



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work & Social Policy

Postgraduate Diploma in Child Protection & Welfare

Course Handbook 2023-2024



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Alternative formats of the Handbook can be made available on request.

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.

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 have prepared a short guide at https://www.tcd.ie/info_compliance/data-protection/student-data/ to help you understand how we obtain, use and disclose student data in the course of performing University functions and services. This guidance note is intended to supplement the University's Data Protection Policy which can be found at https://www.tcd.ie/info_compliance/data-protection/student-data/.

1. Contact Details

Course Director	Assistant Professor Ruth Elliffe Email: relliffe@tcd.ie Telephone: +353 1 898633
Director of Teaching and Learning Postgraduate	Dr Erna O'Connor Email: CONNORER@tcd.ie Telephone: +353 1 896 3707
Course Administrator	Emma Quill Email: emma.quill@tcd.ie Telephone: +353 1 896 4579
Office Location	School of Social Work and Social Policy Room 3063, Arts Building Trinity College Dublin Dublin 2 Ireland
Web	https://www.tcd.ie/swsp/postgraduate/child-protection/

2. Introduction

Welcome to Trinity College and to the Postgraduate Diploma in Child Protection and Welfare. This handbook is intended as a guide to various aspects of the course, and it sets out the organisational framework of the course as well as its content. However, it should be stressed that there is space within the design for the participants to address other issues that may emerge during the course and there will be opportunities to explore these during the year.

The reading lists included are intended to provide references to research and literature on the different subjects. They are designed to be a long term as well as short-term resource. We would also recommend that you make use of the wide range of materials available online through the TCD library, and that you regularly consult the contents of online journals. The university is also a full member of the North South Child Protection Hub which means that registered students have full access to the site.

We hope you find the year with us on the course both stimulating and enjoyable.

Ruth Elliffe (Course Director).

Eimear Berry, James Forbes, Paul Sargent, Siobhan Young, Leanne Stapleton, Nicola O'Sullivan, Stephanie Holt, Sinead Tobin, Nicola Carr (Course Tutors).

Emma Quill (Administrative Officer).

3. Student Support Services

Students can see a full range of the services available to them at www.tcd.ie/students/supports-services/. This includes library services, careers advisory services and more. Four key student services for online postgraduate students are the Postgraduate Advisory Service, Student Learning and Development, Trinity Online Services and the Library. More detailed information about student services can be found [here](#).

Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience. The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of Postgraduate study you are at. In addition, each Faculty has three members of Academic Staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance as needed.

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/or academic appeals arising out of examinations or thesis submission, supervisory issues, general information of Postgrad student life and many others. All queries will be treated with confidentiality. For more information on PAS please see their [website](#).

Student Learning and Development

Student Learning and Development (SLD) are here to help you achieve your academic potential while studying in Trinity. They have a range of online resources for postgraduate students. For more information on SLD please see their [website](#).

Support Provision for Students with Disabilities

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must applying for reasonable accommodations with the Disability Service in their student portal my.tcd.ie. Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an Individual [Learning Educational Needs Summary \(LENS\)](#) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the Disability Service for reasonable accommodation. [Supports for Postgraduate Students](#) include:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step [How to apply for Reasonable Accommodations guide](#).

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Disability Service [Contact page](#).

Examination, accommodation and deadlines

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments and Foundation Scholarship assessment: the last Friday in September

- Semester 2 assessments: the last Friday in January
- Reassessments: the last Friday in May

Student responsibilities for departmental assessments/course tests

- Students are required to initiate contact with the School/Department and request reasonable accommodations as **per their LENS report, or email received following their needs assessment** for particular assessments for School/ Department administered assessment. Students are advised to make contact **at least two weeks prior** to the assessment date to enable adjustments to be implemented.

Sources:

[Interactive College Map](#)

[Blackboard](#)

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- Students are required to initiate contact with the School/Department and request reasonable accommodations as **per their LENS report, or email received following their needs assessment** for particular assessments for School/ Department administered assessment. Students are advised to make contact **at least two weeks prior** to the assessment date to enable adjustments to be implemented.

Online Learning Environment

Blackboard Learn, which is located at mymodule.tcd.ie, is the College's Virtual Learning Environment (VLE). You can use this to access lecture notes, online assignments and other activities through Blackboard. More information about Blackboard is available [here](#).

Library

The Library's history dates back to the establishment of the College in 1592 and it is the largest library in Ireland. Today it has over 6 million printed volumes with extensive collections of journals, manuscripts, maps and music reflecting over 400 years of academic development. The most famous of its manuscripts, the [Book of Kells](#) and the Book of Durrow, were presented by Henry Jones, Bishop of Meath and former vice-chancellor of the University, in the 1660s. The Library was endowed with Legal

Deposit privilege in 1801 and continues to receive copies of material published in the United Kingdom and Ireland.

The Library supports the learning and research needs across all disciplines of the College; it is a major research library of international repute; it provides services to a wide range of external users and institutions. The subject librarian for the School of Social Work and Social Policy [Caroline Montgomery](#) .

The majority of journals listed in the various course outlines are now available online to registered students and there will be a training session during Week 1 which will show you how to access the online databases and make the best use of the technical resources available. Students will be expected to make extensive use of online resources available. Students will be expected to make extensive use of online journals.

Off Campus Access

Access is available to licensed electronic resources (books, databases and journals) to registered students and staff, irrespective of where they are located. Off campus access is not available for UK electronic legal deposit, [eLD \(UK\)](#), material.

College members linking to an electronic resource from outside Trinity College Dublin campus locations will select a resource from Stella Search. When they click on the link to the resource, they will be directed to a secure login page to authenticate with their College username and network login password. Please see the website for more information [here](#).

Graduate Studies

The Graduate Studies Office offers centralised information on admissions, assessment, progression and funding. For more information about their services please see their [website](#).

Co-Curricular Activities Central Societies Committee

The Central Societies Committee (CSC) is the sole body on campus with the power to grant recognition to societies. As the governing body of societies, the CSC represents their interests in dealings with College authorities. More information about College Societies and the CSC can be found at [here](#).

Dublin University Central Athletic Club

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. DUCAC is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. More information about DUCAC can be found [here](#).

TCD Graduate Student Union

The Graduate Students' Union (GSU) is an independent body which represent all postgraduate students in Trinity. Every postgraduate student is automatically a full member of the GSU upon entering their course. The GSU is available to assist you with academic and welfare issues and provides you with facilities including the 1937 Postgraduate Reading Room and the Postgraduate Common Room. They also schedule social events for postgraduate students. More information about the GSU can be found [here](#).

IT Services

IT Services is responsible for the planning, delivery and support of the University's main computing facilities. This includes the University's network systems, web infrastructure, email and calendaring, management services, research IT and student computing facilities. Students are provided with full IT support via the IT Service Desk and a wide range of IT training is also available either online or face to face. More information about the supports and services provided by IT Services can be found on their [website](#).

4. Emergency Procedures

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 1 869 1999) in case of 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). For information on College Health and Safety please see the Estates and Facilities [website](#).

5. Course Communication

On all course related matters, we will communicate with you primarily using your TCD email account. From time to time other services in college may use your telephone number or postal address. You can communicate with us using email or telephone. We will endeavour to reply to your communication promptly. Unless otherwise advised you can expect staff to respond to queries in normal business hours i.e. 9.00am – 4.00pm, Monday to Friday.

6. Key Locations

Programme Office

The School Office is located in Room 3063, The Arts Building, Trinity College Dublin. The opening hours are Monday to Friday 09:00-13:00 and 14:00-16:00.

Online Learning Environment

Blackboard Learn, which is located at mymodule.tcd.ie, is the College's Virtual Learning Environment (VLE). You can use this to access lecture notes, online assignments and other activities through Blackboard. The 'Assist' feature located on the left side of your Blackboard homepage provides information and tutorials on how to navigate the system. More information about Blackboard is available at <https://www.tcd.ie/CAPSL/resources/blackboard/>.

Berkley, Lecky, Ussher (BLU) Library

The BLU Library can be accessed through the second floor of the Arts Building or from the Ussher Podium. Information about the opening hours is available at <https://www.tcd.ie/library/opening-hours/berkeley-lecky-ussher/>

Academic Registry

The mission of the Academic Registry is to provide key centralised administrative services to students and staff supporting the best possible Trinity experience. AR provides administrative support during a student's time in the University. Their vision is to be an integrated, flexible team with a professional service ethos supporting all stages of the student lifecycle. More information about the Academic Registry can be found on their [website](#).

7. Course Aims and Outcomes

The principal aim of the Postgraduate Diploma in Child Protection and Welfare is to enable practitioners and their employing organisations to meet the requirements of the Child Care Act 1991, the Children Act 2001, the Children and Families Relationship Act 2015 and the Children First Act 2015, by offering an enhanced knowledge base. It does this in a multi-disciplinary and inter-agency context and has a long-term aim to enhance co-operation and co-ordination by giving students a strong sense of the roles, responsibilities, skills and contributions of the entire child protection and welfare network. In line with the principles underpinning current child care legislation and policy, the course broadly reflects a number of practice principles such as; the paramountcy of child welfare, the benefits of early and sustained intervention, family support, the use of evidence to inform practice, the rights of children and the fullest participation possible of children and families in the child protection and welfare process. More specifically, the course is underpinned by three primary driving principles and philosophies of practice, as follows:

- **Relationship Based Practice:** Relation Based Practice (RBP) is based on the idea that positive change is best achieved in the context of relationship, wherein the professional seeks to achieve an element of reciprocity and friendship with clients, even in situations where conflict over shared understandings may be evident. While the roots of RBP lie in a questioning of the limitations of reason in producing good results in encounters between professionals and clients, there is, in fact, no absolute opposition between technical/rational and emotive/relational approaches to professional practices with families and children. Rather the evidence suggests that effective outcomes for clients represent a combination of research informed programmes delivered by professionals who are perceived by clients to be warm, engaged, concerned and empathetic in their approach. RBP challenges professionals to acknowledge the humanity of others, leading to an emotional as well as to an intellectual understanding of the challenges faced by clients in the context of their life histories. In Ireland an example of this type of approach may be found in the Signs of Safety programme which seeks to engage clients in developing a shared understanding of and response to, concerns regarding the welfare of children.

- **Evidence Informed Practice:** It is perfectly possible for good-hearted, well-trained, well-meaning staff, employing the most promising approaches and theories available to them, to make no difference at all to, or even worsen, the condition of those they are seeking to help. Essentially, using evidence competently in child protection and child welfare is a form of accurate tuning into the needs of service users and begs the questions: ‘how can I know that what I am going to do will make a difference and how can I know that I have made a difference?’ Evidence informed practice is therefore the conscientious, explicit and judicious use of known best practice in assessment, planning, intervention, review and evaluation in pursuit of achievable outcomes. More than that, evidence informed practice should be understood as leaving ample room for the constructive and imaginative judgement and knowledge by practitioners and service users who must be in constant interaction and dialogue with one another for most interventions to succeed. By stressing the importance of evidence in assessment, we are countering any propensity to human bias and error when constructing formulations on risk, need and required resources in child protection and child welfare.
- **Child Centred Practice:** Each child is a unique individual, each is a person in their own right, and each is entitled to full human rights. Nothing too startling or controversial in those statements, yet acting in child centred ways in support of these principles may not be so easy in practice for front-line professionals. Children may share certain characteristics, but each has their own lived experience. Each child has a distinctive life journey, their own unique story. Children who are siblings may have more in common, but even they retain their individuality and differences. The challenge for those working with children face to face is fundamentally to respect and uncover that individuality, and their set of experiences. Achieving this respect and insight is essential to reaching the right conclusions, making the right decisions for and with *this* child – decisions that fit with the real-life circumstances and concerns of *this* child. It is also important to know about children in general and to respect their collective status, but in working with a given child, a key issue is knowing how *this* child is, and how they are different. Central to understanding each child is respecting the significance of their history and circumstances. These frame the context - the web of relationships and influences (positive and negative) that plays out in their lives.

