Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Work and Social Policy

Bachelor in Social Studies

Year 3 Junior Sophister

Course Handbook 2018-2019

V3.0

Table of Contents

Alternative formats of this handbook can be made available on request by emailing Social.Studies@tcd.ie

Welcome and Introduction

Welcome to Junior Sophister year. We hope you will find it an enjoyable and rewarding year.

Theory and practice should become more closely integrated this year as we promote theory-practice links through applied courses, skills workshops, course assignments and tutorials, and your placement will encourage you to look for specialised knowledge and frameworks to support your practice. The first semester will be devoted to your full-time placement which will run for a period of 14 weeks. In the second semester, you will be in college full-time allowing you more time to focus on your academic work.

Because the timetable is tightly structured, and because this is a professional course, we expect you to keep to deadlines, to attend all classes and to explain any necessary absences. For that reason your attendance is monitored. Core themes will run across courses, but substantive topics may be addressed only once - hence the importance of full attendance. And, the more actively you participate, the more interesting the year will be for everyone.

This Handbook[1] aims to give you the basic information you need to find your way about the course this year, and in particular:
- course content
- written requirements for the year
- recommended format for coursework assignments
- placement guidelines

Further information will be available on Blackboard and in notices and handouts throughout the year. Visit the School Web Page at http://socialwork-socialpolicy.tcd.ie/ for information about the courses and activities, and for internet links to sites of interest.

Most importantly, check your TCD email account very regularly for information about timetable changes / additions, assignments, exams, meetings, seminars and conferences, summer paid / voluntary jobs, health board sponsorship schemes etc.

Wishing you a rewarding and enjoyable year!

Michael Feely
Director of the BSS Programme

---

[1] Please note that, although this Handbook aims to be as accurate as possible, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in this handbook, the provisions of the General Regulations in the Calendar will prevail.

General Information

Emergency Procedure

In the event of an emergency, dial Security Services on extension 1999.

Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency)

Data Protection for Student Data

Trinity College Dublin uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and we have prepared a guidance note to ensure you understand how we obtain, use and disclose student data in the course of performing University functions and services. The guidance note is available to view via https://www.tcd.ie/info_compliance/data-protection/student-data/ and is intended to supplement the University's Data Protection Policy.

Student Feedback and Evaluation

The feedback students provide about BSS course content and teaching methods are valuable in helping to continuously improve both the course and student experience. The School will request student feedback via in-class feedback forms and online surveys. We would strongly encourage students to participate in the evaluation surveys.

College Maps

The College Maps website is a great resource for finding your way around the Trinity campus. The website also includes information about gate access times, lecture theatres and computer rooms

Web: https://www.tcd.ie/Maps/

Student Supports

College Tutor

All registered undergraduate students are allocated a College Tutor when starting in College. Your Tutor is a member of the academic staff who is appointed to look after the general welfare and developments of all students in his/her care. Your College Tutor can advise you on course choices, study skills, examinations, fees, represent you in academic appeals, in application for 'time off books', readmission, course transfer applications, and any other matter which may require an official response from College. Your College Tutor can also advise you if personal matters impinge on your academic work, and tell you about relevant services and facilities in college. It is helpful to keep your College Tutor informed of any circumstances that may require his / her help at a later stage, especially in relation to examinations. Details of your tutor can be found on your TCD Portal.

Social Work Tutor

In the Sophister years each BSS student is assigned an individual Social Work Tutor, who is the person primarily concerned with your professional development as a social work student and practitioner and who will maintain an ongoing, individual tutorial relationship with you until graduation. Your Social Work Tutor will work with you to clarify your learning needs and placement preferences, visit and monitor each placement, advise you on practice projects, read placement reports, co-mark your practice projects, and can act as a referee for you in job applications.

Tutorial meetings will last up to an hour, and can be as frequent as necessary. Your Social Work Tutor and you will jointly set your agenda and appropriate confidentiality boundaries. Your Social Work Tutor will not enquire into your personal circumstances or difficulties, unless these are raised by you, or clearly impinge on your academic work or placement performance. Your Social Work Tutor will not act as a counsellor but will offer support, advice, and referral to other sources of help, if you so wish.

Social work tutorials aim to:

- Promote your academic and professional learning.
- Monitor your progress, jointly plan ways to meet your educational needs, through choice/timing of placements, recommended reading, etc.
- Provide a link between practice & academic courses, placement & College
- Offer personal support

Your Social Work Tutor has a pivotal support role. For example, if concerns are expressed for/about you by academic staff or Practice Teachers, the Tutor will explore these issues with you. If you are concerned about an aspect of placement, or your relationship with the Practice Teacher, your Tutor will support you to address the matter and/or arrange a meeting with your Practice Teacher. The Social Work Tutor is the key person to consult, promptly, if you have any concerns about your placement or

your performance in social work courses. There are also other sources of advice available. Course related matters can be discussed, as appropriate, with the BSS Course Director, individual lecturers, and Fieldwork Coordinators, all of whom will readily arrange to meet with you. Another key support is your College Tutor.

Fieldwork Education Team

The fieldwork team co-ordinates the provision and development of practice-based education for social work students. They manage the selection, training and support of practice teachers for both the Bachelor in Social Studies (BSS) and MSW/P.Dip.SW programmes. They provide practice teacher training and support courses; they also offer guidance to tutors and develop initiatives to promote practice teaching at agency and team levels. Using a reflective learning approach they prepare students for placements and help them develop their learning objectives through scheduled class seminars prior to placement.

Trinity College Dublin Students Union (TCDSU)

The Students' Union is run for students by students. The Students' Union website is a vital resource for Trinity students, it has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare.

Web: https://www.tcdsu.org/aboutus

Student Counselling Services

The SCS offer free, confidential and non-judgmental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns.

Phone: (01) 8961407
Email: student-counselling@tcd.ie

Trinity Disability Service

The Disability Service provides educational support to students with disabilities. For further information on the full range of supports and resources contact:

Phone: (01) 8963111
Email: askds@tcd.ie

Student Learning Development

In addition to the guidance offered to students in lectures and tutorials, the college also provides additional student supports to any student who is in need of assistance with their written work, examinations and other course assessments. The webpages of SLD (Student Learning Development) list a variety of workshops and events on a range of academic skills to help you achieve your academic potential. Web: http://student-learning.tcd.ie/

Library Facilities

Advice on how to find, borrow, reserve books, access periodicals and search computerised catalogues is provided by library staff. If your efforts to locate reading material fail, consult the Social Work Librarian Siobhán Dunne

Office Location: Ground Floor, Berkeley Library

Telephone: +353 1 8961807

Email: dunnes22@tcd.ie

Financial Assistance

All undergraduate students can apply for financial assistance once they are a registered student. The only exception is a student who enters through HEAR/TAP, as they will receive financial assistance from the Trinity Access Programme. There are a number of different financial assistance schemes which you may qualify for. Further information on these is available via
https://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/

Carol McIlwaine Fund

This fund was established in 1979 in memory of Carol Elizabeth McIlwaine who read Social Studies in Trinity College from 1968-71. The income is available to assist financially needy BSS students in their Sophister years. Applications, signed by College Tutors, should be made to the Head of the School. Application forms with closing date of application will be circulated to students in Michaelmas term.

General Programme Information

Course Director

Title	Name	Email
Director of Bachelor in Social Studies	Assistant Professor, Michael Feely	mfeely@tcd.ie Tel (01) 8964101

Administration

Title	Name	Email
Senior Executive Officer Bachelor in Social Studies	Ms Mairead Pascoe	social.studies@tcd.ie Tel (01) 8962347

Head of School

Title	Name	Email
Head of School of Social Work and Social Policy	Professor, Stephanie Holt	sholt@tcd.ie

Director of Undergraduate and Learning (Undergraduate)

Title	Name	Email
Director of Teaching and Learning (Undergraduate)	Professor, Philip Curry	pcurry@tcd.ie

Staff Members in the School of Social Work and Social Policy

To view a complete list of staff members in the School of Social Work and Social Policy please go to: https://www.tcd.ie/swsp/people/

School Office Location and Opening Hours

Address: School of Social Work & Social Policy Room 3063, Arts Building, Trinity College Dublin. Dublin 2	Opening Hours: Monday – Friday 9am – 4pm Closed 1pm – 2pm

Course Committee

The BSS Programme is overseen by a course committee composed as follows:

- Dr Michael Feely, Assistant Professor Social Work, BSS Course Director (chair)

- Dr Stephanie Holt, Head of School.

- Dr Philip Curry, Director of Teaching & Learning Undergraduate and Assistant Professor in Social Policy

- Professor Robbie Gilligan, Professor of Social Work

- Dr Gloria Kirwan, Assistant Professor of Social Work

- Dr Stan Houston, Assistant Professor in Social Work

- Dr Erna O Connor, Assistant Professor in Social Work

- Dr Catherine Conlon, Assistant Professor, Social Policy

- Ms. Eavan Brady, Assistant Professor in Social Work

- Mr Paddy O'Dea, Assistant Professor of Social Work & Fieldwork Officer

- Part-time social work tutor representative

- Part-time lecturer representative

- Student representatives (BSS Years 1-4)

Staff – Student Liaison

In addition to student representation on course committees, there will be regular staff-student liaison through our open door policy for all students, the class representative system and additional scheduled meetings as required to discuss matters of mutual interest or concern.

BSS Student Representatives

Position	Name
BSS Junior Fresh (Year 1)	Liam Cronin croninl1@tcd.ie , Maria Cullen mcullen5@tcd.ie , Stephen Shortt shorttst@tcd.ie
BSS Senior Fresh (Year 2)	Laura McCauley dunnel10@tcd.ie
BSS Junior Sophister (Year 3)	Vacant
BSS Senior Sophister (Year 4)	Vacant
Undergraduate School Convenor	Vacant

TCDSU will facilitate elections for these posts in Michaelmas Term 2018.

Bachelor in Social Studies Practice Panel

A Practice Panel exists, consisting of experienced practitioners with a commitment to, and interest in, practice teaching. The panel members review placement reports and projects submitted by students with a view to providing advice to the course team both on the maintenance of standards in relation to placement performance and on the quality of practice teaching and teacher's reports. Their annual report is made available to the External Examiner.

The Practice Panel 2018/19 members are:

- Ms Saragh McGarrigle, Probation Officer, The Probation Office (Chairperson)

- Mr Damien Nolan, Head of Social Work, St Patrick's Mental Health Services

- Ms Lavina Temple, TUSLA, Child Protection and Welfare

- Mr Noel O'Driscoll, Part time lecturer in Social Work, Ulster University a psychotherapist/ social worker in private practice

- Ms Karen Burke, Social Work Team Leader, TUSLA Child and Family Agency

External Examiner

Dr Berni Kelly, Senior Lecturer, School of Social Sciences, Education and Social Work, Queen's University Belfast.

Overview of the Bachelor in Social Studies Degree (BSS)

Regulatory Body - Health and Social Care Professionals Council/ Social Workers Registration Board (CORU)

In accordance with Irish statutory regulations this Bachelor in Social Studies Programme is reviewed and approved by the national regulatory body for health and social care professionals (CORU). The academic and practice curricula are designed and delivered in accordance with the CORU Criteria and Standards of Proficiency for Social Work Education and Training Programmes as specified in relation to the following domains:

Domain 1:   Professional autonomy and accountability

Domain 2:   Interpersonal and professional relationships

Domain 3:   Effective communication

Domain 4:   Personal and professional development

Domain 5:   Provision of quality services

Domain 6:   Knowledge, understanding and skills

(www.coru.ie)

Aims and Objectives

The BSS programme aims to provide students with the necessary knowledge, skills and value base to enter social work as competent beginning practitioners, to work professionally and accountably with service users and colleagues in diverse settings, and to use the guidance and support of senior colleagues effectively.

BSS graduates are not finished social workers but rather - in the language of Trinity's conferring ceremony - at the commencement of their professional careers. New graduates begin a process of continuing education, and their professional development will depend on commitment to continuing practice, training, up-to-date reading, post-qualifying study and research.

Knowledge Base

Social workers need a knowledge base from which to formulate, practise and critically review a variety of social interventions into the lives of service users. Students need to understand multiple factors which may impact on service users, influencing their health, circumstances, behaviour, perceptions and resilience. Such understanding derives from social work and the social sciences.

In social work theory courses, skills workshops, placement experience and tutorials, students enhance their self-knowledge, gain understanding of the principles, theories and methods of social work intervention, and develop their practice competence.

In psychology, sociology and applied social work courses, students become familiar with theories of human growth and development, behaviour, cognition, responses to stress and to social support, social interaction and group processes.

Social policy, sociology, law, economics and politics courses provide frameworks for understanding social-structural forces acting on individuals, families, communities and welfare organisations and a grasp of their local and global impact and context. Students are also introduced to social research and supported to apply small-scale research methods in project work.

Social work practice requires this wide range of knowledge to be grounded in research evidence, well theorised and integrated, applied critically and sensitively, and to be informed by professional ethics and values.

Value Base

Social work practice is inextricably bound up with ethical questions. Each intervention introduces a variety of possible tensions between personal and professional values, service users' values and the implicit and explicit agenda of the agency. Working ethically with such tensions requires the worker to demonstrate sensitivity, clarity, ability to question received wisdom, commitment to social justice and commitment to practise in an inclusive, anti-discriminatory and respectful manner. Students will have ongoing opportunities to address ethical questions in college and on placements.

Skills Base

Professional training builds on students' communication, social and analytical skills to develop a firm base in counselling, groupwork and community work skills. These skills are developed through exercises, role-play, seminars and workshops in college, and through supervised practice on placement.

Challenges

Social work practice challenges practitioners in many ways.

The knowledge, values and skills used in social work practice are not unique to social workers. Other practitioners subscribe to and use many of them. It is the combination of these elements - the ethical base, the social context, and the empowerment purposes for which they are used - which characterise the field of social work. The BSS programme aims to offer students a critical understanding of the scope of social work, a positive social work identity, and opportunities to practise creatively in a climate of social and professional change.

Social workers frequently work in multi-disciplinary agencies and must meet the challenge of maintaining their professional identity whilst actively helping to develop shared understandings and common purpose with colleagues from other disciplines.

Social workers face other challenges too, if they are to develop the highest standards of practice. These include the need to innovate and avoid stock responses to situations, to challenge institutionalised and internalised discrimination and inequality, to be reflective, open and explicit about their practice, to maintain professional integrity and confidence in the face of conflict and controversy, and to strive to work in genuine partnership with service users.

Programme Learning Outcomes

In the context of the aims and objectives as well as the challenges outlined above, the BSS programme is designed around a set of Learning Outcomes which are key learning objectives that the BSS programme aims to offer students who undertake this degree.

On successful completion of this programme, students will have acquired and demonstrated the necessary knowledge, skills and ethical base for professional social work, and will have satisfied the requirements for an honours social science degree and for professional social work qualification in Ireland.

Specifically, graduates will be able to:

1. apply social science theories and social research evidence to the critical investigation, analysis and evaluation of contemporary social issues and social policies.
2. integrate social science and social work perspectives in the analysis of social work topics, debates and practice examples, and in the identification of best practice in these areas.
3. adopt a comparative, research-informed approach to academic project work.
4. practice at newly qualified level within all contemporary fields of social work practice, and work effectively as individual practitioners, as team members, and within multi-disciplinary settings.
5. employ effective interpersonal skills and communication skills in both academic and practice contexts.
6. demonstrate competence in social work assessment, counselling, groupwork, community work, advocacy, case management, practice evaluation, and other core social work skills and tasks.
7. use professional and peer supervision constructively and engage in critical reflection on their social work practice.
8. maintain personal accountability and professional behaviour in academic and practice contexts.
9. uphold high ethical standards in their social work practice, with reference to Irish and international codes of social work ethics.

10. engage in social work practice that promotes inclusivity, equality and social justice, and challenge practice that does not.
11. engage in continuing professional development including further study.

Teaching and Learning Methods

As the programme intake is restricted to 45 students, a range of teaching methods are used, which maximise the opportunities offered by the small class size. Methods will include lecture, seminar and workshop formats and the use of discussion, small group exercises, student presentations, and micro skills teaching involving video and role-play together with online modules. The different teaching methods to be used are identified in individual course outlines.

Timetable

Your timetable can be found on the School website at: http://socialwork-socialpolicy.tcd.ie/timetables/ There are two timetables for Junior Sophister, a Michaelmas Term Pre Placement timetable which runs from 3rd September – 7th September and a Hilary Term timetable which runs from 21st January – 12th April 2019. We would prefer that you use the Schools timetable rather than your portal timetable as the School's timetable is more likely to be accurate.

The week numbers on the School timetable refer to calendar weeks which are shown on the copy of the Academic Year Structure on page 24 of this handbook.

There may be occasions where lecturers will need to cancel or rearrange their lectures, students will be given as much notice as possible and will be notified via an email alert to their TCD email.

Bachelor in Social Studies Course Regulations and Conventions

The BSS Examination Regulations and Conventions Booklet 2018 - 2019 contains information about the regulations governing examinations, as well as the conventions determining the award of grades in examinations, in the Bachelor in Social Studies degree programme.

This Booklet is available to download from the School of Social Work and Social Policy Website via https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php

School of Social Work and Social Policy Marking Scale

First class honors   **I**   **70-100**

First class honors in the School of Social Work & Social Policy is divided into grade bands which represent excellent, outstanding and extraordinary performances.

A first class answer demonstrates a comprehensive and accurate answer to the question, which exhibits detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.

70-76   **EXCELLENT**

First class answers (excellent) demonstrate a number of the following criteria:

• comprehensiveness and accuracy;
• clarity of argument and quality of expression;
• excellent structure and organization;
• integration of a range of relevant materials;
• evidence of wide reading;
• critical evaluation;
• lacks errors of any significant kind;
• shows some original connections of concepts and theories;
• contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding performance in terms of independence and originality.

77-84   **OUTSTANDING**

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality and creativity.

This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

--- o ---

Second Class, First Division   **II.1**   **60-69**

An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors of omissions. Not necessarily excellent in any area.

Upper second class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:

• accurate and well-informed;
• comprehensive;
• well-organised and structured;
• evidence of reading;
• a sound grasp of basic principles;
• understanding of the relevant details;
• succinct and cogent presentation; and
• evaluation of material although these evaluations may be derivative.

One essential aspect of an upper second class answer is that is must have completely dealt with the question asked by the examiner. In questions:

i) all the major issues and most of the minor issues must have been identified;
ii) the application of basic principles must be accurate and comprehensive; and
iii) there should be a conclusion that weighs up the pros and cons of the arguments.

--- o ---

Second Class. Second Division   **II.2**   **50-59**

A substantially correct answer which shows an understanding of the basic principles.
Lower second class answers display an acceptable level of competence, as indicated by the following

qualities:
• generally accurate;
• an adequate answer to the question based largely on textbooks and lecture notes;
• clearly presentation; and
• no real development of arguments.

-- o ---

Third Class Honors   **III**   **40-49**

A basic understanding of the main issues if not necessarily coherently or correctly presented.

