



**Evangelische
Hochschule Hessen**

University of Applied Sciences



GUIDELINES

PRACTICAL TRAINING (B.A. SOCIAL WORK 02.12.2019)

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 11 and module 12 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 EHH 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 Hessen, University of Applied Sciences and what their learning targets are.

We hope that you also get a better insight into how social workers at EHH 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.

Darmstadt, 16 April 2026

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Relevant professional experience

1 Internship Objectives

The integrated internships aim to introduce the Student to independent professional activity in the field of social work and guarantee a critical reflection on the knowledge acquired at the University and in the internships under the conditions of supervised practical work. They particularly aim to provide candidates with the skills required to use both scientific findings and professional knowledge in their chosen profession and to incorporate the knowledge acquired during their internships into their professional, supervisory and academic discourse. The occupational role should be reflected in the area of conflict between their professional self-image, societal function and the circumstances of the subjects of the social work. The internship should also provide a transparent insight into the structural and institutional connections between social exclusion and participation in practical social work. The practical challenge of the internship is to develop a professional and reflective approach to handling the ambivalences, contradictions and conflicts of interest involved in practical social work.

1.1 Module 11: Practical training (320 hours full-time)

Objectives, Scope and Content of the Internships (Module 11):

Objectives

- For students to actively shape their new situation at their place of practical learning and training and to reflect on how they establish relationships and take on roles both against the background of their learning biography and against the background of the organisation, the team and the circumstances of the subjects of their work
- For students to develop an ethnographic perspective with regard to the experiences of exclusion and participation, the complexity of life stories, their significance for the development of relationships between genders and generations and the interpretative models of the subjects, as well as to recognise [IN1] the connection between a case and organisation
- For students to reflect on different discourses on normality in terms of their relevance for their own actions and for self-attribution and attribution by others
- For students to acquire knowledge of different organisational types and organisational cultures and to develop appropriate written and oral forms of address and communication
- For students to use [IN2] concept development, standards, work descriptions and documentation as professional tools

Content

- Establishing, developing and maintaining professional working relationships in different fields of activity and settings
- Knowledge of organisational types and cultures, developed concepts, work descriptions, standards and documentation
- Well-founded sociological descriptions and analyses with regard to the living

- environments and circumstances of the subjects and in terms of social spaces
- Differentiating between professional and subjective interpretative models
- Professional communication in different settings and systems

Absences

In the case of absences from their internship due to illness, students must catch up on any absences exceeding 16 hours.

1.2 Objectives, Content, Training Planning and Scope of the Internship Semester (Module 12)

Objective

- The internship semester is usually completed with the same Internship Host as the study group internship. Under supervision, the Student must complete tasks for the internship host, becoming increasingly independent and responsible as they do so; try to translate this knowledge into action plans; expand their skills and ability to reflect and critically reflect on the knowledge acquired at the University and in the areas of practical work.

Content

- The process of origin and impacts of social exclusion are a central subject in the field of social work. In accordance with the purpose of social work to establish and guarantee social, economic, cultural, legal and political participation, it is important to recognise the opportunities and limits of participation and make them the subject of the action taken in practice.

In specific terms, this is achieved by:

- gaining more in-depth practical experience and reflecting on the establishment of relationships and development of roles against the background of the societal requirement of social work, organisation, a student's own personality, the team and the circumstances of the subjects of social work
- further developing an ethnographic perspective with regard to the contextual requirements and complexity of life stories and the types of relationship and interpretative models of the subjects
- recognising organisational structures and cultures and thus the connection between organisation and case construction
- developing a dialogue-based approach with regard to the establishment of working relationships, negotiation processes, mediation, cooperation and shaping communication and interaction processes in different settings and roles that generally have hierarchical structures and are characterised by power imbalances
- having knowledge of and reflecting upon one's own value orientation
- using concept development, standards, work descriptions and documentation as professional tools to expand the participation opportunities of the subjects and the freedom of activity of practical social work
- being able to recognise reports, expert opinions, etc. as a constructed 'reality' created by administrative requirements and organisational structures and

processes and evaluate their potential exclusionary and stigmatising effects. Furthermore, the students should expand their established knowledge of the relevant German fields of law against the background of state-specific characteristics and based on examples.

