

CV – Professor Heidrun Schulze

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Curriculum Vitae

Heidrun Schulze, born in 1958, studied Social Work at the University of Bamberg and Social Therapy at the University of Kassel. She was trained in systemic intercultural counseling and therapy and in the specific approach of »Narrative Therapy« (Canada/USA). She has worked as therapist at an intercultural unit for the treatment of migrants with psychosomatic and mental illnesses for 12 years.

Her PhD thesis, a research work based on an analysis of phenomena of disease in a migration context, was a biographical study of Turkish migrants as inpatients and outpatients. The research project spans the tightrope between medical diagnostics in the interface of sociological / psychological case studies in conjunction with the question of their practical value in professional settings.

She has lectured on »The Specifics of Case Analysis in the Interface of Social Sciences and Human Sciences« at the University of Kassel for 8 years.

She was also engaged as psychotherapist at the psychosocial counseling unit of the University of Kassel, where she worked with and published on the biographical-narrative approach in counseling and therapy.

Since 2007, she has lectured at RheinMain University of Applied Sciences, Department of Applied Social Studies.

She is International Program Coordinator of the Applied Social Studies Departments at RheinMain University of Applied Sciences.

Main Research Fields

- Methodology and Methods of Qualitative Research
- New Childhood Research / Contextual Children Research / Children's Rights
- Biography Research, Biographical Case Studies
- Reconstructive Methods in Social Work
- Migration Racism and Illness
- Biographical Diagnostics
- Psychosocial Traumatology
- Professionalism
- Narrative Practice

Publications

Books

Dörr, Margret, Füssenhäuser, Cornelia & Schulze, Heidrun (Eds.) (2015). *Biografie und Lebenswelt. Perspektiven einer Kritischen Sozialen Arbeit [Biography and lifeworld. Perspectives of critical social work]* (Series: Perspektiven kritischer Sozialer Arbeit, Vol. 20). Wiesbaden: Springer VS.

Schulze, Heidrun, Höblich, Davina & Mayer, Marion (Eds.) (i.prep.). *Macht – Diversität – Ethik in der Beratung. Wie Beratung Gesellschaft macht [Power – diversity – ethics. How counseling makes society]*. Opladen: Budrich.

Chapters in Books

Gahleitner, Silke Birgitta & Schulze, Heidrun (2015). Psychosoziale Diagnostik [Psychosocial diagnostics]. In Regina Rätz & Bettina Völter (Eds.), *Wörterbuch Rekonstruktive Soziale Arbeit* (Series: Rekonstruktive Forschung in der Sozialen Arbeit, Vol. 11; pp. 180-182). Opladen: Budrich.

Goebel-Krayer, Elisabeth & Schulze, Heidrun (i.pr.). Rekonstruktion und Ko-Konstruktion in der Narrativen Supervision und Intervision [Reconstruction and co-construction in narrative supervision and intervision]. In Julia Franz, Ute Reichmann & Bettina Völter (Eds.), *Rekonstruktiv denken und handeln. Rekonstruktive Soziale Arbeit als professionelle Praxis* (Series: Rekonstruktive Forschung in der Sozialen Arbeit, Vol. 14). Opladen: Budrich. (to be published in december 2015)

Höblich, Davina, May, Michael & Schulze, Heidrun (2015). Versagte Anerkennung als Ausschlusspraxis Sozialer Arbeit [Denied recognition as a practice of exclusion in social work]. In Kommission Sozialpädagogik (DGfE) (Ed.), *Praktiken der Ein- und Ausschließung in der Sozialen Arbeit* (Series: Veröffentlichungen der Kommission Sozialpädagogik; pp. 107-123). Weinheim: Beltz Juventa.

Schulze, Heidrun (2015). Beratung Macht Gesellschaft. Überlegungen, wie Beratung Gesellschaft macht [Counseling – power – society. Considerations how counseling makes society]. In Deutsche Gesellschaft für Beratung (DGfB) (Ed.), *Beratung M(m)acht Gesellschaft. Tagungsreader zum Kongress 30.-31. August 2013* (pp. 13-25). Köln: DGfB. Online available: http://www.dachverband-beratung.de/dokumente/DGfB_Tagungsreader_2013.pdf [08.07.2015].

Schulze, Heidrun (i.Dr.). Biografische Fallrekonstruktion [Biographical case reconstruction]. In Günther Mey & Katja Mruck (Hrsg.), *Handbuch Qualitative Forschung in der Psychologie* (2., überarb. Aufl.). Wiesbaden: Springer VS.

Schulze, Heidrun (2015). Narrative Intervision [Narrative intervision]. In Regina Rätz & Bettina Völter (Eds.), *Wörterbuch Rekonstruktive Soziale Arbeit* (Series: Rekonstruktive Forschung in der Sozialen Arbeit, Vol. 11; pp. 45-147). Opladen: Budrich.

