

The theses listed below were supervised by Prof Dr Andreas de Bruin (period 2012-2023). Other lecturers were involved in some of the theses. These persons are indicated accordingly.

Munich University of Applied Sciences

The theses were written in the Social Work, Childhood Education and Nursing degree programmes.

Bachelor theses (selection) – Munich University of Applied Sciences

Dawidczyk, Alina (2024)

The importance of mindfulness for society and social work using the example of Buddhism.

Reiter, Alexa (2023)

Burnout – Possibilities for recovery through mindfulness and meditation?

Loial, Lisa (2023)

« Thank you dance for saving me again »

Freestyle dance as an aesthetic medium in social work: A case study of the hip hop scene in Munich

Stögbauer, Sarah Anita (2023)

Promoting agency through the use of aesthetic media in social work using contemporary dance

Lukas, Sophia Juliane (2023)

The Application Potential of Mindfulness as a Psychotherapeutic Instrument for Treating Depression in Marginalised Groups as Exemplified by the LGBTQI* Community

Arteaga Gehrke, Rafael (2023)

Meditation in Prison – Opportunities, Challenges and Implementation

Reinbold, Franka Gabriela (2023)

Mindfulness in the inclusive Montessori children`s house – Implementation options for children aged 5-6 years

Wassermann, Hannah (2023)

Opportunities, risks & implementation options in Bavaria using the example of the "Sam und Du" concept for a first grade class

Rodica, Teodora Nicolae (2023)

Mindfulness with people with disabilities using the example of a residential group

Baier, Nadine (2023)

Talent support and gifted development in childhood.

A concept design for implementation in educator training at academies for social pedagogy in Bavaria

Angloher, Laura

Recognizing and promoting talent in kindergarten – An analysis of teacher training with a focus on giftedness

Heckl, Sandra (2023)

Highly gifted children – identification and support in the field of outpatient educational assistance

Tohidi, Milad (2023)

Mindfulness as a preventative therapeutic approach against symptoms of depression

Bajric, Anita (2023)

The impact of mindfulness and meditation practices on children's experience of stress in day care settings

Grund, Theresa (2023)

Mindfulness in addiction therapy for alcohol dependence according to F10.2 ICD 10 - opportunities, risks and implementation options

Schließmann, Franziska (2023)

Mindfulness in kindergarten with an accompanying project for parents

Dintner, Carina Michaela (2022)

Mindfulness for Mothers: Pregnancy, Childbirth and Beyond

Strommer, Lea (2022)

Mindfulness in preschool with children aged 3-6 years

Hauser, Stefanie (2022)

Mindfulness and meditation for educational professionals working in children's shelter facilities based on the example of the project "Mindful Moments - time out from everyday life"

Lechner, Nora (2022)

Mindfulness and meditation for stress management in children. „A project week for children aged 6 to 10 in after school care.“

Schlott, Jasmin (2022)

Mindfulness-based interventions for emotion regulation and nonviolent communication – a practical example in pre-apprenticeship training for young people

Probst, Anita (2022)

Mindful eating as an effective method in social work using the example of weight regulation

Einhauser, Jasmin (2022)

Mindfulness rituals in the primary school years and their importance for children's development

Joas, Robert (2022)

Mindfulness with children in early childhood education and care: How educators teach more intensive sensory perception

Kalynteri, Sophia (2022)

Mindfulness in the classroom: a tool to strengthen primary school children's mental hygiene?

Sichart, Anselm (2023)

Strengthening resources through mindful pottery using the example of working with senior citizens

Schmitt, Milena (2022)

Practicing Yoga with children and adolescents as an aesthetic medium in Social Work - Possibilities of Implementation, Impact and Challenges

Zirkelbach, Gabriele (2022)

Mindfulness and meditation as stress prevention in child care facilities - A practical concept for child care workers in their everyday work

Müller, Leyla (2022)

Mindfulness and meditation as stress prevention in child care facilities - A practical concept for child care workers in their everyday work

Heitmeier, Betina (2022)

Mindfulness with hyperactive children using the example of animal-assisted intervention with horses. Opportunities, risks and implementation options

Krumrey, Vanessa (2022)

Mindfulness and meditation with disadvantaged teenagers: What are the preconceptions and how can social work overcome them?

Schmidt, Isabell (2022)

Stress management for educational professionals in day care centers, a handbook

Dollmann, Melanie

Children's yoga as a mindfulness-promoting measure in the kindergarten area - A project example

Wood, Heinrich (2022)

Mindfulness and wellbeing for primary school aged children

Greese, Anika Susann (2022)

Mindfulness with children aged five to twelve - opportunities, risks and implementation options

Gruber, Regina Caroline (2022)

Mindfulness - an effective tool for social workers on the path to professional judgment and decision-making in the specialist service of the youth welfare office?

