

## Bachelor Social Work Summer term 2026

Social Inequality and Social Exclusion	2 ECTS
Social Work with Child and Youth	2 ECTS
Social Work Theories	2 ECTS
Seminar paper and Presentation	3 ECTS
Social Work and Asylum/Migration	2 ECTS
Critical Approaches to Racism	2 ECTS
Psychological Approaches of Children and Youth	2 ECTS
Conflict Solving, Mediation and Negotiation	2 ECTS
Child and Youth Services	3 ECTS
Elective Course	3 ECTS
Austrian Culture	2 ECTS
Individual Research Project (from 2-10 ECTS possible)	Up to 10 ECTS
Spring School -> offer by our Master Social Economy	2,5 ECTS
CIF – Council of International Fellowship (International Professional Exchange Program)	1-3 ECTS
<b>Total</b>	<b>35,5 ECTS</b>

\* Changes to the offered courses are possible.

### Application

For the application process please find all relevant information on the website of our International Office under

<https://www.fh-campuswien.ac.at/en/international/incomings.html>

**Application deadline for summer term 2026: 31<sup>st</sup> of October 2025**

## Social Inequality and Social Exclusion

The students learn about theories, concepts and explanatory models to social inequality and social exclusion on macro, meso and micro sociological levels. In the process, the relationship between society and individual are analysed and reflected through social structure, institutions/networks and social interactions with regard to their interrelation.

Furthermore, questions of normativity, normality and normalisation are dealt with from a historic and current perspective, as well as related processes of exclusion in a theoretical and practical sense. Students learn to analyse different aspects of difference from normality and deviance and reflect on them critically. Through current questions, the students learn to use an intersectional perspective on social problems in their practice in Social Work and relate them to present developments in the areas of intervention of Social Work in a reflective manner.

### Learning outcomes

The students know about theories, models and concepts of social inequality and social exclusion and relate these to the field of Social Work.

They consider Social Work under the conditions of social inequality, recognise intersectional entanglements and apply this knowledge to the development of the Social Work discipline.

They recognise the central differentiation between normalcy and deviance from a historic and current perspective, as well as the related terminology such as delinquency, neglect, anti-social behaviour, deviant behaviour etc., and reflect upon them critically.

They assign different stipulations of this difference to scientific disciplines, such as sociology, cultural studies, pedagogy, psychology and medicine, and reflect upon the underlying paradigm critically.

## Social Work with Child and Youth

The students distinguish between different approaches in the help landscape of socio-educational institutions.

They understand the importance of pedagogical relationships and the effect of group processes in this context.

They distinguish between social ideas of standardisation and subject-relatedness with regard to the framework conditions and mission of social work with children and young people.

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They determine the age-related relevance of different living environments and places of education.

They analyse current educational concepts.

### Learning outcomes

The students deal with educational theories or introductory works on social pedagogy in the change of cultural development and social modernisation processes and current practical topics.

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They receive

an overview of (social) educational institutions and educational facilities and their relevance for learning and educational processes.  
educational processes. Furthermore, they learn an overview of social pedagogical concepts and their situation-appropriate application.

## Social Work Theories

Students receive an introduction to selected theoretical approaches from recent history and contemporary Social Work, especially from the German-speaking world, taking both the theoretical developments from social pedagogy and Social Work into consideration.

Theories are analysed regarding basic premises, questions and terminology and contextualised in terms of particular problems within Social Work. They reflect upon the consequences of placing Social Work in its professional context in light of the essential disciplinary dilemmas, and discuss the meaning of different theoretical approaches for their work.

### Learning outcomes

The students are aware of selected aspects of current theoretical Social Work discourse.

They know and determine the fundamental differences in theoretical approaches. They relate theoretical insights about special problems and questions, and relate these to a professional position.

Through their engagement with concrete cases and structural problems, they recognise the professional conflicts on a theoretical level.

They reflect on conflict situations in the professional context and consciously take steps for a responsible decision-making process.

## Seminar paper and Presentation

The students write their first seminar paper in the course of this module. In the process, the possibility for an in-depth engagement with a topic from first year modules is given.

The main focus, however, does not concern the topic itself, but the academic-methodological realisation of the seminar paper.

### Learning outcomes

Based on a specific question from Social Work, the students write a seminar paper and apply knowledge and information gained from literature research, text elaboration and editing, as well as academic work.

They apply professional terminology, and research, read, comprehend, assess and edit academic literature.

They are aware of the phases of academic writing and apply this knowledge to the practice of academic writing.

They give constructive feedback and receive it in return.

They present their seminar paper to fellow students and teachers in an argumentatively plausible manner.

## Social Work and Asylum/Migration

Students learn about the reasons and dynamics of (global) migration, as well as the consequences of migration on countries of origin and destination, and engage with flight as a particular form of migration. They gain an overview of the effects of the legal conditions on the lives of migrants and refugees. They engage with the life world and life conditions of migrants and their descendants.

