. Whether the excursions are offered in a semester is, among other things, dependent on the number of participants, funding and capacities. The faculty guarantees neither that the excursions will be offered nor that students can participate in a specific course. The following list might not be exhaustive.) a. Excursion to and studies in Countries of Origin, Transit or Destination in the Arabic Context, e.g. summer school Jordan or Libanon), Prof. Hannah Reich (5 SWS) b. Excursion to and studies in Countries of Origin, Transit, or Destination in the European Context, e.g. summer school Greece, Spain or Germany), Prof. Hannah Reich and/or Prof. Tanja Kleibl (5 SWS) c. Excursion to Countries of Origin, Transit or Destination in the African or Latin American Context, e.g. summer school Nigeria, South Africa or Uganda, Mexico), Prof. Tanja Kleibl (5 SWS) Lectures are provided outside the university in a summer school format and based on collaboration with universities, service providers and advocacy networks engaged alongside the visited regions.
Learning methods:	- Orientation and Reflection meetings - Exposition to a foreign environment - Interaction through a specifically designed learning process in a foreign surrounding - Introduction of specific research approaches and methods - Preparation and implementation of workshops, presentations or research assignments - Working on tasks and problems that deal with the contents of the lecture

	- and practice - Field and institution visits
Requirements for receiving credit points (module examination, extent and duration of the examination):	Other exam (seminar paper, term paper, portfolio) The method of examination will be decided and announced at the beginning of the semester.
Applicability of the module:	With respect to topics, the lecturing and the composition of the teaching staff as well as the students, the entire degree programme is already oriented towards internationality. However, this module makes the international perspective of Social and Community Work in the field of (forced) migration and development special and tangible with regard to selected regions of origin, transit and destination. It imparts a transcultural exchange, diversification and hence broadening of perspective which will be orientated by methodological and ethical frameworks introduced in Module 5.1. The learning outcomes in this Module will be further deepened in the Module 6.2 "Practice Project II" as well as module 6.3 "Master's Thesis".
(Key) Literature:	Literature will be specifically selected and announced as part of the seminar "Preparation Summer School" in Module 5.1. "Research Perspectives, Methods and Ethics", according to the country of origin or transit that is to be visited.

Study Field VI: Practice and Research

Module: 6.1	Title of the module: Practice I		
Responsible for the module: Prof. Dr. Vathsala Aithal			
Qualification level: Master		Semester: 2 nd sem.	Module type: Mandatory module
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 60 hours	
		Of that independent study: 90 h.	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	Students are encouraged to gain practical experience in the migrants' countries of origin, transit and destination. It is the aim to transfer the already acquired qualifications and competencies on professional Social Work into practice contexts and to process challenges and issues in relevant settings by deepening knowledge on tasks, basics, target groups and structures of Social Work institutions. Transfer competence is developed through hands- on work in the professional field. Students can choose between a couple of practice projects in the region of Würzburg, offered by Faculty members. The projects are conducted with co- operation partners from the region. Students learn to conduct a project independently by identifying the need in a social work field context and following the insights of evidence-based practice. The knowledge acquired in the first semester is being used to deal with a practical problem in practice and work on a solution that is evidence-based. The hands-on work is accompanied by project review sessions in which the progress of the project is being discussed and personnel challenges as well as the critical reflection of one's own professional Social Work practice. In the practice project the students deal with selected challenges from the practice field. By linking science with practice students are supposed to develop an interdisciplinary understanding of the connections of flight and migration. In the framework of this module, basic knowledge and skills of project management in Social Work and non-profit contexts will be imparted. Furthermore, already acquired professional expertise and knowledge are deepened and consolidated. After completion of the module, students have acquired application-oriented knowledge for engaging themselves in practice contexts of Social Work and are able to apply relevant methods expediently. They are able to draw conclusions on specific Social Work issues and have further developed their professional identity in practice contexts. The students have learned about networks, cooperation possibilities as well as actors in the field of migration and are able to cooperate with them. The furthermore developed skills in Documentation and Dissemination of information. The students are able to conduct and critically reflect their professional work based on theoretical concepts. Not least, they have reflected their strengths and weaknesses and have improved their ability to work in a team and their project organisation competences.		

Contents of the module:	Contents of the module cover among others: - Knowledge on practice fields of Social Work in refugee and migration contexts - Understanding of practice in an international perspective - Actors, stakeholders and organisations of Social Work as well as their concepts and aims - Problem analysis, using methods to deal with Social Work issues and challenges - Project management, - Teamwork, networking, cooperation - Evidence-based practice - Documentation and dissemination of information - Implementation and evaluation of projects
Type of lecture(s):	- Project Practice Project, Prof. Dr. Vathsala Aithal (4 SWS) (Students have to choose one of the offered Practice Projects. Attending more than one project is not possible. Which projects are offered in a semester is, among other things, dependent on the number of participants.)
Learning methods:	- Working on tasks and problems that deal with the contents of the lecture - Revision of case examples; - Preparing and presenting presentations, reports, case analysis - Elicitation, processing and analysing of data - Self-observation, self-experience, discussion and reflection - Practice in small groups - Experiences in excursions
Requirements for receiving credit points (module examination, extent and duration of the examination):	Other exam (seminar paper, documentation, portfolio) The method of examination will be decided upon and announced at the beginning of the semester.
Applicability of the module	Together with module 6.2 "Practice II", this module focuses on application orientation, which is a central part of the degree programme. Knowledge, methods and competencies from other study areas are to be transferred into and are to be applied in practice. There is the possibility to combine the internship of module 6.1 and therefore to enlarge the period of internship.
(Key) Literature:	Basic literature: - Gray, M. et al. (2012). Implementing Evidence-Based Practice. A Review of the Research Literature. <i>Research on Social Work Practice</i>, 33 (2), 157-166. - Kuster, J., Huber, E., Lippmann, R. et. al. (2015). <i>Project Management Handbook</i>. Heidelberg: Springer - Spolander, G. & Martin, L. (2012). <i>Successful project management in social work and social care</i>. London: Kingsley Further Literature - Lloyd, C., King, R. & Chenoweth, L. (2002). Social work, stress and burnout: A review. <i>Journal of Mental Health</i>, 11(3), 255–65.

