



GUIDELINES

PRACTICAL TRAINING (B.A. SOCIAL WORK)

For host universities, institutions/agencies and students

Dear colleagues, host universities, institutions/agencies, students,

Every year we encourage social work students to gain international and intercultural experience. Our curriculum allows social work students to acquire up to 60 ECTS abroad. There are different modules which allow students to undertake them abroad, such as module 8 and module 9 that are described in more detail in this guideline.

More and more host universities organise practical trainings for our students in their host country or provide our students with valuable addresses of possible agencies. We are very grateful for that support and our students are too. Furthermore EHD students can organise and look for a placement institution/agency themselves.

Being a social worker in Germany means studying social work at a higher education institution and to obtain the official state-recognition as a social worker or social pedagogue. The German government developed conditions which have to be fulfilled by graduates in order to receive the official state-recognition such as practical training hours and learning targets.

German social workers can work with addressees/clients in different social settings or even manage an agency. Their professional opportunities are not limited in the field. In other European countries it may be organised differently and different degrees in the welfare field may lead to different jobs.

Therefore we decided to develop these guidelines. We want you to know what is expected from our students while they are on placement abroad. We are aware of the fact that you cannot guarantee every learning target which is mentioned and we accept it. The guideline may also help you to inform possible agencies about future social work students coming from Evangelische Hochschule Darmstadt, University of Applied Sciences and what their learning targets are.

We hope that you also get a better insight into how social workers at EHD are trained and what their skills are after graduating from the degree programme social work.

Please feel free to get in touch with us at any time if questions arise or if you encounter any obstacles.

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Relevant professional experience

1 Aims and structure of the practical training periods

The practical training periods are a compulsory part of the bachelor's programme in social work. They introduce students to independent professional work within the field of social work. This includes in particular the ability to apply academic and professional knowledge in the practice environment as well as to integrate the knowledge gained during the practical training into the professional, supervisory and theoretical discourses. Module 8 and 9 can either be undertaken in Germany or abroad. Both practical trainings will be described in the following.

1.1 Module 8: Practical training (320 hours full-time, after the 3rd semester)

Students learn to adapt to the practical settings of social work and reflect the structure and types of relationships and roles in a practical setting. They learn to incorporate their own personality as well as their own personal study processes in their reflections and to combine it with the organisational environment, the team structures and the lives of the clients. Students learn to develop an ethnographic perspective with respect to the complexities of life histories and of client interpretations. They learn to recognize the influence of the individual organisation on the case constructions. The different types of organisation and organisational theories as well as formalized codes of conduct become part of the organisational experience.

Content:

Knowledge of types of organisations, concepts, work descriptions and administrative standards and documentation. Implementation, negotiation, maintenance and termination of work relationships in different work situations. Developing skills of well-founded scholarly descriptions and analyses of social environment and life situation of the clients. Knowledge of differences and similarities of professional and everyday interpretations. Professional communication in various settings and systems.

In addition to understanding the overall structure of the responsible bodies and the analysis of the organisation (structure, the setting of goals, mission statement, culture), there is the deepened learning of a working field of social work and the practical introduction to the procedures of the aim of social work of this practical semester. In particular, in addition to work shadowing, individual addressee-related tasks of students under instruction will be taken on independently.

Students

- will record, describe, explain and document addressee-related situations and resources in consideration of their living conditions related to socio-economic and legal questions;
- will make knowledgeable statements related to their specific working field

1.2 Module 9: A hands-on practical training period for at least 672 hours full-time in the 5th semester

Students take on tasks with increasing independence and responsibility, under on-site supervision, within the context of the work situations in the practical training. They try out the transfer of knowledge into concepts of action, as well as expand their capability for action and reflection.

Content:

An important focus of social work is the issue of the development and the effects of social exclusion. In accordance with the social work mission to facilitate the social, economic, cultural, legal and political participation of clients, practitioners of social work are able to recognize the possibilities as well as the limits of participation and utilize both in their day-to-day actions.

