

School of Social Work & Social Policy

Master in Social Work / Postgraduate Diploma in Social Work

Year One & Year Two Module Outlines and Module Leads

2022-2023



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## Year One Module Outlines

### SS7012: Social Work Theory For Practice

<b>Module aims</b>	This module aims to address theories that inform and guide social work practice. While the emphasis of this module is on work with individuals, the theories and approaches covered can also be applied to couples, families and groups across a range of practice contexts.
<b>Module learning Outcomes</b>	<p>After completing this module, students will be able to:</p> <p>LO1: Critically understand a range of core concepts and frameworks underpinning social work theory and practice approaches in working with individuals, groups and communities. (SoPs: 5.1; 5.2; 5.3; 5.14)</p> <p>LO2: Be able to identify and apply social work theory and research evidence to all aspects of the professional decision-making process with due regard for the best interest of the client. (SoPs: 1.1; 1.3; 1.20; 3.2, 3.4; 3.6; 5.22)</p> <p>LO3: Demonstrate a level of self-awareness and appreciation of the role of critical reflection in relation to their social work practice. (SoPs 1.9; 2.15; 4.3; 4.4; 5.11; 5.13)</p> <p>LO4: Identify and discuss key social issues and concepts related to macro social work practice. (SoPs: 1.20; 5.24)</p> <p>LO5: Demonstrate an understanding and ability to adapt communication styles to working with individuals, families and groups. (SoPs 2.1; 2.2; 2.3; 2.9; 2.11)</p> <p>LO6: Demonstrate a critical understanding of the value of maintaining positive relationships with service users and colleagues in carrying out the social work role. (SoPs: 2.12; 2.13; 2.15; 5.10; 5.11; 5.12)</p> <p>LO7: Present and write in English at a standard equivalent to C1 on the Common European Framework of Reference for Languages. [SoP: 5.27]</p> <p>LO8: Recognise risk factors and work collaboratively with service users to promote their safety and well-being taking into account cultural and broader societal factors. (SoPs: 3: 10, 5.6; 5.18)</p>

	<p>LO9: Develop a basic understanding and appreciation for the skills required in teaching and learning, mentoring and supervision. (SoP: 5.26)</p> <p>LO10: Be able to reflect on and evaluate the use of interventions and adapt approaches accordingly taking into account the individual needs and response of the service user(s) (SoP: 3.8)</p> <p>LO11: Understand the limits to confidentiality in professional social work practice and demonstrate an awareness of the process involved in gaining informed consent. (SoP: 1.12)</p>
<b>Module Content</b>	<p>This module addresses the following areas:</p> <ul style="list-style-type: none"> <li>- <i>Introduction to Social Work</i></li> <li>- <i>Introduction to Reflective Practice &amp; Use of Self in Social Work</i></li> <li>- <i>Social Work &amp; Counselling Practice Approaches</i></li> <li>- <i>Groupwork</i></li> <li>- <i>Community Development &amp; Macro Social Work Practice</i></li> </ul>
<b>Teaching and learning format</b>	<p>This module is taught using a range of approaches and methodologies. In class and online lectures, small group workshops, role plays, reflective exercises, and a fieldtrip are integrated into teaching across this module.</p>
<b>Standards of proficiency <u>taught</u> within this module</b>	<p>1.1; 1.2; 1.3; 1.5; 1.6; 1.8; 1.9; 1.12; 1.18; 1.20</p> <p>2.1; 2.2; 2.3; 2.4; 2.9; 2.11; 2.12; 2.13; 2.15</p> <p>3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.12</p> <p>4.1; 4.3; 4.4; 4.5</p> <p>5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; 5.10; 5.11; 5.12; 5.13; 5.14; 5.15; 5.17; 5.18; 5.19; 5.22; 5.23; 5.24; 5.26; 5.27</p>
<b>Standards of proficiency <u>assessed</u> within this module</b>	<p>1.1; 1.3; 1.9; 1.12; 1.20</p> <p>2.1; 2.2; 2.3; 2.9; 2.12; 2.13; 2.15</p> <p>3.2; 3.4; 3.6; 3.8; 3.10</p> <p>4.3; 4.4</p> <p>5.1; 5.2; 5.3; 5.6; 5.10; 5.11; 5.12; 5.13; 5.14; 5.18; 5.22; 5.24; 5.26; 5.27</p>
<b>Assessment</b>	<p>This module has 5 assessment components:</p> <p>A. Written Assignment (LO1, LO6) [Weighting 25%]</p>

	<p>B. Written Assignment &amp; Recorded Role-Play (LO1, LO2, LO3, LO5, LO7, LO8, LO10, LO11) [Weighting 25%]</p> <p>C. Group Role-Play Project (LO2, LO3, LO5, LO6, LO7, LO9, LO11) [Weighting 15%]</p> <p>D. Individual Reflective Written Assignment (LO3) [Weighting 10%]</p> <p>E. Placement Based Written Assignment (LO4) [Weighting 25%]</p> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Re-assessment</b>	Students will be reassessed via written assignment (and recorded role play in the case of components B & C).

	<b>Introduction to Social Work</b>
<b>Aims</b>	Students are provided with an overview of the essential nature of social work and the characteristics which distinguish it from other caring professions. Students will explore contemporary social work in its many forms, and the influence of historical developments within the profession on current practice in Ireland and elsewhere. Students are introduced to the variety of social work roles, and the nature of social work process as well as a focus on relationship-based practice.
<b>Content</b>	<ul style="list-style-type: none"> <li>- The nature of social work.</li> <li>- Social work values, ethics and principles: an introductory overview.</li> <li>- Social work process: an introductory overview.</li> <li>- The social work profession in Ireland: issues in current practice (including registration and regulation).</li> <li>- The essential nature of social work and its relationship to other caring professions.</li> <li>- Introduction to the knowledge and skills base of the social work profession.</li> <li>- Core concepts and theory underpinning relationship-based social work</li> <li>- Introduction to key theories of social work practice</li> <li>- An introduction to the skills of reflexivity, reflection and critical thinking in social work practice</li> </ul>
<b>Indicative bibliography</b>	<p>Lishman, J., Yuill, C., Brannan, J., &amp; Gibson, A. (eds) (2020). <i>Social Work: An Introduction</i> (2<sup>nd</sup> ed.). London: Sage.</p> <p>Thompson, N. (2020). <i>Understanding social work: Preparing for Practice</i> (5<sup>th</sup> ed.). Basingstoke: Palgrave Macmillan.</p> <p>Payne, M. (2016). <i>Modern social work theory</i>. Palgrave Macmillan.</p> <p>Ruch, G., Turney, D., Ward, A. (2018). <i>Relationship-based social work: getting to the heart of practice</i> (2<sup>nd</sup> ed.). London: Jessica Kingsley.</p>

	<b>Introduction to Reflective Practice &amp; Use of Self in Social Work</b>
<b>Aims</b>	The use of self in social work is a key component of effective, sensitive social work practice. Students will be encouraged to pursue self-exploration using a reflective approach to their practice. Content will complement the 'Preparation for Placement - A Reflective Practice Approach' module. Students' developing awareness of the 'use of self' and capacity for reflective practice will be reviewed prior to, during and after placement in Year One, and the process will be continued in Year Two.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Reflective thinking</li> <li>- Reflective social work practice</li> <li>- Past work/placement experiences</li> <li>- Self as 'social work student'</li> <li>- Aspects of participant experience in a reflective group setting.</li> <li>- The impact on self as we respond personally and professionally to different work experiences.</li> <li>- Relationship based practice- a two way process.</li> <li>- Motivation and interest in social work</li> <li>- Self-reflection-reflective journaling</li> </ul>
<b>Indicative bibliography</b>	<p>Fook, J, 'Reflective Practice and Critical Reflection'. Chp.26 pp440-455 in Lishman, J (Editor) Handbook for Practice Learning in Social Work and Social Care. Knowledge and Theory. 2015,Third Edition, Jessica Kingsley Publishers.</p> <p>'Stumbling Through'? Relationship based social work practice in austere times Hingley Jones, H, and Ruch, G, Journal of Social Work Practice July 2016,30(3)235-248.</p> <p>Trevithick, P.,(2018) The 'self' and 'use of self' in social work: A contribution to the development of a coherent theoretical framework. The British Journal of Social Work, 48 (7),pp 1836-1854.</p>

	<b>Social Work and Counselling Practice Approaches</b>
<b>Aims</b>	To introduce students to a range of social work theories and practice approaches. Students will learn about different social work theories each week alongside developing and practicing social work skills in the weekly workshops. It is envisaged that these combined theory/skills lectures and workshops will provide the opportunity for students to build on existing practice skills and previous work experience and crucially, build a strong understanding of the link between theory and practice within a social work context. Students will be encouraged and supported to explore and develop their practice skills within small groups and in a safe learning environment.
<b>Content</b>	<p>Introduction to key social work and counselling theories including:</p> <ul style="list-style-type: none"> <li>- Person Centred Approach</li> <li>- Solution Focused</li> <li>- Task Centred Casework</li> <li>- Crisis Intervention</li> <li>- Motivational Interviewing</li> <li>- Working with Involuntary Clients</li> <li>- Assessment Skills</li> </ul> <p>Within small groups students will be given to opportunity to practice social work skills each week.</p>
<b>Indicative bibliography</b>	<p>Adams, R., Dominelli, L. &amp; Payne, M. (Eds.) (2002) <i>Social Work: themes, issues and critical debate</i>. 2nd Edition. Hampshire: Palgrave.</p> <p>Cameron, R. (2020). <i>Working with Difference and Diversity in Counselling and Psychotherapy</i>. SAGE Publications Limited.</p> <p>Coulshed, V., Orme, J. (1998) <i>Social Work Practice: an introduction</i>. 3<sup>rd</sup> Edition. Hampshire: Palgrave</p>