Being child centred means taking children seriously, not just children in general, but also *this* child.

It means having a meaningful rapport with a child and a grasp of their lived experience and reality. It also means having a connection with, and awareness of, key adults and peers in their lives. It means having a life course perspective for each child, recognising the importance not only of what is happening *now*, but also how the past impinges, and how the child's future potential remains waiting to be realised. Being child centred means being *hopeful* about, and working for, the possibility of a better future for this and every child. Being child centred at a policy level means recognising the importance of evidence about children's experience and outcomes, and especially the importance of *intersectionality* – how gender, ethnicity, disability and such cross cutting factors impact on children individually and shape their specific needs individually and collectively. It means formulating and monitoring policy with the child in mind.

In delivering on the principles outlined above, the course offers critical perspectives on current policies and practices in relation to child care issues, and adopts a clear policy of non-discrimination on grounds of class, culture, status or gender. It will keep students abreast of the changes and offer opportunities for discussion and debate.

Since its inception, the course has been modified to take cognisance of wider changes in the child care field. In addition, it has addressed the implications and recommendations of Irish child abuse inquiries as well as those from other jurisdictions. In line with the aspiration of the Government to promote community based family support and early intervention, the course aims to promote an ecological perspective on the assessment of the needs of children and families.

Course Structure & Teaching Methods

The Postgraduate Diploma in Child Protection and Welfare spans one academic year, during which students spend nine weeks part-time in the university. *Full attendance at all classes is expected and attendance lists will be kept.* *Absence of greater than fifteen days on medical certification will require the student to apply to the Dean of Graduate Studies for permission to repeat all or part of the course.

Teaching normally takes place primarily on campus in 'face to face' mode, with some live streaming of lecturers into the classroom. It is important to note that for online classes, the online environment lacks the face-to-face element of regular discussions and interactions, where people can rely on

body language and tone of voice to capture the full meaning. In the online environment, without these visual cues, miscommunications and misunderstandings can occur and some extra care when interacting can be warranted. Netiquette has slowly developed into an informal standard that helps transmit tone and emphasis when online and helps to address many of these communication issues.

Keeping the few simple rules of netiquette in mind will help ensure that what you say will be better understood by those listening and reading.

1. Typing in 'all caps' (all upper-case letters) denotes anger when communicating online. A message delivered in all caps is likely to be read as if sent in an aggressive tone. When possible, refrain from using all caps, even when emphasising certain words in sentences (italics may be used as an alternative for emphasis).
2. Emoticons, also known as emojis, are commonly used in online communication to transmit the tone in which the message was sent. Emoticons/emojis can take the form of a series of characters or be little images of faces which aid in the transmission of the sender's facial expression when communicating. For example:
 - 'I got a great result in my first assignment. Yay! 😄'
 - 'I am unable to attend this evening due to work commitments, sorry. :-(

These can be more useful than it first seems to ensure messages are received in the spirit in which they were sent.

3. Be careful when using irony and sarcasm online. This can be easily misinterpreted by those receiving your message.
4. Conduct debates and discussions in a respectful manner. Do not attempt to provoke personal debates and remember that it's better to reply when calm should you ever feel provoked. If you feel angry it is often best to take a moment to think about what you are posting online. Keep all messages on the topic and aim never to get personal. Healthy disagreement can be very informative and lead to key learning but be constructive in any criticism you give and always aim to be respectful.

Course Content

The course consists of six modules; Child Protection Perspectives and Practices, Interventions with Children and Families, Law, Contemporary Issues, Child Development and Research Methods. Each of the modules is comprised of courses on relevant topics; teaching and learning is through the media of lectures, seminars, workshops, online learning, demonstrations, class presentations and study time consisting of reading, researching, data collection and preparing assignments. The Postgraduate Diploma carries 60 ECTs (See Appendix C for a breakdown of ECTs).

Students are encouraged to develop research skills, and are now required to make formal presentations of their project work, in order to promote the dissemination of their course work amongst colleagues in their own agencies. Opportunities for debate and discussion are a core component of the course.

Learning Outcomes

Upon completion of the Postgraduate Diploma in Child Protection and Welfare, successful candidates should be able to demonstrate:

1. That they can apply their knowledge and comprehension, their critical awareness and problem solving abilities, within the context of research, or in the development of professional skills, in broader or multidisciplinary areas related to their fields of study;
2. The ability to meet the requirements of the Child Care Act 1991, the Children Act 2001, the Children First Act 2015, the Children and Family Relationships Act and related legislation through increased knowledge of child care law;
3. An increased base of theoretical and applied knowledge about child abuse;
4. The ability to critically analyse current child protection and welfare policies and practices;
5. A clear understanding of the roles, responsibilities, skills and contributions of the entire child protection and welfare network;
6. An understanding of the impact of negative social factors on parental capacity and child development;
7. The ability to complete a clearly written innovative practice project that demonstrates an integration of new learning to the student's work within his or her organization.

6. Course Contributors

Eimear Berry

Eimear is a teacher with a background in working with socially excluded children. She has taught at primary, post-primary and third level. From 1992 to 2002 she worked with the Dept of Education and Science's (DES) Traveller Education Advisory Service. She completed a M.Sc. in Child Protection and Welfare at TCD in 2003.

Over the past 10 years she has worked with the DES Professional Development Service where, as part of her work, she designed and delivered training programmes in child protection and welfare to school principals, teachers, ancillary staff and student teachers. Eimear has tutored on the Postgraduate Diploma in Child Protection and Welfare since 2007 and is a member of the National Review Panel.

Sonya Bruen

Sonya Bruen is a Senior Associate with Mason Hayes & Curran where she practices in the area of Public Law with specific focus on Child Protection and Welfare. Mason Hayes & Curran is one of a number of firms acting for Tusla Child and Family Agency in Public Care Proceedings. Sonya qualified as a Social Worker from the undergraduate NQSW programme in Trinity College Dublin in 2000 and practiced as a social work practitioner for the SWAHB/ HSE for 6 years in the area of Child Protection and Welfare. Sonya re-trained as a solicitor in 2009 and has been working with Mason Hayes & Curran since 2011 where she is part of a team who advise and represent social work practitioners in District Court applications under the Child Care Act 1991.

Sinead Tobin

Sinead is an Assistant Professor in Social Work in the School of Social Work and Social Policy in Trinity College Dublin. She holds a Masters in Applied Social Research from Trinity College Dublin (2014), and a BSS from Trinity College Dublin (2006). Sinead's dissertation research was a qualitative study investigating young people's lived experiences of foster care placement breakdown. Sinead holds an innovative joint appointment position between Trinity College and Tusla, the Child and Family Agency. In her appointment to the School of Social Work and Social Policy, Sinead brings 17 years experience working as a Social Worker, Social Work Team Leader and Principal Social Worker predominantly in the fields of Child Protection and Welfare and Children in Care. She also has experience working within Adoption and Birth Information and Tracing Services.

Trevor Spratt

Trevor Spratt is Professor in Childhood Research and co-Director of the Trinity Research in Childhood Centre at Trinity College, Dublin, Ireland. He is a qualified social worker and spent some years in social work practice with children and families in Northern Ireland. Since the late 1990s he has worked as a researcher and lecturer in universities, first in the University of Ulster, then Queen's University Belfast, before taking up his present position in 2014. His work is centred on three key areas; decision making in child protection and welfare work, international comparisons of child protection and welfare systems and the impact of adversities encountered in childhood on later life outcomes. He is involved in the management of the longitudinal study *Growing Up in Ireland* and co-leads a multidisciplinary research centre with over 200 members. www.tcd.ie/tricc/

Louise Caffrey

Louise is an Assistant Professor in Social Policy in the School of Social Work and Social Policy at Trinity College Dublin. She holds a PhD in Social Policy from the London School of Economics and Political Science (LSE), where she was awarded an LSE PhD Scholarship to undertake her research. Louise also holds a Full Post-Graduate Certificate in Higher Education Teaching (PGCHE) from the LSE, an MSc in Applied Social Research from Trinity College Dublin and a BA (International) in Political Science and History from University College Dublin (UCD).

Much of Louise's recent research stems from a core interest in the challenges of implementing public policy in organisations. Her research has sought to better understand, firstly why implementing policy is so challenging and, secondly, how we can better evaluate public policy initiatives and programmes so that evaluation findings are more useful for policy makers. Louise specialises in understanding public sector organisations as Complex Adaptive Systems (CAS) and using Systems and Realist Evaluation & Synthesis approaches. Her research has studied policy implementation in both child protection and health systems and explores overarching themes of system safety, inter-professional working and intended and unintended effects of performance management and measurement. She has studied the implementation of specific programmes and initiatives including, Signs of Safety (a framework for child protection social work practice) Athena SWAN (a gender equity initiative) and Health Research Systems. In addition, her research has investigated safety and child engagement in child contact centres and the experience of lone-parents subject to welfare-to-work policy.

James Forbes

Director of Social Care in ChildVision, the National Education Centre for Blind Children, James is a qualified social care worker whose professional and research interests include the social construction of disability and child protection and children with disabilities. He holds undergraduate degrees in Social Care, in Law (LLB) and in Education (BA Ed), an MA in Education, a level 9 Diploma in Professional Regulation and a Masters in Law (LLM). He completed TCD's Postgraduate Diploma in Child Protection and Welfare in 2011 and the MSc in Child Protection and Welfare in 2012. James lectures on the Social Care honours degree course in the Technology University of Dublin and has been an extern lecturer with the University of Worcester. A member of both CORU's Social Care Registration Board and CORU's governing body, the Council, James is also a member of CORU's Recognition and Registration Committee, its Appeals Committee and he chairs its Nominations Committee. James has been awarded a scholarship from DCU to pursue a PhD in Law.

Siobhán Greene

Siobhán graduated from the University of Ulster at Coleraine in 1992 with a BSc in Social Psychology with Sociology. She worked with adults as an Aftercare Development Worker in Meath area where she was responsible for the development and provision of an aftercare service. She completed her M.Sc. in Child Protection and Welfare in 2002. In 2002 she moved to work with Barnardos and has worked in a variety of positions across the organisation including Family Welfare Conference; programme design, quality assurance, training and practice development and regional manager of services. Since 2019, Siobhan has held the position of Director of Children's Services.

Stephanie Holt

A graduate of the MSc in Child Protection and Welfare, Stephanie is Professor in Social Work in the School of Social Work & Social Policy, Trinity College Dublin, where she is currently Head of School. Her academic and research interests include domestic violence, intimate partner homicide and risk assessment, child contact, child care and family support. She has a particular interest in ascertaining and representing the voice of the child in research. Significant among her publications, she was co-editor of the first Routledge Handbook on Domestic Violence (2021), lead editor on the first European text on domestic violence (2018) and has also co-edited a double special edition of the Journal of Family Violence on 'European Research on Children's Experiences of Domestic Violence'.

Nicola O’Sullivan

Nicola has worked in the child protection and welfare context for 20 years. Nicola has a Degree in Youth & Community Work from UCC, a Masters in Child Protection and Welfare from TCD, a Post Graduate Diploma in Clinical Supervision from DCU and a Professional Doctorate in Social Care and Emotional Wellbeing from the Tavistock and Portman NHS Foundation Trust. Nicola has completed training at the Anna Freud Centre on attachment, infancy and parenting. Nicola is a clinical supervisor to teams and individuals across social care and social work services in Ireland and in the UK. She is an independent consultant to teams and organisations and Lecturer at the Tavistock and Portman NHS Foundation Trust.

Paul Sargent

Paul has over thirty years’ experience working with young people in the criminal justice system in Ireland. He completed his PhD in the School of Social Work and Social Policy at Trinity College Dublin in 2010. His research interests include the history and development of the Irish Juvenile Justice and Welfare systems. He is author of ‘Wild Arabs and Savages’, the first history of the Irish juvenile justice system, published by Manchester University Press. Paul is a member of the National Review Panel.

