

MODULE MANUAL

Master's Programme

Social Work and Pedagogy with a Focus on Psychosocial Counselling (MAPB)

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This English translation is intended to allow international readers a better understanding. It is solely for information purposes and subject to change without notice. In case of discrepancies, only the German version applies and prevails.

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Abbreviations:

SK = Faculty of Social Sciences and Cultural Studies

MAPB = master's programme Social Work and Pedagogy with a Focus on Psychosocial Counselling

Exam. = examination

SWS = credit hours per week

h = hour(s)

ECTS = credits according to the European Credit Transfer System

MaPO PB = examination regulations of the master's programme Social Work and Pedagogy with a Focus on Psychosocial Counselling

Module MB1 Interdisciplinary Fundamentals of Social Work and Pedagogy for Psychosocial Counselling

Information from the examination regulations:

Prerequisites: None

Types of examination: Oral examinations, written examinations and special types of examination (in accordance with sections 19, 20 and 21 of the framework examination regulations)

Courses:	Credit hours per week	Attendance	Self-study	Exam.	Credits
One course: Sociological Fundamentals of Social Work and Pedagogy for Psychosocial Counselling (confirmation of attendance MB1.1 in accordance with section 17 subsection 4 of the framework examination regulations)	2 SWS	26 h	52 h	-	3 ECTS
One course: Psychological Fundamentals of Social Work and Pedagogy for Psychosocial Counselling (confirmation of attendance MB1.2 in accordance with section 17 subsection 4 of the framework examination regulations)	2 SWS	26 h	52 h	-	3 ECTS
One course: Legal Fundamentals of Social Work and Pedagogy for Psychosocial Counselling	2 SWS	26 h	52 h	MB1.3	3 ECTS
Total		78 h	156 h		
	6 SWS	234 h			9 ECTS

In accordance with section 10 of the MaPO PB, the grade of this entire module accounts for 15 % of the overall grade.

Further information:

Forms of teaching:

Seminar sessions including lectures, presentations, individual work and work in small groups, casework, reading selected texts, discussions, interactive exercises, simulations, role plays, demonstrations based on film sequences and videos, method-based reflection

Language of instruction:

Mainly German

Group size:

Approximately 32

Learning outcomes:

Part 1: Sociological Fundamentals of Social Work and Pedagogy for Psychosocial Counselling

The students

- are able to recognise fundamental functional and stratification mechanisms of modern societies (such as functional differentiation, social inequality, power structure) as well as relevant implications for the development of counselling services and counselling needs, which are also reflected in existing social services,
- can perceive collective habitus patterns of the client as well as those of the counsellor in counselling settings and adopt a power-sensitive counselling attitude and practice,
- have acquired habitus-structure reflexivity as a method and attitude, which enables them to

- reflect on their own habitus considering different dimensions of diversity in a larger social and situational context,
- thus, to adequately identify and work on differences in habitus in counselling settings and mismatches between habitus and the environment and
- to support their clients in mobilising resources.

Part 2: Psychological Fundamentals of Social Work and Pedagogy for Psychosocial Counselling

The students

- understand the need for a multiperspective approach and can flexibly integrate problem- and resource-focused analyses and different courses of action,
- know essential developmental processes within a person's life as well as normative and non-normative critical incidents,
- can identify discrepancies between attitude and behaviour as well as resulting motivational ambivalences, address them in a constructive manner and encourage change processes in counselling settings,
- are sensitised to dynamic processes of interaction within groups and know moderation techniques,
- are able to identify dysfunctional cycles of conflict escalation, sensitise the parties involved to de-escalation and conflict-solving strategies,
- are able to apply their knowledge to typical settings and addressees in the context of social work and early childhood education.

Part 3: Legal Fundamentals of Social Work and Pedagogy for Psychosocial Counselling

The students

- know the legal framework of counselling, particularly in the context of social and educational fields of action, and can take these into account in counselling settings,
- understand and can apply fundamental legislation and can follow legal reasoning,
- have developed a professional self-concept and know the legal boundaries of counselling practice.

