

Social Work & Education and Learning in Childhood

- Courses in English -

- Critical questions for ageing societies
- Developmental psychology: The waking & making of the self
- Diversity training for education, social work and healthcare
- Ecological social work
- Global social policy
- Psychology & family-centred care: Nurturing resilience & strengthening families
- Philosophical storytelling
- Strengths-based interventions with organisations and families (tbc)
- Teamwork & team building

Course Name: Critical questions for ageing societies		
Degree programme: Social Work (Bachelor)		Responsible Lecturer: Prof. Dr. Dörte Naumann
Workload: 90	Lecture hours per week: 2	ECTS Credits: 3
Course objectives: Enabling students to critically analyze and reflect on challenges and intergenerational opportunities for shaping aging societies.		
Contents: Demographic change and the aging of society are global and dynamic phenomena that raise many (currently often unresolved) questions. The public debate on aging societies is permeated by stereotypes about older people, the social construction of conflicts between generations, neoliberal pressure to perform, and the individualization of structural risks, social inequalities and challenges in bio-psycho-social aging processes. Ageist attitudes are widespread and often socially accepted. In this seminar, we will develop a deeper - and above all realistic - understanding of aging as a bio-psycho-social process and the associated societal and intergenerational challenges, opportunities, and solutions, also in regard to the practice of social work. Key themes of the seminar will be chosen together by the start of the term. Interaction in and between small working groups will be an integral part of the seminar. Please note that perfect command of English is NOT mandatory! We will be a group of largely non-native speakers practising speaking English together, inspiring each other with international perspectives and expand our competencies in working with English scientific literature.		
About didactics and workload distribution: Lectures, guided group discussions and working groups		
Requirements for participation: Students are expected to attend and participate in all class meetings and do the required readings. Please note that perfect command of English is NOT mandatory!		Course language: English
Type of exam: Presentation and facilitating a group discussion (team work) or short paper (5 pages)		
Requirements for credit point allocation: - prepare a 15-20 minute presentation and a hand-out (team work), to develop discussion questions and facilitate/lead a 15-20 minute discussion of the assigned topic/ text (Hand out: outline, abstract, discussion questions and literature) or written reflection on a selected issue, 5 pages (summary and discussion)		
Literature: <ul style="list-style-type: none">• Carney, G.M., & P. Nash (2020). Critical Questions for Ageing Societies. Bristol: Policy Press.• Medeiros, K. (2017). The short guide to aging and gerontology. Bristol: Policy Press.• Torres, S., & S. Donnelly (2023). Critical Gerontology for Social Workers. Bristol: Policy Press.• More literature will be provided in the seminar via the e-learning platform moodle.		

Course Name: Developmental Psychology: The Waking & Making of the Self		
Degree programmes: Education & Learning in Childhood (Bachelor)		Responsible Lecturer: Prof. Dr. Julia Quitmann
Workload: 90 hours	Lecture hours per week: 2	ECTS Credits: 3
Course objectives: Upon successful completion of this module, students will be able to: <ol style="list-style-type: none">1. Understand and critically evaluate major theoretical frameworks in developmental psychology, including psychoanalytic, cognitive, behavioral, and ecological systems theories.2. Analyze the role of nature and nurture in shaping human development.3. Examine developmental milestones and challenges across various domains from prenatal stages through adulthood.4. Appreciate developmental pathways and outcomes across different cultural contexts.5. Assess the impact of family, peers, education, media, and sociocultural factors on identity formation and life trajectories.6. Develop an understanding of research methods and ethical considerations in developmental psychology studies.		
Contents: This course explores the fascinating journey of how we develop from infancy into the unique individuals we become. Through an examination of major theories and research in developmental psychology, students will gain insights into the complex interplay of biological, psychological, social, and cultural factors that shape human development across the lifespan. It adopts a cross-cultural perspective, highlighting both universal patterns and cultural variations in development. Students will critically analyze how factors such as attachment, cognitive abilities, gender, family dynamics, peer relationships, education, and societal influences contribute to the emergence of our personalities, values, and worldviews.		
About didactics and workload distribution: The module will be delivered through lectures, interactive seminars, case studies, and multimedia resources.		
Requirements for participation: -		Course language: English
Type of exam: Assessment methods include oral presentations and group assignments with handouts.		
Requirements for credit point allocation: Upon weekly attendance, students will engage in discussions, group activities, and critical analysis of research findings.		
Literature: Recommended Reading - Berk, L. E. (2020). Development Through the Lifespan (7th ed.). Pearson. - Arnett, J. J. (2019). Human Development: A Cultural Approach (3rd ed.). Pearson. - Lerner, R. M., & Overton, W. F. (Eds.). (2017). Handbook of Child Psychology and Developmental Science (7th ed.). Wiley. - Sroufe, L. A., Egeland, B., Carlson, E., & Collins, W. A. (2005). The Development of the Person: The Minnesota Study of Risk and Adaptation from Birth to Adulthood. Guilford Press. - Sroufe, L. A. (1997). Emotional Development: The Organization of Emotional Life in the Early Years. Cambridge University Press. Additional readings from scholarly journals and cultural perspectives will be provided		

