



TRANS**SODIA**

Innovative teaching and learning materials for higher education in the field of social diagnostics.

Report on the project result R1 of the Erasmus+ Project TransSoDia.

31 March 2025

Author: Engel-Unterberger, Christina¹

In collaboration with: Goger, Karin¹ / Richter-Mackenstein, Joseph.² / Rind, Alexander¹ / Schwital, Christian ³

¹ St. Pölten University of Applied Sciences (Austria)

² Kiel University of Applied Sciences (Germany)

³ Stichting Saxion (Netherlands)

Contents

1	Introduction and contextualization	4
1.1	Contextualisation of the report content within TransSoDia	5
1.2	Cooperation and coordination: the joint development process	7
1.3	Joint effort: Professional discourse and communication processes in the project	8
2	Video series on social diagnostics	12
2.1	Video 'Diagnostics in social work: An introduction'	14
2.2	Video 'Diagnostics in social work: What is a case?'	16
2.3	Video 'Diagnostics in social work: quality criteria'	18
2.4	Video 'Network diagnostics: An introduction'	20
2.5	Video 'Network diagnostics: data collection and analysis with easyNWK'	22
2.6	Video 'Biographical diagnostics: An introduction'	24
2.7	Video 'Biographical diagnostics: data collection and analysis with easyBiograph'	26
2.8	The video series in use in teaching	29
3	Podcast series on social diagnostics	30
3.1	Podcast episode: 'What is social about diagnostics?'	32
3.2	Podcast episode: 'And what do we actually diagnose?'	34
3.3	Podcast episode: 'Social networks as fat eyes on the soup or a living relationship?'	37
3.4	Podcast episode: 'Experienced or known for sure - biography as fact or subjective construction?'	40
3.5	The podcast series in use in teaching	43
4	Network diagnostics: Additional products and materials	44
4.1	easyNWK: WebApp and user manual	44
4.2	Basic manual: Self-centered network map	45
4.3	Recommended reading: Literature on network diagnostics	46
4.4	Collection: Instruments of egocentric network diagnostics	47
4.5	Review: Current findings of network research	48
5	Biographical diagnostics: Additional products and materials	49
5.1	easyBiograph: WebApp and user manual	49
5.2	Basic manual: Biographical diagnostics	50
5.3	Recommended reading: Literature on biographical diagnostics	51
6	Inter-university teaching materials	52
6.1	Joint slide set: Network diagnostics and biographical diagnostics	53
6.2	Collection: Exercise instructions for social diagnostics	56



7	Conclusion and outlook	60
8	Appendix.....	62
8.1	Didactic prompts for the video series.....	62
8.2	Didactic prompts for the podcast series	65
9	Sources	69
10	Illustrations	71
11	Tables	71
12	Annex.....	72
12.1	TransSoDia project.....	72
12.2	Disclaimer.....	72



1 Introduction and contextualization

This report documents the development of innovative teaching and learning materials as part of the Erasmus+ project *TransSoDia - Teaching and learning cooperative social diagnostics transnationally and digitally*. The focus is on the products resulting from project result R1, which were developed during the three-year project period from April 2022 to March 2025. The overall coordination for the project result R1 was carried out by the St. Pölten UAS (Austria) as the "Result Leading Organization". Kiel UAS (Germany) and Saxion University of Applied Sciences Enschede (Netherlands) made significant development contributions, which are presented accordingly in this report.

The aim of the material development was to support the teaching and application of diagnostic approaches in social work and thus to contribute to professionalization and transnational networking in teaching and further education.

This report is intended for lecturers and social work professionals who are interested in innovative didactic concepts for teaching social diagnostics or who would like to use or further develop the developed materials in university teaching, further education or practice. It is also intended for representatives of universities interested in cooperating in the field of social diagnostics as well as funding institutions interested in the results and their sustainable impact.

The report is available in German and English. The individual chapters offer a systematic insight into the content, didactic embedding and possible uses of the materials developed:

- **Chapter 1 - Introduction and contextualization**

This chapter provides an overview of the objectives of the project, the context in which the teaching and learning materials were created and the structure of the report. It describes the cooperation between the participating universities, central communication processes and the professional guiding principles on which the materials are based.

- **Chapter 2 - Video series on social diagnostics**

Seven videos produced as part of the project convey the basics of the subject matter, principles, quality criteria, concepts and instruments of social diagnostics. They are accessible via YouTube and the Erasmus+ Project Results Platform. The report presents the content and didactic potential of the videos.

- **Chapter 3 - Podcast series on social diagnostics**

In four podcast episodes, renowned experts discuss current issues and controversies in social diagnostics. The discussions - published on Spotify and YouTube - encourage professional debate and can be integrated into teaching contexts in a variety of ways.

- **Chapter 4 - Network diagnostics: Additional products and materials**

In addition to the WebApp *easyNWK* for the digital creation of egocentric network maps and the associated user manual, four texts on theoretical principles and methodological approaches are presented in this chapter.

- **Chapter 5 - Biographical diagnostics: additional products and materials**

This chapter outlines the *easyBiograph* WebApp, the associated user manual and the contents of a comprehensive handbook on biographical diagnostics and an annotated bibliography for seminars and courses.

- **Chapter 6 - Exercise collection and slide set**

These materials were jointly developed by the universities involved in the cooperation partnership (St. Pölten UAS, Kiel UAS and Saxion UAS) to provide practical support for acquiring methodological skills in teaching and further education. They can be used by consortium partners in both synchronous and asynchronous formats.

- **Chapter 7 - Conclusion and outlook**

The final chapter summarises the findings, challenges and follow-up opportunities of the cooperative development process. In addition to a concluding assessment, it also looks at the prospects for further professional and didactic development arising from the TransSoDia project.

The appendix also contains didactic ideas for using the video and podcast series developed in the context of courses.

1.1 Contextualisation of the report content within TransSoDia

The TransSoDia project aimed to produce six thematically interlinked project results. This report focuses on the products developed within the framework of R1 and includes additional materials that were created during the course of the project and are of particular relevance to university teaching. The results were not developed in isolation, but rather through close coordination and mutual development. For instance, the digital tools *easyNWK* and *easyBiograph* (R3 and R5) were presented in instructional videos on network and biographical diagnostics (R4 and R6), and were contextualised in the associated manuals. Materials from R1, such as exercises, slide sets and texts, were also tested in continuing education formats (R2) and incorporated into the development of two micro-credentials.

The following figure illustrates the structure of the project results and the focus of the content of this report:

PROJECT RESULTS



TransSoDia - Teaching and Learning Cooperative Social Diagnostics Transnationally and Digitally is an Erasmus+ funded cooperation project (2022–2025), implemented by three universities: UAS St. Pölten (Austria), UAS Kiel (Germany) and UAS Saxion (the Netherlands).

The project aims to further develop social work diagnostics from professional and didactic perspectives, through international cooperation, digital innovations, and the development of practice-oriented teaching formats. The focus is on cooperative methods of social diagnostics that support professionals in analysing clients' life situations with them, in order to plan targeted support measures.

Results of the project: R1–R6.

R1 – Innovative teaching and learning materials for higher education in social diagnostics.

Teaching and learning materials on social diagnostics have been developed for use in undergraduate Bachelor's and Master's degree programmes. These include videos, podcasts, slide sets and exercises that support the systematic teaching of diagnostic skills, and which can be used flexibly in university teaching.

= Focus
of this
report

R2 – Innovative Training Formats in Social Diagnostics

Two innovative further education formats — an online seminar series and a digital lecture series — were piloted and evaluated with professionals. These resulted in two micro-credentials, each worth 5 ECTS credits and covering the theory and practice of network diagnostics and biography work - an attractive continuing professional development programme for social work professionals.

R3 – Relaunch of the easyNWK software

Thanks to the project, the easyNWK WebApp for cooperative egocentric network analysis has undergone extensive technical and didactic revisions. It now offers drag-and-drop functions, flexible visualisations and export options, among other things. The application can be used free of charge and supports diagnostic work in social work practice and teaching. 🍌
www.easynwk.com

R4 – Network Diagnostics Toolkit

This toolkit supplements easyNWK with scientifically sound teaching and practice materials. It contains a comprehensive handbook, recommended reading, as well as two videos and a podcast episode. The target groups are teachers, students, and social work professionals. 🍌 Materials are available at: www.easynwk.com

R5 – Development of easyBiograph software

easyBiograph is a new, web-based tool for visualising biographical processes. It enables the multidimensional visualisation of life histories, such as residential biography, family life, education, and health. It supports participatory, resource-oriented biographical diagnostics. 🍌 www.easybiograph.com

R6 – Biographical Diagnostics Toolkit

The biographical diagnostics toolkit contains a comprehensive handbook, an annotated bibliography, two videos and a podcast episode. It is intended for teachers, students and practitioners looking to develop their biographical diagnostic skills and knowledge of biographical work. 🍌 Materials are available at: www.easybiograph.com

Figure 1 : TransSoDia project results at a glance and focus of this report. Own illustration.

The report focuses on the teaching and learning materials developed as part of Project Result R1, supplemented by results from other work packages where relevant to teachers, universities and social work professionals.

It aims to demonstrate the potential of digitally supported university teaching in social diagnostics, encouraging the development of related courses beyond the project's scope.



1.2 Cooperation and coordination: the joint development process

The teaching and learning materials documented in this report were developed between April 2022 and March 2025 as part of the Erasmus+ project *TransSoDia - Cooperative Social Diagnostics transnational and digital teaching and learning*. This report was created at the beginning of 2025 based on the finalised partial products.

The cooperation involved three universities with many years of experience in teaching, research and development in the field of social diagnostics:

- **St. Pölten University of Applied Sciences** (Austria),
- the **Kiel University of Applied Sciences** (Germany) and
- the **Saxion University of Applied Sciences** in Enschede (Netherlands).

The project focused on creating several technically sound texts, including handouts, methodological introductions, annotated literature lists and didactic materials. These products were created through a division of labour, with collaboration between project members. While the first author named in each case took primary responsibility for conception and formulation, other project members contributed in various ways, such as providing feedback, specialist input, or editorial coordination. This collaborative approach aimed to develop differentiated, application-oriented materials based on a shared professional understanding.

An iterative, agile development process was pursued, particularly in the development of the easyNWK and easyBiograph WebApps, which were created as part of project results R3 and R5. Intermediate versions in the form of prototypes were continuously tested with students and specialists in courses and training formats in order to identify practical development requirements on this basis and integrate them into the further technical implementation.

The video series on social diagnostics was designed and technically implemented by Kiel University of Applied Sciences. Content scripts were written by project team members from all participating universities, then coordinated within the overall team to ensure a common, professional understanding. The creative implementation of the first episode — including camera angles, sitting and standing positions of speakers, additional information and source references, and the introduction and credits — was coordinated and evaluated by the entire team. Once the scripts had been approved, the Kiel team produced the other episodes independently. A final approval loop involving the entire team served as quality assurance and editorial fine-tuning before publication on YouTube.

The podcast series was created based on a framework concept developed by Kiel University of Applied Sciences. Guests were selected in consultation with the entire team. Two project members from Austria and Germany hosted the discussions and conducted the preparatory discussions with the guests. These preliminary talks were documented by St. Pölten University of Applied Sciences (UAS). The podcasts were recorded via Zoom, with Kiel UAS responsible for the final editing and design of the intros and closings (including music). The final episodes were made available to the guests by St. Pölten UAS before publication on YouTube and Spotify.

Overall, the development process demonstrates that transnational cooperation within the project was characterised by intensive coordination, mutual learning, and professional discourse. It was not only a collaborative production process, but also a collaborative effort to achieve mutual understanding of terms and concepts and to develop professional and didactic attitudes.

The following chapter focuses on these professional negotiation processes. It sheds light on key discussions about the project's content, the project team members' theoretical references and the communication processes surrounding diagnostic self-conceptions.

1.3 Joint effort: Professional discourse and communication processes in the project

For all three universities involved, the collaboration in the TransSoDia project was an intensive and instructive process. The professional exchange was as challenging as it was inspiring. Developing joint teaching and learning materials made it clear that this requires a high degree of communication and willingness to compromise, for example when creating joint scripts for videos and other content.

A central topic in the course of the project was the **variety of terms used in social diagnostics**. Different terms such as "social diagnostics", "psychosocial diagnostics" or "social work diagnostics" were critically reflected upon and discussed in terms of their theoretical and practical implications. Among other things, the question arose as to whether diagnostics should primarily focus on **explaining phenomena** (e.g. through standardized procedures and quantitative analyses) or more on **understanding individual life situations** (e.g. through qualitative, reconstructive approaches).

Fundamental methodological issues were also discussed. Should diagnostics be oriented towards normative reference values, for example by comparing with standard values, or should they be case-related and based on understanding? Should diagnostics primarily refer users to professional help services, such as social work (referral diagnostics), or should they rather serve to negotiate the design of the respective help service (design diagnostics)?

The discussions were characterised, not least, by different scientific research traditions. Quantitative, standardised methods conflicted with reconstructive, qualitative approaches.

Discourses and discussions I

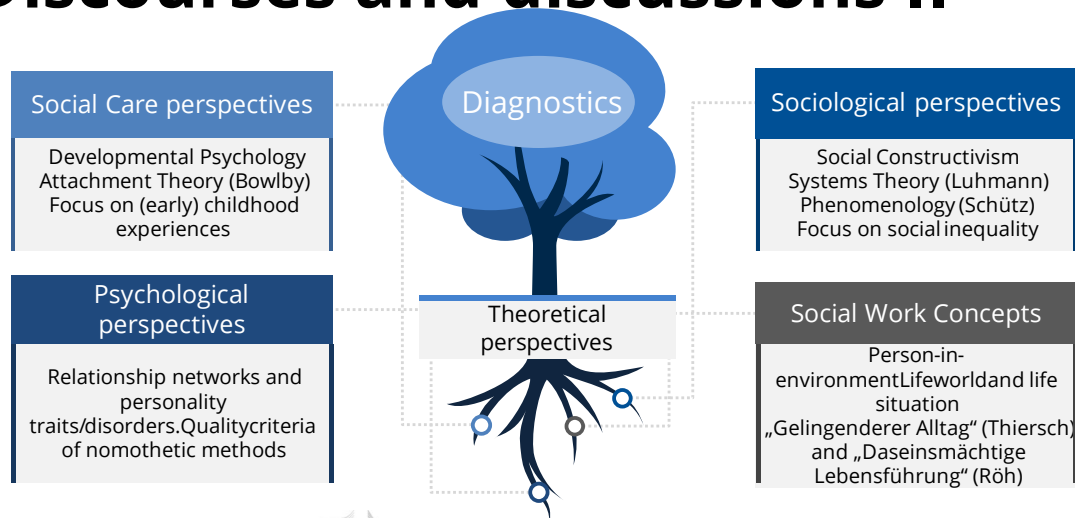


Figure 2 : Discourses and discussions I in the TransSoDia project context. Karin Goger, 2024. Translated using DeepL Translate.

In addition, the project brought together a variety of theoretical perspectives. Some of these were integrated, while others remained in productive tension with one another until the end.:

1. **Social pedagogical (social care) perspectives**, characterised by approaches from developmental psychology and attachment theory (e.g. Bowlby), with a focus on (early) childhood experiences.
2. **Psychological perspectives** focusing more on personality traits and disorders.
3. **Sociological approaches**, such as social constructivism, systems theory (Luhmann) or phenomenology (Schütz), with a particular focus on social inequality.
4. **Theoretical frameworks and action-guiding concepts of social work** that incorporate approaches such as "person in environment", lifeworld and life situation. Thiersch's concept of a "more successful everyday life" ("Gelingenderer Alltag") and Röh's concept of an "empowering lifestyle" ("Daseinsmächtige Lebensführung") played a central role in the expert exchange.

Discourses and discussions II



TRANSSODIA Kofinanziert von der Europäischen Union



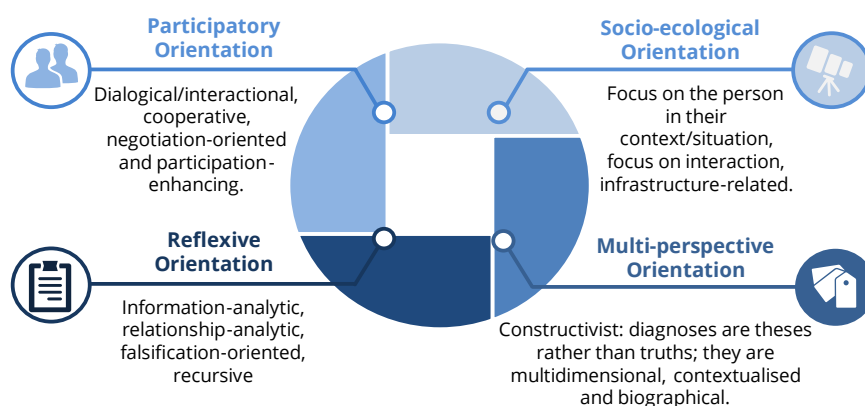
Figure 3 : Discourses and discussions II in the TransSoDia project context. Karin Goger, 2024. Translated using DeepL Translate.

