



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

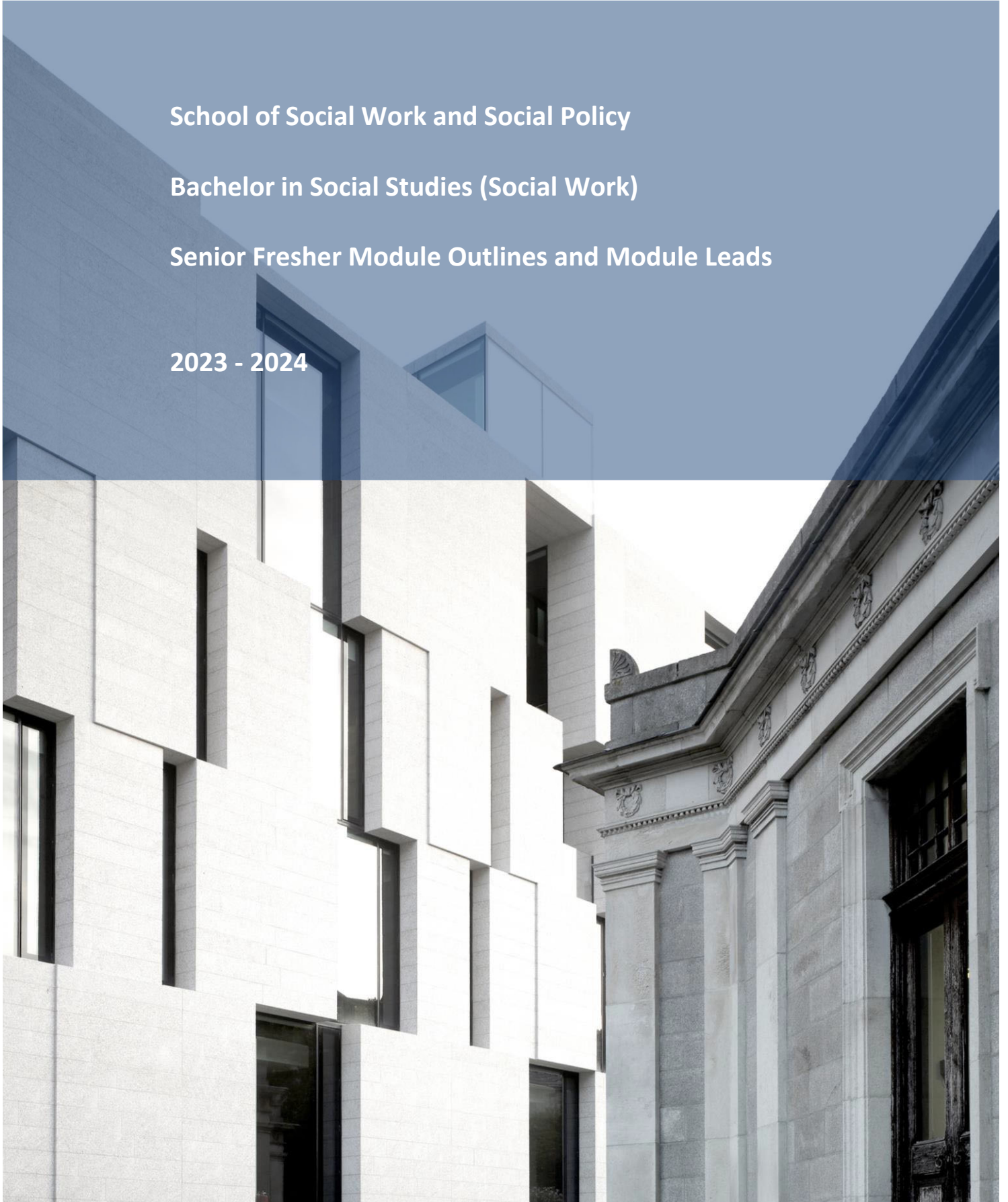
The University of Dublin

**School of Social Work and Social Policy**

**Bachelor in Social Studies (Social Work)**

**Senior Fresher Module Outlines and Module Leads**

**2023 - 2024**



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## Role Description for Module Lead on the BSS

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.

## Module Leads

Module	Course	Module Lead
SSU22041	Inclusive Disability	Dr Michael Feely <a href="mailto:mfeely@tcd.ie">mfeely@tcd.ie</a>
SSU22091	Introduction to Family Law	Dr Susan Flynn <a href="mailto:sflynn7@tcd.ie">sflynn7@tcd.ie</a>
SSU22101	Introduction to Child Protection	Dr Sinead Tobin <a href="mailto:tobins7@tcd.ie">tobins7@tcd.ie</a>
SSU22111	Poverty, Welfare and Justice	Dr Joe Whelan <a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a>
SOU22011	Introduction to Social Research 1	Dr Daniel Faas <a href="mailto:daniel.faas@tcd.ie">daniel.faas@tcd.ie</a>
SSU22162	Global Health Policy	Dr Ann Nolan <a href="mailto:nolana13@tcd.ie">nolana13@tcd.ie</a>
SSU22151	Groupwork	Dr Sorch O'Keeffe <a href="mailto:okeeffso@tcd.ie">okeeffso@tcd.ie</a>
SSU22070	Social Work Theory and Practice	Dr Leigh Ann Sweeney <a href="mailto:sweenele@tcd.ie">sweenele@tcd.ie</a>
SSU22092	Psychology for Social Workers	Shelia O'Flaherty <a href="mailto:oflahes1@tcd.ie">oflahes1@tcd.ie</a>
SSU22112	Senior Freshman Placement	Dr Erna O'Connor <a href="mailto:connorer@tcd.ie">connorer@tcd.ie</a>
SOU22012	Introduction to Social Research 2	Dr Jan Skopek <a href="mailto:skopeakj@tcd.ie">skopeakj@tcd.ie</a>

## Senior Freshers Module Outlines

### SSU22041: Inclusive Disability: (5 ECTS)

Module code and name	SSU22041 Inclusive Disability
Module aims	<p>This year's disability module will be co-taught by self-advocates with intellectual disabilities and by Dr Michael Feely. The aim of this module is to enable social work students to become more familiar with the perspectives of a variety of people with disabilities and to consider the best ways to support these people.</p> <p>The module will also introduce students to important concepts from disability studies as well as relevant legislation and policy. While the module will be taught by, and focus primarily on, people with intellectual disabilities, it shall also include presentations by other relevant stakeholders (for example, people with physical disabilities, carers, and social workers in disability services)</p> <p><b>Module Content</b></p> <ul style="list-style-type: none"> <li>• Disability awareness and etiquette</li> <li>• Self-advocate's experiences of and opinions on receiving support</li> <li>• Different models of disability (medical, social, human rights and poststructuralist) and how these can inform social work practice</li> <li>• Accessibility</li> <li>• Person-centred approaches</li> <li>• Rights, social inclusion and social justice</li> <li>• The concept of normalcy</li> <li>• Disability and sexuality</li> <li>• Presentations by other relevant stakeholders (for example, people with physical disabilities, carers and social workers in disability services)</li> <li>• Is there a role for social workers?</li> </ul>
Module learning outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Have a greater understanding of the perspectives of people with disabilities and the kind of supports they would like (and would not like), including how to act in their best interests with regard to their will and preference. (SOP 1.3, 1.9)</li> </ol>