	<b>Groupwork</b>
<b>Aims</b>	The aims of this module are to provide an understanding of the major theories of groupwork, group dynamics and processes. In addition, the module aims to promote the development of groupwork leadership and facilitator skills in the classroom setting and an appreciation of the significant potential of groupwork practice within social work.
<b>Content</b>	<p>The areas covered in this module will include:</p> <ul style="list-style-type: none"> <li>- Stage models of groupwork practice</li> <li>- The various roles which participants perform in groups and strategies for facilitating these roles.</li> <li>- Preparation and formulation of groupwork interventions in social work practice</li> <li>- The therapeutic potential of groupwork practice</li> <li>- The use of self in a groupwork context</li> <li>- Development of leadership and facilitation skills</li> <li>- Group roles and dynamics in a teamworking context</li> <li>- Models of evaluation of groupwork practice.</li> </ul>
<b>Indicative bibliography</b>	<p>Crawford K, Price, B and Price, M. <i>Groupwork Practice for Social Workers</i>, SAGE, 2014.</p> <p>Doel, M. <i>Using Groupwork</i>, London: Routledge, 2005.</p> <p>Lindsay, T. and Orton, S. <i>Groupwork Practice in Social Work</i>. 2nd ed., Exeter: Learning Matters, 2011.</p> <p>Benson, Jarlaith. 2001. <i>Working More Creatively with Groups</i>. Psychology Press.</p>

	<b>Community Development &amp; Macro Social Work Practice</b>
<b>Aims</b>	To introduce the importance of community work as a component of social work and develop an understanding of the value base of community work and its relationship to social work values and principles. To provide students with an understanding of the core skills and principles of community work. To develop an understanding of the principles and practices of networking in the professional community. To equip students to carry out a needs assessment using a Community Work approach.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Definitions of community work and macro social work.</li> <li>- What is community? Social Determinants of Health</li> <li>- Profiling community and minority groups</li> <li>- Models and principles of community work.</li> <li>- Role of community work in the social work setting.</li> <li>- Community work skills</li> <li>- Community work and social work.</li> <li>- Community Networking</li> <li>- Community Fieldtrip</li> </ul>
<b>Indicative bibliography</b>	<p>Forde, C. and Lynch, L. (2015) Social Work and Community Development, Palgrave Macmillan</p> <p>Jackson, A &amp; O' Doherty, C (2012) Community Development in Ireland: Theory, Policy and Practice. Gill and McMillan. Dublin</p> <p>Mayo, M. (2009) (2<sup>nd</sup> Ed.) Community Work (Ch.11), In Critical Practice in Social work (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave, Basingstoke</p>

SS7014: Social Work Practice

<b>Module aims</b>	<p>This module resources students to undertake two assessed, professional placements aligned to the CORU/SWRB Domains of Proficiency. The module includes input from experienced practice teachers who provide information on the scope and focus of contemporary social work across a range of sectors. Service user and carer perspectives are integrated in the module. Key tenets of Adult Learning Theory and Reflective Practice approaches are introduced to enable optimal learning from practice experience. The module incorporates identification of student learning needs aligned with the CORU Domains and facilitates individual placement planning in advance of placement allocation of placement. In addition, students are resourced to engage in continuous learning and development across the duration of their two 14-week professional placements with teaching input relating to topics such as engaging in professional supervision, receiving feedback and reflective practice and regular assessment of their learning as aligned to the CORU Domains of Proficiency. Recognizing Placements as a second site of learning and acknowledging the inextricable link between classroom-based learning and learning gained on placement, emphasis is placed on the integration of the knowledge and skills taught in the classroom with learning experiences on practice placement. The assessment of the achievement of the learning outcomes in this module is based in the Student's Practice Project and the evidence presented by the student's Practice Teacher in the Practice Teacher Report.</p>
<b>Module learning Outcomes</b>	<p>After completing this module, students will be able to:</p> <p>LO1: Identify learning styles and learning needs for placement (SoPs: 5.4,5.13,5.26).</p> <p>LO2: Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement (All SoPs)</p> <p>LO3: Understand the role of social work in a range of practice settings including statutory and interprofessional practice contexts (SoPs: 2.9, 2.14, 2.15, 5.8, 5.9)</p> <p>LO4: Work collaboratively with service users and carers utilizing relationship-based practice, empowerment and human rights perspectives (SoPs: 1.3, 1.5, 1.9, 2.3, 2.4, 2.9, 2.12, 2.15, 5.5, 5.7)</p> <p>LO5: Articulate a rationale for their choice of theory and approach in response to a range of practice issues (SoPs: 5.1, 5.2, 5.14)</p>

	<p>LO6: Utilize models of reflective practice and other practice learning resources and supports (SoPs: 4.3, 4.4, 5.13, 5.26)</p> <p>LO7: Proactively engage in professional supervision to facilitate practice-based learning and ongoing professional development (SoPs: 1.21,3.9, 4.1,4.3, 4.4, 4.5, 5.4, 5.13, 5.26)</p> <p>LO8: Represent, theorise and reflect on practice-based learning in the Practice Project (SoPs: 1.18, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.8, 5.9, 5.21, 5.22, 5.24, 5.26, 5.27)</p> <p>LO9: Work collaborative on an inter-professional team and to demonstrate awareness of issues including professional boundaries, interprofessional practice, teamwork and use of technology. (SoPs: 1.4, 1.12, 1.20, 2.7, 2.10, 2.13, 2.14, 2.15, 5.12,</p> <p>LO10: Demonstrate capacity to successfully undertake case work, including managing competing demands and caseload prioritisation, while on placement and demonstrate progression and development of practice skills aligned with the CORU/SWRB Domains of Proficiency (SoPs: 1.1,1.2,1.3, 1.8, 1.12, 1.13, 1.18, 1.19, 1.20, 2.10, 2.11, 3.1, 3.2, 3.6, 3.7,3.8,3.9, 3.10, 3.11,3.12,3.13, 3.13,5.8, 5.10, 5.14, 5.17, 5.18, 5.19, 5.27)</p> <p>LO11: Demonstrate capacity for professional report writing and record keeping while on professional placement (SoPs: 1.7, 1.11,1.12, 1.13, 2.6,2.7, 3.11, 5.20,5.27)</p> <p>LO12: Demonstrate ability to work with a range of service users in different professional contexts (SoPs: 2.2, 2.5, 2.12, 3.1, 3.2, 5.6, 5.7, 5.8, 5.10, 5.12, 5.14, 5.17,5.18, 5.27)</p> <p>LO13: Identify strength and limits of own practice and needs for further training and professional development (SoPs: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.3, 5.13, 5.14, 5.27)</p>
<b>Module Content</b>	<p>There are 5 main sections in this module as follows:</p> <ul style="list-style-type: none"> <li>- Preparation for Practice Classes</li> <li>- Preparation for Practice Student Consultations</li> <li>- Preparation for Practice Practitioner Workshops</li> <li>- Preparation for Practice Service user Workshops</li> <li>- Placement (500 hours)</li> </ul>
<b>Teaching and learning format</b>	<p>In-person lectures; practitioner, service user and service manager inputs; reflective experiences, class presentations and small group discussions.</p>

<b>Standards of proficiency <u>taught</u> within this module</b>	<p>1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18,1.19,1.20,1.21</p> <p>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15</p> <p>3.1,3.2,3.3,3.4,3.5,3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14</p> <p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p> <p>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.29, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27</p>
<b>Standards of proficiency <u>assessed</u> within this module</b>	<p>1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18,1.19,1.20,1.21</p> <p>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15</p> <p>3.1,3.2,3.3,3.4,3.5,3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14</p> <p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p> <p>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.29, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27</p>
<b>Assessment</b>	<p>This module is assessed through the MSW1 Placement and the associated Practice Project. Students must pass both their MSW1 Placement and Practice Project to progress to their MSW2 year. The Practice Project includes the following components:</p> <ul style="list-style-type: none"> <li>- Information regarding the placement agency and community context</li> <li>- Details of all work undertaking, identification of relevant theories and practice frameworks and student reflections on the work undertaken.</li> <li>- Two in-depth practice studies</li> <li>- Discussion and evidence of placement Learning including difficulties or dilemmas confronted and a critical assessment of overall learning and progress with reference to the CORU SWRB Standards of Proficiency</li> </ul>
<b>Re-assessment</b>	<p>If a student passes placement but fails their practice project they may re-submit the practice project to achieve a pass grade.</p> <p>If the student fails the placement the placement may be repeated, and a practice project related to the repeat placement may be re-</p>

	<p>submitted to achieve a pass grade</p> <p>Only one attempt at a repeat placement is allowed.</p>
<b>Indicative bibliography</b>	<p>Cleak, H., O'Connor, E., &amp; Roulston A., (2022) Integrating relational knowing and structured learning in social work placements – a framework for learning in practice <i>Social Work Education</i>.</p> <p>Doel, M. &amp; Shardlow, S.M. (2005) <i>Modern Social Work Practice : teaching and learning in practice settings</i>. Aldershot: Ashgate</p> <p>Gould, N. &amp; Taylor, I. (Eds) (2017) <i>Reflective Learning for Social Work</i>. Aldershot: Arena .</p> <p>Thompson, N. (2015) <i>Understanding Social Work: Preparing For Practice</i>. London: Palgrave.</p> <p>Wilson, K, Ruch G, Lymbery M, Cooper A. (2008) Relationship-based and reflective approaches for contemporary social work practice in Wilson, K, Ruch G, Lymbery M, Cooper A. (eds) <i>Social Work An introduction to contemporary practice</i> London: Pearson.</p>