Niedermühlbichler, Nina (2022)

The penitentiary system and the idea of resocialization contained in it.

What role, opportunities and risks can a yoga practice offer for the resocialization of incarcerated prisoners?

Sparlinek, Mona (2022)

Mindfulness interventions with children and adolescents: Chances, risks and implementation options for social work

Bühler, Lara (2022)

Opportunities and limitations of yoga in social work using the example of young people with psychosocial stress

Weimann, Carolin (2021)

Mindfulness and meditation and their effects on self-compassion. An exercise concept for students

Neumann, M. (2021). "Creating impact already in the early years!" Mindfulness in Kindergarten-aged children. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Huber, S. L. (2021). Mindfulness in Social Work using the example of "mindful eating". Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Hönig, S. (2021). Stress management through mindfulness and mediation in the every day professional life of educators. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Hoffmann, C. (2021). Surfing as an aesthetic medium in social work using the example of disadvantaged youth. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Gocke, K. (2021). The significance of mindfulness in social-ecological transformation. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Blattner, A. (2021). Children of parents with cancer – a concept for attentive accompaniment in difficult times. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Scholz, P. (2021). Mindfulness and Psychosocial Counseling – A concept proposal for the implementation of a mindfulness offer for advisors using the example of the SPD of Caritas Dachau. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Cyriacus, C. U. (2021). Mindfulness and meditation – an insider tip for social workers? Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Piris Sosa, M. (2021). Positive Psychology in social work using the example of outpatient educational assistance. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Aicher, B. (2021). Positive Psychology as an approach in Social Work using the example of primary school. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Schwarz, A. (2021). Mindfulness Meditation in Social Work using the Example of a Correctional Facility – Opportunities and Risks. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Schwarz, C. (2021). Dancing as an aesthetic medium in the field of social work. Observations and analysis of the dimensions of impact based on the project "Dancing with children in a setting of outpatient educational aid." Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Park, S. (2021). Mindfulness against depression – Mindfulness-based approaches in depression treatment. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Wagner, F. L. (2020). Dance as aesthetic medium and content of social work - Potentials and effects for adults with Down Syndrome. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Nguyen, N. M. C. (2020). Expanded professional skills? Highly sensitive educators in daycare. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Santos de Oliveira, T. (2020). Mindfulness as an instrument in social work – basics, relevance and implementation for social workers in the field of child well-being. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Feil, S. (2020). How much Mindfulness needs Social Work? Possibilities and Limits of mindfulness-based Interventions. Supervision: Prof. Dr. A. de Bruin (Munich University of Applied Sciences)

Anke, P. / Wagner, M. (2020). Mindfulness with Children. A Project Example at the Level of Primary School. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Hirster, S. (2020). Mindfulness in Out-patient Educational Assistance Using the Example of the Socio-educational Project „Girls time (out)“. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Christmann, M. (2020). Mindfulness for Primary School Children: Opportunities, Risks and Implementation Options for Optimizing Emotional and Cognitive Resources. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Schmid, N. (2020). Giftedness in Children. Inclusion and Support Opportunities in Primary School. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Kuhl, H. (2020). Dance as an Aesthetic Medium in Social Work Using the Example of a Dance Project in a School Context. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Sperber, F. (2020). Mindfulness and Educational Objectives in Bavarian Daycare Centres. Feasibility of Mindfulness in the Daily Routine of Day-care Centers. Ideas and suggestions in the Form of a Conceptual Design. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Kohler, J. K. / Werr, I. (2020). Mindfulness in a Group of Children Taken into Care – Opportunities for Implementation Based on a Mindfulness Box. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Lenschow, L. (2020). Mindfulness as a Resource to Strengthen Professional and Healthy Personalities in Social Work. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Neumeyer, A. M. (2020). The Relevance of Mindfulness for Successful Teamwork in Day-care Centers. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Stehle, V. (2020). Mindful Stress Management for Highly Gifted Children Aged 4-10 Years. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Kalisty, M. (2020). The Body as Resource in Social Work using the Example of the Project „Moving, Relaxing, Dancing“ for Women with Mental Health Problems. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Voit, M. (2020). Mental hygiene and Living More Consciously!? The Importance of Mindfulness-based Methods in Reducing Automatic Stress Patterns.

Feil, S. (2020). How much is Mindfulness Needed in Social Work? Possibilities and Limits of Mindfulness-based Interventions.