Schulze Heidrun (2015). Narrativ-reflexive Beratung [Narrative-reflexive counseling]. In Regina Rätz & Bettina Völter (Eds.), *Wörterbuch Rekonstruktive Soziale Arbeit* (Series: Rekonstruktive Forschung in der Sozialen Arbeit, Vol. 11; pp. 152-155). Opladen: Budrich.

Schulze, Heidrun, Bialek, Julia & Witek, Kathrin (i.prep.). Partizipation reviewed: Unsichtbare Machtverhältnisse in der Beratung mit Kindern [Participation reviewed: Invisible balance of power in counseling with children]. In Heidrun Schulze, Davina Höblich & Marion Mayer (Hrsg.), *Macht – Diversität – Ethik in der Beratung. Wie Beratung Gesellschaft macht*. Opladen: Budrich.

Schulze, Heidrun & Goebel-Krayer, Elisabeth (2015). Narrative Supervision [Narrative supervision]. In Regina Rätz & Bettina Völter (Eds.), *Wörterbuch Rekonstruktive Soziale Arbeit* (Series: Rekonstruktive Forschung in der Sozialen Arbeit, Vol. 11; pp. 147-150). Opladen: Budrich.

Schulze, Heidrun, Mantey, Dominik & Witek, Kathrin (i.pr.). Gewalt und Sprache: Zu Mikropraktiken von Rassismus in der Beratung [Violence and language: micro-practices of racism in counseling]. In Claudia Equit, Axel Groenemeyer & Holger Schmidt (Eds.), *Situationen der Gewalt*. Herbolzheim: Centaurus.

Schulze, Heidrun & Witek, Kathrin (i.pr.). Rekonstruktiv denken und handeln als Praxis der Beteiligung von Kindern [Reconstructive thinking and acting as practice of children's participation]. In Julia Franz,

Ute Reichmann & Bettina Völter (Eds.), *Rekonstruktiv denken und handeln. Rekonstruktive Soziale Arbeit als professionelle Praxis* (Series: Rekonstruktive Forschung in der Sozialen Arbeit, Vol. 14). Opladen: Budrich. (to be published in december 2015)

Journal Articles

Reitemeier, Ulrich, Schulze, Heidrun & Witek, Kathrin (2015). „Wir wissen nicht, wie wir mit diesen Kindern reden sollen“ – Forschung für eine kinderrechtsbasierte Gesprächspraxis [„We do not know how to talk to these children“ – Research for a children’s rights based way of conversation]. *Sprachreport*, 31(2), 24-32.

Schulze, Heidrun, Reitemeier, Ulrich & Bialek, Julia (i.pr.). (Anwendungs-)Potenzial gesprächsanalytischer Forschung für eine kinderrechtsbasierte Gesprächs- und Beratungspraxis. Eine mikroanalytische Untersuchung über Beteiligung und Befähigung von Kindern in institutionellen Beratungsgesprächen [(Application) potential of discourse analytical research: for counseling and consultancy practices based on children’s rights. A microanalytical analysis of the participation and enabling of children in institutional counseling processes]. *Journal für Psychologie*. (submitted)

Schulze, Heidrun & Witek, Kathrin (2015). Mit Kindern und Jugendlichen über Gewalt sprechen. Reflexion eines Forschungsprojektes mit Schulklassen und Überlegungen für die Praxis [Talking about violence to children and adolescents. Reflection of a research project with school classes and considerations for practice]. *Diskurs Kindheits- und Jugendforschung*, 10(3), 345-351. Online available: <http://www.budrich-journals.de/index.php/diskurs/article/download/20189/17573> [22.09.2015].

2014

Chapters in Books

Schulze, Heidrun (2014). Unsichtbares sichtbar machen. Zur Wiedererschließung von Handlungsfähigkeit traumatisierter Kinder und Jugendlichen im Beratungsprozess [Invisible made visible. Redevelopment of acting capacity in traumatized children and adolescents]. Michaela Köttig, Herbert Effinger, Stefan Borrmann, Silke Birgitta Gahleitner, Björn Kraus & Sabine Stövesand (Eds.), *Wahrnehmen – analysieren – intervenieren. Zugänge zu sozialen Wirklichkeiten in der Sozialen Arbeit* (Series: Theorie, Forschung und Praxis der Sozialen Arbeit, Vol. 9; pp. 173-184). Opladen: Budrich.

Journal Articles

Schulze, Heidrun (2014). Handeln, erzählen, verstehen. Bedingungen schaffen für das Sprechen und anerkennende Hören von Kindern, die Gewalt erlebt haben [Act, narrate, understand. To create conditions for narrating and appreciative hearing of children]. *systema*, 28(1), 8-33.