Dr Susan Flynn

Susan is an Assistant Professor in the School of Social Work & Social Policy, Trinity College Dublin. She holds particular research interests in the areas of disability and child protection, critical disability studies, and disability in the context of austerity and poverty. She has also developed research interests in the area of social work practice. She has publications in a range of high ranking journals such as Disability & Society and the British Journal of Social Work. Her practice experience spans a range of cognate roles predominately centring around child protection and welfare social work and residential social care practice.

Siobhan Young

Siobhan works as Head of Quality, Safety and Service Improvement in Community Healthcare East, HSE. She previously worked in Tusla's national office and has worked as an investigator in the Ombudsman for Children's Office. Before that, she held policy roles in the Department of Children and Youth Affairs and Youth Justice. Siobhan did the PG Diploma in Child Protection and Welfare in 2008 and completed a PhD by research on children in special care and detention in 2014 in the Department of Social Work and Social Policy. She has worked a tutor on the CPAW course since 2009.

Leanne Stapleton

Leanne has worked in the child protection and welfare context for over 13 years, as a qualified social worker since 2015 and previously with the ISPCC's 'Childline' service. Leanne has an Honours Degree in Social Science and a Master's Degree in Social Science (Social Work) from UCD. Leanne completed TCD's Postgraduate Diploma in Child Protection and Welfare in 2022, and the Msc in Child Protection in 2023. Leanne works as a Senior Social Worker in an acute paediatric hospital, supervises qualified social workers and is a regular Practice Teacher to social work students on placement. Leanne's practice and research interests include paediatric social admissions and multidisciplinary management of child protection concerns.

Ruth Elliffe

Ruth is an Assistant Professor in the School of Social Work and Social Policy, Trinity College Dublin and current Programme Director of the Postgraduate Diploma in Child Protection and Welfare. In 2014 she was awarded a studentship co-funded by the School of Social Work and Social Policy and COSC The National Office for the Prevention of Domestic, Sexual and Gender-based Violence to carry out doctoral research on children's experiences of the police response to domestic violence. Under the supervision of Dr Stephanie Holt, Professor in Social Work, Ruth completed her PhD dissertation 'Perspectives on the Police Response to Children Experiencing Domestic Violence: An Irish Case Study' in 2018. Ruth is a qualified social worker and has experience working in the homeless and voluntary sectors. She is a practice tutor to social work students on professional placements and is an experienced long-arm practice teacher. She currently teaches social work theory and skills development at both undergraduate and postgraduate level. Ruth's current research interests stem from an interest in intersectionality and domestic abuse with a strong passion for positioning children as central to the DVA debate.

Eavan Brady

Eavan Brady is an Assistant Professor in the School of Social Work & Social Policy, Trinity College Dublin. Eavan's PhD explored the educational pathways of care-experienced adults and used life course theory to examine the ways in which participants' life experiences shaped and influenced their education over time. Eavan's research expertise lies in the field of child welfare with a particular focus on the long-term well-being and outcomes of children in care and care leavers; she has published widely in international and national journals on these topics. Eavan is a registered social worker holding a Master's in Social Work and a Higher Diploma in Psychology. Prior to joining the School of Social Work & Social Policy, Eavan worked in the homelessness, housing, and mental health sectors in both Dublin and Toronto, Canada. Eavan also spent two years working with Practice and Research Together in Toronto where she was heavily involved in supporting staff in child welfare agencies across Canada to use evidence-informed practices in their work. Eavan teaches across multiple programmes in the School and is the current Course Director of the Master in Social Work programme.

Sheila O'Flaherty

Sheila O' Flaherty is a Social Worker, Psychotherapist and trainer with almost 30 years' experience working with children, adolescents, individuals, couples and families. She has had the opportunity to work across a broad range of settings both in California and in Ireland, including Child Protection, Infant Mental Health, Child and Adolescent Mental Health, Adult Mental Health and Psychiatry of Later Life. She has worked with a diverse range of families and appreciates the importance of cultural competency. She began her studies in Trinity College Dublin and continued in California where she became accredited as a psychotherapist in 2006 with the Board of Behavioural Sciences. She is a train the trainer in Mental Health. Sheila is passionate about the work she does and brings a down to earth, friendly approach to teaching. She wants to support others in understanding theories in a way that is accessible and relevant to their day to day work.

Lynne Cahill

Dr Lynne Cahill is an Adjunct Assistant Professor at the School of Social Work and Social Policy, Trinity College Dublin. Her research focuses on LGBTQ experiences of intimate partner abuse, complex systems change and reform in homelessness, as well as database searching, literature reviews, and qualitative research techniques. Her current research examines implementation of a national programme response to homelessness, Housing First commissioned by the Service Reform Fund (SRF). The Service Reform Fund was established by the Department of Health, the Department of Housing, Local Government & Heritage, the Health Service Executive (HSE), the Atlantic Philanthropies, and Genio. The over arching aims of the SRF are to assist homelessness, disability, and mental health services transition to person- centred, recovery orientated support models.

7. Course Modules

The programme consists of six modules as follows:

Code	Module title	Activities	Assignments	ECTS
SS7130	Child Protection Perspectives and Practices	Lectures, seminars	Essay, 2,500	10
SS7131	Interventions with children and families	Lectures, seminars twinning visits, agency profiles and class presentations	Essay on personal framework for practice (2,500 words)	10
SS7132	Law	Lectures	Essay	10
SS7133	Contemporary Issues	Lectures and seminars	Reading for class discussion	5
SS7134	Child Development	Lectures on child development and workshops on direct work with children		5
SS7135	Research Methods	Lectures and tutorials	Review of research article demonstration practice project, class presentation of project	20
Total	6 modules		3 essays, 1 project	60

The European Credit Transfer and Accumulation System (ECTS) is 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 academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

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 as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 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, assessments and examinations.

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. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

Module SS7130 Child Protection: Perspectives and Practice

9.1 SS7130 Child Protection: Perspectives and Practice

This module consists of classes on child protection policy and practices. Topics covered include; child protection policy and practice, and the impact on children's safety and welfare of domestic violence, parental drug misuse, alcohol misuse, mental health problems, disability and issues concerning the disclosure, assessment and treatment of child sexual abuse. It also addresses broader issues regarding the child protection system and the need for robust inter-agency and inter-disciplinary practices, underpinned by an empirical research foundation.

On completion of this module, students should be able to demonstrate:

- ❖ A critical understanding of child protection policy
- ❖ Knowledge of the full range of national procedures and protocols in respect of vulnerable and at-risk children
- ❖ In-depth knowledge of the range of Irish children's services including innovative programmes
- ❖ An increased evidence base on the impact of parental factors on the welfare of children
- ❖ The ability to write an essay demonstrating of new learning on child protection practices and perspectives

9.1.1 Child Protection and Practices

Lecturers: Sinead Tobin and Professor Trevor Spratt

These lectures address the challenges involved in identifying and responding to the needs of children. The course begins with an outline of the historical antecedents to today's child protection and welfare system, including definitional issues, historical and cultural contexts and the contemporary influences of politics/media and public opinion on current work with children and families. Sessions are devoted to interagency collaboration in child protection, child neglect, child physical abuse and child sexual abuse. We further draw attention to the contemporary

developments in research in child protection and how these may inform interventions, including assessment of parenting and decision-making.

Recommended Reading

This list is indicative. Core readings will be identified on a weekly basis.

Department of Children and Youth Affairs (2017) Children First: National Guidance for the Protection and Welfare of Children. Dublin: Government Publications. www.tusla.ie

Featherstone, B. Gupta, A. Morris, K. and White, S. (2018) Protecting Children: A Social Model. United Kingdom: Bristol University Press.

Skehill, C. (2004) History of the Present of Child Protection and Welfare Social Work in Ireland. United Kingdom: Edwin Mellen Press.

Tusla (2018) Child Protection and Welfare Practice Handbook 2. Dublin: Tusla. www.tusla.ie

The above reading list consists of published texts and policy reports. Most peer reviewed child protection research is published in the form of journal articles. It is expected that students will identify and source peer reviewed journal articles themselves through the library databases. Some materials, as well as handouts from lectures will be uploaded to Blackboard. To access Blackboard, type <http://mymodule.tcd.ie>, log in with your username and password.

As well as conducting keyword 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 and 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)

Useful web-based resources:

North South Child Protection Hub	Produced by Childlink LTD (nscph.com)	Ireland
Tusla (Child and Family Agency) monthly and quarterly data	www.tusla.ie	Ireland
HSE Library	www.lenus.ie	Ireland
Centre for Effective Services	www.effectiveservices.org	Ireland
Child Law Reporting Project	http://www.childlawproject.ie/	Ireland
NSPCC	www.nspcc.org.uk	England and Wales
Research in Practice	www.rip.org.uk	UK
The California Evidence Based Clearinghouse for Child Welfare	www.cachildwelfareclearinghouse.org	USA
National Child Protection Clearinghouse	www.aifs.gov.au/nch	Australia
Australian Clearinghouse for Youth Studies	www.acys.info	Australia
The Campbell Collaboration	Systematic reviews, evidence synthesis - The Campbell Collaboration	Norway/International
ISPCAN	www.ispcan.org	USA/International
Social Care Institute for Excellence	www.scie.org.uk	UK
Child Welfare League of America	CWLA – Child Welfare League of America	USA
The Cochrane Collaboration	www.cochrane.org	UK/International
Nurse Family Partnership	www.nursefamilypartnership.org	USA

9.1.2 The Impact of Domestic Violence on Children

Lecturer: Stephanie Holt

This module consists of five sessions, beginning with an overview of domestic violence and abuse, 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), the second session will focus specifically on 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 impact of domestic abuse on parenting (both mothering and fathering) are critiqued in the third session while the particular challenges and concerns for child protection and welfare in the context of post-separation contact are explored in the fourth session. Finally, the fifth session highlights the relevance of domestic abuse for intimate partner homicide. The issues and dilemmas facing child protection and welfare practitioners in responding to these complex issues, with a particular focus on Coercive Control, will be explored throughout the five sessions.

On successful completion of this module, students should be able to:

1. Articulate a theoretical understanding of the prevalence, dynamics and nature of domestic violence and abuse;
2. Understand the relevance of domestic and domestic violence and abuse for child protection and welfare practice;
3. Appreciate the issues and debates child protection and welfare practitioners encounter when responding to domestic and abuse;
4. Describe the elements of good practice when responding to domestic and abuse.

Recommended Reading [more detailed reading per topic will be given in class]

Callaghan, J.E.M., Alexander, J.H., Sixsmith, J. & Fellin, L.C. (2018) 'Beyond "Witnessing": Children's Experiences of Coercive Control in Domestic Violence and Abuse'. *Journal of Interpersonal Violence*, 33(10): 1551-1581.

