

# Syllabus

## *Course Description*

Course Title	Systemic social work
Course Code	51113
Course Title Additional	
Scientific-Disciplinary Sector	GSPS-05/A
Language	German
Degree Course	Bachelor in Social Work
Other Degree Courses (Loaned)	
Lecturers	Dr. Drs. h.c. Walter August Lorenz, Walter.Lorenz@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/125">https://www.unibz.it/en/faculties/education/academic-staff/person/125</a>
Teaching Assistant	
Semester	First semester
Course Year/s	3
CP	4
Teaching Hours	30
Lab Hours	0
Individual Study Hours	70
Planned Office Hours	12
Contents Summary	This module teaches a fundamental systemic approach to human social relationships. In particular, the nature and potential for change of linguistic competences is examined with the aim of exploring and triggering possibilities for change in problematic interpersonal relationships and especially in the family sphere through targeted systemic forms of communication. Systems theory as a sociological approach and as a theory of action describes circular processes of communication patterns, which are presented as examples. Through simulated dialogue situations in various social constellations, targeted questioning techniques are tested in accordance with different methodological approaches of

	systemic work in the social sector.
<b>Course Topics</b>	<ul style="list-style-type: none"> <li>- Basic principles of systems theory</li> <li>- Systems theory and communication processes</li> <li>- Diagnostic considerations - from linear to circular diagnoses</li> <li>- Systemic questioning techniques</li> </ul> <p>Working with families and groups</p> <ul style="list-style-type: none"> <li>- Systems theory and organisations</li> <li>- Case discussions</li> </ul>
<b>Keywords</b>	Competences in relationship work, circular social processes, social justice
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	Lectures and group discussions; conversation and counselling simulations; group presentations
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>The aim of the programme is to expand practice-oriented skills in relation to the transition from linear to circular processes by sharpening diagnostic and communicative knowledge and skills. The scientific fields of general sociology, psychology and communication sciences are applied.</p> <ul style="list-style-type: none"> <li>- Knowledge and understanding: Basic features of systems theory and its possible applications</li> <li>- Applying knowledge and understanding: Conversion into communicative competences</li> <li>- Judgement: Ability to differentiate between situations in which systemic work is appropriate.</li> <li>- Communication: Conducting conversations according to systems theory principles</li> <li>- Learning strategies: Critical reflection on everyday situations, development of application contexts through application contexts through group work on case studies</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	<p>Knowledge and understanding: Knowledge of the basic concepts of systems theory.</p> <p>Application of knowledge and understanding: Competences in systemic questioning techniques</p> <p>Judgement: Diagnostic ability to differentiate between various communicative blockages.</p>

	<p>Communication skills: The entire spectrum of introductory and change-targeted systemic forms of communication.</p> <p>Learning competences: Ability to continue training in systemic techniques.</p>
<b>Assessment</b>	<p>The examination consists of a written part (counts 80%) and an oral examination (20%).</p> <p>The written examination involves dealing with either a given or a self-selected practical situation in which the action steps must be derived and justified from systemic principles of the core literature.</p> <p>The oral examination consists of an open dialogue on the application skills of the acquired knowledge in different practical situations.</p>
<b>Evaluation Criteria</b>	<p>Precision of understanding of given written material</p> <p>Independent understanding of basic concepts</p> <p>Application skills for typical practical situations</p> <p>Critical, independent reflection on the possibilities and limitations of systemic methodology</p>
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Willemse, Joop, Von Ameln, Falko. SpringerLink, and Springer-Verlag. Theory and practice of the systemic approach : Die Systemtheorie Watzlawicks Und Luhmanns Verständlich Erklärt (2018)</li> <li>• Lieser, Caroline. Fields of practice of systemic counselling. Wiesbaden: Springer Vieweg. in Springer Fachmedien Wiesbaden , 2014. web</li> <li>• Kutz, A. (2020) Systemische Haltung in Beratung Und Coaching: Wie Lösungs- und Ressourcenorientierte Arbeit gelingt. 1st edition. Springer.</li> <li>• Simon, Fritz B. Einführung in Systemtheorie und Konstruktivismus. 5th ed. ed. Heidelberg: Auer, 2011.</li> <li>• Luhmann, Niklas, and Baecker, Dirk. Introduction to systems theory. 2nd ed. ed. Heidelberg: Auer, 2004.</li> </ul>
<b>Supplementary Readings</b>	<ul style="list-style-type: none"> <li>• Barthelmess, M. (2014) Systemische Beratung Eine Einführung für psychosoziale Berufe. 4th ed. Weinheim: Beltz Juventa.</li> <li>• Campanini, Annamaria. L'intervento Sistemico : Un Modello Operativo per Il Servizio Sociale. Roma: Carocci, 2002</li> <li>• Lüssi, P. (1998) Systemische Sozialarbeit praktisches Lehrbuch der Sozialberatung. Bern</li> <li>• Pfeifer-Schaupp, H.-U. (1997) Jenseits der Familientherapie systemische Konzepte in der sozialen Arbeit. 2nd ed. Freiburg im Breisgau: Lambertus.</li> </ul>

	<ul style="list-style-type: none"><li>• Ritscher, Wolf. Social Work: Systemic : A Concept And Its Application (2014). Web</li></ul>
Further Information	
Sustainable Development Goals (SDGs)	No poverty, Good health and well-being, Quality education, Partnerships for the goals, Reduced inequalities, Sustainable cities and communities, Peace, justice and strong institutions, Gender equality