Schulze, Heidrun (2014). Ratifizierung der UN-Kinderrechtskonvention [Ratification of the UN Convention on the Rights of the Child]. *Journal der Hochschule RheinMain*, 12(2), 28-29. Online verfügbar: <https://www.hs-rm.de/de/hochschule/ueber/presse-und-oeffentlichkeitsarbeit/journal/index.html> [18.07.2015].

Schulze, Heidrun & Witek, Kathrin (2014). Beschämung statt Bildung? Wie im Beratungsgespräch aus Missachtungserfahrungen Selbstwirksamkeit konstruiert wird [Humiliation instead of education? How self-efficacy is constructed from experiences of contempt in the counseling process]. *Sozial Extra*, 38(3), 50-53.

Schulze, Heidrun & Witek, Kathrin (2014). Speaking with, listening to and holding discussions with children on the topic of violence in school. Research findings and points to be considered for practical application. *Teacher Education*, 23(2), 79-92.

Online Articles

Schulze, Heidrun (2014). *BeKinBera erhält Feedback aus der Praxis: Fachkräfte zwischen Theorie und Praxis* [BeKinBera receives feedback from practice: Specialized social workers between theory and practice]. Online available: <http://bekinbera.de/tagungen/wiesbaden2014.html> [09.03.2015].

2013

Chapters in Books

Schulze, Heidrun (2013). Narrative Beratung und biografische Übergänge: Diskurskritik im Beratungsdiskurs [Narrative counseling and biographic passages: Discursive critique in counseling discourses]. In Andreas Walther & Marc Weinhardt (Eds.), *Beratung im Übergang: Zur sozialpädagogischen Herstellung von biographischer Reflexivität* (Series: Übergangs- und Bewältigungsforschung; pp. 47-66). Weinheim: Beltz Juventa.

2012

Books

Schulze, Heidrun, Loch, Ulrike & Gahleitner, Silke Birgitta (Eds.) (2012). *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* [Social work with traumatized people – Plea for a psychosocial approach in traumatology] (Series: Grundlagen der Sozialen Arbeit, Vol. 28). Baltmannsweiler: Schneider.

Chapters in Books

Loch, Ulrike & Schulze, Heidrun (2012). Aufmerksamkeitslinien in der traumaintegrierenden Sozialen Arbeit [Lines of attention in trauma-integrative social work]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Eds.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 59-114). Baltmannsweiler: Schneider.

Loch, Ulrike & Schulze, Heidrun (2012). Zum Forschungsdesign [Research design]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Eds.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 54-58). Baltmannsweiler: Schneider.

Schulze, Heidrun (2012). Alltag als Kerndimension Sozialer Arbeit mit traumatisierten Menschen [Daily life as a core dimension of social work with traumatized people]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Eds.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 115-150). Baltmannsweiler: Schneider.

Schulze, Heidrun (2012). Fortsetzung der Traumatisierungskette versus Unterbrechung: Herausforderung in der Arbeit mit Flüchtlingskindern [Continuing vs. breaking the traumatization: Challenge in working with refugee children]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Eds.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 81-97). Baltmannsweiler: Schneider.

Schulze, Heidrun (2012). Selbstverständnis der Arbeit mit traumatisierten Menschen im ambulanten Setting [Self-image of work with traumatized people in outpatient settings]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Hrsg.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 63-71). Baltmannsweiler: Schneider.

Schulze, Heidrun & Kühn, Martin (2012). Traumaarbeit als institutionelles Konzept: Potenziale und Spannungsfelder [Trauma work as institutional concept: potentials and tensions]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Eds.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 166-185). Baltmannsweiler: Schneider.

Schulze, Heidrun, Loch, Ulrike & Gahleitner, Silke Birgitta (2012). Psychosoziale Traumatologie – eine Annäherung [Psychosocial traumatology – an approach]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Eds.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 1-5). Baltmannsweiler: Schneider.

Journal Articles

Schulze, Heidrun & Zimmermann, Petra (2012). »Ein Ort wo ich einfach sein kann«. Autonomie statt Entmündigung als Institutionskonzept im Kontext sexualisierter Gewalterfahrung [»A place where I simply can be«. Autonomy instead of disempowerment in contexts of experienced sexual violence]. *Sozial Extra*, 36(5/6), 20-23.

2011

Chapters in Books

Schulze, Heidrun (2011). Doing Biography: Vom Blick auf den Fall zum Blick auf sich selbst. Krankheitserzählungen zwischen Aneignung und Enteignung [Doing biography: From viewing the case to viewing the self. Narrating illness between appropriation and expropriation]. In Gerd Jüttemann (Ed.), *Biographische Diagnostik* (pp. 292-300). Lengerich: Pabst.