- Elliffe, R. Holt, S., Reconceptualising the Child Victim in the Police Response to Domestic Violence., *Journal of Family Violence*., 34 (5): 589-600.
- Government of Ireland (2023) *Zero Tolerance: Third National Strategy on Domestic, Sexual and Gender Based Violence 2022–2026*. Dublin: Stationery Office.
- Heward-Belle, S., Laing, L., Humphreys, C. & Toivonen, C. (2018) 'Intervening with Children Living with Domestic Violence: Is the System Safe?'. *Australian Social Work*, 71(2): 15-147.
- Holt, S. (2016) 'The Voice of the Child in Family Law: A Discussion Paper'. *Children & Youth Services Review*. 67: 139-145.
- Khaw, L., Bermea, A.M., Hardesty, J.L., Saunders, D. & Whitaker, A.M. (2018) "The System Had Choked Me Too: Abused Mothers' Perceptions of the Custody Determination Process That Resulted in Negative Custody Outcomes'. *Journal of Interpersonal Violence*, pp1-25
- Holt, S. (2016) 'Domestic violence and the paradox of post-separation mothering'. *British Journal of Social Work*, 34(5): 2049-2067
- Holt, S. (2015) 'Post-separation Fathering and Domestic Abuse: Challenges and Contradictions'. *Child Abuse Review*, 24(3): 210-222.
- Holt, S., Overlien, C. & Devaney, J. (2018) (EDs) *Responding to Domestic Violence: Emerging Changes for Policy, Practice and Research in Europe*. London: Jessica Kingsley Publications.
- Humphreys, C., Healey, L., Kirkwood, D. & Nicolson, D. (2018) 'Children Living with Domestic Violence; A Differential Response through Multi-agency Collaboration'. *Australian Social Work*, 71(2):162-174.
- Lamb, K., Humphreys, C. & Hegarty, K. (2018) "Your behaviour has consequences": Children and young people's perspectives on reparation with their fathers after domestic violence'. *Children and Youth Services Review*, 88: 164-169
- Laing, L., Heward-Belle, S. & Toivonen, C. (2018) 'Practitioner Perspectives on Collaboration across Domestic Violence, Child Protection, and Family Law: Who's minding the Gap?' *Australian Social Work*, 71(2): 215-227
- Lynch, C. & Holt, S. (2019) 'Intimate Partner Abuse and Violence During Pregnancy: A Brief Review of the Literature'. *Published e-book from the II European Conference on Domestic Violence*
file:///C:/Users/sholt/Documents/Documents/Documents/PublicationsHD/DV%20and%20Young%20Children/EBOOK_IIECDV.pdf

- Millar, A., Saxton, M., Øverlien, C., & Elliffe, R. (2021). Police Officers Do Not Need More Training: But Different Training. Policing Domestic Violence and Abuse Involving Children: A Rapid Review. *Journal of Family Violence*, <https://rdcu.be/cy3ta>
- Philip, G., Clifton, J. & Brandon, M. (2018) 'The Trouble with Fathers: The Impact of Time and Gendered-Thinking on Working Relationships Between Fathers and Social Workers in Child Protection Practice in England'. *Journal of Family Issues*, pp1-22.

9.1.3 Substance Misuse and Its Impact on Family Life

Various contributors

Aims:

- ❖ To look at the debates and controversies surrounding the labelling or conceptualisation of addiction and substance misuse
- ❖ To explore the precise mechanisms whereby parental substance misuse can have a negative impact on children
- ❖ To identify models of addiction treatment and recovery

Recommended Reading

Babor, T. et al. (2010) *Alcohol – No Ordinary Commodity: research and public policy* (2nd ed.) (Oxford University Press)

West, R. (2013), *Models of addiction*. (Lisbon: European Monitoring Centre for Drugs and Drug Addiction)

Hope, A., Barry, J. and Byrne, S. (2018) *The Untold Story: harms experienced in the Irish population due to others' drinking* (Dublin: Health Service Executive)

Holmila, M. and Thom, B. (2017) 'Harms to children: manifold, serious and long-lasting', *Drugs: education, prevention and policy*, 24, 1-2.

Alexanderson, K. and Nasman, E. (2017) 'Children's experiences of the role of the other parent when one parent has addiction problems', *Drugs: education, prevention and policy*, 24, 32-39.

Reducing Harm, Supporting Recovery: A Health-Led Response to Drug and Alcohol Use in Ireland, 2017- 2025 (www.doh.ie)

9.1.4 Parental Mental Health and the Family

Lecturer: Elaine Donnelly

This course consists of three seminars as follows:

Seminar 1: Mental Health and Families.

Aims:

- To examine models of understanding mental health and contemporary intervention approaches.
- To examine the current legal and policy context to mental health care provision in Ireland.
- To critically analyse theoretical perspectives on parenting, attachment and mental health and how these impact on contemporary approaches to service delivery for families.

Seminar Two: Parental Mental Health Difficulties.

Aims:

- To review the current knowledge base regarding the prevalence, nature and impact of parental mental health difficulties on the whole family.
- To consider the experience of parents attending mental health services – Service User Input.
- To consider approaches to assessing the needs of families experiencing parental mental health difficulties.
- To examine contemporary approaches to assessment and management of risk to children in this context.

Seminar 3: Supporting Families Effectively

Aims:

- To critically review current International best practice guidelines in this area.
- To examine the challenges to effective interdisciplinary work and how these can be addressed.
- To critically examine some contemporary Irish practice models for supporting families in the context of parental mental health difficulties - Practitioner input.

Recommended Reading

Seminar One: Mental Health and Families.

- Bland, R. and Forster, M. (2012) Families and mental illness: Contested perspectives and implications for practice and policy, *Australian Social Work*, 65 (4), 517-34.
- Davidson, G., Campbell, J., Shannon, C. and Mulholland, C. (2016) *Models of Mental Health*. London: Palgrave.
- Mental Health Act, 2001. Available online at:
<http://www.irishstatutebook.ie/eli/2001/act/25/enacted/en/html>
- Mental Health Commission Website: <http://www.mhcirl.ie/>
- National Institute for Health and Clinical Excellence (NICE) (2014) *Psychosis and Schizophrenia in Adults: Prevention and Management. National Clinical Practice Guidelines*. (CG178). London: NICE.
- Pilgrim, D. and McCranie, A. (2013) *Recovery and Mental Health. A Critical Sociological Account*. London: Palgrave MacMillan.
- Tew, J. (2011) *Social Approaches to Mental Distress*. Palgrave Macmillan. Basingstoke: Palgrave Macmillan.
- 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.

Seminar Two: Parental Mental Health Difficulties.

- Cowling, V., McGorry, P. D., & Cowling, V. (2012). Parental mental illness is a family matter. *Medical Journal of Australia*, 196(7), 5.
- Grove, C., Melrose, H., Reupert, A., Maybery, D., & Morgan, B. (2015). When your parent has a mental illness: Children's experiences of a psycho-educational intervention. *Advances in Mental Health*, 13 (2), 127-138. doi:10.1080/18387357.2015.1063637
- Reupert, A., & Maybery, D. (2016). What do we know about families where a parent has a mental illness: A Fox, J.R. (2012). 'Best Practice in Maternity and Mental Health Services? A Service User's Perspective.' *Schizophrenia Bulletin*, 38(4), pp. 651-656.
- Montgomery, P., Mossey, S., Bailey, P. and Forchuk, C. (2011). 'Mothers with Serious Mental Illness: Their Experience of "Hitting Bottom"'. *International Scholarly Research Network Nursing*, 2011, Article ID 708318.
- Barbour, R.S., Stanley, N., Penhale, B. & Holden, S. (2002). 'Assessing risk: professional perspectives on work involving mental health and child care services'. *Journal of Interprofessional Care*, 16(4), pp. 323-334.

Seminar Three: Supporting Families Effectively.

- Acri, M. C., & Hoagwood, K. E. (2015). Addressing parental mental health within interventions for children: A review. *Research on Social Work Practice*, 25(5), 578-586.
- Donaghy, M (2014). Think Family Northern Ireland. Barnardos Childlinks, Issue 2, pp.19-25.
- Foster, K., O'Brien, L., and Korhonen, T. (2012). 'Developing resilient children and families when parents have mental illness: A family-focused approach. *International Journal of Mental Health Nursing*, 21(1), pp.3-11.
- Goodyear, M., Hill, T.L., Allchin, B., McCormick, F., Hine, R., Cuff, R. and O'Hanlin, B. (2015). 'Standards of practice for the adult mental health workforce: Meeting the needs of families where a parent has a mental illness'. *International Journal of Mental Health Nursing*, 24(2), pp.169-180.
- Houlihan, D., Sharek, D., & Higgins, A. (2013). Supporting children whose parent has a mental health problem: an assessment of the education, knowledge, confidence and practices of registered psychiatric nurses in Ireland. *Journal of Psychiatric and Mental Health Nursing*, 20(4), 287-295.
- Kirwan, G. (2015). 'Risk Management.' In R. Sheehan and J. Ogloff (Eds.), *Working within the Forensic Paradigm: Cross-discipline approaches for policy and practice*. London: Routledge. Chapter 4, pp. 51-68.
- Nicholson, J., Reupert, A., Grant, A., Lee, R., Mayberry, D., Mordoch, E., Stavnes, K. (2015). The policy context and change for families living with parental mental illness. In A. Reupert, D. Maybery, J. Nicholson, M. Gopfert, & M. V. Seeman (Eds.), *Parental Psychiatric Disorder: Distressed Parents and their Families*. 3rd ed., 354-364. London: Cambridge University Press
- Siegenthaler, E., Munder, T., & Egger, M. (2012). Effect of preventive interventions in mentally ill parents on the mental health of the offspring: systematic review and meta-analysis. *Journal of the American Academy of Child & Adolescent Psychiatry*, 51(1), 8-17.

Useful Websites for Practice Models and Tools:

<https://emergingminds.com.au/>
<https://fampod.org/>
<http://www.copmi.net.au/>

Module SS7131: Interventions with Children and Families

9.2.1 Family Support and Early Interventions

Lecturers: Carmel Devaney and Tara Kelly

On completion of this module, students should be able to demonstrate:

- ❖ A critical understanding of the theory underpinning early intervention and family support services
- ❖ The ability to use a strengths-based approach which enhances a family's capacity to provide emotional, psychological and physical care and nurturance to their children
- ❖ A grasp of some of the tools necessary for effective family support
- ❖ An awareness of some of the emerging family concerns presenting to child and family welfare practitioners

Recommended Reading

Canavan, J. (2010) 'Family Support; Policy, Practice and Research into the Future' *Administration*, 58 (2), pp. 15-32

Department of Children, Equality, Disability, Integration and Youth (2022) *Policy framework for children and young people 2023-2028 Blueprint*, DCEDIY
http://www.dcy.gov.ie/documents/cypp_framework/BetterOutcomesBetterFutureReport.pdf

Devaney, C., Christiansen, Ø., Holzer, J., MacDonald, M., Matias, M., Piessens, A., & Salamon, E. (2021) *The conceptualisation and delivery of family support in Europe: A review of academic literature*. EurofamNet

Kane, G. A., Wood, V. A., & Barlow, J. (2007) Parenting programmes: a systematic review and synthesis of qualitative research. *Child: care, health and development*, 33(6), 784-793

Coogan, D. (2018) *Child to Parent Violence and Abuse. Family Interventions with Non-Violent Resistance*. Jessica Kingsley

Mayock, P., Corr, M. L. and O'Sullivan, E. (2011) Homeless young people, families and change: family support as a facilitator to exiting homelessness. *Child & Family Social Work*. doi: 10.1111/j.1365-2206.2010.00753.x

Additional readings to support each lecture will be provided by the lecturer.

9.2.2 Children and Young People in Care

Lecturer: Dr Eavan Brady

Learning outcomes:

Students who successfully complete this module should be able to demonstrate:

- An awareness of the evidence in relation to the lived experiences of the children and young people in care and care leavers.
- A critical understanding of key theoretical concepts relevant to work with children in care and care leavers.
- An awareness of key messages from international research evidence on provision for children and young people in care and care leavers

Relevant Journals

Children and Youth Services Review

Child & Family Social Work

Child Abuse & Neglect

Readings

Gilligan, R. (2019). The family foster care system in Ireland—Advances and challenges. *Children and Youth Services Review*, 100, 221-228.

Schofield, G., Larsson, B., & Ward, E. (2017). Risk, resilience and identity construction in the life narratives of young people leaving residential care. *Child & Family Social Work*, 22(2), 782-791.

Brady, E., & Gilligan, R. (2018). Supporting the educational progress of children and young people in foster care: Challenges and opportunities. *Foster*, 5, 29-41.

Gilligan, R., Brady, E., & Cullen, L. (2022). *One More Adversity: The lived experience of care leavers in Ireland during the Covid-19 pandemic*. Dublin: School of Social Work & Social Policy, Trinity College Dublin. DOI: <https://doi.org/10.25546/98279>

Department of Children, Equality, Disability, Integration, & Youth (2023). *Children in Care and Young Adults Leaving Care: a literature review of Irish research*. Available from: <https://www.gov.ie/en/publication/01c98-children-in-care-and-young-adults-leaving-care-a-literature-review-of-irish-research/#:~:text=The%20purpose%20of%20the%20review,was%20tasked%20with%20making%20a>

Additional readings to support each lecture will be provided by the lecturer.