SS7016: Foundations for Social Work Across the Lifespan

<b>Module aims</b>	This module covers foundational topics of relevance to social work in multiple contexts and with clients at various life stages.
<b>Module learning Outcomes</b>	<p>After completing this module, students will be able to:</p> <p>LO1: Understand key concepts, theories, policies, and assessment processes related to child protection social work [SoPs: 1.1; 1.3; 1.6; 2.9 3.2; 3.3; 3.4]</p> <p>LO2: Comprehend, apply, and critically engage with, key standards, policy and legislation relevant to social work [SoPs: 1.4; 1.5; 1.10; 1.11; 1.13; 1.14; 2.8, 3.13]</p> <p>LO3: Critically discuss of a range of theories relating to in/equality, oppression, and diversity and understand their significance for social work practice with minority or marginalized groups. [SoPs: 1.9; 5.7]</p> <p>LO4: Create accurate, concise, and objective documentation by applying literacy skills and communication technologies [SoP: 1.7; 2.6, 2.7]</p> <p>LO5: Demonstrate a critical understanding of different theoretical and practical approaches to examining human development (including one's own) throughout childhood and adulthood [SoPs: 4.4; 5.14; 5.22; 5.23]</p> <p>LO6: Communicate skills in translation of theory and concepts to practice and justify professional decisions made [SoP: 5.20; 5.21; 5.22]</p>
<b>Module Content</b>	<p>This module addresses the following aspects of social work:</p> <ul style="list-style-type: none"> <li>- Human Development in Social Contexts</li> <li>- Introduction to Social Work with Children and Families</li> <li>- Child &amp; Family Law</li> <li>- Equality and Diversity in Social Work Practice</li> </ul>
<b>Teaching and learning format</b>	In person and online lectures, small group discussions, case studies, service user contributors. Supporting resources are available on Blackboard.
<b>Standards of proficiency taught within this module</b>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21</p> <p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.12, 2.13, 2.14, 2.15</p>

	<p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13.</p> <p>4.1, 4.2, 4.3, 4.4, 4.5.</p> <p>5.1, 5.2, 5.3, 5.5 5.6, 5.7, 5.8, 5.9, 5.11, 5.12, 5.13, 5.14, 5.15, 5.17, 5.18, 5.20, 5.21, 5.22, 5.23, 5.24</p>
<b>Standards of proficiency <u>assessed</u> within this module</b>	<p>1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 1.11, 1.13, 1.14.</p> <p>2.6, 2.7, 2.8, 2.9</p> <p>3.2, 3.3, 3.4, 3.13</p> <p>4.4</p> <p>5.7, 5.14, 5.20, 5.21, 5.22, 5.23</p>
<b>Assessment</b>	<p>This module has 2 assessment components:</p> <ul style="list-style-type: none"> <li>A. Child observation study (LO1, LO2, LO3, LO4, LO5, LO6) [Weighting 65%]</li> <li>B. Essay (LO1, LO2, LO3, LO4) [Weighting 35%]</li> </ul> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Re-assessment</b>	Students will be reassessed via written assignment.



	<b>Human Development in Social Contexts</b>
<b>Aims</b>	Students will be introduced to a range of theories relevant to social workers engaging with children, young people, and adults experiencing developmental, emotional, behavioural, and mental health difficulties. These theories will look at development over the life course and help us to understand what constitutes “typical” development and will support students to consider what falls outside of this range of development. This knowledge base will form an important part of students’ ability to assess individuals at all stages in the life course. Students will be encouraged to critically engage with a range of perspectives on human development across the life course and to understand how their own development and unconscious bias impacts work with clients.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Perspectives on human development over the life course</li> <li>- Core aspects of individual development over the life course i.e. in infancy, early childhood, middle childhood, adolescence, and the various stages of adulthood</li> <li>- Attachment theory</li> <li>- Strengths based and Resilience theory</li> <li>- Observation skills</li> <li>- Reflections on own personal development and impact this has on work with individuals and families</li> </ul>
<b>Indicative bibliography</b>	<p>Beckett, C., &amp; Taylor, H. (2016). Human Growth and Development. London: Sage Publications. (Available as E-Book)</p> <p>Crawford, K. &amp; Walker, J. (2017). Social Work and Human Development. London: Sage Publications. (Available as E-book)</p> <p>O'Brien, E. Z. (2015). Psychology for Social Work: A Comprehensive Guide to Human Growth and Development. Basingstoke: Palgrave Macmillan. (Available as E-book)</p>

	<b>Introduction to Social Work with Children and Families</b>
<b>Aims</b>	This introduction to child protection and welfare social work provides an historical and cultural context to practice, outlines the various forms of abuse and neglect, including how social workers should recognise, assess and respond to these in practice, and examines research evidence linking experiences in childhood with later life outcomes.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Introduction to child protection and welfare social work</li> <li>- Child physical abuse</li> <li>- Child sexual abuse</li> <li>- Emotional abuse and neglect</li> <li>- Childhood experiences and later life outcomes</li> </ul>
<b>Indicative bibliography</b>	<p>Liz Davies and Nora Duckett Proactive Child Protection and Social Work (Transforming Social Work Practice Series), Learning Matters 2016</p> <p>Fiona Oates Trauma Informed Support and Supervision for Child Protection Professionals: A Model For Those Working With Children Who Have Experienced Trauma, Abuse And Neglect And Their Families, Routledge, 2022</p> <p>Wilkins, Shemmings and Pascoe Child Abuse: An Evidence Base for Confident Practice Paperback, Open University Press, 2019</p>

	<b>Child &amp; Family Law</b>
<b>Aims</b>	To analyse key legislation together with practical legal training in preparation for a range of Social Work Practice settings. To explore key aspects of Irish and International Child and Family Law relevant to Social Work Practitioners, with particular focus on Public Child Care Law and the statutory role of Social Work Practitioners. To provide an overview of relevant aspects of Private Family Law, including marriage breakdown, domestic violence, custody and guardianship. Case examples from practice and group discussions will provide students with the opportunity to critically consider the role of a Social Work Practitioner within the wider context of the domestic and International Legislative framework.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Introduction to Child and Family Law in Ireland</li> <li>- Child Protection Law, Part 1; Social Work Preparation for Court</li> <li>- Child Protection Law; Part 2; Emergency Care Orders and Interim Care Orders</li> <li>- Child Protection Law- Care Orders</li> <li>- Child Protection Law; Supervision Orders / alternatives to care</li> <li>- Private Family Law</li> <li>- Criminal Justice System</li> <li>- Accountability of Social Work Practitioners</li> <li>- Child Protection Law, Children in Care</li> <li>- EU / International Framework for Child Protection &amp; Secure Care</li> </ul>
<b>Indicative bibliography</b>	<p>Shannon G. (2020) Child and Family Law Third ed. Dublin: Thomas Reuters.</p> <p>Nestor, J. (2007) An Introduction to Irish Family Law. Dublin: Gill and McMillan.</p> <p>Brennan, R., O'Mahony, C., Burns, K. (2021) 'The rights of the child in voluntary care in Ireland: A call for reform in law, policy and practice', Children and Youth Services Review, Vol. 125, 1-11.</p>

	<b>Equality and Diversity in Social Work Practice</b>
<b>Aims</b>	To offer a critical introduction to issues of equality and diversity in social work practice and encourage students to critically analyse and discuss the concept of equality; radical and anti-oppressive approaches to social work practice; cultural competence in social work practice; and social work as a form of social control. Students will also have presentations from guest speakers to allow for direct dialogue between social work students and representatives of marginalised groups (e.g. self-advocates with disabilities; travellers; members of the LGBTQ community and so on).
<b>Content</b>	<ul style="list-style-type: none"> <li>- Theories of in/equality and their significance for social work</li> <li>- Anti-oppressive practice A critical exploration of cultural competence</li> <li>- Social Work as a form of social control</li> <li>- Presentations by representatives of marginalised groups</li> </ul>
<b>Indicative bibliography</b>	<p>Baker, J. (2009) 'Liberal Equality versus Equality of Condition' in Ó Broin, D. and Kirby, P. (eds). <i>Power, Dissent and Democracy: Civil Society and the State in Ireland</i>, A&amp;A Farmar: Dublin.</p> <p>Carroll, J. &amp; Minkler, M. (2000) Freire's Message for Social Workers. <i>Journal of Community Practice</i>, 8, 21-36.</p> <p>Ryan, M. (2010) 'Queer theory' in Ritzer, G. (ed.) <i>Sociological Theory</i>, New York: McGraw-Hill, pp. 645-51</p>

SS7017: Social Policy, Critical Theory and Social Work Research

<b>Module aims</b>	This module will introduce students to critical social theory, social policy and social research.
<b>Module learning Outcomes</b>	<p>After completing this module, students will be able to:</p> <p>LO1: Identify and discuss the role of policies and the welfare state in shaping systems and practice that protects the health, safety, welfare, equality and dignity of service users, staff and volunteers [SoP: 1.10]</p> <p>LO2: Demonstrate digital literacy skills and communication technologies that are relevant and appropriate to the social work profession [SoP: 2.7]</p> <p>LO3: Recognise the impact of life experience and personal values on social work practice and take responsibility for managing this appropriately [SoP: 4.4]</p> <p>LO4: Apply and discuss the relevance of sociology, social policy, social research, and social justice, and social theory to professional practice and their uses as frames of reference and analysis for social work interventions. [SoPs: 5.2; 5.3; 5.5]</p> <p>LO5: Apply knowledge and understanding of the role of relevant regulations, guidelines, standards, inquiries, and reports in social work practice. [SoP: 5.9]</p> <p>LO6: Explore the societal and organizational influences on practice and the need for system-level change in improving outcomes, access, and delivery of services for service users [5.16; 5.24] [SoPs: 5.16; 5.24]</p> <p>LO7: Apply and critically understand the principles and ethics of scientific inquiry including reviewing relevant literature, formulating research questions(s), and developing an appropriate research design. [SoP: 5.21]</p> <p>LO8: Present and write in English at a standard equivalent to C1 on the Common European Framework of Reference for Languages. [SoP: 5.27]</p>
<b>Module Content</b>	<p>This module addresses the following subject areas:</p> <ul style="list-style-type: none"> <li>- Contemporary Discourses for social work</li> <li>- Social Policy for Social Work Practitioners</li> <li>- Introduction to Social Research &amp; Evaluation</li> </ul>

<b>Teaching and learning format</b>	This module is taught using a mix of online and in person approaches. In class discussion, preparatory readings, engagement with audio-visual materials, music, film, poetry, and art will also be used to engage students and connect them to themes being explored. Formative (e.g. blog entries) and summative assessments are used to assess this module.
<b>Standards of proficiency <u>taught</u> within this module</b>	1.5, 1.9, 1.10 2.4, 2.7, 2.12 4.3, 4.4 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.9, 5.12, 5.15, 5.16, 5.21, 5.24, 5.27
<b>Standards of proficiency <u>assessed</u> within this module</b>	1.10 2.7 4.4 5.2, 5.3, 5.5, 5.9, 5.16, 5.21, 5.24, 5.27
<b>Assessment</b>	<p>This module has four assessment components:</p> <ul style="list-style-type: none"> <li>A. Group Presentation [LO1, LO2, LO4, LO5, LO6, LO8] [Weighting 30%]</li> <li>B. Essay [LO3, LO4, LO6....] [Weighting 30%]</li> <li>C. Concept Paper [LO2, LO4, LO8] [Weighting: 5%]</li> <li>D. Research Proposal [LO2, LO4, LO8] [Weighting: 35%]</li> </ul> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Re-assessment</b>	Students will be reassessed via written assignment.

