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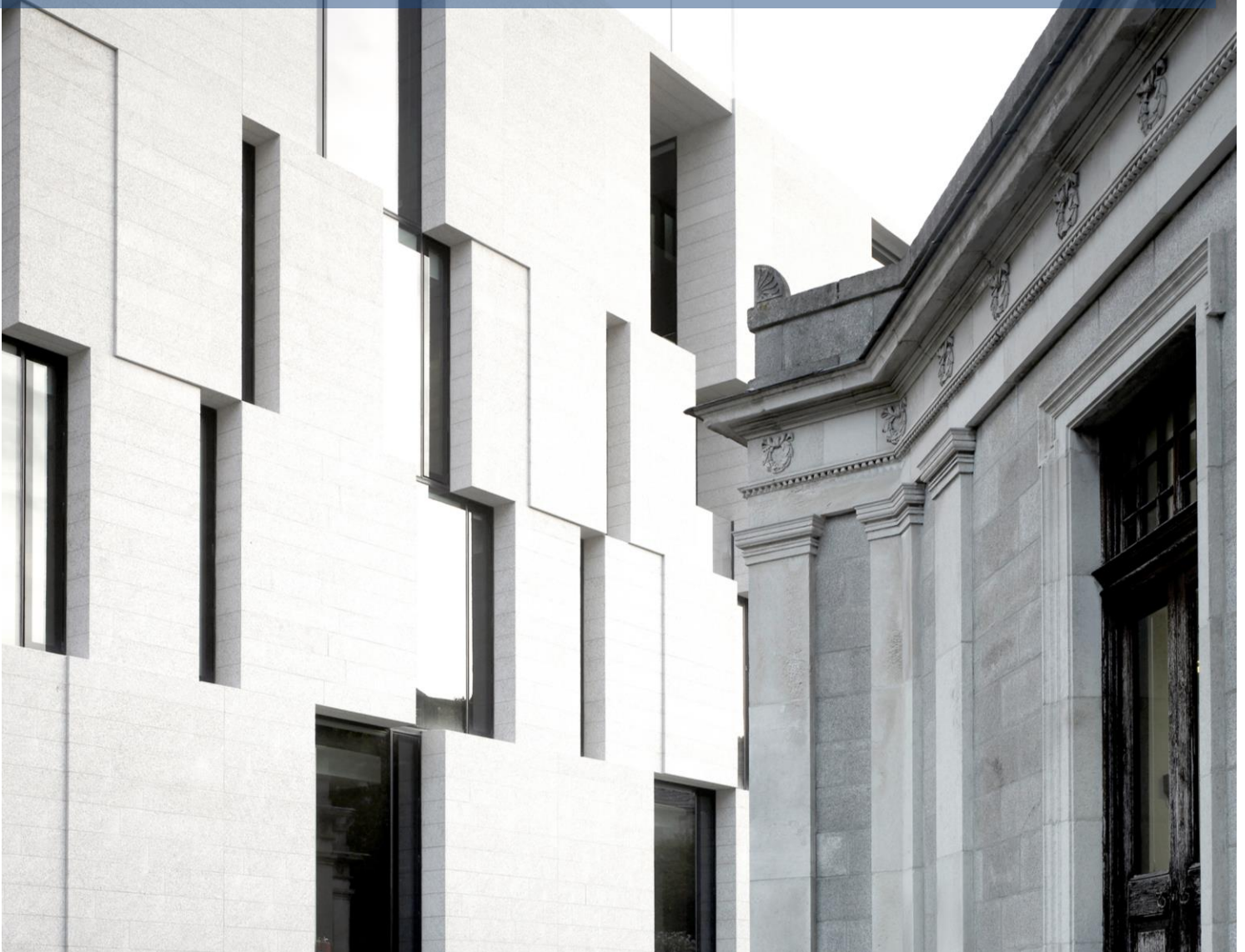### The University of Dublin

School of Social Work and Social Policy

Bachelor in Social Studies

Junior Sophister Course Handbook

2016–2017

Updated 21st April 2017

Contents

Introduction

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

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

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

This Handbook [1] aims to give you the basic information you need to find your way about the course this year, and in particular:

- course content

- written requirements for the year

- recommended format for coursework assignments

- placement guidelines

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

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

Wishing you a rewarding and enjoyable year!

Michael Feely
Director of the BSS Programme

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[1]   Please note that, although this Handbook aims to be as accurate as possible, College General Regulations always have primacy over information contained here.

School of Social Work and Social Policy

Staff Members

Title	Name	Email
Head of School of Social Work and Social Policy	Associate Professor, Eoin O'Sullivan	tosullvn@tcd.ie
Director of Teaching and Learning (Undergraduate)	Professor, Robbie Gilligan	rgillign@tcd.ie
Director of Bachelor in Social Studies	Assistant Professor, Michael Feely	mfeely@tcd.ie
Bachelor in Social Studies Executive Officer	Ms Mairead Pascoe	social.studies@tcd.ie Tel (01) 8962347

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

School Website
Web: https://www.tcd.ie/swsp/

School Office Location and Opening Hours

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

School Activities

In 1934, Trinity College established its first social work training course, the Diploma in Social Studies. In 1962, the Department of Social Studies established the Bachelor in Social Studies (BSS) social work degree, which in 1973 was recognised by the British Central Council for Education and Training in Social Work for the professional social work qualification CQSW. From 1995 to 2010, with the advent of the National Social Work Qualifications Board, BSS was awarded jointly with the National Qualification in Social Work (NQSW). In 2002, a second social work qualifying degree, the Masters in Social Work (MSW), was introduced. Since 2011 and the establishment of the Social Work Register, under the auspices of CORU (The Health and Social Professionals Council), graduates who have successfully completed the four years of the BSS (Hons) degree are eligible to apply to be placed on the Social Work Register.

In 2005, the Department expanded to become the School of Social Work and Social Policy.

In addition to the two social work degrees, BSS and MSW, the School offers a range of other courses including four Master's courses, a joint Sociology/Social Policy degree, evening courses, and School staff also contribute to a range of taught programmes outside the School.

The School attracts visiting students and academics and supervises postgraduate students on research degrees. It also accommodates or jointly runs four Research Centres and has substantial additional research programmes.

The School accommodates an exciting mix of people with diverse backgrounds and experience. We hope that students of the School will have many opportunities to meet with and learn from one another as well as from the variety of staff that work here.

Below a brief summary is presented of the main activities of the School.

Summary of School Activities

BSS: This professionally-qualifying 4-year social work degree leads to the award of Bachelor in Social Studies (Hons). It is geared both to school-leavers and to mature students with relevant practice experience.

MSW: This professionally qualifying 2-year social work programme began in 2002. It leads to the award of Master in Social Work, and is open to social science graduates with relevant practice experience.

B.A. Sociology & Social Policy: This 4-year degree was introduced jointly by Social Studies & Sociology Departments in 1995. It provides a good basis for careers in research, planning, management and evaluation in social services.

Social Policy: The School provides a range of Social Policy courses for BSS, B.Soc / Soc.Pol, BBS, BESS and TSM students.

PG Diploma & M.Sc. in Child Protection & Welfare: A 1-year part-time, interdisciplinary postgraduate course began in 1990. It is relevant to social workers, childcare workers, nurses, gardaí and others working in the field of child protection & welfare. Those gaining a 2.1 in the Diploma may proceed to the second year leading to the M.Sc.

MSc in Applied Social Research: This one-year full-time or two-year part-time postgraduate research course is designed for social science graduates who wish to develop their research skills towards employment in social research.

MSc in Applied Social Studies: This is a one-year online programme designed to provide graduates from the Postgraduate Diploma in Applied Social Studies with the opportunity to research an aspect of social policy or the provision of social services which are essential to the development of healthy functioning societies.

MSc in Disability Studies: This one-year full-time or two-year part-time postgraduate research course is designed for people interested to develop their skills and knowledge in the field of disability studies and research.

Online Postgraduate Diploma in Applied Social Studies: This one year online programme is a level 9 postgraduate diploma designed to provide graduates from all disciplines with the opportunity to develop their understanding of the role and function of social policy.