	<ol style="list-style-type: none"> <li>2. Identify, comprehend, and critically assess various models of disability, such as a human rights approach, and understand how these models can inform social work practice. (SOP 5.5, 5.7, 5.14, 5.22)</li> <li>3. To understand how to respect and uphold the rights, dignity and autonomy of every service user with disability including their role in therapeutic, diagnostic, social work and social processes. (SOP 1.5)</li> <li>4. Appreciate the importance of accessibility, social inclusion, and principles of social justice. (SOP 5.6, 5.7)</li> <li>5. Develop awareness of current legislation and guidelines related to informed consent for individuals who lack capacity. (SOP 1.17)</li> <li>6. To develop the capacity to modify and adapt communication methods and styles, including verbal and non-verbal methods, to suit individual service users. (SOP 2.1, 2.2)</li> <li>7. To support service user communication including communicating their health and/or social care needs and recognizing where a professional translator may be required. (SOP 2.3, 2.5)</li> <li>8. Understand some of the roles social workers can (or could) perform in the field of disability including empowering service users and advising them on self-treatment. (SOP 2.4)</li> <li>9. Reflect on the knowledge acquired in the module and on their own attitudes towards disability including how to respect differences in beliefs and cultural practices of individuals and groups. (SOP 1.9)</li> </ol>
<b>Standards of proficiency taught:</b>	1.3, 1.5, 1.9, 1.17, 2.1, 2.2, 2.3, 2.4, 5.5, 5.6, 5.7, 5.14, 5.22
<b>Standards of proficiency assessed:</b>	1.5, 1.9, 2.1, 2.2, 5.22
<b>Teaching and learning format</b>	Mixture of online and in-person (depending on conditions).
<b>Attendance &amp; Assessment</b>	<p><b>Students are expected to attend 100% of this module.</b></p> <p><b>A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</b></p>



	<p>This module has 2 assessment components:</p> <p>1) A group essay (Learning outcomes 1,2,3,5,8,9) [Weighting 50%].</p> <p>2) An accessible group presentation (Learning Outcomes 4,6,7) based on the essay [Weighting 50%].</p> <p>Essays will be marked by academics and accessible presentations by self-advocates with intellectual disabilities.</p>
<b>Re-assessment</b>	In case of a student missing the presentation, they shall submit a video recording of their presentation or, if more appropriate, submit their presentation in another format that has been approved by their assessors.
<b>Assessment deadlines and extensions</b>	<p>There are penalties for late submission of written work without an agreed extension.</p> <ul style="list-style-type: none"> <li>• Up to one week's lateness incurs a penalty of 5 marks;</li> <li>• One to two week's lateness incurs a penalty of 10 marks.</li> <li>• After 2 weeks a mark of 0 will be awarded.</li> </ul> <p>Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.</p>
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Students shall be provided with one or two short relevant readings in advance of each session.</li> <li>• They shall also receive a recommended reading list for each of the essay/presentation titles</li> </ul>
<b>Useful web-based content</b>	Relevant information will be provided if required during the module delivery.
<b>Relevant Journals</b>	Relevant information will be provided if required during the module delivery.

## SSU22091 Introduction to Family Law (5 ECTS)

<b>Module code and name</b>	<b>SSU22091 Introduction to Family Law</b>
<b>Module aims</b>	<p>This semester two module focuses on practical application of key legislation in preparation for practice in a range of social work practice settings, with a particular focus on the obligations and considerations of social work practitioners.</p> <p>The module will provide an overview of relevant aspects of private family law, including domestic violence, custody and guardianship; it will focus on child protection law, and the importance and challenge of balancing children and parental rights. It will also cover key legal considerations ranging from data protection law to how social work practice is influenced by regulations, legislation and policy, to understanding the legislative basis of actions within a service.</p> <p>In this way, it will present to students the relevance for social work practitioners, of understanding family law. How family law fits within, and links to, a wider domestic and international human rights law infrastructure will be a key focus also to inform a human rights-based approach.</p> <p>Discussion of legislation will be supported by looking at and reflecting on different case law examples, as well as findings of inquiries, national guidelines and standards, and other sources. Students will also be supported in understanding how to access emerging information such as legal changes which will affect their practice.</p>
<b>Module learning outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"><li>1. Apply key legal principles to social work practice in a wide range of settings so that students understand how to practice safely and effectively within the legal, ethical and practice boundaries of the profession. (SOP 1.1)</li><li>2. Demonstrate a critical understanding of the statutory role of social work practitioners in a child protection and welfare setting including understanding the legislative basis of actions within this service. (SOP 5.3, 5.8)</li><li>3. To be able to critically understand and apply a human-rights based approach including to consider the inherent difficulty of balancing parent's rights and children's rights in public law matters. (SOP 5.3, 5.7).</li></ol>

	<p>4. Have a good understanding of fair procedures for parents and families, including issues such as informed consent and the rights of parents to access legal representation.</p> <p>5. Apply key principles for effective report writing and communication in child care proceedings and in social work, including being aware of and able to comply with local/national documentation standards including terminology and signature requirements. (SOP 2.8, 5.9)</p> <p>6. Consider the impact of the new adult safeguarding bill and the emerging role of social work within adult safeguarding, and within this, be aware of current guidelines and legislation related to informed consent, for individuals with lack of capacity. (SOP 1.17)</p> <p>7. To understand key aspects of the law that social workers must account for in their practice. This includes understanding current guidelines and legislation relating to candour and disclosure and understanding current data protection and freedom of information law as well as being able to access new and emerging legislation. (SOP 1.4, 1.14)</p>
<b>Module content</b>	<p>This module will cover key topics underpinning family law for social workers such as the Irish Constitution and the 2012 Children's Referendum; Balancing children's rights and parental rights; The Child Care Act and key provisions such as pertaining to Emergency Care Orders, Interim Care Orders, Care Orders, Voluntary Care, Supervision Orders and alternatives to care.</p> <p>The role of the guardian ad litem as well as an overview of the youth justice system will also be covered. Additionally, legal considerations around domestic violence and adult safeguarding will be explored. Finally, the way in which family law links to human rights law both domestically and internationally will be explored. Essay writing, accessing legal information and academic skills will also be a focus of the module.</p>

<b>Standards of proficiency taught</b>	1.1, 1.4, 1.14, 1.17, 2.8, 5.3, 5.7, 5.8, 5.9
<b>Standards of proficiency assessed</b>	1.1., 1.14, 5.7, 5.8, 5.9
<b>Teaching and learning format</b>	The 2-hour class will be divided into two halves, with the first half taking a traditional lecture format. Following a brief coffee break, the second half of the session will take a more interactive approach and consider real life case examples and the application of statutory social work functions.
<b>Attendance &amp; Assessment</b>	<p>Students are expected to attend 100% of this module.</p> <p>A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p> <hr/> <p>100% for a written assessment (Learning outcomes 1,2,3,4,5,6,7)</p>
<b>Re-assessment</b>	Reassessment as above.
<b>Module deadlines &amp; extensions</b>	<p>There are penalties for late submission of written work without an agreed extension.</p> <ul style="list-style-type: none"> <li>• Up to one week's lateness incurs a penalty of 5 marks;</li> <li>• One to two week's lateness incurs a penalty of 10 marks.</li> <li>• After 2 weeks a mark of 0 will be awarded.</li> </ul> <p>Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.</p>
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Practice Handbook for Practitioners; definitions of child abuse and neglect.</p> <p>Hamilton, Claire. (2011). Irish Social Work &amp; Social Care Law.</p> <p>Kilkelly, U. 'Child Protection and the European Convention on Human Rights, Irish Journal of Family Law (April 2000) 12-20.</p> <p>Paul Ward, The Child Care Act 1991, 3rd Edition, (Thomson Round Hall 2014)</p>

<b>Useful web-based content</b>	<a href="http://www.childlawproject.ie">www.childlawproject.ie</a> ; Child Care Reporting Project <a href="http://www.courts.ie">www.courts.ie</a> Website of the Irish Courts Service <a href="http://www.bailli.org">www.bailli.org</a> - Website of the British and Irish Legal Information
<b>Relevant Journals</b>	The Irish Journal of Family Law, Dublin: Sweet and Maxwell.