Consolidating practical training and reflecting on the formation of relationships and roles in relation not only to societal conditions of social work but also within the context of the organization, their team, the lives of clients and their own personality. Students continue to develop an ethnographic perspective with respect to the contextual conditions and the complexities of life histories, types of relationships and interpretations by the clients.

Students recognize organisational structures and cultures and the influence of organisation and case construction. They develop a dialectic attitude towards the implementation of work relationships, of structures of negotiations, facilitation and cooperation as well as of processes of communication and interactions within various, mostly hierarchical and unequal, settings and roles. Knowledge of their own values, and reflection thereof. Awareness of the purpose and utility of concepts, standards, work descriptions and documentation as professional instruments towards the expansion of clients' possibilities to participate and social work practitioners' possibilities of action. Awareness of the construed "reality" of reports, evaluations et al: depending on the administrative necessities and organisational structures and processes in which they are created; awareness of the potential of exclusion and stigmatisation in these documents.

The aim of this practical semester is to increase implementation, under instruction, independent of the theoretical and methodical knowledge gained from study and previous practical semesters and to broaden the students' own decision-making and reflection ability, as well as to develop individual professional roles.

Students will **deepen their decision-making and methodical ability**, in particular with regard to:

- understanding communication and interaction examples,
- the development of professional attitude,
- the use of methods and techniques in a consulting and group setting as well as in community implications,
- interventions suitable for people and situations.

Students are in a position to develop concepts, in particular with regard to:

- the design of socio-educational and social work negotiation processes and the creation of "socio-educational diagnoses",
- the planning of intervention in consideration of resources and networks,
- analysis and evaluation of organisations
- formation of action strategies
- the consideration of the living conditions and environment of addressees and the consideration of the work-field specific, social administrative, socio-economic, socio-political and legal situation.
- the assessment of the addressees' experiences of exclusion and opportunities to participate as well as their influence based on socio-educational and social work interventions with the goal of increasing their self-empowerment

Students will in particular **develop their professional role** with regard to:

- the appropriation of principles professional and ethical conduct,
- documentation of their work,
- reflection of their role and the perception of this effect on others,
- the design of relationships in various systems and hierarchies,
- the assessment of the boundaries and possibilities of their own actions,
- the assessment of scientific and theoretical statements significant to their
- specific field of work.
- the development of an attitude orientated to the field of work for trade with help and monitoring.

Students will in particular **increase their skills for reflective thinking** in:

- the perception of individual feelings, thoughts and ways of behaviour,
- the verification and reflection of own perception and points of view and their effects on others,
- personal and professional socialisation,
- relief and support opportunities in the professional environment,
- inconsistencies in the practical implementation of socio-educational action which arise from the "dual mandate".

Students can **assess themselves in a professional context**, in particular with regard to:

- the opportunities and limits of own decision-making abilities,
- their learning behaviour and opportunities,
- their potential for further development,
- their ability to influence institutions, organisations, and addressees

The practical student semester must be completed according to an educational schedule. This educational schedule individual to each student is an important tool

for the planning, managing and monitoring of the learning process and the learning objectives in the practical study semester. The educational schedule from the practice guide is to be prepared and signed together with the students within the first six weeks of the practical study semester. It requires the approval of the Evangelical High School of Darmstadt.

1.3 Absences

Students may be absent due to illness on two working days in the first practical training period (module 8) and on eight working days in the second practical training period (module 9) without causing an extension of the practical training period; any days of absence due to illness in excess of these limits result in an equal extension to the training period.

2 Practical guidance

Systematic practical guidance can be understood as a continuous teaching and learning process between the instructor and student in a professional context. This process is to be structured by the instructor in the different practical semesters and suitable forms of instruction are to be found which support the student in achieving their respective educational goals.

Practice guiding fulfils the following functions:

Teaching and explanations

- offering information, assessments and recommendations based on professional knowledge and abilities,
- transfer of knowledge and help to implement relevant knowledge in concrete practice situations.

Representation of professional identity

- showing of specialist and relationship authority,
- transparent representation of professional execution,
- explanation and reflection of individual professional actions,
- negotiation of roles and relationship.