	<b>Social Policy for Social Workers</b>
<b>Aims</b>	Students will critically explore social policy principles and objectives and relate them to social work context and practice. Social Policy interconnects with the nature of social work at a professional and practice level in many ways, for example, in its objectives and concerns. Social Policy shapes, and is shaped, by those social, professional, and political actors interested and involved in policy formation, including social workers. Therefore, an understanding and knowledge of Social Policy underpinnings, objectives and intended outcomes for particular groups in society and across policy sectors, through critical, academic engagement is considered essential for contemporary social work practice.
<b>Content</b>	<ul style="list-style-type: none"> <li>- What is Social Policy?</li> <li>- Ideologies and Values in Social Policy</li> <li>- Social Policy Making Process</li> <li>- Welfare States: a Theoretical Exploration</li> <li>- Exploring Social Policy Concepts: Equality/Equity/Need</li> <li>- Social Policy and Social Groups</li> <li>- Social Policy and Older People</li> <li>- Focusing on Health Policy 1- Evolution of Health Policy</li> <li>- Focusing on Health Policy 2- Contemporary Irish Health Policy</li> </ul>
<b>Indicative bibliography</b>	<p>Alcock, P., Haux, T., McCall, V and May, M. (2022) <i>The Students Companion to Social Policy</i>, Chichester: John Wiley &amp; Sons Ltd.</p> <p>Considine, M., and Dukelow, F. (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2<sup>nd</sup> Ed.</p> <p>Cunningham J. and Cunningham S. (2012) <i>Social Policy and Social Work: An Introduction</i>. Los Angeles and London: SAGE. 2nd Edition.</p>

	<b>Contemporary Discourses for Social Work</b>
<b>Aims</b>	Students will be introduced to historical and contemporary sociological and philosophical discourses which can help to frame and think about social welfare and social work. Students will consider the relevance of these ideas and perspectives and their application to social work.
<b>Content</b>	<ul style="list-style-type: none"> <li>- The nature of critical social theory and its importance for social work.</li> <li>- The historical development of critical social theory under modernity and post-modernity and how it shaped social work.</li> <li>- The nature and application of critical reflexivity for social work practice.</li> <li>- The contribution of a range of critical social theorists to social work practice.</li> <li>- How critical social theory contributes to critical social work.</li> <li>- The effects of neo-liberalism on service users and social welfare.</li> </ul>
<b>Indicative bibliography</b>	Gray, M. & Webb, S. (2013). <i>Social Work Theories and Methods</i> . London: Sage.



	<b>Introduction to Social Research &amp; Evaluation</b>
<b>Aims</b>	<p>Students will be introduced to the theory, knowledge, and skills of social research. An introduction to the planning, design, and implementation of research projects is provided. In doing so, students will be equipped with knowledge of what each stage of the research process consists of and will support students in developing skills to undertake their own research projects. Students will produce a final report of their research project, in the form of a Master's dissertation in Year Two, which will document each stage of the research project and interweave findings with the established evidence base.</p>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Linking social work research to theory generation and evidence-informed practice</li> <li>- Exploring different research methods and designs appropriate for practitioner-research</li> <li>- Strategies for collecting data</li> <li>- Analysing, writing-up, and disseminating research findings</li> </ul>
<b>Indicative bibliography</b>	<p>Campbell, A., Taylor, B. J., &amp; McGlade, A. (2016). <i>Research Design in Social Work: Qualitative and Quantitative Methods</i>. London: Learning Matters. (Available as E-book)</p> <p>Carey, M. (2013). <i>The Social Work Dissertation: Using Small-scale Qualitative Methodology</i>. Berkshire: Open University Press. (Available as E-book)</p> <p>Gray, D. E. (2014). <i>Doing Research in the Real World</i>. London: Sage Publications. (Available as E-book)</p> <p>Whittaker, A. (2012). <i>Research Skills for Social Work</i>. London: Sage Publications. (Available as E-book)</p>

## Year Two Module Outlines

### SS8012/SS8022: Social Work in Diverse Settings

<b>Module aims</b>	This module aims to equip students with a critical overview of knowledge and skills in relation to specific social work practice contexts / issues which reflect the current practice and demands of the profession. The module involves exploration of relevant theory, Irish and international research evidence, policy, and legislation, and current debates in relation to each practice context / issue. Multiple perspectives within each context / issue are explored and students will be invited to examine the relevant issues at both a micro and a macro level.
<b>Module learning Outcomes</b>	<p>After completing this module, students will be able to:</p> <p>LO1: Apply key concepts / theoretical approaches and knowledge including sociology, psychology, human growth and development, social theory, social policy, social research, social justice to practice in social work. [SoPs: 5.1; 5.2; 5.3; 5.5]</p> <p>LO2: Apply knowledge and understanding of different modes of communication (verbal / non-verbal) and the ways in which information can be communicated in ways that can be understood by services users. [SoPs: 2.1; 2.2]</p> <p>LO3: Identify the key role of service users as active participants in their lives and the associated importance of working in partnership with service users and other key actors in their lives (e.g. relatives, carers, other professionals). [SoPs: 2.3; 2.12]</p> <p>LO4: Discuss the challenges of interdisciplinary team working and the importance of relationships with professional colleagues in delivering services that meet service user needs. [SoPs: 2.13; 2.14; 2.15]</p> <p>LO5: Identify, analyse, and critically evaluate information relevant to service user needs as part of the assessment process. [SoPs: 3.1; 3.2; 3.4]</p> <p>LO6: Use appropriate reasoning and problem-solving skills, including an evidence-informed approach, to professional decision-making in response to assessed service user needs. [SoPs: 1.18; 3.5; 3.6]</p> <p>LO7: Apply knowledge and understanding of the role of relevant regulations, guidelines, standards, inquiries, and reports in social work practice. [SoP: 5.9]</p> <p>LO8: Identify and evaluate the role of their own experiences, values, beliefs, and practice in their engagement with service users - with a view to improving practice going forward. [SoP: 5.13]</p>

	<p>LO9: Identify the right to self-determination of service users and the role of advocacy in promoting service user needs and interests. [SoP: 5.15; 5.17]</p> <p>LO10: Understand the key role of research evidence and theory to inform perspectives and practice in social work. [SoP: 5.22]</p>
<b>Module Content</b>	<p>This module addresses the following contexts / issues:</p> <ul style="list-style-type: none"> <li>- <i>Families and Children: Practicing in a Child Welfare Context</i></li> <li>- <i>Social Work and Gender-based Domestic Violence</i></li> <li>- <i>Criminology and Probation</i></li> <li>- <i>Applied Law</i></li> <li>- <i>Mental Health</i></li> <li>- <i>Addictions</i></li> <li>- <i>Youth Mental Health</i></li> <li>- <i>Health Related Social Work</i></li> <li>- <i>Ageing</i></li> <li>- <i>Disability</i></li> </ul>
<b>Standards of proficiency <u>taught</u> within this module</b>	<p>1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10; 1.11; 1.12; 1.13; 1.16; 1.17; 1.18; 1.20; 1.21</p> <p>2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.9; 2.10; 2.11; 2.12; 2.13; 2.14; 2.15</p> <p>3.1; 3.2; 3.4; 3.5; 3.6; 3.7; 3.10; 3.13</p> <p>4.1; 4.3; 4.4; 4.5; 4.6</p> <p>5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; 5.9; 5.10; 5.11; 5.12; 5.13; 5.14; 5.15; 5.16; 5.17; 5.18; 5.19; 5.20; 5.22; 5.23; 5.24; 5.27</p>
<b>Standards of proficiency <u>assessed</u> within this module</b>	<p>1.18</p> <p>2.1; 2.2; 2.3; 2.12; 2.13; 2.14; 2.15</p> <p>3.1; 3.2; 3.4; 3.5; 3.6</p> <p>5.1; 5.2; 5.3; 5.5; 5.9; 5.13; 5.15; 5.17; 5.22</p>
<b>Teaching and learning</b>	<p>This module is taught using a range of approaches (lectures, in class discussions, case studies, preparatory readings) to support students to consider how the issues and theories discussed apply to various social work settings. Interprofessional teaching and learning is also addressed in this module with students learning how other professions intersect with social work. Formative (e.g. blog entries) and summative assessments are used to assess this module. Teaching, learning, and assessment of this module lay the groundwork for exploration of issues covered while on placement and that are assessed within the Practice Project.</p>

<b>Assessment</b>	<p>This module has 4 assessment components:</p> <ul style="list-style-type: none"> <li>A. Case Study (LO1; LO10) [Weighting 25%]</li> <li>B. Essay (LO1; LO7; LO10) [Weighting 25%]</li> <li>C. Essay + Case study (LO1; LO2; LO3; LO4; LO5; LO6; LO8; LO9) [Weighting 25%]</li> <li>D. Reflective book review (LO1; LO3; LO8; LO10) [Weighting 25%]</li> </ul> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Re-assessment</b>	Students will be reassessed via written assignment.