Course Name: Diversity Training for Education, Social Work and Health Care		
Degree programme: Social work/Education and Learning in Childhood/Health care (Bachelor)		Responsible Lecturer: Anna Franze
Workload: 90 hours	Lecture hours per week: 3	ECTS Credits: 3
Course objectives: The main course objective is to get to know and discuss some effective diversity exercises. Other important objectives are to gain (or consolidate) some basic knowledge on diversity, to get to know each other, share experiences and thoughts, discuss questions and theories, to get better at diversity sensitive interaction and to help each other with communication in English and with understanding the course contents.		
Contents: Basic knowledge on diversity plus experiencing, discussing and assessing diversity exercises and other aspects of diversity trainings.		
About didactics and workload distribution: In Class: inputs, films, group tasks and exercises, discussions, excursions and others At home: small tasks of reading or researching, watching films, self-reflection, journaling and others		
Requirements for participation: Interest in diversity trainings and willingness to actively participate in group exercises, self-reflection, discussions and homework.		Course language: English
Type of exam: Portfolio/Learning diary		
Requirements for credit point allocation: Active participation in class, doing homework and writing a learning diary at home.		
Literature: There won't be much course literature, as the focus is on experiencing and discussing exercises. But I will provide literature on different aspects of diversity, diversity training and diversity exercises for everyone who wants to deepen their knowledge on certain aspects simultaneously or later on.		

Course Name: Ecological Social Work		
Degree programmes: Childhood education/social work (Bachelor)		Responsible Lecturer: Prof. Dr. Simon Güntner
Workload: 60 hours	Lecture hours per week: 2	ECTS Credits: 3
Course objectives: The course aims at introducing the field of ecological social work. It covers theoretical and conceptual foundations, history and recent examples from across the world. Students will also get a basic understanding of qualitative social research through work on various case studies.		
Contents: a) theoretical and conceptual foundations of ecological social work b) history and current issues in ecological social work b) current examples and case studies		
About didactics and workload distribution: Lectures and discussion, self-study phases and work in groups.		
Requirements for participation: Willingness to actively participate in the seminar and to conduct independent research on case studies		Course language: English
Type of exam: <u>Graded Assessment</u> 50% Class Contribution (Group Presentation): Criteria: structure of presentation, content, interaction with class 50% Term Paper: 3-page report (4000 – 5000 characters) on the subject of the group presentation. The report should be organised into an introduction, a main section and a conclusion. In the introduction, a precise question is formulated, which is then dealt with in the main part. The basic rules of scientific work apply. <u>Ungraded Assessment (Pass/Fail)</u> 50% Class Contribution (Group Presentation): Criteria: structure of presentation, content, interaction with class 50% Term Paper: 1.5-page (2000 characters) essay on the subject of the group presentation. The essay should include a precise question on the subject and a response to it. The basic rules of scientific work apply.		
Requirements for credit point allocation: Credit points are allocated on basis of active participation, presentation and/or term paper		
Literature: McKinnon, J., & Alston, M. (2017). <i>Ecological social work: Towards sustainability</i> . Bloomsbury Publishing.		

Course Name: Global Social Policy		
Degree programmes: Social work/ Education and Learning in Childhood (Bachelor)		Responsible Lecturer: Prof. Dr. Simon Güntner
Workload: 75 hours	Lecture hours per week: 2	ECTS Credits: 3
Course objectives: The course aims at providing an overview of social policy institutions and measures at global and international levels. Students will also get a basic understanding of national and local social policies through comparison.		
Contents: a) basic foundations of social policy b) global and international frameworks and institutions relevant for social policy b) national and local social policies in a comparative perspective, based on the experiences of participants		
About didactics and workload distribution: Lectures and discussion, self-study phases and work in groups.		
Requirements for participation: Willingness to actively participate in the seminar, independent research of sources		Course language: English
Type of exam: term paper		
Requirements for credit point allocation: Credit points are allocated on basis of active participation, presentation and/or term paper		
Literature: Martens, Kerstin, Dennis Niemann, and Alexandra Kaasch (eds.) (2021). International Organizations in Global Social Governance. Springer Nature. Open Access: https://doi.org/10.1007/978-3-030-65439-9		