Third class answers demonstrate some knowledge of understanding of the general area but a third
class answer tends to be weak in the following ways:
• descriptive only;
• does not answer the question directly;
• misses key points of information and interpretation
• contains serious inaccuracies;
• sparse coverage of material; and
• assertions not supported by argument or evidence.

-- o ---

Fail - 1st Division   **F1**   **30-39**
Answers in the range usually contain some appropriate material (poorly organised) and some evidencethat the student has attended lectures and done a bare minimum of reading. The characteristics of a failgrade include:

  • misunderstanding of basic material;
  • failure to answer the question set;
  • totally inadequate information; and
  • incoherent presentation.

-- o ---

Fail – 2nd Division   **F2**   **0-29**

Answers in this range contain virtually no appropriate material and an inadequate understanding of basic concepts.

Course Expectations

The Programme is a professional training course. Part of that training entails adopting standards of behaviour and practice that denote sound professional practice. *Reliability, punctuality, participation, peer support and respect for colleagues* are not only expectations of employers and colleagues in work settings but are also our expectations of students on this programme. Time management and organisational skills are also important survival skills in the field of social work that students are expected to develop and demonstrate on the course.

The following are therefore course requirements:

Attendance

Students are expected to attend all components of the course consistently. Full attendance is considered essential for both academic (including tutorial) and practice components, and is a requirement of both the College and the Health and Social Care Professionals Council (CORU). Any student who is unable to attend a lecture is obliged to contact the school by e-mailing Social.Studies@tcd.ie as early as possible on the first day of their absence and to give an estimate of its probable duration. In the case of sickness or exceptional personal circumstances, a limited amount of non-attendance may be allowed if the Course Committee (in consultation with tutor and practice teacher when on placement) is satisfied that the relevant course or practice work can be compensated. Attendance will be monitored in all social work modules, lecturers will also report to the Course Executive officer when attendance is low, students arrive late to class or leave early. A BSS Attendance Policy explains how attendance will be monitored and how poor attendance will be addressed. (See Appendix III of this handbook).

Punctuality

Students are expected to attend lectures, tutorials and placement days on time. While on placement, students should also be on time for appointments with clients and colleagues.

Reliability

Students will be required to make class presentations or prepare material for specific classes and should ensure that they fulfill these commitments. Similarly on placement, commitments should be honoured.

Participation

It is well established in educational research that members of a group learn a great deal from their peers. Participation in group discussions, sharing experiences, being proactive and taking responsibility for your own learning will enhance both your own and your class-group's learning.

Peer Support and Respect

Along with academic staff, every student shares the responsibility to help create a supportive and respectful learning environment. This involves accepting that there will be different learning needs in every group, allowing peers to contribute and treating colleagues and lecturers with respect.

Deadlines for Assignments

Students must observe all published deadline dates, which are final and have the status of examination dates. Course work submitted beyond the final deadline may be penalised at the rate of 5% marks per week or part thereof, past the submission date. The Course Director will make the final decision on such sanctions. All assignments for modules with a prefix of SS must be submitted to Blackboard as per instructions under the 'submission of Coursework' section below.

Course Regulations and the **BSS code of conduct** required of course participants are outlined on page 96-100, as are disciplinary procedures.

Submission of Coursework

All coursework must be submitted on Blackboard no later than the deadline set by the lecturer. No hard copies will be accepted by the School Office. All submissions made to blackboard must be in PDF format in order to retain the original format submitted by the student. Students are responsible for ensuring their coursework is submitted on time. Requests for extensions where they involve illness extenuating family circumstances and bereavements must come from your College Tutor and must be requested in advance of the deadline.
Word Count: Where a maximum and minimum word count is provided students may receive a 5% penalty on the overall assignment mark if their word count is not within this range or the assignment may be returned to the student for a re-submission and capped at a mark of 40%.

Likewise, the staff of the School have a role to play in maintaining a rewarding and ethical learning and working environment.

Student's expectations of staff

Should include the following:

- Providing an enriching learning environment which is stimulating, challenging and involves students as active participants in teaching and learning.
- Linking theory / research to real world /practice situations.
- Supporting fieldwork-college links.
- Providing timely, fair and constructive responses to students' work.
- Rewarding effort and encouraging students to achieve their potential.
- Being accessible to students and responsive to their concerns and feedback.
- Combining support for students in difficulty with fairness to other students.
- Transparency about rules and procedures.
- Returning individual feedback on assessed coursework no later than twenty working days after the assessment submission deadline or agreed extension. In cases where this is not logistically possible, or academically appropriate, the lecturer will inform the class in advance, and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay. This does not apply to SS3730 Junior Sophister Placement practice project submission.

BSS Junior Sophister Academic Year Structure 2018/19

Cal. Wk.	Dates 2018/19 (Week Beginning)	2018/19 Academic Year Calendar	Term / Semester
1	27-Aug-18		←Michaelmas term begins / Semester 1 begins
2	03-Sep-18	JS Pre Placement Week	
3	10-Sep-18	BSS JS & SS Professional Placement	←Michaelmas teaching begins
4	17-Sep-18		
5	24-Sep-18		
6	01-Oct-18		
7	08-Oct-18		
8	15-Oct-18		
9	22-Oct-18		
10	29-Oct-18		
11	05-Nov-18		
12	12-Nov-18		
13	19-Nov-18		
14	26-Nov-18		
15	03-Dec-18		
16	10-Dec-18		←Michaelmas term ends Sunday 16 December 2018 / Semester 1 ends
17	17-Dec-18	Christmas Period - College Closed 24th December 2018 to 1st January 2019 inclusive	
18	24-Dec-18		
19	31-Dec-18		
20	07-Jan-19	Scholarship Examinations (2nd year students)	
21	14-Jan-19	Marking / Results Week	← Hilary term begins / Semester 2 begins
22	21-Jan-19	Teaching and Learning	← Hilary teaching term begins
23	28-Jan-19	Teaching and Learning	
24	04-Feb-19	Teaching and Learning	
25	11-Feb-19	Teaching and Learning	
26	18-Feb-19	Teaching and Learning	
27	25-Feb-19	Teaching and Learning	
28	04-Mar-19	Study / Review Week	
29	11-Mar-19	Teaching and Learning	
30	18-Mar-19	Teaching and Learning	
31	25-Mar-19	Teaching and Learning	
32	01-Apr-19	Teaching and Learning	
33	08-Apr-19	Teaching and Learning	

34	15-Apr-19	Revision Week (Friday, Good Friday)	←Hilary term ends Sunday 21 April 2019
35	22-Apr-19	Semester 2 Examination Session (Monday, Easter Monday) Semester 2 examinations may be held on any of the following dates: Tuesday 23rd April - Sat 27th April inclusive and Tuesday 30th April - Thursday 2nd May inclusive plus Friday 3rd May	←Trinity term begins
36	29-Apr-19		←Trinity Week
37	06-May-19	Marking / Results Week	
38	13-May-19		
39	20-May-19		
40	27-May-19	Research / Summer Break	←Trinity ends Sunday 2nd June 2019 / Semester 2 ends
41	03-Jun-19		
42	10-Jun-19		
43	17-Jun-19		
44	24-Jun-19		
45	01-Jul-19		
46	08-Jul-19		
47	15-Jul-19		
48	22-Jul-19		
49	29-Jul-19		
50	05-Aug-19		
51	12-Aug-19		
52	19-Aug-19		
1*	26-Aug-19	Reassessment Week for Semesters 1 and 2 of Academic Year 2018/19	
*Note: Calendar week 1 of Academic Year 2019/20			
Assessment Dates listed : https://www.tcd.ie/academicregistry/exams/			

BSS Junior Sophister Course Structure 2018/19

BSS Junior Sophister students must take the following modules totaling 75 ects

Module	Course	ECTS
SS3352	Human Service Organisations	5
SS3363	JS Social Policy Topics 1	10
SS3385	JS Social Policy Topics 2	10
SS3700	Family and Child Care Studies	10
SS3760	Mental Health and Disability	10
SS3730	Social Work Practice	15
SS3777	Junior Sophister Placement	15
	Total ECTS =	75

European Credit Transfer System (ECTS)

The BSS programme is based upon a system of credits that is aligned with the European Credit Transfer System (ECTS), an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable recognition for periods of study, to facilitate student mobility and credit transfer accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

BSS Students are required to achieve 70 credits in the first year of the programme, 80 credits in the second year, 75 in the third year, and 75 in the fourth year leading to a total of 300 credits. The programme is divided into distinct modules in each year, which each module carrying a credit value.

Workload related to ECTS

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time and assessments.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain components.

BSS Junior Sophister Course Assessment & Written Assessment Due Dates

Module	Course	Assessment Type
SS3352	Human Service Organisations	Written Assignment (100%) **Submission Date: TBC**
SS3363	JS Social Policy Topics 1	Group project (50%) Individual Assignment (50%) **Submission Date: TBC** **For this assessment a penalty of 10% (of the mark awarded) per day or part thereof, will be applied to students who submit essays late without an authorised extension.**
SS3385	JS Social Policy Topics 2	Class Presentation (50%) Individual Assignment (50%) **Submission Date: TBC** **For this assessment a penalty of 10% (of the mark awarded) per day or part thereof, will be applied to students who submit essays late without an authorised extension.**
SS3700	Family and Child Care Studies	Class Participation (20%) Written assessment based on case study answer 1 (30%) Written assessment based on case study answer 2 (50%) **Submission Dates: TBC**
SS3760	Mental Health and Disability	Mental Health Essay (50%) Disability Coursework (50%) **Submission Dates: TBC**

SS3730	Social Work Practice	Practice Project (50%)
		Annual Examination (50%).
		Submission Date for Practice Project is noon on Wednesday 19th December 2018.
SS3777	Junior Sophister Placement	Practice Teacher's Student Placement Report (Pass / Fail)
		Submission Date for Practice Teacher's report is noon on Wednesday 19th December 2018.

All BSS Junior Sophister Examinations will be scheduled during Semester 2 Assessment Week which will run from Monday 22nd April until Sat 27th April 2019 (inclusive).

See individual module outlines for further detail on assessments.

Module Outlines

SS3352: Human Service Organisations: (5 ECTS)
Dr Julie Byrne byrnej18@tcd.ie

Module Aims and Content

Human services organisations are devoted to the promotion of human wellbeing and aim to help clients and service users function and flourish. Social policy is often implemented in human service organisations, such as schools and hospitals. Such organisations also provide the context within which professionals, such as social workers, practice.

Human service organisations are complex entities with features that set them apart from other organisations. In Ireland they operate in a dynamic and demanding environment and are under pressure to achieve effectiveness and efficiency against a backdrop of budget cuts, expanding population need, neo-liberal ideologies and the legacy of scandals which have shaken public trust.

The aim of this module is to provide students with an introduction to the nature, purpose, context and importance of human service organisations. Students will consider some of the key challenges for those leading such organisations. Students will be asked to relate the module content to human service organisation contexts in which they are, or have been, a stakeholder.

Learning Outcomes

On completion of section students will be able to:

- Explain the nature and purpose of human service organisations and how they differ from other organisation types
- Analyse the context within which human service organisations operate in Ireland
- Apply an understanding of organisation theory, including new public management, to the study of human service organisations
- Discuss the importance of topics such as change, culture and performance management for human service organisations and those who use their services
- Identify, select and analyse relevant evidence to enhance their understanding of leadership in human service organisations

Assessment

Students are required to submit one piece of coursework, maximum of 3,000 words in length.

For this assessment a penalty of 10% (of the mark awarded) per day or part thereof, will be applied to students who submit essays late without an authorised extension.

Teaching Method

Blended delivery. Online material in Blackboard and a two hour seminar per week.

Key Reading

Berends, L. & Crinall, K. (2014) *Management and Practice in Health and Human Service Organisations*, Melbourne: Oxford University Press.

Brody, R. & Nair, M. (2014) *Effectively Managing and Leading Human Service Organizations*, 4th edition, Los Angeles: Sage.

Burnes, B. (2014) *Managing Change*, 6th edition, Essex: Pearson.

Gardner, F. (2016) *Working with human service organisations: creating connections for practice*, Oxford: Oxford University Press.

Hatch, M.J. (2013) *Organization theory: modern, symbolic, and postmodern perspectives,* 3rd ed. Oxford: Oxford University Press.

Martin, J and Fellenz, M. (2017) *Organizational behaviour and management*, 5th ed. Andover: Cengage Learning EMEA.

SS3363: JS Social Policy Topics 1: (10 ECTS)
Intersectional Approaches to Social Policy

Dr. Ayeshah Émon emona@tcd.ie

Module Aims and Content

This second semester module approaches social policy through the framework of intersectionality. Intersectionality is a concept used in feminist and critical social theory to highlight the many cumulative and overlapping ways in which discrimination may be embedded in societal structures, institutions, laws and policies, and experienced by various individuals in varying ways. Therefore, individuals who feel disadvantaged may experience multiple sources of oppression by virtue of possessing multiple identity markers (e.g. race, social class, gender, age, disability, sexuality, religion, citizenship, indigeneity etc). Both language and action (and therefore, policy and practice) are important tools of analysis in intersectionality.

Using an interactive approach which combines a range of creative expression and analysis, we will examine the common domains within social policy i.e. education, labour, health care, human services, criminal justice, marriage and family, care of older persons etc., and how an intersectional perspective can bring a deeper and more complex understanding of human needs and successful policy outcomes.

Learning Outcomes

On completion of section students will be able to:

- Provide insight into intersectional theories and how they may be used to inform more equitable and socially just policies
- Enhance lateral thinking skills and engagement with critical theory and practice in the study of social policy
- Encourage students to become better informed citizens in their lives and choices

Attendance Policy for Module SS3363

3 or more unexcused absences will result in a deduction of 5 marks from the final grade.

5 or more unexcused absences will result in a deduction of 10 marks from the final grade.

Assessment

This section of the module is will be assessed as follows:

Group project   (50%)

Individual Assignment (50%)

For this assessment a penalty of 10% (of the mark awarded) per day or part thereof, will be applied to students who submit essays late without an authorised extension.

Reading

Guidance on general and key readings will be given in class.

Dr. Ayeshah Émon emona@tcd.ie

Module Aims and Content

Social policy is concerned with human welfare and wellbeing – the tools, techniques and systems humanity needs to live a good life. Good health is a key prerequisite and basic need for enjoying a good life. Yet, the inequalities in health and wellbeing among different populations continue to remain significant at both local and global levels. A primary reason for these inequalities is the inefficiency or failure of policy, and the discrepancies between policy and practice.

Using social policy as its primary focus, this module combines perspectives from epidemiology, medicine, economics, and the social sciences to examine variations in health and health care systems between and within countries. We will employ case studies and analyse within a cross cultural context, programmes and policies dealing with human health issues such as emerging infectious diseases, chronic non communicable diseases (NCDS), war, poverty, sanitation, maternal and child health, food security and food safety, environmental safety, climate change, addictions and trauma, disaster preparedness and humanitarian action, and more.

Learning Outcomes

The main outcomes of this module are to:

- Broaden understandings of global health from an applied social policy perspective
- Enhance critical thinking skills and engagement with critical theory and practice in the study of global health and social policy
- Evaluate evidence-based interventions to improve social policy relating to health outcomes.
- Foster better informed choices in personal and professional realms

Attendance Policy for Module SS3363

3 or more unexcused absences will result in a deduction of 5 marks from the final grade.

5 or more unexcused absences will result in a deduction of 10 marks from the final grade.

Assessment

This section of the module is will be assessed as follows:

Class Presentation   (50%)

Individual Assignment (50%)

For this assessment a penalty of 10% (of the mark awarded) per day or part thereof, will be applied to students who submit essays late without an authorised extension.

Reading

Guidance on general and key readings will be given in class.

SS3700: Family and Child Care Studies (10 ECTS)

This module is comprised of two sections:

- Social Work and Domestic Violence: Theories, Interventions and Practice

- Child Protection: Perspectives and Practice

Assessment

This module will be assessment by coursework as follows:

Social Work and Domestic Violence: Theories, Interventions and Practice	Class Participation	20%
	Case Study Answer 1 (Q set by Steph Holt)	30%

Child Protection: Perspectives and Practice	Case Study Answer 2 (Q set by Trevor Spratt)	50%

Social Work and Domestic Violence: Theories, Interventions and Practice

Dr Stephanie Holt sholt@tcd.ie

This section of the module begins with an overview of domestic violence including an examination of the prevalence, dynamics and different forms of violence and relationships in which it occurs. 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 in the context of post-separation contact are also explored. The issues and dilemmas facing social work practitioners in responding to these complex issues will be explored throughout the module. These issues include the particular challenges social workers face in engaging abusive men and the role that disability can play in sustaining the presence of domestic abuse in families.

This section of the module will utilise Blackboard and Collaborate for online lecture content delivery and student engagement with discussion fora. Tutorials delivered in College will facilitate a more in-depth and meaningful discussion of the issues relevant for social work practice.

Recommended Reading:

General Overview, trends, patterns, theoretical perspectives

Allen, M. (2011) 'Is there gender symmetry in intimate partner violence?'. *Child & Family Social Work,* 16, 245-254.

Anderson, K. L. & Umberson, D. (2001) 'Gendering violence: Masculinity and power in men's accounts of domestic violence'. *Gender and Society*, 15(2), 358–380.

Barnett, O.W., LaViolette, A.D. (1998) *It Could Happen to Anyone. Why Battered Women Stay.* 2nd Edition Sage Publications: London.

Bradley, F., Smith, M., Long, J. (2002) Reported frequency of domestic violence: cross sectional survey of women attending general practice. *British Medical Journal,* February, 324: 271.

Cronin, J. & O'Connor, M. (1993) *The Identification and Treatment of Women Admitted to an Accident and Emergency Department as a Result of Assault by Spouses/Partners.* Dublin: Women's Aid and St. James Hospital.

Department of Justice, Equality and Law Reform (2010) *National Strategy on Domestic, Sexual and Gender Based Violence 2010–2014*. Dublin: Stationery Office.

European Union Agency for Fundamental Rights (2014) *Violence Against Women: An EU-wide survey*. Luxembourg: FRA.

Fantuzzo, J.W. & Fusco, R.A. (2007) 'Children's direct exposure to types of domestic violence crime: A population-based investigation'. *Journal of Family Violence,* 22(7)*,* 543-552.

Fusco, R.A. & Fantuzzo, J.W. (2009) 'Domestic violence crimes and children: A population-based investigation of direct sensory exposure and the nature of involvement'. *Children and Youth Services Review,* 31(2), 249-256.

Harvie, P. & Manzi, T. (2011) 'Interpreting Multi-Agency Partnerships: Ideology, Discourse and Domestic Violence'. *Social and Legal Studies,* 20(1), 79-95.

Horgan, J., Muhlau, P., McCormack, P., Roder, A. (2008) *Attitudes to Domestic Abuse in Ireland: Report of a Survey on Perceptions and Beliefs of Domestic Abuse among the General Population of Ireland.* Dublin: Department of Justice, Equality and Law Reform.

Humphreys, C. and Stanley, N. (eds) (2006) *Domestic Violence and Child Protection,* London: Jessica Kingsley

McGee, H.R., Garavan, R., deBarra, G.M., Byrne, J., Conroy, R. (2002) *The SAV1 Report: A National Study of Irish Experiences. Beliefs and Attitudes Concerning Sexual Violence.* Dublin: The Liffey Press.