In order to develop common didactic materials and teaching approaches, intensive discussions and compromises regarding content were required. Given the different theoretical backgrounds of the partner universities, a fundamental professional consensus on the central guiding principles of social diagnostics was sought during the course of the project. Four basic principles emerged from the exchange between the partner universities and subsequently shaped the didactic concept, as well as the tools and materials developed.

1. **Participatory orientation:** The active involvement of clients and - if necessary - other professionals and other (lifeworld) actors in the diagnostic process was defined as a central element. It not only enables a life-world and needs-oriented diagnosis, but should also strengthen the autonomy and co-determination of the client.
2. **Reflective orientation:** The professional handling of power relations in asymmetrical support relationships and normative orientations in professional decisions requires continuous self-reflection on the part of professionals. This critical self-observation helps to keep an eye on ethical standards as well as to question and further develop them.
3. **Socio-ecological orientation:** People in social distress are understood to be embedded in complex social and ecological systems. Social diagnostics focuses on the interaction between individuals and their environment or society, considering social inequalities and exclusions, as well as individual resources and potential for participation.
4. **Multi-perspective orientation:** To depict the complexity of social situations and create differentiated options for action, the perspectives of those involved in the case are explored. The biographical development of the individual is considered, as are historical processes of social institutions. Finally, various dimensions of everyday life are analysed.



Principles



(cf. Heiner 2005, Pantuček-Eisenbacher 2019)

5.

TRANSsODIA Kofinanziert von der Europäischen Union



Figure 4 : Shared principles in the TransSoDia project context. Karin Goger, 2024. Translated using DeepL Translate.

These principles provide a shared foundation for the teaching and learning materials developed within the project. They also provide the basis for designing courses that impart knowledge and enable students to critically, professionally and responsibly engage with diagnostic processes.

The following chapters present these materials in detail, beginning with the video series on social diagnostics developed in the project.



2 Video series on social diagnostics

As part of the TransSoDia project, a seven-part video series was created to convey the central concepts, methods and challenges of social diagnostics in a clear and practical way. The series was conceived, produced and hosted by the project team at Kiel University of Applied Sciences — consisting of Joseph Richter-Mackenstein, Nico Porath and Sonja Lembke — in close collaboration with the partner universities in Austria and the Netherlands. Content scripts were developed by various members of the participating universities and then edited by the entire team. Before publication, final approval of all videos was given by the entire team.

The videos, which are between 9 and 24 minutes long, are freely accessible via the project's YouTube channel and the Erasmus+ Project Results Platform. The first three episodes deal with the fundamental concepts and quality standards of social diagnostics. The subsequent four episodes explore the topics of network diagnostics and biographical diagnostics in more depth, showcasing the use of the easyNWK and easyBiograph WebApps.

All videos have subtitles and a transcript with timestamps. These features enable targeted navigation through the content and promote flexible integration into various didactic formats. The video series is aimed primarily at social work students and professionals, supporting the acquisition of basic technical and methodological skills.

It can be used at face-to-face events, as well as in online or hybrid formats, where the content can be developed asynchronously.

The following table provides an overview of the seven videos in the series.

Table 1 : Thematic overview of the TransSoDia educational videos with publication dates and access figures (as at the end of the project).

No.	Title	Thematic focus	Duration	Link	Published on	Views as of 31 March 2025.
1	Diagnostics in social work: an introduction	The subject of social diagnostics is discussed, as is the differentiation of social diagnostics from the approaches of other disciplines. Central diagnostic procedures and their relevance for professional action are also covered.	9:16	YouTube	09 November 2023	3145
2	Diagnostics in social work: What is a case?	The topic of case construction in social work is discussed in relation to theoretical models, focusing on the role of diagnostic processes in achieving a professional understanding of cases.	21:42	YouTube	09 November 2023	4394
3	Diagnostics in social work: quality criteria	The central quality criteria of social diagnostics are presented, and the difference between idiographic and nomothetic procedures is explained, as are the criteria for instrument and process quality.	20:51	YouTube	09 November 2023	1021
4	Network diagnostics: An introduction	The fundamentals of network diagnostics are explained, as well as the importance of social networks for clients. The context of diagnostic instruments is explained.	20:01	YouTube	25 June 2024	469
5	Network diagnostics: data collection and analysis with easyNWK	The process of creating and evaluating egocentric network maps using easyNWK is explained. The ways in which the application can be used to visualise and activate resources within a social network are discussed.	23:57	YouTube	23 September 2024	288
6	Biographical diagnostics: an introduction	Central concepts of biographical diagnostics are presented. The distinction between lived, experienced and narrated life is explained, and the importance of biographical resources is emphasised.	13:19	YouTube	24. June 2024	478
7	Biographical diagnostics: data collection and evaluation with easyBiograph	The use of easyBiograph for creating and analysing biographical timelines is explained, as is the diagnostic potential of representing life courses.	22:51	YouTube	23 September 2024	231



To make it easier for lecturers to select and use the videos for teaching purposes, all seven episodes of the series are systematically presented in the following chapters. Each video analysis contains:

- a **summary of the content**,
- **Learning outcomes** that can be pursued with the use of video in the teaching context,
- and the **sources** used in the video.

This structured approach should enable lecturers to assess the episodes quickly, identify reference points for teaching, and facilitate the transfer of ideas into their own teaching.

2.1 Video 'Diagnostics in social work: An introduction'

Content of the video

The video provides an overview of the key principles of diagnostic practice in social work. It emphasises the unique aspects of this approach compared to medical or psychological methods, defining diagnostics as a systematic process of collecting, interpreting, and utilising information about individuals, groups, or social systems.

The focus is on the subject area of the 'person-in-environment', i.e. the dynamic interactions between individuals and their social environment. The aim of diagnostics in social work is to identify relevant problems, characteristics, resources, and support needs, in order to develop action plans, promote social participation, and alleviate psychosocial distress.

The video distinguishes between four basic functions of diagnostic approaches:

- **Orientation diagnostics**, which enable an initial assessment of support needs;
- **Referral diagnostics**, which help select appropriate measures;
- **Design diagnostics**, which support the adaptation and management of interventions;
- **Risk diagnostics**, which contribute to assessing potential developmental trajectories.

In practice, these functions are interconnected, operating in a cyclical manner that emphasises the process-oriented nature of social work diagnostics.

The example of child endangerment illustrates how diagnostics can inform professional decision-making, particularly in conjunction with risk assessment and resource activation.

Various methodological approaches are used to collect diagnostic data, such as observations, interviews, document analyses and surveys. It is emphasised that quality criteria and the specifics of individual methods will be dealt with in more detail in other videos in the series.

Finally, the independent logic of social diagnostics is emphasised. Although methodological procedures partly overlap with those of other disciplines, social work has a specific focus on reflexively examining complex life situations at the interface between the individual and their social environment.

Learning outcomes

After watching the video and completing related tasks, students should be able to:

- explain the importance of diagnostics in social work and differentiate it from diagnostic approaches in other disciplines (e.g. medicine or psychology),
- distinguish between four functions of social diagnostics (orientation, assignment, design and risk diagnostics) and describe their respective objectives,
- define the subject area of social diagnostics in terms of the "person-in-environment" approach and discuss its relevance for professional action,
- name approaches for sound diagnostic decision-making and reflect on their significance for practice.

Sources used in the video:

- Digitales Wörterbuch der deutschen Sprache. (o.J.). *Diagnostik. Etymologie.* <https://www.dwds.de/wb/Diagnostik>
- Heiner, M. (2013). Wege zu einer integrativen Grundlagendiagnostik. In S. B. Gahleitner, G. Hahn & R. Glemser (Hrsg.), *Psychosoziale Diagnostik* (S. 18–60). Psychiatrie Verlag.
- Lambers, H. (2020). *Theorien der Sozialen Arbeit: Ein Kompendium und Vergleich* (2. Aufl., S. 36, 108ff., 126f., 146–149, 215). Budrich.
- Pantuček, P. (2012). *Soziale Diagnostik: Verfahren für die Praxis Sozialer Arbeit* (3., aktualisierte Aufl., S. 155–294). Böhlau.
- Richmond, M. E. (1917). *Social Diagnosis*. Russell Sage Foundation.
- Richter-Mackenstein, J. (2022). *Sozialarbeitswissenschaftliche Diagnostik: Basiswissen zur Diagnostik in der Sozialen Arbeit* (S. 14, 21–29). UTB.
- Schmitt, M., & Gerstenberg, F. (2014). *Psychologische Diagnostik* (S. 13). Beltz.
- Staub-Bernasconi, S. (2007). *Soziale Arbeit als Handlungswissenschaft*. Haupt (UTB).



Video 1: Diagnostics in social work: an introduction. The video is freely accessible via YouTube and contains subtitles as well as a complete transcript with time stamps, which enables targeted navigation and further didactic work. (Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors, 2023a)

Source: Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2023a, November 9). *Diagnostik in der Sozialen Arbeit: Eine Einführung* [Video]. YouTube. <https://youtu.be/TWp3JoGfOzI>



Note: Didactic impulses for using the video in teaching can be found in the appendix of this report.



2.2 Video 'Diagnostics in social work: What is a case?'

Content of the video

The video addresses the key question of how cases are constructed in social work, and the role of perspectives, contexts, and professional interpretations in this process. It becomes clear that a case cannot be understood as an objective fact, but rather as an interconnected network of meanings formed through the perspectives, evaluations and contexts of those involved in professional action.

A case does not simply consist of objectively ascertainable 'facts', but of facts that are always interpreted and framed depending on institutional, professional, and subjective contexts. The video emphasises that cases must always be viewed in their systemic interconnectedness.

Two theoretical models are presented to provide a deeper understanding of case construction.

- **Maja Heiner's** distinction between:
 - *First-order case*: an uncommented collection of available information,
 - *Second-order case*: interpreted and evaluated information in the light of professional perspectives,
 - *Third-order case*: **Reflection on own patterns of interpretation** and inclusion of alternative perspectives.
- **Burkhard Müller's** distinction between:
 - "*Case for*" (responsibility of professions and institutions),
 - "*Case with*" (cooperation with the actors involved) and
 - "*Case of*" (thematic focus).

Another focus of the video is the concept of case understanding. Understanding is described as a dialogical and reflective process that goes beyond merely collecting data. It involves opening up contexts of meaning, even those that are not explicitly expressed. Various perspectives of understanding are referenced for interpreting implicit or ambivalent messages, such as hermeneutic, phenomenological, deep hermeneutic and dialectical.

The connection between case construction, case understanding, casework and diagnostics is demonstrated at the end of the video. Diagnostics are understood as a structured component of professional casework that contributes to sound assessment and decision-making. It helps clarify questions of 'case of', 'case with' and 'case for', supporting reflective, context-sensitive practice.

The video concludes with the key message that cases in social work are not objective facts, but are influenced by different viewpoints and processes. Sound social diagnostics therefore combines diagnostics, case construction, case understanding and case work when dealing with complex life situations.

Learning outcomes

After watching the video and completing related tasks, students should be able to:

- explain how cases are constructed in social work and the importance of perspectivity and contextual references,
- describe the models of Maja Heiner ("first, second and third order case") and Burkhard Müller ("case of", "case for", "case with") and reflect on their application in case work,
- explain the function of reflection in professional casework and differentiate between casework, case understanding and diagnostics,
- critically reflect on the role of diagnostics as a precise procedure to support case work and case understanding,
- and to link the concepts presented with practical examples from social work.

Sources used in the video

- Ader, S., & Schrapper, C. (2022). *Sozialpädagogische Diagnostik und Fallverstehen in der Jugendhilfe*. Ernst Reinhardt Verlag.
- Goger, K., & Pantuček, P. (2009). Die Fallstudie im Sozialarbeitsstudium. In A. Riegler, S. Hojnik & K. Posch (Hrsg.), *Soziale Arbeit zwischen Profession und Wissenschaft. Vermittlungsmöglichkeiten in der Fachhochschulausbildung* (S. 139–152). VS Research.
- Hansjürgens, R. (2022). Ein Fall für Soziale Arbeit – Handlungstheoretische Überlegungen zu einer sozialarbeiterischen Fallkonstruktion. *Soziale Arbeit*. <https://doi.org/10.5771/0490-1606-2022-5-162>
- Heiner, M. (2012). Handlungskompetenz „Fallverstehen“. In R. Becker-Lenz, S. Busse, G. Ehlert & S. Müller-Hermann (Hrsg.), *Professionalität Sozialer Arbeit und Hochschule* (S. 201–217). Springer Fachmedien.
- Hundek, M., & Mührel, E. (2022). *Erkenntnistheorie in der Sozialen Arbeit: Eine Grundlegung*. Beltz Juventa.
- Müller, B. (2004). Was ist Sache? „Fall von...“ als kasuistisches Arbeitsprinzip. In M. Heiner (Hrsg.), *Diagnostik und Diagnosen in der Sozialen Arbeit – Ein Handbuch* (S. 55–67). Eigenverlag des Deutschen Vereins für öffentliche und private Fürsorge e.V.
- Müller, B. (2017). *Sozialpädagogisches Können: Ein Lehrbuch zur multiperspektivischen Fallarbeit*. Lambertus-Verlag.
- Richter-Mackenstein, J. (2022). *Sozialarbeitswissenschaftliche Diagnostik: Basiswissen zur Diagnostik in der Sozialen Arbeit* (S. 57, 62). UTB.
- Salomon, A. (1926). *Soziale Diagnose*. In *Die Wohlfahrtspflege in Einzeldarstellungen* (Bd. 3, S. 56). Carl Heymann Verlag.
- Schrapper, C. (2004). Sozialpädagogische Diagnostik zwischen Durchblick und Verständigung. In M. Heiner (Hrsg.), *Diagnostik und Diagnosen in der Sozialen Arbeit* (S. 40–54). Lambertus.
- Seewald, J. (2001). Die Verstehen-Erklären-Kontroverse in der Motologie. In K. Fischer & H. Holland-Moritz (Hrsg.), *Mosaiksteine der Motologie* (S. 147–161). Hofmann.
- Seewald, J. (2007). *Der Verstehende Ansatz in Psychomotorik und Motologie*. Ernst Reinhardt Verlag.
- von Spiegel, H. (2004). *Methodisches Handeln in der Sozialen Arbeit*. UTB.



Video 2: Diagnostics in social work: What is a case? The video is freely accessible via YouTube and contains subtitles as well as a complete transcript with time stamps, which enables targeted navigation and didactic further work. (Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors, 2023b)

Source: Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2023b, November 9). *Diagnostik in der Sozialen Arbeit: Was ist ein Fall?* [Video]. YouTube. <https://youtu.be/DBJlIT0W0tI>



Note: Didactic impulses for using the video in teaching can be found in the appendix of this report.

2.3 Video 'Diagnostics in social work: quality criteria'

Content of the video

The video discusses how quality criteria can contribute to the professionalisation and ethical foundation of diagnostics in social work, particularly in counteracting the risk of reification. It demonstrates that diagnostics can be problematic if they are not carried out with sufficient reflection or if they are carried out improperly, and highlights the importance of being guided by professionally and normatively sound criteria.

A distinction is made between instrument and process quality criteria.

Instrument quality criteria apply to idiographic procedures (e.g. interviews and case reconstructions) and nomothetic procedures (e.g. standardised surveys). The former focus on criteria such as transparency, proximity to the object and communicative validation, while the latter focus on reliability, validity, objectivity, and aspects such as fairness and usefulness.

Process quality criteria, in turn, refer to the entire diagnostic process and reflect the normative principles of social work, including freedom from ideology, participation, self-reflexivity, socio-ecological orientation, multidimensionality, multi-perspectivity, and client-centred economics.

The video emphasises that professional diagnostics involves more than just the use of suitable methods; it also requires personal and interactive skills, as well as a reflective attitude. This video concludes the introductory series (videos 1–3) and introduces network diagnostics, which will be the focus of the subsequent videos.



Learning outcomes

After watching the video and completing related tasks, students should be able to:

- explain the importance of quality criteria in social diagnostics and justify their relevance for professional practice,
- differentiate between idiographic and nomothetic methods and name their specific quality criteria,
- describe central process quality criteria of social work and critically reflect on their implementation in practice,
- analyze the interaction of instrument and process quality criteria and classify their significance for diagnostic quality,
- and practical examples with regard to compliance with diagnostic quality criteria and to develop constructive suggestions for improvement.