Training planning

The internship semester must be carried out based on an individual training plan. This plan will be agreed upon between the degree course in Social Work, represented by the study group leader, and the Internship Host in consultation with the supervisor and the Student and factors in the Student's previous development within the first six weeks of the internship. The plan constitutes a significant tool for the planning and monitoring of the learning objectives and learning process. **The training plan also specifies socio-administrative aspects of the internship and references to relevant legal areas of social work.**

Scope

The internship semester (M 12) normally involves an internship block of at least 688 hours over six months plus a preparation and evaluation Seminar at the home University as well as courses accompanying the intership.

Time frame

The internship semester is normally completed between the fourth and sixth semesters. It usually does not commence before 1st September and ends on 31st March in the following year at the latest.

Absences

In the case of absences from their internship due to illness, students must catch up on any absences exceeding 64 hours.

Leave

The holiday leave is based on the arrangements of the internship host, but a minimum total of 688 internship hours must be worked.

Remuneration

The University expects the bodies responsible for internship hosts to pay students an expense allowance of 650 euros per month during the internship semester.

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 11 and 12 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 2 December 2019.

→ Link to application form:

<https://www.eh-darmstadt.de/studiengaenge/soziale-arbeit-bama/praxisreferat-soziale-arbeit/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 11 and module 12, 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 11):

<https://www.eh-darmstadt.de/studiengaenge/soziale-arbeit-bama/praxisreferat-soziale-arbeit/integrierte-praxisphasen/>

The assessment of the practical study semester (module 12) 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 12):

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 12: 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

1. Sem	Modul 1	Modul 2	Modul 3	Modul 4	Modul 5	Modul 6
Title	Introduction to the course of studies and academic work	Introduction to topic, history as well as theories and methods of Social Work	Social exclusion and participation: State-Society-Social Work	Ethical mappings	Social insurance and social advocacy	Cultural, artistic-aesthetic education
31 CP	7 CP	10 CP	5 CP	5 CP	2 CP	2 CP
exam		Written elaboration (6-8 text pages) (ungraded)		Written synopsis of positions (6-8 text pages)		

2. Sem	Modul 1	Modul 3	Modul 7	Modul 5	Modul 6
Title	Introduction to the course of studies and academic work	Social exclusion and participation: State-Society-Social Work	Subject - Socialization - Development	Social insurance and social advocacy	Cultural, artistic-aesthetic education
29 CP	3 CP	10 CP	5 CP	8 CP	3 CP
exam	Oral presentation of a situation analysis (ungraded). Usually a group examination (20 minutes per person)	Written homework assignment (15 text pages)	Visualized presentation (15 minutes per person)	Examination (1-part examination)	Presentation and a written design of conceptual reflections. Usually as group examination (5-7 text pages per person)

3. Sem	Modul 11 Professional Social Work between lifeworld and organisation 10 CP		Modul 8 Research-based learning 5 CP	Modul 5 Social insurance and social advocacy 8 CP Written examination (1- part examination)	Modul 9 Education and learning 7 CP Didactic conceptions (15 text pages)
4. Sem	Modul 11 Professional Social Work between lifeworld and organisation 15 CP Oral presentation of a case, situation or project analysis. Individual or group examination. (20 minutes per person)	Modul 10 Interventions and methods of social work 5 CP Lecture notes or oral presentation	Modul 8 Research-based learning 10 CP Research report. Usually as group work (15 text pages per person)		
5. Sem	Modul 12 Social Work as an applied science 30 CP				
Title					
30 CP					
exam					

6. Sem	Modul 12	Modul 13	Modul 14		Modul 15
Title	Social Work as an applied science	Theories and sociological foundations of Social Work, including references to current socio-political events.	Conceptions in ethics or theology		Bachelor Colloquium
30 CP	8 CP	10 CP	10 CP		2 CP
exam	Colloquium work (20 text pages). Individual or group colloquium examination (20 min. per person).	Oral presentation and written elaboration of a theory-based research question. Individual or group examination. (10-12 text pages per person)	Written position paper (12-15 text pages)		
7. Sem	Modul 17		Modul 16		Modul 15
Title	Practice-related reflections on participation and social exclusion.		Professionalism and gender in Social Work		Bachelor Colloquium and Bachelor Thesis
30 CP	10 CP		8 CP		12 CP
exam	Oral examination with written synopsis of positions (30 minutes)		Documentation of a group discussion (30 minutes)		Bachelor thesis (50 - 55 text pages)

III Module 11 description: Professional action in areas of tension in communities and organisations

Qualification objectives / Skills and expertise:

- The students will actively shape their new situation in their practical setting as a source of learning and training. They will reflect on how they establish relationships and take on roles both against the background of their learning biography and against the background of the organisation, the team and the

circumstances of the subjects/service users.