	<b>Families and Children: Practicing in a Child Welfare Context</b>
<b>Aims</b>	To explore the Irish and global context, current trends, discourses and debates and the role of lived experience in alternative care. This module draws on key messages from international research and selected theoretical concepts and their application to various practice challenges.
<b>Content</b>	This section will critically examine alternative care through a life course framework and explore key research evidence and theoretical ideas that inform policy and practice. There will be an emphasis on exploring and foregrounding the lived experiences of those involved in the alternative care system (e.g. children, young people, care leavers, foster carers, birth families).
<b>Indicative bibliography</b>	<p>Funcheon, S. O. C., &amp; <b>Brady, E.</b> (2021). An exploration of professional and practice-based perspectives on reunification of children in out-of-home care in Ireland: The road less travelled?. <i>Child Abuse &amp; Neglect</i>, 122, 105366.</p> <p>Gilligan, R. (2019). The family foster care system in Ireland – Advances and challenges. <i>Children and Youth Services Review</i>, 100, 221-228.</p> <p>Gilligan, R., <b>Brady, E.</b>, &amp; Cullen, L. (2022). <i>One More Adversity: The lived experience of care leavers in Ireland during the Covid-19 pandemic</i>. Dublin: School of Social Work &amp; Social Policy, Trinity College Dublin. DOI: <a href="https://doi.org/10.25546/98279">https://doi.org/10.25546/98279</a></p>

	<b>Social Work and Gender-based Domestic Violence</b>
<b>Aims</b>	To explore the various contexts within which domestic and gender-based violence (GBV) occurs, locating this exploration against the backdrop of best social work practice. While the impact of this experience on all those who live with violence is explored (children, women and men), focused and specific attention is given to the child's experience, taking a systemic and child-centred approach to understanding impact and informing practice responses in a holistic and community-based setting. The particular challenges and concerns for social work practice are also addressed.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Overview of prevalence, dynamics and nature GBV;</li> <li>- An appreciation of impact across the life span;</li> <li>- Understanding the intersectional nature of GBV, in particular the multiple adversities that families can experience and the culminative impact;</li> <li>- Exploring the issues and dilemmas facing social work practitioners in responding to these complex issues, with a particular focus on Coercive Control.</li> </ul>
<b>Indicative bibliography</b>	<p>Devaney, J., Bradbury-Jones, C., Macy, R., Øverlien, C. and <b>Holt, S.</b> (Editors) (2021) <i>The Routledge International Handbook of Domestic Violence and Abuse</i>. London, Routledge.</p> <p>Heward-Belle, S. (2017) 'Exploiting the 'good mother' as a tactic of coercive control: Domestically violent men's assaults on women as mothers'. <i>Afflia</i>, 32(3): 374-389</p> <p><b>Holt, S.</b>, Elliffe, R., Gregory, S. &amp; Curry, P. (2022) 'Social Workers Response to Domestic Violence and Abuse in Ireland During the COVID-19 Pandemic'. <i>British Journal of Social Work</i>. ACCEPTED.</p> <p><b>Holt, S.</b> &amp; Cahill, L. (2021) 'International Review of the Literature on Risk Assessment and Management of Domestic Violence and Abuse'. Chapter 28 in J. Devaney, C. Bradbury-Jones, R.J. Macy, C. Overlien &amp; S. Holt. <i>The Routledge International Handbook of Domestic Violence and Abuse</i>. London, Routledge, pp 443-477.</p> <p><b>Holt, S.</b>, Overlien, C. &amp; Devaney, J. (2018)(eds) <i>Responding to Domestic Violence: Emerging Challenges for Policy, Practice and Research in Europe</i>, London: Jessica Kingsley.</p>

	<b>Criminology and Probation</b>
<b>Aims</b>	To introduce students to criminological theory and related issues. It will explore key issues and discourses pertinent to exploring pathways into and out of offending, and the practice of social work within the criminal justice context. Students will be facilitated in gaining a broad understanding of the Irish criminal justice system and the role of the Probation Service, along with considering critical debates concerning the challenge of delivering effective, equitable and humane criminal justice processes and the role and position of the social worker within the criminal justice system
<b>Content</b>	Current and emerging themes and key concepts in the area of probation/criminal justice social work are examined. It is designed to enhance and complement learning from other course modules including work with involuntary clients, legislation, courtroom skills, presentation skills, anti-oppressive practices, principles of effective interventions and social policy. Reference will be made to the major relevant social work theories along with drawing on practice experience.
<b>Indicative bibliography</b>	<p>Andrews, D. A. &amp; Bonta, J. (2017) <i>The Psychology of Criminal Conduct</i>, (Sixth Edition), London: Routledge.</p> <p>Geiran, V. &amp; McCarthy, S. (2022) <i>Probation and Parole in Ireland: Law and Practice</i>, Dublin: Clarus Press.</p> <p>McNeill, F., Durnescu, I., Butter, R., (eds) (2016) <i>Probation, 12 Essential Questions</i>. London: Palgrave.</p> <p>Trotter, C. (2009) <i>Working with Involuntary Clients: A Guide to Practice</i>. London: Sage.</p> <p>Ugwudike, P., Raynor, P. and Annison, J. (eds) <i>Evidence-Based Skills in Criminal Justice: International Research on Supporting Rehabilitation and Desistance</i>, Bristol: Policy Press.</p>

	<b>Applied Law</b>
<b>Aims</b>	To equip students to function as professional social workers within the legal context. They will know the legal duties and responsibilities of social workers, as accountable professionals, and what is required in terms of report-writing and the giving of oral evidence. They should also, however, be able to apply a social work critique to the legal system, particularly its adversarial aspects and the ethical issues which it raises. They will also have had an introduction to the concept of Therapeutic Jurisprudence which, along with Social Work theory can be used a lens from through which the Law can be critically analysed.
<b>Content</b>	Specific issues addressed will include the nature of the adversarial legal system within which social workers are required to work and the process of preparing court reports in a variety of different contexts. Giving oral evidence in court, as a professional witness, will also be a major element of the course. Special attention will be given to legal and practice issues of the Freedom of Information Acts 1997 & 2003. The cases of M.Q. v Gleeson [1997] 1 IEHC 26 (“The Barr Judgment”), Cooke v HSE (2010) IEHC 503 and P.D.P. v HSE (2012) IEHC 591, will also be considered in detail and their implications for Social Work practice in Ireland, especially with regard to the requirements of Natural Justice and Fair Procedure. The practice implications for Social Work and the ethical issues involved in interacting with the legal system will be examined through the lens of Therapeutic Jurisprudence.
<b>Indicative bibliography</b>	<p>Andrews, D. A. &amp; Bonta, J. (2017) <i>The Psychology of Criminal Conduct</i>, (Sixth Edition), London: Routledge.</p> <p>Geiran, V. &amp; McCarthy, S. (2022) <i>Probation and Parole in Ireland: Law and Practice</i>, Dublin: Clarus Press.</p> <p>McNeill, F., Durnescu, I., Butter, R., (eds) (2016) <i>Probation, 12 Essential Questions</i>. London: Palgrave.</p> <p>Trotter, C. (2009) <i>Working with Involuntary Clients: A Guide to Practice</i>. London: Sage.</p> <p>Ugwudike, P., Raynor, P. and Annison, J. (eds) <i>Evidence-Based Skills in Criminal Justice: International Research on Supporting Rehabilitation and Desistance</i>, Bristol: Policy Press.</p>



	<b>Mental Health</b>
<b>Aims</b>	To provide an overview of the different theoretical perspectives on mental health and how these relate to social work practice. Students will be encouraged to develop a critical appreciation of changing and emergent trends in mental health policy and provision with a particular focus on the social determinants of mental health, co-production, trauma informed care and the recovery model. The distinct contribution of social work in formal mental health services will be considered, along with practical approaches to supporting those with mental health conditions in a variety of social work settings, i.e. child protection and welfare.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Explanatory models of mental distress, biopsychosocial model of mental health.</li> <li>- Structure of mental health services in Ireland</li> <li>- Role of the Mental Health Social Worker</li> <li>- Irish Mental Health Law and Policy</li> <li>- Risk Assessment &amp; Risk Management</li> </ul>
<b>Indicative bibliography</b>	<p>Bland, R., Drake, G., &amp; Drayton, J. (2021). <i>Social work practice in mental health: An introduction</i>. Oxon: Routledge.</p> <p>Higgins, A. and McDaid, S. (Eds.) (2014). <i>Mental Health in Ireland: Policy, Practice and Law</i>. Dublin: Gill and Macmillan.</p> <p>Golightley, M (2017). <i>Social Work and Mental Health</i>, 6th Edition. London: Sage.</p> <p>Gould, N (2022). <i>Mental health social work in context</i>. Oxon: Routledge.</p> <p>Sharing the Vision (2020). Dublin: Stationery Office.  <a href="https://www.gov.ie/en/publication/2e46f-sharing-the-vision-a-mental-health-policy-for-everyone/">https://www.gov.ie/en/publication/2e46f-sharing-the-vision-a-mental-health-policy-for-everyone/</a></p>

	<b>Addictions</b>
<b>Aims</b>	To assist students to gain insight into the nature of addiction in its various forms and the emergence of new psychoactive substances. Students will also develop an understanding of the term dual diagnosis (addiction and mental health) and learn about past and current drug policies and services available - both statutory and voluntary. Students will be introduced to current models of treatment, new initiatives and changing trends in addiction policy and provision while also developing a greater knowledge of the physical and psychological impact of drug misuse on an individual, families and society. Finally students will become familiar with skills used in practice when working with clients with addiction.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Theories of addiction;</li> <li>- Introduction to the National Drug Treatment Service and summary of drug policies;</li> <li>- Methods of intervention with illicit drug users and Crisis pregnancies;</li> <li>- Women and addiction and the value of trauma informed care.</li> </ul>
<b>Indicative bibliography</b>	<p>Butler, S. and Mayock, P. (2005), "An Irish solution to an Irish problem": harm reduction and ambiguity in the drug policy of the Republic of Ireland', International Journal of Drug Policy.</p> <p>Loughran, H., Hohman, M., Carolan, F &amp; Bloomfield, D (2015) Practice Note: The Irish Drug Treatment Court, Alcoholism Treatment Quarterly, 33:1, 82-92, DOI: 10.1080/07347324.2015.982459</p> <p>McGivern, A. McDonnell, C (2015) Vulnerable families and Drug use: Examining care admissions of children of parents attending an Irish drug Treatment facility, The Irish Social Worker, Spring 2015, pp17-23.</p> <p>Vichithra Liyanage-Zachariah, P., &amp; Kelly Harding, P. (2019). Canada FASD Research Network, Laurentian University, Ontario, Canada. Retrieved August 10, 2021, from <a href="https://canfasd.ca/wp-content/uploads/publications/Fathers-Role-1-Issue-Paper-Final.pdf">https://canfasd.ca/wp-content/uploads/publications/Fathers-Role-1-Issue-Paper-Final.pdf</a></p>