Sources used in the video

- Ader, S., & Schrapper, C. (2022). *Sozialpädagogische Diagnostik und Fallverstehen in der Jugendhilfe*. Ernst Reinhardt Verlag.
- Duden. (o.J.). *idiografisch*. <https://www.duden.de/rechtschreibung/idiografisch>
- Duden. (o.J.). *nomothetisch*. <https://www.duden.de/rechtschreibung/nomothetisch>
- Galuske, M. (2002). *Methoden in der Sozialen Arbeit: Eine Einführung* (S. 23 f.). Beltz Juventa Verlag.
- Geißler, K. A., & Hege, M. (1995). *Konzepte sozialpädagogischen Handelns: Ein Leitfaden für soziale Berufe* (S. 24–33). Beltz Juventa Verlag.
- Heiner, M. (2012). Handlungskompetenz „Fallverstehen“. In R. Becker-Lenz, S. Busse, G. Ehlert & S. Müller-Hermann (Hrsg.), *Professionalität Sozialer Arbeit und Hochschule: Wissen, Kompetenz, Habitus und Identität im Studium Sozialer Arbeit* (S. 203–205). Springer Verlag.
- Nußbeck, S. (2019). *Einführung in die Beratungspsychologie*. Ernst Reinhardt Verlag.
- Richter-Mackenstein, J. (2022). *Sozialarbeitswissenschaftliche Diagnostik: Basiswissen zur Diagnostik in der Sozialen Arbeit* (S. 29–34, 152–156). UTB.
- Ritscher, W. (2004). Prinzipien und Verfahren systemischer Diagnostik in der Sozialen Arbeit. In M. Heiner (Hrsg.), *Diagnostik und Diagnosen in der Sozialen Arbeit* (S. 82). Eigenverlag des Deutschen Vereins für öffentliche und private Fürsorge e.V.



Video 3: Diagnostics in social work: quality criteria The video is freely accessible via YouTube and contains subtitles as well as a complete transcript with time stamps, which enables targeted navigation and further didactic work. (Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors, 2023c)

Source: Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2023c, November 9). *Diagnostik in der Sozialen Arbeit: Gütekriterien* [Video]. YouTube. <https://youtu.be/uFHDovFOGEc>



Note: Didactic impulses for using the video in teaching can be found in the appendix of this report.



2.4 Video 'Network diagnostics: An introduction'

Content of the video

This video introduces the fundamentals of network diagnostics in the context of social work. It illustrates how social networks can be analysed and utilised for professional purposes, particularly with regard to support systems, resources, and social participation.

It begins by outlining the historical roots of network research, referencing the work of J. A. Barnes and Jacob Levi Moreno. Their concepts, such as the sociogram, social atom and sociometric tests, are still used in diagnostics today. The distinction between systems and networks is discussed, emphasising that they are often used synonymously in practice. Both consist of elements/nodes (e.g. people or organisations) and relationships/edges.

The socio-ecological perspective (e.g. according to Bronfenbrenner) is also discussed, which views people as embedded in complex relationships. Networks are divided into primary networks (e.g. family and friends), secondary networks (e.g. associations and organisations), and tertiary networks (e.g. professional help). The tension between social support and social control is also addressed.

The video explains the importance of strong and weak ties: The former create emotional closeness and bonding, while the latter open up access to new information and expand scope for action.

Another key point is the methodology of network diagnostics. There is a distinction between overall networks (a fixed group with clear boundaries) and egocentric networks (focused on one person and their relationships). Various survey and visualisation tools for both forms are presented, including the sociogram and the easyNWK digital network map. As well as covering quantitative analysis terms such as network size, density, centrality and clusters, the video also covers qualitative characteristics such as trust, reciprocity and emotional closeness. Technical terms such as 'nodes', 'edges', 'bridges', 'stars', 'isolated nodes' and 'structural holes' are introduced and explained.

Finally, reference is made to the ethical aspects and quality criteria that also apply to network diagnostics, such as protecting privacy and ensuring participation. The video thus transitions to the practical application of easyNWK, which will be covered in the next video.

Learning outcomes

After watching the video and completing related tasks, students should be able to:

- explain basic concepts and objectives of network diagnostics in social work,
- describe and reflect on the importance of social networks for the psychosocial coping of clients,
- analyze the structures and dynamics of egocentric networks,
- as well as the function and possible applications of egocentric network maps as a diagnostic tool.

Sources used in the video

- Avenarius, C. B. (2010). Starke und schwache Beziehungen. In C. Stegbauer & R. Häußling (Hrsg.), *Handbuch Netzwerkforschung* (S. 99–111). Springer VS.

- Bronfenbrenner, U. (1981). *Die Ökologie der menschlichen Entwicklung: Natürliche und geplante Experimente*. Klett-Cotta.
- Bruns, W. (2013). Gesundheitsförderung und soziale Netzwerke: Möglichkeiten und Restriktionen. In *Gesundheitsförderung und soziale Netzwerke* (S. 89–103). Springer VS.
- Galuske, M. (2013). *Methoden der Sozialen Arbeit*. Beltz Juventa.
- Gamper, M. (2020a). Netzwerkanalyse: Eine methodische Annäherung. In A. Klärner, M. Gamper, S. Keim-Klärner, I. Moor, H. von der Lippe & N. Vonneilich (Hrsg.), *Soziale Netzwerke und gesundheitliche Ungleichheiten* (S. 109–133). Springer VS.
- Gamper, M. (2020b). Netzwerktheorien – Ein Überblick. In A. Klärner, M. Gamper, S. Keim-Klärner, I. Moor, H. von der Lippe & N. Vonneilich (Hrsg.), *Soziale Netzwerke und gesundheitliche Ungleichheiten* (S. 49–64). Springer VS.
- Lambers, H. (2020). *Theorien der Sozialen Arbeit: Ein Kompendium und Vergleich*. Budrich (UTB).
- Luhmann, N. (1998). *Die Gesellschaft der Gesellschaft*. Suhrkamp.
- Löwenstein, H. (2020). Relationale Theorie und relationale Diagnostik. *FORUM sozial*, 4, 2020.
- Maturana, H. (2000). *Biologie der Realität*. Suhrkamp.
- Pantuček-Eisenbacher, P. (2019). *Soziale Diagnostik: Verfahren für die Praxis Sozialer Arbeit*. Vandenhoeck & Ruprecht.
- Richter-Mackenstein, J. (2022). *Sozialarbeitswissenschaftliche Diagnostik*. Vandenhoeck & Ruprecht.
- Scheidegger, N. (2010). Strukturelle Löcher. In C. Stegbauer & R. Häußling (Hrsg.), *Handbuch Netzwerkforschung* (S. 145–155). Springer VS.
- Staub-Bernasconi, S. (2007). *Soziale Arbeit als Handlungswissenschaft*. Haupt (UTB).
- Wendt, P.-U. (2021). *Lehrbuch Soziale Arbeit*. Beltz Juventa.



Video 4: Network diagnostics: An introduction The video is freely accessible via YouTube and contains subtitles as well as a complete transcript with time stamps, which enables targeted navigation and further didactic work. (Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors, 2024b)

Source: Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2024b, Juni 25). *Netzwerkdagnostik: Eine Einführung* [Video]. YouTube. https://www.youtube.com/watch?v=dec5p_HxMzU



Note: Didactic impulses for using the video in teaching can be found in the appendix of this report.



2.5 Video 'Network diagnostics: data collection and analysis with easyNWK'

Content of the video

This video showcases the easyNWK digital tool as a practical instrument for visualising and analysing egocentric networks in social work. This application was further developed in the TransSoDia project.

The video explains the objectives and functions of easyNWK. It enables the structured representation of social networks from the perspective of a central person (ego), systematically recording and visualising their relationships (edges) with other people (alteri). People are depicted according to their gender using symbols (circle, square or triangle) or emojis to make it easier for children or people with cognitive limitations to understand. Pets (star) or deceased persons can also be included in the network without a relationship line.

A network map is created through dialogue in interviews with clients. The relationships are assigned to four sectors: Family, friends, colleagues and professional helpers. The spatial proximity on the map represents the subjective perception of proximity to the ego and can be divided into three concentric horizons. There is a distinction between uniplex (one role) and multiplex (several roles) relationships. So-called 'resource reserves' — i.e. currently inactive contacts that could potentially be reactivated — are also made visible.

The network analysis takes place on three levels:

1. **Network structure**, including size, density, clusters, average proximity, and bridging functions.
2. **Key roles**: including "star" (person with the most connections), isolated contacts or registered persons without a current relationship line.
3. **Interaction criteria & relationship content**: Aspects such as role allocation, social support, reciprocity, intensity, stability, forms of communication and scope are examined here.

Mapping can be carried out at different points in time to make the processes of change in the network visible. Thanks to the project's ongoing development, different forms of support (e.g. emotional, instrumental, informative, and social networking) can be depicted using symbols (e.g. a heart or a toolbox).

The network map enables targeted reflection on support structures and serves as a starting point for network interventions. It helps to identify resources, recognise social isolation and stimulate ideas for change. The ability to document developments across multiple surveys also makes easyNWK a valuable tool for long-term casework and evaluation.

The video concludes with a reference to the final video in the series, which focuses on biographical diagnostics and the easyBiograph app for creating biographical time bars.

Learning outcomes

After watching the video and completing related tasks, students should be able to:

- describe methods and techniques for collecting, visualizing and interpreting social networks,
- use the easyNWK web application to create and analyze egocentric network maps,
- Develop ideas for activating and utilizing network resources in the context of client work,
- and to critically reflect on the ethical and methodological challenges of network diagnostics.

Sources used in the video

- Bourdieu, P. (1983). Ökonomisches Kapital, kulturelles Kapital, soziales Kapital. In R. Kreckel (Hrsg.), *Soziale Ungleichheiten* (S. 183–198). Göttingen.
- Goger, K., & Ullmann, S. (2022). *Leitfaden für die Erstellung und Analyse egozentrierter Netzwerkkarten*. Ilse Arlt Institut für Soziale Inklusionsforschung. [https://\[bitte-Link-einfügen\]](https://[bitte-Link-einfügen])
- Heuer, N. (2021). Zentralität und soziale Netzwerke in der ambulanten Sozialpsychiatrie. In L. Endelweber et al. (Hrsg.), *Netzwerkkarten und Netzwerkinterventionen in der Sozialpsychiatrie* (S. 207–244). Masterthesis, Fachhochschule St. Pölten.
- Hollstein, B. (2018). Soziale Beziehungen, soziale Ungleichheit und Erträge qualitativer Studien. In L. Behrmann et al. (Hrsg.), *Doing Inequality. Prozesse sozialer Ungleichheit im Blick qualitativer Sozialforschung* (S. 193–211). VS Verlag für Sozialwissenschaften.
- Koller, F., & Winge, C. J. (2021). Soziale Unterstützung im Kontext sozialpsychiatrischer Betreuung. In L. Endelweber et al. (Hrsg.), *Netzwerkkarten und Netzwerkinterventionen in der Sozialpsychiatrie* (S. 244–317). Masterthesis, Fachhochschule St. Pölten.
- Lambers, H. (2020). *Theorien der Sozialen Arbeit. Ein Kompendium und Vergleich* (S. 36, 108ff., 126f., 146–149, 215). Budrich (UTB).
- Modrow, K. (2018). Stabilisierung von Hilfebedarfen statt Hilfe zur Selbsthilfe: Netzwerkprofile und Inklusionsprozesse in der ambulanten Sozialpsychiatrie. *Soziale Arbeit*, 67(6), 210–222.
- Pantuček-Eisenbacher, P. (2012). Verfahren. Netzwerkkarte digital: easyNWK. <https://www.Pantuček.com/index.php/soziale-diagnostik/verfahren/13-nwk-digital>
- Pantuček-Eisenbacher, P. (2019). *Soziale Diagnostik – Verfahren für die Praxis Sozialer Arbeit*. Vandenhoeck & Ruprecht.
- Richter-Mackenstein, J. (2022). *Sozialarbeitswissenschaftliche Diagnostik. Basiswissen zur Diagnostik in der Sozialen Arbeit* (S. 14, 23). UTB.
- Stegbauer, C. (2010). Weak und Strong Ties. Freundschaft aus netzwerktheoretischer Perspektive. In C. Stegbauer (Hrsg.), *Netzwerkanalyse und Netzwerktheorie* (2. Aufl., S. 105–119). Springer VS Verlag.



Note: There is a special user manual for using easyNWK, which is presented in Chapter 5 together with the WebApp.



Video 5: Network diagnostics: data collection and analysis with easyNWK. The video is freely accessible via YouTube and contains subtitles as well as a complete transcript



with time stamps, which enables targeted navigation and further didactic work. (Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors, 2024c)

Source: Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2024c, September 23). *Netzwerkdagnostik: Erhebung und Analyse mit easyNWK* [Video]. YouTube. <https://www.youtube.com/watch?v=3ZVQsNfG3zM>



Note: Didactic impulses for using the video in teaching can be found in the appendix of this report.

2.6 Video ‚Biographical diagnostics: An introduction‘

Content of the video

The video "Biographical diagnostics in social work" (13 minutes, 19 seconds) introduces the basics, meaning and methodological approaches of biographical diagnostics in social work. The starting point is the definition of the term: The term *biography* is derived from the Greek (*bios* = life, *graphein* = to write) and refers to the subjective, meaning-structured understanding of one's own life. Biography is clearly distinguished from the course of life: While the curriculum vitae is a chronological list of events, the biography interprets these events individually and emotionally - it recounts a *lived experienced*.

Biographical diagnostics involves the professional, systematic collection, analysis and interpretation of a client's life story, with the aim of strengthening their ability to act. As well as biographical data, it takes into account subjective interpretations, family contexts, social relationships, turning points and psychosocial challenges. Dealing with one's own history can reactivate coping strategies, develop new perspectives and tap resources.

A central method is the biographical-narrative interview, in which clients are encouraged to describe their lives through free narration. These autobiographical impromptu narratives often follow socially learned patterns and provide access to individual constructions of meaning. The video presents theoretical concepts for analysing such narratives, particularly the model developed by Fritz Schütze which distinguishes between description, argumentation, and narration, and identifies narrative 'constraints' (gestalt closure, condensation, and detailing) that shape narrative structures.

Additionally, it is emphasised that biographies are always context-dependent. They emerge through interaction with social relationships, cultural patterns, and historical time periods. A second interpretative approach therefore also considers the cultural, temporal and social contexts in which life experiences occur. Consequently, biographies are not only individual stories, but also an expression of social conditions and worlds.

Another key aspect of biographical diagnostics is distinguishing between lived, experienced, and narrated life. These levels help to develop and test specific hypotheses about the client's life situation. Diagnosis is carried out in a circular, process-oriented manner that focuses closely on the client's subjective experiences and interpretations.

In conclusion, it is emphasized that biographical diagnostics is only effective and professional if it is applied responsibly, reflexively and ethically. It can make a valuable contribution to promoting



the autonomy and self-determination of clients and effectively shaping individual support processes.

Learning outcomes

After watching the video and completing related tasks, students should be able to:

- explain the theoretical principles of biographical diagnostics and classify their relevance for social work,
- to distinguish between lived, experienced and narrated life,
- explain the significance of narrative procedures in the context of biographical diagnostics,
- and to develop ideas on how biographical resources can be activated to support clients in coping with life.

Sources used in the video

- Ader, S., Schrapper, C., & Thiesmeier, M. (2001). *Sozialpädagogisches Fallverstehen und sozialpädagogische Diagnostik in Forschung und Praxis*. Münster: Votum.
- Dausien, B. (2005, November). Biografieorientierung in der Sozialen Arbeit. *Sozialextra*, 11, 6–11.
- Fischer, W., & Goblirsch, M. (2004). Fallrekonstruktion im Spannungsfeld von wissenschaftlicher Analyse und professioneller Handlungspraxis. In M. Heiner (Hrsg.), *Diagnostik und Diagnosen in der Sozialen Arbeit – Ein Handbuch* (S. 127–140). Berlin: Eigenverlag des Deutschen Vereins für öffentliche und private Fürsorge e.V.
- Fischer, W., & Goblirsch, M. (2018). Narrativ-biografische Diagnostik. In P. Buttner, G. H., S. B. Silke & D. Röh (Hrsg.), *Handbuch Soziale Diagnostik. Perspektiven und Konzepte für die Soziale Arbeit* (S. 246–254). Berlin: Lambertus.
- Griesehop, H. R., Rätz, R., & Völter, B. (2012). *Biografische Einzelfallhilfe – Methoden und Techniken*. Weinheim & Basel: Beltz Juventa.
- Hölzle, C., & Jansen, I. (2011). *Ressourcenorientierte Biografiearbeit. Grundlagen – Zielgruppen – Kreative Methoden*. Wiesbaden: VS Verlag.
- Kallmeyer, W., & Schütze, F. (1977). Zur Konstitution von Kommunikationsschemata der Sachverhaltsdarstellung. In D. Wegner (Hrsg.), *Gesprächsanalysen. Vorträge, gehalten anlässlich des 5. Kolloquiums des Instituts für Kommunikationsforschung und Phonetik, Bonn, 14.–16. Oktober 1976* (S. 159–274). Hamburg: Forschungsberichte des Instituts für Kommunikationsforschung und Phonetik.
- Miethe, I. (2017). *Biografiearbeit. Lehr- und Handbuch für Studium und Praxis*. Weinheim & Basel: Beltz Juventa.
- Riemann, G. (1987). *Das Fremdwerden der eigenen Biographie: Narrative Interviews mit psychiatrischen Patienten*. München: Fink Verlag.
- Schütze, F. (1983). Biografieforschung und narratives Interview. *Neue Praxis*, 13(3), 283–293.
- Schörmann, C. (2021). Biografiearbeit anders denken – Fragmentiertes Erzählen als erzählermöglichende Ressource. *Sozial Extra*, 45(6).
<https://link.springer.com/journal/12054>





Video 6: Biographical diagnostics: An introduction. The video is freely accessible via YouTube and contains subtitles as well as a complete transcript with time stamps, which enables targeted navigation and further didactic work. (Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors, 2024a)

Source: Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2024a, Juni 24). *Biografische Diagnostik: Eine Einführung* [Video]. YouTube. <https://youtu.be/PFCfNTvqBe0>



Note: Didactic impulses for using the video in teaching can be found in the appendix of this report.