Böker, A. A. (2019). Mindfulness in Kindergarten. Theoretical and Practical Considerations Using the Example of the Project Group "The Mindful Eagle Gang". Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Held, A. M. (2019). Mindfulness in Childcare Facilities to Strengthen Personal Resilience Factors. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Müllers, E. (2019). Highly Gifted and Animal-aided Pedagogy - A Research Project on the Importance of Animals for Highly Gifted Children. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Vaccaro, M. (2019). What now? Help and Self-help for the Highly Gifted. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

- Nöprick, L. (2019). Trauma-sensitive Yoga in Social Work - Opportunities and Risks. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Kühl, B. (2019). Mindfulness with children in primary school. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Graf, T. (2019). Strengthening personal and social resources in order to foster children's resilience by using the aesthetic medium of painting. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Strobl, I. (2018). Mindfulness in kindergarten - chances, risks and ways of implementation. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Emberger, F. (2018). "Learning Emotion" – Fostering emotional competencies with mindfulness and meditation in school social work. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Ernst, A. (2018). Introducing meditation and mindfulness to people suffering from psychological trauma – Limits and opportunities. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Linner, M. (2018). Mindfulness in day care centres for children - chances, risks and ways of implementation. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Völker, H. (2018). Experiencing interventions of meditation and mindfulness during pregnancy and the effects on prenatal stress. A qualitative research study. Prof. Dr. A. de Bruin (University of Applied Sciences Munich) / Prof. Dr. C. Boldt (University of Applied Sciences Munich).
- Skiebe, K. (2018). The concept of mindfulness during processes of counselling in social work. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Lexhaller, C. (2018). Mindfulness in primary school for preventing and managing stress. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Nowack, K. / Wegele, R. / Kutschi, D. (2017). Meditation at university. A film about the Munich Model. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Bock, V. / Hiebl, J. (2017). Giftedness in day care centres for children – A concept for identifying and fostering gifted children. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Brandstätter, P. (2017). Discovering art with children. A guideline for studying a painting in creative ways. Supervision: Prof. Dr. A. de Bruin (University of Applied Sciences Munich)
- Stoßberger, A. M. (2017). Mindfulness and meditation with youth using the example of the youth club Cosimapark of the Kreisjugendring Munich-City.

Nowack, K. / Wegele, R. / Kutschera, D. (2017). Meditation at University. A film about the Munich Model.

Fischbacher, M. (2017). Mindfulness in the field of care for persons with disabilities. A project with mentally disabled and learning-disabled young women.

Steer, A. L. (2017). Mindfulness and meditation with children and teenagers using the example of the Mittelschule Augsburg Herrenbach.

Wahlandt, P. (2017). Mindfulness and meditation as a method of prevention and treatment of burnout.

Grimm, S. (2017). Effects of meditation and mindfulness exercises on the well-being of children.

Maier, J. (2017). "I am freaking out!" Chances and different ways - How can we implement mindfulness for children and youth displaying behavioural problem?

Hofmann, N. (2017). Mindfulness with children and teenagers in the context of youth work using the example of the cooperation project between the youth club "Come in" and the Support Centre for children with special needs Weilheim.

Gut, L. V. (2017). Social work and stress. Mindfulness meditation as a way to reduce stress.

Keppeler, C. (2017). Mediation as a way to develop own health competencies using the example of nurses working in the inpatient care.

Dukas, M. (2017). Meditation and mindfulness in emergency department. A concept for nurses.

Schuster, M. (2017). Methods of relaxation and mindfulness as a way of educational intervention for children displaying behavioural problems.

Käfer, M. (2017). Mindfulness in remedial day care centres for children – Theoretical and conceptual thoughts for the daily routine of groups.

Maier, M. (2017). Mindfulness with accompanied refugee children – Theoretical approaches and ways of implementation using the example of the communal accommodation for refugees of AGDW e.V. Stuttgart-Hofen.

Lemppenau, M. / Schmelzer, A. (2016). Mindfulness for primary-school pupils – A project for learning stress management.

Zenker, A. (2016). Meditation and Social Work. A way to strengthen professional behaviour?

Uhl, A. (2016). The relevance of meditation for children and youth in Social Work.

Schimon, A. (2016). „Who wants to be a great explorer? Let's move!“ Yoga for children as a health-promoting activity in kindergarten.

Schröck, R. (2016). Progressive muscle relaxation after Jacobson (PMR) – A preventive offer to foster the relaxation of children aged 6-10 years.

Htagkonikou, D. (2016). Religion as part of the human existence and its relevance for Social Work.

Jaster, I. (2016). Can mindfulness mediation help to deal with stress-induced health problems?

Hornung, J. (2015). Meditation as aesthetic medium in Social Work using the example of Transcendental Meditation (TM).

Penning, N. (2015). The effects of martial art in Social Work using the example of the Korean martial art Tang Soo Do.

Maierbacher, R. (2015). Mediation in Social Psychiatry.

Beck, H. (2014): Mindfulness meditation as aesthetic medium in Hospice Work. A project in the Johannes-Hospiz of the Barmherzige Brüder in Munich.