Module SS7132: The Law of Child Protection and Welfare

The Law of Child Protection and Welfare

Lecturer: Sonya Bruen, Partner (Mason Hayes & Curran Solicitors), NQSW

On completion of this module, students should be able to;

- Demonstrate a clear understanding of the domestic and international legislative framework for Child Protection practice in Ireland
- Apply key legal principles of Child Protection Practice in a wide range of settings
- Explore the statutory roles in Child Protection and Welfare settings and the responsibilities of TUSLA Child and Family Agency and other agencies in Public Law proceedings
- Consider the inherent difficulty of balancing parent's rights and children's rights in Public Law matters
- Have a good understanding of fair procedures for parents and families, including issues such as informed consent and the rights of parents to access legal representation
- Apply key principles for evidence on Child Care Proceedings, including hearsay, cross-examination and reports

This course will be delivered in a series of workshops that focus on key legal issues for Child Protection Practitioners and case examples from practice. The course will examine the practical application of the Child Care Act 1991 and other relevant legislation in a multi-disciplinary context.

Topics will include the following – one topic per week

1. Children's and Parental rights in Child Protection Practice in Ireland

- Impact of United Nations Convention on Rights of the Child (UNCRC) & European Convention of Human Rights (ECHR) on children's and parental rights in Ireland
- Voice of the child in court proceedings
- State intervention in families; fair proceedings and proportionality

Recommended Reading

Hamilton, Claire, (2011), Irish Social Work and Social Care Law, (Gill and Macmillan) Chapters 1-3

Kilkelly, Ursula(1998) Children's Rights in Ireland: Law, Policy and Practice, (Tottel Publishing), Chapters 8 and 9 Children's Rights Alliance, (2015) Making Rights Real for Children

HSE v DK, 2007 – Judge McMenamin examines the role of the Guardian ad Litem (High court; www.courts.ie)

K & T v Finland 2001 – European Court of Human Rights examines the balance of parental / children rights in child care / public proceedings.

SMCG & anor -v- The Child and Family Agency, High Court, Baker J., 17th November 2015, [2015] IEHC 733 Childcare – applicants challenging detention of minor children - whether order was made without jurisdiction - right to fair process. (www.courts.ie)

2. Inter-agency co-operation in Child Protection

- Children's First guidelines
- Children's First Act 2015 – impact of mandatory reporting for practitioners
- Multi-disciplinary evidence at Child Care Proceedings
- Role of Guardian ad Litem in court proceedings

Recommended Reading

Children's First Guidelines, (2011) Practice Handbook for Practitioners; definitions of child abuse and neglect (HSE).

Hamilton, Claire, (2011), Irish Social Work and Social Care Law, (Gill and Macmillan)
Chapter 5

Can Anybody Hear Me? The Duty to Promote the Voice, Wishes and Interests of Children,'
Meg MacMahon, Irish Journal of Family Law 2014, 17(1), 4-8

'Limited Guidance: the Provision of Guardian ad Litem Services in Ireland,' Aoife Daly, Irish
Journal of Family Law 2010 13(1), 8-11

3. Public Law Proceedings, Part 1

- Responsibilities of TUSLA Child and Family Agency under Child care Act 1991
- Accountability in Child Protection
- “In camera” rule and impact for practitioners
- Reporting/ Media coverage
- Meeting the threshold for Child Care applications and proportionality
- Preparation of reports/ evidence

4. Public Law Proceedings, Part 2

- Emergency Care Orders, Interim Care Orders, Care Orders and Supervision Orders
- Thresholds for applications and evidence required
- Fair Procedures for parents in Public Law Proceedings
- Case examples and outcomes of proceedings

Recommended Reading

Coulter, Carol, Child Law Reporting, Annual Reports 2013, 2014 and 2015;
www.childlawproject.ie;

Ward, Paul (2014), 3rd edition, The Child Care Acts, Annotated and Consolidated

Hamilton, Claire, (2011), Irish Social Work and Social Care Law, (Gill and Macmillan) Chapter 4,5,6 and 7

Shannon, Geoffrey (2011), 2nd edition, Child Law, Chapter 4

Child and Family Agency v E.S. & A.J (Interim Care Order – Refused), District Court, Horgan P, 29th July 2015, [2015] IEDC 08 Childcare – application by the Child and Family Agency for an interim care order in respect of two children – mother diagnosed with paranoid schizophrenia – risk of emotional harm to the children – expert evidence – whether children were at risk on the basis of mental illness alone – evidence of the allocated social worker – threshold criteria of s. 17 of the Child Care Act 1991 – Article 42A of the constitution (www.courts.ie)

Child and Family Agency v M.C (Care Order), District Court, Horgan P, 4th November 2015, [2015] IDEC 10 – application by the Child and Family Agency for a care order in respect of two children – voluntary care – mother has mental health issues – mother and child represented by guardian ad litem – effect on mother of the delay in seeking a formal care order – s. 47 of the Child Care Act 1991 (www.courts.ie)

S.O.T.A. (a minor) & anor –v- The Child and Family Agency & anor. – 27 November 2018
Emergency Care Order and Interim Care Order. Care applications for new-born infants.
<http://www.courts.ie/Judgments.nsf/0/202A2FB50AF55F2B80258363003CB0D1>;

5. Children in Care

- Responsibilities of TUSLA Child and Family Agency to children in care
- Voluntary Care v Public Law Proceedings
- Understanding of care status for Child Protection professionals
- Access for children in care
- After Care Provision
- Regulations for children in care
- Consent issues for children in care – Section 47 of the Child Care Act 1991
- Rights of children in care
- Adoption of children in care

Recommended Reading

Hamilton, Claire, (2011), Irish Social Work and Social Care Law, (Gill and Macmillan), Chapter 9

Shannon, Geoffrey (2011), 2nd edition, Child Law, Chapter 5 and 6

Further case examples to be provided

6. Criminal Law

- Framework for the Irish Juvenile Justice System and relevant legislation
- Juvenile offences, detention and community sanctions
- TUSLA role in Juvenile criminal Justice
- Criminal Charges against a Child in Care
- Interaction of Civil Law and Criminal Law relating to children
- Management of cases of child abuse; issues for special consideration

Recommended Reading

Children First Practice Handbook; Interagency Co-operation in criminal matters

Hamilton, Claire, 'Irish Social Work and Social Care Law' 1st ed., (Gill and MacMillan, 2012)

Hamilton, Claire, 'Child Abuse, the United Nations Convention on the Rights of Child and Criminal Law', (2005) Irish Law Times

7. Domestic Violence and Child Protection

- Domestic Violence Act 2018
- Legal Framework for state intervention in Domestic Violence
- Summary of barring orders, safety orders and protection orders
- Interagency co-operation in domestic violence
- Case examples and learning for practitioners going forward

Reading to be provided by MHC LLP in advance of session.

8. Court Skills

- Presenting your evidence in Court reports
- Court attendance and cross examination
- Rules of hearsay and admissible evidence
- Case examples and role play in moot court

Module SS7133: Contemporary Issues

Lecturers: various contributors from the policy sector

Learning outcomes: Students who successfully complete this module should be able to demonstrate:

- Knowledge about policy initiatives, programmes and innovative projects in different sectors of children's services
- An understanding of how policy responses are devised and developed in response to child protection and welfare issues and high profile incidents
- Ability to critically evaluate policy in terms of the evidence base and the political context in which it is developed
- An understanding of the methods for evaluating and reviewing policy
- An understanding of theoretical perspectives on youth and the relevance of these to social policy

This module deals with contemporary strategies, programmes and specific pieces of legislation in Irish child care. It will be delivered by personnel involved in the design and delivery of policy. The course will highlight the interface between research, politics and policy making, and outline the fundamental principles and aims of a number of initiatives, including:

- Policy Development in the Department of Children, Equality, Disability, Integration and Youth
- Policy and strategy in Tusla: Child and Family Agency
- The operationalisation of children's rights in Ireland
- The role of inquiry reports in child protection & welfare
- Contemporary issues for Young People in Care
- Standards and regulation in respect of child care and child protection
- Inter-agency working in child protection
- HSE/Tusla Hidden Harm Initiative
- Coercive Control: Law, Policy & Practice
- Systems in Human Services Organisations
- Signs of Safety: Challenges and Opportunities
- How the DPP's Office works

- Child Care Law Project
- Child Death Review Panel

Recommended Reading

Lecturers will recommend texts and articles associated with their lecture.

9.5 Module SS7134: Child Development and its Implications for the Welfare and Safety of Children

Lecturers: Sheila O'Flaherty and Dr Nicola O'Sullivan

This module spans the nine weeks of the programme and is grounded in the theoretical concepts of child development and attachment, across the developmental stages from infancy through to adolescence. The significance of these theoretical constructs for practice in child protection and welfare settings will be illuminated using applied case studies.

Learning outcomes: Students who successfully complete this module should be able to demonstrate:

- ❖ A sound theoretical knowledge base on child development
- ❖ An understanding of different psychological theories on child development and the ability to discriminate and argue the merits and relevance of each
- ❖ An understanding of the impact of parenting factors such as attachment or problem behaviours on child development
- ❖ Ability to assess the needs of children and young people at various developmental stages
- ❖ Knowledge about best practice in working in direct work with children

9.5.1 Child Development and Attachment Theory

Lecturer: Sheila O' Flaherty

This course will provide a theoretical overview of the key concepts of Child Development and Attachment Theory. The influence of environment, family and caregiver relationships on the development of the child will be explored through an educational and psychoanalytic framework. Using clinical case presentations, the impact of neglect on a child's attachment pattern will be discussed. There will be a focus on the development of emotional resilience in childhood and adolescence. This will incorporate working with parents using a mentalisation based framework. The application of attachment theory to child protection and welfare within an organizational context will be examined. The process and techniques of Direct Work with children will be covered and students will have the opportunity to bring material from their own work for discussion.

Recommended Reading

Siegel, D. and Bryson T. (2011) *The Whole Brain Child*, Random House Publishing

Siegel, D. (2014) *Brainstorm*, Scribe UK

[Asen, E.](#), & Fonagy, P. (2021) *Mentalization -Based Treatment with Families*. Guilford Publications,

Baylin, J., & Hughes, D. A. (2016). *The neurobiology of attachment-focused therapy: Enhancing connection and trust in the treatment of children and adolescents*. W W Norton & Co.

Bomber, L.M. (2007) *Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools*: Worth Publishing

Articles

Andreaeu, C. (2000) 'Adolescents in care: the sense of homelessness' *Journal of Child Psychotherapy*, Vol. 26: pp 69-78

Byrne G, Slead M, Midgley N, Fearon P, Mein C, Bateman A, Fonagy P.(2019) [Lighthouse Parenting Programme: Description and pilot evaluation of mentalization-based treatment to address child maltreatment](#). *Clin Child Psychol Psychiatry*. 24(4):680-693.

Canham, H. (2002) 'Group and Gang States of Mind' *Journal of Child Psychotherapy*, Vol. 28 pp. 113-127

Websites

www.zerotothree.org

www.circleofsecurity.org

9.5.2 Parent Infant Mental Health and Child Protection

Lecturer: Dr. Nicola O’Sullivan

The mental health of parents and infants is critical to their relationship development. Infant mental health is unique in its attention to early development and emerging relationships, requiring a dramatic shift in focus on the infant, the parent and their developing attachment relationship. It integrates diverse theories – including – attachment theory, psychoanalytic theory, neuroscience, and biology, and psychology, social, systemic and contextual theories. Parent Infant mental health is a distinctive literature that unites theory with effective clinical practice.

