

Syllabus

Course Description

Course Title	Community work with and in schools
Course Code	51060
Course Title Additional	
Scientific-Disciplinary Sector	GSPPS-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 https://www.unibz.it/en/faculties/education/academic-staff/person/125
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	4
Teaching Hours	24
Lab Hours	0
Individual Study Hours	76
Planned Office Hours	12
Contents Summary	In this lecture, students are introduced to the concepts of school social pedagogy and school social work (SSP) as well as the job description of "social pedagogue" in the Autonomous Province of Bolzano and in an international context. It is based on the fundamental social dimension of all educational concepts and methods as expressed in the educational systems of modern times. The correspondence between the social aspects of educational programmes and the needs of children and young people is critically examined. Based on the endeavours of reform pedagogy, the development of modern school social pedagogy is examined using various country examples. This leads to considerations of the

	<p>corresponding institutions in the Autonomous Province of Bolzano and the examination of current problem areas in educational institutions that require special school social pedagogical interventions. All theoretical considerations are aimed at imparting practical skills in this area of education.</p>
Course Topics	<ul style="list-style-type: none"> - Job profiles in school social pedagogy regionally and internationally - History of pedagogy - Currents in pedagogy - Social aspects of developmental psychology - Current stress factors affecting children and young people - Current characteristics of behavioural problems - Causes of behavioural problems in children and young people - Communication, conflict moderation, "social learning" - (Domestic/school) violence: prevention and intervention options - Dealing with conflicts - Introduction to counselling, forms of counselling - Working with parents - Cooperation with teachers and the school leadership team - Network and cooperation partners of the SSA/SSP - Educational counselling centres, supervision by the PBZ as an offer for quality assurance of the work of the SSP and their personal mental hygiene
Keywords	<p>Social pedagogy Social justice Social space</p>
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	<p>Lecture; group and partner work to deepen individual topics covered in the lecture; simulation of counselling sessions and conflict moderation; analysis of case studies, presentations by representatives of the relevant fields of practice.</p>
Mandatory Attendance	<p>In accordance with the regulation</p>
Specific Educational Objectives and Learning Outcomes	<p>The aim of the course is to teach basic pedagogical principles and specific professional competences of the SSP.</p> <p>In the lecture, students gain an insight into the concrete work of the school social pedagogue.</p> <p>They reflect on the differences between the job description and</p>

	<p>areas of responsibility of SSPs and those of teachers and acquire a basic knowledge of constructive cooperation with the respective school partners while avoiding frequently occurring divergences. Students deal with conspicuous behaviour of children and adolescents and learn strategies for school-based prevention and intervention work.</p> <p>intervention work.</p> <p>At the end of the course, students will be familiar with the cooperation partners and support systems that are important for schools and that they can draw on as future SSPs.</p>
Specific Educational Objectives and Learning Outcomes (additional info.)	<p>Knowledge and understanding: Students gain an insight into central topics of school social pedagogy and school social work. The acquired knowledge is supported by academic textbooks and texts in some aspects.</p> <p>Application and understanding: Students are able to apply the knowledge they have acquired and to argue critically in the subject area.</p> <p>Judgement: At the end of the course, students will be able to identify, analyse and assess the needs of young people and critical school situations affecting SSP and plan supportive socio-educational measures.</p> <p>Communication: Based on the information available and the knowledge acquired, students are able to develop new ideas and seek and find solutions to school problems that arise.</p> <p>Learning strategies: Students acquire sufficient learning and action strategies to be able to carry out their studies and future professional activities as SSP autonomously.</p>
Assessment	<p>Written examination: In the written examination, students deal with a case study in which they can demonstrate the concrete application of the knowledge/skills they have acquired and their resulting competences by referring to key concepts from the lectures and the recommended specialist literature. The written examination has a weighting of 80%.</p> <p>The oral examination serves to clarify and deepen critical aspects of the written work. It consists of an open dialogue aimed at the</p>

	<p>meaningfulness of the remembered knowledge and its flexible application in practical situations. It has a weighting of 20%. For students who have not regularly attended the courses, knowledge of an additional core text from the literature is assessed in the oral examination.</p>
Evaluation Criteria	<p>When assessing the written examination, the following is taken into account: logical structure and formal correctness, clear reasoning in the processing of the case study, which demonstrates the ability to apply the acquired knowledge. The integrated overall performance of the meaningful combination of theoretical knowledge and practical application is assessed, which cannot be divided into proportions.</p> <p>For the oral examination: The criteria are knowledge of the core concepts of social space-orientated social work according to the literature and the ability to apply theoretical knowledge to specific practical scenarios. What counts is the overall impression of sensibly applied theoretical knowledge and practical skills.</p>
Required Readings	<ul style="list-style-type: none"> • Karsten Speck: Schulsozialarbeit - Eine Einführung, 5th edition, Ernst Reinhard Verlag, Munich Basel 2022; • Hennig, C. & Knödler, U. (2017) Schulprobleme lösen: A handbook for systemic counselling. Beltz Publishing Group. • Annette Just: Systemische Schulsozialarbeit, Carl Auer Verlag, Heidelberg 2021;
Supplementary Readings	<ul style="list-style-type: none"> • Dittmar, V. (2023) Systemische Beratung in der Extremismusprävention Theorie, Praxis und Methoden. 1st edition. Stuttgart: Verlag W. Kohlhammer. • Florian Baier/Ulrich Deinet (2011): Praxisbuch Schulsozialarbeit: Methoden, Haltungen und Handlungsorientierungen für eine professionelle Praxis, Barbara Budrich Verlag; • Matthias Drilling (2009): Schulsozialarbeit, Haupt Verlag; • Wolfgang Lenhard (ed.) (2022): Psychische Störungen bei Jugendlichen, Springer Verlag; • Nicole Pötter/Gerhard Segel (eds.) (2009): Profession Schulsozialarbeit; VS Verlag für Sozialwissenschaften; • Beate Schuster (2017): Pädagogische Psychologie, Springer Verlag; • Schweitzer, J. (1998) Gelingende Kooperation systemische Weiterbildung in Gesundheits- und Sozialberufen. Weinheim [et al: Juventa-Verl. • Anke Spies (2011): Social work in schools. VS Verlag für

	<p>Sozialwissenschaften</p> <ul style="list-style-type: none">• Anke Spies, Nicole Pötter (2011), Einführung in das Handlungsfeld Schulsozialarbeit, VS Verlag für Sozialwissenschaften;
Further Information	
Sustainable Development Goals (SDGs)	No poverty, Good health and well-being, Peace, justice and strong institutions, Gender equality, Reduced inequalities, Quality education