Module: 6.2	Title of the module: Practice II	
Responsible for the module: Prof. Dr. Vathsala Aithal		
Qualification level: Master		Semester: 3 rd sem.
Module type: Mandatory module		
Credit points: (Credits): 5 ECTS	Workload overall: 150 hours	Of that contact time: 45 hours
		Of that independent study: 105 h.
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English
Qualification goals / competences:	The module aims at deepening already acquired knowledge in practice fields of Social Work but with a greater focus on research. The students expand their skills and knowledge on analyzing tasks, functions, legal frameworks, structures and concepts of Social Work organizations or institutions by doing an advanced research-oriented Practice Project. The Projects are mostly conducted in cooperation with social work institutions in and around Würzburg. The knowledge and skills of Project Management are deepened. The research in practice is accompanied by project review sessions in which the progress of the project is being discussed and personnel challenges as well as the critical reflection of one's own professional Social Work practice. After the completion of the module students have learned about the significance of research-based practice, the legal, societal and organisational contexts of action in the field of international migration as well as gained experience in cooperation with institutions. They have interdisciplinary discussed and assessed questions of migration, the social situation of migrants, reasons for fleeing as well as the situation in the countries of origin and have applied their knowledge in the field. They acquired wide ranging skills on documentation processes as well as the implementation, monitoring and evaluation of projects. Moreover, students have critical reflected their own professional actions and have positioned themselves within the field of practice.	
Contents of the module:	Contents of the module cover among others: - Knowledge on practice fields of Social Work in migration contexts - Critical understanding of Practice - Actors, stakeholders and organisations of Social Work as well as their concepts and aims - Problem analysis, using methods to deal with Social Work issues and challenges - Project management, - Team work, networking, cooperation - Evidence-based practice - Documentation and dissemination of information - Implementation and evaluation of projects	
Type of lecture(s):	Project Research-oriented Practice Project, Prof. Dr. Vathsala Aithal (3 SWS) (Students have to choose one of the offered Practice Projects. Attending more than one project is not possible. Which projects are offered in a semester is, among other things, dependent on the number of participants)	

Learning methods:	- Experiences in excursions - Cognitive perception, retention and processing of the contents of the lecture - Literature review and text analysis - Impromptu presentations - Working on tasks and problems that deal with the contents of the lecture - Discussion and critical reflection
Requirements for receiving credit points (module examination, extent and duration of the examination):	Other exam (seminar paper, documentation, portfolio) - The method of examination will be decided and announced at the beginning of the semester.
Applicability of the module	Based on module 6.1 "Practice I", this module focuses on application orientation in terms of applied research, which is a central part of the degree programme. Knowledge, methods and competences from other study areas are to be transferred into and are to be applied in research practice. Contents and issues can be developed further on a scholarly basis. Both modules equally impart fundamental competences with regard to a professional and correct application of scientific competences as well as to research in practice. The competency to transfer from theory to practice and back to theory forms the basis for the module 6.3 "Master Thesis".
(Key) Literature:	Literature: - Gray, M. & Webb, S. (eds.). (2012). Social Work Theories and Methods. Sage. - Kuster, J., Huber, E., Lippmann, R. et. al. (2015). Project Management Handbook. Heidelberg: Springer. - Padgett, D. (2016). Qualitative Methods in Social Work Research. London etc. Sage Publications (3. edition). - Spolander, G. & Martin, L. (2012). Successful project management in social work and social care. London: Kingsley.

Module: 6.3	Title of the module: Master Thesis		
Responsible for the module: Dean			
Qualification level: Master		Semester 3 rd sem.	Type of module: Mandatory module
Credit points: (Credits): 15 ECTS	Workload overall: 450 hours	Of that contact time: 0 hours	
		Of that independent study: 450h.	
Length, frequency: 1 semester, annually	Prerequisites for attending: None	Language: English	
Qualification goals / competences:	With their master thesis students show that they can, within the given time limit, independently work on questions in the context of Social Work with refugees and migrants on an advanced scientific level. The master's thesis is the scientific conclusion of the degree programme. With the thesis the student documents the ability to use his/her acquired scientific knowledge and research-methodical skills on a special topic, implement it and to document this in a thesis that complies with international scientific standards. It is possible to write the master thesis in cooperation with a foreign university. On the basis of scientific methods as well as current research results of Social Work and its related fields of study, students are able to work independently on issues with appropriate measures and reflect critically. Especially in the case of empirical studies students can, on the basis of scientific analysis, develop and design extensively self-regulated independently innovative and empirical verifiable research issues and plan, execute and explain their investigation in writing. By means of their master thesis they document their ability to write a thesis pursuant to international standards for scientific publications. Upon successful completion the students have the ability to continue with a doctoral project.		
Contents of the module:	Contents of the module cover among others: a) in general: - application of scientific methods for research (literature review and evaluation); - independent analysis, summary and assessment of empirical research status as well as theoretical approaches in the respective field with reference to Social Work with refugees and migrants; - independent deduction of innovative questions, developing independent ideas; - outlining and discussing facts (issues) according to scientific standards from Social Work and its related studies; b) especially in the case of empirical studies: - development and conceptualizing of scientific questions that can be elaborated with empiric means; - planning an appropriate research design for the question; - collecting data using relevant methods of empiric qualitative and quantitative social research; - data evaluation with methods of descriptive and testing statistics (preferably using multivariate procedures, such as factor analysis, multiple regression, multivariate variance analysis); - outlining and interpreting the results and their classifying them in the current research status as well as their relevancy for the practice of Social Work.		