These lectures will explore key concepts surrounding the growth and development of the infant in their respective families and communities. The lectures will look at infancy as a key developmental stage both for the mother and infant. Attention will be paid to the mental health of the infant, the link between this and the mental wellbeing of their parent(s) and the challenges which emerge therein (the relationship).

Students will consider the practitioner at work with parents and infants, particularly in the field of child protection and welfare. Attention will be paid to system and organisational dynamics which can interfere with child protection and welfare work sometimes. Students will be presented with material drawn from clinical cases and have an opportunity to discuss degrees of risk as well as possible interventions. These lectures will include thinking about the worker in the work, and the challenges of working with disturbances in families, particularly in child protection and welfare contexts. In seminar the students will hear about research into the experiences of child protection social workers working with infants and their families where abuse or neglect of the infant was a feature.

Recommended Reading

Bunston, W. (2021) ‘The impact of domestic violence and abuse on infant mental health’ in J. Devaney, C. Bradbury-Jones, Rebecca J. Macy, C. Overlien, S. Holt (eds.), *The Routledge International Handbook of Domestic Violence and Abuse* (pp. 113-127). Routledge.

Cooper, A. (2015) ‘Emotional and Relational Capacities for Doing Child Protection Work’ in L. Waterhouse and J. McGhee (eds.) *Challenging Child Protection: New Directions in Safeguarding Children*, Jessica Kingsley, London.

Buckley, H. (2011) Baby G, Review undertaken in respect of the death of a child known to the child protection system. National Review Panel, Dublin.

- Kiely, E., O' Sullivan, N. and Tobin, M. (2019) 'Centre-based supervised child-parent contact in Ireland: The views and experiences of fathers, supervisors and key stakeholders', *Children and Youth Services Review*.
- O'Sullivan, N. & Cooper, A. (2021) Working in complex contexts; mother social workers and the mothers they meet. *Journal of Social Work Practice*.
- O'Sullivan, N. (2019) 'Creating a space to think and feel in child protection social work; a psychodynamic intervention' in *Journal of Social Work Practice*, pp 2-11.
- O'Sullivan, N. (2018) The danger of denying emotions in our work. BASW, Professional Social Work Magazine.
- Schweppe, J. (2006) 'Pregnant Women and Unborn Children – In utero Drug Exposure' in *Irish Journal of Family Law*, vol. 9(1).
- Ward, H., Brown, R. and Westlake, D. (2012) *Safeguarding Babies and Very Young Children from Abuse and Neglect*, London, Jessica Kingsley Publishing.

Module SS7135: Research Methods

Lecturer: Dr Lynne Cahill

Learning outcomes: Students who successfully complete this module should be able to demonstrate:

- Writing skills of an acceptable academic standard
- The ability to review a research article
- An understanding of the interface between research, policy and practice in children's services
- An understanding of ethical issues in research for practice.
- A basic knowledge of desk-based documentary research methods
- Competence in evaluating the quality of a research study
- Competence in applying research to practice
- Competence in data gathering, analysis and writing up of a mini research study
- Competence in planning and managing a research project
- Competence in communicating research findings to diverse audiences

This course will cover the research process, beginning with workshops on designing a research project and ethical issues in carrying out research. It will consider the concept of evidence-based and evidence-informed practice, and the factors which impede or enable the application of research in practice. Students will be introduced to the foundations and techniques of carrying out social research with a particular focus on desk-based, documentary research methodologies. Topics include: overview of research paradigms, planning for a practice research project, the ethics of conducting research, data collection and analysis, and writing/presenting research findings. A key emphasis of research methods training for the Demonstration Practice Project in recent years focuses on undertaking a systematic literature review.

Recommended Reading

Babbie, E. (2013) *The Practice of Social Research* (13th edition). Wadsworth: Cengage.

Becker, S. and Bryman, A. (eds) (2004) *Understanding Research for Social Policy and Practice: Themes, Methods and Approaches*. Bristol: The Policy Press

Bell, J. (2005) *Doing your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science* 4th ed. U.K: Open University Press

- Bryman, A. (2012) *Social research methods*. New York: Oxford University Press
CA: Sage Publications
- Flick, U. (2011) *Introducing Research Methodology: A Beginners' Guide to Doing a Research Project*. London: Sage Publications
- .Neuman, W.L. (2010) *Social Research Methods: Qualitative and Quantitative Approaches*
- Rubin, H.J. and Rubin, I. (2005) *Qualitative Interviewing: the art of hearing data* (2nd edition).

10. Twinning Visits

As part of Module SS7132, Interventions with Children and Families, each student in the class will spend a day shadowing a colleague on a typical day in their workplace. In turn, that student will reciprocate by hosting a return visit to their workplace by the other student - thus the title of twinning for the exercise. In choosing their twinning partner, students should select a classmate from a different discipline and a different employer. Arrangements for the twinning day are made between the students themselves. In the course of the twinning day the students spend time on site, with his/her fellow student completing the hosts work agenda for the day, for example working with clients or attending meetings etc.

The point of the exercise is to promote greater mutual understanding across disciplines. One session each week will be spent on presentations given by class members, the aim of which is to highlight the individual's own perspective on the nature of the service in the agency he/she visited, and to process inter-agency and inter-professional issues. Occasionally a student may observe a piece of 'best practice' that may be worthy of sharing with classmates, or perhaps he/she might gain new insight into some presumption pertaining to the work of the classmate. The purpose of the twinning exercise is not to act as a critic of any service but to use the opportunity as a unique learning exercise in the context of the overarching aim of the course i.e. to promote understanding of the breadth and depth of child protection and welfare services and multi-disciplinary and inter-agency work.

11.Academic Writing

As a postgraduate student, you will have to demonstrate your ability to produce essays and assignments based on investigative research, critique and analysis. It can be challenging to produce written work for academic purposes, particularly if it has been a while since you last had to do so. However, academic writing is a skill that is worth mastering. There is a common form to academic writing that can be used across multiple assessment types. It is worth getting to know this form and reproducing it in your own work. There are many resources available to help and guide you on writing at a postgraduate level. Please explore this resource: http://www.tcd.ie/Student_Counselling/student-learning/postgraduate/topics/writing/index.php.

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 2022-23 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 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.

University of Dublin Calendar Part III, 66-73

Plagiarism

66. 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.

67. 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. 3*

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

68. 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. In order to avoid plagiarism in the context of collaboration and groupwork, it is particularly important to ensure that each student appropriately attributes work that is not their own.

69. 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.

70. 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 at: <http://tcd.ie/libguides.com/plagiarism>

71. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student

the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting. 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 (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5

(Other General Regulations).

If the Director of Teaching and Learning (Postgraduate) 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 noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) 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 set out in Section 5 (Other General Regulations).

72. If the offence can be dealt with under the summary procedure, *the Director of Teaching and Learning (Postgraduate) 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 inadmissible. 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.

Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) 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 Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as

referred to under conduct and college.

Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

73. If the case cannot normally be dealt with under 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. A guide to referencing is available on the College Library website at <http://www.tcd.ie/Library/help/howtocite.php>. 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.

12.Coursework Requirements – Assessment

To be eligible for the award of the Postgraduate Diploma in Child Protection and Welfare, students must have had full attendance and have passed all written assignments. All course work must be submitted by the specified date and extensions will only be granted in exceptional circumstances. Students who fail any piece of work may (at the discretion of the Head of Department) be permitted to re-submit within one month of their work being returned to them. Assessment is carried out throughout the year, and there are no examinations. Students are assessed on the basis of attendance, written assignments and a practice based project. Non-assessed work includes an article review, and ‘twinning visits’ where students visit the agency of a course colleague from a different background. In addition, small groups of students undertake joint visits to child care agencies or organisations of their choice, occasionally outside the Republic, and formally present a profile of the service to the class.

External Examiner

The work of the students is moderated by an External Examiner appointed by the University. For 2023 Professor John Devaney from the University of Edinburgh will act as external examiner for the course.

Assessment Deadlines:

Written Assignment	Submission Deadline
Article review	Monday 9 th November, 2023
Ethics Application	Monday 27 th November, 2023
Essay 1 - SS1730 Child Protection Perspectives & Practice	Monday 4 th December, 2023
Demonstration Practice Project (DPP) Introduction and Context Chapter (Draft)	Monday 8 th January, 2024
Essay 2 - Personal Framework for Practice	Tuesday 6 th February, 2024
DPP Methodology Chapter (Draft)	Monday 4 th March, 2024
Law Essay	Monday 8 th April, 2024
DPP Analysis/Findings Chapter (Draft)	Friday 3 rd May, 2024
Full draft of DPP to tutor	Friday 17 th May, 2024
Final version of DPP	Wednesday 29 th May, 2024

Students are required to complete and pass three essays as part of the assessment of their course work. The pass mark is 40%. Each essay **should not exceed 2,500 words** and the word count should be shown on the cover page. If the word limit is exceeded, this will result in a penalty reduction of 5%.

You will need to submit the following:

- ❖ 1 electronic copy submitted to Blackboard

Students are expected to complete and submit all course work assignments on time.

Please include a cover sheet on each assignment with your name, student number and assignment details (you may choose your own format).

Essay 1 Perspectives on Child Protection

Submission date: Monday 4th December 2023

Pick one of the following topics-

1. Intergenerational aspects of violence and abuse: challenges for child protection and welfare work
2. Contemporary developments in child welfare/protection practice: challenges and opportunities
3. The case for early intervention

Whichever essay is picked should illustrate an evidence-based understanding of the topic; it should appropriately reference the Irish legal and policy context and include recent Irish and international research on child protection and welfare. Essays should contain only a minimum amount of description and should take a theoretical and critically reflective approach to the topic. Students should draw on their own professional experience in order to integrate theory and practice. Students should discuss their essay topic with tutors in Week 2. See the following section on essay marking criteria.

Essay 2 Practicing Child Protection and Welfare: A Case Example

Submission Date: Tuesday 6th February 2024

This essay focuses on the practice of providing or managing a child protection and welfare service (or role as part of a bigger service) and requires you to use a case example from your work to illustrate how you utilise your 'personal framework for practice', e.g. how you integrate and reconcile formal knowledge, professional experience, personal values, the norms of your organisation and the broader regulatory framework. The essay offers students an opportunity to outline the models of work that are most relevant and useful as well as the theories, principles and perspectives that shape their practice. Overall, the essay should demonstrate their means of coping with conflict, and their methods for resolving dilemmas. It should also demonstrate values and attitudes in relation to child protection and welfare work. Students will be expected to show how they incorporate principles of inclusiveness and the paramountcy of child welfare

in their work and critically evaluate their own organisational systems and structures. Links must be made between practice and relevant literature.