## SSU22101 Introduction to Child Protection (5 ECTS)

<b>Module code and name</b>	<b>SSU22101 Introduction to Child Protection</b>
<b>Module aims</b>	<p>This introduction to child protection examines child protection and welfare work in the context of social work practice in Ireland. Students will be provided with an overview of Children First guidelines and how they apply in practice, the structures of the Child and Family Agency (Tusla) and agency processes in day-to-day statutory child protection work.</p> <p>It also 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 issues in practice. The module will examine key research evidence on trauma, ACES and then consider how this knowledge is applied in day- to- day practice with children and their families. In this regard, the module will outline the key practice skills and capacities in child protection and welfare with a particular emphasis on communication, engagement skills and relationship building.</p>
<b>Module learning outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Have an appreciation of the historical and cultural contexts of child and family social work. (SOP 5.9.)</li> <li>2. Be able to recognise, gather information, critically assess (including undertaking and arranging for appropriate tests) and respond to the various forms of child abuse and neglect. (SOP 3.1, 3.3, 3.4).</li> <li>3. Have an understanding of the national guidelines Children First and related legislation concerning child protection and welfare and in this context, professional decision-making and accountability (SOP 3.1, 5.8, 5.9, 1.18).</li> <li>4. Clearly understand the role of the social worker including legal, ethical and practice boundaries, limits of the role in practice, confidentiality and duty of care. (SOP 3.7).</li> <li>5. Be able to recognise, gather information, critically assess (including undertaking and arranging for appropriate external assessments) and</li> </ol>

	<p>respond to the various forms of child abuse and neglect. (SOP 3.1, 3.4).</p> <p>6. Be aware of risk factors, understand risk management strategies and understand key aspects of how to conduct risk analysis. Appreciate that Child Protection and Welfare social workers initiate, continue, modify or cease interventions and courses of action, on a case by case basis and in this regard make reasoned, case specific decisions. (SOP 3.7, 3.10).</p> <p>7. Have an enhanced understanding of common approaches to understanding client's life experiences including trauma, ACES and the key skills required to successfully engage with children and their families (SOP 3.1).</p>
<b>Module content</b>	<p>Lecture 1: What is child protection and welfare social work?</p> <p>Lecture 2: Child protection in context: past, present and key influences</p> <p>Lecture 3: Child Protection and Welfare Social Work in Practice- social work role and goal</p> <p>Lecture 4: Children who have been physically abused- understanding, assessing and responding</p> <p>Lecture 5: Children who have been sexually abused- understanding, assessing and responding</p> <p>Lecture 6: Children who have been Neglected and emotionally abused , understanding, assessing and responding</p> <p>Lecture 7: Engaging with clients- key approaches (Trauma, ACES) and key practice skills (communication and engagement)</p>
<b>Standards of proficiency taught</b>	1.1, 1.2, 1.6, 1.13, 1.18, 1.20, 3.1, 3.3, 3.4, 3.7, 3.10, 3.12, 3.14, 5.8, 5.9, 5.18
<b>Standards of proficiency assessed</b>	3.1, 3.4, 3.7, 3.10, 5.18
<b>Teaching and learning format</b>	This is a lecture-based module. Each week a lecture will be delivered with associated reading materials made available on the module website.
<b>Attendance &amp; Assessment</b>	<p>Students are expected to attend 100% of this module.</p> <p>A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p>

	<hr/> <p>Assessment consists of a 2000-word assignment, examining the role of Child Protection Social Work.</p>
<b>Re-assessment</b>	Reassessment as above.
<b>Assessment deadlines &amp; extensions</b>	<p>There are penalties for late submission of written work without an agreed extension.</p> <ul style="list-style-type: none"> <li>• Up to one week's lateness incurs a penalty of 5 marks;</li> <li>• One to two week's lateness incurs a penalty of 10 marks.</li> <li>• After 2 weeks a mark of 0 will be awarded.</li> </ul> <p>Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity, to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.</p>
<b>Indicative bibliography</b>	Reading for each week's lecture will be available on the module website. It is expected that students will read these in advance of the lectures.
<b>Useful web-based content</b>	<p>Children Acts Advisory Board <a href="http://www.caab.ie">www.caab.ie</a></p> <p>HSE Library <a href="http://www.lenus.ie">www.lenus.ie</a></p> <p>Department of Children and Youth Affairs <a href="http://www.dcy.gov.ie">www.dcy.gov.ie</a></p> <p>With Scotland <a href="http://www.withscotland.org">www.withscotland.org</a></p> <p>NSPCC <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></p> <p>Research in Practice <a href="http://www.rip.org.uk">www.rip.org.uk</a></p> <p>ISPCAN <a href="http://www.ispcan.org">www.ispcan.org</a></p> <p>Social Care Institute for Excellence <a href="http://www.scie.org.uk">www.scie.org.uk</a></p> <p>The Cochrane Collaboration <a href="http://www.cochrane.org">www.cochrane.org</a></p> <p>TUSLA Child and Family Agency <a href="http://www.tusla.ie">www.tusla.ie</a></p>
<b>Relevant journals</b>	<p>Child Abuse Review</p> <p>Child Abuse and Neglect</p> <p>Child Maltreatment</p>



## SSU22111 Poverty, Welfare and Justice (10 ECTS)

<b>Module code and name</b>	<b>SSU22111 Poverty, Welfare and Justice</b>
<b>Module aims</b>	<p>Underpinned by the idea of the right to a 'basic minimum', welfare states are a major feature of many societies. Ostensibly a major role of the welfare state is to ensure redistributive justice, alleviate poverty and de-commodify basic needs from reliance on the labour market. Yet poverty as a global and local phenomenon persists. Over the course of this module, and focusing on both Irish and international examples, students will explore the concepts of poverty, welfare and justice and examine how they are related.</p> <p>The module begins with a focus on poverty, taking in histories, definitions, international comparisons and lived experiences. From here the focus shifts to welfare states as response to poverty by focusing on historical welfare state development, comparing welfare state models and exploring how welfare recipients experience the welfare state.</p> <p>The final part of the module will explore the concept of justice, focusing on the concept redistributive justice in-particular while also examining the role of welfare states in promoting environmental and ecological justice.</p> <p>The content in this module will be sociological, philosophical and policy-based and students will have the flexibility to take up one or more of these approaches when responding to the essay prompt. Learning for this module is encouraged using a variety of methods such as small group discussion to engage students in the topics and in-class exercises using online tools such as <i>Slido</i>, <i>Padlet</i> or <i>Mentimeter</i>.</p> <p>Music and art will also be employed to help explore and unpack key sociological, philosophical and policy-based concepts. PowerPoint presentations will be uploaded to Blackboard on a weekly basis as the module progresses and readings will be identified ahead of class and uploaded where available.</p>
<b>Module aims</b>	<ul style="list-style-type: none"> <li>• To equip students with a basic understanding of the various ways that poverty is defined.</li> <li>• To equip students with a basic understanding of core concepts in the area of poverty.</li> </ul>

	<ul style="list-style-type: none"> <li>• To equip students with the skills to read and interpret different types of data including descriptive statistical data and qualitative data couched in lived experiences.</li> <li>• To introduce students to a range of policy perspectives in the areas of income maintenance and poverty.</li> </ul>
<b>Module Learning Outcomes</b>	<p><b><i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective.</li> <li>• Demonstrate an understanding of how poverty is measured domestically and internationally.</li> <li>• Show an understanding of poverty in a global context.</li> <li>• Demonstrate an appreciation of the lived experience of poverty.</li> <li>• Demonstrate knowledge of the historical development of welfare states as a response to poverty.</li> <li>• Demonstrate an understanding of different models of welfare state, what they offer and the ideologies that they are underpinned by.</li> <li>• Demonstrate an appreciation of the lived experiences of persons claiming and receiving welfare.</li> <li>• Demonstrate an understanding of the concept of redistributive justice.</li> <li>• Articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.</li> </ul>
<b>Key Concepts, Theories and Authors</b>	<p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Relative poverty</li> <li>• Absolute poverty</li> <li>• Multidimensional poverty</li> <li>• The Welfare State</li> <li>• Social protection</li> <li>• Basic minimum</li> <li>• Lived experience</li> <li>• Justice</li> </ul> <p><b>Key theories/theoretical areas</b></p> <ul style="list-style-type: none"> <li>• Theories of redistributive justice (e.g., John Rawls)</li> <li>• Recognition theory (e.g., Axel Honneth)</li> </ul>