Journal Articles

Loch, Ulrike & Schulze, Heidrun (2011). (Handlungs-)Räume der Sozialen Arbeit mit traumatisierten Erwachsenen [(Action) spaces of social work with traumatized adults]. *Theorie und Praxis der Sozialen Arbeit*, 62(5), 388-397.

Loch, Ulrike & Schulze, Heidrun (2011). (Handlungs-)Räume öffnen [Opening (action) spaces]. *Sozial Extra*, 35(11/12), 15-18.

Schulze, Heidrun (2011). Alltäglichkeit als metatheoretisches Konzept Psychosozialer Traumatologie [Everyday life-events as a meta-theoretical concept of psychosocial traumatology]. *neue praxis*, 58(3), 281-301.

2010

Chapters in Books

Loch, Ulrike & Schulze, Heidrun (2010). Biografische Fallrekonstruktion im handlungstheoretischen Kontext der Sozialen Arbeit [Biographical case reconstruction in the action theoretical context of social work]. In Werner Thole (Eds.), *Grundriss Soziale Arbeit. Ein einführendes Handbuch* (3rd rev. exp. ed.; pp. 687-706). Wiesbaden: VS.

Schulze, Heidrun (2010). Biografische Fallrekonstruktion [Biographical case reconstruction]. In Günther Mey & Katja Mruck (Eds.), *Handbuch Qualitative Forschung in der Psychologie* (pp. 569-583). Wiesbaden: VS.

Schulze, Heidrun & Loch, Ulrike (2010). Narrativ reflexive Beratung [Narrative-reflexive counseling]. In Karin Bock & Ingrid Miethe (Eds.), *Handbuch Qualitative Forschung in der Sozialen Arbeit* (pp. 414-421). Opladen: Budrich.

2009

Chapters in Books

Gahleitner, Silke Birgitta, Schulze, Heidrun & Pauls, Helmut (2009). »Hard to reach« – »how to reach«? Psycho-soziale Diagnostik in der Klinischen Sozialarbeit [»Hard to reach« – »how to reach«? Psychosocial diagnostics in clinical social work]. In Peter Pantucek & Dieter Röh (Eds.), *Perspektiven Sozialer Diagnostik. Über den Stand der Entwicklung von Verfahren und Standards* (Series: Soziale Arbeit – Social Issues, Vol. 5; pp. 321-344). Wien: LIT.

Schulze, Heidrun (2009). Illness in the context of biography and migration: From biographical research to cross-cultural reflexions in social work practice. In Fachbereich Sozialwesen (Ed.), *Migration and gender. Challenges for social work, communities and social policy. Tagungsband der Internationalen Tagung mit Partnerhochschulen 30. September bis 3. Oktober 2008* (pp. 19-27). Wiesbaden: Fachhochschule.

Schulze, Heidrun (2009). Narration und Figuration. Zum Aspekt biografischer, kultureller und institutioneller Interdependenz beim Erzählen von Krankheitserleben im Kontext von Migrationserfahrung [Narration and figuration. The aspect of biographical, cultural, and institutional interdependence in telling the experience of disease in the context of migration]. In Geneviève Grimm (Ed.), *Erzählen, Träumen und Erinnern. Erträge klinischer Erzählforschung* (Series: Psychoanalyse, Texte zur Sozialforschung, Vol. 23; pp. 298-306). Lengerich: Pabst.

Journal Articles

Gahleitner, Silke Birgitta & Schulze, Heidrun (2009). Psychosoziale Traumatologie – eine Herausforderung für die Soziale Arbeit [Psychosocial traumatology – a challenge for social work]. *Klinische Sozialarbeit*, 5(1), 4-7.

Loch, Ulrike & Schulze, Heidrun (2009). Der Fall entsteht im Gespräch. Theoriebildung narrativ reflexiver Beratung als Aufgabe Sozialer Arbeit [The case arises in conversations. Theory development of narrative-reflexive counseling as a task of social work]. *Blätter der Wohlfahrtspflege*, 156(2), 55-57.

Loch, Ulrike & Schulze, Heidrun (2009). Von der interpretativen Theoriebildung zur narrativ reflexiven Beratung in der Sozialen Arbeit [From interpretative theory development to narrative-reflexive counseling in social work]. *neue praxis*, 39(5), 467-481.

Schulze, Heidrun (2009). From biographical research to cross-cultural competencies in counselling: establishing cross-cultural professionalism in social work. *TILTAI*, 46(1), 115-124.

2008

Chapters in Books

Schulze, Heidrun (2008). Interkulturelle Fallarbeit – Einlassen auf plurale Realitäten [Inter-cultural case work – engaging in plural realities]. In Silke Birgitta Gahleitner & Gernot Hahn (Eds.), *Klinische Sozialarbeit. Zielgruppen und Arbeitsfelder* (Series: Beiträge zur psychosozialen Praxis und Forschung, Vol. 1; pp. 75-93). Bonn: Psychiatrie-Verlag.