Gäbler, M. (2014): Daoistic care of life as potential resource in Social Work.

Jiwa, J. (2013): Mediation as aesthetic medium using the example of treating chronic pain.

Nachbar, B. V. (2013): Yoga for children – One aspect of health education in primary school. Effects and ways of implementation.

Hick, N. (2012): Yoga for children as a health-promoting activity in Social Work.

Hobbit, M. (2012): Quality of life and health with the help of mediation.

Master theses (selection) – Munich University of Applied Sciences

Ernst-Schöpf, J. (2021). "Chill your beans!" Suggestions for implementation of mindfulness for young people in youth welfare system.

Uhl, A. A. (2021). Mindful Self-Compassion as a resource in the study of social work.

Gut, L. V. (2020). Mindfulness and Meditation in a University setting – Opportunities, Limits and Implementation Options. A Qualitative Survey of University Teachers.

Steer, A. L. (2020). Yoga as a Health Resource? Effects of Regular Yoga Practice on the Sense of Coherence. Supervision: Prof. Dr. A. Vos (Alice Salomon Hochschule Berlin) Prof. Dr. A. de Bruin (University of Applied Sciences Munich)

Ludwig-Maximilian-Universität (LMU) München

The theses were written in the degree programmes Primary School Education, School Education, Educational Sciences, Education for the Mentally Handicapped and Behavioural Disorders and School Psychology.

Theses for the qualification and authorization to teach at a school (selection) – Ludwig-Maximilian-Universität (LMU) München

Bilic, Nina (2023)

“Calm for the exam” How mindfulness and meditation can help with exam anxiety.

Neumann, Laura (2023)

Mindfulness and meditation in the school routine at the primary level.

Schaffer, Elisabeth Hedwig (2023)

Applicability and benefits of mindfulness and meditation practices using the example of middle school from 5th to 7th grade.

Tutic, Sejla (2023)

Mindfulness and meditation in the context of school inclusion

Can the inclusion of children with intellectual disabilities in elementary school be facilitated by the regular practice of mindfulness and meditation?

Eibert, Katharina (2022)

AD(H)S and high sensitivity in children - a label that only causes problems?

What opportunities do mindfulness and meditation offer in daily (school) life?

Wittmann, Daniela (2017). Meditation and mindfulness with children using the example of a study with pupils at a primary school.

Friedrich, A. (2017). Christian mediation in context of school

Koster, K. (2016). Can meditation practices support children to have a better stress management in their daily school routine and at home?

Markwardt, S. (2016). Vipassana-meditation after S. Goenka – Introduction and reflections about the implementation at school.

Holz auf der Heide, E. (2016). Meditation at primary school – Effects of mindfulness exercises on children displaying exam anxiety.

Schmid, L. (2016). Meditation at primary school – one answer to the changed living conditions of children.

Schaule, C. M. (2016). Mindfulness in School Psychology: Relevance and ways of implementation

Tschernov, M. (2016). Yoga with children as an offer in aesthetic education.

Czajka, L. (2015). Effects of mindfulness on persons displaying behavioural problems in prisons.

Brzakovic, J. (2015). Mindfulness at school – Model of the five phases

Henkel, J. S. (2015). How can Social Buddhism support learning at school? A project of a transition class in Munich.

Hofbauer, C. (2014): Meditation at school. Meditative elements as an important part of senior classes at grammar school.

Reinecke, J. (2014): Mindfulness for children with displaying behavioural problems. Opportunities and limits for the implementation in a primary school.

Reckerzügl, M. (2013): An educational concept of mindfulness – Changing the world with an open mind and body awareness.

Doctoral theses / PhD – Ludwig-Maximilian-Universität (LMU) München

Schramm, A. (2022): MAMAS (Meditation and mindfulness at school). Effects on attention and well-being of students and on the atmosphere in the class. A quantitative and qualitative research study. Supervision: Prof. Dr. E. Kiel (Ludwig Maximilian University of Munich), Prof. Dr. A. de Bruin (University of Applied Sciences Munich).

Krause-Sauerwein, S. (2013): The potential of movement and its benefits to the learning process in primary school from a teacher's point of view. Doctoral project at the Ludwig Maximilian University of Munich. Supervision: Prof. Dr. J. Kahlert (Ludwig Maximilian University of Munich), Prof. Dr. A. de Bruin (University of Applied Sciences Munich).

Panitz, A. (2012): Fostering speaking competencies through music. An empirical research study with students supported by language promotion; Scientifically supervised practical project at a special needs school. Doctorate at the Ludwig Maximilian University of Munich. Supervision: Prof. Dr. R. Oerter (Ludwig Maximilian University of Munich), Prof. Dr. A. de Bruin (University of Applied Sciences Munich).