McKeown, K. & Kidd, P. (2002) *Men and Domestic Violence: What Research Tells Us.* Department of Health & Children.

Report of the Task Force on Violence Against Women (1997), Dublin: Government Publications.

Stanley, N. (2011) Children Experiencing Domestic Violence: A Research Review. Dartington: RIP.

Watson, D., Parsons, S. (2005) *Domestic Abuse of Women and Men in Ireland: Report on the National Study of Domestic Abuse.* Dublin: National Crime Council.

World Health Organisation (2002) *World Report on Violence and Health* Geneva: World Health Organisation.

Impact of exposure to domestic abuse on children

Anooshian, L.J. (2005) 'Violence and Aggression in the Lives of Homeless Children: A Review' *Aggression and Violent Behaviour,* 10, 129-152.

Aymer, S.R. (2008) 'Adolescent males' coping responses to domestic violence: A qualitative study'. *Children and Youth Services Review,* 30(6)*,* 654-664.

Buckley, H., Whelan, S., Holt, S. (2006) *Listen to Me! Children's Experiences of Domestic Violence.* Children's Research Centre: Trinity College Dublin.

Buckley, H., Holt, S., Whelan, S. (2007) 'Listen to Me! Children's Experiences of Domestic Violence'. *Child Abuse Review*, 16, 296-310

Cunningham, A., Baker, L. (2004) *What About Me! Seeking to Understand a Child's View of Violence* in the Family. London, Ontario: Centre for Children & Families in the Justice System.

Devaney, J. (2010) 'The impact of domestic violence on children'. *National Children's Bureau, Highlight Series No. 259.*

Edleson, J.L. (1999) 'Children's Witnessing of Adult Domestic Violence'. *Journal of Interpersonal Violence*, 14(8), 839-870.

Hester, M., Pearson, C., Harwin, N. *with Abrahams, H.* (2007) *Making an Impact. Children and Domestic Violence.* A Reader. 2nd Edition Jessica Kingsley Publishers: London.

Hogan, F., O'Reilly, M. (2007) *Listening to Children: Children's Stories of Domestic Violence.* Dublin: Office of the Minister for Children.

Holt, S. (2016) 'The Impact of Domestic Violence on Children', In N. Frost & P.Dolan, *The Handbook of Global Childhood.* Routledge Publications. Forthcoming 2016.

Holt, S., Buckley, H. and Whelan, S. (2008) 'The impact of exposure to domestic violence on children and adolescents: a review of the literature', *Child Abuse and Neglect.* 32(8), 797-810.

Lundy, M., Grossman, S.F. (2005) 'The Mental Health and Service Needs of Young Children Exposed to Domestic Violence: Supportive Data'. *Families in Society; Jan-Mar 2005; 86, 1*

McGee, C. (2000) *Childhood Experiences of Domestic Violence* London: Jessica Kingsley Publishers.

Mullender, A., Hague, G., Iman, U.F., Kelly, L., Malos, E., Regan, L. (2002) *Children's Perspectives on Domestic Violence.* Sage Publications: London.

Stanley, N. Miller, P. & Richardson Foster, H. (2012) 'Engaging with Children's and Parents' Perspectives on Domestic Violence'. *Child & Family Social Work,* 17, 192-201.

Stanley, N. & Humphreys, C. (Eds)(2015) *Domestic Violence and Protecting Children: New Thinking and Approaches.* London: Jessica Kingsley Publications.

Impact of domestic abuse on parenting

Bancroft, L., Silverman, J.G. (2002) *The Batterer as Parent: Addressing the Impact of Domestic Violence on Family Dynamics.* Sage Publications: London.

Buchbinder, E., Eisikovits. Z. (2004) 'Reporting Bad Results: The Ethical Responsibility of Presenting Abused Women's Parenting Practices in a Negative Light'. *Child and Family Social Work,* 9, 359-367.

Buchbinder, E. (2004) 'Motherhood of Battered Women: The struggle for repairing the past'. *Clinical Social Work Journal*, 23(3) 307-326.

Coohey, C. (2004) 'Battered Mothers Who Physically Abuse Their Children'. *Journal of Interpersonal Violence*, 9(8), 943-952.

Douglas, H. & Walsh, T. (2010) 'Mothers, Domestic Violence and Child Protection'. *Violence Against Women*, 16(5), 489-508.

Featherstone, B. & Peckover, S. (2007) 'Letting them away with it: Fathers, domestic violence and child welfare'. *Critical Social Policy,* 27(2), 181-202.

Fox, G. L. & Benson, M. L. (2004) 'Violent men, bad dads? Fathering profiles of men involved in intimate partner violence', in Day, R.D. & Lamb, M.E. (eds) *Conceptualizing and Measuring Father Involvement.* Mahwah, NJ: Lawrence Erlbaum. 359-384.

Guille, L. (2004) 'Men who Batter and their Children: An Integrated Review'. *Aggression and Violent Behaviour,* 9(2), pp129-163.

Holt, S. (2015) 'Focusing on Fathers in the Context of Domestic Abuse: Children's and Fathers Perspectives', Chapter 10 in Stanley, N. & Humphreys, C. (Eds)(2015) Domestic Violence and Protecting Children: New Thinking and Approaches. London: Jessica Kingsley Publications. Pp166-181.

Holt, S. (2015) 'Post-separation Fathering and Domestic Abuse: Challenges and Contradictions'. Child Abuse Review, 24(3): 210-222.

Lapierre, S. (2008) 'Mothering in the context of domestic violence: The pervasiveness of a deficit model of mothering', *Child and Family Social Work,* 13(4), 454-463.

Letourneau, N.L., Fedick, C.B. & Willms, J.D. (2007) 'Mothering and domestic violence: A longitudinal analysis', *Journal of Family Violence,* 22(8), 649-659.

Levendosky, A.A., Graham-Bermann, S.A. (2001) 'Parenting in Battered Women: The Effects of Domestic Violence on Women and their Children'. *Journal of Family Violence,* 16(2), 171-192.

Peled, E. (2000) 'Parenting of men who abuse women: Issues and dilemmas. *British Journal of Social Work,* 30(1), 25-36.

Peled, E. & Dekel, R. (2010) 'Excusable Deficiency: Staff Perceptions of Mothering at Shelters for Abused Women'. *Violence Against Women,* 16(11), 1224-1241.

Radford, L., Hester, M. (2006) *Mothering Through Domestic Violence* London: Jessica Kingsley Publications.

Thiara, R. & Humphreys, C. (2015) 'Absent presence: the ongoing impact of men's violence on the mother-child relationship'. Child & Family Social Work

Post-separation contact & domestic abuse

Aris, R., Harrison, C. & Humphreys, C. (2002) *Safety and Child Contact: An Analysis of the Role of Child Contact Centres in the Context of Domestic Violence and Child Welfare Concerns.* London: Lord Chancellors Department.

Bow, J.N., Boxer, P. (2003) 'Assessing Allegations of Domestic Violence in Child Custody Evaluations'. *Journal of Interpersonal Violence*, 18(12),1394-1410.

Brown, T. (2003) 'Fathers and child abuse allegations in the context of parental separation and divorce'. *Family Court Review,* 14(3), 367-380.

Brown, T. (2006) 'Child abuse and domestic violence in the context of parental separation and divorce: New models of intervention' in Humphreys, C., Stanley, N. (2006) *Domestic Violence and Child Protection: Directions for Good Practice* London: Jessica Kingsley. 155-168.

Harrison, C. (2008) 'Implacably hostile or appropriately protective? Women managing child contact in the context of domestic violence' *Violence Against Women, 14*(4), pp. 381-405.

Hester, M. (2011) 'The Three-Planet Model: Towards and Understanding of Contradictions in Approaches to Women and Children's Safety in Contexts of Domestic Violence'. *British Journal of Social Work,* 41, 837- 853.

Holt, S. (2016) 'The Voice of the Child in Family Law: A Discussion Paper'. *Children & Youth Services Review.* 67: 139-145.

Holt, S. (2016) 'Quality Contact Post-Separation/Divorce: A Review of the Literature'. *Children & Youth Services Review.* 67: 92-99.

Holt, S. (2015) 'Focusing on Fathers in the Context of Domestic Abuse: Children's and Fathers Perspectives', Chapter 10 in Stanley, N. & Humphreys, C. (Eds)(2015) *Domestic Violence and Protecting Children: New Thinking and Approaches.* London: Jessica Kingsley Publications. Pp166-181.

Holt, S. (2011) 'A Case of Laying down the Law: Post-Separation Child Contact and Domestic Abuse'*. Irish Journal of Family Law*, 14(4).

Holt, S. (2011) 'Domestic Abuse & Child Contact: Positioning Children in the Decision-Making Process'. *Journal of Child Care in Practice*, 17(4).

Holt, S. (2008) 'Domestic Violence and Child Contact: Issues and Dilemmas for Child Protection and Welfare Practice', in, K. Burns and D. Lynch ,(eds) *Child Protection and Welfare Social Work: Contemporary Themes and Practice Perspectives*, Dublin, Ireland:, A & A. Farmer, 180 – 197.

Jaffe, P.G., Lemon, N.K.D., & Poisson, S.E. (2003) *Child Custody & Domestic Violence: A Call for Safety and Accountability.* Thousand Oaks: Sage Publications.

Lessard, G., Flynn, C., Turcotte, P., Damant, D., Vezina, J., Godin, M., Paradis, F., Delisle, R., Alcedo, Y., Juneau, L., Rock, L., Rondeau-Cantin, S. (2010) 'Child custody issues and co-occurrence of intimate partner violence and child maltreatment: controversies and points of agreement amongst practitioners.' *Child & Family Social Work,* 15, 492-500.

Morrison, F. & Wasoff, F. (2012) 'Child Contact Centres and Domestic Abuse: Victim Safety and the Challenge to Neutrality'. *Violence Against Women,* 18(6), 711-720.

Radford, L., Sayer, S., AMICA (1999) *Unreasonable Fears? Child Contact in the Context of Domestic Violence: A Survey of Mothers' Perceptions of Harm* Bristol: Women's Aid Federation of England.

Thiara, R.V. & Humphreys, C. (2015) 'Absent presence: the ongoing impact of men's violence on the mother-child relationship'. *Child & Family Social Work.*

Intimate partner homicide

Campbell, J.C., Glass, N., Sharps, P., Laughon, K., Bloom, T. (2007) 'IPH: Review and Implications of Research and Policy' Trauma, Violence and Abuse 8(3) 246.

Campbell, J.C., Sharps, P. & Glass N. (2001) 'Risk assessment for intimate partner homicide', in Pinard, G.F., Pagani, L. (eds) *Clinical Assessment of Dangerousness* Cambridge: Cambridge University Press. 136-157.

Dobash, R.E. & Dobash, R.P. (2011) 'What Were They Thinking?: Men Who Murder An Intimate Partner.' *Violence Against Women,* 17(1), 111-134.

Holt, S. (2007) 'A matter of life and death: Intimate Partner Homicide in Ireland', *Irish Journal of Family Law*, 10(4), pp. 12-20.

Jaffe, P.G., Juodis, M. (2006) Children as Victims and Witnesses of Domestic Homicide: Lessons Learned from Domestic Violence Death Review Committees. Juvenile and Family Court Journal, Summer 2006, 13-28.

Lewandowski, L.A., McFarlane, J., Campbell, J.C., Gary, F., Barenski, C. (2004) '"He Killed My Mommy!" Murder or Attempted Murder of a Child's Mother' *Journal of Family Violence,* 19(4), 211-220.

Muftic, L.R., Bauman, L.R. (2012) 'Female Versus Male Perpetrated Femicide: An Exploratory Analysis of Whether Offender Gender Matters'. *Journal of Interpersonal Violence,* 27(14), 2824-2844.

Shela-Shayovitz, R. (2010) 'The Role of Ethnicity and Context: Intimate Femicide Rates Among Social Groups in Israeli Society'. *Violence Against Women,* 16(12), 1424-1436.

Taylor, R. & Nabors, E.L. (2011) 'Pink or Blue....Black and Blue? Examining Pregnancy as a Predictor of Intimate Partner Violence and Femicide'. *Violence Against Women,* 15(11), 1273-1293.

Practice Issues

Davidov, D.M., Jack, S.M., Frost, S.S. & Coben, J.H. (2012) 'Mandatory Reporting in the Context of Home Visitation Programs: Intimate Partner Violence and Children's Exposure to Intimate Partner Violence'. *Violence Against Women,* 18(5), 595-610.

Debbonaire, T. (2004), *An Evaluation of Intervention Programmes in Ireland working with abusive men and their partners and ex-partners*. Bristol: Domestic Violence Responses.

Dichter, M. E. & Gelles, R.J. (2012) 'Women's Perceptions of Safety and Risk Following Police Interventions for Intimate Partner Violence'. *Violence Against Women,* 18(1), 44-63.

Goldblatt, H, Buchbinder, E., Eisikovits, Z., Arizon-Mesinger, I. (2009) 'Between the professional and the private: The meaning of working with intimate partner violence in social workers' private lives'. *Violence Against Women,* 15(3), 362-384.

Holt, S. (2003) 'Child Protection Social Work and Men's Abuse of Women: An Irish Case Study' *Child & Family Social Work,* 8(1), 53-65.

Humphreys, C. & Absler, D. (2011) 'History repeating: child protection responses to domestic violence'. *Child & Family Social Work,* 16, 464-473.

Iwi, K. and Newman, C. (2011) Picking up the pieces after domestic violence: a practical resource for   supporting parenting skills. Jessica Kingsley, London.

Kelleher and Associates with Monica O'Connor (1995) Making the Links. Towards an integrated strategy for the elimination of violence against women in intimate relationships with men. A study commissioned by Women's Aid.

Kelleher, P., O'Connor, M.(1999) *Safety and Sanctions, Domestic Violence and the enforcement of Law in Ireland.* Women's Aid.

Lavergne, C, Damant, D., Clement, M., Bourassa, C., Lessard, G. & Turcotte, P. (2011) 'Key decisions in child protection services in cases of domestic violence: maintaining services and out of home placement'. *Chid & Family Social Work,* 16, 253-263.

Osofsky, J.D. (2004) 'Community Outreach for Children Exposed to Violence' *Infant Mental Health Journal* 25(5), 478–487.

Proctor, E., K. (2012) Decision making in social work practice. Social Work Research, 26, (1).

Radford, J., Harne, L., & Trotter, J. (2006) 'Disabled women and domestic violence as violent crime in practice.' Journal of the British Association of Social Workers, 18, 4, 233-246.

Rivett, M., & Kelly, S. (2006). From awareness to practice: Children, domestic violence and child welfare. Child Abuse Review, 15, 224–242.

Stanley, N., Miller, P., Richardson-Forrester, H. (2011) 'A Stop-Start Response: Social Services' Interventions with Children and Families Notified following Domestic Violence Incidents'. British Journal of Social Work, 41, 296-313.

Strega, S., Fleet, C., Brown, L., Dominelli, L., Callahan, M. & Walmsley, C. (2008) 'Connecting father absence and mother blame in child welfare policies and practice'. Children and Youth Services Review, 30(7), 705-716

Saunders, H., Barron, J. (2003) Failure to Protect? Domestic Violence and the Experiences of Abused Women and Children in the Family Courts.Bristol: WAFE.

Scourfield, J.B. (2001) Constructing women in child protection work. Child & Family Social Work 6(1), 77-87.

Stokes, J. & Schmidt, G. (2012) Child Protection Decision Making: A Factorial Analysis Using Case Vignettes. Journal of Social Work, 57, 83-90.

Taylor, B., J (2013) Professional Decision Making and Risk in Social Work (2nd edn). Sage, London.

Thiara, r.k., Hague, G., Bashall, R., Ellis, B., Mullender, A. (2012) Disabled Women and Domestic Violence: Responding to the Experiences of Survivors. London: JKP.

Child Protection: Perspectives and Practice

Professor Trevor Spratt SPRATTT@tcd.ie

This section of the module will cover different aspects of child welfare policy and practice. It will examine the interface between child protection and family support policies and practices with a focus on the day-to-day activity of child protection social work.

Module Content

The module will begin by offering an historical account of the relationship between the family and society through the lens of child welfare polices and practices. Contemporary understandings of threats and dangers to children will then be outlined; with particular reference to physical abuse, sexual abuse, emotional abuse and neglect. It will then identify some of the services and interventions in the areas of prevention and treatment and family support. Key contemporary trends and perspectives underpinning social work in the child welfare system will be outlined, and the implications for practice emanating from recent research, inquiries and current policy and legislation will be considered. The module will locate child welfare social work in a multi-disciplinary context.

Learning Outcomes:

On completion of this module students will be able to:

- Have an understanding of the historical development of child welfare contexts, issues and practices,

- Understand different types of child harm and their impact on children's safety and welfare,

- Assess the needs of vulnerable children

- Analyse and reflect on the evidence,

- Develop child protection plans on the basis of identified needs

- Identify effective interventions and supportive service.

Essential Reading

The reading list below will be supplemented with materials available on Blackboard. The page will be active throughout the year, and contains downloaded journal articles on relevant topics. Lecture handouts will be posted before the lectures. Research and policy reports are published on the website of the DCYA (WWW.dcya.gov.ie) and will provide a context for building up knowledge about child protection work in Ireland and elsewhere.