Journal Articles

Schulze, Heidrun (2008). Lebensgeschichtliches Erzählen im Kontext von Beratung und Therapie [Biographical storytelling in counseling and therapy]. *Forum Qualitative Sozialforschung*, 9(1), Art. 1. Online available: <http://www.qualitative-research.net/fqs-texte/1-08/08-1-1-d.htm> [11.01.2009].

2007

Chapters in Books

Schulze, Heidrun (2007). Biografisches Fallverstehen und Biografiearbeit [Biographical case approach and biographical work]. In Magistrat der Stadt Wien (Eds.), *»Etwas Besonderes, nur mein Leben!« Tagungsband der 53. Tagung der österreichischen JugendamtspychologInnen* (S. 29-58). Wien: Stadt Wien.

Schulze, Heidrun (2007). Biographietheoretische Zugänge als Grundlage interkultureller Kompetenz in der Klinischen Sozialarbeit und Psychosozialen Beratung [Biography-theoretical approaches as basis for inter-cultural competence in clinical social work and psychosocial counseling]. In Ernst Engelke, Konrad Maier, Erika Steinert, Stefan Borrmann & Christian Spatscheck (Eds.), *Forschung für die Praxis. Zum gegenwärtigen Stand der Sozialarbeitsforschung* (pp. 206-209). Freiburg: Lambertus.

Schulze, Heidrun (2007). Resilienz: Rückblickend Zukunft entwickeln [Resilience: Developing the future in retrospective]. In Ingrid Miethe, Wolfram Fischer, Cornelia Giebeler, Martina Gobliersch & Gerhard Riemann (Eds.), *Rekonstruktion und Intervention. Interdisziplinäre Beiträge zur rekonstruktiven Sozialarbeitsforschung* (S. 213-226). Opladen: Budrich.

Journal Articles

Schulze, Heidrun (2007). Produktion und Reproduktion getrennter Lebenswelt(en). Lebensgeschichtliches Erzählen im Kontext interkultureller Behandlung und Beratung [Production and

reproduction of separated life-world(s). Biographical storytelling in inter-cultural treatment and counseling]. *Psychotherapie & Sozialwissenschaft*, 9(2), 45-63.

2006

Books

Schulze, Heidrun (2006). *Migrieren – Arbeiten – Krankwerden. Eine biographietheoretische Untersuchung [Migrate – work – become ill: A study from the viewpoint of biography theory]*. Bielefeld: transcript.

Chapters in Books

Schulze, Heidrun (2006). Biografie und Sprache. Erzähltes (Er-)Leben von MigrantInnen – Übersetzen oder Verstehen? [Biography and language. Narrated live(-experience) of migrants – translating or understanding?] In Peter Cloos & Werner Thole (Eds.), *Ethnografische Zugänge. Professions- und adressatInnenbezogene Forschung im Kontext von Pädagogik* (pp. 203-218). Wiesbaden: VS.

Schulze, Heidrun (2006). Erinnern und Erzählen als Aneignung und Distanzierung von persönlicher und sozialer Geschichte [Remembering and narrating as adopting and distancing of personal and social history]. In Wolf-Dietrich Bukow, Markus Ottersbach, Elisabeth Tuidier & Erol Yildiz (Eds.), *Biographische Konstruktionen im multikulturellen Bildungsprozess. Individuelle Standortsicherung im globalisierten Alltag* (pp. 201-215). Wiesbaden: VS.

Journal Articles

Schulze, Heidrun (2006). Biografiethoretische Konzeptualisierung als soziale und geschichtliche Dimensionierung des Psychischen [Conceptualization in biography theory as social and historical dimensions of the psychic]. *Klinische Sozialarbeit*, 2(2), 10-12.

Schulze, Heidrun (2006). Rezension des Buches Hanses, A.: Biographie und Soziale Arbeit [Book review of Hanses, A.: Biography and social work]. *Sozialwissenschaftliche Literatur Rundschau*, 29(52), 114-116.

2005

Chapters in Books

Loch, Ulrike & Schulze, Heidrun (2005). Biografische Fallrekonstruktionen im handlungstheoretischen Kontext der Sozialen Arbeit [Biographical case reconstruction in action-theoretical contexts of social work]. In Werner Thole (Eds.), *Grundriss Soziale Arbeit. Ein einführendes Handbuch* (2nd rev. and updated ed.; pp. 559-576). Opladen: Leske & Budrich.