Title and type of lecture(s)	Master thesis, counselling by the supervisor of the master thesis
Learning methods:	- Independent scientific work - Literature review and legal studies, text analysis - Collecting, editing and analysing data
Requirements for receiving credit points (module examination, extent and duration of the examination):	- Master thesis
Applicability of the module	This module is based on the modules 5.1. "Research Perspectives, Methods and Ethics", 6.1 "Practice Project I" and 6.2 "Practice Project II" in which the students are enabled to design, carry out as well as evaluate application-oriented scientific projects on a graduate level. The contents from the previous modules can be the subject of the master's thesis.
(Key) Literature:	Literature: - Bui, Y. N. (2014). How to write a master's thesis (2nd ed.). Thousand Oaks: Cal: Sage.

Annex I: Admission requirements for compulsory optional subjects

(Marked with an asterisk * in the module handbook)

The idea behind offering compulsory optional subjects is to give students the opportunity to choose and deepen their knowledge in their specialization. In addition, students with and without prior knowledge can build on course contents they already learnt. The qualifications that can be obtained in the different compulsory optional subjects are comparable.

Students have to choose **one of the offered compulsory optional subjects** of the respective module before the beginning of the semester. Attending both subjects is not possible. Whether the courses are offered in a semester is, among other things, dependent on the number of participants. Students will be notified about limitations on the number of participants in individual courses before the beginning of the semester.

The faculty guarantees neither that the courses will be held nor that students can participate in a specific course!

	Compulsory optional subjects <i>(for further information, refer to the module description)</i>	
4.3.	Titles of the compulsory optional subjects will be decided from the lecturer responsible for this module.	Selection of the course depends on the student's interest and specialization. No further admission requirements exist. The number of courses offered depend on the size of the students' group.
5.2	- Excursion to Countries of Origin, Transit and Destination in the Arabic Context (e.g. Jordan) - Excursion to Countries of Origin, Transit and Destination in the European Context (e.g. Greece, Italy) - Excursion to Countries of Origin, Transit and Destination in the African Context (e.g. Nigeria) Note: Students must attend a preparation course in Module 5.1. that is thematically linked to their selected excursion in Module 5.2.	Selection of the course depends on the student's interest and specialization. If the limitation on the number of participants is exceeded, the following criteria apply: - compelling reason why student cannot participate in the one or the other summer school - gender balance - letter of motivation

Cf. Annex III (Graphical overview of the compulsory optional subjects)

Annex II: Study schedule: graphical *module* overview

Module 6.2: Practice II 3 SWS 5 CP	Modul 6.3: Master Thesis 15 CP			Module 4.3: Social Work and Diversity in Contexts of Administration and Management 3 SWS 5 CP	Module 4.4: Dealing with Illness and Traumata & Psychosocial Support 3 SWS 5 CP	3rd Semester
Module 6.1: Practice I 4 SWS 5 CP	Module 1.3: Empowerment, Participation and Fields of Action with Mar- ginalized People, Communi- ties, and Social Movements 3 SWS 5 CP	Module 2.2: Globalization and Migration Policies and Actors 3 SWS 5 CP	Module 3.1: International, European and National Migration and Refugee Law 3 SWS 5 CP	Module 3.2: Human Rights & Private International Law 3 SWS 5 CP	Module 4.2: Intercultural Communication & Resilience Training 4 SWS 5 CP	2nd Semester Hometrack
Module 1.1: International Social Work and Migration: Basics and Discourses 4 SWS 5 CP	Module 1.2: Social Work and Migration: At- titudes and Approaches 4 SWS 5 CP	Module 2.1: Development, Migration, and Inequality 4 SWS 5 CP	Module 4.1: Violence Prevention & Conflict Transformation 3 SWS 5 CP	Module 5.1: Research Perspectives, Methods & Ethics 4 SWS 5 CP	Module 5.2: Social Work with Refugees and Migrants in Areas of Origin, Transit and Destination (min. 3 weeks) 5 SWS 5 CP	1st Semester

Study Field I:	International Social Work
Study Field II:	Migration, Society and Politics
Study Field III:	Refugee & Migration Law
Study Field IV:	Interdisciplinary Perspectives and Skills
Study Field V:	Exploring the Field
Study Field VI:	Practice and Research

Annex III: Graphical overview of the lectures and compulsory optional subjects

(cf. Annex I Admission requirements)

Module 6.2: P Practice II (3 SWS)	Modul 6.3: Master Thesis			Module 4.3: Social Work and Diversity in Contexts of Administration and Management	Module 4.4: Dealing with Illness and Traumata & Psychosocial Support	3rd Semester
				TS Diversity Management and Intercultural Opening (2 SWS)	TS Dealing with Illness (1 SWS) TS Dealing with Trauma (1 SWS)	
				T Elective Subject (1 SWS)	T Psychosocial Counselling and Support for Migrants (1 SWS)	
Module 6.1: P Practice I (4 SWS)	Module 1.3: Empowerment, Participation and Fields of Action with ...	Module 2.2: TS Globalization and Migration Policies and Actors (3 SWS)	Module 3.1: International, European and National Migration and Refugee Law	Module 3.2: Human Rights & Private International Law	Module 4.2: TS Intercultural Communication & Resilience Training (4 SWS)	2nd Semester
	TS Capability Approach and Social Work (1 SWS)		TS International European Migration and Refugee Law (2 SWS)	T Human Rights (1 SWS)		Hometrack
	TS Empowerment, Participation and Fields of Social Work Action (2 SWS)		T International Migration Law: Practical Application / Exercises (1 SWS)	T Private International Law (1 SWS) TS Human Rights and Social Work (1 SWS)		
Module 1.1: International Social Work and Migration: Basics and Discourses	Module 1.2: Social Work and Migration: Attitudes and Approaches	Module 2.1: Development, Migration, and Inequality	Module 4.1: Violence Prevention & Conflict Transformation (3 SWS)	Module 5.1: Research Perspectives, Methods & Ethics	Module 5.2: Social Work with Refugees and Migrants in Areas of Origin. Transit and Destination (min. 3 weeks) (5 SWS)	1st Semester
TS International Social Work with Refugees and Migrants (2 SWS)	TS Professional Social Work within the Contexts of Flight and Migration (2 SWS)	TS Introduction to Migration Theories (2 SWS)		TS Research Perspectives, Methods, and Ethics (3 SWS)		
TS Social Work as a Science in a Globalized World (2 SWS)	T Methods in Social Work Practice (2 SWS)	T Introduction to Development Studies (2 SWS)		P Intercultural Research: Practice Exchange (1 SWS)		

	Study Field I:	International Social Work
	Study Field II:	Migration, Society and Politics
	Study Field III:	Refugee & Migration Law
	Study Field IV:	Interdisciplinary Perspectives and Skills
	Study Field V:	Exploring the Field
	Study Field VI:	Practice and Research

Einführung in den Studiengang D

Alice Salomon Hochschule (2019): Master of Arts Social Work as a Human Rights Profession. Module Handbook. Introduction chapter 1-3.