Contents:

Part 1: Sociological Fundamentals of Social Work and Pedagogy for Psychosocial Counselling

- Sociology of the development of counselling as a need and service, particularly in the field of social work
- Sociology and counselling attitude (including sociological case analyses, habitus-structure reflexivity)
- Social situation: e.g. biography, habitus, gender, diversity

Part 2: Psychological Fundamentals of Social Work and Pedagogy for Psychosocial Counselling

- Resource activation and empowerment
- Attitudes and behaviour – change processes and conditions
- Fundamentals of communication theory: models and modalities of communication
- Interaction within groups and group dynamics
- Conflict theories, conflict analysis and conflict mediation
- Developmental processes within a person's life and critical incidents
- Typical counselling settings and addressees in the context of social work and early childhood education

Part 3: Legal Fundamentals of Social Work and Pedagogy for Psychosocial Counselling

- Information and consulting obligations according to the German Social Security Code (SGB I)
- Consequences in case of incorrect information or advice
- Impact of the Act on Out-of-Court Legal Services (RDG)
- Social security data protection
- Legal fundamentals of counselling in the context of social work and pedagogy

Number of offers / offered in:

Once per academic year, generally in the winter semester (semester 1)

Person responsible for the module:

Lars Schmitt, Joachim Kosfelder, Matthias Meißner

Module MB2 Psychosocial and Clinical Diagnostics

Information from the examination regulations:

Prerequisites: None

Types of examination: Oral examinations, written examinations and special types of examination (in accordance with sections 19, 20 and 21 of the framework examination regulations)

Courses:	Credit hours per week	Attendance	Self-study	Exam.	Credits
One course of 4 SWS or two parts of 2 SWS respectively	4 SWS	52 h	104 h	MB2.1	6 ECTS
Total		52 h	104 h		
	4 SWS		156 h		6 ECTS

In accordance with section 10 of the MaPO PB, the grade of this entire module accounts for 10 % of the overall grade.

Further information:

Forms of teaching:

Seminar sessions including activating methods, lectures, discussions, exercise sessions, casework in small groups

Language of instruction:

Mainly German

Group size:

Approximately 32

Learning outcomes:

The students

- know basic principles of the diagnostic procedure,
- know the fundamentals of classification and diagnostics of the main mental disorder categories from the relevant diagnostic manuals,
- are able to develop diagnostic questions, plan suitable diagnostic processes and implement them in an academically sound manner,
- can assess diagnostic instruments applying quality criteria and critically reflect on sources of error in the diagnostic process caused by the diagnostician,
- know selected diagnostic procedures for particularly relevant issues,
- have essential communication skills relevant to diagnostic processes (e.g. active listening, exploration),
- are able to discuss the results of diagnostic processes with the clients in a transparent, appreciative and empathic manner,
- are able to deal with conflicting or ambiguous results.

Contents:

- Theoretical empirical fundamentals of diagnostics (e.g. behavioural vs personality diagnostics, status vs process diagnostics) as well as diagnostic paradigms (medical model vs behaviour orientation vs social vs systemic diagnostics) and scientific principles of the diagnostic procedure
- Structure of diagnostic procedures (e.g. fundamentals of test theory, quality criteria, implementation, diagnostic standard values and interpretation)
- Diagnostics of promotive variables in psychosocial counselling: e.g. strengths, competences and resources; motivation, goal and solution orientation:

- Fundamental knowledge as well as theoretical and empirical findings on the diagnosis of selected mental disorders and multifactorial explanatory models
- Categorical diagnostics: e.g. Diagnostic and Statistical Manual of Mental Disorders (DSM) / International Statistical Classification of Diseases and Related Health Problems (ICD), clinical interviews (SCID, DIMD)
- Dimensional psychodiagnostics: e.g. tests and test quality criteria
- Individualised diagnostics: [e.g. behavioural analysis (SORKC), behaviour monitoring, family diagnostics]
- Social diagnostics (e.g. lifeworld-oriented and reconstructive biographical diagnostics); integrative models of diagnostic case formulation
- Systemic and family diagnostics
- Diagnostic procedures for clients of different ages
- Fundamentals of the interpretation of diagnostic results

Number of offers / offered in:

Once per academic year, generally in the winter semester (semester 1)

Person responsible for the module:

Denis Köhler, Antje Hunger & Joachim Kosfelder

Module MB3 Legal Issues in Specific Counselling Contexts

Information from the examination regulations:

Prerequisites: Successful completion of module MB1

Types of examination: Oral examinations, written examinations and special types of examination (in accordance with sections 19, 20 and 21 of the framework examination regulations)

Courses:	Credit hours per week	Attendance	Self-study	Exam.	Credits
One course of 4 SWS or two parts of 2 SWS respectively	4 SWS	52 h	78 h	MB3.1	5 ECTS
Total		52 h	78 h		
	4 SWS	130 h			5 ECTS

In accordance with section 10 of the MaPO PB, the grade of this entire module accounts for 10 % of the overall grade.