Course Name: Psychology & Family-Centered Care: Nurturing resilience & strengthening families

Degree programmes:
Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Julia Quitmann

Workload: 90 hours

Lecture hours per week: 2

ECTS Credits: 3

Course objectives:

Upon successful completion of this module, students will be able to:

1. Understand the theoretical foundations and principles of pediatric psychology and family-centered care.
2. Analyze the psychological and social factors that influence children's adjustment to illness, hospitalization, and medical procedures.
3. Evaluate the impact of chronic and acute medical conditions on child development, behavior, and family dynamics.
4. Develop skills in assessing and addressing the psychosocial needs of children and their families in healthcare settings.
5. Apply evidence-based interventions and techniques for promoting coping, adherence to treatment, and overall well-being.
6. Appreciate the cultural and ethical considerations in providing family-centered care to diverse populations.
7. Understand the roles and responsibilities of interdisciplinary healthcare teams in delivering comprehensive care to children and families.

Contents:

This module explores the vital role of psychology in promoting the well-being of children and families within healthcare settings. Students will gain a comprehensive understanding of the psychological, social, and developmental factors that influence children's experiences with illness, injury, and healthcare interventions. It emphasizes a family-centered care approach, recognizing the profound impact of a child's health condition on the entire family system. Students will learn evidence-based strategies for supporting families, enhancing coping mechanisms, and fostering resilience in the face of medical challenges.

About didactics and workload distribution:

The module will be delivered through a combination of lectures, case studies, interactive seminars, and practical exercises.

Requirements for participation:

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Course language:

English

Type of exam:

Assessment methods may include oral presentations and group work with handouts.

Requirements for credit point allocation:

Upon weekly attendance, students will engage in discussions, group activities, and critical analysis of research findings.

Literature:

Recommended Reading:

- Kazak, A. E., Rourke, M. T., Navsaria, N., Hamby, S., & Pai, A. L. (Eds.). (2021). *Pediatric Preventive Services: Comprehensive Care for Children and Families*. Oxford University Press.
- Palermo, T. M., & Eccleston, C. (Eds.). (2020). *Pediatric Pain: An Evidence-Based Biopsychosocial Approach*. Springer.
- Roberts, M. C., & Steele, R. G. (Eds.). (2017). *Handbook of Pediatric Psychology* (5th ed.). Guilford Press.
- Kazak, A. E., Rourke, M. T., & Crump, T. A. (2003). Families and Other Systems in Pediatric Psychology. In M. C. Roberts (Ed.), *Handbook of Pediatric Psychology* (3rd ed., pp. 159-175). Guilford Press.

Additional readings from scholarly journals and cultural perspectives will be provided

Course Name: Philosophical Storytelling		
Degree programmes: Social work/ Education and Learning in Childhood (Bachelor)		Responsible Lecturer: Prof. Dr. Katrin Alt
Workload: 60 hours	Lecture hours per week: 2 (Block week and further dates during the semester)	ECTS Credits: 2
Course objectives: <ul style="list-style-type: none">• Learn about the concept of storytelling and what it means for children's narrative skills.• To get to know "Philosophizing with Children" as a didactic approach• Development and testing of an own philosophical story with the Japanese Kamishibai		
Contents: <p>In the first step, we will learn how narrative skills of children aged 0-10 develop and how these can be supported in practice by the "Storytelling" approach. In the next step, the didactic principle of "philosophising with children" is presented and possibilities for supporting children in the area of language through philosophical discussions are clarified. In the third step, the participants are introduced with the Japanese narrative theatre (Kamishibai) and then, in the final step, we develop our own philosophical stories together in small groups, evaluate them in practice and reflect on the results in the seminar. Lecturers and students from the GJU (German Jordanian University, Amman, Jordan) will take part in the seminar online as guest lectures and will enrich the seminar's content.</p>		
About didactics and workload distribution: <p>Guided discussions, team activities, lectures and field visit</p>		
Requirements for participation: <p>Students are expected to attend and participate in all class meetings.</p>		Course language: <p>English</p> <p>English skills can be practised and developed in the seminar, there is sufficient time to translate content.</p>
Type of exam: <p>Presentation of a self-developed Kamishibai story, evaluation and reflection with regard to the narrative and philosophical impulses (referring to theoretical background).</p> <p>As part of the completion of the module M 19, a small paper on reflection of the working process is expected to be integrated into the portfolio.</p>		
Requirements for credit point allocation: <p>See above</p>		
Literature: <ul style="list-style-type: none">• Alt (2019): Philosophising with Children as language promoting principle. In: Childhood and Philosophy. DOI:10.12957/CHILDPHILO.2019.42556, pp. 01 – 20• Conrad/Winter/Michalak (2021): A Case Study on Interactive Wordless Picturebooks and their Potentials within a Multilingual Classroom. In: Journal of Literary Education n. 5, DOI: 10.7203/JLE.5.20811• Chen& Chen (2022): An Innovative Practice of Storytelling with Kamishibai: A Preschool Teacher's Educational Journey around Taiwan, P 353-356		