Online: nicht mehr verfügbar



Alice Salomon Hochschule Berlin
University of Applied Sciences



Master of Arts

Social Work as a Human Rights Profession

(MA-SWHR)

Module Handbook

COOPERATIVE INTERNATIONAL PROGRAM DEVELOPED BY THE FOLLOWING UNIVERSITIES:

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

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

1 The Development of the Master Degree

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

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

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

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

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

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

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

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

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

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

2 The Objectives of the Master Degree

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

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

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

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

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

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

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

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

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

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

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

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

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

3 Syllabus

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

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

² To be attained with 2 elective modules.

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

⁴ To be attained with 2 elective modules.

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

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

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

Modulhandbuch D

Alice Salomon Hochschule (2021): Module Descriptions Master Social Work and Human Rights. Anlage 2.

Online: www.ash-berlin.eu/fileadmin/Daten/Masterstudiengaenge/SWHR/Downloads/Modulhandbuch/SWHR_ModuleDescriptions_2021.pdf [06.12.2024]

Anlage 2: Module Descriptions (Modulbeschreibungen)

Module Title	Social Work and Human Rights		Module Group: A
Level of Qualification	Master	Status: Compulsory module	
Learning Objectives/ Competence Development	The students - describe the fundamental significance of social rights for social work - outline the development of the social work profession and the incorporation of a human rights perspective - acquire an understanding of the triple mandate social work and its praxis relevance - distinguish between the legality and legitimacy of social action - analyze social work theories and practice from a critical and comparative perspective - appraise and discuss the main value traditions with respect to the concept of human dignity		
Course Contents	The integration of human rights as a regulative idea in the discipline and profession of social work: - the history of social work and human rights in theory, international documents, and practice - pioneers and key contributors to the theory and praxis of social work worldwide - the triple mandate of social work - philosophical foundations: human dignity, human rights and social justice as core dimensions of social work - social rights and social policy - the identification and analysis of human rights violations - normative (ethical) perspectives on social work - action guidelines and methods of social work for the implementation of human rights		
Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		
Teaching and Learning Formats	Lectures, work in project groups, literature review		
Forms of Assessment	Written and oral assessments		
Prerequisites			
Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: First semester	
Course Cycle	The course is offered annually.		

Credits: 15 Credits	Scheduled Learning Hours (Hybrid Learning): 105h	Independent Learning Hours: 345h	Hours in Total: 450h
Further Remarks			

Module Title	International Law: A Social Work Perspective		Module Group: A
Level of Qualification	Master	Status: Compulsory module	
Learning Objectives/ Competence Development	Students • acquire basic knowledge on international law, especially human rights law, in the context of social work; examine selected aspects of the validity and enforcement of the <i>protection of human rights</i> under international law, the UN Covenants on human rights as well as the human rights protection system in Europe reach awareness of the issue of human rights protection taking place on multiple levels, thus focusing on social work areas; • acquire an advanced understanding of national validity of human rights norms under international law in social work; • acquire skills to use legal tools and to critically evaluate competing notions of human rights.		
Course Contents	This module is concerned with the significance of international law for social work both on national and international level. In this context the question is raised how social work is affected when conflicts and violations are discussed in terms of human rights. Critical issues including vulnerable groups and relations between the Global North/Minority World and Global South/Majority World, globalization and the legitimacy of the United Nations and other international legal institutions are studied from a socio-legal perspective. The course also examines the theories, the UN mechanisms and institutionalized practices of human rights and the significance of human rights politics for the structure of social work on a national and international level. The aim is to be able to contextualize, analyze, evaluate, and apply various concepts of human rights. The concepts of international law, its legitimacy, subjects, and sources as well as selected aspects of enforcement of human rights protection under international law essential for vulnerable groups will be addressed. This will involve discussions regarding international courts such as the ICC and international human rights courts (African, European, and Inter-American) and the relevance of their decisions for social work theory and practice. The protection of human rights in Europe, highlighted in ECHR and relevant documents from the Court of Justice of the European Union are also discussed.		
Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		

Teaching and Learning Formats	Lectures, seminars, online learning		
Forms of Assessment	Written and oral assessments		
Prerequisites			
Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: First semester	
Course Cycle	The module is offered annually.		
Credits: 15 Credits	Scheduled Learning Hours (Hybrid Learning): 105h	Independent Learning Hours: 345h	Hours in Total: 450h
Further Remarks			

Module Title	Global Social Work		Module Group: A
Level of Qualification	Master	Status: Compulsory module	
Learning Objectives/ Competence Development	Students - acquire a comprehensive critical perspective on the modern world and its underlying historic processes - position themselves not merely in terms of local and national belonging, but also as global citizens influenced by the structures of, and dynamics in, the global society, equipped to undertake professional action for social change - examine main theories of world society, the theory and practice of human rights, and main contributions of social work/policy scholars as well as thinkers from other disciplines on worldwide social problems - engage with transnational projects in social work, postulate theoretical foundations, and analyse the pertinent data, goals and effects - contextualize selected social problems within the structure and dynamics of global society and recognize their effects on the lives of individuals, families and communities - critically compare theories of further global development.		
Course Contents	The main thematic fields to be discussed include: - global policy issues: the globalization of social justice, of democracy, social policy and the role of human rights for and in these debates; - power structures and actors in world society - globalization of progressive social movements – especially human rights informed movements - global environmental justice - the role of Europe and Europe-originated ideologies within world society, European colonialism and Eurocentrism.		
Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		
Teaching and Learning Formats	Lectures, seminars, online learning.		
Forms of Assessment	Written and oral assessments		
Prerequisites			
Course Transferability	M.A. SWHR		