Schulze, Heidrun (2005). Krank- und Gesundwerden als Wechselwirkung von Lebensgeschichte und Gegenwartserfahrung. Biographische Fallstudien in der klinischen Praxis Sozialer Arbeit [Falling ill and recovering as interplay of life story and experiencing the present. Biographical case studies in the clinical practice of social work]. In Werner Thole, Peter Cloos, Friedrich Ortmann & Volkhardt Strutwolf (Eds.), *Soziale Arbeit im öffentlichen Raum: soziale Gerechtigkeit in der Gestaltung des Sozialen. Hans-Uwe Otto zum 65. Geburtstag* (CD, 13 pages). Wiesbaden: VS.

Journal Articles

Schulze, Heidrun (2005). Biographietheoretische Kompetenz in der klinischen Praxis [Biography theory competence in clinical practice]. *Sozial Extra*, 29(1), 21-25.

2002

Chapters in Books

Loch, Ulrike & Schulze, Heidrun (2002). Biografische Fallrekonstruktion im handlungstheoretischen Kontext der Sozialen Arbeit [Biographical case reconstruction in the action theory context of social work]. In Werner Thole (Eds.), *Grundriss Soziale Arbeit. Ein einführendes Handbuch* (pp. 559-576). Leverkusen: Leske + Budrich.

Research Projects

Children and Juveniles in the Counseling Process: An Approach on Participation, Involvement and Qualification (BeKinBera)

Project Modality: Research project of the support program »Forschung für die Praxis« [»Research for practice«]

Project website: www.bekinbera.de

Run Time: Since 2013

Brief Description: A microanalysis of counseling processes conducted between adults and children/juveniles to improve psychosocial work with children who have become victims of violence. The approach of this research project primarily focuses on action, i.e. how professionals take into consideration children's knowledge and abilities (agency) in their daily conversation. How do they deal with expressions, terms, words, language, perspectives and constructions children/juveniles have made about their own lives. Another focus of the project is on communicative strategies employed by actors within their dialogue. Moreover, we aim at deconstructing the construction of »childhood« and the »we-know-all-attitude« of adults/professionals, revealing how children/juveniles are constructed as pedagogical »objects«, and disclosing how children/juveniles are acting, re-acting and talking in these situations.

Innovative Method combination: (1) Methods focusing on conversational and interactional analysis as traditionally used in reconstructive, socio-scientific counseling research. The methods are aiming at reconstructing context-specific requirements associated with particular actions and disclosing interactional structures and preconditions that increase children's chances to take part in communicative processes. (2) The North-American/Canadian counseling approach (established by Michael White and David Epston – theory known as Narrative Therapy) focusing on the development of Personal Agency and the formation of knowledge about the self, which is gained in the form of dialogs. In particular, we employ the Narrative Counseling Approach that, based on White and Epston's theory, is aiming at revealing the hidden potentials of agency – in particular with traumatic experiences.

Trauma integrating intervention types for children in women's shelters

Project Modality: Practice-research project

Run Time: Since 2013

Brief Description: Development and implementation of trauma integrating intervention types addressed to children in women's shelters

Kooperationspartner: Frauenhaus AWO, Wiesbaden

Violence and prevention: Perspectives of children and how they perceive the assistance and help offered in pedagogic arrangements

Project Modality: Teaching-research project

Run Time: 2013-2014

Brief Description: The Perspectives of Children concept tries to define the relationships between a child as the acting subject (including infantile activities and processes used by children to create meanings) and its surrounding and underlying societal conditions. Here, subjectivity is seen as a process of concrete acts, as a way to cope with and manage the social environment. In general, this approach assumes that subjectivity is created whenever individuals are participating in societal processes. Consequently, we have to analyze how children, traumatized by and/or burdened with violent experiences, are trying to manage their everyday life using individual actions within collective situations. Also, it is important to analyze how the views and interpretations of children are incorporated by and within responsible organisations. This teaching-research project views the child

as an active individual, as a subject that experiences the world and acts within it – thus co-creating it. By analyzing relevant situations and circumstances the project aims at finding and evaluating children's and juveniles' personal ambitions/intentions by use of which they attempt to overcome their traumatizing experiences.

Developing new types of intervention for practitioners in contexts of domestic violence and affected children

Project Modality: Teaching-research project

Run Time: 2012-2013

Brief Description: This teaching-research project aims at identifying how and by use of which strategies children (that are grown up in violent milieus) are trying to overcome or deal with their experiences. Once we have identified the things children and juveniles regard as useful or rather problematic (always with regard to gender-specific perspectives), we can develop helpful approaches and processes children can then use to reflect and re-create their past. First and foremost, this teaching-research project is to identify and find suitable ways children and juveniles can employ to express themselves properly. Here, we proceed in close collaboration with these children and juveniles and incorporate professional know-how. On the one hand, the focus of this project is to develop life competencies which, in the end, form valuable academic results which can then be used with children/juveniles who experience violence within their immediate social milieu. On the other hand, this teaching-research project is to create fundamental theoretical groundwork to be used in social work and thus to improve professionalism of practitioners dealing with domestic violence and child protection. Central aspects of this project are the paradigm of new childhood research [Paradigma der neuen Kindheitsforschung], the methodologies of context-based research of children and – in view of socio-politic children policies – a subject-oriented approach. In particular, children are seen here as individuals who act in specific societal situations/circumstances thereby taking possession of and giving meaning to these situations, i.e. their world.