2.7 Video 'Biographical diagnostics: data collection and analysis with easyBiograph'

Content of the video

The video builds on the fundamentals of biographical diagnostics, delving deeper into the specific diagnostic procedure. It focuses on analysing lived, experienced and narrated life to gain information about clients' self-interpretations, resources, needs and challenges.

A key method is the narrative interview, which uses open narrative prompts to enable an in-depth reconstruction of life stories. This process is divided into five phases: Narrative prompting; the main narrative; internal and external follow-up questions; and the conclusion. Active listening, empathy, and a positive attitude are emphasised throughout.

The digital tool easyBiograph uses a biographical time bar to visualise life stories, divided into categories such as family, home, education, work, health and treatment. These can be supplemented individually. The tool facilitates the structured collection of life history data. It facilitates the visualisation of temporal connections and interactions between areas of life, the identification of resources, and the analysis of life phases.

According to Pantuček-Eisenbacher, the analytical perspectives presented in the video include examining gaps, analysing continuities and breaks, and identifying earlier coping strategies.

A case study illustrates how biographical events can be analysed and related to the current life situation. Hypotheses are always developed through dialogue, not as expert judgements, but as suggestions for joint reflection. The aim is to enable resource-oriented diagnostics aimed at strengthening the client.

The video concludes by emphasising that biographical diagnostic work is demanding and requires in-depth training and self-reflection. Further reading is recommended in the form of the freely accessible manual on biographical diagnostics, which is available on the TransSoDia project website and is presented in more detail in Chapter 5.1 of this report.

Learning outcomes

After watching the video and completing related tasks, students should be able to:

- explain the structure of narrative interviews and how they can be planned and conducted,



- describe the use of the easyBiograph tool for the systematic presentation and analysis of life histories,
- as well as dealing in depth with the ethical and methodological challenges of biographical diagnostics.

Sources used in the video

- Ader, S., Schrapper, C., & Thiesmeier, M. (2001). *Sozialpädagogisches Fallverstehen und sozialpädagogische Diagnostik in Forschung und Praxis*. Münster: Votum.
- Fischer, W., & Goblirsch, M. (2004). Fallrekonstruktion im Spannungsfeld von wissenschaftlicher Analyse und professioneller Handlungspraxis. In M. Heiner (Hrsg.), *Diagnostik und Diagnosen in der Sozialen Arbeit – Ein Handbuch* (S. 127–140). Berlin: Eigenverlag des Deutschen Vereins für öffentliche und private Fürsorge e.V.
- Fischer, W., & Goblirsch, M. (2018). Narrativ-biografische Diagnostik. In P. Buttner, G. H., S. B. Silke & D. Röh (Hrsg.), *Handbuch Soziale Diagnostik. Perspektiven und Konzepte für die Soziale Arbeit* (S. 246–254). Berlin: Lambertus.
- Goblirsch, M. (2010). Narrativ-biographische Diagnostik – Mehrgenerationale Fallrekonstruktionen in der professionellen Praxis. In *Biographien verhaltensschwieriger Jugendlicher und ihrer Mütter*. VS Verlag für Sozialwissenschaften. https://doi.org/10.1007/978-3-531-92169-3_6
- Goger, K., & Gerl, M. (2024). *Handbuch Biografische Diagnostik. Zur kooperativen Diagnostik von Lebensläufen und Biografien in der Sozialen Arbeit*. <https://research.fhstp.ac.at/projekte/transsodia-kooperative-soziale-diagnostik-transnational-und-digital-lehren-und-lernen>
- Hölzle, C., & Jansen, I. (2011). *Ressourcenorientierte Biografiearbeit. Grundlagen – Zielgruppen – Kreative Methoden*. Wiesbaden: VS Verlag.
- Höpfner, N., & Jöbgen, M. (1999). Zur Methodisierbarkeit von Hilfen. Oder braucht die Soziale Arbeit Diagnosen? In F. Peters (Hrsg.), *Diagnosen, Gutachten, hermeneutisches Fallverstehen* (S. 197–223). Frankfurt a.M.: IGFH.
- Jöbgen, M. (2004). Und doch kein Fall für die Justiz. Oder vom Nutzen der hermeneutischen Diagnostik. In M. Heiner (Hrsg.), *Diagnostik und Diagnosen in der Sozialen Arbeit* (S. 141–152). Freiburg: Lambertus.
- Miethe, I. (2011). *Biografiearbeit. Lehr- und Handbuch für Studium und Praxis*. Weinheim: Beltz Juventa.
- Mollenhauer, K., & Uhlendorff, U. (1992). *Sozialpädagogische Diagnosen I*. Weinheim: Beltz Juventa.
- Mollenhauer, K., & Uhlendorff, U. (1995). *Sozialpädagogische Diagnosen II*. Weinheim: Beltz Juventa.
- Pantuček-Eisenbacher, P. (2019). *Soziale Diagnostik. Verfahren für die Praxis Sozialer Arbeit*. Göttingen: Vandenhoeck & Ruprecht.
- Richter-Mackenstein, J. (2022). *Sozialarbeitswissenschaftliche Diagnostik*. Göttingen: UTB.
- Rosenthal, G., & Loch, U. (2002). Das narrative Interview. In D. Schaeffer & G. Müller-Mundt (Hrsg.), *Qualitative Gesundheits- und Pflegeforschung* (S. 221–232). Bern: Hans Huber Verlag.
- Rosenthal, G. (1995). *Erlebte und erzählte Lebensgeschichte. Gestalt und Struktur biographischer Selbstbeschreibungen*. Frankfurt am Main: Campus.

- Schütze, F. (1983). Biografieforschung und narratives Interview. *Neue Praxis*, 13(3), 283–293.
- Uhlendorff, U. (2022). *Methoden sozialpädagogischen Fallverstehens in der Sozialen Arbeit*. Weinheim: Beltz Juventa.



Note: There is a special user manual for using easyBiograph, which is presented in Chapter 6 together with the WebApp.



Video 7: Biographical diagnostics: data collection and evaluation with easyBiograph

The video is freely accessible via YouTube and contains subtitles as well as a complete transcript with time stamps, which enables targeted navigation and further didactic work. (Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors, 2024d)

Source: Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2024d, September 23). *Biografische Diagnostik: Erhebung und Auswertung mit easyBiograph* [Video]. YouTube. <https://www.youtube.com/watch?v=4ByosqT0Kck>



Note: Didactic impulses for using the video in teaching can be found in the appendix of this report.



2.8 The video series in use in teaching

The seven videos on diagnostics in social work provide a comprehensive introduction to essential topics and are designed for integration into training and continuing professional development programmes. Their modular structure and variety of addressed diagnostic procedures are designed to enable flexible didactic use, whether in classroom settings or for self-study and blended learning.

To date, the two introductory videos, 'Diagnostics in Social Work: An Introduction' and 'What is a Case?', have been accessed particularly frequently, with over 7,500 hits between them as of March 2025. These videos illustrate the significant interest in gaining an overview of this complex field.



Note: To support the integration of the video series into teaching, **accompanying reflection questions, quiz formats and tasks** were developed in the course of compiling the report. These can be found in the **appendix of this report** and can be used **to inspire courses, self-study phases or learning platforms**.



3 Podcast series on social diagnostics

The podcast series "Streitgespräche Soziale Diagnostik" ("Debates on Social Diagnostics") is dedicated to key topics in social work diagnostics and encourages critical examination of concepts, terms and perspectives. The episodes are intended for students, professionals, and interested individuals who are already familiar with the fundamental principles of social work diagnostics and are seeking in-depth discussions.

The series concept was developed under the leadership of Joseph Richter-Mackenstein (FH Kiel) and coordinated by the entire TransSoDia team. The selection of discussion partners was made in joint consultation. Renowned experts who have researched and/or published on relevant aspects of social diagnostics and who are active in professional networks were invited to participate. They were deliberately chosen from outside the universities directly involved in TransSoDia, in order to include new perspectives — an approach that was met with great openness and willingness to participate by all the colleagues approached.

Christina Engel-Unterberger (St. Pölten UAS) and Nico Porath (Kiel UAS) hosted the series. In four one-hour episodes, they discussed the theoretical, ethical, and methodological challenges of social diagnostics with their guests. The moderators were also responsible for preparing the content and conducting preliminary discussions with the guests. These were documented by St. Pölten UAS. The Zoom recordings were edited by Nico Porath, who also added intro and end credits music. Christina Engel-Unterberger communicated with the guests regarding the publication of the episodes on YouTube and Spotify.

The following table provides an overview of the four episodes, their thematic focus, guests, publication dates, and access figures as of 31 March 2025:

Table 2 : Thematic overview of the TransSoDia podcast series with guests, publication dates and access figures (as at the end of the project).

No.	Title	Guests	Thematic focus	Duration	Link	Published on	Visits as of 31 March 2025
1	What is social about diagnostics?	Tom Friedli, Joseph Richter-Mackenstein	Discursive discussion from different professional perspectives on central concepts and the question of what constitutes a subject-specific diagnosis in social work.	59:33	YouTube , Spotify	09.11.2023	489 (YT)
2	And what do we actually diagnose? - On the subject area of diagnostics in social work.	Rita Hansjürgens, Dieter Röh	A professionally sound discussion about what is actually diagnosed in social work. This episode explores different perspectives on social diagnostics and addresses the associated challenges and areas of tension.	62:47	YouTube , Spotify	09.11.2023	258 (YT)
3	Social networks as fat eyes on the soup or a living relationship?	Peter Pantuček- Eisenbacher Heiko Löwenstein, Joseph Richter-Mackenstein	An in-depth examination of the significance and methodological principles of network diagnostics. It focuses on different professional perspectives on social networks as the subject of social diagnostics, as well as their potential for activating resources in professional action.	74:20	YouTube , Spotify	12.01.2024	214 (YT)
4	Experienced or known for sure - biography as fact or subjective construction?	Anna Lena Rademaker, Sabine Ader	A discussion on the significance of biographical diagnostics in social work. Areas of tension between objectifying analysis and subjective narrative were explored in the joint reflection. The role of the professional in the diagnostic process was highlighted, as was the significance of biographical work and biographical diagnostics in the context of professional case understanding.	67:07	YouTube , Spotify	12.01.2024	398 (YT)



3.1 Podcast episode: 'What is social about diagnostics?'



Podcast 1: What is social about diagnostics? This episode introduces the topic of social diagnostics. Tom Friedli & Joseph Richter-Mackenstein discuss key terms, reflect on their inconsistent use, and highlight different professional perspectives — thereby contributing to the conceptual clarification and further development of the discourse.



Engel-Unterberger, C., Porath, N., Richter-Mackenstein, J. & Friedli, T. (2023, November 9). *#1 Was ist denn sozial an Diagnostik? – Tom Friedli & Joseph Richter-Mackenstein im Streitgespräch* [Audio-Podcast-Episode].

YouTube: https://youtu.be/rw_WDMSYnAw?si=Ui4U989VZaS-VYAh

Spotify: <https://open.spotify.com/episode/01iPKUhA5nRNNIzQS0ReQx>

Content of the podcast episode

In the first episode of the "Debates on Social Diagnostics" podcast series, Tom Friedli and Joseph Richter-Mackenstein address the question: 'What is social about diagnostics?' The two experts offer different perspectives on how the approach to diagnostics in social work differs from that in medicine and psychology. They focus on key terms such as 'social diagnostics' and 'social work diagnostics', which are sometimes questioned. They agree that diagnostics is a well-founded, systematic and reflexive approach that enables a professional understanding of cases.

At the same time, they discuss the ability to connect with other professions, particularly in reference to the biopsychosocial model. This dialogue opens up possibilities for further developing a diagnostic identity in social work, making it clear that diagnostics are not an additional task, but an integral part of professional practice.

Guests of the podcast episode



Figure 5 : Podcast 1 interviewees: Tom Friedli, Joseph Richter-Mackenstein.

Tom Friedli is a doctor of social work and an ECCSW-certified clinical social worker and clinical mentor. He is co-president of SAGES, the Swiss Association for Health-Related Social Work and co-founder of the "Working Group on Quality Criteria for Social Diagnostics" (AG QuaSoDia). His dissertation focused on intervention research in chronic pain, particularly the social dimension. He currently works at the Inselspital, Bern University Hospital in Switzerland, in the field of health promotion and chronic pain prevention. Tom Friedli emphasises the importance of a biopsychosocial view of pain, as opposed to purely biological or psychological approaches. From 1 January 2024, he will take over the professorship for Clinical Social Work at the University of Applied Sciences Northwestern Switzerland.



Joseph Richter-Mackenstein is a professor of psychosocial diagnostics and counselling at Kiel University of Applied Sciences. He is a qualified psychologist and systemic therapist, as well as a state-certified motor therapist and body psychotherapist. Following secondary school, he undertook training as a motor therapist, during which time he discovered his passion for understanding-centred work, subsequently working in a clinic in the Black Forest. Following this, he studied social work and then psychology in Giessen. He gained professional experience in various areas, including socio-pedagogical family support, a child and adolescent psychiatric practice, and a child and youth welfare centre, where he worked for several years. He has been a professor of psychosocial diagnostics and counselling at Kiel University of Applied Sciences since 2013.

Thematic course of the podcast episode

Table 3 : Chronological overview of central discussion sections of podcast episode 1.

Time	Content section
00:00-02:30	Introduction by Nico Porath and Christina Engel-Unterberger
02:30-05:00	Introduction of guests Tom Friedli and Joseph Richter-Mackenstein
05:00-11:30	First reflections: What is social about diagnostics? Clarification of terms
11:30-20:00	Discussion: Diagnostics as a method, understanding cases, social responsibility
20:00-30:00	Controversy: social vs. social work diagnostics
30:00-38:00	Importance of diagnostics for practice, role of science
38:00-45:00	Communication with other professions (doctors, psychologists), biopsychosocial model
45:00-53:00	Concept of diagnostics and classification of (alternative?) terms such as assessment, clearing, case understanding
53:00-59:00	Concluding reflections and outlook

Learning outcomes

After listening to the podcast episode *"What is social about diagnostics?"* and completing accompanying tasks, students should be able to:

- roughly differentiate between key terms such as social diagnostics, social work diagnostics, case understanding, clearing and assessment,
- name central arguments for different choices of terms and reflect on their significance for the professional positioning of social work,
- describe the biopsychosocial model as an orientation framework for diagnostics in social work,



- recognize and discuss areas of tension in diagnostic action.

Use in teaching

The first podcast episode is particularly suitable for seminars on:

- Social diagnostics
- Methodical action in social work
- Professional theory and the scientific nature of social work
- Communication in an interdisciplinary context



Note: We particularly recommend using the episode in **combination with specialist texts by the two guests** - such as book chapters or articles - in order to deepen key content and experience the authors "in action" in conversation. **Further didactic ideas** for integrating the episode into teaching **can be found in the appendix of this report.**

3.2 Podcast episode: 'And what do we actually diagnose?'



Podcast 2: And what do we actually diagnose? This episode focuses on the subject area of social diagnostics: what is actually diagnosed in social work - and how? Rita Hansjürgens and Dieter Röh discuss the processes involved and the challenges that arise. This episode provides an ideal starting point for a discussion about the diagnostic approach in social work.



Engel-Unterberger, C., Porath, N., Richter-Mackenstein, J., Hansjürgens, R. & Röh, D. (2023, November 9). #2 Und was diagnostizieren wir eigentlich? – Rita Hansjürgens & Dieter Röh im Streitgespräch [Audio-Podcast-Episode].

YouTube: https://youtu.be/E0X34N_dI7o?si=byWtUbm-NaEfHxQ6

Spotify: <https://open.spotify.com/episode/0ja8jv0mMRqASp3ALU2m28>

Content of the podcast episode

In the second episode of the podcast series Debates on Social Diagnostics, Rita Hansjürgens and Dieter Röh address the following question: 'What do we actually diagnose?' They focus on the subject area of social diagnostics, i.e. the question of which diagnostic processes social work actually relates to. The two experts discuss how complex life situations, social relationships, resources, biographies and environmental conditions can be systematically recorded, as well as the tension that arises when this is set against institutional requirements, time constraints and classification systems.