Further information:

Forms of teaching:

Seminar sessions including activating methods, lectures, discussions, exercise sessions, casework in small groups

Language of instruction:

Mainly German

Group size:

Approximately 32

Learning outcomes:

The students

- know the fundamentals of counselling-related and rather conflictory fields of the law, e.g. social law, family law as well as legislation on childhood and youth support,
- are able to understand and apply legislation and analyse matters from a legal point of view,
- can use legal reasoning and are thus able to provide advice in the relevant legal areas,
- can deal professionally with clients as well as with legal and other authorities.

Contents:

Knowledge of

- welfare benefits to secure the client's basis of existence,
- social insurance,
- family law as well as
- legislation on childhood and youth support

taking into account the groups of people particularly relevant to psychosocial counselling, such as children, young people, families, disabled and older people as well as those in need of care.

Number of offers / offered in:

Once per academic year, generally in the summer semester (semester 2)

Person responsible for the module:

Elina Krause & Matthias Meißner

Module MB4 Counselling Techniques and Strategies 1

Information from the examination regulations:

Prerequisites: None

Types of examination: Oral examinations, written examinations and special types of examination (in accordance with sections 19, 20 and 21 of the framework examination regulations)

Courses:	Credit hours per week	Attendance	Self-study	Exam.	Credits
One course of 4 SWS or two parts of 2 SWS respectively	4 SWS	52 h	104 h	MB4.1	6 ECTS
Total		52 h	104 h		
	4 SWS		156 h		6 ECTS

In accordance with section 10 of the MaPO PB, the grade of this entire module accounts for 10 % of the overall grade.

Further information:

Forms of teaching:

Seminar sessions including lectures, presentations, individual work and work in small groups, reading selected texts, discussions, interactive exercises, simulations, role plays, demonstrations based on film sequences and videos, method-based reflection

Language of instruction:

Mainly German

Group size:

Approximately 32

Learning outcomes:

The students

- know the different theories and models of individual counselling and have in-depth knowledge of selected counselling models (e.g. person-centred counselling, cognitive-behavioural counselling strategies, motivating conversation techniques),
- are able to analyse, assess and compare different counselling strategies in an academically sound manner,
- can adapt different stages of the counselling process flexibly and in a suitable manner to a given situation in a typical professional context,
- are able to reflect on and create the particular conditions needed for such processes,
- have acquired the subject-specific methodological skills for individual talks and individual counselling with advice-seeking clients,
- can use the results from analyses and reflections on counselling processes in the past to develop and optimise their counselling practice in the future,
- understand their own behaviour as well as the behaviour of others in the context of the counselling models discussed,
- reflect on their own opinions and attitudes regarding counselling topics and strategies in different fields of action,
- reflect on their own understanding of the role of the counsellor and their actions based on theory – considering potential interaction with their professional role as social worker or early childhood educator, if applicable.

Contents:

- Person-centred counselling strategies: basic variables, standard forms of intervention
- Goal-oriented and motivating counselling strategies: e.g. motivational interviewing, elaboration on positive counselling goals (*epos*) / definition of goals and values (*ZWK*)
- cognitive-behavioural counselling strategies: e.g. behaviour trainings, self-management strategies, cognitive re-assessment, self-instructions, *ABC* schemes

Number of offers / offered in:

Once per academic year, generally in the winter semester (semester 1)

Person responsible for the module:

Antje Hunger, Joachim Kosfelder, Elke Kruse

Module MB5 Counselling Techniques and Strategies 2

Information from the examination regulations:

Prerequisites: Successful completion of module MB4

Types of examination: Oral examinations, written examinations and special types of examination (in accordance with sections 19, 20 and 21 of the framework examination regulations)

Courses:	Credit hours per week	Attendance	Self-study	Exam.	Credits
One course: Systemic and Group Counselling (confirmation of attendance MB5.1 in accordance with section 17 subsection 4 of the framework examination regulations)	4 SWS	52h	78h	-	5 ECTS
One course: Conflicts and Crises in Counselling	2 SWS	26 h	52 h	MB5.2	3 ECTS
Total		78 h	130 h		
	6 SWS		208 h		8 CP

In accordance with section 10 of the MaPO PB, the grade of this entire module accounts for 15 % of the overall grade.