Publications: Schulze, Heidrun & Witek, Kathrin (i.pr.). Rekonstruktiv denken und handeln als Praxis der Beteiligung von Kindern [Reconstructive thinking and acting as practice of children's participation]. In Julia Franz, Ute Reichmann & Bettina Völter (Eds.), Rekonstruktiv denken und handeln. Rekonstruktive Soziale Arbeit als professionelle Praxis (Series: Rekonstruktive Forschung in der Sozialen Arbeit, Vol. 14). Opladen: Budrich. (to be published in december 2015)

Interactive exhibition for children and juveniles on violence prevention

»ECHT FAIR!«

Project Modality: Teaching-research project

Run Time: 2012-2013

Brief Description: Accompanying research on the »ECHT FAIR!« exhibition held from 25.02.-01.03.2013 in the Rheingau-Taunus area. In cooperation with the Rheingau-Taunus Working Group on Domestic Violence, the Westhessen police presidency, the Network against Violence, and the Intervention Centre BIG.

Research approach: Participatory evaluation, group discussions with pupils and students at two assorted schools in the Rheingau-Taunus area

Advancing the difference-sensitive narrative counseling approach in the field of social work by combining German concepts of Narrative Reflexive Counseling with Anglo-Saxon »Narrative Therapy« and »Narrative Counseling« Concepts

Project Modality: Research projects (in USA and Canada)

Run Time: February – august 2011

Brief Description: Research in the field of counseling concepts, research in the field of counseling practice regarding the aspects trauma, social inequality, interculturality and intersectionality. Development of an advanced training for »New Counseling Concepts in Social Work« for psycho-

social fields of action. The research aims at entering into and revealing a discourse which, in the German-speaking world, has largely been neglected so far (this also includes relevant counseling approaches). The objective is to critically assess »Narrative Approaches«, which evolved from Social Constructionism – and which find their concrete implementation in »Narrative Therapy«/»Narrative Counseling« concepts -- and relevant intersections with narrative interview techniques which, in Germany, evolved from reconstructive hermeneutic biographical research. It is focusing on adapting biographic narrative interviewing techniques to psychosocial counseling practices. These different approaches are, simultaneously, based on both different and similar theoretical traditions (Interpretative Paradigm, Linguistics, Discourse Theory, Symbolic Interactionism, Narrative Psychology). Here, the research is primarily aimed at elaborating specific attitudes and/or characteristics which are typical for counseling processes (interaction), and which deal with diversity (gender, race, class, sexual orientation).

Violence in the Relations of Gender and Generations in Close Social Relationships – Reconstruction of the Concerned Persons' Experience and Reconstruction of Professional Partakers' Logic of Action

Project Modality: Teaching-research project

Run Time: Winter term 2010 – summer term 2011

Brief Description: The following central questions have been examined: **(1)** How do the persons affected by violence experience the cooperation praxis established by institution appointments, professional interpretations and actions, offers made and boundaries drawn? **(2)** How do subjective perception and world of experience that have been coined by experiences of difference (gender, life story, milieu, structural framing) relate to each other? **(3)** Which logics of action on the part of professionals involved in the cooperation affect the cooperation process in which way?

Research-methodological design and research process: The reconstruction of different perspectives is accomplished within the intersubjective and interactive paradigm of qualitative research. The »expert interview«, the »biographical-narrative interview« as well as the »episodic interview« have been applied as methodological approaches. Particularly in interviews with children and adolescents, additional pictorial-symbolical methods from children's and adolescents' therapy as well as family therapy have sensitively been used. Interviewees were qualified employees in the working field of domestic violence and family violence against children, young women in shelters, children and adolescents in women's refuges.

Development of Concepts for the Protection of Children in Violent Family Milieus

Project Modality: Teaching-research project

Run Time: Winter term 2010 – summer term 2011

Brief Description: This teaching/research project is based on the question how boys and girls that grow up in a family milieu with different forms of violence may be supported and strengthened by professional authorities and successful encounters. The research aim is to gain access to the respective subjective perspectives of the boys and girls opposed to theoretical statements (by professionals) or to the product of a question-answer-situation (children and adolescents) that did not center on the relevance and subjective experiences of children and adolescents in interviews or personal encounters. With the help of an adequately and sensitively shaped interview situation a comprehending access to the current needs of the boys and girls shall be established and reconstructed by means of methods of qualitative social research such as microscopic speech analysis. The evaluation of interviews is shaped by the question: How does counseling and prevention work that is focused on children and adolescents need to be constituted? A second aim of the project is to develop a »cooperative supportive model for children and adolescents in violent milieus« as »final product« that is based on the knowledge gained by the interviews and international research. This model will then allow for children and adolescents to be regarded as individual subjects who are involved in participation.