	<b>Key authors:</b> <ul style="list-style-type: none"> <li>• Pete Townsend</li> <li>• Ruth Lister</li> <li>• T.H Marshall</li> <li>• Richard Titmuss</li> <li>• Amartya Sen</li> </ul>
<b>Teaching and Learning Methods</b>	Lectures, in-class discussions and exercises: assigned readings.
<b>Assessment</b>	2,000 word essay, due 12 April 2024 at 12 noon.
<b>Reassessment Requirements</b>	2,000 word essay.
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Readings will be flagged in-class on a weekly basis and made available in PDF form as much as possible. Some useful primer texts are listed below.</p> <ul style="list-style-type: none"> <li>• Powell, F. (2017) <i>The political economy of the Irish welfare state: Church, state and capital</i>. Bristol: Policy Press.</li> <li>• Dukelow, F. and Considine, M. (2017) <i>Irish Social Policy: A critical introduction</i>. Bristol: Policy Press.</li> <li>• Lister, R. (2021) <i>Poverty 2nd edition</i>. Cambridge: Polity.</li> <li>• Greve, B. (2020a) <i>Poverty: The basics</i>. London: Routledge.</li> <li>• Whelan, J. (2022) <i>Hidden Voices: Lived experiences in the Irish welfare space</i>. Bristol: Policy Press.</li> </ul>

<b>Useful web-based content</b>	ATD Ireland: <a href="https://www.atdireland.ie/wp/">https://www.atdireland.ie/wp/</a> Central Statistics Office: <a href="https://www.cso.ie/en/index.html">https://www.cso.ie/en/index.html</a> St Vincent de Paul: <a href="https://www.svp.ie/">https://www.svp.ie/</a> MESL: <a href="https://www.budgeting.ie/">https://www.budgeting.ie/</a> Social Justice Ireland: <a href="https://www.socialjustice.ie/">https://www.socialjustice.ie/</a> World Bank (Poverty): <a href="https://www.worldbank.org/en/topic/poverty">https://www.worldbank.org/en/topic/poverty</a>
<b>Relevant Journals</b>	Irish Journal of Sociology Critical Social Policy Journal of Social Policy Social Policy and Society Journal of Poverty and Social Justice.

## SOU22011 Introduction to Social Research 1 (5 ECTS)

<b>Module code and name</b>	<b>SOU22011 Introduction to Social Research 1 – Qualitative Research.</b>
<b>Module content</b>	<p>The second-year methodology modules <i>Introduction to Social Research 1 and 2</i> are designed to introduce students to the world of social research. They are mandatory for all students who intend to carry out their capstone project in Sociology. <i>Introduction to Social Research 1</i> (SOU22011) introduces students to the fundamentals of qualitative social research methodology.</p> <p>This module begins with an introduction into the nature of qualitative research and revisits the paradigm divide with a view of discussing mixed-method approaches. We shall then focus in more detail on case-study designs and methods including different kinds of case studies. This will be compared and contrasted with ethnographic approaches and implementations. We then examine different research methods such as observations, documentary sources, semi-structured interviews and focus groups, and also discuss triangulation.</p> <p>Subsequently, we discuss data analysis techniques including discourse, content and conversation analysis. In this context, we shall clarify issues of transcribing and reflexivity and briefly discuss ethical issues. This module is interactive and gives you some hands-on experience in designing and conducting an interview as part of the assessment.</p>
<b>Learning Outcomes</b>	<p><b>Students successfully completing the module will be able to: #</b></p> <ul style="list-style-type: none"> <li>• Familiarise you with the methodological and epistemological debates concerning qualitative research;</li> <li>• Understand the nature of the paradigm divide between quantitative and qualitative social research;</li> <li>• Compare and contrast different qualitative research methods including focus groups, semi-structured interviews, documentary sources and observations;</li> <li>• Design and conduct a semi-structured interview and reflect on the research experience;</li> <li>• Read and critically discuss work by qualitative researchers, especially focusing on the lessons they learned and the</li> </ul>

	challenges they faced.
<b>Recommended Reading List</b>	<p><b>The main textbook is:</b>#</p> <ul style="list-style-type: none"> <li>• Bryman, A. (2016) <i>Social Research Methods</i>, Oxford: Oxford University Press (5th edition).#</li> </ul> <p><b>Other key texts:</b></p> <ul style="list-style-type: none"> <li>• Angrosino, M. (2007) <i>Doing Ethnographic and Observational Research</i>, London: Sage.</li> <li>• Sapsford, R. and Jupp, V. (eds.) (2006) <i>Data Collection and Analysis</i>, London: Sage.</li> <li>• Kvale, S. (2007) <i>Doing Interviews</i>, London: Sage.</li> <li>• Silverman, D. (2004) <i>Doing Qualitative Research</i>, London: Sage.</li> <li>• Yin, R.K. (2009) <i>Case Study Research</i>, London: Sage.</li> </ul> <p>More literature and research papers will be provided via Blackboard.</p>
<b>Teaching and learning format</b>	Class teaching will be supported by the platform Blackboard.
<b>Assessment</b>	<p>Coursework (100%). (Learning outcomes 1,2,3,4,5,6)</p> <p>Attendance at tutorials is compulsory. Failure to attend at least half of the tutorials will automatically result in a 10% deduction (one full grade) from the overall module grade.</p> <p>Without an authorised extension, the mark given will be lowered by one grade.</p>
<b>Module Pre Requisite</b>	SOU11011/2/3/4
<b>Module Co Requisite</b>	
<b>Assessment</b>	<p>Tutorial presentation (30%) Interview project (70%).</p> <p>Attendance at tutorials is compulsory. Failure to attend at least half of the tutorials will automatically result in a 10% deduction (one full grade) from the overall module grade.</p> <p># <b>Without an authorised extension, the mark given will be lowered by one grade.</b></p>

## SSU22070 Social Work Theory and Practice (10 ECTS)

<b>Module code and name</b>	<b>SSU22070 Social Work Theory and Practice</b>
<b>Module aims</b>	<p>This module aims to provide students with a solid grounding in the connection between social work theory, skills and practice. Students acquire a critical understanding of the concepts and frameworks that underpin a range of individual counselling theory and skills, theory and practice of working with children and families, community work theory and practice, and group work theory and practice. This includes how to incorporate theory in assessment, beginning the social work intervention, endings and communication skills.</p> <p>The module also has experiential learning components and offers students the opportunity to try out their skills and discuss scenarios and case examples based on real-world social work practice.</p> <p>In particular, social work theory, skills and practice are taught and understood across different practice contexts in order to ensure that insights gained are sufficiently diverse and malleable to reflect the varied nature of social work in practice. The idea is to challenge students to gain generalisable theoretical knowledge and skills and then learn to apply this in changing contexts that one might experience across a social work career.</p> <p>The module focusses firstly on principles of community work and community development so that students are challenged to go beyond individual case work approaches. Secondly, the ethics component of social work comes into focus so that students are challenged to apply theory and skills not just practically but within complex ethical parameters. Here theoretical underpinnings of ethical decision making and its application to social work practice are explored. Students are invited to consider the importance of values, context and self in ethical decision-making, with specific focus on key ethical issues in social work.</p> <p>Thirdly, students are challenged to apply their learning in a setting where they significantly encounter alternative theoretical and practical perspectives on service user issues, with the medical model taken as an example. Here students are introduced to the role of social work in an acute medical setting and are required to apply theory and skills here. Fourth and finally, students are challenged to apply</p>