The relevant organisations for the professional field are presented and trans-cultural action in organisations is discussed. Through casework, intercultural competences are strengthened, and concrete approaches are elaborated on.

### Learning outcomes

Students grasp the reasons and dynamics of (global) migration, as well as the consequences of migration on the countries of origin and destination.

They understand flight as a special form of migration and its consequences for Social Work.

They discuss the effects of aliens' law on different life situations.

They distinguish organisations which are relevant for the professional field in terms of mandate, dependence on administrative action and professional autonomy.

## Critical Approaches to Racism

Racism-critical work focuses on the theoretical and practical engagement with prejudice and patterns of exclusion as elements of a culturalized and racialized construction of groups in the form of antisemitism, antimuslim racism etc.

The module creates space for a self-reflective view on intervention, institutions and structures in which racisms are (re)produced. On the basis of a fundamental understanding of the necessary creation of visibility of racisms for the generation of unequal conditions, as well as their intersectional interrelation, the structural mechanisms for exclusion are presented and questions of social equality, participation and empowerment explored.

### Learning outcomes

The students know the main features of racism theory, forms of racism and intersectional interrelation.

They determine racism-critical analysis and perspectives of intervention in their professional day-to-day work.

## Psychological Aspects of Children and Youth

This module deals with the fundamentals of human psychological development and the psycho-social conditions of change. In the process, theoretical approaches and research findings regarding the nurture-nature-debate, early childhood development, hospitalism, educational theory, concepts around developmental stages and research on resilience are conveyed.

In order to assess child-related problems, instruments of development diagnostics, learning disabilities, learning difficulties and traumatizing situations of stress, are presented.

Problems relating to Social Work with children and youth are highlighted from a psychological perspective.

## Conflict Solving, Mediation and Negotiation

In this module, an overview of working with conflict is given. Causes, phases and escalation stages are discussed. Personal conflict styles are reflected upon. The structure and sequence of a constructive conflict conversation is elaborated through conflict analysis tools and conflict resolution strategies, with the help of methods of intervention (like conflict moderation). Goals, areas of implementation, phases and principles of mediation, as well as basic attitudes within mediation are taught. Mediation techniques and their possibilities and limitations within Social Work are presented and tried out through role playing. Approaches for dealing with conflict through mediation are elaborated upon. An insight into the preparation and implementation of negotiations in private and professional contexts is given (i.e. as a resource to establish support systems in the area of Social Work). Helpful communication models for de-escalation and further communication and negotiation techniques are applied.

### Learning outcomes

The students know mediation conflict resolution strategies and methods in the case of conflicts between clients.

They differentiate and name possible causes for conflict and their dynamic.

They pay attention to differing interests of the parties involved during negotiations.

They reflect upon their own conflict style and transfer it to their practice.

They have practiced negotiation conversations.

## Child and Youth Services

The students receive an introduction to the fundamentals and areas of responsibility of child and youth services. They engage with family related work, systems, structures, functions and roles. As symptom-bearing members, children are at the centre of the professional analysis and support planning (i.e. support in questions of parenting, imparting family supportive offers). Furthermore, an introduction into the specific problem areas of parents who have fallen ill, violence in the family, parental custody and the arrangement of contact, is given.

Regarding the problem of endangerment to the welfare of the child, the students learn about its conceptual definitions, steps within the intervention procedures and the breadth of strategic solutions, taking material disadvantages into consideration. The emphasis is placed on the fundamentals of social diagnostics, child protection, working with family law, as well as aspects of return to undivided parenting.

### Learning outcomes

Students determine and recognize the fundamentals and areas of responsibility of child and youth services.

They reflect upon steps within the intervention procedure, as well as the breadth of strategic solutions to the endangerment of the welfare of children.

They relate fundamentals of social diagnostics, child protection, working with family law, as well as aspects of return to cases of undivided parenting, with regard to the requirements of support planning.

In their casework they engage with current challenges of families faced with multiple problems, including a multicultural perspective, and are able to assess hazardous situations for children and youth.

## Austrian Culture Course

The programme for the summer term is in preparation. Please see the attached file with the programme for this winter term.

## Individual Research Project

Please see the pdf. attached.

## Spring School

Topic for summer term 2026 in preparation.

### Spring School 1 ILV

1.5 SWS 2.5 ECTS

#### Lecture contents

- presentation and discussion of
- current topics related to the social economy and social work with national and international relevance
  - national and international research results
  - best practice models from Austria and abroad
  - changing socio-political and legal framework conditions and their impact on the social economy and social work
  - innovative, alternative, sustainable social economy services and business models

#### Assessment methods

Continuous assessment  
reflection on the central findings and implications for one's own field of action

#### Teaching methods

lectures, group work, discussion, work assignments with (peer) feedback

#### Language

German-English

## CIF – Council of International Fellowship

IPEP – International Interprofessional Exchange Program

<https://www.cifaustria.at/ipep>

More details will follow.