	<b>Child &amp; Youth Mental Health</b>
<b>Aims</b>	To introduce students to key theories and concepts in child and youth mental health and to provide a detailed outline of the legislative and policy context within which child and adolescent mental health services operate. Students will gain insight into the different types of mental health issues and disorders that can present in a child and youth mental health context. An introduction to / exploration of the different models of mental health that typically underpin multidisciplinary perspectives on child and youth mental health. Students will also be provided with a critical overview of a range of social work approaches that could be used when supporting children and young people in a mental health context.
<b>Content</b>	<ul style="list-style-type: none"> <li>- An overview of mental health presentations and diagnoses.</li> <li>- Youth mental health issues and needs, with a focus on the Irish context.</li> <li>- The policy and legislative framework underpinning child and youth mental health Services.</li> <li>- Assessment and care planning frameworks in child and youth mental health services.</li> <li>- The role of social work in a transdisciplinary and multidisciplinary child and adolescent mental health context.</li> <li>- Clinical social work approaches to mental health.</li> </ul>
<b>Indicative bibliography</b>	<p>Arnett, J. (2000). Emerging Adulthood. A Theory of Development from The Late Teens Through the Twenties. <i>American Psychologist</i>, 55(5), 469-480.</p> <p>Karben, K. (2011). <i>Social Work and Mental Health</i>. London: Polity.</p> <p>Pilgrim, D. (2005). <i>Key Concepts in Mental Health</i> London: Sage</p> <p>Rogers, A., &amp; Pilgrim, D. (2005). <i>Sociology of Mental Health and Illness</i> (3rd ed.). Maidenhead: Open University Press.</p> <p>Ow, R., &amp; Weng Cheong Poon, A. (2020). <i>Mental Health and Social Work</i>. Singapore: Springer.</p>

	<b>Health-related Social Work</b>
<b>Aims</b>	To introduce students to the scope of health-related social work from primary care to acute hospital, rehabilitation and palliative care contexts. The lived experiences of people affected by illness and acquired injuries are considered and the elements of an effective social work response are examined. The module is underpinned by analysis of health inequalities, the social determinants of health and health inclusion.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Applications of social work theories including Relationship-based Social Work, Reflective Practice, Systems Theory, Ecological Theory &amp; AOP in health contexts.</li> <li>- First person accounts of living with illness</li> <li>- Theories of Grief &amp; Loss</li> <li>- Trauma Informed Practice</li> <li>- Inter Professional Practice</li> <li>- Evidence-based practice addressing the Social Determinants of Health, Health Inequalities and Inclusion Health.</li> </ul>
<b>Indicative bibliography</b>	<p>Cleak, H. &amp; Turczynski, M. (2014) Hospital Social Work in Australia: Emerging Trends or More of the Same? <i>Social Work in Health Care</i>, 53:3, 199-213, DOI: 10.1080/00981389.2013.873516</p> <p>Goldsworthy, K. (2005) Grief and Loss in Social Work Practice. <i>Australian Social Worker</i> 58:2:167-178</p> <p>O'Connor, E. &amp; Wilson, E. (2015) Responding to Psychosocial Aspects of Illness and Health: Challenges and Opportunities for Social Work in Christie, A., Featherstone, B., Quin, S., &amp; Walsh, T. (Eds.). <i>Social Work in Ireland: changes and continuities</i>. Palgrave Macmillan.</p> <p>Thompson, N. (2011) 'Health and the Medicalization of Inequality' in <i>Promoting Equality: Working with Diversity and Difference</i> 3rd Edition. Palgrave MacMillan</p> <p>Muskat, B., Craig S.L. &amp; Mathai B. (2017) Complex families, the social determinants of health and psychosocial interventions: Deconstruction of a day in the life of hospital social workers, <i>Social Work in Health Care</i>, 56:8, 765-778, DOI: 10.1080/00981389.2017.1339761</p>

	<b>Ageing</b>
<b>Aims</b>	To provide an initial foray into the sociology and social policies of ageing societies (social gerontology) and to consider relations between generations from this perspective. Students will also have an opportunity to discuss a range of substantive topics that are relevant to both individual and population ageing, and to both 'young' and 'older' people. Finally, students will gain an overview of older person's experience of abuse, adult safeguarding and ageism in Ireland using case studies from social work practice.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Essential demographics</li> <li>- Representations of ageing and older people</li> <li>- Intergenerational relations</li> <li>- Long-term care policies</li> <li>- Adult safeguarding</li> <li>- Social work practice with older people</li> </ul>
<b>Indicative bibliography</b>	<p>De Medeiros, K. (2016) The short guide to aging and gerontology. Bristol and Chicago: Policy Press / University of Chicago Press.</p> <p>HSE" 'Safeguarding Vulnerable Persons at Risk of Abuse – National Policy and Procedures' (2014).</p> <p>HSE Trust in care Procedure</p> <p>Older People's Experiences of Mistreatment and Abuse National Centre for the Protection of Older People (NCPOP).</p>

	<b>Disability</b>
<b>Aims</b>	To introduce students to some important ideas from the field of disability studies and to consider how these ideas might affect social work practice. It will also explore the various roles social workers can, or could, play in disability service provision. Finally, it will encompass presentations by a variety of people who have a disability, care for someone with a disability, or work with people with disabilities.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Models of disability and their implications for social work</li> <li>- The history of disability studies including eugenics</li> <li>- The importance of accessibility and how to make information accessible</li> <li>- External speakers (e.g. disability social workers or parents of people with disabilities)</li> </ul>
<b>Indicative bibliography</b>	<p>Barnes, C. (2012) 'Understanding the social model: past, present, and future' in Watson, N., Roulstone, A, and Thomas, C. (editors), Routledge Handbook of Disability Studies, Oxon: Routledge.</p> <p>Kennedy, A. (2008) 'Eugenics, "degenerate girls," and social workers during the progressive era', Journal of Women and Social Work, 23(1):22-37.</p> <p>Kelly, G., Crowley, H. &amp; Hamilton, C. (2009) 'Rights, sexuality and relationships in Ireland: "It'd be nice to be kind of trusted"', British Journal of Learning Disabilities, 37(4):308-315.</p>

## SS8013/SS8023: Social Work Practice & Perspectives

<b>Module aims</b>	Social work practice is a key pedagogy in social work education and academic and practice-based learning are integrated throughout the programme. Building on the MSW 1 module SS7014 Social Work Practice, module SS8013 combines the MSW final assessed placement (500 hours), and placement planning and integration sessions with related academic and experiential content that resources, upskills and supports students in undertaking professional practice with children, young people and adults across a range of human service organisations.
<b>Module learning Outcomes</b>	<p>After completing this module, students will be able to:</p> <p>LO1: Self-evaluate, reflect, identify and evidence progress across all CORU/SWRB standards of proficiency, achieved through both academic and practice-based learning. This process is facilitated through use of the CORU SWRB Domains of Proficiency Self-Audit Tool (All SoPs).</p> <p>LO2: Integrate previous practice-based and academic learning including child development, trauma informed practice, teamwork, interprofessional practice and social work ethics and values in practice with children, young people and adults (SoPs: 1.5, 1.6, 1.7, 1.11, 1.13, 1.16, 1.19, 2.14, 2.15, 5.17, 5.18)</p> <p>LO3: Engage in relationship-based practice, with an appropriate therapeutic focus, depending on the practice context (SoPs: 2.1, 2.2, 2.3, 2.4, 2.12, 3.6, 5.10)</p> <p>LO4: Identify key psychodynamic concepts underpinning a relationship-based approach to work with children, young people and their carers and understand the relevance and application of these concepts in social work practice (SoPs: 2.12, 5.1, 5.22)</p> <p>LO5: Source and select age-appropriate materials and resources to facilitate future child-focused intervention ensuring the voice of the child is understood and responded to (SoPs: 1.3)</p> <p>LO6: Articulate and evaluate their use of theory, social work skills and practice approaches across practice contexts (SoPs: 1.11, 1.18, 4.1, 4.4, 5.1, 5.13, 5.11, 5.14)</p> <p>LO7: Describe the philosophies and theories that underpin Systemic /Social Constructionist and Dialogical collaborative practices and articulate how they apply to social work practice (SoPs: 1.3, 2.11, 2.12, 5.1, 5.10, 5.14, 5.22)</p>

	<p>LO8: Articulate their application of social constructionist /systemic ideas in practice and demonstrate ethical and reflexive engagement with their work (SoPs: 1.9, 5.1, 5.4, 5.6, 5.14,)</p> <p>LO9: Develop capacity for reflection in practice situations and awareness of their own impact on the social work process and the impact (both positive and negative) that they in turn may experience in working directly with children, young people and adults (SoPs 4.4, 5.13)</p> <p>L10: Reconnect with their motivation to become a social worker and reflect on their professional and personal development, ongoing learning needs and their evolving professional identity (SoPs: 4.3)</p> <p>LO11: Develop personal and organisational strategies to ensure sound professional practice, supports and self-care at work (SoPs: 1.1, 1.2, 1.21, 3.14, 4.5, 5.11, 5.23)</p> <p>LO12: Explain the nature of human service organisations (SoP: 5.24)</p> <p>LO13: Describe the context within which human service organisations operate considering political, economic, social and technological factors (SoP: 5.24)</p> <p>LO14: Analyze the impact of organisational leadership and management on social work practice (SoPs: 2.10; 3.11; 5.11; 5.19)</p> <p>LO15: Understand and be able to discuss the importance of effective conflict management (SoPs: 2.11)</p>
<b>Module Content</b>	<p>There are five components in this module</p> <ul style="list-style-type: none"> <li>- Placement 500 hours plus</li> <li>- Relationship based Practice &amp; Perspectives with Children &amp; Families</li> <li>- Reflective Practice &amp; Use of Self</li> <li>- Special Seminars</li> <li>- Working in Human Service Organisations</li> </ul>
<b>Teaching and learning format</b>	<p>In person lectures, groupwork, skills sessions and presentations. Online resources are made available on Blackboard. MSW Placement.</p>
<b>Standards of proficiency taught within this module</b>	<p>1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18,1.19,1.20,1.21</p> <p>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15</p>