Course Name: Strengths-based interventions with organisations and families

Degree programmes: **Social work/ Education and Learning in Childhood (Bachelor)**

Responsible Lecturer: Dr. Nancy Meyer-Adams
(Guest lecturer California State U. Long Beach)

Workload: 50 hours

Lecture hours per week: 2 days (block seminar)

ECTS Credits: 3

Course objectives:

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

Contents:

This course provides skills for intervention with socially interdependent groups as families and work teams. Emphasis is on evidenced-based interventions in a variety of settings. Professional work roles, ethics, and values will be explored.

About didactics and workload distribution:

2-day block seminar. Sessions will include interactive lectures with exercises, small group activities, and role play simulations.

Requirements for participation:

English Language skills; willingness to participate in active discussions and simulations

Course language:

English

Type of exam:

Combination of activities, role plays and reflective essay

Requirements for credit point allocation:

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

Literature:

- Fong, R. Lubben, J.E. & Barth, R.P. (Eds.) (2018). *Grand challenges for social work and society*. New York, NY: Oxford University Press.
- International Association of Social Work with Groups. (2010). *Standards for Social Work Practice with Groups*, (2nd ed.) Retrieved from <https://aaswg.org>.
- Miley, K.K., O'Melia, M.W. & DuBois, B.L. (2016). *Generalist social work practice*, (8th ed.) Boston, MA: Pearson Education.
- Pighini, M. J., Goelman, H., Buchanan, M., Schonert-Reichl, K., & Brynensen, D. (2014). Learning from parents' stories about what works in early intervention. *International Journal of Psychology*, 49(4), 263-270.
- Saleebey, D. (2012). *The strengths perspective in social work practice*, (6th ed.) Boston, MA: Allyn & Bacon.
- Stahl, B & Goldstein, E. (2010). *A mindfulness-based stress reduction workbook*. Oakland, CA: New Harbinger Publications.
- Toseland, R. & Rivas, R. (2017). *An introduction to group work practice* (8th ed.). Boston, MA: Pearson Allyn and Bacon.

Course Name: Teamwork and team building		
Degree programme: Childhood Education/Social Work (Bachelor)		Responsible Lecturer: Daniela Ulber
Workload: 90 hours	Lecture hours per week: 3	ECTS Credits: 3
Course objectives: Students will understand the complexity of teamwork, know what variables have an impact on the quality of teamwork, competences in different measures of team development.		
Contents: <ul style="list-style-type: none">types of teamsteam modelsprocesses in teamsteam developmentsolution of different problems in teams		
About didactics and workload distribution: The seminar takes place in a mixture of lectures, self-study phases and work in groups, e.g. case studies.		
Requirements for participation: Necessary: Willingness to actively participate in group exercises as well as reflections about individual roles.		Course language: English
Type of exam: Presentation (20-30 min.)		
Requirements for credit point allocation: Students are expected to attend and engage with the course sessions, prepare for set tasks and communicate and participate actively in groups, as well as reflect their own behaviour and role in teams.		
Literature: <ul style="list-style-type: none">Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions (pp. 3–90). San Francisco, CA: Jossey-Bass.Lantz, A. & Ulber, D. (2017). Why are we in a team? Effects of Teamwork and How to Enhance Team Effectiveness In N. Chmiel; F. Fraccaroli & M. Sverke (Eds), An Introduction to Work and Organizational Psychology: An International Perspective (3rd Edition, pp. 212-232). Hoboken, NJ: Wiley-Blackwell.Lantz, A., Ulber, D. & Friedrich, P. (2019). The Problems with Teamwork, and How to Solve Them. Oxford: Routledge.Mathieu, J. E., Gallagher, P. T., Domingo, M. A., & Klock, E. A. (2019). Embracing complexity: Reviewing the past decade of team effectiveness research. Annual Review of Organizational Psychology and Organizational Behavior, 6(1), 17–46. https://doi.org/10.1146/annurev-orgpsych-012218-015106Shuffler, M. L., Diazgranados, D., Maynard, M. T., & Salas, E. (2018). Developing, sustaining, and maximizing team effectiveness: An integrative, dynamic perspective of team development interventions. Academy of Management Annals, 12(2), 688–724. https://doi.org/10.5465/annals.2016.0045		