Research methodological design: **(1)** Qualitative open and guided expert interviews with professionals; evaluation: content analysis, hermeneutic speech analysis (Deppermann, Oevermann,

Rosenthal, Schütze). **(2)** Episodic interviews with children by means of pictorial-symbolic forms of access. **(3)** Interviews centered on certain topics with adolescents.

Research/Sabbatical semester in the summer term of 2011: Research in the field of counseling concepts, research in the field of counseling praxis regarding the aspects trauma, social inequality, interculturality and intersectionality in cooperation with representatives from the praxis. Development of an advanced training for »New Counseling Concepts in Social Work« for psycho-social fields of action.

Trauma and Professionalism in Social Work

Project Modality: Teaching-research project

Run Time: 2007-2009

Brief Description: The aim is the reconstruction of patterns of professional acting in Social Work with traumatized persons in regard to a further development of current trauma theories by systematically incorporating social, cultural and political contexts. These serious deficiencies in education and research that have existed until now shall be addressed with this project in order to promote an increase of professionalism of Social Work in this field. The dedicated aim of this project is to further promote the clinical competence in Social Work in order to establish a disciplinary and professional status in health care.

Research-methodological design and research process: Conduction of narrative-oriented expert interviews (social workers who work with traumatized adults and children), complete transcription of interviews, comparison and hermeneutic-reconstructive analysis of interviews. This is a research project to improve professional knowledge and skills.

Publications: Schulze, Heidrun, Loch, Ulrike & Gahleitner, Silke Birgitta (Eds.) (2012). *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie [Social work with traumatized people – Plea for a psychosocial approach in traumatology]* (Series: Grundlagen der Sozialen Arbeit, Vol. 28). Baltmannsweiler: Schneider. □ Loch, Ulrike & Schulze, Heidrun (2012). Zum Forschungsdesign [Research design]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Eds.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 54-58). Baltmannsweiler: Schneider. □ Schulze, Heidrun (2012). Selbstverständnis der Arbeit mit traumatisierten Menschen im ambulanten Setting [Self-image of work with traumatized people in outpatient settings]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Hrsg.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 63-71). Baltmannsweiler: Schneider. □ Schulze, Heidrun (2012). Fortsetzung der Traumatisierungskette versus Unterbrechung: Herausforderung in der Arbeit mit Flüchtlingskindern [Continuing vs. breaking the traumatization: Challenge in working with refugee children]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Eds.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 81-97). Baltmannsweiler: Schneider. □ Schulze, Heidrun (2012). Alltag als Kerndimension Sozialer Arbeit mit traumatisierten Menschen [Daily life as a core dimension of social work with traumatized people]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Eds.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 115-150). Baltmannsweiler: Schneider. □ Schulze, Heidrun & Kühn, Martin (2012). Traumaarbeit als institutionelles Konzept: Potenziale und Spannungsfelder [Trauma work as institutional concept: potentials and tensions]. In Heidrun Schulze, Ulrike Loch & Silke Birgitta Gahleitner (Eds.), *Soziale Arbeit mit traumatisierten Menschen – Plädoyer für eine Psychosoziale Traumatologie* (Series: Grundlagen der Sozialen Arbeit, Vol. 28; pp. 166-185). Baltmannsweiler: Schneider. □ Schulze, Heidrun & Zimmermann, Petra (2012). »Ein Ort wo ich einfach sein kann«. Autonomie statt Entmündigung als Institutionskonzept im Kontext sexualisierter Gewalterfahrung [»A place where I simply can be«. Autonomy instead of disempowerment in contexts of experienced sexual violence]. *Sozial Extra*, 36(5/6), 20-23.

Professional Memberships

- Association of Professors for the Promotion of Counseling in Research and Education (VHBC)
- European Social Work Research Association (ESWRA)
- German Educational Research Association (DGfE)
- German Educational Research Association (DGfE), Section Biography and Educational Research
- German Educational Research Association (DGfE), Section Social Education
- German Association for Social Work (DGSA)
- German Association for Social Work (DGSA), Section Clinical Social Work
- German Sociological Association (DGS)
- German Sociological Association (DGS), Section Biography Research
- German Sociological Association (DGS), Work Group Qualitative Methods
- German Sociological Association (DGS), Research Committee on Biography and Society
- German-Turkish Association for Psychiatry, Psychotherapy and Psycho-social Health (DTGPP)
- Network Reconstructive Research in Social Work