Asmussen, K. (2010) *Key facts about child maltreatment: research briefing.* NSPCC. http://www.nspcc.org.uk/Inform/research/briefings

Broadhurst, K., White, S., Fish, S., Munro, E., Fletcher, K. And Lincoln, H. (2010) *Ten pitfalls and how to avoid them,* London, NSPCC

Buckley, H. and Buckley, R. (2015) 'The Sins of the (Irish) Fathers: Is Mandatory Reporting the Best Response? In B. Mathews, D.C. Bross (eds.), Mandatory Reporting Laws and the Identification of Severe Child Abuse and Neglect, Child Maltreatment 4, New York: Springer

Buckley, H. and Burns, K. (2015) 'Child Welfare and Protection in Ireland: Déjà Vu All Over Again' in Christie, A., Featherstone, B., Quin, S and Walsh, T. (eds) *Social Work in Ireland: Changes and Continuities,* London: Palgrave

Buckley, H. and O'Nolan, C. (2013) *An examination of recommendations from inquiries into events in families and their interactions with State services, and their impact on policy and practice.* www.dcya.gov.ie (Chapter 3 of this report provides a history of child protection development in Ireland from 1970 to 2010)

Buckley, H. (2012) "Using Intelligence to Shape Reforms in Child Protection," *Irish Journal of Applied Social Studies*: Vol. 12: Issue 1, Article 6.
Available at: http://arrow.dit.ie/ijass/vol12/iss1/6

Buckley, H. and McGarry, K. (2011) 'Child Protection in Primary Schools: a contradiction in terms or a potential opportunity?' *Irish Educational Studies,* 30:113-128

Buckley, H., Whelan, S and Carr. N., 'Like waking up in a Franz Kafka novel': Service users' experiences of the child protection system when domestic violence and acrimonious separations are involved, *Children and Youth Services Review*, 33, (1), 2011, p126 – 133**

Buckley, H., Whelan, S and Carr. N., "It looked messy and it was easier just to not hear it": Child Protection Concerns in the Context of Domestic Violence and Relationship Breakdown, *Irish Journal of Family Law*, (1), 2011, p18 – 23

Buckley, H., Carr, N. And Whelan, S. (2011) 'Like walking on eggshells' Service users' expectations and experience of the child protection system, *Child and Family Social Work,* 16 (1) pp.101-106

Buckley, H., et al., 'Like waking up in a Franz Kafka novel': Service users' experiences of the child protection system when domestic violence and acrimonious separations are involved, *Children and Youth Services Review* (2010) doi:10.1016/j.childyouth.2010.08.022

Buckley, H., Corrigan, C. & Kerrins, L. (2010) *Report of an Audit of Child Protection Research in Ireland 1990 – 2009.* Dublin: Children Acts Advisory Board, www.caab.ie

Buckley, H. (2009) Reforms in Child Welfare: why we need to be careful what we wish for*, Irish Journal of Family Law,* 12:27-31

Buckley, H. (2008) 'Heading for collision? Managerialism, social science, and the Irish Child Protection System' in Burns, K. and Lynch, D. (2008) *Child Protection and Welfare Social Work: Contemporary Themes and Practice Perspectives,* A & A Farmar, Dublin

Buckley, H., Whelan, S., Carr, N. & Murphy, C. (2008) *Service Users' Perceptions of the Irish Child Protection System,* Dublin: Office of the Minister for Children & Youth Affairs (www.omc.gov.ie)

Buckley, H. (2007) 'Differential Responses to Child Protection Reports' *Irish Journal of Family Law*

Buckley, H., Horwath, J. & Whelan, S. (2006) *Framework for the Assessment of Vulnerable Children and Their Families,* Dublin: Children's Research Centre, Trinity College

Buckley, H. (2003) *Child Protection Work: Beyond the Rhetoric,* London: Jessica Kingsley.

Buckley, H. Holt, S. & Whelan, S. 'Listen to Me! Children's Experience of Domestic Violence', *Child Abuse Review*, 16, (5), 2007, p283 – 295

Burns, K. & Lynch, D. (2008) *Child Protection and Welfare Social Work: Contemporary Themes and Practice Perspectives,* Dublin: A & A Farmar, Dublin

Child and Family Agency (2014) National Review Panel Reports (reports on deaths of children in care and known to the child protection system)
http://www.tusla.ie/publications/national-review-panel-reports

Child and Family Agency (2014) *Review of Adequacy for HSE Children and Family Services 2012*
http://www.tusla.ie/uploads/content/REVIEW_OF_ADEQUACY_2012_FINAL__signed_by_GJ__amended_26_06_2014.pdf

Corby, B., Shemmings, D and Wilkins, D. (2012) *Child Abuse: An evidence base for confident practice*, Basingstoke: Open University.

Cleaver, H. Unell, I and Aldgate, J. (2011) Children's Needs – Parenting Capacity (2nd Edition) London: Department for Education (available DfE website)

Connolly, M. And Morris, K. (2011) *Understanding Child and Family Welfare*, London: Palgrave Macmillan

Daniel B., Taylor, J. & Scott, J. (2012) *Recognising and Helping the Neglected Child,* London, Jessica Kingsley

Department of Children and Youth Affairs (2011) *Children First: Guidance for the Protection & Welfare of Children*

Department of Children and Youth Affairs (2012) *Children First Bill: Heads and General Schemes*

http://www.dcya.gov.ie/documents/publications/CF_Heads_and_General_Scheme.pdf

Featherstone, B.; White, S.; & Wastell, D. (2012) "Ireland's Opportunity to Learn from England's Difficulties? Auditing Uncertainty in Child Protection," *Irish Journal of Applied Social Studies*: Vol. 12: Iss. 1, Article 5.
Available at: http://arrow.dit.ie/ijass/vol12/iss1/5Ferguson, H. (2009) Performing child protection: Home visiting, movement and the struggle to reach the abused child'. *Child and Family Social Work,* 14, pp. 471- 480

Ferguson, H. (2011) *Child Protection Practice,* London: Palgrave

Gilbert, N., Parton, N. & Skivenes, M. (2011) *Child Protection Systems: International trends and orientations,* New York: Oxford University Press

HIQA (2012) National Standards for the Protection & Welfare of Children for HSE Children and Family Services. www.hiqa.ie

HIQA (2013) Inspections of the Child Protection and Welfare Services. Reports published on http://hiqa.ie/publications/national-standards-protection-and-welfare-children

Horwath, J. (ed) (2010) *The Child's World: assessing children in need.* London: Jessica Kingsley

Howe, D. (2005) *Child Abuse & Neglect: Attachment, Development & Intervention,* London: Palgrave

HSE (2013) National Review Panel Reports on the deaths of children in care and known to the child protection system. HSE. Available at: http://www.hse.ie/eng/services/Publications/services/Children/nationalreviewpanelreports.html

HSE (2011) *Child Protection & Welfare Practice Handbook.* HSE. Available at http://www.hse.ie/eng/services/Publications/services/Children/WelfarePractice.pdf

Itzen, C. (ed) (2000) *Home Truths About Child Sexual Abuse,* London: Routledge

Kilkelly, U. (2012) "Learning Lessons from the Past: Legal Issues Arising from Ireland's Child Abuse Reports," *Irish Journal of Applied Social Studies*: Vol. 12: Iss. 1, Article 2. Available at: http://arrow.dit.ie/ijass/vol12/iss1/2

Lonne, B., Parton, N., Thomson, J. and Harries, M., (2008) *Reforming Child Protection,* London: Routledge

Lynch, D. & Burns, K. (2012) *Children's Rights and Child Protection: Critical Times, Critical Issues in Ireland,* Manchester: Manchester University Press

Munro, E. (2008) *Effective Child Protection,* London: Sage

OMCYA (2009) *Report of the Commission to Inquire into Child Abuse 2009: Implementation Plan,* Dublin: OMCYA, available at www.omcya.ie

Taylor, J. & Daniel, B. (eds.) (2005) *Child Neglect, Practice Issues for Health and Social Care,* London: Jessica Kingsley Publishers

Peyton, L. (2012) *A Review of Practice and Audit of the Management of Cases of Neglect. Report on the findings of the pilot phase of the National Audit of Neglect.* HSE. Available at: http://www.hse.ie/eng/services/Publications/services/Children/reviewcasesneglect.pdf

Reder, P., Duncan, S. & Gray, M. (1993) *Beyond Blame: Child Abuse Inquiries Revisited.* London: Routledge

Stevenson, O. (1998) *Neglected Children: Issues & Dilemmas,* London: Blackwell.

Turnell, A. & Essex, S. (2006) *Working with 'Denied' Child Abuse: The Resolutions Approach,* Maidenhead: Open University Press

As well as conducting key word searches, students are advised to regularly review the websites of relevant journals such as:

- Child and Family Social Work (Wiley-Blackwell)

- Child Abuse Review (Wiley Blackwell)

- Critical Social Policy (Sage)

- Child Abuse & Neglect (Elsevier)

- Child Care in Practice (Routledge)

- Children and Youth Services Review (Elsevier)

- British Journal of Social Work (Oxford University Press)

- Irish Journal of Family Law (Round Hall)

Note:

- Special edition of *Social Science,* an open access journal on 'Contemporary Developments in Child Protection', Volume 3, 2014 available at : http://www.mdpi.com/journal/socsci/special_issues/child_protection

- Special edition of *Child Abuse Review,* Volume 23 issue 4 2014 on child neglect, available (to registered TCD students) at:

  http://onlinelibrary.wiley.com/doi/10.1002/car.v23.4/issuetoc

SS3760: Mental Health and Disability (10 ECTS)

This module comprises two sections:

- Mental Health and Psychological Difficulties
- Disability

Mental Health and Psychological Difficulties.

Ms Adele Kane, Ms Lorna Loftus and Ms Mairead Doyle

Overview

This 16-hour section of the module will consider current theoretical perspectives on the nature and treatment of psychological problems. It will explore the theory and practice of assessment, formulation and intervention as applied to mental health and psychology difficulties. Case material will be used to illustrate material and students will be invited to reflect on their own personal and professional experiences.

Module Content

Topics

- Introduction to Classification
- The bio-psycho-social model and Recovery
- Depression
- Stress and Anxiety
- Eating Disorders
- Psychosis
- Personality disorders
- Suicide

Case material will be used to illustrate theoretical perspectives and students will be expected to prepare material for presentation in class.

Learning Outcomes:

On completion of this module students will be familiar with:

- the concept of abnormality and mental health
- the concept of recovery in mental health
- the historical background of modern mental health practice and factors influencing current practice in Ireland
- Reviews and critiques of the main characteristics of the most commonly used systems of defining mental health difficulties
- concepts underlying bio-psycho-social assessment and formulation

- an overview of major therapeutic models for understanding psychological difficulties
- an overview of major therapeutic models for treating psychological difficulties.
- How to describe and apply bio-psycho-social model to major psychiatric and psychological disorders

Assessment

This part of the module will be assessed by a Mental Health Essay (50%)

Recommended Reading

General Reading

Campbell, J. and Davidson, G. (2012) *Post-qualifying mental health social work practice*. London: SAGE Publications Ltd.

Carr, A. (2001) *Abnormal psychology*. Hove :Psychology Press

Carr, A. (2000) *Family therapy: Concepts, Process and Practice.* Chichester: Wiley

Davidson, G., Campbell, J., Shannon, C., Mulholland, C. (2016) *Models of Mental Health*. Basingstoke: Palgrave Macmillan.

Fisher, D. (2005). *Empowerment Model of Recovery From Severe Mental Illness. Medscape Psychiatry & Mental Health* **10** (1).

Johnson, R.J., Turner, R.J, Link, B (2014) *Sociology of Mental Health: Selected Topics from Forty Years 1970s-2010s*. Springer.

Keane, C. (1994) *Nervous Breakdown.* Cork: Mercier Press

Krings, A., Davison, G.C. & Neale, J.M. (2009) *Abnormal Psychology*. 11th ed,   NY: Wiley.

Leahy, R. L, Holland, J.F McGinn, L.K (2011).*Treatment Plans and Interventions for Depression and Anxiety Disorders (Treatment Plans and Interventions for Evidence-Based Psychot)*

Minuchin, S. (1994) *Families and Family therapy*. Cambridge, MA: Harvard University

Pligrim, D and McCranie, A. (2013) Recovery and Mental Health: A Critical Sociological Account. Basingstoke: Palgrave Macmillan

Ramon S, Healy B, Renouf N (March 2007). "Recovery from mental illness as an emergent concept and practice in Australia and the UK". *Int J Soc Psychiatry* **53** (2): 108–22.

Read, J, (2009) *Psychiatric drugs: key issues and service user perspectives*. Palgrave Macmillan

Sullivan, W.P. (1997). *A long and winding road: The process of recovery from severe mental illness.* In L. Spaniol, C. Gagne and M. Koehler (Ed.), *Psychological and social aspects of psychiatric disability* (pp. 14-24). Boston: Center for Psychiatric Rehabilitation.

Classification and Diagnosis

APA (2014) *Diagnostic and statistical manual of mental disorders : DSM-V.* Washington: American Psychiatric Association.

WHO (1992) *The ICD-10 classification of mental and behavioural disorders : clinical descriptions and diagnostic guidelines.* Geneva: WHO

Barry, S. & Lane, A. (2006) *Understanding Mental Health.* Blackhall Publishing: Dublin

Depression

Bates, T. (1999) *Depression: Common Sense Approach.* Dublin: New Leaf

http://www.rcpsych.ac.uk/mentalhealthinformation/mentalhealthproblems/depression/depression.aspx

Stress and Anxiety

Bourne, E J. (2011). *The Anxiety & Phobia Workbook.* 4th Edition. New Harbinger Publications.

Carr, A & McNulty, M (2006). *The Handbook of Adult Clinical Psychology: An Evidence Based Practice Approach.* Routledge

Dryden, Windy (2011). *Manage Anxiety Through CBT.* Teach Yourself.

Greenberger, D & Padesky, C (1995). *Mind Over Mood: Change How You Feel by Changing the Way You Think.* 1st Ed. Guilford Press,

Rachman, S. (2013) *Anxiety.* 3rd Edition; Hove: Psychology

http://www.cci.health.wa.gov.au/resources/consumers.cfm

http://www.rcpsych.ac.uk/healthadvice/problemsdisorders/anxiety.panic.phobias.aspx

Eating Disorders

Van Firth, E. & Treasure, J. (2003) *Handbook of Eating disorders : theory, treatment, and research.* Chichester: Wiley.

Orbach, S. (1998) *Fat is a feminist issue : the anti-diet guide for women ; Fat is a feminist issue* II London :Arrow.

Psychosis

Bentall, R. (2004) *Madness Explained*; *Psychosis and Human nature*. London: Penguin, 2004

Carr, A & McNulty, M (2006). *The Handbook of Adult Clinical Psychology: An Evidence Based Practice Approach.* Routledge

Suicide

Hawton, K, (2005) *Prevention and Treatment of Suicidal Behaviour: From Science to Practice.* Oxford.

Spencer-Thomas, S. & Jahn, D. ; *Tracking a movement: U.S. milestones in suicide prevention.* **Suicide** and Life-Threatening Behavior, Vol 42(1), Feb, 2012. pp. 78-85.

O'Connor, R, Platt. S & Gordon. J (2011). *International Handbook of Suicide Prevention: Research, Policy and Practice*. Wiley & Sons, Ltd.

Personality disorders

Derksen J. Maffei, C & Groen, H (2010). *Treatment of Personality Disorders*. Springer.

Millon, T. (2004) *Personality disorders in modern life.* New York: Chichester. Wiley.

http://www.rcpsych.ac.uk/healthadvice/problemsdisorders/personalitydisorder

Overview of Psychological Interventions

Dryden, W . & Reeve, A (2013) *Handbook of Individual Therapy.* London: Sage

Feltham, C. & Horton, A. (2006) *The Sage Handbook of counselling and psychotherapy,* 2nd Edition, London:Sage

Hawton, K. (1989) *Cognitive Behaviour Therapy for psychiatric problems: A practical guide.* Oxford: University Press.

Recovery Approaches

Anthony, W. A, (1993) *Recovery from mental illness: The guiding vision of the mental health service system in the 1990s, Psychosocial Rehabilitation Journal*, 16 (4), 11-23.

Davidson, G., Brophy, L. and Campbell, J. (2016) *Risk, recovery and capacity: Competing or complementary approaches to mental health social work, Australian Social Work,* 69 (2), 158-68.

Davidson, G. and Campbell, J. (2007). *An Examination of the Use of Coercion by Assertive Outreach and Community Mental Health Teams in Northern Ireland*, British Journal of Social Work, 37, 537-556.

Higgins, A. (2008). *A Recovery Approach Within the Irish Mental Health Services: A Framework for Development*. (Dublin: Mental Health Commission). (www.mhcirl.ie).

Kartalova-O'Doherty, Y. and Tedstone Doherty, D. (2010). *Reconnecting with life: personal experiences of recovering from mental health problems in Ireland*. (Dublin: Health Research Board).

Linhorst, D. (2006), *Empowering People with Severe Mental Illness*. (Oxford University Press).

Pligrim D. and McCranie A. *2013 Recovery and Mental Health: A Critical Sociological Account*

Rapp, C. and Goscha, R. (2012), *The Strengths Model: A Recovery-Oriented Approach to Mental Health Services*. (Oxford University Press).

Wyder, M. and Bland, R. (2014) *The recovery framework as a way of understanding families' responses to mental illness: Balancing different needs and recovery journeys, Australian Social Work*, 67 (2), 179-96.

Disability

Lecturer: TBC

Further detail will be given on this section of the module during Michaelmas Term

Assessment
This section of the module will be assessed by a written coursework (50%)

SS3730: Social Work Practice (15 ECTS)

This module is comprised of:

- Counselling and Practice Approaches for Social Work
- Social Work Skills Programme

Social work practice is multi-faceted and involves advocacy, community work, groupwork, family and individual work. The specific emphasis of this module is on theories that inform and guide social work practice with individuals and families. This module builds on the Senior Freshman Social Work Theory, Values and Skills course and complements the Junior Sophister Social Work Skills Programme. 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.

Aim:

To provide a critical overview of a range of counselling and practice approaches of relevance to direct social work practice with individuals.

Learning Objectives:

At the end of this module students should be able to:

- Understand the link between social work theory and practice
- Recognise the philosophies, traditions and theories that underpin different counselling and practice approaches
- Identify key techniques used in different counselling and practice approaches
- Critically consider the relevance and application of counselling and practice approaches in a social work context
- Interpret the evidence base supporting a range of different practice approaches adopted in their work by social work practitioners.

Assessment:

Assessment is by a combination of the placement-related Practice Project (50%) and Annual Examination (50%). Guidelines on practice placement project are available on page 82.

Essential Reading

Social Work Theory & Practice

Adams, R., Dominelli, L. & Payne, M. (Eds) (2002) *Social Work: themes, issues and critical debate. 2nd Edition.* Hampshire: Palgrave

Coulshed, V. & Orme, J. (2012) *Social Work Practice: an introduction. 5th Edition.* Hampshire: Palgrave

Davies, M. (Ed) (2013) *The Blackwell Companion to Social Work, 4th Edition.* Oxford: Blackwell

Dewee, M. (2006) *Contemporary Social Work Practice.* McGraw-Hill.

Koprowska, J. (2005) *Communication and Interpersonal Skills in Social Work.* Exeter: Learning Matters

Lishman, J. (ed) (2007) *Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory.* London: Jessica Kingsley Publishers

Milner, J. & O'Byrne, P. (2015) *Assessment in Social Work, 4th Edition* Hampshire: Palgrave Macmillan

Payne, M. (2014) *Modern Social Work Theory, 4th Edition* London: Macmillan

Sheldon, B. & Macdonald, G. (2009) *A Textbook of Social Work.* Routledge.

Stepney, P. & Ford, D. (eds) (2000) *Social Work Models, Methods and Theories.* Russell House Publishing.

Counselling and Practice Approaches for Social Work

Assistant Professor Erna O'Connor, Ms Jeanne Forde, Ms Diane Hanley

This section of the module introduces students to advanced methods of social work practice and seeks to develop awareness of the relevance of theory to practice. In this section, students study a range of approaches to working with individuals and families including narrative and systemic approaches, Cognitive Behavioural Therapy and perspectives on bereavement, loss and trauma. Students will develop practice skills to respond to a range of psychosocial issues. The following readings suggest general texts that provide a basis for this section of the module. Additional reading lists will be provided in class.