Essay 3 The Law of Child Protection and Welfare

Essay Titles to be confirmed

Submission date: Monday 8th April, 2024

12. Criteria for Marking Essays

Marks	<ul style="list-style-type: none"> ▪ Knowledge ▪ Use of theory and up to date research evidence from a range of sources 	<ul style="list-style-type: none"> ▪ Skills ▪ Application and analysis 	<ul style="list-style-type: none"> ▪ Understanding ▪ Critical thinking and synthesis 	<ul style="list-style-type: none"> ▪ Presentation
70-100	Exceptional knowledge of key concepts and theoretical approaches to a subject, draws selectively from a range of primary and secondary sources.	Exceptional ability to draw on and apply a range of knowledge sources. Capacity to analyse concepts and theories and apply them to issues of policy and practice in an original fashion. Arguments thoroughly grounded. Literature used to make analytical points. Essay fulfils aims and objectives stated in the introduction.	Evidence of clear and critical thinking. Sophisticated understanding and grasp of complex issues. Excellent articulation of arguments. Appreciation of alternative and competing theoretical positions. Understanding of subject in breadth and depth.	Excellent writing skills, with effective use of language. Clear signposting structure, clarity, good introduction and conclusion, flawless referencing, neat presentation with correct punctuation and spelling.
60-69	Sound knowledge of key concepts and theoretical approaches. Draws on a wide range of knowledge	Capacity to analyse concepts and theories and apply them to issues of policy and practice. Arguments	Good understanding of the main principles. Strong and coherent arguments with evidence of	Good writing skills. Clear structure, including introduction and conclusion.

	sources, uses research based evidence.	thoroughly grounded. Literature used to make analytical points. Essay fulfils aims and objectives stated in the introduction. Ability to interpret data.	independent thought. Can exercise critical judgement with good use of examples.	Excellent referencing, neat presentation with correct punctuation and spelling.
50-59	Satisfactory knowledge of the main issue, limited range of knowledge sources. Can use and identify sources of knowledge. Some knowledge of the key concepts and theoretical approaches.	Basic ability to link knowledge and policy/practice. Uses examples. Largely fulfils aims and objectives. Literature referenced rather than used to make analytical points. Descriptive rather than analytical.	Ability to draw reasonable conclusions. Certain amount of critical judgement and use of examples.	Coherent and satisfactory presentation. Mainly accurate referencing. Reasonably good writing skills.
40-49	Limited knowledge and evidence of reading, may contain inaccuracies.	Poor application of theory and research. Literature referenced rather than used to make analytical points. Descriptive.	Tendency to assert points without evidence. Little evidence that alternative views have been considered.	Lacking organisation and structure. Inaccurate referencing, spelling and punctuation errors.
Fail/re-submit	Little or no evidence of reading, may contain inaccuracies.	Descriptive, no effort to link knowledge with policy/practice.	Little or no attempt to form arguments or show original thinking.	Lacking organisation and structure. Inaccurate referencing, spelling and punctuation errors.

13. General Guidelines for the Presentation of Written Work

All essays should show evidence of wide reading, including the use of recent sources. Students should demonstrate an ability to critically assess theories, and apply theory to practice. The essay should be clearly introduced and concluded, the introduction demonstrating an understanding of the essay title, highlighting key issues to be covered, and outlining the approach to be taken in the essay. Points should be well developed, using the literature as well as examples from work experience. Headings can add greatly to the clarity of the presentation. The final conclusion should briefly review and points raised in the essay, and draw out the implications of your arguments or assertions. All names and identifying information concerning clients and colleagues should however be disguised. Credit will also be given for work that shows breadth as well as depth and that draws appropriately on material addressed in other courses.

Loose generalisations such as "research shows that" must be avoided. All statements and assertions must be complemented by evidence e.g. a piece of published work, or an official source of information, to support them.

Referencing is very important and must be done carefully. Your bibliography should direct a reader straight to the source that you have quoted, and sources may be checked by examiners from time to time.

Use the Harvard referencing convention as follows:

After a quotation in the body of your essay, give (in brackets) the author's surname and date of publication. If you are using a direct quote or discussing a specific idea or argument, give the page number inside the brackets e.g. (Parton, 1991:23).

At the end of the work, before the appendices, give a full bibliography detailing all sources that you have cited, following a recognised convention such as the Harvard referencing system (Handouts will be provided). Use single line spacing.

- ❖ Arrange the works alphabetically by author, and work by the same author should be arranged chronologically. In the case of more than one work being published in the same year by the author, distinguish these as 1991, 1991b and so on. Be sure to give the original date of publication even if you use a later edition.
- ❖ Follow the author's name with the date and name of the reference.
- ❖ If the reference is a book, italicise the title, then give the place of publication and the publisher.
- ❖ If the reference is an article, give the title in inverted commas, followed by (i.e. journal or book).
- ❖ If the source is a journal, give the name of the journal in italics, followed by the volume number and page numbers.
- ❖ If the source is a book or collection of essays, begin as for (d) but then and from: followed by the editors initials, surname (ed.) the title of the book or collection (italicised), place of publication, publisher and page numbers.
- ❖ Every work that you refer to in your assignments must appear in your bibliography, as should all the sources you have used but not mentioned directly.

Examples:

(book) Parton, N. (1991). *Governing The Family: Child Care, Child Protection and the State*. Basingstoke, MacMillan.

(article) Wattam, C. (1997). 'Is the Criminalisation of Child Harm and Injury in the Interests of the Child?'. *Children and Society*, 11: 97-107.

(paper) Stevenson, O. (1997). 'Child Welfare: The Exercise of Professional Judgements by Social Workers'. Paper presented to the BASPCAN Congress, July 1997, Edinburgh.

(collection) O'Higgins, K. (1993). 'Surviving Separation: Traveller Children in Substitute Care'. In H. Ferguson, R. Gilligan and R. Torode, (eds). *Surviving Childhood Adversity: Issues for Policy and Practice*. Dublin, Social Studies Press, pp.146-156.

If other conventions are used they must be consistent in format. Marks will be deducted if referencing conventions are not followed, or if references are omitted from the bibliography.

Plagiarism ('cogging') is the unacknowledged use of other people's ideas and is unacceptable in academic work and is heavily penalised. Always acknowledge any author or source, even if unpublished, whose ideas you cite or paraphrase. Unless essential, avoid quoting long or multiple passages from a text and always use quotation marks and specific page references. Recommended word lengths must be observed. Very short work or work that exceeds the recommended length by more than 20% will be returned for revision. Please show the word length on the title page.

Assessed written work must be typed - in 1.5 spacing - on one side of the paper with adequate margins on each side of the page. The word count must be shown on the title page. Pages should be clearly numbered, as tutors who are marking assignments provide written comments which refer specifically to your text. All written work should be proof-read before submission to avoid mistakes in spelling, grammar and referencing. Careless presentation, particularly in relation to referencing, reduces the impact of the content and loses marks.

Students are strongly encouraged to give or send drafts of their written work to their tutors prior to final submission.

14. Demonstration Practice Project (DPP) – Module SS7135

Submission date: Wednesday 29th May 2024

14. Demonstration Practice Project (DPP) – Module SS7135

The DPP is designed to serve as a bridge between the college-based element of the course and the student's own work. The student is required to carry out a project which takes an existing issue within their organisation with relevance to their work with and obligations to, children and families. The issue should have a child welfare and/or protection dimension. While in previous years the DPP represented an opportunity for some students to undertake a small piece of research within their organisations, in recent times the requirements of Research Ethics Committees and associated long timetables have rendered this largely impractical, if not impossible. The teaching and guidance offered to students by lecturers and tutors is now directed towards equipping them to undertake desk-based research (which does not require the approval of Ethics Committees). Such research is designed to help the student systematically identify the existing research and policy literature, and employ the findings drawn from this to inform their analysis as to how, going forward, such gleaned knowledge might inform professional practices and organisational policies. It is anticipated that this process may assist not only the learning of the student but also that of their colleagues, thus the title 'demonstration practice'. The project is therefore intended to exemplify the course's commitment to making a difference in the workplace, by combining academic learning with practical application in the 'real world'.

The Demonstration Practice Project has the following objectives:

- ❖ to help the student develop skills in the systematic identification research literature and in thematic analysis
- ❖ to promote solutions drawn from the evidence base (as represented in the research literature) to address 'real world' workplace issues
- ❖ to encourage the active dissemination of information about good practice within the student's organisation and more widely.

The concluding chapter of the project is important and should be reasonably substantial. It will be pivotal in demonstrating how the aims of the project have been met. Students will be required to reflect at this point on the implications of their findings both for themselves and for their organisation, i.e., how the process of conducting the project and reaching their conclusions has modified their attitudes and their practice, how it may effect change in their organisations and how they plan to disseminate their findings.

Deadlines for submission of DPP work

Students should begin planning the Demonstration Practice Project from the outset of the course, in consultation with their tutors. A series of written submissions must be made to tutors which reflect the student's attempts to clarify and put shape on the project.

Students must submit the first chapter of their DPPs on Monday 8th January. This chapter will outline the topic, the research question and research aims and objectives, its policy context, why it is considered a suitable subject for study, which aspects of it will be considered. This chapter will also provide an overview of theory and research evidence relevant to the topic under study and provide a context as to why the issue under consideration is important in the professional and agency contexts. It should also signpost the remainder of the written project, i.e., provide a brief outline of chapters.

The methodology chapter should be submitted on Monday 4th March, outlining the research methods chosen, this will involve desk based research, involving a systematic identification and analysis of the relevant literature. It is important that this process is fully described.

The analysis/findings from the extended literature review or critical policy analysis must be submitted on Friday 3rd May. This should include a synthesis of key findings and themes identified in the literature as relevant to the research question.

A full draft of the project will be due for submission to tutors on Friday 17th May, and each student will make a 15-minute presentation of their project during the week of May 7th to 10th.

The final date for submission of the completed projects is Wednesday 29th May by 4.00pm.

The importance of tutorial support for the success of this exercise cannot be emphasised too strongly and the onus lies with the students to make the most of this source of support which is readily available as part of the course package.

An example of the layout and title page of the DPP is in Appendix A. For advice and requirements in relation to general writing skills, please see Section 14.

Indicative structure and word counts

Abstract (200 words)

Introduction/Objectives (c.1000 words)

Context chapter; (1000-1500 words)

Methodology; (c.1500 words)

Analysis/Findings; (c.2500-3500 words)

Discussion of Findings/Outcomes; (c.1500 words)

Conclusions/Evaluation and Recommendations; (1000-1500 words)

16. Guidelines for Preparing your DPP

Writing the report: General checklist (adapted from J. Bell, 1987)

1	Set deadlines	Allocate dates for sections, subsections and the whole report. Keep an eye on your schedule
2	Write regularly	
3	Create a rhythm of work	Don't stop to check references. Make a note of what has to be checked, but don't stop
4	Write up a section as soon as it is ready	Try to produce a draft of the literature review as soon as the bulk of your reading is completed
5	Stop at a point from which it is easy to resume writing	
6	Leave space for revisions	Use one side of the page only. Try to keep to one paragraph per page
7	Publicise your plans	You may need a little help from your friends to meet the deadlines
8	Check that all essential sections have been covered	Outline of the research, review of previous work, statement of the scope and aims of the investigation, description of procedures, statement of results, discussion, summary and conclusions, reference, abstract
9	Check length is according to institutional requirements	You don't want to be failed on a technicality
10	Don't forget the title page	
11	Any acknowledgements and thanks?	

12	Include headings where possible	Anything to make it easier for readers to follow the structure will help
13	Number tables and figures and provide titles	Check tables and figures for accuracy, particularly after typing
14	Make sure all quotations are acknowledged	Check that quotations are presented in a consistent format
15	Provide a list of references	Unless instructed otherwise, include only times to which reference is made in the report. Check that a consistent system issued and that there are no omissions
16	Appendices should only include items that are required for reference purposes. Do not clutter the report with irrelevant items	Unless instructed otherwise, one copy of each data-collecting instrument should be included
17	Remember to leave sufficient time for revision and rewriting	Check that you have written in plain English. Check that your writing is legible
18	Try to get someone to read the report	Fresh eyes will often see errors you have overlooked

Writing the Report: Checklist

If you were writing a critique of a piece of research done by someone else, you might ask the following questions. Subject your own report to the same sort of examinations.

Ask yourself:

1. Is the meaning clear? Are there any obscure passages?
2. Is the report well written? check tenses, grammar, spelling, overlapping passages, punctuation, jargon.
3. Is the referencing well done? Are there any omissions?
4. Does the abstract give the reader a clear idea of what is in the report?

5. Does the title indicate the nature of the study?
6. Are the objectives of the study stated clearly?
7. Are the objectives fulfilled?
8. If hypotheses are postulated, were they testable? Are they proved or not proved?
9. Has a sufficient amount of literature relating to the topic been studied?
10. Does the literature review, if any, provide an indication of the state of knowledge in the subject? Is your topic placed in the context of the area of study as a whole?
11. Are all terms clearly defined?
12. Are the selected methods of data collection accurately described? Are they suitable for the task? Why were they chosen?
13. Are any limitations of the study clearly presented?
14. Have any statistical techniques been used? If so, are they appropriate for the task?
15. Are the data analysed and interpreted or merely described?
16. Are the results clearly presented? Are tables, diagrams and figures well drawn?
17. Are conclusions based on evidence? Have any claims been made that cannot be substantiated?
18. Is there any evidence of bias? Any emotive terms or intemperate language?
19. Are the data likely to be reliable? Could another researcher repeat the methods used and have a reasonable chance of getting the same or similar results?
20. Are recommendations (if any) feasible?
21. Are there any unnecessary items in the appendix?
22. Would you give the report a passing grade if you were the examiner? If not, perhaps an overhaul is necessary.