Length of the Module	The module is taught within one semester	Curricular Schedule: First semester	
Course Cycle	The module is offered annually.		
Credits: 15 Credits	Scheduled Learning Hours (Hybrid Learning): 105h	Independent Learning Hours: 345h	Hours in Total: 450h
Further Remarks			

Module Title	Critical Social Science Research		Module Group: A
Level of Qualification	Master	Status: Compulsory module	
Learning Objectives/ Competence Development	The students • identify and explain qualitative and quantitative methods of data collection and analysis; • formulate a research problem, make methodological choices to develop a research design and select relevant research objects; • interpret the collected data from a theoretical perspective; • study comparative research perspectives; • critically discuss ethical issues in social science research; • discuss how service users, professionals and/or organizations are included in the research process; • disseminate data and are aware of the impact of the critical social science research.		
Course Contents	The course covers different qualitative and quantitative social science research methods, as well as mixed method approaches. It addresses the key dimensions of research design, research ethics, critical research thinking, and the use of the comparative approaches in social sciences within the international setting. <i>Unit I: Qualitative Research Methods</i> • Research design, conceptual mapping and grounded theory • Data collection and analysis through interviews, focus groups, and case studies • Action research, Participatory action research • Ethnography and ethnographic methods, text analysis fieldwork, field notes, writing diary, visual methodologies • Evaluation in social sciences and the use of mixed methods • Doing historical research in social work • Ethical considerations; doing research with people in vulnerable contexts • Intersectional, postcolonial, ecological, feminist, post-structural perspectives in interpreting research data. <i>Unit II: Quantitative Research Methods</i> • quantitative data collection methods: quantitative research designs, secondary data analysis; mixed methods • quality in quantitative data • descriptive and inference statistics • quantitative analysis methods: significance tests, predictive statistics (regression models), classifying statistics (cluster analysis and factor analysis)		

Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		
Teaching and Learning Formats	Lectures, seminars, field visits, pilot studies and students' presentations		
Forms of Assessment	Written and oral assessments		
Prerequisites			
Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: Second semester	
Course Cycle	The module is offered annually.		
Credits: 15 Credits	Scheduled Learning Hours (Hybrid Learning): 105h	Independent Learning Hours: 345h	Hours in Total: 450h
Further Remarks	Both units of the module are compulsory.		

Module Title	Health and Human Rights in Social Work		Module Group: B
Level of Qualification	Master	Status: Elective module	
Learning Objectives/ Competence Development	The students • define the international concepts and examine debates on health rights, rights of persons with disabilities including mental health issues, social determinants of health as fundamental causes of diseases, concepts of health inequality and health equity; • connect them to ethical debates and the human rights framework; • identify the key concepts of green social work and the interrelation of humans-environment interplay; • examine the roles of power and participation as a “locus of control” of one’s health, of the ways stigma and discrimination affect health, of the value of application of human rights norms and standards for addressing the social determinants of health; • appraise the application of human rights norms and standards for addressing the social determinants of health; • study the strategies and practical implications developed by the UN bodies and national governments in respect to the right to health and the rights of persons with disabilities from the perspective of social work and addressees; • apply this knowledge in their own work.		
Course Contents	Every country in the world is now party to at least one human rights treaty that addresses the right to health or other health related rights. This module discusses health as an issue of social inequalities and utilizes an intersectional perspective to show how inequalities get reflected in the health of individuals, groups, and communities. Apart from analysing and comparing the violation of health rights in different countries and social contexts as well as some ethical considerations, the course outlines strategies of successful access to the right to health. Social work is assigned to play an important role in the process of access to the right to health, health service delivery or health related social policies. The role of social workers as advocates, mobilisers of communities and social workers’ interventions as counsellors of the traumatized will be examined and highlighted. Fundamental concepts related to health and social inequalities such as resilience, recovery, and the life course perspective will be contextualized and discussed from a global perspective. Human rights are relevant to many health issues, like access to information and education on health, drugs and		

	harm reduction, immunization, sexual and reproductive health, mental health etc. Particular attention will be paid to the health of marginalized and vulnerable groups, especially in the context of environmental disasters and environmental justice.		
Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		
Teaching and Learning Formats	Lectures, seminars, group work		
Forms of Assessment	Written and oral assessments		
Prerequisites	A-Modules		
Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: Third semester	
Course Cycle	The module is offered annually.		
Credits: 7,5 Credits	Scheduled Learning Hours (Hybrid Learning): 52,5h	Independent Learning Hours: 172,5h	Hours in Total: 225h
Further Remarks	Overall, students are required to complete 2 elective courses from among the Group B-Modules.		

Module Title	Migration and Racism		Module Group: B
Level of Qualification	Master	Status: Elective module	
Learning Objectives/ Competence Development	Students develop comprehensive knowledge and understanding of: - the construction of migrant categories in immigration and asylum law as well as international migration law; - the tensions that exist between human rights protection and the State’s power to control immigration; - how these tensions play out in the case law of the European Court of Human Rights; - the relationship between human rights and social work; - processes of discrimination and marginalization, with a focus on racism. They demonstrate an ability to: - explain the role of social work in upholding the human rights of migrants; - identify the constraints faced on the development of a human rights approach to social work in relation to migrants; - recognize and name racist practices and applying mechanisms for the protection of human rights with regard to racism; - critically discuss decisions of the CERD Committee; - engage from a range of perspectives on issues pertaining to racist discrimination, the implementation of empowerment strategies and the development of anti-racist social policies; and - organize this knowledge and expertise in their own work		
Course Contents	The situation of migrants is one of the most challenging human rights issues in today’s world. The prioritisation of immigration in the political agenda of many governments and international organizations worldwide has yielded the adoption of social policies, laws and practices that are at odds with the ethical and universal premise of human rights. In theory, international and regional human rights instruments confer rights on all human beings, including migrants. Yet, human rights regimes continue to struggle to extend protections to migrants. Tensions, at times acute, exist between human rights protection and the exercise of the state’s right to control immigration. Engaging with these tensions provides students with a valuable insight into the relationship between human right and social work in relation to migrants, especially those with a precarious immigration status, and understand the role that human rights can play in shaping social work services and practice as well as its limitations.		