Post-graduate Research: School staff supervise M.Litt and Ph.D students who undertake research in a range of topics related to social work or social policy.

School Research: Staff are involved in a mix of individual, collaborative and centre-based research in a variety of professional and policy areas, for or in partnership with government departments, voluntary organisations and philanthropic trusts.

School Research Centres: The Children's Research Centre, established jointly with the Department of Psychology in 1995, undertakes commissioned action research on behalf of children. It has published many monographs and is collaborating in a major longitudinal study of children in Ireland.
The Social Policy & Ageing Research Centre, established in 2004 focuses on developing knowledge and research on the needs and experiences of older people.

Service Teaching: Staff provide service-teaching to a number of courses, including the B.Sc. Occupational Therapy.

Evening Courses: The school provides an annual evening course on Contemporary Issues in Social Work.

Overview of the BSS Degree

Aims and Objectives

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

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

Knowledge Base

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

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

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

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

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

Value Base

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

Skills Base

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

Challenges

Social work practice challenges practitioners in many ways.

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

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

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

Programme Learning Outcomes

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

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

Specifically, graduates will be able to:

1. apply social science theories and social research evidence to the critical investigation, analysis and evaluation of contemporary social issues and social policies.
2. integrate social science and social work perspectives in the analysis of social work topics, debates and practice examples, and in the identification of best practice in these areas.
3. adopt a comparative, research-informed approach to academic project work.

4. practise at newly qualified level within all contemporary fields of social work practice, and work effectively as individual practitioners, as team members, and within multi-disciplinary settings.
5. employ effective interpersonal skills and communication skills in both academic and practice contexts.
6. demonstrate competence in social work assessment, counselling, groupwork, community work, advocacy, case management, practice evaluation, and other core social work skills and tasks.
7. use professional and peer supervision constructively and engage in critical reflection on their social work practice.
8. maintain personal accountability and professional behaviour in academic and practice contexts.
9. uphold high ethical standards in their social work practice, with reference to Irish and international codes of social work ethics.
10. engage in social work practice that promotes inclusivity, equality and social justice, and challenge practice that does not.
11. engage in continuing professional development including further study.

Course Expectations

BSS staff aim for standards of excellence in all aspects of the programme, and try to create an ethos of openness to change, participation, collaborative and enjoyable learning, respect for difference, sensitivity to others, and mutual support.

Both staff and students have their part to play in maintaining a rewarding and ethical learning and working environment.

Expectations include the following:-

Staff

- Providing an enriching learning environment which is stimulating, challenging and involves students as active participants in teaching and learning.
- Linking theory / research to real world /practice situations.
- Supporting fieldwork-college links.
- Providing timely, fair and constructive responses to students' work.
- Rewarding effort and encouraging students to achieve their potential.
- Being accessible to students and responsive to their concerns and feedback.
- Combining support for students in difficulty with fairness to other students.
- Transparency about rules and procedures.

Students

- Standards: being proactive about achieving personal best in academic work and in practice; taking care with presentation of work; academic honesty and rigour; responsible and ethical behaviour in college and placement.
- Personal organisation: being punctual for classes and appointments; planning ahead; meeting deadlines for coursework and placement tasks.
- Participation: engaging in class debate; sharing ideas, experience, and materials.
- Feedback: discussing issues and concerns with college and placement staff; willingness to participate in finding solutions.
- Group / Teamwork: sensitivity to group dynamics; dealing with conflict constructively; supporting others in class or placement; having fun together.
- Using Help: identifying when help is needed; using resource people in college or placement proactively to tackle personal, academic or practice issues in good time.

Attendance

For professional reasons lecture and tutorial attendance in all years is compulsory. If students are unable to attend class or placement for unavoidable reasons they must notify College and placement and complete the Absence Notification Form appended and submit this to the Course Director. If students are aware of issues which will affect their ability to attend College or placement on an ongoing basis they must make an appointment to discuss their situation with the Course Director.

Students who have not satisfied the school requirements for attendance, as per the BSS Exam Conventions 2016 – 17, will be returned to the Senior Lecturer as non-satisfactory, in keeping with the regulations of the University Council.

Any student reported to the Senior Lecturer as non-satisfactory for the Michaelmas and Hilary Terms of a given year may be refused permission to take their annual exams and or proceed to placement and may be required by the Senior Lecturer to repeat the year.

Overview of Junior Sophister Year 2016 / 17

Examination and Written Requirements

Students must take modules totaling 75 ECTS and meet course requirements as follows:

Mandatory Modules (65 ECTS)			
Module	Module Name	ECTS Weighting	Assessment Type
SS3351	Youth and Society: Contemporary Issues	5 ECTS	Essay (100%)
SS3362	Life Course and Evolving Welfare States	10 ECTS	Attendance and active class participation (20 %) Group project and presentation (30 %) End-of-term essay (50 %)
SS3700	Family and Childcare Studies	10 ECTS	Coursework (100%)
SS3730	Social Work Practice	15 ECTS	Annual Examination (50%) Practice Placement Report (50%) Due to be submitted 16th January 2017
SS3760	Mental Health & Disability	10 ECTS	Mental Health Essay (50%) Disability Essay (25%) Group Presentation (25%)
SS3777	Junior Sophister Placement	15 ECTS	Placement Performance Practice teacher report Pass / Fail Due to be submitted 16th January 2017.
Students must take two of the following modules (10 ECTS)			
Module	Module Name	ECTS Weighting	Assessment Type & Submission Date
SS3382	Understanding Ageing Societies	5 ECTS	Essay 50% Presentation 50%
SO320C	Social Theory	5 ECTS	See module descriptor
SO325C	Race, Ethnicity and Identity	5 ECTS	See module descriptor
SO323C	Globalisation & Development	5 ECTS	See module descriptor
SO326C	Social Inequality	5 ECTS	See module descriptor
SO324C	Researching Society	5 ECTS	See module descriptor

Please note that the submission dates may be subject to change.

All written work is submitted via www.turnitin.com and Blackboard. Registration details for both will be circulated at the beginning of Hilary Term.

Module Registration

Before proceeding to Junior Sophister year students' are required to register module choices. Completed module choice forms must be returned to the School Office by the date as specified on the form. It is the students' responsibility to ensure that they are registered for the correct modules totaling 75 ECTS.

Module Choices – Change of Mind

Students' who wish to change their module choices may do so up until 5pm on Friday 20th January 2017. All module choices must be registered with the School Office by this time so that students' are included on examination lists. Students' should note that module changes will be subject to availability of places and timetabling constraints. A Change of Mind Form is appended to this handbook.

Module Outlines

SS3730 Social Work Practice

This module is comprised of:

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

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

Aim:

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

Learning Objectives:

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

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

Assessment:

Assessment is by a combination of the Annual Examination (50%) and the placement-related Practice Project (50%). Guidelines on practice placement project are available on page 58.

Essential Reading

Social Work Theory & Practice

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

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

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

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

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

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

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

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

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

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

Counselling and Practice Approaches for Social Work

Assistant Professor Erna O'Connor, Ms Jeanne Forde, Ms Shalom Lambert

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

General Reading

Counselling & Counselling Approaches

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

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

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

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

Specific Practice Approaches and Perspectives

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

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

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

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

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

Bereavement, Loss and Trauma

Assistant Professor Erna O'Conner connorer@tcd.ie

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

Aims

- To critically review key theories of bereavement and loss
- To promote understanding loss and bereavement at individual, family and community levels
- To provide an overview of perspectives on trauma and PTSD
- To consider the interface of trauma and bereavement and the implications for practice
- To introduce a relationship-based social work approach in responding to bereavement, loss and trauma
- To contribute to students' knowledge and skill development in accordance with CORU/SWRB domains 2, 3, 4, 5 and 6.

Learning Outcomes

On completion of this section of the module students will:

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

Essential Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Further Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Therapeutic Work with Families

Ms Shalom Lambert

This section of the module will introduce students to ideas from systemic family therapy, from its roots in cybernetics, through to postmodern practices such as narrative and dialogical therapy. Other complementary theories of therapeutic family work such as attachment theory will also be considered. Students will have an opportunity to engage with theor(ies) in an experiential way, and the focus throughout will be on the application of systemic ideas to social work practice with children, young people and families.