	<p>theory and skills with respect to diverse geographic and cultural locations. Here social work and social development in other countries, and different models of social work (Western and non-Western) are the focus.</p> <p>Within this, students also reflect on the learning for Ireland from social development and social work as practised in other contexts. The question of how well ‘universal’ models of social programmes and social work travel across cultural difference will also be considered.</p> <p>Case studies of issues affecting marginalised groups, variance in policies and systems with regard to protecting the equality and dignity of people across international settings will be critically considered. Across the module overall, students will draw into consideration social work theory, methods and skills, social policy and social research as relevant to the global and domestic context of social work.</p>
<b>Module learning outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Critically understand the concepts and frameworks that underpin a range of individual counselling theory and skills, theory, and practice of working with children and families, community work theory and practice, and group work theory and practice. (SOP 5.14).</li> <li>2. Be familiar with various models and approaches to community work and community development and their application in a community based social work context such as with relationship-based practice. (SOP 5.10) .</li> <li>3. Use a decision-making framework and theory to support ethical decision making in the context of competing demands such as ethical conflicts and available resources. (SOP 1.20).</li> <li>4. Use core counselling skills (listening, using questions, demonstrating understanding, demonstrating empathy, summarizing and ending) to engage and communicate with individuals.</li> <li>5. Have developed an understanding of the role of social work in a medical setting including the importance of maintaining accurate up to date documentation as a social worker and how to manage information and confidentiality including its limits. (SOP 1.7, 1.11, 1.12, 1.13).</li> <li>6. Understand how to complete psycho-social assessments and care planning meetings including working in partnership with service users, their relatives/carers and guardians in the context of concepts of power and authority. (SOP 2.12, 3.1).</li> <li>7. Recognize service users as active participants in their health and social care and support them to communicate their needs and choices. (SOP 2.3) .</li> <li>8. Have developed an understanding of the need to empower service users to</li> </ol>



	<p>manage their own wellbeing and provide advice on self-treatment where appropriate. (SOP 2.4).</p> <p>9. Understand how to manage risk such as communicating adverse events or near misses. (SOP 3.12).</p> <p>10. Understand current legislation and guidelines around informed consent for individuals with lack of capacity. (SOP 1.17).</p> <p>11. Understand challenges facing marginalised populations globally towards improving cultural competence and promoting social inclusion. (SOP 5.6) .</p> <p>12. Critically comprehend social work theory, methods and skills, social policy and social research, as considered in a global context with respect to international social work. (SOP 5.2).</p>
<b>Module content</b>	<p>This module provides students with an overview of transferable social work theory and skills in varied practice contexts. The module challenges students to apply transferable theory and skills in the context of ethical challenges; across varied geographical and cultural settings internationally; in specialised settings with a focus on the example of medical social work; and in community work as an alternative to individualised case work approaches.</p> <p>The module teaches students about ethical decision making and the use of ethics and values in social work. This includes how values impact decision-making and the ethical issues and dilemmas that can arise in social work practice. The complexity of decision-making in the organisational context and the need for good decision-making processes is explored.</p> <p>Assessment in social work and the link to social work theories and practice approaches as well as communication theories and skills in social work are taught. Students go beyond applying theory and skills to individual cases, to explore community work, community participation, models, approaches and principles of community work and issue- based community work.</p> <p>Students are then challenged to apply transferable social work theory and skills to contexts in which alternative theoretical and practical approaches, such as the medical model, may dominate. Students will do this through exploring the practical application of theory and skills in the context of medical social work with a focus on psychosocial assessment, care planning meetings, motivational interviewing and issues such as addiction, homelessness, domestic abuse, older people, oncology and sexual health and infectious diseases.</p> <p>Finally, students are challenged to develop transferable theory and skills to use across international social work contexts. Social work and social development in relation to selected marginalised groups in selected countries are taught. Social work and human rights, social work as both global and local, and social work and social reform are explored here.</p>

<b>Standards of proficiency taught:</b>	1.7, 1.11, 1.12, 1.13, 1.17, 1.20, 2.3, 2.4, 2.12, 3.1, 3.12, 5.2, 5.6, 5.10, 5.11, 5.14, 5.24
<b>Standards of proficiency assessed:</b>	1.7, 1.11, 1.12, 1.13, 1.17, 1.20, 2.3, 2.4, 2.12, 3.1, 3.12, 5.2, 5.6, 5.10, 5.14, 5.24
<b>Teaching and learning format</b>	<p>The teaching and learning format of the module includes a mix of learning methods. Lectures, class and small-group discussion, case study, experiential learning exercises, role play, and online work.</p> <p>Guest lecturers will contribute to the module to enrich learning and teach highly specialised content. There is the option to opt-in to an arranged hospital visit in an allocated Dublin based hospital.*</p> <p>*Please note: This will be dependent on Infection Control Measures at the time and may not be possible.</p>
<b>Attendance &amp; Assessment</b>	<p>Students are expected to attend 100% of this module.</p> <p>A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p> <hr/> <p><b>Semester 1:</b> Essay for Social Work Values, Theory and Skills (50%) 2000 words. The essay requires students to respond to a case study about a medical social work service user undergoing psycho-social assessment and care-planning work, where specific practice-based issues are encountered such as a near miss and capacity issues interfering with the service user's capacity for active engagement.</p> <p>Knowledge of counselling theory and skills will be required to respond to the service user who comes from a marginalized cultural background, having just been granted refugee status. The full essay brief and case study will be provided on Blackboard.</p> <p><b>Submission date 9<sup>th</sup> December 2023.</b> (Learning outcomes 1, 4, 5, 6, 7, 8, 9, 10, 11, 12)</p> <p><b>Semester 2:</b> A Project (50% value of overall module result) which takes the form of <b>either</b> a Community Area profile <b>or</b> a Community Project Profile.</p>

	<p>Within this, students will have to provide information on the cultural, racial and ethnic profile of the community toward considering social inclusion. The student will need to demonstrate a decision-making framework and ethical theory in the context of limited available community resources. Students will consider the value of group work theory and practice for promoting community well-being. (Learning outcomes 1, 2, 3, 11)</p> <p>The project is conducted in groups of 2 or 3. It is designed to help you apply community work theory, and to develop key community work skills such as data gathering, analysis, networking and collaboration. Counselling and groupwork theory will be incorporated here also. Class discussion of project work will form part of the learning context. Further information will be made available on Blackboard.</p> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Reassessment</b>	Reassessment as above.
<b>Assessment deadlines &amp; extensions</b>	<p>There are penalties for late submission of written work without an agreed extension.</p> <ul style="list-style-type: none"> <li>• Up to one week's lateness incurs a penalty of 5 marks;</li> <li>• One to two week's lateness incurs a penalty of 10 marks.</li> <li>• After 2 weeks a mark of 0 will be awarded.</li> </ul> <p>Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.</p>
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Teater, B (2020) <i>An Introduction to Applying Social Work Theories and Methods</i>. London: McGraw Hill/ Open University Press.</p> <p>Trevithick, P. (2012) <i>Social Work Skills: A Practice Handbook</i>. Maidenhead : McGraw Hill/ Open University Press.</p> <p>Forde, C. and Lynch, L. (2015) <i>Social Work and Community Development</i>, Palgrave Macmillan.</p> <p>Jackson, A &amp; O' Doherty, C (2012) <i>Community Development in Ireland: Theory,</i></p>