Further information:

Forms of teaching:

Seminar sessions including lectures, presentations, individual work and work in small groups, reading selected texts, discussions, interactive exercises, simulations, role plays, demonstrations based on film sequences and videos, method-based reflection

Language of instruction:

Mainly German

Group size:

Approximately 32

Learning outcomes:

The students

- have in-depth knowledge of selected counselling models relevant to social work and early childhood education (e.g. systemic counselling, solution-focused strategies, crisis intervention),
- have fundamental knowledge of interaction in complex counselling settings and are able to relate their expertise to previous, current and future counselling processes,
- can weigh different options to adapt their counselling process flexibly and in a suitable manner to a given situation in a complex counselling context,
- are able to reflect on and create the particular conditions needed for such processes,
- have acquired subject-specific methodical skills to shape counselling settings with couples, families, teams and groups as well as advice-seeking individuals in crises and conflictory situations,
- know strategies to solve situations of interaction which are unproductive and potentially threatening themselves and/or others,
- have practised advanced skills to build counselling relationships,
- are able to analyse difficult situations in counselling settings and to adapt their own behaviour in the interaction adequately,
- have acquired knowledge of their own competences, strengths, developmental potentials and limitations in interactive counselling contexts.

Contents:

Part 1: Systemic and Group Counselling

- Strategies for systemic and group counselling: e.g. systemic strategies in counselling settings with couples and families, group trainings, work with relatives
- Resource-oriented counselling strategies: e.g. solution-focused methods

Part 2: Conflicts and Crises in Counselling

- Counselling strategies in crises: e.g. crisis intervention, suicide prevention
- Conflict resolution and mediation
- Supervision
- Difficult counselling situations

Number of offers / offered in:

Once per academic year, generally in the summer semester (semester 2)

Person responsible for the module:

Antje Hunger, Joachim Kosfelder, Elke Kruse

Module MB6 Counselling in Practice

Information from the examination regulations:

Prerequisites: Successful completion of modules MB2 and MB4

Types of examination: Reports as special types of examination (in accordance with section 21 of the framework examination regulations and section 8 subsection 3 of the MaPO PB)

Courses:	Credit hours per week	Attendance	Self-study	Exam.	Credits
One course: Supervised Practical Experience 1 including 208 h of counselling in practice (confirmation of attendance in accordance with section 17 subsection 4 of the framework examination regulations)	3 SWS	40 h	38 h	MB6.1	3 ECTS
		208 h			8 ECTS
One course: Supervised Practical Experience 2 including 78 h of counselling in practice (confirmation of attendance in accordance with section 17 subsection 4 of the framework examination regulations)	2 SWS	30 h	22 h	MB6.2	2 ECTS
		78 h			3 ECTS
Students need to complete their Supervised Practical Experience 1–2 within two consecutive semesters. The supervision courses of 2 and 3 SWS respectively also need to be completed within those two consecutive semesters. For exceptions, please check the internship regulations of the study programme MAPB (currently in German only) or contact praxis.master-pb@hs-duesseldorf.de .					
Total	5 SWS	70 h	60 h		
		356 h			
			416 h		16 ECTS

In accordance with section 10 of the MaPO PB, the grade of this entire module does not form part of the overall grade.

Further information:

Forms of teaching:

Seminar sessions including lectures, presentations, individual work and work in small groups, reading selected texts, discussions, interactive exercises, simulations, role plays, demonstrations based on film sequences and videos, method-based reflection

Language of instruction:

Mainly German

Group size:

Approximately 8

Learning outcomes:

The students

- can select adequate counselling models and strategies for concrete cases, reify and adapt them to specific target groups, particularly in social work and early childhood education,
- have applied counselling methods and techniques under supervision in an independent, professional and client-oriented manner and can adapt them to a given situation, if necessary,
- critically reflect on their own practical counselling in the context of acquired theories and counselling models and can draw academically sound conclusions for adequate options to improve future counselling situations,

- can professionally assess counselling situations observed and communicate their observations competently, using appropriate terminology from the relevant theoretical context,
- provide professional feedback in a competent, motivational and constructive manner on counselling situations and personal behavioural dispositions observed, considering the impact of their own subjective perception and interpretation and reflecting on this impact in a self-critical way,
- can conclude concrete theory-driven and empirically sound recommendations for alternative options for action and interventions in future counselling situations and communicate these recommendations competently.