	Racism and other forms of discrimination and human rights violations shape the everyday lives of users of social work services in a variety of ways. It is thus critical that social workers gain an understanding of the discrimination and marginalisation processes within society that lead to racism if they are to identify and respond to different articulations of racist practices. It is therefore imperative that social workers understand and implement relevant human rights provisions as well as contribute to the development of anti-racist social policies, including the work of the CERD Committee. There is considerable scope for more organised development of the advocacy role of social workers at national and international levels, including the development of alliances and collaborative action to support more humane, just, and empowering migration policies. The module provides students with an analytical framework to investigate the mechanisms of racism and ways of intervening against racism as well as examine how racism manifests itself in social work. This will help students recognise racist practices and to develop interventions on different levels.		
Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		
Teaching and Learning Formats	Lectures, seminars, group discussions		
Forms of Assessment	Written and oral assessments		
Prerequisites	A-Modules		
Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: Third semester	
Course Cycle	The module is offered annually.		
Credits: 7,5 Credits	Scheduled Learning Hours (Hybrid Learning): 52,5h	Independent Learning Hours: 172,5h	Hours in Total: 225h
Further Remarks	Overall, students are required to complete 2 elective courses from among the Group B-Modules.		

Module Title	Economic Justice, Empowerment and Resilience		Module Group: B
Level of Qualification	Master	Status: Elective module	
Learning Objectives/ Competence Development	The students • acquire a critical understanding of basic economic concepts and processes • study various modalities of economic activities and property regimes, and their impact on different social groups • identify how poverty and exclusion are tied to economic constellations • apply a diverse economy perspective in support of community economic empowerment		
Course Contents	Faced with unceasing socio-economic inequalities both within and across countries, exacerbated by daunting projections of ecological crisis and the rise of anti-democratic regimes all around the world, it is timely to question some of the core political economy premises of our times and to explore how individuals and communities can actively contribute to economic justice, empowerment, and resilience. The course addresses critical questions, such as what it means: • to be (formally) equal amidst steep material inequalities, poverty and social exclusion • to experience the economy as a sphere where people have little influence but bear large costs • to maintain a standard of living at the expense of others (both human and non-human) The course aims at critically rethinking our understanding of the economy as dominated by market forces, private property, the state and capitalist corporations. It explores how the recognition and valuing diverse economic practices, subjects, spaces, and trajectories based on the principles of commons and solidarity economies can enhance community economic empowerment, ecological resilience, equity and well-being from the local to the global level.		
Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		
Teaching and Learning Formats	Lectures, seminars, group discussions and presentations.		
Forms of Assessment	Written and oral assessments		
Prerequisites	A-Modules		

Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: Third semester	
Course Cycle	The module is offered annually.		
Credits: 7,5 Credits	Scheduled Learning Hours (Hybrid Learning): 52,5h	Independent Learning Hours: 172,5h	Hours in Total: 225h
Further Remarks	Overall, students are required to complete 2 elective courses from among the Group B-Modules.		

Module Title	Gender and Human Rights		Module Group: B
Level of Qualification	Master	Status: Elective module	
Learning Objectives/ Competence Development	The students • identify and explain the key theoretical concepts on gender, feminism, queer theory, social justice, international documents on gender equality, and understand the relationships between gender, human rights, social policy, and social work • acquire knowledge of current debates in the field of gender, feminist and queer studies • develop a global and a comparative perspective on gender and queer diversity as well as on issues in the area of gender and queer labour equality; gender aware social policies; social work gender sensitivity • acquire competences on gender-sensitive social work services and practice and social work responses towards all forms of gendered violence • study the key international documents, Conventions and Agreements drafted to eliminate gender-based inequalities		
Course Contents	The module will give a global and a comparative perspective on gender and diversity as human rights issues and will analyze them within the framework of social work and social policy discipline. Topics include: • gender, sexuality, intersectionality, queer and transgender theories from a historic perspective; • commonalities and differences in ideas and movements in feminisms, women’s struggles, LGBTI+ activism advocacy (also via diverse authors, pioneers, and advocates); • Theories of gendered violence, the role of social norms; social policies, social work responses and social movement struggles; • reproductive rights of women and transgender people; • confluent love, LGBTI+ families, social parenthood; • gender inequalities in the area of paid and unpaid work; global chains of care work; • the effects of gendered inequalities on health and mental health • women on the margin: disability people’s movement and the voices of women, gender and disability • the ethics of care and social policies; • feminist leadership and social activism.		
Mode of Delivery	Hybrid learning (in person and online)		

Attendance Policy	Active participation		
Teaching and Learning Formats	Lectures, seminars, group discussions and paper presentations		
Forms of Assessment	Written and oral assessments		
Prerequisites	A-Modules		
Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: Third semester	
Course Cycle	The module is offered annually.		
Credits: 7,5 Credits	Scheduled Learning Hours (Hybrid Learning): 52,5h	Independent Learning Hours: 172,5h	Hours in Total: 225h
Further Remarks	Overall, students are required to complete 2 elective courses from among the Group B-Modules.		