	<p>Policy and Practice. Gill and Macmillan. Dublin.</p> <p>Twelvetrees, A. (2008) (4th Ed) Community work, Palgrave Macmillan.</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> <p>Hawtin, M &amp; Percy-Smith, J. (2007) (2<sup>nd</sup> Ed.) Community Profiling: A practical guide. Open University Press.</p> <p>Banks, S. (2012) Ethics and Values in Social Work. 4<sup>th</sup> Ed. Palgrave Macmillan.</p> <p>Beckett, C. and Maynard, A. (2012) <i>Values and Ethics in Social Work: An Introduction</i>. London: Sage.</p> <p>CORU (2019) Social Workers Code of Professional Conduct and Ethics <a href="https://coru.ie/files-codes-of-conduct/swrb-code-of-professional-conduct-and-ethics-for-social-workers.pdf">https://coru.ie/files-codes-of-conduct/swrb-code-of-professional-conduct-and-ethics-for-social-workers.pdf</a></p> <p>Thompson, N. (2012) 5<sup>th</sup> Ed. Anti-Discriminatory Practice. UK . Palgrave Macmillan.</p> <p>Donnelly, S et al 'I'd prefer to stay at home but I don't have the choice' Meeting Older People's Preferences for Care: Policy but what about practice? <a href="https://www.ageaction.ie/sites/default/files/aa2c_asi2c_iasw_final_research_report-a4-report_lr_for_web_2.pdf">https://www.ageaction.ie/sites/default/files/aa2c_asi2c_iasw_final_research_report-a4-report_lr_for_web_2.pdf</a></p> <p>Loughran, H. (2018) <i>Counselling Skills for Social Workers</i>, London: Routledge</p> <p>Hennessy, D. (2012) <i>How he gets into her head. The mind of the male abuser</i>, Cork: Atrium.</p> <p>Material also notified within session presentations.</p>
<b>Useful web-based content</b>	<p><a href="http://www.communityworkireland.ie">www.communityworkireland.ie</a></p> <p>Students may be directed to web resources from time to time.</p> <p><a href="https://www.stjames.ie/services/scope/medicalsocwork/">https://www.stjames.ie/services/scope/medicalsocwork/</a></p> <p><a href="https://www.hse.ie/eng/about/who/socialcare/safeguardingvulnerableadults/safeguardingvuladts.html">https://www.hse.ie/eng/about/who/socialcare/safeguardingvulnerableadults/safeguardingvuladts.html</a></p> <p><a href="https://www2.hse.ie/alcohol/">https://www2.hse.ie/alcohol/</a></p> <p><a href="https://www.womensaid.ie/">https://www.womensaid.ie/</a></p> <p><a href="https://hospicefoundation.ie/">https://hospicefoundation.ie/</a></p> <p>Material also notified within session presentations.</p>
<b>Relevant Journals</b>	<p>Community Development Journal:</p> <p><a href="https://academic.oup.com/cdj">https://academic.oup.com/cdj</a></p> <p>Students are referred to journal articles relating to specific issues during lectures.</p> <p>Two examples:</p> <p><i>Community Development Journal</i></p> <p><i>International Social Work</i>.</p>

## SSU22151 Groupwork (5 ECTS)

<b>Module code and name</b>	<b>SSU22151 Groupwork</b>
<b>Module aims</b>	<p>The aim of this module is to provide an understanding of the role and function of Groupwork as an intervention in social work practice.</p> <p>This module will explore the role of groupwork in social work and demonstrate its effectiveness as a means of intervention in a variety of settings. This section will provide students with an understanding of the influencing theory, knowledge and practice skills which are required for effective groupwork facilitation and practice.</p> <p>It will explore the role that group psychology, psychotherapy and counselling have played in our understanding of groupwork while demonstrating social work's unique contribution to groupwork practice. It will also provide a reflective space for students to explore their own experiences and roles in group settings.</p> <p>Students will be encouraged to think creatively about the manner in which groupwork is facilitated while considering the benefits of the creation of a group in settings in which they have previously practiced.</p>
<b>Module learning outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"><li>1. Know, understand and apply the key concepts of groupwork and groupwork facilitation for individuals, groups and communities and demonstrate a critical understanding of their role</li></ol>

	<p>in effective social work practice (SOP 2.10, 5.1, 5.2)</p> <ol style="list-style-type: none"> <li>2. Demonstrate critical understanding of the concepts and frameworks that underpin groupwork functions, dynamics and processes as they relate to social work practice (SOP 5.14)</li> <li>3. Critically understand the role and purpose of relationship-based practice in groupwork, including the importance of planning the ending of a group and withdrawal of service (SOP 5.10).</li> </ol>
<b>Module content</b>	<p><b>A. Groupwork Practice</b></p> <p>This section will include a review of the major theories of groupwork, group dynamics and processes. It will 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.</p>
<b>Standards of proficiency taught</b>	<p>2.10</p> <p>5.1, 5.2, 5.10, 5.14</p>
<b>Standards of proficiency assessed</b>	<p>2.10</p> <p>5.1, 5.2, 5.10, 5.14</p>
<b>Teaching and learning format</b>	<p><b>In person.</b></p>
<b>Attendance &amp; Assessment</b>	<p>Students are expected to attend 100% of this module.</p> <p>A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p> <hr/> <p>Assessment will consist of a Group Presentation (100 marks) which will take place during the final two classes of the module. Attendance at these assessment classes is mandatory.</p>

	Students must attempt and pass the assessment to pass the module.
<b>Re-assessment</b>	<p>Students who cannot attend and participate in the assessment class must follow normal School protocols in order to seek an extension.</p> <p>Those who are granted an extension will be asked to submit a 2- 3-minute voice-recording of their contribution to the group project within the timeframe provided.</p>
<b>Assessment deadlines &amp; extensions</b>	<p>There are penalties for late submission of written work without an agreed extension.</p> <ul style="list-style-type: none"> <li>• Up to one week's lateness incurs a penalty of 5 marks;</li> <li>• One to two week's lateness incurs a penalty of 10 marks.</li> <li>• After 2 weeks a mark of 0 will be awarded.</li> </ul> <p>Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.</p>
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Yalom, D.I and Leszcz, M. (2005) <i>The Theory and Practice of Group Psychotherapy</i> New York: BasicBooks.</p> <p>Stock Whitaker, D. (1985) <i>Using Groups to Help People</i> London; Boston: Routledge &amp; Kegan Paul.</p> <p>Doel, M. (2005) <i>Using Groupwork</i>, London: Routledge.</p>

	Toseland, W. R. & Ravas, F. R. (2017) <i>An Introduction to Group Work Practice</i> , 8th ed. Harlow, Essex: Pearson.
<b>Useful web-based content</b>	To be provided in class.
<b>Relevant Journals</b>	<p>Groupwork. Whiting &amp; Birch</p> <p>Social Work with Groups. Routledge, Taylor &amp; Francis Group.</p> <p>British Journal of Social Work. Oxford University Press</p> <p>International Social Work. Sage Journals.</p>



## SSU22162 Global Health Policy

<b>Module code and name</b>	<b>SSU22162 Global Health Policy</b>
<b>Module aims</b>	<p>This module has the following key aims:</p> <ul style="list-style-type: none"> <li>• To promote understanding of the global health architecture influencing the development of health policy at national, regional and international levels;</li> <li>• To situate 'global health' in the context of health equity and inclusion health policy and practice;</li> <li>• To engage students in the global-to-local and transnational dimensions of health policy while reviewing political responses to health challenges and threats using three case studies;</li> </ul> <p>To promote independent critical thinking and the development of analytical skills that can be used to apply concepts and theories to practical challenges and case studies in global health policy making.</p>
<b>Module learning outcomes</b>	<p>Upon successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Define global health policy and point to specific examples of global health policy in practice at national and international levels;</li> <li>• Describe and critique the global health policy architecture including bilateralism, multilateralism, public-private partnerships for health, the role of civil society, and global-to-local policy transfer pathways;</li> <li>• Apply a health equity and inclusion health lens to global and local priorities for health;</li> <li>• Apply concepts and theories to global health policies and case studies.</li> </ul>

<b>Module content</b>	<p>The Global Health Policy module will introduce students to essential concepts and principles underpinning global health policy. The module explores the relationship between globalization, development, and the social and environmental determinants of health in the context of the increasing inter-connectedness of our world and health challenges and threats that are transnational.</p> <p>Global health policy is progressively focused on disparities within and between countries situating policy analysis in the context of equity and inclusion health approaches throughout the module. Finally, the Global Health Policy module will critically appraise the global health architecture and the range of policy actors and influencers engaged in the development of health policy at national, regional, and international levels.</p>
<b>Teaching and learning format</b>	<p>This module will use a mix of didactic methods and lectorial-style interactive group work; cooperative learning; student-centred enquiry and self-directed reading and engagement with sources in multimedia formats.</p>
<b>Key concepts, frameworks, theories and authors</b>	<ul style="list-style-type: none"> <li>• The social determinants of health.</li> <li>• Economic, political, and cultural globalization.</li> <li>• Theories on the formulation and circulation of health policy ideas.</li> <li>• Complexity theory including non-linearity, transdisciplinarity, open-system analysis, and global-local phenomenology.</li> </ul>