General Reading

Counselling & Counselling Approaches

Corey, G. (2001) *Case Approach to Counselling and Psychotherapy. 5th Edition.* Belmont CA: Brooks/Cole-Thompson Learning

Corey, G. (2005) *Theory and Practice of Counselling and Psychotherapy, 7th Edition* Belmont CA: Brooks/Cole-Thompson Learning

Feltham, C. & Horton, I. (Eds) (2000) *Handbook of Counselling and Psychotherapy.* London: Sage

Grant, A. (ed) (2010) *Cognitive Behavioural Interventions for Mental Health Practitioners.* Exeter: Learning Matters

Specific Practice Approaches and Perspectives

Jones, K., Cooper, B. & Ferguson, H. (2008) *Best Practice in Social Work: Critical Perspectives.* Palgrave MacMillan.

Lishman, J. (ed) (2007) *Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory.* London: Jessica Kingsley Publishers

Saleebey, D. (Ed) (1997) *The Strengths Perspective in Social Work Practice.* New York, Longman

Thompson, N. (2012) *Anti-Discriminatory Practice, 5th Edition* Hampshire: Palgrave

Trotter, C. (2006) *Working with Involuntary Clients, 2nd Edition* London: Sage

---

Bereavement, Loss and Trauma

Assistant Professor Erna O'Conner   connorer@tcd.ie

This section of the module explores the nature of bereavement, loss and trauma and provides an overview of the evolution of approaches in bereavement work. The implications for social work practice are considered. Approaches in understanding and assessment of bereavement and trauma reactions are critically reviewed. A relationship-based social work practice approach in responding to bereavement, loss and trauma is introduced. Issues of resilience, risk, teamwork, reflective practice and self-care are explored in this context.

Aims

- To critically review key theories of bereavement and loss
- To promote understanding loss and bereavement at individual, family and community levels
- To provide an overview of perspectives on trauma and PTSD

- To consider the interface of trauma and bereavement and the implications for practice
- To introduce a relationship-based social work approach in responding to bereavement, loss and trauma
- To contribute to students' knowledge and skill development in accordance with CORU/SWRB domains 2, 3, 4, 5 and 6.

Learning Outcomes

On completion of this section of the module students will:

- Be familiar with a range of contemporary theories of bereavement and loss.
- Understand and be able to critically analyse competing perspectives on trauma and PTSD
- Understand issues in traumatic bereavement.
- Be resourced to identify and respond to issues of bereavement, loss and trauma in social work practice.

Essential Reading

Agnew, A., Manktelow, R., Haynes, T and Jones, L. (2011) Bereavement Assessment Practice in Hospice Settings: Challenges for Palliative Care Social Workers, British Journal of Social Work 41 (1): 111-130

Bonanno, G. A. (2004) Loss, Trauma, and Human Resilience: Have We Underestimated the Human Capacity to Thrive After Extremely Aversive Events? *American Psychologist*, Vol 59(1) : 20-28.

Butt, T and Parton, N (2005) Constructive Social Work and Personal Construct Theory: The Case of Psychological Trauma, *British Journal Social Work* 35 (6): 793-806.

Chow, Amy Y. M. (2013) Developing Emotional Competence of Social Workers of End-of-Life and Bereavement Care, *British Journal of Social Work* 43 (2): 373-393

Davis, H (1999) The Psychiatrization of Post-Traumatic Distress: Issues for Social Workers, *British Journal of Social Work* 29: 755-777

Goldsworthy, K. (2005) Grief and Loss in Social Work Practice. *Australian Social Worker* 58:2:167-178

Harms, L and Talbot, M (2007) The Aftermath of Road Trauma: Survivors' Perceptions of Trauma and Growth *Health & Social Work: 32: 2* Pp. 129-137.

Herman Judith (2001) *Trauma and Recovery : From Domestic Abuse to Political Terror*, Pandoro

HSE (2016) *National Standards for Bereavement Care Following Pregnancy Loss and Perinatal Death,* Dublin: HSE

Klass, D. (2006) Continuing Conversation about Continuing Bonds. In *Death Studies* 30:9:843-858

Lobb, E., Kritjanson, L. Aoun, S. et al (2011) Predictors of Complicated Grief: A Systematic Review of Empirical Studies. Death Studies, 34(8):673-698

Monroe, B. & Kraus, F. (2010) *Brief Interventions with Bereaved Children*. Oxford:Oxford University Press

Mulvihill, A and Walsh, T. (2014) Pregnancy Loss in Rural Ireland: An Experience of Disenfranchised Grief, British Journal of Social Work 44 (8): 2290-2306

Neimeyer, R., (2001) Meaning Reconstruction and the Experience of Loss. American Psychological Association

Stewart, D and Thomson, K.T. (2005) 'The FACE YOUR FEAR Club: Therapeutic Group Work with Young Children as a Response to Community Trauma in Northern Ireland', *British Journal of Social Work* 35, pp. 105-124.

Walsh, F. (2007) Traumatic Loss and Major Disasters: Strengthening Family and Community Resilience. *Family Process:* 46,2

Walsh, T., Foreman, M., Curry, P., O'Driscoll, S., McCormack, M. (2008) Bereavement Support in an acute hospital: an Irish model. Death Studies 32(8):768-86

Westoby, P., & Ingamells, A. (2010). A critically informed perspective of working with resettling refugee groups in Australia. *British Journal of Social Work*, *40*(6), 1759-1776.

Weinstein, J. (2008) Working with Loss, Death and Bereavement: a guide for social workers. London:Sage

Wilson, K., Ruch, G., Lymbery, M., Cooper, A., 'Relationship-based and reflective approaches for contemporary social work practice' in *Social Work An introduction to contemporary practice* in K. Wilson, G. Ruch, M Lymbery and A Cooper (eds) (2008) London: Pearson

Worden, J. W. (2009) 4th Ed *Grief Counselling and Grief Therapy: a handbook for the mental health practitioner.* London: Routledge.

Further Reading

American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorder.* Fifth Edition,(DSM-5)(2013) Washington, DC, American   Psychiatric Association,.

Attig, T. (1996) *How We Grieve: relearning the world.* Oxford University Press.

Bisson Jonathan I (2007) Post-traumatic stress disorder *Occupational Medicine* 57(6):399-403

Bracken Patrick (2002) *Trauma, Culture, Meaning and Philosophy.* Whurr Publishers, London.

Bronstein, L. (2003) 'A Model for Interdisciplinary Collaboration', in Social Work 48:3

Bussey, M and Bula Wise, J. (eds) (2007) *Trauma Transformed An Empowerment Response* Columbia University Press New York

Calhoun, L. G. and Tedeschi, R.G. (1999) *Facilitating Posttraumatic Growth: A Clinician's Guide,* Lawrence Erlbaum Associates.

Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., ... & Ursano, R. J. (2007). Five essential elements of immediate and mid-term mass trauma intervention: empirical evidence. *Psychiatry: Interpersonal and Biological Processes*, *70*(4), 283-315.

Howe, D. (2011) Attachment Across the Lifecourse: A Brief Introduction. Basingstoke:Palgrave MacMillanJoseph, S., & Murphy, D. (2013). Trauma: A Unifying Concept for Social Work. British Journal of Social Work.

Janoff-Bulman Ronnie (1992) Shattered Assumptions:Towards a New Psychology of Trauma New York:The Free Press

Pyles, L (2007) Community Organizing for Post Disaster Social Development Locating Social Work *International Social Work* 50(3):321-333

Seeley, K. (2005). Trauma as a metaphor: the politics of psychotherapy after September 11. Psychotherapy and politics international, 3(1), 17-27.

Spiers Thom (2000) *Trauma: A Practitioner's Guide to Counselling*

Thompson, N (2009) *People Skills,* Palgrave Macmillan.

Therapeutic Work with Families

Ms Diane Hanly - dhanly@tcd.ie

Systemic theory and practice is often used in the practice of social work to conceptualise, understand and address challenges for families. A systemically informed approach can help provide a fuller understanding of the complexities of people's lives. This section of the module will introduce students to ideas from systemic family therapy, from its roots in cybernetics, through to postmodern practices such as narrative and dialogical therapy. Other complementary theories of therapeutic family work such as attachment theory and working with children will also be considered. Students will have an opportunity to engage with theories in an

experiential way, and the focus throughout will be on the application of systemic ideas to social work practice with children, young people and families.

Aims

The aim is to build a foundation of knowledge regarding family functioning and systemic approaches as well as understanding the origins of this approach. Through a combination of presentations, lectures and experiential practice students will develop a working knowledge of:

- Introduce the philosophical ideas underpinning systemic practice as it relates to social work.
- Family Life Cycles and Family Roles.
- Systemic Theory, tools and interventions for assessing and understanding family dynamics and patterns.
- Integration of systemic approaches into social work practice – focusing on narrative, solution-focused and collaborative ideas.
- Working with children and young people.

Learning outcomes

- Understand the origins of systemic practice and have an understanding of social constructionism as it relates to systemic approaches in social work. [CORU Domain 6]

- Implement the core conditions for relationship-based practice, engaging clients in direct work with an appropriate therapeutic focus, depending on the context as evidenced by their participation in class and role-plays. [CORU Domain 1 & 2]

- Name, describe and apply key techniques from each of these approaches and applied models, as evidenced by their participation in role-plays. [CORU Domain 2 & 3]

- Describe their use and understanding of social work skills and practice approaches as evidenced by their case studies. [CORU Domain 2,3 & 5]

- Critically evaluate their work and review how this may impact on the families they are working with. [CORU Domain 4 & 5]

- Demonstrate and articulate their application of systemic ideas in clinical practice, and show an ability to demonstrate ethical and reflexive engagement with their work.

General Reading

Carr, A. (2000). Family Therapy, Concepts, Process and Practise. New York: Wiley & Sons.

Dallos, R & Draper, R., (2005). An Introduction to Family Therapy, systemic theory and practise. New York: Open University Press.

McGoldrick, M, Carter, B. & N.Garcia-Preto (2010). The Expanded Life Cycle: Individual, Family & Social Perspectives.

Payne, M. (2014). Modern Social Work Theory. 4th. Edition. London: Macmillan.

Ruch, G., Turney, D. And Ward, A. (eds.) (2010). Relationship-based Social Work: getting to the Heart of Practice. London: Jessica Kingsley.

Trevithick, P. (2012). Social Work Skills and Methods: a practice handbook. 3rd edition. Buckingham: Open University Press.

Specific readings will be given over the course of the weeks

Cognitive Behavioural Therapy

Ms Jeanne Forde fordeja@tcd.ie

Cognitive Behavioural Therapy (CBT) is a generic term that encompasses a number of different cognitive and behavioural focused therapeutic approaches. It is one of the major orientations of psychotherapy (Roth & Fonagy, 2005). This lecture series will introduce students to the history and theoretical aspects of Cognitive Behavioural Therapy, and demonstrate when and how to implement basic CBT techniques in social work practice. There will be a particular focus on the Cognitive Therapy model as developed by Aaron T. Beck, This lecture series will include experiential learning opportunities to bridge the gap between the theory and practice of CBT.

Aims

- To provide a theoretical introduction to Cognitive Behavioural Therapy.

- To prepare students for working with clients using Cognitive Behavioural Therapy skills.

- To encourage students to analyse the relevance of Cognitive Behavioural Therapy as an intervention in social work practice.

Learning Outcomes

At the end of these sessions students should be able to demonstrate:

- A basic theoretical knowledge of Cognitive Behavioural Therapy.

- An ability to apply some core Cognitive Behavioural techniques in their future social work practice.

- An ability to critically analyse the benefits and limitations of the Cognitive Behavioural Therapy approach.

Recommended Reading

Beck, J.S. (2011). Cognitive Behavior Therapy: Basics and Beyond. (2nd ed). The Guilford Press: New York.

Cigno, K. (2009) Cognitive-Behavioural Practice In R. Adams et al, (Eds). (3rd ed) Social Work Themes, Issues and Critical Debates. Hampshire: Palgrave.

Cigno, K. and Bourn, D. (eds) (1998) *Cognitive–Behavioural Social Work in Practice* Aldershot: Ashgate.

Corey, G. (2005) *Theory and Practice of Counselling & Psychotherapy*. (7th ed). CA: Brooks/Cole.

Coulshed, V. and Orme, J. (2006). *Social Work Practice* (4th ed), Basingstoke: Palgrave.

Payne, M. (2014) *Modern Social Work Theory*. (4th ed). Hampshire: Palgrave MacMillan.

Tolin, D.F. (2016). *Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions*. The Guilford Press: New York.
Westbrook, D., Kennerley, H. and J. Kirk. (2016). *An Introduction to Cognitive Behavioru Therapy: Skills and Applications*. (3rd ed). SAGE Publications.

Social Work Skills
Social Work Skills Programme: Developing & Integrating Counselling Skills
& Practice Approaches for Social Work

Ms Fidelma Beirne & Ms Claire Barnwell

This section of the module builds on the social work skills component of the Social Work Theory, Values & Skills module in SF year, and complements the JS Counselling and Practice Approaches in Social Work module.

The class is divided into small groups and each group will spend 2 hours fortnightly in workshop activity. The workshops will involve critical reflection on practice experiences during previous placements, the Junior Sophister placement in particular. Students will each present to the class a piece of work carried out during the JS placement as a means of engaging with reflective exercises on social work practice. The workshops are a combination of formal presentation, role play and reflection.

Aims:

The social work skills programme aims to:

- Provide a forum to explore and practice social work skills in a safe environment.

- Facilitate the further development of self-awareness and reflective practice skills

- Explore placement related issues

- Examine the relationship between social work theory and practice

- Enhance direct counselling and social work skills

Learning Objectives:

At the end of the module students should be able to:

- Integrate social work theory and practice

- Critically reflect on their own direct practice with clients

- Give constructive feedback

- Use feedback

- Demonstrate a level of self-awareness

- Identify areas of professional expertise in relation to the process of direct social work practice with individuals and families

- Identify areas of professional expertise in practice for further development

Format will include:

- Individual Presentations

- Group discussion

- Individual and group reflection

- Individual exercises

- Small group exercises

- Role Play and skills practice

Case examples will be provided, but the workshop sessions are also flexible and aim to meet student needs. Students will be encouraged to:

- Identify their own learning needs

- Raise professional issues / concerns for which they would like feedback / support

- Bring practice examples from placement to explore in the workshops.

Essential Reading:

Adams, R., Dominelli, L. & Payne, M. (Eds) (2009) *Social Work: themes, issues and critical debate,* 2nd Edition. Hampshire: Palgrave

Knott, C. and Scragg, T. (eds) (4th Ed) (2016) *Reflective Practice in Social Work.* Learning Matters.

Lishman, J. (ed) (2015) *Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory.* Jessica Kingsley.

Additional Reading:

Critical Incident Analysis

Fook, J. (2007) 'Reflective Practice and Critical Reflection', ch. 23 in Lishman, J. (ed) *Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory.* Jessica Kingsley.

Schon, D.A. (1983) *The Reflective Practitioner.* Basic Books, NY.

Counselling and Social Work Skills

Howe, D. (1993) *On Being a Client.* London: Sage.

Koprowska, J. (2005) *Communication and Interpersonal Skills in Social Work.* Exeter: Learning Matters

Seden, J. (1999) *Counselling Skills in Social Work Practice.* Buckinghamshire: Open University Press

Thompson, N. (2002) *People Skills. 2nd Edition.* Hampshire: Palgrave

Social Work Practice Approaches

Coulshed, V. & Orme, J. (1998) *Social Work Practice: an introduction. 3rd Edition.* Hampshire: Palgrave

Davies, M. (Ed) (2002) *The Blackwell Companion to Social Work, 2nd Edition.* Oxford: Blackwell

Milner, J. & O'Byrne, P. (2002) *Assessment in Social Work, 2nd Edition.* Hampshire: Palgrave Macmillan

Payne, M. (1997) *Modern Social Work Theory. 3rd Edition.* London: Macmillan

Sheldon, B. & Macdonald, G. (2009) *A Textbook of Social Work.* Routledge.

Stepney, P. & Ford, D. (eds) (2000) *Social Work Models, Methods and Theories.* Russell House Publishing.

Junior Sophister Practice Placement

Placement Overview

Practice-based education is an integral part of Bachelor in Social Studies programme. The Fieldwork Education Unit acts as the interface between the School of Social Work and Social Policy and social work professionals in generating and supporting social work placements. Placements are offered in partnership with agencies providing social work services in Ireland and abroad. We have strong and active links with social work practitioners, managers and employers within every social work sector to facilitate the required range of placement opportunities for our students annually. Most placements are provided within state agencies for example Tusla Child and Family Agency, Probation Service, HSE Mental Health Services, Health-related Social Work, (Hospital and Primary Care), Older Persons' Services, Disability Services and Local Authorities. We also work in partnership with social workers in the Not for Profit and the emerging private sector. In general all social work sectors are represented in the cohorts of placements, secured each year.

Practice teachers are CORU/SWRB registered social workers who have a minimum of two years post qualifying social work experience and have successfully completed Practice Teacher training.

All placements are undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.) Students are required to successfully complete a minimum of two hundred and twenty days on supervised placements, in order to fulfill the fieldwork requirements for the Bachelor in Social Studies course.

Students must pass the placement to the satisfaction of the BSS Court of Examiners to be awarded the Bachelor in Social Studies (Hons) degree. The practice teacher holds a key role in ensuring standards of professional social work practice are attained and upheld by the student. The practice teacher's evaluation of the student's performance constitutes a key recommendation to the Court of Examiners, though other material may also be taken into account.

Satisfactory completion is contingent on two criteria being met:

(i)   the first is a recommendation by the designated practice teacher that the student has reached required standards for the course; and

(ii)   the second is the submission by the student of a practice project which is deemed to be satisfactory both by an initial examiner and the external examiner.

As already outlined, the responsibility for the arrangement and approval of suitable fieldwork placements rests with the fieldwork team, in consultation with the Course Director and Course Team. The Fieldwork Unit and course team seek to develop students' range of knowledge and skills through contrasting placement settings (e.g

child and family, adult, statutory (a setting where practice is set within statutory frameworks), non-statutory, structured and less structured settings, drawing from the full range of available social work sectors. Decisions regarding placement allocation are taken on the basis of the student's learning needs, prior experience and areas of interest. Placement planning is carried out in consultation with students, tutors and the course team and in the context of available placement opportunities.

The course team in conjunction with the designated tutor play an active role in the monitoring of and communication with the student on placement, whether it be in Dublin or further afield. Each student is allocated a Social Work Tutor who undertakes liaison, mentoring and quality assurance roles. The Social Work Tutor provides information and support to both the student and practice teacher and liaises with the course team for the duration of each placement. Students should maintain regular contact with their tutor throughout placement. In addition they should meet their tutor formally in advance of each placement, participate with their tutor and practice teacher in three placement reviews and have a post placement meeting with their tutor to review learning achieved and clarify continuing learning needs. When placements are undertaken abroad, liaison is maintained through email, telephone and Skype and where possible the student is also linked to a local university School of Social Work.

There is no automatic right to a fieldwork placement for registered students, as the college has a responsibility to fieldwork agencies to ensure a student's fitness to practice-learn before sanctioning the placement.