The dialogue also sheds light on the specific features of diagnostic practice in various fields, such as addiction support, social psychiatry, and integration support. It becomes clear that social diagnostics is not a purely technical procedure, but rather a dialogical, power-sensitive and resource-oriented process. The tension between individual lifestyles and structural framework conditions is a common theme throughout the discussion.



Guests of the podcast episode



Figure 6 : Podcast 2 interviewees: Dieter Röh, Rita Hansjürgens.

Dieter Röh is a social and health sciences researcher. After graduating as a social worker and social pedagogue with state recognition from Ostfriesland University of Applied Sciences, he worked in social psychiatry and with people with disabilities. He obtained his Master of Public Health (MPH) from the Ostfriesland University of Applied Sciences on the Practice-Oriented Interdisciplinary Health Sciences course.

In 2005, he completed his doctorate in Oldenburg on the subject of 'Empowerment for Coping with Life: An Integrated Concept for Working with Chronically Mentally Ill People'. Since 2005, he has been a professor of social work science at Hamburg University of Applied Sciences, specialising in the history, philosophical foundations, theories, and methods of social work. He focuses his teaching, consultancy, further education and research on disability support, social psychiatry, rehabilitation and clinical social work. He has contributed to numerous publications on social diagnostics as an author and editor. In 2009, he co-published the volume 'Perspektiven Sozialer Diagnostik. Über den Stand der Entwicklung von Verfahren und Standards' (Perspectives on Social Diagnostics: The Status of the Development of Procedures and Standards) and, in 2020, the volumes 'Soziale Diagnostik in den Handlungsfeldern der Sozialen Arbeit' (Social Diagnostics in the Fields of Social Work) and 'Handbuch Soziale Diagnostik' (Handbook of Social Diagnostics). Perspectives and concepts for social work".

Rita Hansjürgens is a professor of Theories of Action and Methods of Social Work, as well as General Pedagogy, at the Alice Salomon University of Applied Sciences in Berlin. She holds a doctorate in Educational Science, a degree in Social Work and a Master's in Professional Studies, specialising in Clinical Social Work. She has also completed training in Systemic Solution-Oriented Counselling.

Her research interests include theories of action and methods of social work; the professionalisation of social work; health-related and clinical social work; social work in addiction support; social diagnostics; and the handling of knowledge in social work.

She is deputy chair of the German Society for Social Work in Addiction Support (DG-SAS). A recent book by Rita Hansjürgens also addresses the subject of social diagnostics in addiction support.



Thematic course of the podcast episode

Table 4 : Chronological overview of central discussion sections of podcast episode 2.

Time	Content section
00:00-02:25	Introduction by Nico Porath and Christina Engel-Unterberger
02:25-05:15	Introduction of the guests: Rita Hansjürgens and Dieter Röh
05:15-11:30	Biographical approaches to dealing with diagnostics
11:30-18:00	Approach to the subject area of social diagnostics
18:00-26:00	Differentiation from medical diagnostics and interdisciplinary exchange
26:00-30:30	Functions of diagnostics: action planning and case understanding
30:30-36:00	ICF and classification systems: potential and criticism
36:00-42:30	Areas of tension in practice: time pressure, official requirements, role of the profession
42:30-49:20	Power, trust and relationship in diagnostic processes
49:20-56:00	Child welfare, risk diagnostics and multiple perspectives
56:00-60:00	Summary, closing statements

Learning outcomes

After listening to the podcast episode "And what do we actually diagnose?" and engaging with accompanying tasks, students should be able to:

- name central subject areas of social diagnostics (e.g. life situations, relationships),
- fundamentally explain the multi-perspective view of social work (e.g. biography, lifeworld, networks, socio-spatial localization),
- outline the differences between social, medical and classificatory diagnostic approaches,
- critically reflect on challenges in the application of standardized instruments and normative concepts (e.g. child welfare, poverty).



Use in teaching

The second podcast episode is particularly suitable for courses on:

- Social diagnostics
- Casuistry and case understanding
- Interdisciplinary cooperation
- Professional development, attitude issues, resource orientation

  **Note:** We particularly recommend using the episode in **combination with specialist texts by the two guests** - such as book chapters or articles - in order to deepen key content and experience the authors "in action" in conversation. **Further didactic ideas** for integrating the episode into teaching **can be found in the appendix of this report.**

3.3 Podcast episode: 'Social networks as fat eyes on the soup or a living relationship?'



Podcast 3: Social networks as fat eyes on the soup or a living relationship? This episode focuses on the role of social networks in social work diagnostics. Peter Pantuček-Eisenbacher, Heiko Löwenstein & Joseph Richter-Mackenstein discuss qualitative and quantitative approaches, and explore why networks are important for professional understanding. This episode is ideal for in-depth study in courses.



Engel-Unterberger, C., Porath, N., Richter-Mackenstein, J., Löwenstein, H. & Pantuček-Eisenbacher, P. (2024, Januar 12). #3 Soziale Netzwerke als Fettagungen auf der Suppe oder gelebte Beziehung? Peter Pantuček-Eisenbacher, Heiko Löwenstein & Joseph Richter-Mackenstein im Streitgespräch [Audio-Podcast-Episode].

YouTube: <https://youtu.be/itQOmO-HkCM>

Spotify: <https://open.spotify.com/episode/2HMHnrgQBgYz9RDL%20MMrlfc>

Content of the podcast episode

In the third episode of the Streitgespräche Soziale Diagnostik podcast series, Peter Pantuček-Eisenbacher, Heiko Löwenstein, and Joseph Richter-Mackenstein discuss the importance of social networks in social work diagnostics. The guests shed light on the theoretical foundations as well as the practical and methodological issues involved.

The central question is why networks are an indispensable part of social work and how they can be systematically recorded and analysed. The discussion not only focused on mapping relationship structures, but also on qualitative aspects such as trust, closeness, ambivalence and the significance of cultural and normative contexts.

Particular attention was paid to the diagnostic potential of egocentric network maps (e.g. easyNWK), the distinction between the quality and quantity of relationships, and the question of standardising and normalising network diagnostic procedures. The discussion also provided insights into current research and future developments, encouraging listeners to consider the potential and limitations of network diagnostics.



Guests of the podcast episode



Figure 7 : Podcast 3 interviewees: Peter Pantuček-Eisenbacher, Joseph Richter-Mackenstein, Heiko Löwenstein.

Peter Pantuček-Eisenbacher is a social worker, sociologist and supervisor. He began his career in child and youth welfare in Vienna and has been teaching since 1985. He was Professor of Methodology and Theory of Social Work at the Federal Academy of Social Work and St. Pölten University of Applied Sciences (UAS), where he served as Head of Studies and Department until 2018. From 2018 to 2025, he was Rector and Managing Director at the Bertha von Suttner Private University in St. Pölten.

His research and publications primarily focus on the professionalisation and methodology of social work, particularly in the areas of individual casework, social diagnostics, and other current issues in social work practice.

In his 2005 dissertation on social diagnostics, now in its fourth edition, he presents methods and instruments that are constantly being further developed based on practical experience in German-speaking countries.

Joseph Richter-Mackenstein is a qualified psychologist and systemic therapist, as well as a state-certified motor therapist and body psychotherapist. He has gained extensive professional experience in various areas, including socio-pedagogical family support, a child and adolescent psychiatric practice, and a child and youth support centre. Since 2013, he has been Professor of Psychosocial Counselling and Diagnostics at Kiel University of Applied Sciences.

Heiko Löwenstein worked as a social worker in community psychiatry and is now a professor of social work theory, focusing on inclusion. He teaches at the Catholic University of Applied Sciences North Rhine-Westphalia in Cologne. He is the spokesperson for the university's research group on network analysis and is the head of the Master's degree programme in Social Work. One of his current research projects uses network-analytical methodology to develop prevention approaches for sexualised peer violence based on the bystander intervention model.



Thematic course of the podcast episode

Table 5 : Chronological overview of central discussion sections of podcast episode 3.

Time	Content section
00:00-02:00	Introduction by Nico Porath and Christina Engel-Unterberger
02:00-05:00	Introduction of the guests: Peter Pantuček-Eisenbacher, Heiko Löwenstein, Joseph Richter-Mackenstein
05:00-12:00	Personal networks between the guests, points of reference and initial professional assessments
12:00-18:00	Why social work needs to engage with networks
18:00-24:00	Networks vs. systems - theoretical approaches and everyday practical significance
24:00-31:00	Differences between network and systems theory; epistemological questions
31:00-34:00	Delimitability of networks; connections to other theories
34:00-42:00	Qualitative and quantitative aspects of network diagnostics
42:00-51:00	Network map as a combination of qualitative and quantitative methods
51:00-56:00	Norms, discourses and cultural embedding of network relationships
56:00-66:00	Standardization and normalization of network diagnostic instruments - prerequisites and challenges of empirical norm values
66:00-72:00	Potentials, limits and next steps - reflection and outlook

Learning outcomes

After listening to the podcast episode "*Experienced or known for sure - social networks as fat eyes on the soup or lived relationship?*" and engaging with accompanying tasks, students should be able to:

- name central characteristics and functions of social networks in social work,
- distinguish between qualitative and quantitative aspects of network diagnostic methods,
- reflect on the opportunities and challenges of network diagnostics in professional practice.



Use in teaching

The third podcast episode is particularly suitable for seminars on:

- Network diagnostics and relational case understanding
- Methods of social work
- Social support and network interventions



Note: We particularly recommend using the episode in **combination with specialist texts by the three guests** - such as book chapters or articles - in order to deepen key content and experience the authors "in action" in conversation. **Further didactic ideas** for integrating the episode into teaching **can be found in the appendix of this report.**

3.4 Podcast episode: 'Experienced or known for sure - biography as fact or subjective construction?'



Podcast 4: Experienced or known for sure - biography as fact or subjective construction? This podcast episode is dedicated to the question of the significance of biographical diagnostics for professional case understanding in social work. The focus is on the tension between subjective narrative and diagnostic objectification, the influence of the professional relationship on biographical narratives and current developments in dealing with biographical material. The series is particularly suitable for courses in which reflective, understanding-oriented diagnostics are discussed or critically examined.



Engel-Unterberger, C., Porath, N., Richter-Mackenstein, J., Ader, S. & Rademaker, A. (2024, Januar 12). #4 Erlebt oder sicher gewusst – Biografie als Fakt oder subjektive Konstruktion? – Anna Lena Rademaker & Sabine Ader im Streitgespräch [Audio-Podcast-Episode].

YouTube: https://youtu.be/Q_HVgnj3zkk,

Spotify: <https://open.spotify.com/episode/4wVMfHyjKfcGM4ytBfpeJE>

Content of the podcast episode

In the fourth episode of the Streitgespräche Soziale Diagnostik podcast series, Anna Lena Rademaker and Sabine Ader discuss the importance of biographical diagnostics in social work. They focus on how professionals use biographical material in the diagnostic process, as well as the associated epistemological, methodological, and institutional challenges.

The episode clarifies that biographical diagnostics does not provide an objective depiction of facts, but is instead a dialogical process shaped by relationships, attitudes, and context. Biographical narratives are not considered objective truths, but rather as subjective constructions that emerge from social interactions and contribute to professional understanding.

The discussion covers the role of biographical perspectives in understanding cases, the relationship between subjective and objective data, and the extent to which diagnostics are also a form of intervention. The episode also explores the significance of biographical diagnostics in the



context of the individual lifeworld and social structure for participatory, communicative social work.

Guests of the podcast episode



Figure 8 : Podcast 4 interviewees: Anna Lena Rademaker, Sabine Ader.

Anna Lena Rademaker is a professor of social work in healthcare at Bielefeld University of Applied Sciences. She studied social work at HAWK University of Applied Sciences Hildesheim/Holzminden/Göttingen, completing a Bachelor's and a Master's degree, before going on to complete her doctorate at Bielefeld University on the topic of 'Agency & Health: A Triangulative Analysis of Biopsychosocial Representations of Adolescent Health Types'. Her current research focuses on quality criteria for social diagnostics, and she coordinates the transnational research network QuaSoDia. Her research focuses on analysing effectiveness indicators in the design of social diagnostic processes and instruments.

Sabine Ader is a professor of child and youth welfare in the Department of Social Work at Münster University of Applied Sciences. She studied Education with a focus on Social Pedagogy and Adult Education at Westfälische Wilhelms-Universität Münster, after which she began her professional career at the Institute for Social Work in Münster. After completing her doctorate in Koblenz, she worked at the Catholic University of North Rhine-Westphalia in Münster for almost 15 years. She considers supervision, practice-oriented teaching, practice consulting and practice research to be important aspects of her work. She co-edited the book *Sozialpädagogische Diagnostik und Fallverstehen in der Jugendhilfe* with Christian Schrappner, which has already been published in a second, updated edition.

Thematic course of the podcast episode

Table 6 : Chronological overview of central discussion sections of podcast episode 4.

Time	Content section
00:00-02:40	Introduction by Nico Porath and Christina Engel-Unterberger
02:40-04:13	Introduction of guests Sabine Ader and Anna Lena Rademaker
04:13-07:24	The importance of biographical work in social work - promoting self-understanding, autonomy and participation
07:24-10:06	Biographical diagnostics as part of triangulated diagnostics



10:06-17:04	Validity of biographical narratives - difference between objective truth and subjective interpretation; narratives as a construction
17:04-23:40	Diagnostics as a relationship process - influence of the specialist, prerequisites for professional action - knowledge, skills, attitude and professional ethics as the basis of diagnostic practice
23:40-30:02	Social work as co-production - diagnostics as intervention in the relationship space & influence of structural framework conditions
30:02-38:24	Systematize concepts for social diagnostics - Strengthen professional language skills and develop common standards
38:24-42:52	Case understanding & contextual understanding - embedding individual biographies in institutional and social conditions
42:52-48:05	Institutional dynamics as part of the case
48:05-52:15	Loss of importance of biographical diagnostics?
52:15-56:29	Participatory diagnostics as a professional requirement
56:29-01:05:18	Summary, closing statements

Learning outcomes

After listening to the podcast episode "Erlebt oder sicher gewusst - Biografie als Fakt oder subjektive Konstruktion" and engaging with accompanying tasks, students should be able to:

- describe the significance of biographical diagnostics in the professional understanding of social work cases,
- recognize central features of biographical narratives as subjective constructions and assess their significance in the diagnostic process,
- reflect on the importance of relationship, attitude and context for biographical understanding,
- Identify the challenges and opportunities of biographical diagnostics in the area of tension between the individual lifeworld and institutional framework conditions.



Use in teaching

The fourth podcast episode is particularly suitable for seminars on:

- Biographical diagnostics
- Case understanding in social work
- Professional development, relationship building and self-reflection



Note: We particularly recommend using the episode in **combination with specialist texts by the two guests** - such as book chapters or articles - in order to deepen key content and experience the authors "in action" in conversation. **Further didactic ideas** for integrating the episode into teaching **can be found in the appendix of this report.**

3.5 The podcast series in use in teaching

The four-part podcast series 'Streitgespräche Soziale Diagnostik' provides in-depth insights into key theoretical, methodological and professional issues, making it ideal for teaching purposes. Through dialogue and the diversity of perspectives of the invited experts, complex content is conveyed in a lively and comprehensible way, making it well suited as a basis for discussions in study groups, seminars or training events. The podcast can also be enriching when used alongside specialist literature: Authors can engage in discourse and theoretical concepts become clearer.

Thanks to their thematic focus, individual episodes can be specifically integrated into modules or thematic blocks, whether as an introduction to overarching issues (e.g. understanding concepts), to delve deeper into specific approaches (e.g. network or biography diagnostics), or to encourage reflection on professional positioning.



Note: Supplementary materials were developed as part of the project report to support didactic use. These include **discussion questions, prompts for reflection and smaller task formats** for individual or group work. They can be found in the **appendix of this report** and can be used flexibly in face-to-face events, self-study phases or on digital learning platforms. The aim is to encourage active engagement with the podcast content and open up space for critical reflection, exchange and positioning.

Following the introduction to the video and podcast series, the next two chapters provide in-depth material on two key approaches to social diagnostics: network diagnostics (Chapter 4) and biographical diagnostics (Chapter 5).

The aim of these chapters is to systematically prepare further materials developed during the project, providing impulses for teaching, further training, and professional practice.



4 Network diagnostics: Additional products and materials

In addition to the two videos on network diagnostics (sections 2.4 and 2.5) and the topic-specific podcast episode (section 3.3), several further texts on network diagnostics were also developed as part of *TransSoDia*. These materials provide a theoretical foundation as well as concrete methodological instructions and literature recommendations prepared for teaching at university level.