Assessment	Assessment Type	Length (i.e., Word Count, Length of Examination)	Weighting (%)	Intended Module Learning Outcomes Tested
	EXAM SSU22162 (10 ECTS)	2 hours	70%	1-4
	Group Presentations SSU22162 (10 ECTS)	10 minutes	30%	1,3 and 4
Reassessment	<p>Reassessment as above.</p> <p>In terms of the Presentation, students should record their Presentation and submit it, along with their Power point slide presentation.</p>			
Useful web-based content	<p><a href="#">World Health Organization</a></p> <p><a href="#">World Health Observatory</a></p> <p><a href="#">The Lancet Global Burden of Disease Study</a></p> <p><a href="#">UNDP Multidimensional Poverty Index</a></p> <p><a href="#">United Nations Sustainable Development Goals</a></p> <p><a href="#">Sláintecare</a></p>			
Indicative Outline of Lectures	<p>What is Health Policy?</p> <p>What is Global Health Policy?</p> <p>Globalization and Health.</p> <p>The Social Determinants of Health.</p> <p>Global Health Governance and the SDGs.</p> <p>Global Health Equity Policy.</p> <p>Case Study 1: COVID-19 Vaccine Equity</p> <p>Case Study 2: Universal Health Coverage – the case of Sláintecare</p> <p>Case Study 3: Framework Convention for Tobacco Control.</p>			

## SSU22092 Psychology for Social Workers (5 ECTS)

<b>Module code and name</b>	<b>SSU22092 Psychology for Social Workers</b>
<b>Module aims</b>	<p>This module will build on the range of theories students have been introduced to in the Junior Freshman year, with a focus on the application of these theories to social work practice with children, young people, and adults.</p> <p>Students will be encouraged to engage critically and reflexively with a range of psychological and sociological perspectives on human development and attachment relationships over the life course. There will be an opportunity to integrate theory with observation.</p> <p>Students will be encouraged to critically reflect on their own characteristics and values to improve practice. A critical understanding of psychology, human growth and development, sociology, health and other subject matter will be formed.</p>
<b>Module learning outcomes</b>	<p>On completion of this module, students should:</p> <ol style="list-style-type: none"><li>1. Have further developed their critical understanding of different theoretical approaches to human development and attachment relationships</li><li>2. Be able to apply these ideas to support their understanding of difficulties experienced by people coming in contact with social workers in practice and know when to refer to different professionals within the limits of their practice. (SOP 1.2, 3.1, 3.2)</li><li>3. Have an awareness of the evolving needs of children, young people, and adults over the life course including how to respect their rights, dignity, and autonomy (SOP 1.5)</li><li>4. Have a conceptual framework within which they can begin to identify common developmental, emotional, behavioural, and mental health difficulties in children, young people, and adults. (SOP 3.4)</li><li>5. Have begun to develop a critical understanding of how their own characteristics, values, and personal, professional, and cultural contexts influence their understanding of theory and practice in this area. (SOP 2.6, 5.3, 5.13)</li></ol>

	6. Be able to recognize the importance of practicing in a non-discriminatory and culturally sensitive way including respect for difference in work with individuals and groups. (SOP 1.9)
<b>Module content</b>	<ul style="list-style-type: none"> <li>- Introduction to perspectives on human development over the life course.</li> <li>- Revisiting key theories from developmental psychology, and further exploration of attachment theory.</li> <li>- Observation skills.</li> <li>- The application of perspectives and theories on human development to social work practice with: <ul style="list-style-type: none"> <li>o Infants and young children</li> <li>o Older children</li> <li>o Adolescents</li> <li>o Adults</li> <li>o Older adults</li> </ul> </li> <li>- Introduction to recognising, understanding, and responding to psychological problems.</li> </ul>
<b>Standards of proficiency taught</b>	1.2, 1.5, 1.9, 2.6, 3.1, 3.2, 3.4, 5.3, 5.13
<b>Standards of proficiency assessed</b>	2.6, 3.1, 3.2, 3.4
<b>Teaching and learning format</b>	It is envisaged that this module will be delivered face to face in Semester 2, 2023.
<b>Attendance &amp; Assessment</b>	<p>Students are expected to attend 100% of this module.</p> <p>A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p> <hr/> <p>Observation Study (100%). In this observation study, students will be required to demonstrate the ability to gather all appropriate background information relevant to the service user's needs; to analyse and critically evaluate the information collected; to show evidence of justifying the selection of appropriate assessment techniques and to provide clear, concise, accurate and objective documentation related to the observation study. (Learning Outcomes 1,2,3,4,5,6).</p>

<b>Re-assessment</b>	Reassessment as above.
<b>Assessment deadlines &amp; extensions</b>	<p>There are penalties for late submission of written work without an agreed extension.</p> <ul style="list-style-type: none"> <li>• Up to one week's lateness incurs a penalty of 5 marks;</li> <li>• One to two week's lateness incurs a penalty of 10 marks.</li> <li>• After 2 weeks a mark of 0 will be awarded.</li> </ul> <p>Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.</p>
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Beckett, C., &amp; Taylor, H. (2016). <i>Human Growth and Development</i>. London: Sage Publications.</p> <p>Crawford, K. &amp; Walker, J. (2017). <i>Social Work and Human Development</i>. London: Sage Publications.</p> <p>O'Brien, E. Z. (2015). <i>Psychology for Social Work: A Comprehensive Guide to Human Growth and Development</i>. Basingstoke: Palgrave Macmillan.</p> <p>Additional readings and resources will be provided on the module Blackboard page.</p>
<b>Useful web-based content</b>	<p>Beyond Blue (2017). Building Resilience in Children aged 0-12: A Practice</p> <p>Guide for Professionals. Retrieved from:  <a href="https://www.beyondblue.org.au/who-does-it-affect/children/building-resilience-in-children-aged-0-12">https://www.beyondblue.org.au/who-does-it-affect/children/building-resilience-in-children-aged-0-12</a></p> <p>Centre on the Developing Child, Harvard University:  <a href="https://developingchild.harvard.edu/">https://developingchild.harvard.edu/</a></p> <p>Childhood Adversity and Lifetime Resilience Project:  <a href="https://www.torch.ox.ac.uk/childhood-adversity-and-lifetime-resilience">https://www.torch.ox.ac.uk/childhood-adversity-and-lifetime-resilience</a></p> <p>Harvard Study of Adult Development:</p>

	<p><a href="http://www.adultdevelopmentstudy.org">www.adultdevelopmentstudy.org</a> Institute for Research and Innovation in Social Services (IRISS) (2011).</p> <p>Attachment-informed Practice with Looked After Children and Young People. Glasgow: IRISS. Retrieved from: <a href="http://www.iriss.org.uk/node/1397">http://www.iriss.org.uk/node/1397</a></p> <p>Talking and Listening to Children (website): <a href="http://www.talkingandlisteningtochildren.co.uk">www.talkingandlisteningtochildren.co.uk</a></p> <p>The Irish Longitudinal Study on Ageing (TILDA): <a href="http://www.tilda.tcd.ie">www.tilda.tcd.ie</a></p> <p>WHO (2012). Early Childhood Development and Disability: A discussion paper. Retrieved from: <a href="http://www.who.int/disabilities/publications/other/ECDD_final_word.doc">www.who.int/disabilities/publications/other/ECDD_final_word.doc</a></p>
<b>Relevant Journals</b>	<p>Child &amp; Family Social Work Families in Society Child Care in Practice Youth &amp; Society Children and Youth Services Review.</p>