Further information will be available to students at the beginning of Hilary Term.

Cognitive Behavioural Therapy

Ms Jeanne Forde

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

Aims

- To provide an introduction to Cognitive Behavioural Therapy.
- To prepare students for working with clients using Cognitive Behavioural Therapy skills.
- To consider the merits of using Cognitive Behavioural Therapy techniques in social work practice.

Learning Outcomes

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

- A theoretical knowledge of Cognitive Behavioural Therapy.
- An ability to critically analyse the benefits and limitations of the Cognitive Behavioural Therapy approach.
- An ability to apply core Cognitive Behavioural techniques in their social work practice.

Essential Reading

Cigno, K. (2002) Cognitive-Behavioural Practice In R. Adams et al, (Eds). (2nd ed) Social Work Themes, Issues and Critical Debates. Hampshire: Palgrave.

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

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

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

Payne, M. (2005) Modern Social Work Theory. (3rd ed). Hampshire: Palgrave MacMillan.

Ronen, T. (2002). Cognitive-Behavioural Therapy. In M. Davies (Eds). (2nd ed). The Blackwell Companion to Social Work. Oxford: Blackwell Publishing.

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

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Ms Fidelma Beirne & Ms Claire Barnwell

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

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

Aims:

The social work skills programme aims to:

- Provide a forum to explore and practice social work skills in a safe environment.
- Facilitate the further development of self-awareness and reflective practice skills
- Explore placement related issues
- Examine the relationship between social work theory and practice
- Enhance direct counselling and social work skills

Learning Objectives:

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

- Integrate social work theory and practice
- Critically reflect on their own direct practice with clients
- Give constructive feedback
- Use feedback
- Demonstrate a level of self-awareness
- Identify areas of professional expertise in relation to the process of direct social work practice with individuals and families
- Identify areas of professional expertise in practice for further development

Format will include:

- Individual Presentations
- Group discussion
- Individual and group reflection
- Individual exercises
- Small group exercises
- Role Play and skills practice

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

- Identify their own learning needs
- Raise professional issues / concerns for which they would like feedback / support
- Bring practice examples from placement to explore in the workshops.

Essential Reading:

Critical Incident Analysis

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

Knott, C. and Scragg, T. (eds)(2007) *Reflective Practice in Social Work.* Learning Matters.

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

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

Counselling and Social Work Skills

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

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

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

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

Social Work Practice Approaches

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

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

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

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

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

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

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

SS3700 Family and Childcare Studies

This module is comprised of:

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

- Child Protection: Perspectives and Practice

Assessment

This module will be assessed by coursework (100%)

Social Work and Domestic Violence: Theories, Interventions and Practice

Dr Stephanie Holt sholt@tcd.ie

This module begins with an overview of domestic violence including an examination of the prevalence, dynamics and different forms of violence and relationships in which it occurs. While the impact of this experience on *all* those who live with violence is explored (children, women and men), focused and specific attention is given to the child's experience, taking a systemic and child centred approach to understanding impact and informing practice responses in a holistic and community based setting. The particular challenges and concerns for social work practice in the context of post-separation contact are also explored. The relevance of domestic abuse for intimate partner homicide is also considered, with a critical appraisal of this phenomenon located within both a domestic and international context. The issues and dilemmas facing social work practitioners in responding to these complex issues will be explored throughout the module. These issues include the particular challenges social workers face in engaging abusive men and the role that disability can play in sustaining the presence of domestic abuse in families. This module will utilise Blackboard for lecture content delivery and student engagement with discussion fora. Tutorials will facilitate a more in-depth and meaningful discussion of the issues relevant for social work practice.

Recommended Reading:

General Overview, trends, patterns, theoretical perspectives

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

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

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

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

Connelly, C.D., Hazen, A.L., Coben, J.H., Kelleher, K.J., Barth, R.P., Landsverk, J.A. (2006) 'Persistence of Intimate Partner Violence Among Families Referred to Child Welfare'. *Journal of Interpersonal Violence*, 21(6), 774-797.

Coulter, C. (2007) *Family Law Reporting Project: Report to the Board of the Court Service.* Dublin: Court Service.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Impact of exposure to domestic abuse on children

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

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

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

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

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

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

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

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

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

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

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

Humphreys, C., Mullender, A. (2002) *Children and Domestic Violence: A Research Overview of the Impact on Children.* Devon: Dartington

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

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

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

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

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

Impact of domestic abuse on parenting

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

Bell, P. (2003) 'I'm a Good Mother Really! Gendered Parenting Roles and Responses to the Disclosure of Incest.' *Children & Society*, 17, 126-136.

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

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

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

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

Eriksson, M., & Hester, M. (2001), 'Violent men as good-enough fathers? A look at England & Sweden. *Violence Against Women*, 7(7), 779-798.

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

Featherstone, B. (1999), 'Taking mothering seriously: the implications for child protection'. *Child and Family Social Work*, 4, 43-53

Fox, G. L. & Benson, M. L. (2004) 'Violent men, bad dads? Fathering profiles of men involved in intimate partner violence', in Day, R.D. & Lamb, M.E. (eds)

Conceptualizing and Measuring Father Involvement. Mahwah, NJ: Lawrence Erlbaum. 359-384.

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

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

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

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

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

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

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

Post-separation contact & domestic abuse

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

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

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

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

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

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

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

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

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

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

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

Holt, S. (2013) 'Post-separation fathering and domestic abuse: challenges and contradictions'. *Child Abuse Review*

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

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

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

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

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

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

Intimate partner homicide

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

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

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

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

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

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

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

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

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

Practice Issues

Culross, P.L. (1999) 'Health Care System Responses to Children Exposed to Domestic Violence' *The Future of Children*; Winter; 9(3).

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

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

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

Goldblatt, H, Buchbinder, E., Eisikovits, Z., Arizon-Mesinger, I. (2009) 'Between the professional and the private: The meaning of working with intimate partner

violence in social workers' private lives'. *Violence Against Women,* 15(3), 362-384.

Holt, S., Kirwan, G. & Ngo, J. (2015) 'Groupwork interventions for women and children experiencing domestic violence: do they work and do they last?'. *Groupwork.*

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

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

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

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

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

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

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

Peckover, S. (2003) 'I could have just done with a little more help': an analysis of women's help-seeking from health visitors in the context of domestic violence'. *Health and Social Care in* the Community 11 (3), 275-282

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

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

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

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

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

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

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

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

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

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

Child Protection: Perspectives and Practice

Professor Trevor Spratt SPRATTT@tcd.ie

Overview

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

Module Content

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

Learning Outcomes:

On completion of this module students will be able to:

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

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

- Assess the needs of vulnerable children

- Analyse and reflect on the evidence,

- Develop child protection plans on the basis of identified needs

- Identify effective interventions and supportive service.

Essential Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Child and Family Agency (2014) *Review of Adequacy for HSE Children and Family Services 2012* http://www.tusla.ie/uploads/content/REVIEW_OF_ADEQUACY_2012_FINAL__signed_by_GJ___amended_26_06_2014.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Child and Family Social Work (Wiley-Blackwell)

- Child Abuse Review (Wiley Blackwell)

- Critical Social Policy (Sage)

- Child Abuse & Neglect (Elsevier)

- Child Care in Practice (Routledge)

- Children and Youth Services Review (Elsevier)

- British Journal of Social Work (Oxford University Press)

- Irish Journal of Family Law (Round Hall)

- **Note:**

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

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

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

SS3351 Youth and Society : Contemporary Issues

Assistant Professor Paula Mayock   pmayock@tcd.ie

This module is inter-disciplinary and will draw upon research linked to Youth Studies, Sociology, Criminology, Psychology and Social Policy. The core aim is to provide students with an in-depth, research-based understanding of youth, adolescence, and emerging adulthood. The course will focus on key theoretical approaches to understanding youth in society and will consider a range of substantive issues and areas within contemporary research on both 'mainstream' and 'marginalised' youth, but with a strong emphasis on youth 'at risk', including homeless youth, young people with care experience, and young people who use drugs. Varying approaches to the study of youth will be reviewed and we will explore how social and economic forces influence the lives and experiences of young people generally and marginalised youth in particular.