Module Title	Children's Rights		Module Group: B
Level of Qualification	Master	Status: Elective module	
Learning Objectives/ Competence Development	The students • identify and explain key concepts within the philosophical discourses on children, rights and childhood and the impact of these discourses on the engagement with children. Particular focus will be given to the issue of participation, and elevating the voices of children and youth, as for example in the emergence of children's activism on climate change. • acquire awareness of the practical implications of children's rights and the key principles of the UNCRC for global social work practice including consideration of 'best interest of the child' and social workers' decision-making. • study the history of the development of the UN Convention on the Rights of the Child, including the role of the UN Committee on the Rights of the Child, and the 'reservations' made by some signatories. • acquire an understanding of key themes in children's rights such as protection from all forms of violence and exploration of such topics as child marriage, gender-based violence, and exploitation. • identify violations of the right to protection from a global perspective and understand the application of social work, child rights and protection in relation to concepts of universalism and cultural relativism • study the implications of the arguments for 'cultural relativism' as a challenge to the 'universalism' inherent in the CRC taking into consideration such treaties as the African Charter on the Rights of the Child.		
Course Contents	The Module is concerned with the significance of children's rights for social work practice from a global perspective. The module covers: • a short history of the development of the UNCR emphasizing children as right holders and adults/ professionals/ organizations and governments as duty bearers; It will consider whether the CRC is a 'western' construct (despite universal approval), and the challenge posed to notions of individual children's rights by tradition, culture and religion. • philosophical discourses on rights and childhood including protectionists and liberationist notions of childhood and engaging students in discussion on empowerment and participation versus vulnerability, protection. This should also include a debate on rights versus responsibilities taking into consideration cultural contexts and environment;		

	• global perspectives on children’s full and meaningful participation including good practice examples and constraints/challenges; students will engage with specific social work examples of ‘moral dilemmas’ where they have to decide between cultural norms or adherence to universal rights • the magnitude of violence against children within a global context and prevention of violence • the relevance of the provision, participation and protection and the key principles of the UNCRC for social work decision making; challenges of children’s rights versus parental/adult and community rights and authority.		
Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		
Teaching and Learning Formats	Lectures, seminars and presentations, debates and case examples		
Forms of Assessment	Written and oral assessments		
Prerequisites	A-Modules		
Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: Third semester	
Course Cycle	The module is offered annually.		
Credits: 7,5 Credits	Scheduled Learning Hours (Hybrid Learning): 52,5h	Independent Learning Hours: 172,5h	Hours in Total: 225h
Further Remarks	Overall, students are required to complete 2 elective courses from among the Group B-Modules.		

Module Title	Human Rights Education		Module Group: C
Level of Qualification	Master	Status: Elective module	
Learning Objectives/ Competence Development	The students - acquire knowledge on the state of the art as well as the primary addressees of current human rights education; - study the most important methods (didactics) of human rights education; - design an addressee-oriented educational project using the principles of knowledge organization and didactics and can determine the corresponding evaluation research instruments		
Course Contents	Human rights education is one of the most important instruments for developing a hands-on perspective on human rights, i.e., to point out their relevance for the everyday life of individuals in general, and of vulnerable groups in particular. Typical settings for human rights education include schools, adult education, and informal education. Starting with the Vienna World Conference on Human Rights in 1993 and the UN Decade for Human Rights Education, occupations and professions are also being addressed both with regard to the practical implementation of human rights and to human rights education in their fields of action. In this module students will acquire knowledge about human rights education and how it can be applied to develop a didactic concept for human rights education. They will design an addressee-oriented human rights education project that could be implemented at schools, in higher education in (professional) associations, within the framework of conferences, seminars and self-organised educational projects.		
Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		
Teaching and Learning Formats	Seminar, lecture, presentations, practice sessions, role-play		
Forms of Assessment	Written and oral assessments		
Prerequisites	A-Modules		
Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: Third semester	
Course Cycle	The module is offered annually.		

Credits: 7,5 Credits	Scheduled Learning Hours (Hybrid Learning): 52,5h	Independent Learning Hours: 172,5h	Hours in Total: 225h
Further Remarks	Overall, students are required to complete 2 elective courses from among the Group C-Modules.		

Module Title	Critical Approaches to Human Rights Practice in Social Work		Module Group: C
Level of Qualification	Master	Status: Elective module	
Learning Objectives/ Competence Development	The students • acquire a critical understanding of international and transnational human rights-based social work, and the frameworks and methods utilized; • study critical theoretical approaches to the human rights framework; • develop necessary skills to reflect on scholarly texts and put them into dialog with each other; • formulate a research question and write an academic essay, meeting the formal and substantive requirements • design a research-based, addressee-oriented human rights project and select corresponding evaluation instruments; • are aware of both the most important obstructing factors as well as conducive conditions for projects to be successful		
Course Contents	This course critically discusses the entanglements of Human Rights and Social Work in a global setting. The focus is on gender-related social work, development and migration. With case studies from around the world, discourses, legislations and institutions that promote and secure human rights in national settings are examined in relation to colonial relations and global power inequalities. While introducing theoretical interventions, the course also offers students a large number and variety of examples to engage with.		
Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		
Teaching and Learning Formats	Lectures, seminars, field trips.		
Forms of Assessment	Written and oral assessments		
Prerequisites	A Modules		
Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: Third semester	
Course Cycle	The module is offered annually.		
Credits: 7,5 Credits	Scheduled Learning Hours (Hybrid Learning): 52,5h	Independent Learning Hours: 172,5h	Hours in Total: 225h

Further Remarks	Overall, students are required to complete 2 elective courses from among the Group C-Modules.
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Module Title	Human Rights in the Context of Organizational Development/Innovation		Module Group: C
Level of Qualification	Master	Status: Elective module	
Learning Objectives/ Competence Development	The students • acquire a theoretical understanding of organizations and organizing, • study how organizational change can happen, • study the role of actors, • apply this theoretical understanding as part of an intervention, • practice professional skills from communication to presentation, • apply project management tools, practice team work and self-organizing as a team, • practice self-reflection.		
Course Contents	This is an evolving module and based on co-design, i.e. students play an active part in shaping it. Guided by lecturers, students apply theoretical knowledge from the realms of organizational theory and new institutionalism and reflect on the process of the team-building and intervention itself. The students, as a group, work on a form of practical intervention with regard to an organization and/or social workers interested in introducing a human rights based approach into their own practice. Apart from contact with practitioners students will also practice and improve professional skills such as project management, presenting, communicating and team working.		
Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		
Teaching and Learning Formats	Interactive lectures, self-directed group work, case studies, field trips/engaging with organizations and practicing organizing		
Forms of Assessment	Written and oral assessments		
Prerequisites	A-Modules		
Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: Third semester	
Course Cycle	The module is offered annually.		
Credits: 7,5 Credits	Scheduled Learning Hours (Hybrid Learning): 52,5h	Independent Learning Hours: 172,5h	Hours in Total: 225h