## SSU22112 Senior Freshman Placement (15 ECTS)

<b>Module code and name</b>	<b>SSU22112 Preparation for Placement – A Reflective Practice Approach</b>
<b>Module aims</b>	<p>The module aims to resource students to achieve optimal learning from practice experience aligned to the CORU Domains of Proficiency. Particular emphasis is placed the integration of knowledge, skills and values in practice and on reflective learning from practice experience.</p> <p>The module which includes teaching inputs from service users and providers aims to foster collaborative practice and capacity to engage in effective partnerships in delivering community-based services... It builds on the JF SSU11042 Junior Fresh Placement module and provides a foundation for Preparation for Placement classes in the JS and SS years.</p>
<b>Module learning outcomes</b>	<p>On successful completion of this module and placement, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify their learning styles and learning needs (SOP 5.4, 5.13, 5.26)</li> <li>2. Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement (SOP All)</li> <li>3. Understand social work from the perspectives of service users and carers (SOP 1.3, 1.5, 2.3, 2.4, 2.12, 2.15, 5.5, 5.7,)</li> <li>4. Understand issues and approaches in a range of practice learning settings including trauma-informed and poverty-aware practice (SOP 2.3, 5.1, 5.5, 5.7)</li> <li>5. Work collaboratively with service users and service providers (SOP 2.3, 2.4, 2.12, 5.12)</li> <li>6. Utilize practice learning resources and supports (SOP 5.26)</li> <li>7. Proactively engage in professional supervision to facilitate their practice-based learning and maximise their overall placement experience (SOP 3.9, 4.1, 4.3, 4.4, 4.5, 5.4, 5.13, 5.26)</li> <li>8. Undertake a Practice Project (SOP 3.1, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.8, 5.9, 5.23, 5.26).</li> </ol>
<b>Module content</b>	<ul style="list-style-type: none"> <li>• <b>Topic 1</b> : Introduction to the aims and structure of the SF placement, exploring the processes in practice learning including Reflective Practice and Reflexivity. Introduction to Learning Styles and their application to placement.</li> <li>• <b>Topic 2</b> : IFSW Definition of Social Work and CORU SWRB Domains of Proficiency as the underpinning frameworks for learning and assessment on placement. Introducing the Learning Agreement.</li> <li>• <b>Topic 3</b> : Presentations by representatives from practice learning settings.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Topic 4</b> Overview of aims and approaches in Supervision including reflective practice and developmental supervision models.</li> <li>• <b>Topic 5</b> : Introduction to a range of Learning Tools (e.g. Process Recording, Learning Logs, Critical Incidents, Reflective Journals and Direct Observation)</li> <li>• <b>Topic 6</b> : Collaborative Practice: Poverty Aware Practice</li> <li>• <b>Topic 7</b> : Collaborative Practice: Trauma Informed Practice</li> <li>• <b>Topic 8</b>: : Assessment / Evaluation &amp; the Practice Project.</li> </ul>
<b>Standards of proficiency taught</b>	1.3, 1.5, 2.3, 2.4, 2.12, 2.15, 3.1, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.5, 5.7, 5.4, 5.8, 5.9, 5.12, 5.13, 5.23, 5.26
<b>Standards of proficiency assessed</b>	1.3, 1.5, 2.3, 2.4, 2.12, 2.15, 3.1, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.5, 5.7, 5.4, 5.8, 5.9, 5.12, 5.13, 5.23, 5.26.
<b>Teaching and learning format</b>	In person lectures, practitioner, service user and carer presentations, group work, reflective exercises, and class presentations.
<b>Attendance &amp; Assessment</b>	<p>Students are expected to attend 100% of this module.</p> <p>A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p> <hr/> <p>This module is assessed through the SF Placement and Practice Project. Students must pass both the SF Placement and Practice Project.</p>
<b>Reassessment</b>	The Placement may be repeated and the Practice Project may be re-submitted to achieve a pass grade.

<b>Assessment deadlines &amp; extensions</b>	<p>There are penalties for late submission of written work without an agreed extension.</p> <ul style="list-style-type: none"> <li>• Up to one week's lateness incurs a penalty of 5 marks;</li> <li>• One to two week's lateness incurs a penalty of 10 marks.</li> <li>• After 2 weeks a mark of 0 will be awarded.</li> </ul> <p>Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.</p>
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• 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></li> <li>• Doel, M. &amp; Shardlow, S.M. (2005) <i>Modern Social Work Practice : teaching and learning in practice settings</i>. Aldershot: Ashgate</li> <li>• Gould, N. &amp; Taylor, I. (Eds) (2017) <i>Reflective Learning for Social Work</i>. Aldershot: Arena .</li> <li>• Thompson, N. (2015) <i>Understanding Social Work: Preparing For Practice</i>. London: Palgrave.</li> </ul> <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>
<b>Useful web-based content</b>	<p>IFSW Global Definition of Social Work  <a href="https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/">https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/</a></p> <p>CORU SWRB Standards of Proficiency for Social Workers  <a href="https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf">https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf</a></p>
<b>Relevant Journals</b>	<ul style="list-style-type: none"> <li>• <i>Social Work Education</i> .</li> </ul>

## SOU22012 Introduction to Social Research 2 (5 ECTS)

<b>Module code and name</b>	<b>SOU22012 Introduction to Social Research 2</b>
<b>Module content</b>	<p>This module teaches students basic principles of <i>quantitative</i> social research methodology. Building on principles of the scientific method, quantitative research aims to acquire knowledge on the social world by means of measurement and statistical analysis of systematically collected data.</p> <p>Skills in quantitative research not only form the cornerstone of an excellent training in sociology. They are also indispensable for producing and consuming research in social science and other data-scientific disciplines. Knowledge on quantitative research is also a fundamental skill that employers in the digitalising economy increasingly seek from college graduates.</p> <p>This module will gently introduce students to the exciting world of quantitative social research in a non-formal approach. Students will discover what quantitative research is about, how it relates to social theory, what epistemological foundations it draws upon, why it is essential for the scientific progress of our discipline and social sciences in general, what the ideal typical components are that quantitative research involves, how we can construct and interpret quantitative evidence on social phenomena, and what the limits of quantitative research are.</p> <p>The module will travel through theoretical and practical building blocks of the quantitative research process starting from formulating research questions and hypotheses, identifying and crafting research designs, creating sampling plans, developing measures, collecting data, analysing statistical data, and drawing evidence-based conclusions.</p> <p>Various examples from international social science research will showcase practical applications of methods giving students the opportunity to learn from challenges as they arise in real-world research settings. Students will deepen their knowledge by attending and actively contributing to practical tutorial sessions that accompany the weekly lectures.</p> <p><b>Important:</b> This module is a mandatory prerequisite for students who plan on doing their capstone project in their fourth year in Sociology (Sociology dissertation).</p>

<b>Module learning outcomes</b>	<p>Students successfully completing this module will be able to:</p> <ul style="list-style-type: none"> <li>• Acquiring a firm understanding of the nature of quantitative research and various quantitative research designs;</li> <li>• Overview to the range of methods and tools used in quantitative social research;</li> <li>• Select and apply appropriate research methods for investigating social phenomena;</li> <li>• Assess the strength and weaknesses of selected methodologies;</li> <li>• Collect, analyse and report quantitative data appropriately;</li> <li>• Summarise and critically discuss sociological research.</li> </ul>
<b>Recommended (Indicative) Reading List</b>	<p>Specific readings will be made available on blackboard at begin of the module. A list of general indicative readings is presented below.</p> <p>Core textbook:</p> <ul style="list-style-type: none"> <li>• Bryman, A. (2012) <i>Social Research Methods</i>, Oxford: Oxford University Press (4th edition).</li> </ul> <p>Other recommended readings on social research methodology:</p> <ul style="list-style-type: none"> <li>• Babbie, E. (2012). <i>The Practice of Social Research</i> (13th ed.). Wadsworth, Cengage Learning.</li> <li>• de Vaus, D. A. (2002). <i>Surveys in Social Research</i>. Crows Nest: Allen &amp; Unwin.</li> <li>• Goldthorpe, J. H. (2016). <i>Sociology as a population science</i>, Cambridge: Cambridge University Press.</li> <li>• O’Leary, Z. (2004). <i>The Essential Guide to Doing Research</i>, London: SAGE Publications.</li> </ul>
<b>Assessment</b>	<p>Cumulative coursework (four online quizzes and a tutorial presentation).</p>