- The students will develop an ethnographic perspective with regard to the experiences of exclusion and participation, the complexity of life stories, their significance for the development of relationships between genders and generations and the interpretative models of the subjects/service users, and will recognise the connection between a case and an organisation.
- The students will acquire knowledge of different discourses on normality and reflect on them in terms of their relevance for their own actions and for self-attribution and attribution by others.
- The students will become familiar with the possibilities and limitations of the participation of the subjects/service users and how different social organisations deal with them. Within this framework, they will get to know different ways of accessing participation based on structural categories such as gender, age, ethnicity and class.
- The students will be able to identify organisational structures that promote or prevent exclusion or participation.
- The students will be able to differentiate between observational, descriptive, explanatory and conditional knowledge and between subjective interpretative models of subjects/service users and technical interpretative models of professionals.
- The students will learn how to differentiate between professional and subjective interpretative models.
- The students will develop a dialogue-based approach with regard to the establishment of working relationships, negotiation processes, mediation, networking and cooperation. They will be able to analyse, accompany and shape communication and interaction processes in different settings and systems.
- The students will familiarise themselves with their own value orientations and reflect on them in relation to the value orientation of the subjects/service users and the organisations involved in their work.
- The students will acquire knowledge of different organisational types and organisational cultures and develop appropriate written and oral forms of address and communication.
- The students will get to know different organisational theories and develop the ability to analyse organisations and to handle institutional tools professionally.
- The students will use concept development, standards, work descriptions and documentation as professional tools.
- The students will develop the ability to self-reflect and self-manage in different learning situations.
- The students will learn how to produce well-founded sociological descriptions and analyses with regard to the personal environments and circumstances of the subjects/service users and in terms of social spaces.

Module content:

- Communication, conversation and self-reflection
- Establishing, developing and maintaining professional working relationships in different areas of activity and settings
- Concept development, work descriptions, standards and documentation
- Analysis and reflection
- Discourses on differences and normality
- Principles of organisational theory

IV Module 12 description: Social Work as an applied science

Qualification objectives / Skills and expertise:

- The students will be able to evaluate scientific statements in terms of their significance to a specific area of activity in the field of social work.
- The students will acquire in-depth methodological expertise and learn how to work autonomously. They will be able to tackle tasks in the field of social work with a theory-based, situationally structured and reflective approach while incorporating their legal, economic and socio-political knowledge and to evaluate the impact of their work.
- The students will learn how to operationalise the principles of self-determination and participation in negotiation processes.
- The students will be able to perceive and describe the effects of exclusion experiences on the subjects/service users and their relationships in their personal environments with regard to social class or stratum, gender, ethnicity, (dis)ability, age, health, illness etc. with a differentiated approach.
- The students will explore methods of social work that they can use to support the skills and abilities of the subjects/service users when perceiving participation and expanding their freedom of activity.
- The students will be able to shape relationships in multifaceted systems and in hierarchies and will learn how to recognise the ambivalent impacts of social work on the subjects/service users.
- The students will learn how to develop cooperative relationships with representatives of different professions and institutions and with civil society initiatives (honorary and voluntary workers and actors, self-help initiatives).
- The students will be able to reflect on their actions and professional role and learn how to appropriately establish professional working relationships.
- The students will develop a professional identity and be able to explore the development of professionalism and their own career prospects.
- The students will acquire the ability to work on tasks in the field of social work with a theory-based approach and take individual responsibility for their work to a large extent with special consideration of the principles of self-determination and participation.
- The students will acquire cooperation skills and the ability to handle conflicts.
- The students will be able to demonstrate self-care competence and an ability to (self-)reflect in their day-to-day work.
- The students will learn how to appropriately perform their own professional roles and suitably represent their professional interests.

Module content:

- Theoretical expertise with regard to the area of activity of social work
- Methodological expertise with regard to the area of activity of social work
- Occupational role and interprofessional cooperation
- Socio-administrative work processes
- Establishing relationships in practical settings as a source of learning and education