The aim of this section of the module is
- To enable students to identify the theoretical constructs that have been used to conceptualise and understand 'youth' across time.
- To critcally analyse the impact of social context, social diversity and inequality on the lives and experiences of young people.
- To highlight challenges faced by young people due to structural inequalities within contemporary society, particularly during the transition from 'child' to 'adult'.
- To consider how governments, and Irish social policy in particular, have conceptualised and responded to the lived experience and needs of both mainstream and marginalised young people.

Learning Outcomes
On completion of section students will:

- Have knowledge and understanding of the ways in which 'youth' and 'adolescence' have been conceptualised over time.
- Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth and youth experience.
- Have the knowlege to critically assess popular discourses and dominant debates on young people.
- Understand how social ineqalities impact the life experiences and life chances of young people in general and marginalised youth, in particular.

Key Readings

Furlong, A. (2013) *Youth Studies: An Introduction.* Abingdon: Routledge. Shelfmark: PL-571-883

France, A. (2007) *Understanding Youth in Late Modernity*. Basingstoke: Palgrave Shelfmark: 301.43 P793

Cieslik, M. & Simpson, D. (2013) *Key Concepts in Youth Studies*. London: Sage Shelfmark: HL-359-258 (Berkeley Basement); PB-251-813 (Stantry Stacks)

Lalor, K., deRoiste, A. & Devlin, M. (2007) *Young People in Contemporary Ireland*. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72

Assessment

One 3,000 word essay. A penalty of 10% will be applied to students who submit essays late without an authorised extension.

Recommended Texts

Furlong, A. (2013) *Youth Studies: An Introduction.* Abingdon: Routledge.

    Shelfmark: PL-571-883

France, A. (2007) *Understanding Youth in Late Modernity*. Basingstoke: Palgrave.

    Shelfmark: 301.43 P793

Cieslik, M. & Simpson, D. (2013) *Key Concepts in Youth Studies*. London: Sage.

    Shelfmark: HL-359-258 (Berkeley Basement); PB-251-813 (Stantry Stacks)

Lalor, K., deRoiste, A. & Devlin, M. (2007) *Young People in Contemporary Ireland*. Dublin: Gill and Macmillan.

    Shelfmark: LEN 301.43P72

SS3362 Life Course and Evolving Welfare States

This module will run in Hilary term and will be delivered by Professor Virpi Timonen.

Module Content

During this module, the students will have an opportunity to reflect on the notion of the life course: how the timing of our birth and the context we are born and grow up in influences opportunities and outcomes throughout our lives. The students will be sensitised to how the life course is changing as a result of transformations in what are still considered major milestones for individuals. For instance, the time spent in education is increasing and entry into employment and long-term partnerships is being postponed. The module will connect these changes in the life course to welfare state structures, which are arguably lagging behind the pace of change, but are also trying to catch up with and adapt to these changes. The module draws on examples from a variety of welfare states and different policy sectors, with a focus on how welfare states are trying to address the new social risks of weak educational opportunities, youth unemployment, precarious work, the challenges of reconciling work and parenthood, and the mega-trend of ageing.

Learning Outcomes

- Understanding of the social processes that shape the life course from childhood to old age

- Cognizance of the main societal and economic forces that are bringing about changes in the life course.

- Awareness of how welfare structures shape the life course

- Good grasp of what are seen, from the point of social policy, to be the main challenges that now confront children and young workers, families, low-income workers and ageing workers

- Appreciation of differences in how welfare states respond to evolving social risks, and the broad outline of the consequences of these responses

- Understanding of the divergent views expressed in debates about what welfare states should do in response to new challenges

Preparatory reading

De Graaf, W. and Maier, R. (2015) 'The welfare state and the life course: Examining the interrelationship between welfare arrangements and inequality dynamics', *Social Policy & Administration* (online first)

Module Assessment

Attendance and active class participation = 20 %
Group project and presentation = 30 %
End-of-term essay = 50 %

SS3760   Mental Health & Disability

This module comprises two sections:

- Mental Health and Psychological Difficulties
- How to support people with disabilities

Mental Health and Psychological Difficulties.

Ms Adele Kane, Ms Mary Keleher, Ms Suzanne Shaw and Ms Mairead Doyle

Overview

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

Module Content

Topics

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

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

Learning Outcomes:

On completion of this module students will be familiar with:

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

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

Assessment
Mental Health Essay (50%)

Recommended Reading

General Reading

Bowlby, J. (1998) *A secure base: clinical applications of attachment theory.* London: Routledge.

Bergin, A. & Garfield, S.L. (1994) *Handbook of psychotherapy and behaviour change* Chichester: Wiley

Carr, A. (2006) *The handbook of child and adolescent clinical psychology : a contextual approach. 2nd Edition.* London: Routledge.

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

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

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

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

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

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

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

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

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

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

Sullivan, W.P. (1997). *A long and winding road: The process of recovery from severe mental illness.*

In L. Spaniol, C. Gagne and M. Koehler (Ed.), *Psychological and social aspects of psychiatric disability* (pp. 14-24). Boston: Center for Psychiatric Rehabilitation.

Classification and Diagnosis

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

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

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

Depression

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

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

Stress and Anxiety

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

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

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

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

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

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

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

Eating Disorders

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

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

Psychosis

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

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

Suicide

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

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

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

Personality disorders

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

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

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

Overview of Psychological Interventions

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

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

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

Recovery Approaches

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

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

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

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

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

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

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

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

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

How to Support People with Disabilities

Lecturers: Clare Adams, Ryan Johns, Mei-Lin Yap, Andrew Murray, Sean Mooney, Michael Feely and Edurne Inarte Garcia

Overview

This year's disability module – which was awarded a Trinity Teaching Innovation Grant - will take a new and experimental format. It will be co-taught by a group of self-advocates with intellectual disabilities and by academics who specialize in disability studies (Michael Feely and Edurne Garcia). The aim of this module is to enable social work students to become more familiar with the perspectives of a variety of people with disabilities and to consider the best ways to support these people. The module will also introduce students to important concepts from disability studies as well as relevant legislation and policy. While the module will be taught by, and focus primarily on, people with intellectual disabilities, it shall also include presentations by other relevant stakeholders (for example, people with physical disabilities, carers and social workers in disability services)

Module Content

- Disability awareness and etiquette
- Self-advocate's experiences of and opinions on receiving support
- Different models of disability (medical, social, and poststructuralist) and how these can inform social work practice
- Accessibility

- Rights based approaches
- Person-centred approaches
- The concept of normalcy
- Disability and sexuality
- Presentations by other relevant stakeholders (for example, people with physical disabilities, carers and social workers in disability services)
- Is there a role for social workers?

Learning Outcomes

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

- Have a greater understanding of the perspectives of people with disabilities and the kind of supports they would like (and would not like).
- Identify, comprehend, and critically assess various models of disability and understand how these models can inform social work practice.
- Appreciate the importance of accessibility
- Understand some of the roles social workers can (or could) perform in the field of disability
- Reflect on the knowledge acquired in the module and on their own attitudes towards disability.

Assessment

The module will be evaluated through group essays (25%) and accessible presentations based on these essays (25%). Essays will be marked by academics and accessible presentations by self-advocates with intellectual disabilities.

Essential Reading

Barnes, C. and Mercer, G. (2010) *Exploring Disability*, Cambridge: Polity Press.

Bigby, C. & Frawley, P. (2010) *Social Work Practice and Intellectual Disability,* Basingstoke: Palgrave MacMillan.

Connect People Network (2012) *Self-Advocate's Submission to the Law Reform Commission*, Dublin: Connect People Network. Available at: https://dl.dropboxusercontent.com/u/9594222/The%20Connect%20People%20Net work%20Submission%20Easy%20Read%20No%20Pictures.pdf

Goodley (2011) *Disability Studies an Interdisciplinary Introduction*, London: Sage.