	<p>3.1,3.2,3.3,3.4,3.5,3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14</p> <p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p> <p>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.29, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27</p>
<b>Standards of proficiency <u>assessed</u> within this module</b>	<p>1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18,1.19,1.20,1.21</p> <p>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15</p> <p>3.1,3.2,3.3,3.4,3.5,3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14</p> <p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p> <p>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.29, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27</p> <p>All SoPs are assessed through the Placement and the Student Practice Project.</p>
<b>Assessment</b>	<p>The module is assessed through the Student's Practice Project, which is an academic assignment which includes the following components:</p> <ul style="list-style-type: none"> <li>• A critical analysis of social work practice in organisations</li> <li>• Comprehensive practice studies including social history and profile of service user(s) initial aims, relevant legislation, policies, and research evidence, assessment and analysis, chosen approaches/ frameworks &amp; rationale for choice, nature &amp; impact of co-working / inter-disciplinary / inter-agency collaboration, key ethical, equality or professional issues raised and how you approached them, outcome of involvement, indications for the future, and an evaluation of the case / intervention.</li> <li>• A discussion of placement learning including the student's personal framework for practice, a critically reflective summary of gains from this placement with respect to each of the CORU Standards of Proficiency, and a discussion of the use of digital technology while on placement.</li> </ul> <p>(LOs 1-15)</p>

<b>Re-assessment</b>	<p>If a student passes placement but fails their practice project they may re-submit the practice project to achieve a pass grade.</p> <p>If the student fails the placement the placement may be repeated, and a practice project related to the repeat placement may be re-submitted to achieve a pass grade</p> <p>Only one attempt at a repeat placement is allowed.</p> <p>(LO 1-15)</p>
<b>Indicative bibliography</b>	<p>Lefevre, M. (2018) Communicating and engaging with children and young people: making a difference. Social Work in Practice. Policy Press, Bristol.</p> <p>Ruch, G, Turney, D and Ward, A. Relationship-Based Social Work: Getting to the Heart of Practice. 2018 (2<sup>nd</sup> Ed) Jessica Kingsley Publishers</p> <p>Hafford-Letchfield, T. &amp; Lawler, J. (2013) <i>Perspectives on Management and Leadership in Social Work</i>, Whiting and Birch.</p>

	<b>Placement</b>
<b>Aims</b>	To develop and refine social work practice skills, knowledge and capacity aligned with CORU/SWRB Domains of Proficiency. To understand the role, mandate and policies of the agency and the role of the social worker in this context. To work collaboratively, creatively and effectively with service users. To work effectively as part of a social work team and in the context of interprofessional practice. To apply relevant research, theories & approaches in practice and in turn to learn from practice experiences. To work in partnership with community-based agencies to access and develop resources for service users. To become sensitised to ethical and professional issues and to apply ethical principles in practice. To develop self-awareness and utilise reflective practice and supervision to ensure best practice.
<b>Content</b>	The Practice Learning Curriculum is informed by the <ul style="list-style-type: none"> <li>- CORU/SWRB Domains of Proficiency</li> <li>- The Learning Needs of the Student</li> <li>- The Role, Mandate and Specialism(s) of the Placement Organisation</li> </ul>
<b>Indicative bibliography</b>	<p>Fook, J, (2015) 'Reflective Practice and Critical Reflection'. Ch.26 Pp 440-455 in Lishman, J (Ed) Handbook for Practice Learning in Social Work and Social Care. Knowledge and Theory. Third Edition, Jessica Kingsley Publishers.</p> <p>Ruch, G, Turney, D and Ward, A. (2018) 2nd Edition, Relationship based Social Work: Getting to the heart of practice. Jessica Kingsley Publishers.</p> <p>Trevithick, P.,(2018) The 'self' and 'use of self' in social work: A contribution to the development of a coherent theoretical framework. <i>The British Journal of Social Work</i>, 48 (7),pp 1836-1854.</p> <p>Wilson ,K, Ruch, G, Lymbery, M and Cooper, A. 2011, Social Work: An introduction to contemporary practice, 2nd Edition, Harlow, Pearson Education.et al 2008</p>

	<b>Relationship Based Practice and Perspectives with Children and Families</b>
<b>Aims</b>	To enhance students' knowledge and skills in relationship-based practice drawing on both psychodynamic and systemic/constructionist traditions in relational practice.
<b>Content</b>	Exploring psychodynamic perspectives in direct work with children, young people and their parents/carers, the module aims to help students think deeply about how they can help children and young people to be truly heard, understood and respectfully attended to in their future social work practice. In parallel, the philosophical ideas underpinning social constructionist and systemic approaches are explored and integrated in practice using systemic, collaborative and dialogical approaches. The significance of the practice context is emphasized.
<b>Indicative bibliography</b>	<p>Bower, M. (Editor) (2005) <i>Psychoanalytic Theory for Social Work Practice: Thinking Under Fire</i>. London: Routledge.</p> <p>Carr, A. (2012). <i>Family therapy: Concepts, process and practice</i>. John Wiley &amp; Sons.</p> <p>Ferguson, H. (2017) How Children Become Invisible in Child Protection Work: Findings from Research into Day-to-Day Social Work Practice. <i>The British Journal of Social Work</i>, Volume 47, Issue 4, Pages 1007–1023.</p> <p>Wasu, H., Tait, A. and Daniel, B., (2012) <i>Direct Work with Vulnerable Children: Playful Activities and Strategies for Communication</i>.</p>

	<b>Reflective Practice &amp; Use of Self</b>
<b>Aims</b>	To build on the MSW 1 Reflective Practice & Use of Self module and focus on capacity for reflexivity in the context of continuing professional development.
<b>Content</b>	<ul style="list-style-type: none"> <li>- Reflection in Social Work</li> <li>- Developing Social Work Identity</li> <li>- The Social Work Relationship</li> <li>- The Supervision Relationship</li> <li>- Teamwork</li> <li>- Self-Care</li> </ul>
<b>Indicative bibliography</b>	<p>Hough, M. (1998) Counselling Skills and Theory. Hodder and Staunton: London.</p> <p>Sharpe, M. (1995) The Third Eye. Routledge: London.</p>

	<b>Special Seminars</b>
<b>Aims</b>	To inform students of current practice issues. These seminars or workshops are organized in conjunction with the MSW 2 class to address identified areas of interest.
<b>Content</b>	The seminars are delivered by guest lecturers and focus on current issues and approaches in their specialist area of practice.
<b>Indicative bibliography</b>	Relevant readings and resources are provided for each seminar

	<b>Working in Human Service Organisations</b>
<b>Aims</b>	Through consideration of organisational theories and their own experience on placement, students will examine how organisational leadership and management impact on the social worker's practice.
<b>Content</b>	<p>Human service organisations:</p> <ul style="list-style-type: none"> <li>- Purpose, distinctiveness, and stakeholders</li> <li>- Context: economic, social, political, technological factors</li> <li>- Effectiveness and efficiency in services</li> <li>- Regulated professionals in organisations</li> </ul> <p>Impact of organisational practices on social work practice:</p> <ul style="list-style-type: none"> <li>- New public management</li> <li>- Quality assurance and improvement</li> <li>- Performance management</li> <li>- Digitalisation</li> <li>- Conflict management</li> </ul>
<b>Indicative bibliography</b>	<p>Berends, L. &amp; Crinall, K. (2014) Management and Practice in Health and Human Service Organisations, Melbourne: Oxford University Press.</p> <p>Brody, R. &amp; Nair, M. (2014) Effectively Managing and Leading Human Service Organizations, 4th edition, Los Angeles: Sage.</p> <p>Hafford-Letchfield, T. &amp; Lawler, J. (2013) Perspectives on Management and Leadership in Social Work, Whiting and Birch.</p> <p>Gardner, F. (2016) Working with human service organisations: creating connections for practice, Oxford: Oxford University Press.</p>

SS8014: Research Dissertation

	<b>Research Dissertation</b>
<b>Module aims</b>	The aim of this module and the dissertation exercise is to provide students with the opportunity to apply their knowledge of the principles of scientific inquiry and to carry out academic research.
<b>Module learning Outcomes</b>	<p>After completing this module, students will be able to:</p> <p>LO1: Apply and critically understand the principles and ethics of scientific inquiry including reviewing relevant literature, formulating research questions(s), and apply a relevant research methodology. [SoP: 5.21]</p> <p>LO2: Design and complete a research project related to the field of social work. [SoP: 5.21; 5.25]</p> <p>LO3: Present a coherent, readable and academically acceptable piece of work which is relevant to social work theory, policy or practice. [SoP: 5.25]</p>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>- Review of research methods and designs</li> <li>- Strategies for data collection</li> <li>- Approaches to data analysis</li> <li>- Writing-up, and disseminating research findings</li> </ul>
<b>Teaching and learning format</b>	<p>In person lectures supported by online resources on Blackboard.</p> <p>One-to-one supervision with a research supervisor + independent study and work on the student's own research project.</p>
<b>Standards of proficiency <u>taught</u> within this module</b>	5.21; 5.25
<b>Standards of proficiency <u>assessed</u> within this module</b>	5.21; 5.25
<b>Assessment</b>	This module is assessed via the research dissertation [LO1; LO2; LO3]