Advice/support

- support using emphatic attention, encouragement and constructive confrontation,
- reflection and assessing systematic stimulation, professional execution and their effects on addressees considering the individual person and role in the context of relevant theory.

Critical findings/judgements

- observation of performance and the learning process,
- evaluation and feedback of the judgement,
- dealing with knowledge of their own power and assessment of the impact

Administrative classification

- classification of social work/socio-educational goals and actions in organisational, legal, planning, financial and political contexts.

3 Recognition of practical training posts

Practical semesters in modules 8 and 9 can exclusively be completed in practical training posts which are recognised as suitable by the Evangelical High School of Darmstadt in accordance with the Hessian law on state recognition of social work and workers, social educators and healing educators of 21 December 2010.

→ Link to application form: <http://www.eh-darmstadt.de/studiengaenge/soziale-arbeit/praxisreferat/praxisstellen>

Institutions can, as a rule, be recognised as suitable practical training posts if they are active in at least one field of social work and can ensure the size, staff and variety of tasks of qualified training for students and can ensure qualified practical guidance. As a rule, practical guidance can only be observed by state recognised social workers and educators with at least two years of professional experience in social work fields of activity.

4 Assessments

At the end of each practical semester in module 8 and module 9, the practical training post gives the students an assessment with the substantiated determination of whether the services provided meet the requirements.

→ Link to assessment form (module 8): <http://www.eh-darmstadt.de/studiengaenge/soziale-arbeit/praxisreferat/praxisphasen>

The assessment of the practical study semester (module 9) must give information about the learning process with learning needs and educational goals achieved which is detailed, differentiated and oriented to the educational plan.

→ Orientation schedule (module 9):

1. Framework data
(Information of the practice post and students, duration of the practical semester, time sheet)
2. Description and assessment of the students' learning process

(Tasks and field of activity of students, implementation of the training plan, including changes and additions, special tasks and situations during the practical semester, forms of instruction, acquisition and improvement of decision-making and methodical abilities, concept formation ability, evolution of the professional role, reflective ability, explicit designation of socially administrative activities and references to relevant areas of law)

3. Summary assessment of the practical semester (identified learning progress and learning requirements, assessment of learning and training objectives achieved, final evaluation of whether the learning process from the perspective of practice location has gone "successfully")

Guidance at Higher Education Institution (HEI)

5 Information on practice-oriented supervision during the practical study semester

M 9: Practice-oriented supervision at the University within the framework of 3 ECTS

Supervision is an interdisciplinary-based form of consultation which essentially deals with occupational issues and aims to promote personal, social and subject-specific skills and performance. This occurs through multi-perspective observation of relationships, roles, interactions, systems, contexts and processes; through the feedback from theory and practice, to make (self-) perceptions, attitudes and actions conscious and changeable.

Against this background, within the framework of the study course, supervision refers to:

- the individual person:

- to scrutinise individual perceptions, attitudes and values,
- to understand individual communication and interaction patterns,
- to recognise one's individual contribution to the structure of occupational relationships,
- to recognise one's individual skills and weaknesses,
- to recognise the link between individual biographic issues and current occupational aspects.

- the individual role:

- to consciously design relationships in diverse systems and hierarchies,
- to recognise the effect of one's individual occupational actions,
- to consolidate the principles of professional and ethical actions,

- to achieve increasing security in carrying out occupational implementation,
- to understand correlations in Social Work,
- to expand cooperation and the ability to work as a team,
- to expand the capacity for action during conflicts and crises,
- to recognise transference procedures and mirror phenomena.

- the recipient(s) of Social Work:

- to understand the living circumstances and environment of the recipients,
- to recognise the consequences of disadvantages and marginalisation for individuals and groups in different fields and at different levels,
- to expand one's individual skills in analysis, diagnosis and ability to take action,
- to create and shape resilient working relationships with recipients in individual and group situations,
- to plan, implement and evaluate one's own interventions in a theory-based manner, appropriate to the situation.