Davis L. J. (2010) Constructing normalcy: The bell curve, the novel, and the invention of the disabled body in the nineteenth century. In L. J. Davis (Ed.), *The Disability Studies Reader*, 3rd Edition (pp. 3-19). New York, NY: Routledge.

Kelly, G., Crowley, H., Hamilton, C. (2009) 'Rights, sexuality and relationships in Ireland: "It'd be nice to be kind of trusted"', *British Journal of Learning Disabilities*, 37(4):308-315.

National Disability Authority (2005) *Code of Practice on Accessibility and Information Provided by Public Bodies*, Dublin: National Disability Authority. Available: http://www.nda.ie/cntmgmtnew.nsf/0/3DB134DF72E1846A8025710F0040BF3D/$File/COPEasy2read.pdf

National Disability Authority (2005) *Guidelines on Person Centred Planning in the Provision of Services for People with Disabilities in Ireland*, Dublin: National Disability Authority. Available: http://www.nda.ie/cntmgmtnew.nsf/0/12AF395217EE3AC7802570C800430BB1/$File/main.pdf

Simcock, P. & Castle, C. (2016) Social Work and Disability, Cambridge: Polity Press.

United Nations (2006) *The United Nations Convention on the Rights of Persons with Disabilities*. Available from http://www.un.org/disabilities/default.asp?navid=15&pid=150

A detailed reading list will also be provided for the group essays

Sociology Modules

Module descriptions for each of these modules are available on the Department of Sociology website:

SO320C   Social Theory

http://www.tcd.ie/sociology/undergraduate/modules/js/social-theory/index.php

SO325C   Race, Ethnicity and Identity

http://www.tcd.ie/sociology/undergraduate/modules/js/race-ethnicity-and-identity/

SO323C   Globalisation & Development

http://www.tcd.ie/sociology/undergraduate/modules/js/globalisation-and-development/

SO326C   Social Inequality

http://www.tcd.ie/sociology/undergraduate/modules/js/social-policy-inequality/

SO324C   Researching Society

http://www.tcd.ie/sociology/undergraduate/modules/js/researching-society/

Elective Social Policy Modules

SS3382– Understanding Ageing Societies

Professor Virpi Timonen

Overview

Third-year Social Work students can elect to take the module for one term only (Hilary term).

The purpose of the Ageing Societies course is to explore the sociology and social policy and ageing (social gerontology) with students. The module will provide students with an opportunity to discuss a range of substantive topics that are relevant to both individual and population ageing, and to both 'young' and 'older' people. In order to help students acquire a critical understanding of both the opportunities and challenges that demographic ageing presents, the module will introduce students to issues relating to the social construction of ageing, long-term care systems, inter-generational relationships, theories of ageing, and ideas of 'active' and 'successful' ageing.

Learning Outcomes

Students will be able to:
- Differentiate between and critically discuss theories of ageing
- Outline how ageing and old age are socially constructed
- Outline the contributions of older people to families, societies and economies
- Demonstrate an awareness of diversity among older people, and of the main causes of this diversity
- Critically examine prevailing views on population ageing and the implications they have for both social policy design and older people themselves
- Apply theoretical and conceptual debates on ageing to the analysis of social policy documents and texts which relate to social policy and ageing
- Demonstrate their written and verbal ability to communicate concise and theoretically grounded arguments as they relate to social policy and ageing

Preparatory reading:

Phillipson, C. (2013) *Ageing*. Cambridge: Polity Press.

Assessment:
Essay = 50% , Presentation with slides = 50% Penalties
(Deduction of 10 percentage points from grade) will be applied where assignments are not submitted on time.

Junior Sophister Placement Guidelines

Placement Aims, Structure and Issues

Aims and Objectives of the Junior Sophister Placement:

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

Placement performance is not graded for examination purposes, but must be passed before permission is granted to proceed to final year.

Co-ordination of Practice Learning Opportunities

Co-ordination of student placements is the responsibility of the School's Fieldwork Unit.

Decisions regarding the allocation of placements are taken on the basis of the student's learning needs, CORU requirements, areas of interest and within a context of availability of placement offers from CORU registered social workers.

Placement Preparation

Practice learning opportunities are provided by social work agencies by agreement with the School of Social Work and Social Policy. Practice Teachers are professionally qualified, CORU registered, experienced practitioners, employed in their current agency for at least one year.

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

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

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

Placement Reviews

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

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

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

Objectives of Placement Reviews:

For Social Work Tutors

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

For Practice Teachers

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

For Students

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

For all parties

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

Guidelines for Placement Reviews

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

Outline Agenda for Placement Reviews

Initial Meeting:

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

Mid-Placement Review:

- Establish whether student is on track to pass the placement;
- If there are concerns, identify what needs to be done, and by whom & when, to address them;
- Review the Learning Agreement: what has been achieved and areas to be worked on;
- Review workload and any adjustment needed;
- Draft the Mid-term review section of the Learning Agreement;
- Decide if additional meetings / contacts are required prior to the final review.

Final Review:

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

Placement Structure

This is a 14 week (70 working days) block placement from 12th September to 16th December 2016.

Students should work an average agency 7 hour working day - but precise hours should be negotiated to fit the requirements of the agency and student.

Over-time (e.g. evening work) should be compensated by time-in-lieu, and bank holidays taken in the normal way.

Sickness / Compassionate Leave

If students are ill or need compassionate leave, their Practice Teacher must be notified immediately. If absent for 2 or more days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor (or college). Absence of 2 or more days must be made up in a purposeful manner negotiated with the Practice Teacher. If necessary, students may use some of their Reading Time allotment (see below). If absence seems likely to be prolonged, student, Practice Teacher and Social Work Tutor should discuss the implications at the earliest possible time.

Needing More Time

Placements are due to be completed by 16th December 2016 If a student needs to compensate for time missed during placement, the arrangement put in place must be agreed in advance by the student, Practice Teacher and Social Work Tutor.

Attendance Record

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

Reading Time

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

This is not time off. Reading Time should support specific placement learning, and should be taken on-site, unless space is a problem, or in the college library. Reading Time allocation is a guideline - how it is scheduled should be negotiated with Practice Teachers and must accommodate student workload and agency requirements. Reading Time also introduces some flexibility into an otherwise tight

timetable, for example, if students are ill and have days to make up, Reading Time may be used, and students must then use their own time for placement reading and preparation.

Supervision and Assessment

Supervision sessions are required weekly for a period of 60-90 minutes. Students can benefit greatly from structured supervision, in addition to informal contact with their Practice Teachers.

A record of the key issues explored in supervision sessions is very helpful to both Practice Teacher and student when writing the Practice Teacher's Report and Placement Project.

Students should prepare for supervision by giving their Practice Teacher material (case-notes / process-recordings / learning journal questions / tapes) which can be used in teaching. Preparation, agendas and a summary record of sessions enhance the learning-value of supervision.

Towards the end of placement, Practice Teacher and student discuss the student's performance. Students draft their Practice Project first, so that Practice Teachers can refer to the work described in Section B of the Practice Project. Students should read and discuss the content of the Practice Teacher's report before it is completed.

Both student and Practice Teacher should read and sign one final copy of both Practice Teacher Evaluation Report and Practice Project, but submission of the other hard and electronic copies of the Student's Project need not be delayed pending the Practice Teacher's signature, unless the Practice Teacher has major concerns about the project.

Two copies of the Practice Project and Practice Teacher's Report should be submitted by 16th January 2017.

Evidence for Passing the Placement

In order to facilitate student learning and Practice Teacher evaluation of student progress, it is important that varied forms of 'evidence' are used in supervision and cited in the Practice Teacher Evaluation Report.

Examples include: - self-reports, process-recordings, direct observation of student work by Practice Teacher or colleagues, client feedback, audio or video recordings, and other materials produced by students in their practice.