Additionally, the easyNWK WebApp was developed during the project. This chapter presents the associated user manual and the WebApp itself.

4.1 easyNWK: WebApp and user manual



Tool: easyNWK

Type: Web-based software for creating egocentric network maps

Version: 2.7 (as of January 29, 2025)

Access: <https://easynwk.fhstp.ac.at/easynwk-web-app>

Open source: [GitHub - easyNWK](#) or [Zenodo - easyNWK](#)

Languages: German and English

Areas of application: Teaching, practice and research in social work

System requirements: Device with web browser (e.g. Chrome, Firefox); recommended: Screen from 10 inches, landscape format

easyNWK is a browser-based WebApp that provides free access to a tool for creating, editing and analysing egocentric network maps (NWK). It was further developed as part of the Erasmus+ TransSoDia project. Designed to meet the needs of teaching, research and social work practice, the application is suitable for these three fields.

easyNWK enables users to record relationships with family members, friends, acquaintances, colleagues and professional helpers in a structured way. The software enables cooperative visualisation and analysis of network structures and accessible social support, providing a basis for inclusion and health-promoting interventions.

Its intuitive operation allows even inexperienced users to create egocentric network maps. The application runs entirely locally in the browser, with no storage on servers, which offers advantages in terms of data protection. As an open-source application, easyNWK can be adapted and further developed as required.

Functions at a glance:

- Creation and management of multiple network maps
- Recording and processing contacts, roles, relationships and relationship qualities
- Automatic calculation of network key figures (size, density, degree, stars, isolated contacts, etc.)
- Export functions: PNG, CSV, PDF
- View settings: Anonymization, emojis, role display, text sizes, horizons
- Zoom, clique formation, selective display via selection rectangle



- Support for mobile devices, touchscreens and different screen sizes
- Local data storage (no server upload)
- Open source (source code publicly accessible via GitHub and Zenodo)

 Rind, A., Böck, J., & easyNWK contributors. (2025a). *easyNWK - Web app for creating egocentric network maps* (version 2.7) [Computer Software]. GitHub. <https://github.com/fhstp/easynwk-web>

 Rind, A., Böck, J., & easyNWK contributors. (2025b). *easyNWK - egocentered network map for social work* (Version v2.7.0) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.14474950>

As part of the project, the user manual was updated and published. It provides step-by-step instructions on how to use the system, as well as information on data protection.

 Rind, A., Böck, J., Punesch, J., Schrenk, H. & Schweiger, S. (2024). *Introduction to the easyNWK 2.7 software - usage manual*. Project TransSoDia. <https://easynwk.fhstp.ac.at/easynwk-web-app>

4.2 Basic manual: Self-centered network map

Ego-centered network map - basics and application guide

Author: Karin Goger

With the collaboration of: Stella Ullmann, Alexander Rind and Joseph Richter-Mackenstein

Publication: March 31, 2025

Length: 62 pages

This practical manual introduces readers to the use of egocentric network maps in social work. It is intended for professionals and teachers wishing to engage with methodical network diagnostics, and can be used in both professional practice and university teaching.

The first part introduces the concept of networks and explains its relevance to social work. It then describes the basic structure of the network map and key terms in detail, including the central elements of nodes, edges, sectors and horizons. The focus is not only on technical aspects, but also on the underlying conceptual considerations of visualising and analysing social relationships. Based on existing concepts, the manual presents a differentiation of social support forms.

The manual provides instructions for conducting interviews and for clients to position contacts themselves. It also systematically considers questions of relationship design and the subjective attribution of meaning. This is supplemented by a well-founded chapter on the evaluation and interpretation of network maps, shedding light on central dimensions such as network size and density, key roles, reciprocity and proximity-distance perceptions, as well as social support. References to empirical findings are intended to support diagnostic assessments in individual cases.



4.3 Recommended reading: Literature on network diagnostics

Literature on network diagnostics. Annotated literature recommendations for courses and seminars on network diagnostics.

Author: Karin Goger

Publication: October 1, 2024

Scope: 50 pages

The annotated literature recommendations provide a systematic overview of key texts on network diagnostics and analysis relevant to social work. This 50-page collection is intended for lecturers, students, and professionals in practice and further education. It can be used as a basis for in-depth reading, seminar discussions, or course design.

Structure of the collection

1. **Introductory texts** on social network analysis,
2. **Instruments of social network diagnostics**,
3. **Relevant research findings** (e.g. on mental health, social inequality, COVID-19),
4. **Key works** of network research and theory.

Each text is summarised and contextualised within a few paragraphs. The focus is on key concepts, theoretical approaches, empirical findings, and references to applications. Particular attention is paid to their relevance for social work and their didactic usability. The compilation also includes lesser-known texts that are highly relevant.

4.4 Collection: Instruments of egocentric network diagnostics

Instruments of egocentric network diagnostics. Instruments for the visualization and analysis of a person's social relationships.

Author: Karin Goger

Publication: October 1, 2024

Scope: 26 pages

This collection provides an accessible introduction to key visualisation and survey tools for analysing social relationships in the context of social work. It is particularly aimed at professionals, teachers and students who wish to engage with the systematic recording of social networks, whether to promote case understanding, provide resource-oriented support, or develop professional action further.

Seven instruments are presented across around 25 pages, including classic methods such as the Social Atom, the Sociogram and the Eco-Map, as well as tools such as the Social Network Inventory (SNI), the Network Diagram, the VIP Map and the web-based Social Support Network Map (SSNM).

Particular attention is paid to the practical presentation of the instruments to support their use in counselling, diagnostics and teaching. The strengths and limitations of the respective instruments are identified and illustrated using exemplary visualisations. The presentation is supplemented by references to further literature.

This product serves as an introduction to the variety of methods employed in network diagnostics and can be utilised in both courses and practical counselling. It provides lecturers with a reliable basis for lesson planning and gives students a clear overview of the instruments used for network diagnostics in social work.

 Goger, K. (2024a). *Instrumente der egozentrierten Netzwerkdiagnostik. Instrumente zur Visualisierung und Analyse von sozialen Beziehungen einer Person*. Projekt TransSoDia. <https://easynwk.fhstp.ac.at/materialien-netzwerkdiagnostik>



4.5 Review: Current findings of network research

Effects of person-environment relationships - synopsis of current findings from network research

Authors: Joseph Richter-Mackenstein, Sonja Lembke, Nico Porath

Publication: October 1, 2024

Scope: 17 pages

This review provides a systematic overview of empirical findings from network research that are particularly relevant to social work. Written by Joseph Richter-Mackenstein, Sonja Lembke and Nico Porath of Kiel University of Applied Sciences, the review is based on an analysis of 29 empirical studies from the last 25 years.

It focuses on egocentric networks — i.e. individuals' personally experienced social networks — and their diagnostic relevance for social work. The authors demonstrate the relationship between networks and psychosocial well-being, psychopathological phenomena, personality, poverty, and professional success. This document is particularly valuable for anyone looking to enrich discussions on network diagnostics with up-to-date research findings.

 Richter-Mackenstein, J., Lembke, S., & Porath, N. (2024). *Effekte der Person-Umfeld-Beziehungen: Synopse aktueller relevanter Erkenntnisse aus der Erforschung egozentrierter Netzwerke für die Soziale Arbeit*. Projekt TransSoDia. <https://easynwk.fhstp.ac.at/materialien-netzwerkdiagnostik>



5 Biographical diagnostics: Additional products and materials

In addition to the two videos on biographical diagnostics (chapters 2.6 and 2.7), as well as a topic-specific podcast episode (chapter 3.4), TransSoDia has also developed further materials on biographical diagnostics. A comprehensive handbook provides an introduction to the theoretical principles and procedures of biographical diagnostics. An annotated bibliography has also been prepared for use in seminars and courses.

The easyBiograph tool was also made available as a WebApp for the first time during the project. The WebApp and user manual are presented later in this chapter.

5.1 easyBiograph: WebApp and user manual



Tool: easyBiograph

Type: Web-based software for creating biographical timelines

Version: 2.3 (as of January 20, 2025)

Access: <https://easybiograph.fhstp.ac.at/easybiograph-web-app>

Open source: [GitHub - easyBiograph](#) or [Zenodo - easyBiograph](#)

Languages: German and English

Areas of application: Teaching and practice of social work

System requirements: Device with web browser (e.g. Chrome, Firefox); recommended: Screen from 10 inches, landscape format

As part of the Erasmus+ project TransSoDia, easyBiograph was developed as a web app for current devices. This tool was previously only available as an analogue document template and a technically outdated Java application. This browser-based application enables users to visually organise biographical life courses using the biographical timeline developed by Pantuček-Eisenbacher. Users can document multidimensional life phases and events along a timeline, including those relating to family, housing, education, work, health, and treatment/assistance. The digital timeline visualises both biological age and historical year, enabling a compact, chronologically precise, and visually comprehensible representation of life courses.

The application is particularly suitable for long-term counselling processes, for example in social psychiatry, probation services or addiction support, and it promotes diagnostic interpretation, resource analysis and intervention planning as part of cooperative use. The tool can also be used for a variety of teaching purposes, such as practising biographical diagnostics in the context of social work or reflecting on one's own life course.

Functions at a glance

- Creation of new biographical time bars with start and end date, note field and dimensions
- Two entry types: Moment (e.g. start of school) or period (e.g. education)
- Standard dimensions: Family, housing, education, work, health, treatment/help
- Adaptation through own dimensions (e.g. migration, leisure, volunteering)
- Zoom function, optional 5-year lines for enhancing visual orientation
- Color modes for better differentiation of dimensions
- Export and save function (local, in .json format)
- Local data storage in the browser - no transmission to servers
- Support for mobile devices, touchscreens and smaller screens



- Open source (source code publicly accessible via GitHub and Zenodo)

 Böck, J., Rind, A., & easyBiograph contributors. (2025a). *easyBiograph (Version 2.3)* [Software]. GitHub. <https://github.com/fhstp/easybiograph>

 Böck, J., Rind, A., & easyBiograph contributors. (2025b). *easyBiograph-Biographical time bars for social work (Version v2.3)* [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.14389168>

As part of the project, a user manual was also created and published. This manual provides step-by-step instructions on how to use the system, as well as information on data protection.

 Rind, A., Böck, J., Punesch, J., & Schrenk, H. (2025). *Usage manual easyBiograph 2.3*. St. Pölten University of Applied Sciences. <https://easybiograph.fhstp.ac.at/easybiograph-web-app>

5.2 Basic manual: Biographical diagnostics

 **Biographical diagnostics. Handbook for cooperative diagnostics of life histories and biographies in social work.**

Authors: Karin Goger and Markus Gerl

With the collaboration of: Christina Engel-Unterberger

Publication: October 1, 2024

Scope: 107 pages

This handbook on biographical diagnostics in social work is arguably the most comprehensive, scientifically rigorous output of the Erasmus+ project TransSoDia. It provides a systematic introduction to the theoretical principles, concepts, and procedures of biographical diagnostics, combining them with methodological and didactic insights for teaching and practice.

Drawing on sociological and socio-psychological theories, as well as empirical findings from biographical research, it first elaborates on the significance of life history perspectives for diagnostic action in social work. The focus is on phenomena and concepts such as the institutionalisation of the life course, biographicality, and narrative identity. Perspectives of social work on biographies are presented alongside classical and contemporary positions from Mary Richmond and Lothar Böhnisch to Rosa Griesehop and Birgit Griesse.

The chapter on the concepts and methods of biographical diagnostics provides the necessary theoretical and methodological knowledge for implementing biographical interviews, creating biographical timelines and applying biographical case reconstruction and socio-pedagogical diagnostics.

The handbook demonstrates how biographical diagnostics, when understood as a reconstructive, contextualised and resource-based approach to life courses and life-history narratives, can enhance professional case understanding.

Overall, the handbook aims to promote the professionalisation of social diagnostics, while also encouraging the application of scientific findings to professional, biography-oriented social work.

 Goger, K., & Gerl, M. (2024). *Biografische Diagnostik. Handbuch zur kooperativen Diagnostik von Lebensläufen und Biografien in der Sozialen Arbeit*. Projekt TransSoDia. <https://easybiograph.fhstp.ac.at/materialien-biographische-diagnostik>

5.3 Recommended reading: Literature on biographical diagnostics

Annotated bibliography on biographical diagnostics. Recommended literature for courses and seminars.

Author: Karin Goger

Publication: October 1, 2024

Length: 27 pages

This annotated bibliography provides an overview of the theoretical approaches and empirical findings that form the basis of biographical work and biographical diagnostics in social work. This collection is intended for teachers and students wishing to engage with biography-oriented approaches in a social work context.

The literature references cover a broad spectrum, ranging from classic texts on identity and life course research to contemporary perspectives on narrative identity and biographicality, as well as practical guidelines for interview and analysis procedures. This collection's added value lies in the commentary: the classifications not only help with orientation in the extensive field of research, but also provide information on possible didactic applications and pitfalls in research and practice.

This bibliography can be used as a basis for courses, seminar papers, and research-oriented projects on biographical diagnostics.

 Goger, K. (2024c). *Kommentierte Literaturliste zu Biografischer Diagnostik. Empfohlene Literatur für Lehrveranstaltungen und Seminare*. Projekt TransSoDia. <https://easybiograph.fhstp.ac.at/materialien-biographische-diagnostik>



6 Inter-university teaching materials

The cross-university teaching materials presented in this chapter are the result of several months of cooperative development between Joseph Richter-Mackenstein (Kiel UAS), Christian Schwital (Saxion Hogeschool Enschede) and Karin Goger (St. Pölten UAS). All partner universities involved in the Erasmus+ project actively contributed to the conception and development of these teaching materials.

The project team's original aim was to develop transnationally coordinated course designs for social diagnostics. In practice, however, coordinating synchronous courses across national and university borders proved challenging and obstructive, and sometimes even impossible. Different study structures, semester timetables and university didactic planning logics made it impossible to dovetail courses directly.

At the same time, it became clear that jointly developed, flexible teaching materials would be an effective way to combine the respective perspectives and conceptual focuses of the participating universities, while also integrating transnational elements. With this in mind, the project partners agreed on a shared knowledge base comprising a comprehensive set of slides and a joint collection of exercises.

These materials combine contributions from three university cultures. Their strength lies in their diversity: different approaches, specialist logics and practical experiences complement each other to form a versatile didactic repertoire. The aim was to achieve fundamental coherence in structure and language, although traces of the contributors' theoretical references and professional self-image can also be recognised in the tone of voice and style of formulation. The project team does not view this as a shortcoming, but rather as an expression of the interdisciplinary and transnational cooperation on which these materials are based.

A systematic linguistic, graphic and methodological-didactic revision of the exercise collection with external users in mind could be a promising next step in future development, perhaps as part of a follow-up project. Initial feedback from a multiplier event has already indicated interest in making these materials more widely accessible. The aim could be to make the exercise collection, as well as the products presented in Chapters 2, 3, 4 and 5, available independently of universities as a freely accessible resource for teaching and practising social work in Europe.



6.1 Joint slide set: Network diagnostics and biographical diagnostics

Network diagnostics and biographical diagnostics. Set of slides for use in the universities involved in the cooperation partnership.

Authors: Karin Goger, Joseph Richter-Mackenstein, Christian Schwital,

Publication: Published internally on December 17, 2024

Scope: 280 slides

Developed as part of TransSoDia, this set of slides is a comprehensive collection of the theoretical principles, practical concepts and methodological approaches to diagnostics in social work. It was compiled in close collaboration with Karin Goger (St. Pölten University of Applied Sciences), Joseph Richter-Mackenstein (Kiel University of Applied Sciences) and Christian Schwital (Saxion University of Applied Sciences, Enschede). The aim was to support teachers at the partner universities in designing well-founded courses.



The aim was to support teachers at the partner universities in designing well-founded courses.

The set consists of 280 thematically structured slides that can be used flexibly. As well as technical depth, the focus is on didactic clarity: visualisations, core definitional statements and structuring overviews facilitate teaching. Many slides refer to examples from practice and research. The slide set is particularly suitable for use in lectures.

Structure of the slide set

- **Chapter 1 - Case concept, F2-F18**

This chapter offers a thorough analysis of the different interpretations of cases in social work. It presents different definitions of the term 'case' and explores various theoretical approaches, distinguishing it from case concepts in other disciplines. It also provides lecturers with ideas for discussions about case constructions in the context of professional practice.

- **Chapter 2 - History of diagnostics in social work, F19-F36**

Chapter 2 focuses on the historical development of diagnostic thinking in social work. It emphasises key paradigm shifts and demonstrates how diagnostics has become an integral part of the discipline's identity. This content can be used by lecturers to make students aware of the inherent logic and risks of social work diagnostics.

- **Chapter 3 - Assessment / Diagnostics, F37-F64**

This chapter outlines the relationship between assessment and diagnostics, presenting the fundamental terms, functions, and principles of social diagnostics. Providing a sound introduction to structuring aids and concepts of case assessment, it demonstrates how a diagnostic assessment can be systematically developed and reflected upon in a social work context.