- the institutions and organisation of Social Work:

- to examine the possibilities and limits of Social Work/ Social Pedagogical work,
- to grasp the structures of institutions and their effects on recipients of Social Work,
- to understand the socio-economic, socio-political and legal contexts specific to the field of work and operate within them in a professional way.

- the supervision groups:

- to perceive and co-create group processes in a conscious way,
- to recognise one's individual role and mode of behaviour within the group,
- to focus on individual topics, issues, feedback responses, modes of learning and emotional sensitivities,
- to perceive and reflect on transference and mirror phenomena,
- to discover and apply self-reflection and third party reflection as an integral component of professional Social Work.

6 Information on accompanying classes during the internship semester

Depending on areas of specialisation, students will attend a course or courses which accompany their training in the range of 3 ECTS, generally speaking. The study areas are action-oriented, and may lie in areas such as:

- drug policy and drug help

- educational assistance at the intersection of youth services and child and adolescent psychiatry
- intercultural social work
- youth social work in Germany and Europe
- culture educational work in educational work with children and young people
- girls and boys as addressees of socio-educational offers of education, counselling and training
- social work in helping offenders, the homeless and social debt consulting
- social work, part of town and area
- social work and counselling of people with psychiatric illnesses
- social help for children and young people in a school context
- socio-educational action in the context of inclusion and diversity

The students' working fields (practical semesters) should adapt to each key area of study.

Appendix

I Preamble of the social work course of study

A starting point for social work is the central structural conditions of social inequalities in your respective historical and community relativity. These inequalities can be linked to certain categories such as social class or level, gender, ethnicity, disability, age, etc.

Starting mainly with Christian law on justice and peace and the image of God in people under consideration of international and ecumenical reconciliation work, we understand the social function of social work as follows:

The task is to ensure, demand and achieve community participation and equal opportunities. It should be noted that social work can simultaneously contribute to creating and solidifying community structures and the processes of social inequality and social exclusion.

The subject matter of social work is development processes and effects on social exclusion. The correlations between individual/personal and structural/political level and the related perspectives of change must be made consistently visible.

As an intermediary dimension between structural and individual level and the importance of real social constructions for social work is taken into account.

The mission of social work is to create and ensure social, economic, cultural and political participation. On the basis of multiple science-based theories and methods of social work, it is important to reflect on and further develop the scientific knowledge and practice with regard to the social function of social work. In particular, this involves:

making specialist and professional contributions to participation, self-empowerment and human dignity of each addressee, to actively understand people as their living

situation in conditions they had not chosen themselves, to confront the contradictory social demands on social work in a professional way with resource orientation and social legal action and to contribute to the creation of peaceful and solidly united communities. The course of studies is committed to a social culture which encompasses the principles of a dialogic teaching and participative learning in the course of study and apprenticeship.

II Module overview and semester structure

Semester 1	Module 0 Introduction to studies and scientific work 7 CP	Module 1 Introduction to the subject matter, history, theories and methods of social work 5 CP Annotated bibliography	Module 2 Ethics of Social Work 5 CP Poster presentation	Module 3 Social Exclusion and Participation: State – Society - Social Work 10 CP	
27 CP					
Semester 2	Module 0 Introduction to studies and scientific work 3 CP Oral presentation	Module 1 Introduction to the subject matter, history, theories and methods of social work 5 CP	Module 3 Social Exclusion and Participation: State – Society - Social Work 5 CP Essay (15 pages)	Module 4 Subject – Socialisation – Human Development 8 CP Presentation or poster presentation	Module 5 Social Security and Advocacy 12 CP Written examination
33 CP					

Semester 3	Modul 5 Social Security and Advocacy 6 CP Written examination	Modul 6 Theories, Approaches and Methods of Social Work 10 CP Oral presentation (including written paper)	Modul 7 Learning Through Research: Organisations and life-worlds 5 CP	Modul 8 Dealing Professionally with Life-worlds and Organisations 9 CP
Semester 4	Module 6 Theories, Approaches and Methods of Social Work 5 CP Oral presentation (including a written paper/handout)	Module 7 Learning Through Research: Organisations and life-worlds 9 CP Research report (Group project – 15 pages per person)	Module 8 Dealing Professionally with Life-worlds and Organisations 16 CP Oral presentation of a case study	
Semester 5	Module 9 Social Work as an Applied Science 30 CP			
Semester 6	Module 9 Social Work as an Applied Science 8 CP Colloquium Report (20-25 pages) and Colloquium Examination (30 minutes per person)	Module 10 Education and Learning 10 CP Education/Learning concept	Module 11 Ethical/Theological concepts 9 CP Position paper	Module 12 Bachelor Thesis 3 CP