Aims and Objectives of the Junior Sophister Placement

- To develop and refine social work practice skills, such as engaging clients, data gathering, assessment, goal-setting, planning, specific counselling and group work approaches, accessing resources, liaison and consultation, recording, report-writing, evaluation etc.
- To work collaboratively, creatively and effectively with service users.
- To apply relevant research, practice theory & approaches, and to learn from practice.
- To gain a working knowledge of community resources and how to harness them.
- To understand agency aims, context, procedures & the agency social worker's role, and to learn to use procedures appropriate to the agency and to its service users.
- To becomes sensitised to ethical and professional issues and to apply ethical principles in practice situations.
- To identify and aim for best practice.
- To develop self-awareness and reflective practice.

Placement Preparation

It is College's responsibility, delegated to Social Work Tutors, to ensure that the practice experience offered to students on placement is appropriate, meets their learning needs, and offers adequate opportunities for students to develop and demonstrate their competence and skills.

In order to facilitate matching of placement to student, the following steps are taken:-

- Students complete a placement preference form.
- Students update their Curriculum Vitae, following guidelines of TCD Careers Advisory Service, tcd.ie/Careers/students/international/CVs.php
- The Fieldwork Unit then allocates placements from within our placement offers, which are likely to meet student learning needs and preferences.
- The Fieldwork Unit sends the Practice Teacher the following documentation: student CV, copy of previous placement report, letter re Garda Vetting and course information.
- Social Work Tutors arrange the first three-way placement review within a fortnight of placement beginning.
- Practice Teachers prepare for the placement, using the above material to identify specific work and learning opportunities appropriate for the student.
- The first placement review takes place within the first fortnight of placement and a Learning Agreement is drawn up.
- Students brief their Social Work Tutors fortnightly (by email or by telephone) about their progress on placement and at greater length before the mid-way review or if the student has any concerns.
- Social Work Tutors undertake three placement reviews per placement; normally two sites visits and one by telephone conference. Social work tutors may also meet students for tutorials in college during the placement.

Placement Structure

The Junior Sophister placement comprises of a full-time block placement of 14 weeks (70 days) full-time equivalent. Before students set out on placement, they are provided with a full week Induction Programme in college.

Placement begins on Monday 10th September 2018 and continues 5 days per week (Monday-Friday) to the end of Michaelmas Term (Friday 14th December 2018).

Academic Requirements

Academic courses and skills workshops take place in college during Induction Week (3rd to 7th September 2018).

Successful completion of Social Work Practice modules SS3730 and SS3777 depends on students passing both the Placement and the Practice Project.

In order to concentrate on academic work in the second semester, **students must complete their Practice Project by the end of placement - which must be submitted by noon on Wednesday 19th December 2018.**

Working Hours

Students are required to work a normal working week – 7 hours per day - but precise hours are negotiated by student and Practice Teacher to suit their needs and those of the agency. If students work over-time, they should receive time-off-in-lieu, and are entitled to Bank Holidays in the normal way.

Reading Time

Students should reserve regular time for placement-related reading and writing and for preparation of the Practice Project. The time recommended is a half-day per week throughout the placement.

The allocated Reading Time is not time off. Reading Time should support specific placement learning, and should be taken on-site, unless space is a problem, or in the college library. Reading Time allocation is a guideline - how it is scheduled should be negotiated with Practice Teachers and must accommodate student workload and agency requirements. Reading Time also introduces some flexibility into an otherwise tight timetable, for example, if students are ill and have days to make up, Reading Time may be used, and students must then use their own time for placement reading and preparation.

Absences whilst on placement

If students are ill or need compassionate leave, their Practice Teacher must be notified as early as possible on the first day of absence to explain the reason for his / her absence and to give an estimate of its probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor (or college). Absence of 2 or more days must be made up in a purposeful manner negotiated with the Practice Teacher. If necessary, students may use some of their Reading Time allotment (see below). If absence seems likely to be prolonged, student, Practice Teacher and Social Work Tutor should discuss the implications at the earliest possible time.

If necessary, students may use some of their Reading Time allotment (as above). If absence is likely to be prolonged, student, Practice Teacher and Social Work Tutor should discuss the implications as soon as possible.

Needing more time

Placements are due to be completed by Friday 14th December 2018. If a student needs to compensate for time missed during placement, the arrangement put in place must be agreed in advance of the scheduled finishing date by the student, Practice Teacher and Social Work Tutor. This agreed plan must be notified to the Fieldwork Unit and the Course Director.

Attendance Record

A **record of attendance** on placement (including Reading Time) must be kept by the student and Practice Teacher, and appended to the Practice Teacher's Evaluation Report.

Placement Reviews

Social Work Tutors review students' progress on placement three times during the Sophister placements. Two reviews are carried out through meetings held at the placement site and a further review is undertaken by telephone conference. If necessary, additional reviews are arranged to support practice learning.

If a student and Practice Teacher disagree substantially about placement performance and outcome, the Social Work Tutor is the primary mediator. However, other sources of back-up support are available (e.g.: Course Director, Fieldwork Coordinators, Head of School) and, if required, the External Examiner may also be involved at the end of the year.

Students must pass the placement to the satisfaction of the Court of Examiners in order to proceed to final year. The Practice Teacher's evaluation constitutes a key recommendation to the Court of Examiners, though other evidence may also be taken into account.

Objectives of Placement Reviews

For Social Work Tutors

- To monitor the practice experience offered to students and its fit with their learning needs and stage in training.
- To ensure that students have sufficient opportunities to gain necessary experience and to establish their competence.
- To assess students' learning needs for future placements.
- To obtain feedback from Practice Teachers on the fit between the academic programme and its arrangements and the requirements of practice teaching.

For Practice Teachers

- To discuss students' performance: to acknowledge progress and strengths and to discuss any difficulties in time for remedial action to be taken.
- To discuss the final assessment and any future learning needs.
- To discuss links between teaching on placement and in college.
- To obtain feedback on the placement as a learning environment, and evidence of the college's interest in, and support for, the practice teaching offered on placement.

For Students

- To air their views about the placement and learning opportunities offered.
- To receive and discuss constructive feedback on their performance.
- To discuss difficulties or needs revealed on placement and ways to meet them.
- To discuss future learning goals and future placement needs.

For all parties

- To allow material previously discussed by two of the parties to be raised safely and discussed by all three in a safe and constructive manner.
- To establish the outcome (Pass / Fail) of the placement.

Guidelines for Placement Reviews

It is helpful to agree an agenda, based on the Placement Learning Agreement, at the start of each review, although this does not preclude discussion of other issues. Students have the responsibility of drafting and updating the Learning Agreement following discussion. The updated Learning Agreement and assessment guidelines should be to hand during reviews as a point of reference. Students should also have available a list of work in progress with sample case records. These may be shown to the Social Work Tutor or used as an aid for reviewing progress.

Outline Agenda for Placement Reviews

Initial Meeting:

- Link experience on last placement to current one;
- Establish student's learning needs and expectations of all three parties;
- Draft the Learning Agreement: facilities for student; ways to meet learning needs; workload size & content; opportunities to try out methods of intervention; access to meetings / other learning opportunities; methods of assessment to be used, etc.
- The student subsequently 'types up' the Learning Agreement and provides copies for Practice Teacher and Social Work Tutor before the next review.

Mid-Placement Review:

- Establish whether student is on track to pass the placement;
- If there are concerns, identify what needs to be done, and by whom & when, to address them;

- Review the Learning Agreement: what has been achieved and areas to be worked on;
- Review workload and any adjustment needed;
- Draft the Mid-term review section of the Learning Agreement;
- Decide if additional meetings / contacts are required prior to the final review.

Final Review:

- Establish whether student has passed the placement;
- Identify strengths and progress and learning needs yet to be met;
- Review what will best meet learning needs in the next placement;
- Check that Placement Report and Practice Project are in train;
- Identify what has been most helpful in the placement and what might have been different.

Contact with College

In addition to the three-way placement reviews:

- Students should contact their Social Work Tutor fortnightly - by email or phone - to let them know how the placement is going.
- Students should review their placement experience with their Social Work Tutors before the Mid-Way Placement Review.
- Social Work Tutors should review placements with Practice Teachers before the Mid-Way Review.

These contacts are intended to avoid major surprises and to ensure that any concerns are raised early and can be discussed in a considered way at the Placement Review.

Additional Placement Review Meetings can be arranged as needed.

Practice Teaching and Learning Curriculum

The curriculum for practice teaching and learning is informed by the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates. These domains are reflected in the college Learning Agreement to be reviewed and completed at the beginning of placement by the student, practice teacher and tutor.

The individual learning needs of each student should also be established in the Learning Agreement and addressed throughout the placement. The Learning Agreement should be reviewed at regular intervals throughout the placement and reviewed formally at placement review meetings. It is submitted to college at the end of placement in conjunction with the student's placement project and the practice teacher's report.

Teaching and learning are ongoing processes throughout each placement. However it is a requirement of placement that each student receives 90 minutes per week of formal Supervision with their Practice Teacher. Supervision should include formal teaching

and learning, critical reflection and case management. Arrangements for Supervision are agreed as part of the Learning Agreement.

Evidence for passing the placement

In order to facilitate student learning and an accurate all-round evaluation of student progress by practice teachers, it is important that a number of different forms of 'evidence' are both used in supervision and cited in the Evaluation Report. These may include: self-reports, process recordings, direct observation of student work by practice teacher or colleagues, audio or video recordings, client feedback, feedback from team/agency colleagues, and written or other materials produced by students in the course of their practice.

Practice Teacher Input: Student Practice Project

The Practice Project is designed to demonstrate the student's professional competence and reflective integration of theory and practice. Practice Teachers can help students greatly in preparing the Practice Project, with advice, discussion, references and other resources. They should be consulted about the project and are asked to read and sign it as a fair account of the student's work while on placement. The Project, however, remains the student's responsibility, and is marked by College staff. Practice Teachers are not responsible for directing or editing students' projects.

Supplementary placements

The regulations for Passing or Failing the Placement can be found in the following section: *Assessment of Social Work Practice.*

Situations may arise in which students are required to undertake a supplementary placement: for example, where:-

- For health or other pressing reasons, students start placement late or take time out of placement and are unable to complete the full number of placement days.
- A student's performance at the end of placement is judged to be marginal, or has not clearly reached a passing standard by the end of placement (F1).

In these situations, students will normally undertake a supplementary 14-week block placement after the summer examinations and a supplementary examination board will be held at the end of August / beginning of September.

Health and safety

Immunisation: The policy and practice of some agencies may require staff and students to be tested for, or immunised against, specific infectious diseases (e.g.: Hepatitis B or TB). In advance of placement, students are advised to seek medical advice, from their GP or the Student Health Service in college, on immunisation requirements. The Student Health Service offers both an information and immunisation service to students.

Vaccination Policy: The School of Social Work and Social Policy is obliged to exercise responsibility to the health of individual students and our duty of care to the public, with whom students are in close contact on placement. With this in mind:

- The School will **<u>require</u>** Hepatitis B vaccination, after College Registration. The School recommends that students are protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).

- A record must be submitted to the Course Executive, prior to commencing placements.

- BSS students must arrange vaccination for Hepatitis B through their own GP or with College Health Service. Costs must be met by the students.

Critical incidents

If any incident occurs on placement which affects a student's health or well-being, Student and Practice Teacher should notify the Social Work Tutor, Fieldwork Unit and the Director of the BSS programme as soon as possible. The primary concern will be to ensure the student's safety and welfare and access to any necessary services.

Health Concerns

If students have personal or health difficulties which impact negatively on their placement practice and / or professional behaviour, they may be required to submit a medical / psychological report certifying their fitness to continue or repeat placement.

Garda Vetting

Agencies require students to undergo Garda vetting prior to commencing placement. Garda vetting is obtained by Trinity College on the student's behalf some months in advance of placement. Students sign consent forms and provide background information to enable the Garda vetting process.

Information arising from the Garda vetting process is treated with the utmost confidentiality. Only details relevant to placement are forwarded to Practice Teachers.

Students will not be allowed to commence placement until they have submitted the signed consent form to College and Garda vetting has been completed.

Access to Agency Held Information

On placement, students have access to and write highly confidential information about service users and others.

Students must not take confidential material electronic or hardcopy out of the placement agency - either to write up records or to prepare written assignments - as the risk of losing this material has serious implications for service users and agency staff.

Instead they must set time aside to write up reports in the agency. If preparing process-recordings or project work outside the agency, students must omit or disguise names and identifying data. Effective time-management and data-protection are crucial aspects of professional accountability.

The identities of service users and any of their details should not be shared with anyone who has no reason to have access to such information. This includes casual conversations or sharing of information through any social media. Information about service users that students work with should only be shared with others on a need-to-know basis. If a student is in any doubt about sharing information with other professionals, service agencies or extended family of the service user, they are advised to check in the first instance with their Practice Teacher.

Assessment of Social Work Practice: Guidelines for Placement Evaluation

Assessment of Students

Placement evaluation comprises 3 elements:

- Learning Agreement
- Practice Teacher's Evaluation Report
- Student's Practice Project

The Student Practice Project is assessed independently, but forms part of the overall evaluation. It should therefore be drafted before the Practice Teacher's Evaluation Report, to enable the Practice Teacher to refer to specific examples of practice which illustrate progress.

- An electronic copy of the student's practice project and Learning Agreement should be submitted by noon on 19th December 2018 to Blackboard.
- One electronic copy of the practice teacher's evaluation report should be submitted by email to Fieldwork.Unit@tcd.ie by 19th December 2018. This electronic copy must be signed by both student and practice teacher.

Learning Agreement

Learning Agreements set the initial agenda for placements and the baseline for reviewing progress at the end.

A copy of Learning Agreement form is appended to this handbook (Appendix I).

Learning Agreements include the following information:

- Name of Student
- Name of Practice Teacher
- Name of Agency - and address of placement
- Name of Social Work Tutor
- Placement dates
- Working hours / days for student and time-in-lieu arrangements
- Transport, travel, expenses, accommodation, dress code
- Student's skills and experience to date
- Learning / Work opportunities available on placement
- Workload - content and size
- Induction arrangements
- Recommended Reading
- Learning Objectives: skills, theory/knowledge, ethical awareness, other.
- Supervision frequency and duration; preparation required
- Methods of student assessment (direct and indirect evidence)

- Personal / Related Issues that may impact on the placement
- Placement review arrangements: e.g.: date for mid-placement and final reviews
- Provision for additional consultation and support, if required
- Evidence of student's work required by Social Work Tutor prior to placement meetings
- Mid-Placement Review
- Final Review
- Signatures and dates.

Practice Teacher's Evaluation Report

The structure of the Practice Teacher's Evaluation Report is based on the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates.

Please discuss your student's learning, knowledge, skills and ethical awareness as applicable in relation to each of the six domains of proficiency. The standards in relation to each domain are included. For information in relation to more specific indicators please see the CORU/ Social Workers Registration Board document in the appendix of this handbook. Please illustrate student's performance, in each domain, with examples from more than one source.

A.   Please start by indicating Recommendation:

Pass / Fail

The report should then read as evidence for this recommendation.

Domain 1 Professional autonomy and accountability

- Practice within the legal and ethical boundaries of their profession to the highest standard.

- Practice in an anti-discriminatory way.

- Understand the importance of, and be able to maintain, confidentiality.

- Understand the importance of, and be able to obtain, informed consent.

- Be able to exercise a professional duty of care/service.

- Be able to practice as an autonomous professional, exercising their own professional judgement.

- Recognize the need for effective self-management of workload and resources and be able to practice accordingly.

- Understand the obligation to maintain fitness to practice.

Domain 2 Interpersonal and professional relationships

- Work in partnership with service users and their relatives/supporters, groups and communities and other professionals.

- Contribute effectively to work undertaken as a member of a team (be it multi-disciplinary; inter-professional; multi-service or inter-agency).

Domain 3 Effective communication

- Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion.

- Understand the need for effective communication throughout the care of the service user.

Domain 4 Personal and professional development

- Understand the role of reflective practice in relation to personal and professional development.

Domain 5 Provision of quality services

- Be able to identify and assess service users' needs.

- Formulate and deliver plans and strategies to meet identified needs of service users.

- Use research, reasoning and problem-solving skills to determine appropriate action.

- Draw on appropriate knowledge and skills in order to make professional judgements.

- Formulate specific and appropriate management plans, including the setting of timescales.

- Use safe work practices at all times in the interest of service users and staff.

- Implement best practice in record management.

- Monitor and review the ongoing effectiveness of planned activity and modify it accordingly.

- Be able to evaluate audit and review practice.

Domain 6 Knowledge, understanding and skills

- Know and understand the essential knowledge areas relevant to social work.

- Have knowledge of how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of individuals, groups or communities.

- Be able to understand, explain and apply generic skills and methods appropriate to delivering a range of social work interventions to meet different needs within a variety of settings.

- Have knowledge and understanding of the skills and elements required to maintain service user, self and staff safety.

G. Summary

- Review of Learning Agreement and any issues arising from previous placement.

- Areas where progress has been made and skills acquired or consolidated.

- Any special strengths, gaps or weaknesses in student's performance.

- Priority learning goals for employment or, if relevant, further placement.

The Evaluation Report is written by the Practice Teacher after discussion with the student.

Observations about student performance should be illustrated by examples of work taken from any appropriate source (direct observation, observation by others, client feedback, case-records, tapes, supervision notes, student's process recordings and self-reports). Please indicate sources.

Pass or Fail Recommendation:

The report should then read as evidence for this recommendation.

Summary

- Review of Learning Agreement & issues from previous placement;
- Areas in which progress has been made, skills acquired or consolidated;
- Areas for future development and specific issues for next placement;
- Any other special strengths or weakness in student's performance.

Confirming Recommendation

Please state whether the student's performance merits a Pass or a Fail, bearing in mind the student's stage in training. See the next section on Assessment for grading guidelines.

Appendices: Learning Agreement and Attendance Record

(NB: An attendance record must be attached to the Practice Teacher Evaluation Report.)

Provision of the Student's Practice Project to the Practice Teacher.

The Practice Project, particularly the workload section, should be drafted before the Practice Teacher's Evaluation Report. It should present the workload succinctly and clearly, so that the Practice Teacher can refer easily to examples of work in support of his/her evaluation.

The Practice Teacher is required to sign one copy of the Student's Practice Project as confirmation that all information contained in the Project is an accurate account of the work undertaken by the student during the placement.

Assessment of Student's practice: Pass / Fail

Practice Teachers should state whether a Pass, Fail is recommended. This recommendation carries great weight with the Court of Examiners. Confirmation or modification of the recommendation is based on evidence provided by Practice Teacher and student in their Evaluation Report and Practice Project, but may also draw on evidence from the Social Work Tutor and other relevant sources, such as samples of student work. Placement Evaluation Reports and Student Projects are read by the BSS Practice Panel, and are also made available to the External Examiner, who may interview students whose performance is in doubt. Final responsibility rests with the Court of Examiners, after consultation with the External Examiner.

Pass Grade

Pass applies when the student has accomplished agreed placement tasks to a satisfactory standard for the relevant stage of training.

Fail Grade   There are two divisions in the fail grade: **F1 & F2**.

F1 applies in any of the following situations:

- The student has not clearly reached the required standard, but has demonstrated willingness and capacity to improve, and needs additional time to progress.
- The student has displayed personal or health problems which impacted negatively on their practice and / or professional behaviour.
- Placement did not afford the student sufficient opportunities to achieve and demonstrate the required standard of practice.
- Performance has been deemed satisfactory, but the student's Practice Project has either not been submitted or has been failed. In this case college recommends an F1.