Source:

Judith Bell (1999 [third edition], p.211) *Doing Your Research project Guide for First-Time Researchers in Education and Social Science*, Milton Keynes: Open University Press

17. Guidelines for the Presentation of the DPP

You are required to consult your tutor about the precise format for your report, as this will vary according to the nature of the project. Typical section headings, however, might be: Objectives; Literature Review; Agency Context; Methodology; Analysis; Findings/Outcomes; Evaluation; Recommendations; References; Appendices.

Length

There is a limit of between 8,000 and 10,000 words (not including references), and this must be observed.

Presentation

The report should be typed on A4 pages, in 1.5 spacing, leaving a 1 inch margin on all sides. Pages should be numbered consecutively at the centre of the bottom page, with page 1 commencing after the table of contents. The report should be divided into sections which are numbered 1, 2, etc., with a section heading.

Layout

The report should start with a title page, followed by an abstract, reface/acknowledgements and table of contents in that order. The table of contents should list the chapters with page numbers.

Abstract

The abstract should contain no more than 200 words and should provide a succinct summary of the aims and results of the study.

Format

The format outlined above should be followed. Only items referred to in the text of the dissertation should be included as references.

Footnotes

As an alternative to a style, which places references to published works in the text, students may wish to use a footnoting style. Footnotes should be identified by a number which appears in the text. They should be numbered consecutively and followed by complete numbered references at the end of the Report, the detail of which should be the same as

that outlined above. The important point to remember is that whatever referencing style you adopt be consistent

Appendices

Background material that would not be appropriate in the text of the report such as sample questionnaires used, should be placed in appendices, labelled A.... to Z. The appendices should follow the list of references, at the end of the Report.

18. Demonstration Practice Project – Criteria for Marking

Marks will be awarded according to how well the project meets the following criteria:

Introduction	Literature review	Methodology	Findings & Analysis	Recommendations	Presentation
15%	20%	15%	25%	10%	15%
Shows a capacity to identify a relevant practice or policy issue or problem.	Demonstrates an ability to source the most significant theory and research evidence relevant to the issue.	Indicates an ability to choose, justify and employ appropriate research methods and apply them to the problem.	Demonstrates the ability to present a balanced account of the findings.	Demonstrates an ability to reflect appropriately on the research and identify key learning from it.	Layout consistent with the guidance provided.
Provides sufficient contextual information to situate the problem.	Demonstrates ability to organise and analyse the literature.	Shows that rigorous and ethical data gathering took place.	Discusses the findings from the research in the context of the literature.	Shows the capacity to relate the findings to child protection and welfare policy.	Logical and coherent presentation, inclusion of tables and charts if relevant.
Forms a useful questions for exploration.	Identifies where this project will fill an existing gap in evidence.	Includes evidence of tools used to gather evidence.	Demonstrates an ability to draw implications from the findings.	Recommendations appropriately targeted at different levels in the relevant sector or organisation.	Correct referencing conventions applied consistently. Proof-read, with correct spelling and punctuation.

19.Tutorials

Each student is assigned a course tutor. The tutorial relationship is intended to be a key learning resource for the student throughout the course. The tutor's task is to help the student get the most from the opportunities presented by the course. Students should ensure to arrange a tutorial appointment in each College - based week, or between weeks where appropriate.

The tutor's tasks include the following:

- ❖ to assist the student at the outset to identify relevant learning objectives which will constitute the student's personal learning agenda for the course as a whole
- ❖ to guide the student in relation to the completion of written assignments
- ❖ to assist in the identification and development of a theme / topic for the student's Demonstration Practice Project and to approve the final choice
- ❖ to monitor and assist the student's progress towards the successful completion of the Demonstration Practice project, in particular through the setting of agreed tasks for completion between College based weeks
- ❖ to examine, with other course staff, the student's course assignments, and to offer detailed written feedback to the student. (N.B. Law essay is examined by the Law course teacher and externally examined by Dr. Aisling Parkes, Senior Lecturer in the Department of Law in the National University of Ireland, Cork)

While tutors provide as much guidance as possible within the context of the course programme, students have ultimate responsibility for submitting written work on time and for the quality of this work.

20. M.Sc. in Child Protection and Welfare

Eligible candidates have the option of registering for the M.Sc. programme in Child Protection and Welfare. Admission will be confined to candidates who achieve a 60% average in the Postgraduate Diploma year. The M.Sc. will be awarded on successful completion of the Postgraduate Diploma course programme in Year 1 and a 20,000 word dissertation in Year 2. Registered students will have access to supervision and a programme of seminars. A briefing session on the M.Sc. Option will be held during the year.

21.General Regulations

College Calendar

As well as containing key dates, part 3 of the College Calendar contains all information concerning graduate studies in Trinity College, Dublin including all general regulations. See <http://www.tcd.ie/calendar>.

College Policies

Students are expected to familiarise themselves with and adhere to the College's policies.

Details are available at <http://www.tcd.ie/about/policies/>.

Attendance

Attendance is expected at all tutorials. When students are not able to attend they should inform the Course Administrator via email as early as possible. Full attendance at all classes is compulsory. Absence is excused only on medical certification*, and attendance lists will be kept. The award of Diploma will be made only on the basis of full attendance.

*Absence of greater than fifteen days on medical certification will require the student to apply to the Dean of Graduate Studies for permission to repeat all or part of the course

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. For effective group learning, class members need to know that interactions will be conducted in a safe and confidential environment. Please be respectful of others' contribution and don't discuss individual details outside of the class. Refer to the [College Dignity and Respect Policy](#) for more details.

Problems, Complaints and Grievances

If you have an academic-related problem you should discuss it first with the lecturer or supervisor concerned. General issues affecting the class should be channelled through your student representative to the Course Director. If you have a course related problem you

should contact the Course Administrator who may refer it to the relevant service. If you have a problem with a Trinity service, you should contact the relevant service.

If you have a complaint which discussion with the relevant academic, Course Administrator or Trinity Service cannot resolve, you should contact the Course Director. If the problem remains, you should consult the Head of School or the Dean of Graduate Studies. More information about the Student Complaints Procedure can be found [here](#).

Student Evaluation and Feedback

Information about the College requirements for evaluation and feedback can be found at <https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php>.

Appendix A

The title page of the Demonstration Practice Project should include:

Trinity College Dublin

Title of Demonstration Practice Report

for partial fulfilment of the

Postgraduate Diploma in Child Protection and Welfare

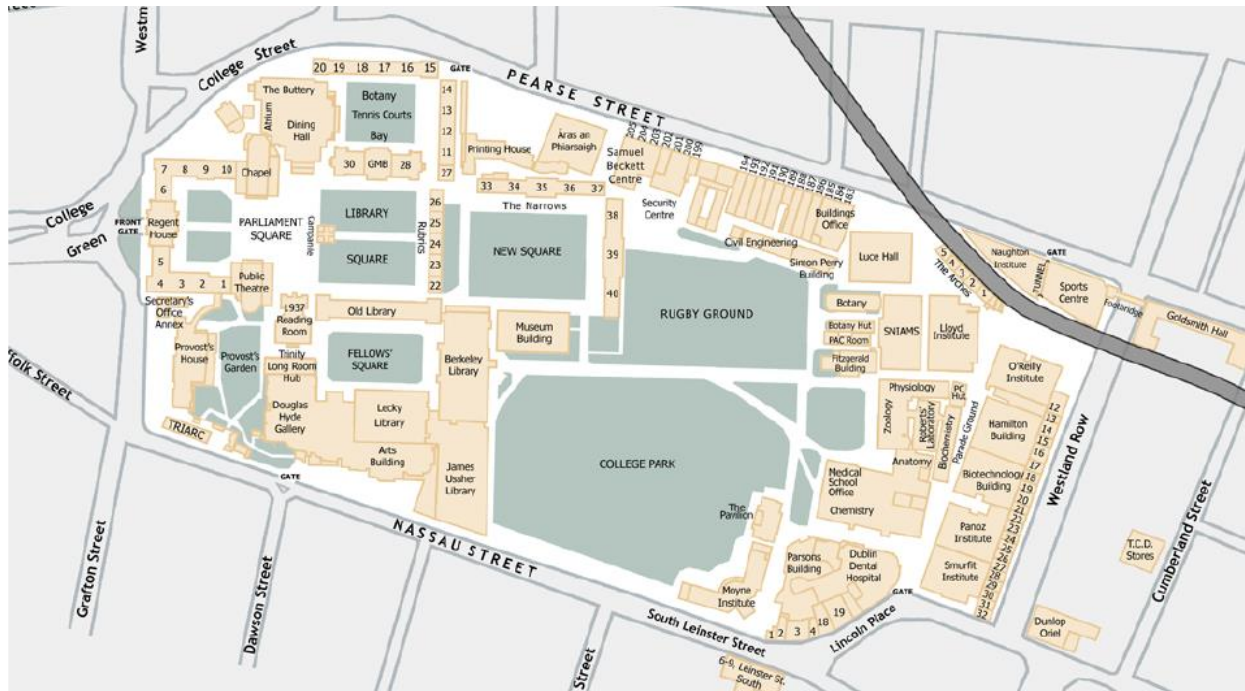
Author

Tutor

Date Submitted:

Appendix B

Map of Trinity College



Appendix C

ECTS attached to the Postgraduate Diploma in Child Protection and Welfare Year

Code	Module title	Activities	Assignments	ECTS	Contact hours	Student workload
SS7130	Child Protection Perspectives and Practices	Lectures Seminars Presentations and tutorials	Essay 2,500 words	10	60	200*
SS7131	Interventions with children and families	Lectures Workshops, twinning visits, agency profiles and class presentations, tutorials	Essay on personal framework for practice (2,500 words)	10	60	200*
SS7132	Law	Lectures Workshops, tutorials	Essay	10	20	200*
SS7133	Contemporary Issues	Workshops & seminars, tutorials	Reading for class discussions	5	20	100*
SS7134	Child Development	Lectures on child	Reading for class	5	30	100*
		development and workshops on direct work with children, tutorials	discussion			
SS7135	Research Methods	Lectures, workshops, presentations, tutorials	Review of research article (un-assessed) Mini research project	20	30	400**
Total	6 modules		3 essays, 1 project	60	220	1200

*Reading in preparation for lectures, reading and researching for essays, writing essays; **researching, data collection, reading and writing of project.

Appendix D

<p>POSTGRADUATE DIPLOMA IN CHILD PROTECTION AND WELFARE</p> <p>SCHOOL OF SOCIAL WORK AND SOCIAL POLICY</p> <p>TRINITY COLLEGE DUBLIN</p>

Postgraduate Diploma in Child Protection and Welfare 2023-2024

Please note the venue for all lectures is Arts Building room 3080

Timetable Week 1

Monday 11th September to Friday 15th September 2023

Timetable Week 2

Monday 9th to Wednesday 11th October 2023

Timetable Week 3

Monday 6th to Wednesday 8th November 2023

Timetable Week 4

Monday 4th to Wednesday 6th December 2023

Timetable Week 5

Monday 8th January to Wednesday 10th January 2024

Timetable Week 6

Tuesday 6th to Thursday 8th February 2024

Timetable Week 7

Monday 4th to Wednesday 6th March 2024

Timetable Week 8

Monday 8th to Wednesday 10th April 2024

Timetable Week 9

Tuesday 7th to Friday 10th May 2024

Appendix E

PGT & PGR DECLARATION

- ☐ I hereby declare that all submissions made for the duration of the programme I am undertaking 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

Student Number

Course

Date

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 2022-23 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.