Semester 7	Module 12	Module 13
	Bachelor Thesis	Practice-oriented Reflection of Social Participation and Social Exclusion
30 CP	14 CP	16 CP
	Bachelor thesis (50 pages)	Oral examination (30 Minuten), Handout

III Module 8 description: Professional action in areas of tension in communities and organisations

Study aims:

Students will design their new learning situation during the internship and reflect on the type of relationship establishment and role design against the background of their learning biography and the background of the organisation, the team, and the addressees' community. Students will develop an ethnographic view in relation to the experiences of exclusion and participation, the complexity of life stories, their significance for relations between genders and generations as well as the addressees' patterns of interpretation and will see the connection between case and organisation. Students know different normality discourses and reflect these in terms of their relevance for their own actions and for self-and external attributions. Students thus know the possibilities and limits of participation of addressees and the handling of different social organisations. They know about the different approaches to participation according to gender, ethnicity and class. Students are able to distinguish between knowledge of observation, description, explanation and justification in the entanglement of subjective interpretation patterns of addressees and the technical interpretation patterns of professionals. Students will develop a dialogic attitude in respect to the structure of work relationships, negotiation processes, mediation, networking and cooperation and are able to design communication and interaction processes in different settings and roles. Students know their own value systems and reflect these in relation to those of the addressees' organisations and their work. Students are able to identify organisational structures that promote exclusion or inclusion. Students know different types of organisations and theories and find appropriate ways of dealing with them, both in written and verbal form. They use concepts, standards, performance descriptions and documentation as professional tools.

Study content:

Communication, conducting talks and self-reflection
Normality discourse organisation types
Design/performance description/standards, creation documentation and maintaining working relations in various working fields

Skills:

Ability for self-reflection and self-management in various learning situations, social based descriptive and analytical ability with regard to addressees' community and living situation as well as with regard to environments

Ability to differentiate from professional and subjective patterns of interpretation

Ability to analyse, support and design communication in various settings

Ability to analysis organisations and ability to deal professionally with institutional tools of the organization

IV Module description: Module 9 – Social Work as an applied science**Study aims:**

Students can evaluate scientific evidence in their importance for a specific field of work. Students will have an in-depth action and methodological skills and jobs can evaluate social work theory-based, situational structured and reflexive missions, including legal, economic and socio-political knowledge and the impact of their work. Students are able to put the principles of self-empowerment into operation and participate in negotiation processes. Students can recognise and describe the effects of experience of exclusion on the addressees and their community relationships by gender, ethnicity and class. The students have set themselves apart with methods to develop the skills of the addressees to notice participation and to expand and support their scope. Students are able to form relationships in a variety of systems and hierarchies (e.g. in terms of proximity and distance) and recognise the ambivalent effects of social work on addressees (e.g. dual mandate). Students are able to design cooperations with different professional role representatives and institutions as well as with volunteers and self-help initiatives. Students can reflect on themselves, their actions and their professional role and are able to recognise their own interests in the forming of relationships and also make relationships appropriate in this context. The students have developed a professional identity and can deal with the professionalism of development, the labour market situation and their own career prospects.

Study content:

Theoretical competence with regard to the practical field of methodical ability concerning the practical field of professional development and inter-professional cooperation of workflows; relationship design in practice

Skills:

Ability, guided by theory, to act independently and autonomously in fields of social work, with special consideration of the principles of self-determination and participation, cooperation and conflict resolution skills, (self-) reflection ability and ability to care for yourself and regeneration in everyday work ability, to represent your professional role and professional interests adequately with regard to content.