F2 applies in the following situation:

- The student has clearly not reached a satisfactory standard (for example, has displayed major difficulties in completing agreed social work tasks or has acted in a seriously non-professional manner)
  and
- Has demonstrated no obvious signs of being able to do so in the short-term.

Regulations for 'Failed' Placements in Junior Sophister Year

- Practice Teachers may recommend F1 / F2, but the Court of Examiners must ratify it.
- Students receiving an F.1 will normally be allowed a supplementary (repeat) placement.
- Students receiving an F.2 may be allowed a repeat placement, if they have approached the failed placement in a serious manner, and undertake to address the problems identified either before or during a repeat placement.
- If the repeat placement is also failed, permission to proceed to final year and final year placement will not be granted.
- Normal College Appeals procedures apply.

Student's Practice Project

The student's Practice Project is assessed and graded by the college but forms part of the overall placement evaluation. It should be drafted, therefore, before the Practice Teacher's Report, to enable the Practice Teacher to cite specific examples of practice which illustrate student progress.

Both Practice Project and Practice Teacher's Report should be signed by both parties and submitted, as separate documents, by noon on Wednesday 19th December 2018.

Junior Sophister Practice Project

Practice Project Aims

The Practice Project should demonstrate

- understanding of the community and agency context of your work
- developing competence in practice and your learning from experience
- ability to explain and to reflect critically on your practice
- choice and application of relevant theory, frameworks and research evidence
- awareness of ethical and professional issues and of the need for inclusive practice

Practice Project Guidelines

- The Practice Project must be passed in order to pass the Practice Placement.
- It also counts as 50% of assessment for the Social Work Practice module.
- Demographic and social data cited in Section A should be up-to-date.
- The list or table in B.1 should simply indicate the size and nature of your workload. If you have a large workload, group types of work (eg: 3 social welfare enquiries)
- The list in D.1.of ethical / professional issues should be very succinct.
- Change all names and identifying information about service-users and colleagues and insert a statement at the start of Section B stating that all client/service user names have been changed in order to protect anonymity.
- Use appropriate academic and professional language
- Project must be signed by your Practice Teacher as a fair account of your work.

Project Format

Brief Introduction (name of placement; what you brought to it, hoped from it, etc)

Section A   Agency and Community Context   c 1000 words

- Brief profile of community in which agency / workload is based: e.g. relevant geographic, demographic, socio-economic indicators; diversity; community resources.
- Brief profile of the agency: e.g. statutory/voluntary status, structure, aims, personnel, service users and services offered; impact of resourcing & practices on service users and service delivery (NB: for agency, focus on the section in which you worked)
- Place of social work within agency: e.g., status, legal base, roles & relationships; main pressures on social workers. Your role & how typical of social work in the agency.

Section B   Workload   c 2500 words

- Tabulate briefly all cases / tasks undertaken /main practice theory / reflective learning and length of involvement in each
- Summarise 2 of the main pieces of work you undertook, and include for each:
- Brief history / background & profile of service user/s, including their support networks.
- Reason for your intervention; your task & aims
- Nature of your involvement and the outcome
- Nature & impact of co-work / interdisciplinary / interagency collaboration
- Main knowledge and practice approach you used, why & how effective it was
- Main reflective/ personal / professional learning from this piece of work

Section C   Application of a Practice Approach   c 2500 words

- Present 1 piece of work in which you used a specific practice approach
- Provide a brief context for your use of the approach in this case
- Highlight main elements of the approach relevant to this piece of work
- Illustrate how and to what extent you used it in this piece of work
- Briefly evaluate the value and relevance of this approach to the work

Section D   Ethical Issues   c 1000 words

- List briefly the main ethical & professional challenges you faced on this placement.

Inclusive Practice Exercise:

Discuss briefly an incident in which you participated, where you noted

Either

(a) Discrimination against an individual / group of service-users or workers
 Or
(b) An example of positive, inclusive / anti-oppressive practice.

- Context or background to the incident
- What happened; key exchanges in the incident
- Behaviour and reactions of the people concerned, including yourself
- Factors which may have precipitated, affected or compounded the incident
- Repercussions of the incident on those concerned
- Steps that were or might have been taken to create a respectful and inclusive climate
  - (a) at individual level;
  - (b) at agency level.

Section E   Placement Learning   c 1000 words

- Discuss your overall learning from this placement with respect to each of the following CORU / The Social Workers Registration Board Standards of Proficiency
  - Domain 1 Professional autonomy and accountability
  – Domain 2 Interpersonal and professional relationships
  - Domain 3 Effective communication
  - Domain 4 Personal and professional development
  - Domain 5 Provision of quality services
  – Domain 6 Knowledge, understanding and skills

- Any special features of the placement which contributed to or limited your learning
- Supervision: frequency; support offered; main issues raised; key learning
- Reflective summary of what you feel you have gained from this placement: eg:-
  - Understanding of the potential & limits of social work in this setting
  - Knowledge you have gained and how this has affected your view of social work
  - Skills and approaches you are using more confidently or in a new way
  - Difficulties and dilemmas you confronted and how you see them now
  - Assessment of your overall learning and progress from the start of this placement.

The word allowance per section is a guide and therefore a 10% over or under allowance will be allowed within sections. However, students must observe the overall minimum and maximum word length of between 7000 – 8000 words. Projects over or under this range will be penalised in final mark given (-1% per 200 words over / under). There is NO allowance either way on word count in this assignment as max and min word count is clearly stipulated.

Both Practice Project and Practice Teacher's Report should be signed by both parties and submitted, as separate documents, by noon on Wednesday 19th December 2018.

General Guidelines for Completion of Practice Projects

- Observe overall word-length. Overall word-length excludes contents page, tables, diagrams & appendices.
- Include a Contents page.
- Include a Bibliography.
- Ensure the project reads as an integrated whole (e.g.: include an introduction & conclusion.)
- Anonymity: Change all names and identifying information relating to service users and colleagues, and state in the text that you have done so. Give people fictitious names rather than numbers or initials, as this humanizes the narrative.
- Use clear, precise language throughout. Avoid jargon and slang except in direct quotes. Explain any technical terms or abbreviations you use.
- Reference correctly all texts cited in the Project. Aim to use recent publications.
- Appendices are not essential. If included, they should be brief, self-explanatory, relevant but not essential to the main text. (e.g.: agency diagrams; key extracts from process recordings). Do not include lengthy reports, case-notes, or letters.
- Explain with a key or notes any tables, diagrams, genograms or eco-maps and, if possible, insert them at the relevant point in the text rather than in appendices.
- Practice projects are submitted electronically through Blackboard.

Guidelines for the Presentation of Written Work
General Points

- Structure all written work, with Introduction and Conclusion framing your argument, separate paragraphs for new themes, and subheadings for sections.
- Use practice examples, where relevant, to illustrate arguments. This demonstrates your ability to integrate theory and practice and gains credit. Credit will also be given for work that shows breadth as well as depth, by drawing on relevant material addressed in other courses.
- Disguise all names and identifying information concerning service users and colleagues   when using practice examples, and state that you have done so.
- Avoid vague generalisations such as "research shows".   Refer to specific authors or sources to support your statements.
- Reference carefully. For direct quote, cite author's name, publication date and page number [e.g. (Skehill 1999: 37) in brackets in the text. For general reference (Skehill 1999). Multiple references cited in the text should be referenced either chronologically or alphabetically and done so consistently.
- Detail all authors cited in your text in a comprehensive bibliography. Omit references not cited in the text. The bibliography should be presented alphabetically and in a consistent format, which includes: author's name, year of publication, title of book, or of article with its source book / journal, place of publication, and publisher. [e.g. Skehill, C. (1999) The Nature of Social Work in Ireland: a Historical Perspective. Lewiston, New York: Edwin Mellen Press.] Where available, primary source of your reference should always be used.
- Acknowledge any author or source, including unpublished and internet sources, whose ideas you cite or paraphrase. Plagiarism is unacceptable in academic work and is penalised. Please see further information on plagiarism in handbook. Mark quotations with quotation marks, page references, and appropriate indentation. Avoid using long or multiple quotations from any text.
- Use Appendices judiciously and sparingly.
- Observe word lengths and include word count on cover page. Work that is very short or exceeds the recommended length may be returned for resubmission, penalized or both.
- Word-process all written work - in 1.5 or double spacing - on one side of the page - with adequate margins on each side.
- Number your pages.
- Proof-read carefully before submitting work. Careless spelling, grammar and referencing errors will lower your grade or result in resubmission and penalties.

- Observe published deadline dates, which have the status of examination dates.
- Keep electronic copies of all written work as it is retained by the School for the External Examiner.
- You are required to submit every written assignment to TURNITIN to check for plagiarism and to Blackboard .

Referencing Guidelines

In general all assignment at third-level must be referenced. Some lecturers may request that you use a particular style of referencing; however different versions of the Harvard Reference style are commonly used in college.   A Study skill Web Seminar on referencing is available to students on the Trinity Website:
http://www.tcd.ie/Student_Counselling/Seminar/Referencing/rdf2.shtml

Citations in the Text

References should include the author, (by surname only) followed by year of publication in brackets in the text. e.g. Butler (2002) states that ….. "

Citations contain the name of the author and the year the information was published after the quote or paraphrase i.e. (Lucena & Fuks, 2000) or (Torode *et al.*, 2001).

If a point has been made by several authors then they should be listed either alphabetically or chronologically i.e. (Clarke, 2000; Holt, 2002; Torode et al., 2001) or (Holt, 2002; Torode *et al.,* 2001; Clarke, 2000).

Quotes in the Text

Direct quotes of less than three lines can be included as part of the text as above but if direct quotes are three lines or longer, they must be indented

e.g. One such text (Torode et al 2001) notes that:

'It is one thing to promote ethical principles of equality and inclusiveness but quite another to test and implement these principles in complex practice situations, where there are conflicts of interest, and where the information and resources needed for good practice may be lacking' (p.5).

Where there are more than two authors, the reference within the text should be cited as (Torode et al 2001), but include all the authors in the reference list:

Torode, R., Walsh, T. & Woods, M. (2001) *Working with Refugees and Asylum-seekers: Social Work Resource Book.* Dublin: Department of Social Studies Trinity College.

Reference Lists

A reference list should appear at the end of the piece of work and should include **<u>only</u>** those references cited in the text. References should be double-spaced, arranged alphabetically by author, and chronologically for each other. Publications for the same author appearing in a single year should use a, b, etc. To create a reference list you will need, for each item you include, the following information:

Book: author or editor; year of publication; title; edition; place of publication and publisher

Journal article:

Author; year of publication; title of article; journal title; volume/issue number; page numbers of the article

Electronic information:

Author/editor; year of publication; article title; journal title; web URL,/name of database; date accessed

Book with multiple authors

Buckley, H., Skehill, C. & O'Sullivan, E. (1997) *Child Protection Practices in Ireland: A Case Study.* Dublin: Oak Tree Press.

Book with an editor and a revised edition:

Fook, J. (ed) (1996) *The Reflective Researcher 2nd ed*. Sydney: Allen & Unwin.

Chapter in an edited book

Gilligan, R. (2000) 'The importance of listening to the child in foster care', chapter ? in G. Kelly and R. Gilligan (eds) *Issues in Foster Care.* London: Jessica Kingsley. Give page numbers.

Journal article - print

Carter-Anand, J. & Clarke, K. (2009) 'Crossing borders through cyberspace: A discussion of a social work education electronic exchange pilot project across the Atlantic' *Social Work Education, 28*(6): 584-597

Conference Proceedings

Donnelly, S. (2009) 'Participation of older people in family meetings in a hospital' Proceedings of the sixth International Conference on Social Work in Health and Mental Health Conference, Dublin, Ireland, pp. 152-168.

Report/Government Reports

A Vision for Change: Report of the Expert Group on Mental Health Policy (2006) Dublin: Stationary Office.

Thesis/Dissertation

May, S. (2008) 'Cocaine use and homelessness' Unpublished MSW Dissertation, University of Dublin.

Lecture

Foreman, M. (2009) Lecture presented on (state date) to Equality Studies, Master in Social Work Course, Trinity College, Dublin, Ireland.

Electronic article

Foreman, M. (2009) 'HIV and Direct Provision – Learning from the Experiences of Asylum Seekers in Ireland'Translocations, Migration and Social Change (online), 4(1) pp.67-85 Available :http://www.translocations.ie/volume_4_issue_1/index.html (Accessed 14 Sept 2009)

Newspaper article

O'Brien, C. (2009) 'Social workers unsure of children rights' *Irish Times,* 5th May, p.16.

Website

'Research Ethics' (2009) School of Social Work and Social Policy, Trinity College (online). Available at URL: http://www.socialwork-socialpolicy.tcd.ie/rsarch/ethics.php (Accessed 8 Feb 2010).

Use of EndNote

EndNote is a widely used bibliographic reference software tool for publishing and managing bibliographies. EndNote allows users to: create a personalised database of references; type the references or import them from a database; and create a bibliography for a thesis, assignment or journal article in the reference style required, and easily change the reference style. Trinity College Dublin has a site license for EndNote and current staff and students are permitted to install a copy of the software on College-owned machines. EndNote is also installed on PCs in College Computer Rooms. Staff and students who wish to use EndNote on non-College-owned PCs may register to use the free EndNote Web version or purchase the full version at a substantial discount. Tutorials on the use of Endnote are available to post graduate students.

Guidelines on Plagiarism

Plagiarism of any kind is unacceptable in academic work and is penalised. To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at http://tcd-ie.libguides.com/plagiarism

We ask you to take the following steps:

(i)   Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism You should also familiarize yourself with the 2017-18 Calendar entry on plagiarism and the sanctions which are applied which is located at http://tcd-ie.libguides.com/plagiarism/calendar (also set out below)

(ii)   Complete the 'Ready, Steady, Write' online tutorial on plagiarism at http://tcd-ie.libguides.com/plagiarism/ready-steady-write Completing the tutorial is compulsory for all students.

(iii)   Familiarise yourself with the coversheet declaration that you will be asked to sign at http://tcd-ie.libguides.com/plagiarism/declaration;

(iv)   Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Coversheet Declaration

In line with the University policy on plagiarism, all Social Studies students are required to sign a coursework declaration form and return it to the School. Rather than asking you to add the declaration form to every assignment, essay, project or dissertation you submit, we ask that you complete the appended declaration form once at the beginning of the year and return a hard copy to the School drop box located beside the door of Arts 3063. **The deadline to return the form is noon on Wednesday December 19th, 2018.**

The Coursework Declaration Form can be found In Appendix II of this handbook

Detection of Plagiarism

In an effort to ensure that students are submitting their own work and that they are appropriately referencing the work of other authors, students will be required to submit some assignments electronically, such as through Blackboard. For further information see http://tcd-ie.libguides.com/plagiarism/detecting-plagiarism

College Regulations on Plagiarism

The college regulations on plagiarism are clearly set out in the official College Calendar. The School of Social Work and Social Policy follows the college policies on dealing with plagiarism as set out in the College Calendar.

All students are required to familiarise themselves with these regulations. Any query regarding the regulations or any query regarding how to avoid plagiarism in one's work may be directed to the BSS Course Director by written email.

The following is a direct extract from the General Regulations section of the College Calendar regarding the issue of plagiarism and the college response to an act of plagiarism. (Please note that the College Calendar regulations will always take precedence over any information contained in this handbook).

You are asked to read and familiarise yourself with the college regulations on plagiarism and to take all necessary steps to avoid any act of plagiarism in your academic work.

University of Dublin Calendar Part II, 82 - 91

"Calendar Statement on Plagiarism for Undergraduates - Part II, 82-91

82 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

83 Examples of Plagiarism

Plagiarism can arise from actions such as:

(a)   Copying another student's work;

(b)   Enlisting another person or persons to complete an assignment on the student's behalf;

(c)   Procuring, whether with payment or otherwise, the work or ideas of another;

(d)   quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e)   Paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i)   fail to distinguish between their own ideas and those of others;

(ii)   Fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii)   Fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv)   Come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

84 Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

85 Self plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

86 Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a

general set of guidelines for students on avoiding plagiarism is available on http://tcd-ie.libguides.com/plagiarism.

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

88 If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

89 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissable. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior

Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under conduct and college regulations §2.

91 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes."

When using the work of others you must either

i)   quote their words directly in quotation marks and provide page numbers, or
ii)   paraphrase them.

Either way, an explicit citation of the work being referred to must be given. To fail to do this is to risk being accused of plagiarism.   In order to support students in understanding what plagiarism is and how they can avoid it, the University has created an **online central repository** to consolidate all information and resources on plagiarism. Up to now, information has been spread across many sites, which can lead to confusion. Through the provision of a central repository, it is hoped to communicate this information to students in a clearer and more coherent manner. The central repository is being hosted by the Library and is located at http://tcd-ie.libguides.com/plagiarism .

Proceed on the general assumption that any work to be submitted for assessment should in fact be your own work. It ought not to be the result of collaboration with others unless your lecturer gives clear indication that, for that assignment, joint work or collaborative work is required or acceptable. In this latter situation, you should specify the nature and extent of the collaboration and the identity of your co-workers.

It is important to understand that stating that your intention was not to cheat and that you did not understand what constituted plagiarism will not be accepted as a defense. It is the action and not the intention that constitutes plagiarism.

The University has established regulations in relation to suspected cases of plagiarism and other forms of cheating. The University's full statement on Plagiarism is set out in The University of Dublin Calendar, Part 1 and Part 2. Students are strongly advised to read these documents carefully and follow all conventions described.

The Student Counselling Service provides seminars to help students in referencing, using information ethically, avoiding plagiarism and time management.

Resources for Students

http://www.cite.auckland.ac.nz/

http://www.coventry.ac.uk/caw

http://cad.auckland.ac.nz/index.php?p=quoting_and_paraphrasing

Websites that help with English and grammar include

http://owl.english.purdee.edu

http://unilearning.uow.edu.au/main.html

http://www.hull.ac.uk/awe

Resources for Academic Staff

http://www.learnhigher.ac.uk/learningareas/referencing/resourcesforstaff.htm

Angelil-Carter, S. (2000). *Stolen Language? Plagiarism in Writing.* Harlow: Person education

Neville, C. (2007). *The Complete Guide to Referencing and Avoiding Plagiarism*

'Ready,Steady, Write'

All students **must** complete the online tutorial on avoiding plagiarism , located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

BSS Course Code of Conduct

Code of Conduct and Disciplinary Procedures

In the event of any conflict or inconsistency between the general regulations (of the College) and school handbooks (such as this one), the provisions of the general regulations shall prevail.

Introduction

It is rarely the case that codes of conduct on professional courses need to be invoked on a formal basis. The code and related disciplinary procedures are outlined here as a measure of extreme last resort. In virtually all instances where there is a concern about a student's behaviour, informal approaches, premised on a desire to help a student through difficulties are seen as the most appropriate to the situation. The priority of the course team and the teaching staff is to enable any student experiencing difficulty or coming into conflict with this code of conduct to be helped in a manner which overcomes the difficulty successfully while remaining on the course. It is only as a last resort that formal procedures would be invoked.