It may be possible in some placements for students, with necessary client consent and appropriate confidentiality, to make audio recordings of some sample interviews. Such tapes can serve as an invaluable resource for the External Examiner, in cases of uncertainty or dispute about the Pass/Fail recommendation.

When the examination period is over and marks finally decided, taped materials/recordings must be erased in the interests of client confidentiality.

Student's Practice Project

Two electronic copies of the student practice project should be submitted. One electronic copy to Blackboard and one electronic copy to Turnitin. One scanned copy of the practice teachers report should be emailed to Fieldwork.Unit@tcd.ie Please ensure the scanned copy of the Practice Teachers Report has been signed by both student and practice teacher. For clarity, the Practice Teachers Report should not be uploaded to Turnitin or Blackboard.

The Practice Project is graded, and must be passed in order to pass the placement.

Practice Teachers can help students greatly in preparing the Practice Project through discussion, recommending readings and resource material. Practice Teachers are asked to sign the final version to confirm that it represents a fair account of work undertaken by the student on placement.

The Practice Project, however, remains the student's responsibility; it is an academic assignment and is marked by College staff. Practice Teachers are not, and should not feel, responsible for proofreading or editing students' assignments.

Access to Agency-Held Information

On placement, students have access to and write highly confidential information about service users. They should not take confidential material out of the agency, either to write up records or to prepare written assignments, since the risk of losing this material has serious implications for service users and for the agency. Instead, time should be set aside during placement to write up agency reports.

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

Supplementary Placements

The regulations for passing or failing placement can be found in the next section on Assessment and include provision for Supplementary deferred placements (see below) or Supplementary repeat placements to follow an F.1 grade.

Supplementary (deferred) placements arise for different reasons and may be required in the following situations:

- Where students are obliged to start placement late, or take time out of placement, and are unable to complete the required number of days within the scheduled dates.
- Where students withdraw from the placement by agreement.
- Where students are unable to undertake the placement for health or other compelling reasons, but are permitted to continue in Junior Sophister year, rather than take a year 'off books' immediately.

In these situations, students will be offered a supplementary placement at an appropriate time after the annual examination, normally during a year 'off-books'.

Health and Safety

- Critical incidents: If students experience any incident on placement which affects their safety or well-being, Student and Practice Teacher should notify the Social Work Tutor and the BSS Course Director or Fieldwork Unit as soon as possible after the incident.
- Health concerns: If students have personal or health difficulties which impact negatively on their placement practice and / or professional behaviour, they may be required to submit a medical / psychological report certifying their fitness to continue or repeat the placement.
- Immunisation: The policy of some placement agencies may require staff and students to be tested for, or immunised against, specific infectious diseases (eg: TB, Hepatitis B). Students will have had these vaccines in the College Student Health Service in JF year. If otherwise, consult College Health Service.

Garda Vetting

The process of Garda vetting has been completed by students during JF year. Resulting Garda vetting details relevant to placement are forwarded to Practice Teachers. New legislation re Garda vetting is in place since April 2016 and increasingly agencies will require an additional Garda vetting.

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┌─────────────────────────────────────────────────────────────┐
│                  SS3730 Social Work Practice                  │
│                                                               │
│             Practice Placement Project Guidelines             │
└─────────────────────────────────────────────────────────────┘
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Practice Project
Minimum 7000 words – Maximum 8000 Words

Aims: The Practice Project should demonstrate:

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

Guidelines:

- The Practice Project must be passed in order to pass the Practice Placement.
- It also counts as 50% of assessment for the Social Work Practice module.
- Demographic and social data cited in Section A should be up-to-date.
- The list or table in B.1 should simply indicate the size and nature of your workload. If you have a large workload, group types of work (eg: 3 social welfare enquiries)
- The list in D.1.of ethical / professional issues should be very succinct.
- Change all names and identifying information about service-users and colleagues and insert a statement at the start of Section B stating that all client/service user names have been changed in order to protect anonymity.
- Use appropriate academic and professional language
- Project must be signed by your Practice Teacher as a fair account of your work.
- Submit two electronic copies by 16th January 2017. Instructions on how to submit the electronic copies will be emailed to you in advance of the submission date.

Project Format:

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

Section A   Agency and Community Context   c 1000 words

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

Section B   Workload   c 2500 words

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

Section C   Application of a Practice Approach   c 2500 words

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

Section D   Ethical Issues   c 1000 words

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

Inclusive Practice Exercise:

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

Either

(a) Discrimination against an individual / group of service-users or workers

 Or

(b) An example of positive, inclusive / anti-oppressive practice.

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

Section E   Placement Learning   c 1000 words

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

- Any special features of the placement which contributed to or limited your learning
- Supervision: frequency; support offered; main issues raised; key learning
- Reflective summary of what you feel you have gained from this placement: eg:-
    - Understanding of the potential & limits of social work in this setting
    - Knowledge you have gained and how this has affected your view of social work

- o Skills and approaches you are using more confidently or in a new way
- o Difficulties and dilemmas you confronted and how you see them now
- o Assessment of your overall learning and progress from the start of this placement.

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

Assessment of Social Work Practice

Guidelines for Placement Evaluation

Placement evaluation comprises 3 elements:

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

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

- Two electronic copies of the student's practice project should be submitted by 16th January 2017. One copy to Turnitin and one copy to Blackboard.
- One electronic copy of the practice teacher's evaluation report should be submitted by email to Fieldwork.Unit@tcd.ie by 16th January 2017. This electronic copy must be signed by both student and practice teacher.

Learning Agreement

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

The completed Learning Agreement should be attached to the Practice Teacher Evaluation Report and a copy should also be also attached in each copy of the Student's Practice Project. A copy of Learning Agreement form is appended to this handbook.

Learning Agreements include the following information:

- Name of Student
- Name of Practice Teacher
- Name of Agency - and address of placement
- Name of Social Work Tutor
- Placement dates
- Working hours / days for student and time-in-lieu arrangements
- Transport, travel, expenses, accommodation, dress code
- Student's skills and experience to date
- Learning / Work opportunities available on placement
- Workload - content and size
- Induction arrangements
- Recommended Reading
- Learning Objectives: skills, theory/knowledge, ethical awareness, other.
- Supervision frequency and duration; preparation required
- Methods of student assessment (direct and indirect evidence)
- Personal / Related Issues that may impact on the placement
- Placement review arrangements: e.g.: date for mid-placement and final reviews
- Provision for additional consultation and support, if required
- Evidence of student's work required by Social Work Tutor prior to placement meetings
- Mid-Placement Review
- Final Review
- Signatures and dates.

Practice Teacher's Evaluation Report

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

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

A.   Please start by indicating Recommendation:

Pass / Fail

The report should then read as evidence for this recommendation.

Domain 1 Professional autonomy and accountability

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

- Practice in an anti-discriminatory way.

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

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

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

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

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

- Understand the obligation to maintain fitness to practice.

Domain 2 Interpersonal and professional relationships

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

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

Domain 3 Effective communication

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

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

Domain 4 Personal and professional development

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

Domain 5 Provision of quality services

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

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

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

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

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

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

- Implement best practice in record management.

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

- Be able to evaluate audit and review practice.

Domain 6 Knowledge, understanding and skills

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

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

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

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

G. Summary

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

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

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

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

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

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

Pass or Fail Recommendation:

The report should then read as evidence for this recommendation.