- **Chapter 4 - Errors / distortions, F65-F76**

The focus here is on the sources of error and cognitive distortions that can occur during the diagnostic process. Typical errors of reasoning and distortions of perception, as well



as structural influencing factors, are discussed using examples and reflection questions. Teachers can use this chapter to encourage critical examination of the limitations of diagnostic judgement.

- **Chapter 5 - Network diagnostics, F77-F173**

This comprehensive chapter introduces the theoretical principles, visualisation methods and approaches to network diagnostics. It contains numerous application examples and an introduction to the digital tool easyNWK. Lecturers are provided with extensive teaching materials on the analysis of social networks, resource structures and relationship constellations.

- **Chapter 6 - Biographical diagnostics, F174-F233**

Chapter 6 is dedicated to narrative-oriented biographical diagnostics. Alongside theoretical concepts, it presents specific methods such as the biographical time bar, the interview on critical life events, and easyBiograph. Lecturers will discover practical approaches to exploring life courses and life history narratives in a resource-oriented way.

- **Chapter 7 - Socio-educational diagnostics, F234-F268**

This chapter emphasises the distinctive features of socio-educational diagnostics based on hermeneutics. It emphasises the importance of sequence-analytical reconstruction of self-descriptions and evidence-based concepts in their analysis. These slides can be used by lecturers to convey the theoretical basis and practical importance of socio-educational diagnostics. Slides on the resource interview, the genogram, and the concept of 'social indication' conclude this chapter.

- **Chapter 8 - References, F269-F280**

The final chapter provides a systematic list of the sources used. It provides orientation for further reading and scientific consolidation, and helps you to track sources when designing your own teaching materials..

The thematic structure of the slide set is presented in the table below to provide a concise overview of the content and focus of each chapter.



Table7 : Thematic overview of the set of slides on social diagnostics, organized by chapter.

Chapter	Number of foils	Slide numbers	Contents
1. case definition	17 slides	2-18	Case definitions, understanding of cases, differentiation from medical-psychological case terms
2. history of diagnostics in social work	18 slides	19-36	Historical developments, paradigm shift, professional demarcation
3. assessment / diagnostics	28 slides	37-64	Understanding diagnostics, functions, processes and requirement criteria of social diagnostics
4. errors / distortions	12 slides	65-76	Cognitive and structural distortions in case work, bias awareness, reflection impulses
5. network diagnostics	97 slides	77-173	Theoretical basics, network models, forms of visualization, easyNWK, interpretation, case work
6. biographical diagnostics	60 slides	174-233	Concepts, procedures, biographical time bar, easyBiograph, interview forms, examples
7. socio-educational diagnostics	35 slides	234-268	Independence of socio-educational diagnostics, hermeneutic case reconstruction
8. references	13 slides	269-280	Picture credits and overview of the literature sources used for in-depth study and further work



Goger, K., Schwital, C., & Richter-Mackenstein, J. (2024a). *Foliensatz zur Diagnostik in der Sozialen Arbeit*. Projekt TransSoDia. Interne Veröffentlichung an den am Projekt beteiligten Hochschulen.



6.2 Collection: Exercise instructions for social diagnostics

■ **Exercise instructions for social diagnostics. Collection for use at the universities involved in the cooperation partnership.**

Authors: Karin Goger, Christian Schwital, Joseph Richter-Mackenstein

Publication: Published internally on December 17, 2024

Scope: 62 pages

This collection of exercises, developed by Karin Goger (St. Pölten University of Applied Sciences), Christian Schwital (Saxion University of Applied Sciences, Enschede) and Joseph Richter-Mackenstein (Kiel University of Applied Sciences), focuses not only on the methodical application of individual procedures, but also on their reflective, contextualised and participatory use in social work. This makes the collection of exercises particularly suitable for seminar and exercise formats.

The central didactic principles are:

- **Action orientation:** Students are actively involved in applying what they have learnt and working on realistic cases.
- **Reflexivity:** Participants are encouraged to examine their own perspectives, power relations and professional attitudes through exercises.



Structure of the collection

- **Chapter 1 - Exercises on the basics of social work diagnostics**
This chapter provides an introduction to key concepts and attitudes in social diagnostics. Teachers will find exercises designed to activate prior knowledge, raise awareness of diagnostic processes, and encourage reflection on the role and self-image of diagnosticians.
- **Chapter 2 - Exercises for case orientation**
Various methods for taking case histories, clarifying contexts and considering cases from multiple perspectives are presented. Teachers are provided with materials to help them guide students in structuring and professionally interpreting complex case presentations.
- **Chapter 3 - Exercises for visualizing and diagnosing family relationships**
This chapter introduces tried-and-tested tools such as genograms, second-family notation, and crossings. Teachers can support students in visualising family structures, thinking systemically, and analysing biographical constellations.



- **Chapter 4 - Exercises for network diagnostics**

This chapter provides a comprehensive exploration of network diagnostics, covering everything from classic tools such as Ecomap, Social Atom and Sociogram, to digital applications like easyNWK. Teachers can use these tools to design practical learning scenarios that visualise, analyse and interpret social relationships, resources and support networks.

- **Chapter 5 - Exercises for biographical diagnostics**

This chapter provides a range of exercises for resource-oriented, narrative and reflective biographical work. Teachers will find interview guidelines and tasks for using biographical timelines (e.g. with easyBiograph), as well as cooperative formats for biographical interpretation. The exercises strengthen the ability to professionally understand individual life histories and provide social work support.

- **Chapter 6 - Exercises for life situation diagnostics**

Here, the focus is on using the inclusion chart as an analysis tool for complex life situations. Teachers can use the materials to facilitate a multi-perspective, context-related assessment of such situations. Case studies and practical exercises are used to demonstrate how the instrument can be applied in social work intervention planning.

- **Chapter 7 - Exercise on the diagnosis-intervention interface**

This short but important chapter focuses on the role of indication as a bridge between diagnosis and intervention. Lecturers are introduced to a creative peer counselling exercise ("speed dating"), in which students develop intervention recommendations based on diagnostic assessments. The focus is on reflecting on the relationship between diagnostics and practical action.

- **Chapter 8 - Exercises on other types of instruments and methods**

Chapter 8 brings together various diagnostic approaches, such as observation, systemic perspectives (e.g. problem networks and personal lists), strengths and resources assessments, and the preparation of professional statements. Teachers are provided with a comprehensive repertoire of methods for different objectives and training phases, ranging from basic sensitisation to in-depth specialist application.

- **Chapter 9 - Exercises for the skills test for the entire subject**

Lecturers will find case vignettes and instructions for the final competency test here. The aim is to apply, integrate and critically reflect on diagnostic procedures using complex case studies. These tasks are ideal for exam preparation or performance assessment in diagnostic courses.



The thematic structure of the collection is presented in the table below, which provides a concise overview of the content and focus of each chapter.

Table 8 : Thematic overview of the collection of exercises on social diagnostics, organized by chapter.

Chapter	Thematic focus of the exercises	Contents & objectives
1	Basics of social work diagnostics	Orientation in the subject, role of diagnosticians, reflection on prior knowledge and understanding of diagnostics
2	Orientation in the case	Case vignettes, anamnesis, systemic context clarification, case levels according to Müller
3	Diagnostics of family relationships	Genogram, second family notation, crossings - visualization of family constellations
4	Network diagnostics	Social atom, ecomap, sociogram, easyNWK, analysis of network maps
5	Biographical diagnostics	Resource-oriented and narrative interviews, biographical time bar (easyBiograph)
6	Life situation diagnostics	Application of the inclusion chart, embedding in the case context, derivation of diagnoses
7	Diagnosis - intervention interface	Clarification of indications, speed dating exercise for intervention recommendation, reflection
8	Other types of instruments and methods	Observation, personnel list, problem network, strengths and resources interviews, statements
9	Competence test for the entire subject	Application of diagnostic procedures to complex case vignettes

Teaching and learning formats

The collection of exercises includes a variety of teaching and learning formats that can be used in face-to-face and distance learning contexts. These formats are designed to help lecturers accommodate different didactic settings and training levels.

The following didactic approaches can be found in the collection:

Plenary work

- Joint development of concepts (e.g. clarification of terms, posture issues)
- Discussions about video sequences or case vignettes
- Presentations of analysis results

Small group work / group exercises

- Cooperative analysis of cases (e.g. in the World Café)
- Development of genograms, network maps or time bars
- Role plays or peer counseling (e.g. speed dating)



Pair work

- Diagnostic interviews with mutual role reversal
- Exercise on resource and strengths interviews
- Joint creation and interpretation of diagnostic visualizations

Individual work

- Application exercises (e.g. creating a genogram of your own family)
- Literature processing, reflection tasks, written statements
- Development of own assessments or term papers based on practical cases

Distance learning / self-study phases

- Conducting diagnostic interviews in a private or professional environment
- Use of digital tools such as **easyNWK** or **easyBiograph**
- Reflection, analysis and visualization at your own pace

Homework / proof of performance

- Case analyses, statements, written reflections
- Diagnostic reports including visualizations
- Group documentation of cooperative interpretation processes

Role-playing games and simulation-based settings

- Trying out interview techniques or diagnostic conversation techniques
- Interactive diagnostic exercises with role allocation (e.g. client - diagnostician)

Analysis and reflection formats

- Comparison and interpretation of network maps, sociograms, time bars
- Self-reflection on perception, attitude, power relations



Goger, K., Schwital, C., Richter-Mackenstein, J. (2024b): *Übungsanleitungen zu Sozialer Diagnostik*. TransSoDia-Projekt. Interne Veröffentlichung an den am Projekt beteiligten Hochschulen.



7 Conclusion and outlook

The TransSoDia project has developed a wide range of comprehensive materials on social diagnostics for teaching, professional practice and further education. These include videos, podcasts, manuals, web apps, slide sets and exercises, which support the examination of diagnostics in social work from theoretical, methodological and application-related perspectives.

The central question was how diagnostics could be designed as a practice that is both professional and cooperative, and that encourages reflection. At the same time, numerous ideas emerged that extend beyond the developed materials and open up possibilities for future development.

Further work in teaching and practice

The products developed have a wide range of potential applications in university teaching and professional practice. Their digital availability makes them easily accessible. Many of the materials have a modular structure and can be flexibly integrated into teaching contexts, whether to introduce basic concepts, deepen understanding of specific procedures (e.g. easyNWK or easyBiograph), or encourage reflection on professional attitudes.

The project team believes it is essential that the materials are not used in isolation or 'technically', but are always embedded in a theoretical framework. Concepts, methods, and instruments should be contextualised and linked to questions about understanding diagnostics, power relations, professionalisation, and case construction.

It is equally important for lecturers to reflect on and disclose their own professional and theoretical socialisation. This creates a reflective space in which students can learn methods and come to terms with their prerequisites, effects and limitations.

The project demonstrated that developing didactic materials for higher education in a transnational setting was both challenging and instructive. Different didactic cultures, institutional conditions and conceptual logics had to be communicated and dealt with productively in the development process.

Sustainability and dissemination of the results

One of TransSoDia's central aims was to create materials that would remain effective beyond the project's duration. Numerous products were published in open digital formats, including the easyNWK and easyBiograph web apps, handbooks, annotated literature lists, and video and podcast series. Existing courses on diagnostics and methodology at the participating universities were further developed and enriched with these materials. Individual products, such as the web apps and the collection of exercises, are already being used in continuing professional development.

The project results were disseminated via various channels. As well as being made available online, they were presented at national and international specialist events. Feedback from multiplier events emphasised the significant interest in the broad accessibility of the developed materials. Dissemination will continue to be actively pursued beyond the end of the project.

Prospects for further development

The discussions in the project, particularly in the podcast series, have revealed key topics for the further development of social diagnostics:

- **System level:** So far, social diagnostics has been closely linked to individual cases. Members of the project team are interested in examining diagnostics at the macro level in more detail, i.e. considering the structural and institutional framework conditions that shape life situations. This would allow socio-spatial, economic, and political factors to be systematically incorporated into case studies.
- **Interprofessionalism:** In interdisciplinary exchanges, for example with medical professionals or psychologists, it is important to explain the logic of social diagnostics. This requires clear language, transparent models, and the ability to demonstrate relevance to other specialist fields.
- **Internationalisation:** While the two web apps and their user manuals are already available in German and English, the other products are currently only available in German. The groundwork carried out in the project offers the opportunity to facilitate professional exchange beyond the German-speaking world, for example through translations and collaboration with universities and experts in other European countries.

Diagnostics as a learning practice

TransSoDia has made it clear that social diagnostics is much more than the collection of data or the application of standardized procedures. It is a dialogical, context-related and reflective practice that makes professional action visible - and challenges it at the same time.

The materials developed in the project are intended as a contribution to understanding diagnostics as a continuous process in which knowledge, attitude and relationship design interact. They invite us to understand diagnostic action not as a technical routine, but as an ethically based case reconstruction, in which a wealth of instruments are used depending on the focused question.

By providing various formats - from theoretical principles to audiovisual products and concrete exercises - TransSoDia aimed to create a broad basis for a lively, critical and participatory debate on social diagnostics. It is hoped that these ideas will be further developed in terms of diagnostics that enable social participation and take professional responsibility seriously.

8 Appendix

8.1 Didactic prompts for the video series

To support the use of the video series, didactic impulses have been compiled to provide teachers with suggestions for integrating the videos into different teaching and training contexts. The impulses can be flexibly adapted to different target groups, learning levels and teaching formats (e.g. face-to-face, blended learning, self-study).

The impulses are divided into:

- **Reflection questions** before and after watching the videos to encourage critical discussion,
- **Quiz formats** to test knowledge (multiple choice, true/false),
- **Open questions and tasks** for in-depth application and discussion of the content.



Note: As a project team, we welcome feedback on how the videos are used in teaching, which formats have proved particularly successful or which other materials would be helpful. Practical reports, empirical values or new impulses for research and development are welcome.

Video 1: Diagnostics in social work - an introduction

Reflection questions (before viewing):

- What ideas do you have about diagnostics in social work?
- In your opinion, how does it differ from diagnostics in medicine or psychology?

Reflection questions (after viewing):

- In your opinion, what are the biggest challenges in implementing social diagnostics in practice?
- What role does the "person-in-environment" approach play in diagnostics? Give examples from practice.
- What ethical aspects play a role in the use of diagnostics in social work?

Quiz (multiple choice):

1. How is the term diagnostics defined according to its ancient Greek origin? → Recognize through and through
2. Which of the following is not a form of diagnostics? → Preventive diagnostics
3. What is the subject area of social diagnostics?
→ Person-in-environment

Quiz (True/False):

Diagnostics in social work focuses on a person's strengths and weaknesses. → Wrong
Orientation diagnostics are used to gather initial information. → Correct

Open questions:

- What is the difference between diagnostics in social work and in medicine?



- Give one example each of orientation, assignment, design and risk diagnostics.

Video 2: What is a case?

Reflection questions:

- How does the subjective perspective of professionals influence case construction?
- Why is reflection an essential part of diagnostics?
- What ethical questions arise during case processing?

Quiz (multiple choice):

1. What does the term "case of" mean in Burkhard Müller's model? → Definition of the central problems of the person
2. What three perspectives does Maja Heiner distinguish? → First, second and third order case

Quiz (True/False):

A third-order case reflects the design principles of a second-order case. → Correct

Reflecting on one's own perspective is central to professional case understanding. → Correct

Open questions:

- Give an example of a case analysis according to Heiner and Müller.
- How can reflection help to avoid blind spots?

Video 3: Quality criteria for diagnostics

Reflection questions:

- Why is participation a key quality criterion?
- How can fairness be ensured in the diagnostic process?
- What role does self-reflection play in quality assurance?

Quiz (multiple choice):

What correctly describes reliability? → Same results with the same application

What does communicative validation mean? → Comparison with clients and professionals

Quiz (True/False):

- Proximity to the object influences validity. → Correct
- Nomothetic methods capture subjective constructions of meaning. → False

Open questions:

- Explain triangulation using an example.
- Discuss areas of tension between validity and participation.

Video 4: Network diagnostics - an introduction

Reflection questions:

- What role do social networks play in clients' everyday lives - and why is it important to systematically record them?
- What are the differences between egocentric networks and overall networks?
- How can the concepts of "strong ties" and "weak ties" be used in practical social work?

Quiz (multiple choice):

What describes an egocentric network? → The network of an individual from their point of view

What is a typical characteristic of strong relationships? → Mutual support

Video 5: Network diagnostics – data collection and analysis with easyNWK**Reflection questions:**

- What methodological steps are involved in creating a network map with easyNWK?
- What significance does subjectively perceived proximity have in the diagnostic process?
- How can the categories of types of support (e.g. emotional, instrumental) be helpful in practice?