Expectations of Students

In order to protect the interests of service users and carers and to assume sound professional relationships with colleagues, students are required to conduct themselves in accordance with established professional standards.

Students are assessed in relation to professional values (as outlined by the Health and Social Care Professionals Council - CORU) as part of their practice. However, students need to demonstrate their value base consistently not just in face-to-face contact with service users/carers.

This document therefore sets out the course's expectations of students' conduct in college and on placement in relation to colleagues, academic staff, managers and fellow students.

The Bachelor in Social Studies course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. Students must e-

mail Social.Studies@tcd.ie as early as possible on the first day of absence to explain the reason for the absence and to give an estimate of its probable duration.

- Contribute to group discussions, practice simulations, supervision, tutorials, self and peer evaluations and any other group activity deemed appropriate by the programme.

- Take responsibility for their own learning. This includes seeking appropriate support from tutors, practice teachers, dissertation supervisors and colleagues;

- Take responsibility for contributing to a climate of adult learning by offering support to and sharing learning resources with other students

- Handle information about others (including peers, agency and university staff) in a sensitive and confidential manner;

- Treat every person as a unique human being. This should include
    o Respecting the privacy and dignity of others;
    o Being open and honest in learning and working with others;
    o Demonstrating personal qualities of warmth, genuineness and trustworthiness
    o Behaving in an anti-oppressive manner

- Present themselves in a manner appropriate to the specific professional different context. This includes dress codes and appearance, for example, when appearing in court it would generally be the expectation that more formal attire is worn such as trousers with jackets, suits or skirts and jackets.

- Seek to promote policies and practices which are anti-oppressive.

A student whose behaviour does not meet the standards outlined above will be advised by the Course Director in the first instance of these concerns and given support and guidance in addressing them to a satisfactory standard. Should these concerns persist, the Course Committee will be consulted with a view to invoking internal disciplinary procedures.

Termination of a Student's place on the Bachelor of Social Studies Course

Social Studies students are expected to uphold the value base of social work throughout the course. The diversity of experiences and beliefs which students bring with them to the course is to be welcomed, but recognition also needs to be given to the fact that students are likely to face tensions and dilemmas between personal values, social work values and organisational values. This is part of becoming a professional social worker.

However, there are certain kinds of behaviours or activities which are not acceptable within the social work profession. In circumstances where students are found to have engaged in such behaviour or activities, the course committee reserves the right to terminate the students study for the Bachelor in Social Studies or to introduce penalties, e.g. require the student to repeat a complete year.

In order to safeguard both the student and the social work profession, the Bachelor in Social Studies course has defined a list of behaviours/activities, which could warrant investigation if initial informal action does not successfully deal with the situation. Outlined below are the procedures to be followed if such behaviours/activities are formally alleged.

Unacceptable Behaviours or Activities

The list below is not exhaustive and may apply to behaviour/activities within both the University/College and Agency.

- Willful negligence or neglect of duty which endangers others.
- Incapacity for duty/study through alcohol/drugs
- Harassment, assault or bullying on the placement or in college
- Defiance of reasonable instructions/orders
- Dishonesty (including the belated disclosure of criminal offences)
- Deceit e.g. failure to disclose personal relevant or material facts
- Fraud or corruption, including the deliberate falsification of travel claims and/or theft of money
- Unprofessional conduct or action which would bring the profession into disrepute
- Violent or threatening behaviour (including outstanding charges of a violent or sexual nature)
- Serious breach of confidentiality
- Conviction of a sexual offence or an offence of violence whilst undertaking the programme
- Public expression of hostile and demeaning behaviour to a service user, carer, fellow student or member of University/College or Agency staff

Professional and ethical practice requires that social workers and social work students respect the confidentiality of service users, carers, family members, colleagues and

anyone encountered in the course of their work. Students are instructed not to upload any confidential material, comments or remarks about anyone connected with their placement work onto social media such as Facebook, Twitter or any other electronic media. It is necessary for students to understand that breaching the confidentiality of others or remarking (in conversation, on social media or in any other format) in any way about people you meet in the course of your work is unacceptable whether it happens during placement hours or in your spare time.

Disciplinary Procedures

University Regulations as outlined in the Trinity College Calendar, Part II (Undergraduate Studies) make reference to students' behaviour and discipline inPart B 'Conduct and College Regulations'. . In cases where students are alleged to be in breach of these regulations the College can institute disciplinary procedures through the offices of the Junior Dean.

The Bachelor in Social Studies Course Committee reserves the right to report a student to the Junior Dean and to invoke such regulations, if it is deemed necessary to do so.

In addition, the Course Committee may feel it is necessary to invoke internal disciplinary procedures if a student's behaviour is considered to be unethical or to be damaging or dangerous to service-users, colleagues, students or lecturers, or to create an unacceptable risk to themselves or others.

In such situations, the following procedures will be followed:

The student's behaviour is brought to the attention of the Course Director, normally by the practice teacher, social work tutor or lecturer.

The Course Director, in consultation with the Head of School, will instigate a formal review process by appointing a Review Team to investigate the allegation. The Review Team shall number at least three and consist of at least two members of staff from the School of Social Work and Social Policy, and at least one experienced practice teacher or fieldwork representative.

The Course Director shall advise the student in writing of the allegations relating to their behaviour.

A formal review meeting will be convened and the student's attendance will be requested in writing. The notice to the student shall give a brief statement of the alleged offence. The student will be entitled to bring a representative to the meeting.

The review team will consider all relevant evidence and will interview the student. The student will be able to respond to any allegation both in writing and in person at the meeting.

Following the investigation, the review team will consider the following options:

If serious threat or indication of professional misconduct is established, immediate suspension from the programme will follow, leading to termination of the student's place on the course. A formal report of this will be entered on the student's file and will be included in any reference requested from the School.

If the student's behaviour is considered to be of concern but not deemed to be such that termination of the student's place is necessary, possible consequences to be considered may include: the student being required to undertake additional studies (for example, repeat a year), to withdraw from the programme for a specified period of time, or a formal warning is issued. Students whose behaviour has led to disciplinary proceedings may be prevented from or delayed from going on their practice placement. A formal report of the complaint will be entered on the student's records and will be included in any reference requested from the School.

If it is decided that there is no case to answer, the matter will be dismissed, no further action will be taken and no formal record will be entered on the student's file.

The student shall be informed in writing of the outcome of the review meeting.

Appeals Procedures

The normal appeals procedures, as outlined in the College Calendar Part II, will apply. Students should seek support from their College Tutor.

Termination of a Student's Place on the Bachelor in Social Studies course

It may be possible for a student excluded from the Bachelor in Social Studies programme to apply for admission to another academic course within the College. It is the student's responsibility to investigate such possibilities and make any necessary applications.

Fitness to Practice

The full text of the Fitness to Practice Policy can be found on the College website and can be accessed here https://www.tcd.ie/about/policies/fitness-to-practice-policy.php All students are expected to read the College policy as it applies to matters relating to students' fitness to practice trades or professions during their courses of student and after graduation, and in particular, applies to matters relating to students' fitness to participate in clinical or other placements which are an essential component of their course of study.

BSS Prizes

Pauline McGinley Prize

This prize was instituted in 2013 to honour the memory of Pauline McGinley, Bachelor in Social Studies graduate of 1996 who died in 2012. The prize is to be awarded, on the recommendation of the Director of the BSS programme, to the BSS Student in the Sophister years who achieves the highest mark in Mental Health Social Work.

Value: c €100

Marian Lynch Medal

This plaque was commissioned in 2006 by classmates of Marian Lynch, a Junior Sophister BSS student who died in May of that year. Marian greatly enjoyed her course, in particular the Community Work module which reflected her deep affection for and commitment to her own community, the Liberties. This plaque will be presented annually at the start of Junior Sophister year to the group who achieved the highest mark in the Senior Freshman Community Work project.

Anne Williams Memorial Prize

This prize was instituted in 1988, to honour the memory of Anne Williams, a BSS student who graduated in 1987 and died in the same year. It is awarded to the Junior Sophister BSS student who achieves the highest aggregate mark over all written assignments and examinations during the year.

Value: c €172

Mary Lynch Prize

This prize was instituted in 1983, by friends and colleagues of the late Mary Lynch to commemorate her outstanding work in the development of this Department and its courses and of social work generally in Ireland. It is awarded to the Senior Sophister BSS student who achieves the highest aggregate mark over all written assignments and examinations during the year.

Value: c €381

Vivienne Darling Prize

This prize was instituted in 1992-3, by friends, colleagues and students of Vivienne Darling to mark her retirement after 41 years in College. During that time, Vivienne steered and supported dynamic developments in Social Studies, and made a major contribution to Irish childcare policy and practice in the field of adoption. The prize is awarded to the Senior Sophister BSS student who achieves the highest mark, over 65%, for the final placement Practice Study.

Value: c €127

Appendix I: Learning Agreement For Placement

BSS SOPHISTER PLACEMENT LEARNING AGREEMENT PART 1

Placement start date: **Placement end date:**

Student:	Telephone:	Email:
Practice Teacher:	Telephone:	Email:
Agency Name & Postal Address:		
Tutor:	Telephone:	Email:

Working Days/Hours:

TOIL Arrangements:

Sick Leave:

Study Time:

Office Accommodation:

Transport:

Expenses:

Dress Code:

Health & Safety Procedures:

SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

(as identified through previous work/life/ placement experience)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PROFESSIONAL LEARNING PLAN FOR PLACEMENT

(AS PER CRITERIA AND STANDARDS OF PROFICIENCY FOR SOCIAL WORK EDUCATION AND TRAINING PROGRAMMES, THE SOCIAL WORKERS REGISTRATION BOARD; *see Course Handbook AND www.coru.ie FOR A MORE IN DEPTH DISCUSSION OF THE SPECIFIED DOMAINS OF PROFICIENCY)*

Domain 1 Professional autonomy and accountability
This domain addresses the ability to make and justify professional decisions, to take responsibility for one's practice, to recognize own limitations, to consult

appropriately, to act in accordance with relevant legislation, ethics and policy, to obtain informed consent and to work in an anti-discriminatory manner to uphold human rights and social justice.

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	**Identify areas of practice or other opportunities that will enable learning in relation to each goal**	**At the end of placement the student will be able to…….**

Domain 2 Interpersonal and professional relationships
Capacity to build constructive relationships, to work collaboratively with service users, carers, other professionals and external agencies and to be an effective team member are addressed under this domain.

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	**Identify areas of practice or other opportunities that will enable learning in relation to each goal**	**At the end of placement the student will be able to…….**

Domain 3 Effective communication
Listening skills and skills in communicating information in a way that is understood are encompassed under this domain. This includes capacity to communicate across difference including age, ability, gender, ethnicity and discipline. The ability to communicate with involuntary clients should be considered together with capacity to communicate verbally, non-verbally, in writing and using I.T.

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	**Identify areas of practice or other opportunities that will enable learning in relation to each goal**	**At the end of placement the student will be able to…….**

Domain 4 Personal and professional development
The importance of self-awareness and the ability to reflect critically on practice as a way to develop practice skills are central to domain 4 as is the pro-active use of supervision and a commitment to continuing professional development.

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of placement the student will be able to…….

Domain 5 Provision of quality services
This domain addresses the ability to assess and identify needs, strengths and risk and plan appropriate interventions in collaboration with service-users and others, ability to implement plans, keep records, monitor and review progress, modify plans according to need and evaluate practice. Participation in quality initiatives and reviews and the use of reflective practice and supervision are included.

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of placement the student will be able to…….

Domain 6 Knowledge, understanding and skills
This domain includes the capacity to demonstrate a critical understanding and/or application of social work theory, methods and skills; social po licy including issues and trends in Irish public and social policy development which relate to social work practice; sociology, psychology, social research, law and the legal system including national guidelines and standards, findings of inquiries, investigations and associated reports influencing social work practice; economics; political science and other related social sciences

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	Identify areas of practice or other opportunities that will enable learning	At the end of placement the student will be able to…….

	in relation to each goal	

ADDITIONAL KEY PERSONAL LEARNING GOALS

(identified in relation to previous experience, feedback and current areas of interest)

LEARNING GOAL	LEARNING PLAN TO MEET THIS STANDARD	INDICATORS/EVIDENCE OF PROFICIENCY

WORKLOAD

_____
_____
_____
_____
_____

STUDENT SUPERVISION

It is a course requirement that formal supervision takes place weekly and 90 minutes duration is advised.

Components of supervision include reflective learning and practice, support, case management and organizational and policy issues.

Note learning styles of student and practice teacher:

_____
_____
_____

Supervision Arrangements:

Day:	**Time:**

Other Student Supports:

STUDENT ASSESSMENT / SOURCES OF EVIDENCE

Discuss and note the methods of assessment used by Practice Teacher and evidence of learning, skill development and practice required.

Sources of evidence may include direct observation, self reports by student (verbal, written, process recording); feedback from colleagues, feedback from service users, preparation for supervision by student, recorded samples of work (audio/video), written reports/records by student on behalf of agency.

PERSONAL ISSUES

Are there any personal issues that may have an impact on the placement? Discuss and note if appropriate:

COLLEGE-RELATED ISSUES

Are there any college related issues that may have an impact on the placement? Discuss and note if appropriate:

AGENCY-RELATED ISSUES

Are there any agency-related issues that may have an impact on the placement? Discuss and note if appropriate:

Signatures

We agree that this placement will be undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.)

Student:

Practice Teacher:

Tutor:

Date:

MID PLACEMENT MEETING ARRANGEMENTS

Date of Mid Placement Meeting:

Time:

Student will provide the Tutor with a short summary of work in advance of the mid placement meeting.

BSS SOPHISTER PLACEMENT LEARNING AGREEMENT PART 2

MID PLACEMENT MEETING

Review Learning & Capacity In Relation to The Social Workers Registration Board Standards of Proficiency:

- **Professional Autonomy and Accountability**

- **Interpersonal and Professional Relationships**

- **Personal and Professional Development**

- **Effective Communication**

- **Provision of Quality Services**

_____

- **Knowledge, understanding and skills**

_____

- Additional Personal Learning Goals

_____

Establish whether student is likely to pass the placement and outline very clearly what objectives are set for the second half of placement.

Objectives / Plan for remainder of placement

_____
_____
_____
_____
_____

Student Issues/Concerns

_____
_____
_____

Practice Teacher Issues/Concerns

_____
_____
_____

Signatures

We agree that this placement is undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.)

Student:

Practice Teacher:

Tutor:

Date:

BSS SOPHISTER PLACEMENT LEARNING AGREEMENT PART 3

FINAL PLACEMENT MEETING

Date:

Time:

Review of Learning :

_____

_____

_____

_____

_____

_____

Areas of strength identified and recommendations for future development:

_____

_____

_____

_____

_____

Signatures

We agree that this placement has been undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.)

Student:

Practice Teacher:

Tutor:

Date:

Appendix II : Coursework Declaration Form

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

UG DECLARATION

☐ I hereby declare that all submissions made during the academic year 2018/19 is entirely my own work, free from plagiarism and has not been submitted as an exercise towards a degree at this or any other university

☐ I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at http://www.tcd.ie/calendar

☐ I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

_____

Student Name   Date

_____

Student Number

_____

Course

_____

Note to Students

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at http://tcd-ie.libguides.com/plagiarism

We ask you to take the following steps:

(i)   Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism . You should also familiarize yourself with the 2018-19 Calendar entry on plagiarism located on this website and the sanctions which are applied;

(ii)   Complete the 'Ready, Steady, Write' online tutorial on plagiarism at http://tcd-ie.libguides.com/plagiarism/ready-steady-write. Completing the tutorial is compulsory for all students.

(iii)   Familiarise yourself with the declaration that you will be asked to sign when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration;

(iv)   Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Appendix III : BSS Attendance Policy 2018/19

The School of Social Work and Social Policy are bound to comply with the following College Regulation.

'For professional reasons lecture and tutorial attendance in all years is compulsory for the B.S.S in the School of Social Work and Social Policy' (Calendar 2017-18, P.30)'

The School is also bound to comply with CORU the Regulating Health & Social Care Professionals Council requirements and guidelines which state 'the process of monitoring student attendance is declared, together with the implications of non-attendance'

This policy explains how attendance will be monitored and how poor attendance will be addressed.

Practice & Escalation Procedures - Lectures and Tutorials

Group and individual attendance will be formally monitored in social work modules*

The BSS Course Director and Module Co-Ordinators will monitor group and individual attendance in lectures and tutorials using a formal attendance monitoring system whereby students are required to sign an attendance sheet at each lecture or tutorial. If group or individual attendance is unsatisfactory, the BSS Course Director will meet with the student to discuss and address issues that may be affecting attendance. If non-attendance persists the course director will escalate matters as appropriate (see section on Persistent Excused /Unexcused Absences).

Reporting Absences During Teaching Term:

Any student who is unable to attend a lecture or tutorial is obliged to contact the School by emailing Social.Studies@tcd.ie   as early as possible on the first day of absence to explain the reason for his/her absence and to give an estimate of its probable duration.

Excused Absences During Teaching Term:

In certain circumstances, absences may be unavoidable due to illness or unforeseen events. In the case of absence due to medical reasons, If absent for 3 or more consecutive days, students must provide original medical certificate from a registered General Practitioner or from College Health, to be submitted to the School Office, as soon as possible after illness, ideally within 3 days.

Absences Whilst on Placement:

If students are ill or need compassionate leave, their Practice Teacher must be notified as early as possible on the first day of absence to explain the reason for his/her absence and to give an estimate of its probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor (or college). Absences of 2 or more days must be made up in a purposeful manner negotiated with the Practice Teacher. If necessary, students may use some of their Reading Time allotment. If absence seems likely to be prolonged student, practice teacher and social work tutor should discuss the implications at the earliest possible time.

Persistent Excused /Unexcused Absences

Individual students with a number of absences (both excused and unexcused) will be contacted and will be required to discuss their attendance record with the B.S.S Course Director and Director of Teaching & Learning. Where students miss more than a third of a module in any term or fail to submit a third of the required course work in any term, the student's tutor will be contacted and will result in the student being returned to the Senior Lecturer as 'non-satisfactory'.

Students who are reported as 'non-satisfactory' will have this noted on their University record and transcripts. Students who are reported as 'non-satisfactory' to the Senior Lecturer for Michaelmas & Hilary terms of the same academic year may have permission to take annual examinations withdrawn.

Other Offences

It is the student's responsibility to sign the attendance sheet at each lecture / tutorial they attend. Attendance forms will not be updated by lecturers or school office staff at the request of students who forget to sign the attendance sheet during a lecture.

If, during formal monitoring, a student is detected as signing in classmates or participating in 'sign and go' practices, they will be referred immediately to the Course Director and Director of Teaching & Learning and may be referred to the Fitness to Practice Panel or Junior Dean on disciplinary grounds.

Notes

* This policy does not apply to lectures and tutorials delivered by the Departments of Economics, Sociology, Political Science, Social Policy.

* Individual lecturers may implement their own attendance monitoring system if attendance forms part of an overall module mark.