Further Remarks	Overall, students are required to complete 2 elective courses from among the Group C-Modules.
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Module Title	Advocacy for Human Rights: Lobby and Communication Strategies		Module Group: C
Level of Qualification	Master	Status: Elective module	
Learning Objectives/ Competence Development	The students • acquire an understanding of the concept of advocacy-based practice (policy practice) in social work; • analyze at what point an advocacy-based intervention can be helpful for the individual and/ or for structural change; • study the use of different methods of an advocacy-based practice; • recognize the necessity of a public intervention as a power tool/ method in social work practice; • develop a comprehensive knowledge of different possibilities to put social work issues on public (inter)national agenda; • discuss media inquiries and act and define their own media agenda; • identify appropriate advocacy-based intervention in their field of practice; • study best practices of successful campaigns in social work; • conceptualize and organize a campaign on a social work issue		
Course Contents	Social workers are increasingly dealing with service users who do not have the “right to have rights” (Hannah Arendt). Advocacy for social change through methods such as lobbying, media interventions, social advertising and campaigning are required to insure that issues of vulnerable groups can be addressed at the structural level, and also made visible in public debates. A critical and research-based presence of social work issues in the public field requires “classical” public relations skills, but also new forms of public interventions such as adbusting or the use of social media and the organization of public and/ or parliamentary hearings. This module provides a brief overview and critical analysis of these methods. As social work practice has, at times, also contributed to the discriminatory public portrayal of certain vulnerable groups; such instrumentalization of social work knowledge, and the need for ethically based decision-making will also be discussed in this module.		
Mode of Delivery	Hybrid learning (in person and online)		
Attendance Policy	Active participation		
Teaching and Learning Formats	Lectures, seminars, group discussions, critical media analysis		

Forms of Assessment	Written and oral assessments		
Prerequisites	A-Modules		
Course Transferability	M.A. SWHR		
Length of the Module	The module is taught within one semester	Curricular Schedule: Third semester	
Course Cycle	The module is offered annually.		
Credits: 7,5 Credits	Scheduled Learning Hours (Hybrid Learning): 52,5h	Independent Learning Hours: 172,5h	Hours in Total: 225h
Further Remarks	Overall, students are required to complete 2 elective courses from among the Group C-Modules.		

Module Title	Human Rights Praxis Project		Module Group: D
Level of Qualification	Master	Status: Compulsory module	
Learning Objectives/ Competence Development	The students - acquire experience working with organisations in the field of social work, NGOs, social movements and other civil society initiatives, local or international institutions, the public sector, and any other relevant praxis actors - carry out a praxis research project, including the phases of concept development, implementation and evaluation - document and communicate their research results in the form of a research report		
Course Contents	In this module, students gain hands on experience in applying a human rights perspective to a concrete field of social work. Their work is guided by a precise, theoretically embedded research objective and they use the knowledge and skills acquired through their coursework to implement their praxis project.		
Mode of Delivery	Independent study under the guidance of an academic advisor		
Attendance Policy	Active participation		
Teaching and Learning Formats	The human rights praxis project may be conducted individually or in a project group of max. 3 students.		
Forms of Assessment	Project report evaluated by the project advisor (graded pass/fail).		
Prerequisites	Completion of the A-Modules		
Course Transferability	M.A. SWHR		
Length of the Module	6 months	Curricular Schedule: Fourth semester	
Course Cycle	Winter semester and Summer Semester (see announcements by the SWHR Program Management for the exact dates)		
Credits: 15 Credits	Scheduled Learning Hours (Hybrid Learning): 48h	Independent Learning Hours: 402h	Hours in Total: 450h
Further Remarks	Students are required to get formal approval for their proposed project by submitting the Human Rights Praxis Project Application Form (including the project proposal) prior to the designated deadline. Please consult the Guidelines for the Human Rights Praxis Project for further details.		

Module Title	Master Thesis		Module Group: E
Level of Qualification	Master	Status: Compulsory module	
Learning Objectives/ Competence Development	The students • apply and demonstrate the individual learning outcomes of their studies within the context of a well-defined research project • formulate a precise research question • demonstrate their knowledge and understanding of the relevant academic literature • select and implement appropriate research methods, and reflect on research ethics • conduct analysis and communicate research results, • contribute to the field of social work as a human rights profession		
Course Contents	• developing a thesis proposal outlining the planned research project • Critical review of the relevant literature in the field • Research design and implementation • Data collection and analysis • Presentation and discussion of research results		
Mode of Delivery	Independent research and writing of the MA thesis under the guidance of two advisors. Students have 25 weeks to work on the MA thesis. For theses based on empirical research, the length of time is 30 weeks.		
Attendance Policy			
Teaching and Learning Formats	Independent study and individual guidance by advisors Colloquium Thesis proposal writing workshop		
Forms of Assessment	MA thesis in written form		
Prerequisites	60 Credits, including completion of the module “Critical Social Science Research” (Module Group A)		
Course Transferability	M.A. SWHR		
Length of the Module	The Master thesis must be submitted within 25 weeks; the time period is extended to 30 weeks in case of a thesis based on empirical research.	Curricular Schedule: Fourth semester	
Course Cycle	Winter semester and Summer Semester (see announcements by the SWHR Program Management for the exact dates)		

Credits: 15 Credits	Scheduled Learning Hours (Hybrid Learning): 20h	Independent Learning Hours: 430h	Hours in Total: 450h
Further Remarks	Students are required to get formal approval for their proposed thesis project by submitting the MA Thesis Application Form prior to the designated deadline. Please consult the Thesis Manual for further details.		