<b>Indicative bibliography</b>	<p>Campbell, A., Taylor, B. J., &amp; McGlade, A. (2016). <i>Research Design in Social Work: Qualitative and Quantitative Methods</i>. London: Learning Matters. (Available as E-book)</p> <p>Carey, M. (2013). <i>The Social Work Dissertation: Using Small-scale Qualitative Methodology</i>. Berkshire: Open University Press. (Available as E-book)</p> <p>Whittaker, A. (2012). <i>Research Skills for Social Work</i>. London: Sage Publications. (Available as E-book)</p>
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SS8015: Personal Framework for Practice

<b>Module aims</b>	<p>To support students in writing their personal framework for practice which requires the student to draw on both personal and professional experience to construct their own individual map for practice and analyse the implications of their map for their professional practice contrasting this with relevant research studies into the practice of social work.</p> <p>In this module students are supported to develop their individual personal framework for practice. They are supported to identify the foundational social work concepts and theories that drive their personal approach to social work practice, as well as their personal and practice experiences and to critically reflect upon these and how they impact their practice.</p> <p>Students are guided and supported in constructing, developing and writing their Personal Framework for Practice through individual supervision. They are further encouraged to draw on learning from across all aspects of the PGDSW programme and their practice placement experiences.</p>
<b>Module learning Outcomes</b>	<p>After completing this module, students will be able to:</p> <p>LO1: Critically reflect on the impact of selected personal values, life experience, and practice experience to date on their developing framework for practice (SoP: 5.13).</p> <p>LO2: Communicate and critically evaluate their individual map for professional practice identifying their personal and professional experiences that have shaped this map (SoP: 4.3; 4.4)</p> <p>LO3: Identify and discuss relevant theory and research evidence and how this has shaped / relates to your personal framework for practice (SoP: 5.7; 5.22)</p> <p>LO4: Demonstrate/Acknowledge/Understand/identify(??) that their Personal Framework for Practice is flexible and will and should evolve over time (SoP: 5.13).</p>
<b>Module Content</b>	Independent study and one-to-one meetings with a Personal Framework for Practice supervisor.
<b>Teaching and learning format</b>	One-to-one supervision with a Personal Framework for Practice supervisor + independent study and work on the student's own Personal Framework for Practice.
<b>Standards of proficiency taught</b>	4.3, 4.4

<b>within this module</b>	5.7, 5.13, 5.22
<b>Standards of proficiency <u>assessed</u> within this module</b>	4.3, 4.4 5.7, 5.13, 5.22
<b>Assessment</b>	This module is assessed via the Personal Framework for Practice [LO1; LO2; LO3; LO4]
<b>Indicative bibliography</b>	<p>Houston, S. (2015). <i>Reflective Practice: A Model for Supervision and Practice in Social Work: Booklet Version</i>. Northern Ireland Social Care Council.</p> <p>Ingram, R., Fenton, J., Hodson, A., &amp; Jindal-Snape D. (2014) <i>Reflective Social Work Practice</i>. Basingstoke: Palgrave</p> <p>Rogers, M., Whitaker, D., Edmondson, D., &amp; Peach, D. (2016). <i>Developing skills for social work practice</i>. London: Sage.</p> <p>Trevithick, P., (2008) Revisiting the Knowledge Base of Social Work: A Framework for Practice <i>British Journal of Social Work</i> 38, 1212–1237</p> <p>Wilson, K, Ruch G, Lymbery M, Cooper A. (2008) Relationship-based and reflective approaches for contemporary social work practice in Wilson, K, Ruch G, Lymbery M, Cooper A. (eds) <i>Social Work An introduction to contemporary practice</i> London: Pearson</p>

## Module Leads

### Year One

Module Code	Module Name	Module Lead
SS7012	Social Work Theory for Practice	Dr Ruth Elliffe ( <a href="mailto:RELLIFFE@tcd.ie">RELLIFFE@tcd.ie</a> )
SS7014	Social Work Practice	Sinéad Whiting ( <a href="mailto:sinead.whiting@tcd.ie">sinead.whiting@tcd.ie</a> )
SS7016	Foundations for Social Work Across the Lifespan	Dr Michael Feely ( <a href="mailto:MFEELY@tcd.ie">MFEELY@tcd.ie</a> )
SS7017	Social Policy, Critical Theory and Social Work Research	Dr Joe Whelan ( <a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a> )

### Year Two

Module Code	Module Name	Module Lead
SS8012	Social Work in Diverse Settings	Dr Eavan Brady ( <a href="mailto:bradye3@tcd.ie">bradye3@tcd.ie</a> )
SS8013	Social Work Practice and Perspectives	Dr Erna O'Connor ( <a href="mailto:CONNORER@tcd.ie">CONNORER@tcd.ie</a> )
SS8014	Research Dissertation (Masters Pathway)	Dr Eavan Brady ( <a href="mailto:bradye3@tcd.ie">bradye3@tcd.ie</a> )
SS8015	Personal Framework for Practice (Postgraduate Diploma Pathway)	Sinéad Whiting ( <a href="mailto:sinead.whiting@tcd.ie">sinead.whiting@tcd.ie</a> )

## Role Description for Module Lead on the MSW/PGDSW

The primary responsibility of the module lead is to ensure that the module is coherent and integrated, and that its design and delivery provides high quality learning opportunities for students. The module lead will predominantly support and manage the module teaching and marking team, so that the tasks outlined below are carried out effectively within the context of the module outcomes and descriptors. The module teaching and marking team comprises the module lead and any other staff contributing to the module (within the College or outside of it), including Graduate Teaching Assistants and other postgraduates with allocated teaching responsibilities. In fulfilling these aims, the module lead will communicate with (and report to) the relevant Course Director. Essentially, the role of the module lead is to ensure that there is congruence between the learning aims, outcomes, teaching methods and content, and forms of assessment, and that all involved in the module are aware of this.

Where modules are being delivered by multiple contributors, which may include a mixture of core School staff and external contributors, the module lead must ensure that taught and assessed *Standards of Proficiency* for social workers, are suitably and fully addressed across the module. The module lead will convene at least one meeting, or more as necessary with module contributors.

### Module Design and Review

The module lead should:

- a) Review the module aims and learning outcomes to ensure that the module is aligned with programme-level learning outcomes, CORU Standards of Proficiency and the College's (list of) Graduate Attributes;
- b) Ensure that the teaching and learning methods (including contact time and guided independent study) are planned to facilitate the achievement of the module learning outcomes, and actively engage students in their learning;
- c) Keep abreast with developments within the Trinity Educational Project (TEP) and apply relevant strictures or innovations from it to the module;
- d) Consider resource issues and the cost effectiveness of module delivery;
- e) Review and amend as necessary appropriate formative and summative assessment methods that allow students to demonstrate achievement of the module learning outcomes and progression towards programme-level learning outcomes;
- f) Take proactive account of the needs of different learners in the module learning outcomes, delivery and assessment methods;
- g) Consider how service-user perspectives can be embraced within the module;
- h) Take account of evidence-informed, inter-disciplinary and international perspectives when reviewing the content of the module curriculum;

- i) Ensure that the notional hours of learning (including contact time, guided independent study and completion of the assessments) are commensurate with the credit weighting of the module;
- j) Prepare and review module descriptions in line with established School and College deadlines for programme management; and
- k) Ensure that module evidences the teaching and assessment of appropriate CORU Standards of Proficiency and where there are multiple contributors, that a coherent, integrated and effective approach to covering standards of proficiency occurs.

### **Teaching and Supporting Learning**

The module lead should:

- a) Act as a point of contact for students enrolled in the module where necessary;
- b) Review the profile of the student cohort and proactively consider what their learning needs are;
- c) Ensure that subject knowledge, skills, attributes and values that are outlined in the module learning outcomes are integrated so that the module forms a coherent, integrated whole;
- d) Ensure that the module content is up-to-date and informed by current research, theory and scholarship;
- e) Ensure that the module content is diverse and inclusive;
- f) Provide opportunities to connect subject knowledge, skills and attributes to their use in the wider world, as appropriate;
- g) Ensure that the module is delivered using pedagogies appropriate to the discipline of social work and the learning needs of the students;
- h) Provide students with opportunities to learn collaboratively together and with other disciplines, if possible, as well as individually;
- i) Support contributors with integrating technology-enhanced learning methods, where appropriate;
- j) Ensure that Blackboard for the module is set up and maintained to create a supportive learning environment;
- k) Ensure any cause for concern as to a student's academic engagement or fitness to study/practice has been raised with the Course Director; and
- l) Support and advise external contributors to the module, enabling them to shape their contributions to the learning outcomes for the module, to ensure they address standards of proficiency in a manner that works in the context of the overall module, and to make connections with other lectures and learning inputs. When the external contributor is a service user, make sure that he/she is fully briefed, supported and recompensed.

## **Assessing and Giving Feedback to Students**

The module lead should:

- a) Ensure that assessment guidance includes clear criteria and hand-in dates and, where appropriate, confirm that they are internally and externally moderated before distribution to students;
- b) Ensure that the assessment e-submission points are set up in Blackboard, unless there is an agreed exception;
- c) In line with the College's established deadlines and specifications, and the Course Director's and External Examiner's comments, ratify the appropriateness of examination questions and papers;
- d) Liaise with the School and College Disability Officers (where appropriate) regarding any special examination arrangements that may be required;
- e) Ensure that markers for the module provide helpful feedback on assessed work with advice to students on how to improve the submission; and
- f) Ensure that feedback on assessed work is congruent with the College's conceptual equivalents on degree classifications.

## **Marking, Feedback and Moderation**

The module lead should:

- a) Provide opportunities, if required, for the marking team to discuss how the assessment criteria should be applied to ensure standards and consistency;
- b) Ensure that relevant School and College policies and procedures are applied (e.g. arrangements for students with disabilities and penalties for late submission);
- c) Ensure that the marking team provide helpful feedback to students highlighting how they can improve their submissions;
- d) Contribute to the programme examiners' meetings and examination processes.

Version 2023, as adapted from Houston, 2019.