Summary

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

Confirming Recommendation

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

Appendices: Learning Agreement and Attendance Record

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

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

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

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

Assessment of Student's practice: Pass / Fail

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

Pass Grade

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

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

F1 applies in any of the following situations:

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

F2 applies in the following situation:

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

Regulations for 'Failed' Placements in Junior Sophister Year

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

Guidelines for Presentation of Written Work

General Points

- Structure all written work, with introduction and conclusion framing your argument, separate paragraphs for new themes, and subheadings for sections.
- Demonstrate your ability to integrate theory and practice, by using practice examples, if relevant, to illustrate arguments. Show depth by exploring concepts and breadth by drawing on relevant material addressed in other courses.
- Disguise all names and identifying information concerning service users and colleagues when using practice examples, and state that you have done so.
- Use Appendices purposefully and sparingly.
- Word-process in 1.5 spacing, on one side of the page, with margins on each side.
- Put your name on the front sheet and on all succeeding pages.
- Number pages.
- Proof-read carefully before submitting work. Careless spelling, grammar and referencing errors will lower your grade or result in resubmission.
- Observe word lengths & include an accurate word count on front Sheet.
- Observe submission dates. Mark penalties may be applied to work submitted late
- Resubmission may be allowed in certain assignments such as the placement project, but only when the project is of a fail standard and not to improve pass grades (see placement regulations for further details).
- Submit written work in duplicate (triplicate for Practice Project) to facilitate double-marking and extern-examining. Submit an electronic copy of each assignment as per lecturer's instructions.
- Keep copies of all your written work, as it is kept by the Department for the External Examiner, and is not returned until after the end of the academic year.
- Please note and pay special attention to avoid plagiarism and/or unacknowledged reproduction of work. Please also refer to the College Calendar for the regulations dealing with plagiarism. Plagiarism and Unacknowledged Reproduction of Work are regarded as serious breaches of academic and professional conduct.

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 2016-17 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.

Coursework Declaration Form

In line with the University policy on plagiarism, all Social Studies students are required to sign a coursework declaration form and return it to the School. Rather than asking you to add the declaration form to every assignment, essay, project or dissertation you submit, we ask that you complete the appended declaration form once at the beginning of the year and return a hard copy to the School drop box located beside the door of Arts 3063. **The deadline to return the form is Tuesday November 1, 2016**.

The Coursework Declaration Form can be found on page 82 of this handbook

Detection of Plagiarism

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

College Regulations on Plagiarism

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

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

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

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

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

82 General

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

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

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

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

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

83 Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) copying another student's work;

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

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

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

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

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

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

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

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

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

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

84 Plagiarism in the context of group work

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

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

85 Self plagiarism

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

86 Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on http://tcd-ie.libguides.com/plagiarism.

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

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

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

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

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

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

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under conduct and college regulations §2.

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

"Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

1. 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.

2. Examples of Plagiarism

Plagiarism can arise from actions such as:

(a)   copying another student's work;

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

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

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

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

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

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

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

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

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

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

3. 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.

4. 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.

5. 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.

6.   If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) 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.

7.   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. 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).

8.   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.

9. 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 will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

10. 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."

Guidance and Assistance with Written Work

In addition to the guidance offered to students in lectures and tutorials, the college also provides additional student supports to any student who is in need of assistance with their written work, examinations and other course assessments. The webpages of CAPSL (the Centre for Academic Practice and Student Learning) list in detail the variety of one-to-one, group, seminar and online learning and academic supports provided to students in college.

http://www.tcd.ie/vpcao/academic-development/capsl.php

Other sources of information on the range of college services available to support student learning and academic performance include:

Student Counselling Service

3rd Floor, 7 – 9 South Leinster Street, Dublin 2.
Ph: +353 1 896 1407 | Fax: +353 1 896 3464
e-mail: student-counselling@tcd.ie

http://www.tcd.ie/Student_Counselling/

Student Support Services Web pages *http://www.tcd.ie/orientation/student-support-services/*

Disability Service

Provides educational support to students with disabilities

http://www.tcd.ie/disability/

If you are unsure of how to access the support that you require, the Director of BSS or your college tutor can also offer information on resources available in college.

Submission of coursework

All coursework for modules SS3351, SS3362, SS3700, SS3730, SS3760, SS3777 and SS33882 must be submitted on www.Turnitin.com and Blackboard no later than the deadline set by the lecturer otherwise your work may be recorded as late or as a non-submission.   No hard copies will be submitted to the office and they will not be accepted as the School no longer has the capacity to store them.

Separate submission instructions will be given by lecturers for Sociology modules SS320C, SO323C, SO324C, SO325C and SO326C.

Deadlines for Assignments

Students must observe all published deadline dates, which are final and have the status of examination dates. After the deadline has passed coursework may only be accepted at the discretion of the Course Director and may be penalised at a rate of 5% per week or part thereof, past the submission date. The Course Director will make the final decision on such sanctions. If the student is away on placement, the hard copies of the assignment may be posted but must be post marked by the due date. Requests for extensions where they involve illness of any kind, extenuating family circumstances and bereavements must come from your College Tutor.

Coursework Feedback

Where it is possible, individual feedback on assessed coursework will be made available no later than twenty working days after the assessment submission deadline or agreed extension. In cases where this is not logistically possible, or academically appropriate, the lecturer will inform the class in advance, and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay.

This Policy does not apply to SS3730 Social Work Practice Project submission.

Tutorials
Social Work Tutors

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

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

Social work tutorials aim to:

- promote your academic and professional learning.
- monitor your progress, jointly plan ways to meet your educational needs, through choice/timing of placements, recommended reading, etc.
- provide a link between practice & academic courses, placement & College
- offer you personal support

Your Social Work Tutor has a pivotal support role. For example, if concerns are expressed for/about you by academic staff or Practice Teachers, the Tutor will explore these issues with you. If you are concerned about an aspect of placement, or your relationship with the Practice Teacher, your Tutor will support you to address the matter and/or arrange a meeting with your Practice Teacher. The Social Work Tutor is the key person to consult, promptly, if you have any concerns about your placement or your performance in social work courses. There are also other sources of advice available. Course related matters can be discussed, as appropriate, with the BSS Course Director, individual lecturers, and Fieldwork Coordinators, all of whom will readily arrange to meet with you. Another key support is your College Tutor.

College Tutors

Each Trinity College undergraduate has an individual **College Tutor**, who takes a personal interest in your academic career. Your College Tutor can advise you on course choices, study skills, examinations, fees, represent you in academic appeals, in application for 'time off books', readmission, course transfer applications, and any other matter which may require an official response from College. Your College Tutor can also advise you if personal matters impinge on your academic work, and tell you about relevant services and facilities in college. It is helpful to keep your College Tutor informed of any circumstances that may require his / her help at a later stage, especially in relation to examinations.

Miscellaneous Issues

BSS Staff Student Committee

A Staff/Student Committee, comprising BSS staff and student representatives from *each year group*, meets twice a term to discuss course issues and is chaired by a student. Two class representatives for each year group should be elected. The first meeting of the year is convened by staff in Michaelmas term.

Meetings

- Class Meetings: Meetings may be called by staff or by students of any one year group to discuss course or class-specific issues as they arise.
- School Meetings: A BSS student representative may attend School meetings

Staff Availability

Students with difficulties or queries relating to the course should consult their Social Work Tutor or the Course Director.

Library Facilities

Advice on how to find, borrow, reserve books, access periodicals and search computerised catalogues is provided by library staff. Most books referred to on Social Studies courses can be found in the **Lecky Library**. Some books are in the Berkeley or St. James's Hospital Library. If your efforts to locate reading material fail, consult the duty Librarian. **Other Libraries**

- Some placement agencies have specialised libraries which are available for students to use and sometimes to borrow.
- Local Public Libraries may have a full readers' service

Carol McIlwaine Fund

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

BSS Prizes
Marian Lynch Plaque

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

Anne Williams Memorial Prize

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

Value: c. €172

Mary Lynch Prize

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

Value: c. €381

Vivienne Darling Prize

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

Value: c. €127

Internet Resources

Students have college Internet accounts, which provide access to college web pages, library services, email, and internet for academic purposes.

Students may access course materials on the college website, and may contact staff via email: see staff addresses on the Peoplefinder search tool on the main college website: www.tcd.ie

The School has a web page, accessible via the TCD home page, which provides information about its courses, archived material, research, publications and activities:

http://www.socialwork-socialpolicy.tcd.ie

BSS Junior Sophister Academic Year Structure 2016 / 17

Semester 1 Michaelmas Term					
Induction Week	5 September	-	9 September	2016	In College
Michaelmas Term	12 September	-	16 December	2016	14 week block placement
Semester 2 – Hilary Term					
Hilary Term	16 January	-	24 February	2017	Teaching weeks
	27 February	-	3 March	2017	**Reading Week**
	6 March	-	7 April	2017	Teaching weeks
Examination Period					
	1 May	-	26 May	2017	*

* The Examination timetable is not published until Hilary Term.