Contents:

- Observation and support of currently ongoing counselling services with direct client contact
- Reflective analysis of counselling sequences and processes in the context of selected action theories in counselling
- Preparation, assistance in the process, supervision and intervision as well as follow-up and evaluation of the practical counselling sessions in different settings and contexts
- Discussion of, reflection on and promotion of the students' development in counselling practice

Number of offers / offered in:

Once per academic year, part 1 generally in the summer semester (semester 2), part 2 generally in the winter semester (semester 3)

Person responsible for the module:

Antje Hunger, Joachim Kosfelder, Elke Kruse & Stefan Roggenkamp

Module MB7 Self-Reflection

Information from the examination regulations:

Prerequisites: None

Types of examination: Oral examinations, written examinations and special types of examination (in accordance with sections 19, 20 and 21 of the framework examination regulations)

Courses:	Credit hours per week	Attendance	Self-study	Exam.	Credits
One course: Introduction and Self-Reflection (confirmation of attendance MB7.1 in accordance with section 17 subsection 4 of the framework examination regulations)	2 SWS	26 h	52 h	-	3 ECTS
One course: Self-Awareness Training (confirmation of attendance MB7.2 in accordance with section 17 subsection 4 of the framework examination regulations)	2 SWS	26 h	52 h	-	3 ECTS
One course: Personality Development and Ethics	2 SWS	26 h	52 h	MB7.3	3 ECTS
Total		78 h	156 h		
	6 SWS		234 h		9 ECTS

In accordance with section 10 of the MaPO PB, the grade of this entire module does not form part of the overall grade.

Further information:

Forms of teaching:

Seminar sessions including lectures, presentations, individual work and work in small groups, reading selected texts, discussions, interactive exercises, ethical case studies, simulations, role plays, method-based reflection

Language of instruction:

Mainly German

Group size:

Approximately 16 in parts 1 and 2; approximately 32 in part 3

Learning outcomes:

Part 1: Introduction and Self-Reflection

The students

- know the structure, requirements and resources of the study programme,
- understand the research orientation of the study programme as well as the combination of research and counselling in practice – as a guiding principle as well regarding its implications for the master's thesis,
- reflect on their self-concept in counselling and on their own as well as others' expectations regarding the role of the counsellor in counselling settings in the context of social work and early childhood education taking into account their own biographical experience, social norms and values.

Part 2: Self-Awareness Training

The students

- are aware of personal and interaction-related factors in communicative and particularly in counselling contexts,
- know their own subjective perceptive, interpretative and behavioural dispositions in interaction,

- identify the influence of their own personality on practical psychosocial counselling and can identify links between their own attitudes, experiences, norms and values and their counselling practice,
- can reflect on personal motives and their impact on social interaction and know strategies to use personal strengths in a way which helps build good professional relationships and deal with identified individual vulnerabilities.

Part 3: Personality Development and Ethics

The students

- can phenomenologically describe and ethically reflect on counselling issues,
- have developed an understanding of moral conflicts and moral dilemmas and know ethical categories such as vulnerability, justice, responsibility, care and appreciation, which they can relate to the counselling context,
- know the different sources of ethical decision-making, know their different claims to validity and use this knowledge in an active and self-reflexive manner in counselling practice,
- are aware of the asymmetries of power, position and status in counselling practice and can consider the advice-seeking clients as moral equals,
- know the discourse on diversity and intersectionality as well as the constructedness and the intersectionality of diversity categories and can critically transfer this knowledge to their own counselling practice.

Contents:

Part 1: Introduction and Self-Reflection

- Overview and organisation of the study programme
- Research orientation of the study programme (scientist-practitioner model)
- Discussion of possible issues in counselling research and first thoughts on one's own research activity (master's thesis)
- Group reflection on key aspects of one's own biographies, particularly regarding one's own education and counselling experience, resources and important topics in life
- Reflection on a viable understanding of counselling and the role of the counsellor, particularly in the context of typical counselling settings in social work and early childhood education and considering a resource-oriented conception of the human being
- Identifying and respecting one's own limitations in terms of personal and professional self-care

Part 2: Self-Awareness Training

- Understanding and experiencing one's own internal determinants of action relevant to counselling practice
- Identifying individual resources and vulnerabilities relevant to counselling and developing usage and coping potentials
- Knowledge of the significant influence of one's own personality on psychosocial counselling and identification of links between one's own attitudes, experience, norms and values and counselling practice,

Part 3: Personality Development and Ethics

- Understanding the discourse on diversity and intersectionality in the context of counselling
- Introduction to the basic philosophical and ethical concepts of counselling practice: personality, vulnerability, appreciation, justice, care and responsibility

Number of offers / offered in:

Once per academic year, Introduction and Self-Reflection as well as Self-Awareness Training generally in the winter semester (semester 1), Personality Development and Ethics generally in the summer semester (semester 2)

Person responsible for the module:

Elke Kruse, Katja Neuhoff, Antje Hunger & Joachim Kosfelder

Module MB8 Research on Counselling Practice

Information from the examination regulations:

Prerequisites: None

Types of examination: Oral examinations, written examinations and special types of examination (in accordance with sections 19, 20 and 21 of the framework examination regulations)

Courses:	Credit hours per week	Attendance	Self-study	Exam.	Credits
One course: Research on Counselling Practice 1 (confirmation of attendance MB8.1 in accordance with section 17 subsection 4 of the framework examination regulations)	2 SWS	26 h	52 h		3 ECTS
One course: Research on Counselling Practice 2	2 SWS	26 h	52 h	MB8.2	3 ECTS
Total		52 h	104 h		
	4 SWS		156 h		6 ECTS

In accordance with section 10 of the MaPO PB, the grade of this entire module accounts for 10 % of the overall grade.

Further information:

Forms of teaching:

Seminar sessions including methodological and methodical introduction in the form of lectures or presentations by the teacher, work in project groups, presentations on existing empirical work, textual work, discussions in groups or with the entire class, project-oriented work, continuous documentation of the research process in the form of research portfolios; reflection on the methods together with the entire class, presentation or poster presentation of the results of the students' work

Language of instruction:

Mainly German

Group size:

Approximately 32

Learning outcomes:

The students

- know methodical approaches to research on counselling practice,
- understand the results of selected common traditional and current empirical studies in the field of counselling, can critically assess (their own and others') research designs, choice of methods and results and draw conclusions from presented results,
- can assess the quality of the results and relate them to counselling methods and practice from their own experience (as observer or as counsellor),
- know practical research procedures to plan and implement research projects including all steps of the process,
- are able to design their own research project: development of a research question within the field of counselling for (and with) children, young people and adults of different ages, justified selection of the right research method, triangulation, if necessary, independent implementation, achievement of methodically sound insight and presentation of their research results in an appropriate manner, orally and in writing,
- can develop and secure access to the field based on the cooperation with research subjects and adequately involve all key actors,

- take responsibility for the design of the research process as a social interaction, cooperate with all the actors involved to plan, implement and evaluate the research project,
- are interested in counselling and exchange on research methods,
- are able to reflect on their role as researchers or as researching practitioners and to represent fundamental ethical research premises,
- argue in an evidence-based and theory-driven manner in professional practice.

Contents:

- Knowledge of common traditional and current empirical studies on counselling practice, quality assessment of empirical studies, development of a researching habitus as a basic attitude of an appropriate counselling practice
- Acquisition of in-depth theoretical methodological and practical methodical knowledge of empirical research on counselling practice, e.g. empirical qualitative methods and empirical-quantitative methods for data analysis
- Work on an individual research project including research question and application of one or more empirical research methods
- Well-founded reflection on methods, development of individual research questions and methodical approaches
- Documentation of the individual research experience and presentation of results in the form most suitable for the research method applied, reflection on the research project

Number of offers / offered in:

Once per academic year, part 1 generally in the winter semester (semester 1), part 2 generally in the summer semester (semester 2)

Person responsible for the module:

Joachim Kosfelder & Denis Köhler

Module MB9 Research on Counselling Practice and Quality Management

Information from the examination regulations:

Prerequisites: Successful completion of module MB8

Types of examination: Oral examinations, written examinations and special types of examination (in accordance with sections 19, 20 and 21 of the framework examination regulations)

Courses:	Credit hours per week	Attendance	Self-study	Exam.	Credits
One course	2 SWS	26 h	52 h	MB9.1	3 ECTS
Total		26 h	52 h		
	2 SWS		78 h		3 ECTS

In accordance with section 10 of the MaPO PB, the grade of this entire module accounts for 5 % of the overall grade.

Further information:

Forms of teaching:

Seminar sessions including methodological and methodical introduction in the form of lectures or presentations by the teacher, work in project groups, presentations on existing empirical work, textual work, discussions in groups or with the entire class, project-oriented work, presentation or poster presentation of the outcome of the students' testing

Language of instruction:

Mainly German

Group size:

Approximately 32

Learning outcomes:

The students

- know the essential aims, concepts and methods of quality management in counselling practice,
- know the methodical approaches to needs analysis, effectiveness and evaluation studies,
- understand the results of selected impact and evaluation research,
- are able to link quality criteria of counselling in practice to the instruments of internal and external evaluation in such a way that they lead to a positive development in counselling practice,
- can put professional discussions on various quality management and quality development systems into the context of the relevant academic discourse,
- try out selected evaluation methods in counselling practice,
- reflect on and evaluate their own actions in counselling settings based on subject-specific quality criteria.

Contents:

- Methodical fundamentals for the evaluation of tasks and challenges in counselling practice, particularly for the analysis of effectiveness of counselling strategies and methods as well as their effects on the respective target group
- Fundamentals of quality management and quality development in counselling practice, goal determination and goal definition, including the use of generally binding quality criteria for counselling practice (e.g. the criteria defined by the German Association for Counseling (DGfB)).

Number of offers / offered in:

Once per academic year, generally in the winter semester (semester 3)

Person responsible for the module:
Joachim Kosfelder & Michaela Hopf

Module MB10 Master's Thesis

Information from the examination regulations:

Prerequisites: in accordance with section 9 subsection 1 of the MaPO PB

Types of examination: Written examination in the form of a written assignment

Courses:	Credit hours per week	Attendance	Self-study	Exam.	Credits
-	-		520 h	MB10.1	20 CP
Total					20 CP

In accordance with section 10 of the MaPO PB, the grade of this entire module accounts for 20 % of the overall grade.

Further information:

Forms of teaching:

Thesis. In accordance with section 25 subsection 3 of the framework examination regulations, the prescribed period of time to complete the thesis is 12 weeks; upon justified formal request, the Examination Board may grant an extension of up to two weeks once.

The students will find further details on scope and time allowed for the completion of the thesis in separate instructions (currently in German only: *Handreichung zur Verfassung einer Masterthesis im Studiengang Soziale Arbeit und Pädagogik mit Schwerpunkt Psychosoziale Beratung.*)

Language of instruction:

Mainly German

Group size:

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Learning outcomes:

With the master's thesis, students prove that they are able to

- work independently on an assignment relevant to the subject of the master's programme,
- elaborating on module-specific details as well as the relevant cross-disciplinary overview,
- within a prescribed period of time,
- applying academic and subject-specific methodology.

Contents:

Depends on the thesis subject, which should deal with empirical research on counselling practice. In agreement with the supervisor, the master's thesis may be written in the form of a journal article that could be published framed by theoretical context and critical theoretical reflection on the results.

Number of offers / offered in:

Each semester, generally in the winter semester (semester 3)

Module MB11 Master's Colloquium

Information from the examination regulations:

Prerequisites: Successful completion of all other modules

Type of examination: Oral examination conducted by the examiners involved in the master's thesis

Courses:	Credit hours per week	Attendance	Self-study	Exam.	Credits
-	-	-		MB11.1	2 ECTS
Total					2 ECTS

In accordance with section 10 of the MaPO PB, the grade of this entire module accounts for 5 % of the overall grade.

Further information:

Forms of teaching:

Colloquium

Language of instruction:

Mainly German

Group size:

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Learning outcomes:

The purpose of the colloquium is to determine whether the examinee is capable of presenting and justifying the results of the thesis, its subject-related fundamentals and research methods as well as its cross-disciplinary and wider contexts and also judge its practical relevance.

Contents:

Addition to the master's thesis

Number of offers / offered in:

Each semester, generally in the winter semester (semester 3)