Tasks:

- Create a simplified network map based on a case vignette (e.g. sketch on paper). Discuss possible support resources and gaps.
- Research alternative visualization tools for networks in the psychosocial field and compare them with easyNWK.

Video 6: Introduction to biographical diagnostics**Reflection questions:**

- What is the difference between a biography and a CV?
- Why is subjective experience central to biographical diagnostics?
- What ethical challenges arise when dealing with autobiographical narratives?

Quiz (True/False):

- Biographical diagnostics works exclusively with objective data. → Wrong
- Experienced life refers to the subjective perception of biographical events. → Correct
- The narrative form "argumentation" is considered the most personal form in Fritz Schütze's sense. → Wrong (it is the "narrative")



Video 7: Concepts and procedures - Diagnostic work with easyBiograph

Reflection questions:

- What phases does the narrative interview according to Rosenthal and Loch comprise?
- What advantages does easyBiograph offer compared to a narrative evaluation without a time bar?
- To what extent does the visualization of life histories promote a resource-oriented perspective?

Tasks:

- Develop an interview guide for a narrative-biographical interview on a specific topic (e.g. career development, family transitions).
- Analyze a fictitious case study using the Pantuček-Eisenbacher analysis perspectives (e.g. blanks, temporal connections, resources).

8.2 Didactic prompts for the podcast series

To support the use of the podcast series, didactic impulses have been compiled to provide teachers with suggestions for integrating the episodes into different teaching and further education contexts. The impulses can be flexibly adapted to specific target groups, learning levels and teaching formats (e.g. face-to-face, blended learning, self-study).

The impulses are divided into:

- **Discussion impulses** to deepen the content in plenary or in small groups,
- **Reflection questions** for individual discussion or group work and
- **Essay topics** for an in-depth written treatment of selected aspects.



Note: As a project team, we welcome feedback on how the videos are used in teaching, which formats have proved particularly successful or which other materials would be helpful. Practical reports, empirical values or new impulses for research and development are welcome.

Podcast episode 1: What is social about diagnostics?

Discussion impulses

1. **Clarification of terms and conceptual policy**
 - In your opinion, what are the arguments for or against the terms *social diagnostics*, *social work diagnostics*, *assessment* and *case understanding*?
 - What significance does language have for the professional positioning of a profession?
2. **Diagnostics as part of professional action**
 - What requirements arise from the understanding of diagnostics as a systematic, rule-based process?
 - To what extent is diagnostics also a question of professional attitude?



3. Interdisciplinary communication

- How can we explain to other professional groups what diagnostics in social work is all about?
- What role can the biopsychosocial model play in this?

Reflection questions (individual or group work)

- What is *your* understanding of diagnostics in social work? How does it differ from other disciplines?
- How do you deal with it when terms such as "diagnosis" or "diagnostics" provoke resistance from colleagues?
- What role does your own professional identity play in dealing with diagnostic knowledge and action?

In-depth reflection: Writing an essay

An essay can be written for further discussion of the episode "*What is social about diagnostics?*". Students choose one of the following impulses (or develop their own topic in consultation with the lecturer) and discuss the positions discussed in the podcast.

Topic impulses:

- "*Social, psychosocial or social work science? A comparative analysis of diagnostic approaches*"
- "*Diagnostics in social work - necessary, but controversial?*"
- "*Diagnostics between theory and practice: bridge or stumbling block?*"

Podcast episode 2: And what do we actually diagnose?

Discussion impulses

1. Subject of social diagnostics

- What is actually *diagnosed* in social work? How does this differ from medical diagnostics?
- Which perspectives on the subject of social diagnostics (e.g. "person-in-environment", "environment-with-persons") can be identified in the podcast?

2. Methods, processes and areas of tension

- To what extent do social diagnostics require a process-oriented and dialogical approach?
- What challenges arise from time pressure, standardized procedures and institutional requirements?

3. Resources, power and relationships

- Why is a resource-oriented view central to social diagnostics - and what distinguishes it from deficit-oriented approaches?
- What role do trust, relationship building and power sensitivity play in the diagnostic process?



Reflection questions (individual or group work)

- Which diagnostic perspectives (e.g. biography, networks, living environment) do you find particularly helpful - and why?
- How would you deal with conflicting requirements (e.g. individual needs vs. standardized needs assessment) in your own practice?
- In which situations can the use of classification systems (e.g. ICF) be useful - and where do you see limitations?

In-depth reflection: Writing an essay

Topic impulses:

- *"Person-in-Environment or Environment-with-Persons? Perspectives on the interaction of individual and environment"*
- *"Social diagnostics under pressure: what happens to reflection when there is no time?"*
- *"Diagnostics as a practice of power? Opportunities and limits of power-sensitive relationship work"*

Podcast episode 3: Social networks as fat eyes on the soup or a living relationship?

Discussion impulses

1. **Networks in the focus of social diagnostics**
 - Why does the social network play an important role in social work?
 - What distinguishes network diagnostics from other diagnostic approaches?
2. **Everyday life, relationships and resources**
 - What information about social resources can be obtained from networks?
 - How can network diagnostics help to identify opportunities for action in everyday life?
3. **Quantitative vs. qualitative network diagnostics**
 - What are the advantages and disadvantages of quantitative methods compared to qualitative approaches?
 - What needs to be considered when interpreting network data?

Reflection questions (individual or group work)

- What role do social networks play in your practical or life experience to date?
- How can the interplay of structure and lived relationship be methodically captured?
- What does it mean when networks are made "diagnostically visible"?

In-depth reflection: Writing an essay

Topic impulses:

- *"Relationship vs. structure? The importance of qualitative network diagnostics in social work"*
- *"Between plan and practice: How social networks become visible in everyday diagnostics"*
- *"Network diagnostics as a bridge to the living world - potentials and pitfalls"*



Podcast episode 4: Experienced or known for sure - biography as fact or subjective construction?

Discussion impulses

1. **Biographical diagnostics in case understanding**
 - To what extent does biographical work offer central access to the lifeworld?
 - To what extent does it broaden the understanding of individual resources and disruptions?
2. **Subjective truth and professional attitude**
 - As a professional, how do you deal with subjective narratives?
 - What could it mean that diagnostics is also always intervention?
3. **Diagnostics in the field of tension between the individual and structure**
 - Which institutional framework conditions could make biographical understanding more difficult?
 - How can professional language skills help to clarify the value of biographical approaches?

Reflection questions (individual or group work)

- What biographical elements have you yourself reflected on in your training or practice?
- In which situations can biographical narratives say more about a person than formal files or standardized procedures?
- How do you deal with contradictions between "certain knowledge" and "experience"?

In-depth reflection: Writing an essay

Topic impulses:

- *"Experienced and known for sure: The epistemological tension of biographical diagnostics"*
- *"Focus on subjective constructions - biographical work as a relationship practice"*
- *"Professional attitude as a prerequisite: potentials of and requirements for biographical diagnostics"*



9 Sources

The directory is organised according to the TransSoDia project logic and is arranged chronologically by publication date. This provides a clear overview of how the materials and products developed over the course of the project.

It should also be noted that many of the products were presented, piloted or tested at events before their final publication, for example in courses, workshops or internal formats at the project partner universities. The WebApps, in particular, were developed iteratively and benefited significantly from user feedback.

2023

Engel-Unterberger, C., Porath, N., Richter-Mackenstein, J. & Friedli, T. (2023, November 9). #1 *Was ist denn sozial an Diagnostik? – Tom Friedli & Joseph Richter-Mackenstein im Streitgespräch* [Audio-Podcast-Episode]. In *Streitgespräche Soziale Diagnostik*. YouTube. https://youtu.be/rw_WDMSYnAw

Engel-Unterberger, C., Porath, N., Richter-Mackenstein, J., Hansjürgens, R. & Röh, D. (2023, November 9). #2 *Und was diagnostizieren wir eigentlich? – Rita Hansjürgens & Dieter Röh im Streitgespräch* [Audio-Podcast-Episode]. In *Streitgespräche Soziale Diagnostik*. YouTube. https://youtu.be/E0X34N_dI7o

Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2023a, November 9). *Diagnostik in der Sozialen Arbeit: Eine Einführung* [Video]. YouTube. <https://youtu.be/TWp3JoGfOzI>

Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2023b, November 9). *Diagnostik in der Sozialen Arbeit: Was ist ein Fall?* [Video]. YouTube. <https://youtu.be/DBJIITOWOtI>

Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2023c, November 9). *Diagnostik in der Sozialen Arbeit: Gütekriterien* [Video]. YouTube. <https://youtu.be/uFHDovFOGEc>

2024

Engel-Unterberger, C., Porath, N., Richter-Mackenstein, J., Ader, S. & Rademaker, A. (2024, Januar 12). #4 *Erlebt oder sicher gewusst – Biografie als Fakt oder subjektive Konstruktion? – Anna Lena Rademaker & Sabine Ader im Streitgespräch* [Audio-Podcast-Episode]. In *Streitgespräche Soziale Diagnostik*. YouTube. https://youtu.be/Q_HVgnj3zkk

Engel-Unterberger, C., Porath, N., Richter-Mackenstein, J., Löwenstein, H. & Pantuček-Eisenbacher, P. (2024, Januar 12). #3 *Soziale Netzwerke als Fettaugen auf der Suppe oder gelebte Beziehung? – Peter Pantuček-Eisenbacher, Heiko Löwenstein & Joseph Richter-Mackenstein im Streitgespräch* [Audio-Podcast-Episode]. In *Streitgespräche Soziale Diagnostik*. YouTube. <https://youtu.be/itQOmO-HkCM>

Goger, K. (2024a). *Instrumente der egozentrierten Netzwerkdiagnostik. Instrumente zur Visualisierung und Analyse von sozialen Beziehungen einer Person*. Projekt TransSoDia. <https://easynwk.fhstp.ac.at/materialien-netzwerkdiagnostik>

Goger, K. (2024b). *Literatur zu Netzwerkdiagnostik. Kommentierte Literaturempfehlungen zur Netzwerkdiagnostik*. Projekt TransSoDia. <https://easynwk.fhstp.ac.at/materialien-netzwerkdiagnostik>



Goger, K. (2024c). *Kommentierte Literaturliste zu Biografischer Diagnostik. Empfohlene Literatur für Lehrveranstaltungen und Seminare*. Projekt TransSoDia.

<https://easybiograph.fhstp.ac.at/materialien-biographische-diagnostik>

Goger, K., & Gerl, M. (2024). *Biografische Diagnostik. Handbuch zur kooperativen Diagnostik von Lebensläufen und Biografien in der Sozialen Arbeit*. Projekt TransSoDia.

<https://easybiograph.fhstp.ac.at/materialien-biographische-diagnostik>

Goger, K., Schwital, C., & Richter-Mackenstein, J. (2024a). *Foliensatz zur Diagnostik in der Sozialen Arbeit*. Projekt TransSoDia. Interne Veröffentlichung an den am Projekt beteiligten Hochschulen.

Goger, K., Schwital, C., Richter-Mackenstein, J. (2024b): *Übungsanleitungen zu Sozialer Diagnostik*. TransSoDia-Projekt. Interne Veröffentlichung an den am Projekt beteiligten Hochschulen.

Richter-Mackenstein, J., Lembke, S., & Porath, N. (2024). *Effekte der Person-Umfeld-Beziehungen: Synopse aktueller relevanter Erkenntnisse aus der Erforschung egozentrierter Netzwerke für die Soziale Arbeit*. Projekt TransSoDia. <https://easynwk.fhstp.ac.at/materialien-netzwerkdiagnostik>

Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2024a, Juni 24). *Biografische Diagnostik: Eine Einführung* [Video]. YouTube. <https://youtu.be/PFCfNTvqBe0>

Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2024b, Juni 25). *Netzwerkdiagnostik: Eine Einführung* [Video]. YouTube.

https://www.youtube.com/watch?v=dec5p_HxMzU

Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2024c, September 23). *Netzwerkdiagnostik: Erhebung und Analyse mit easyNWK* [Video]. YouTube.

<https://www.youtube.com/watch?v=3ZVQsNfG3zM>

Richter-Mackenstein, J., Porath, N., Lembke, S. & TransSoDia contributors (2024d, September 23). *Biografische Diagnostik: Erhebung und Auswertung mit easyBiograph* [Video]. YouTube.

<https://www.youtube.com/watch?v=4ByosqT0Kck>

Rind, A., Böck, J., Punesch, J., Schrenk, H. & Schweiger, S. (2024). *Einführung in die Software easyNWK 2.7 – Benutzungshandbuch*. Projekt TransSoDia. <https://easynwk.fhstp.ac.at/easynwk-web-app>

2025

Böck, J., Rind, A., & easyBiograph contributors. (2025a). *easyBiograph (Version 2.3)* [Software]. GitHub. <https://github.com/fhstp/easybiograph>

Böck, J., Rind, A., & easyBiograph contributors. (2025b). *easyBiograph—Biographical time bars for social work* (Version v2.3) [Computer software]. Zenodo.

<https://doi.org/10.5281/zenodo.14389168>

Goger, K. (2025). *Egozentrierte Netzwerkkarte: Grundlagen und Anwendungsleitfaden*. Projekt TransSoDia. <https://easynwk.fhstp.ac.at/materialien-netzwerkdiagnostik>



Rind, A., Böck, J., & easyNWK contributors. (2025a). *easyNWK – Web App zur Erstellung egozentrierter Netzwerkkarten* (Version 2.7) [Computer-Software]. GitHub. <https://github.com/fhstp/easynwk-web>

Rind, A., Böck, J., & easyNWK contributors. (2025b). *easyNWK - egocentered network map for social work* (Version v2.7.0) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.14474950>

Rind, A., Böck, J., Punesch, J., & Schrenk, H. (2025). *Benutzungshandbuch easyBiograph 2.3*. Fachhochschule St. Pölten. <https://easybiograph.fhstp.ac.at/easybiograph-web-app>

10 Illustrations

Figure 1 : TransSoDia project results at a glance and focus of this report. Own illustration.....	6
Figure 2 : Discourses and discussions I in the TransSoDia project context. Karin Goger, 2024. Translated using DeepL Translate.....	9
Figure 3 : Discourses and discussions II in the TransSoDia project context. Karin Goger, 2024. Translated using DeepL Translate.....	10
Figure 4 : Shared principles in the TransSoDia project context. Karin Goger, 2024. Translated using DeepL Translate.....	11
Figure 5 : Podcast 1 interviewees: Tom Friedli, Joseph Richter-Mackenstein.....	32
Figure 6 : Podcast 2 interviewees: Dieter Röh, Rita Hansjürgens.....	35
Figure 7 : Podcast 3 interviewees: Peter Pantuček-Eisenbacher, Joseph Richter-Mackenstein, Heiko Löwenstein.	38
Figure 8 : Podcast 4 interviewees: Anna Lena Rademaker, Sabine Ader.	41

11 Tables

Table 1 : Thematic overview of the TransSoDia educational videos with publication dates and access figures (as at the end of the project).	13
Table 2 : Thematic overview of the TransSoDia podcast series with guests, publication dates and access figures (as at the end of the project).	31
Table 3 : Chronological overview of central discussion sections of podcast episode 1.....	33
Table 4 : Chronological overview of central discussion sections of podcast episode 2.....	36
Table 5 : Chronological overview of central discussion sections of podcast episode 3.....	39
Table 6 : Chronological overview of central discussion sections of podcast episode 4.....	41
Table 7 : Thematic overview of the set of slides on social diagnostics, organized by chapter.	55
Table 8 : Thematic overview of the collection of exercises on social diagnostics, organized by chapter.	58

12 Annex

12.1 TransSoDia project

Social work is a profession and discipline dedicated to combating poverty and promoting the health and well-being of people. It fosters social integration into the community, promotes the social inclusion of disadvantaged groups, promotes social change and upholds fundamental democratic values and human rights. Its main focus is on supporting people living in poverty and/or at risk of poverty, as well as offenders, addicts, the chronically and/or mentally ill, children and young people in care, and people with disabilities.

In the project [TransSoDia - Teaching and learning cooperative social diagnostics transnationally and digitally](#), which is co-funded by the EU programme Erasmus+, three universities from Austria, the Netherlands and Germany have intensified their cooperation to strengthen the diagnostic skills of social work students and practitioners. The project partners are dedicated to the further development of instruments for cooperative social diagnostics as well as innovative didactic methods. This product is part of the information and learning materials developed in the project.

Duration: 01.04.2022 - 31.03.2025

Project Team:

University of Applied Sciences St. Pölten (AT):

- FH-Prof. DSA Mag. Karin Goger MSc MSc
- FH-Prof. Mag. (FH) Christina Engel-Unterberger
- Dipl.-Ing. Mag. Alexander Rind
- Julia Böck MSc MSc

Kiel University of Applied Sciences (DE):

- Prof. Dr. phil. habil. Joseph Richter-Mackenstein

Saxion University of Applied Sciences Enschede (NL):

- Christian Schwital, BA, MA

12.2 Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.