Absence Notification Form

School
of Social Work
and Social Policy

SCHOOL OF SOCIAL WORK AND SOCIAL POLICY

BACHELOR IN SOCIAL STUDIES

2016-2017

STUDENT NAME:	
STUDENT NUMBER:	

DATE	REASON FOR ABSENCE	MED CERT? (Y/N) (Please attach to this form)	**TOTAL DAYS ABSENT**

STUDENT SIGNATURE:

COURSE DIRECTOR SIGNATURE (JS & SS ONLY):
(Assistant Professor, Michael Feely, Director of BSS)

YEAR HEAD, JUNIOR FRESHMAN:
(Assistant Professor, Patrick O'Dea, Assistant Director of BSS and Year Head for Junior Freshman)

YEAR HEAD, SENIOR FRESHMAN:
(Assistant Professor, Stan Houston, Year Head for Senior Freshman)

UG DECLARATION

☐ I hereby declare that all submissions made during the academic year 2016/17 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 2016-17 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.

School of Social Work & Social Policy

Proposed Policy and New Regulations for the submission of student work, plagiarism, entering student marks and providing student feedback

1. Student Plagiarism Declaration: In line with the new University policy on plagiarism students are being asked to sign a declaration and return it to the School. Rather than asking students to add the declaration form to every assignment, essay, project, dissertation etc, instead all students will be emailed the attached declaration form (UG or PG) at the beginning of the year and asked to return a hard copy to the School drop boxes. The administrative team will manage this process and will ensure that all students return their form.

2. From 2015/16 onwards, all coursework including essay, groupwork projects, assignments (excluding PG dissertations & PGR Thesis) must be submitted via turn it in and blackboard by the students. No hard copies will be submitted to the office and they will not be accepted as we no longer have the capacity to store them. Lecturers can access the coursework via Blackboard and will be required to enter their marks and feedback comments in blackboard also. Please note the college regulation that marks and feedback must be given to students within 30 working days for PG students and 20 working days for UG students of the coursework deadline. The turn it in scores will be provided to lecturers by the administrative team should they identify any student receiving a high score.

3. Fieldwork Practice Project must be submitted via turn it in and Blackboard by the students. No hard copies will be submitted to the office and they will not be accepted as we no longer have the capacity to store them. Emma McConkey will then email an electronic pack (containing the practice project, learning agreement, supervisor report, marking guidelines & instructions) to each students tutor and their 2nd marker. The Second marker will be responsible for entering the final marks and feedback comments for each of their student and this should be done in Blackboard. The turn it in scores will be provided to the tutor and 2nd marker by Emma McConkey should any student receive a high score.

4. Sociology & Social Policy students: The above regulations apply to all Sociology & Social Policy students for their Social Studies modules only. Any module they are studying which does not belong to this School (i.e. economics, political science) is not subject to the above regulations and instead must be submitted in line with the advice from the relevant department.

CHANGE OF MIND FORM

Name: **Student Number:**

	Mandatory Modules (65 ECTS)		
SS3351	Youth and Society: Contemporary Issues	5 ECTS	√
SS3362	Life Course and Evolving Welfare States	10 ECTS	√
SS3700	Family and Child Care Studies	10 ECTS	√
SS3730	Social Work Practice	15 ECTS	√
SS3760	Mental Health and Disability	10 ECTS	√
SS3777	Junior Sophister Placement	15 ECTS	√
Students must take TWO of the following modules (10 ECTS)			
SS3382	Understanding Ageing Societies	5 ECTS	
SO320C	Social Theory	5 ECTS	
SO325C	Race, Ethnicity and Identity	5 ECTS	
SO323C	Globalisation & Development	5 ECTS	
SO326C	Social Inequality	5 ECTS	
SO324C	Researching Society	5 ECTS	

Returning Choice Form

You are permitted to change your mind during the first week of Hilary term, subject to timetabling restraints.

Please tick your revised module choices and return your completed form to Mairead Pascoe via social.studies@tcd.ie before **5pm on FRIDAY 20th January 2017***

Due to timetabling constraints, module choices cannot be guaranteed but every attempt will be made to accommodate student's preference.

Signature: Date:

* No 'Change of Mind' forms will be accepted after Friday 20th January.
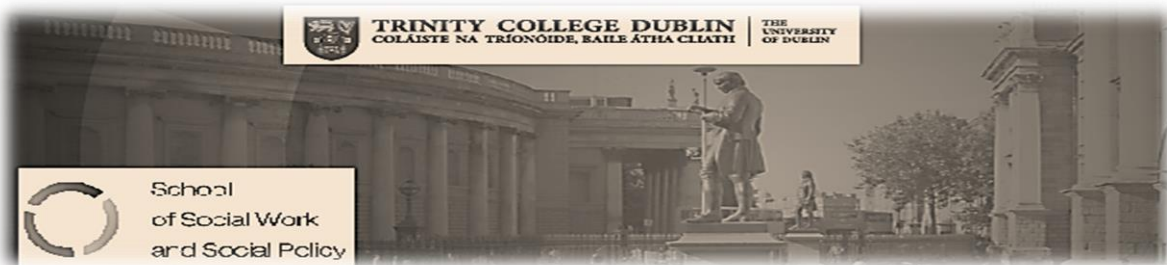
BSS JUNIOR SOPHISTER PLACEMENT LEARNING AGREEMENT 2016-2017

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

Working Days/Hours:

TOIL Arrangements:

Sick Leave:

Study Time:

Office Accommodation:

Transport:

Expenses:

Dress Code:

Health & Safety Procedures:

SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

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

PROFESSIONAL LEARNING PLAN FOR PLACEMENT

(AS PER CRITERIA AND STANDARDS OF PROFICIENCY FOR SOCIAL WORK EDUCATION AND TRAINING PROGRAMMES,

THE SOCIAL WORKERS REGISTRATION BOARD; *see MSW Course Handbook AND www.coru.ie FOR A MORE IN DEPTH DISCUSSION OF THE*

SPECIFIED DOMAINS OF PROFICIENCY)

Domain 1 Professional autonomy and accountability
This domain addresses the ability to make and justify professional decisions, to take responsibility for one's practice, to recognize own limitations, to consult appropriately, to act in accordance with relevant legislation, ethics and policy, to obtain informed consent and to work in an anti-discriminatory manner to uphold human rights and social justice.

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

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

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

Domain 3 Effective communication

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

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

Domain 4 Personal and professional development

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

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

Domain 5 Provision of quality services

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

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

Domain 6 Knowledge, understanding and skills

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

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

ADDITIONAL KEY PERSONAL LEARNING GOALS

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

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

WORKLOAD

STUDENT SUPERVISION

It is a course requirement that formal supervision takes place weekly and 90 minutes duration is advised. Components of supervision include reflective learning and practice, support, case management and organizational and policy issues.

Note learning styles of student and practice teacher:

Supervision Arrangements:

Day:	Time:

Other Student Supports:

STUDENT ASSESSMENT / SOURCES OF EVIDENCE

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

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

PERSONAL ISSUES

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

COLLEGE-RELATED ISSUES

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

AGENCY-RELATED ISSUES

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

Signatures

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

Student:	
Practice Teacher:	
Tutor:	
Date:	

MID PLACEMENT MEETING ARRANGEMENTS

Date of Mid Placement Meeting:

Time:

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

MID PLACEMENT MEETING

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

- Professional Autonomy and Accountability

- **Interpersonal and Professional Relationships**

- **Personal and Professional Development**

- **Effective Communication**

- **Provision of Quality Services**

- **Knowledge, understanding and skills**

- **Additional Personal Learning Goals**

Establish whether student is likely to pass the placement and outline very clearly what objectives are set for the se[...]
placement.

Objectives / Plan for remainder of placement

Student Issues/Concerns

Practice Teacher Issues/Concerns

FINAL PLACEMENT MEETING

Date:

Time:

Issues Discussed:

Areas of strength identified and recommendations for future development: