



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

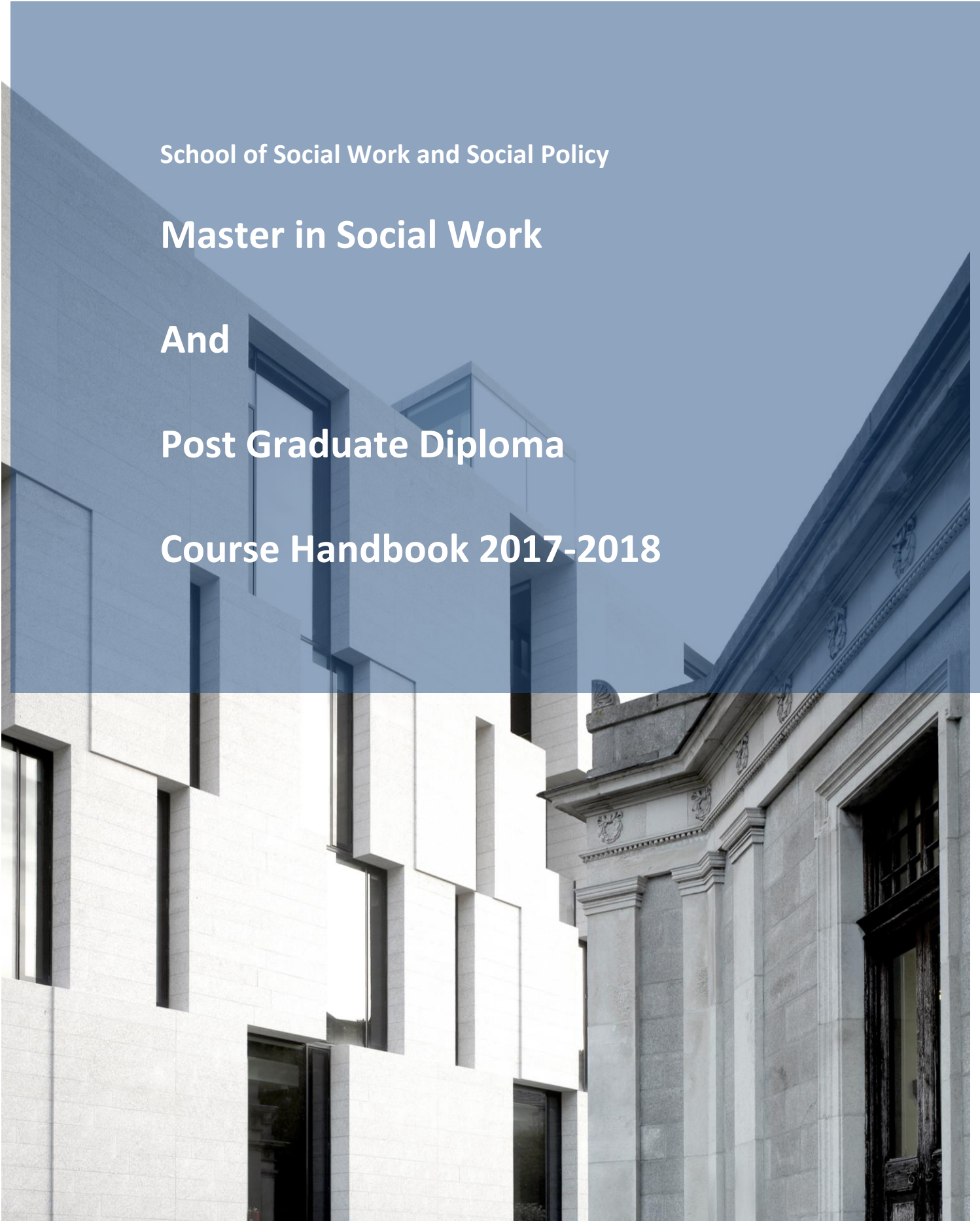
School of Social Work and Social Policy

**Master in Social Work**

**And**

**Post Graduate Diploma**

**Course Handbook 2017-2018**



## Contents

Introduction.....	6
Course Director: .....	8
Administration:.....	8
MSW Teaching Team 2017/18 .....	8
External Contributors .....	9
Course Committee.....	9
Staff – Student Liaison.....	10
Master in Social Work Practice Panel.....	10
External Examiner.....	10
Regulatory Body - Health and Social Care Professionals Council/ Social Workers Registration Board (CORU).....	11
European Credit Transfer System (ECTS) - Credits and Modular Structures.....	11
Programme Level Learning Outcomes .....	12
Master in Social Work .....	12
Postgraduate Diploma in Social Work.....	13
Teaching and Learning Methods .....	13
Course Regulations.....	13
Coursework.....	13
Assessment of Coursework .....	13
Practice Placement Coursework Assessment.....	14
Appeal Mechanisms .....	15
Final Award.....	15
Course Expectations .....	15
Fieldwork Placements .....	17
The Fieldwork Education Team .....	18
The Tutorial System.....	18
The Postgraduate Advisory Service .....	18
The Graduate Students Union .....	19
MSW: Year One 2017/18.....	19
Course Dates 2017/18.....	19
Year One Programme Requirements (60 ECTS) .....	20

SS7012 Social Work Theory for Practice (10 credits) .....	20
SS7016 Foundations for Social Work Across the Lifespan ( 10 credits) .....	20
SS7014 Social Work Practice (30 credits) .....	20
SS7017 Social Policy, Critical Theory and Social Work Research (10 credits) .....	20
Year One Assessment .....	21
SS7012 Social Work Theory for Practice (10 credits) .....	21
SS7016 Foundations for Social Work Across the Lifespan (10 credits) .....	21
SS7014 Social Work Practice (30 credits) .....	21
SS7017 Social Policy, Critical Theory and Social Work Research (10 credits) .....	21
Assessment Schedule .....	22
SS7012: Social Work Theory for Practice: (10 ECTS) .....	22
1.1 Introduction to Social Work .....	22
1.2 Introduction to Reflective Practice & Use of Self in Social Work.....	26
1.3 Social Work & Counselling Practice Approaches.....	28
1.4 Groupwork .....	31
1.5 Community Development & Macro Social Work Practice .....	34
SS7016 : Foundations for Social Work Across the Lifespan (10 Credits).....	38
2.1 Human Development in Social Contexts.....	38
2.2 Supporting Children and Families- Approaches to Prevention and Intervention...	40
2.3 Child and Family Law.....	42
2.4 Equality and Diversity in Social Work Practice.....	50
SS7014: Social Work Practice: (30 ECTS) .....	61
3.1 Preparing for Practice-A Reflective Practice Approach.....	61
SS7017 Social Policy, Critical Theory and Social Work Research (10 ECTS) .....	66
4.1 Contemporary Discourses in Society.....	66
4.2 Understanding Social Policy For Social Work Practice .....	72
4.3 Introduction to Social Work Research and Evaluation.....	72
MSW: Year Two 2017/2018.....	77
Course Dates 2017/18 .....	77
Year Two Programme Requirements .....	77
1. SS8012 Social Work in Diverse Settings A & B (10 credits) .....	77
2. SS8013 Social Work Practice and Perspectives (35 credits).....	78
3. SS8014 Social Work Research (30 credits) (MSW Assignment).....	78
4. SS8015 Personal Framework for 15 credits) (PGDip Assignment) .....	78

Year Two Assessment .....	78
1. SS8012 Social Work in Diverse Settings A & B (10 credits) .....	78
Social Work In Diverse Settings A.....	78
Social Work In Diverse Settings B.....	78
2. SS8013 Social Work Practice & Perspectives (35 credits) .....	78
3. SS8014 Social Work Research (30 credits).....	79
4. SS8015 Personal Framework for Practice (15 credits) .....	79
Assessment Schedule .....	79
SS8012 Social Work in Diverse Settings (10 ECTS) .....	80
1.1 Families and Children: Practising in a Child Welfare context.....	80
1.2 Gender Based Violence.....	88
1.3 Criminology, Probation and Social Work.....	97
1.4 Applied Law .....	102
1.5 Mental Health & Addictions .....	106
1.6 Child and Youth Mental Health .....	124
1.7 Health – Related Social Work .....	129
1.8 Ageing.....	140
1.9 Disability and Social Work Practice .....	143
SS8013: Social Work Practice and Perspectives .....	145
2.2 Systemic and Social Constructionist Approaches with Children and Families .	145
2.3 Reflective Practice & Use of Self .....	151
2.4 Special Seminars.....	152
2.6 Social Work in a Global Context.....	155
S8014 Social Work Research (30 ECTS) .....	158
Dissertation / Personal Framework for Practice .....	158
Year 1 & 2 Practice Placements.....	162
Objectives of Placement meetings/reviews.....	163
For the Tutor/Course Staff .....	163
For Practice Teachers .....	164
For Students .....	164
For all three parties .....	164
Guidelines for Placement meetings/reviews .....	164
Pre-placement / Initial Meeting/Review .....	164
Mid-Placement Meeting/Review .....	165

Final Meeting/Review.....	165
Evidence for passing the placement.....	165
Supplementary placements.....	166
Health and safety.....	166
Immunisation.....	166
Vaccination Policy .....	166
Critical incidents: .....	167
Garda Vetting .....	167
Assessment of Social Work Practice: Guidelines for Placement Evaluation .....	167
Year One Practice Project.....	173
Year Two Practice Project.....	175
General Guidelines for completion of Practice Projects .....	176
Guidelines for the Presentation of Written Work.....	177
Marking Conventions .....	182
Guidelines on Plagiarism .....	183
Course Regulations and Code of Conduct .....	188
Fitness to Practice .....	192
Appendix 1: Learning Agreement For Placement.....	195
Post Graduate Taught/Post Graduate Research Plagiarism Declaration ...	211

## Introduction

We are delighted to welcome you to the Master in Social Work Programme 2017/18, at the School of Social Work and Social Policy, Trinity College, Dublin. We hope this will be an interesting and rewarding year for you and that you enjoy your time with us at Trinity.

Through academic studies and practice-based learning the Master in Social Work programme will provide you with opportunities to acquire and develop knowledge, skills and ethics integral to the social work profession. The curriculum is guided by the global definition of social work

*“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing”.*

(International Federation of Social Workers (IFSW), 2014)

The academic and practice curricula are designed and delivered in accordance with the CORU Criteria and Standards of Proficiency for Social Work Education and Training Programmes as specified in relation to the following domains:

- Domain 1: Professional autonomy and accountability
- Domain 2: Interpersonal and professional relationships
- Domain 3: Effective communication
- Domain 4: Personal and professional development
- Domain 5: Provision of quality services

Domain 6: Knowledge, understanding and skills

( [www.coru.ie](http://www.coru.ie) )

This Handbook aims to provide information in relation to the academic content of years one and two of the MSW programme, placement processes and assessment of modules together with course expectations, regulations and processes of appeal.

Further information will be available in class and by email and on Blackboard, throughout the year. Please see the School of Social Work and Social Policy website at <http://www.tcd.ie/swsp/> for information about the School, and links to sites of interest. This website should be checked regularly to access your timetable and receive information on seminars, new publications, scholarships, conferences and so on.

The MSW team is here to support you in your learning. This year Dr. Gloria Kirwan, Assistant Professor of Social Work will be Interim Course Director from September 2017-March 2018. Please contact Dr. Kirwan or any member of the course team with questions and issues that arise for you. Your feedback on any aspect of the course is very welcome.

Wishing you every success on the Master in Social Work programme,

Erna O'Connor PhD,

Assistant Professor in Social Work,

Course Director.

<p><b>Course Director:</b></p> <p><b>Interim Course Director: Sept 17 - Mar 18</b></p> <p>Assistant Professor Gloria Kirwan Room 3072 Arts Block, Main Campus Tel : +353 1 896 3707 Email: <a href="mailto:KIRWANGM@tcd.ie">KIRWANGM@tcd.ie</a></p> <p><b>Course Director: Returning Mar 2018</b></p> <p>Assistant Professor Erna O'Connor Room 3056 Arts Block, Main Campus Tel: +353 1 896 2627 Email: <a href="mailto:erna.oconnor@tcd.ie">erna.oconnor@tcd.ie</a></p>	<p><b>Administration:</b></p> <p>Ms Emma McConkey Room 3063 Arts Block Main Campus Tel: +353 1 896 4579 Email: <a href="mailto:Master.SocialWork@tcd.ie">Master.SocialWork@tcd.ie</a> Office Hours: Monday – Friday, 9.00am – 16.00pm</p>
---	---

<b>MSW Teaching Team 2017/18</b>	
Dr Eoin O'Sullivan	Professor, Social Policy & Head of School of Social Work and Social Policy
Prof. Robbie Gilligan	Professor of Social Work
Dr Erna O'Connor	Assistant Professor in Social Work, Director Master in Social Work Programme & Fieldwork Coordinator
Dr Trish Walsh	Assistant Professor in Social Work
Dr Stephanie Holt	Assistant Professor in Social Work & Director Child Protection and Welfare Programme
Dr Michael Feely	Assistant Professor in Social Work & Director Bachelor Social Studies Programme
Mr Patrick O'Dea	Assistant Professor in Social Work and Fieldwork Coordinator
Ms Gloria Kirwan	Assistant Professor in Social Work & Interim Course Director Master in Social Work
Dr Virpi Timonen	Professor of Social Policy and Ageing & Director of Post Graduate Teaching and Learning
Dr Catherine Conlon	Assistant Professor in Social Policy



Dr. Stanley Houston	Assistant Professor in Social Work
Ms. Eavan Brady	Assistant Professor in Social Work
Dr Julie Byrne	Assistant Professor in Online Education and Course Director Postgraduate Diploma in Social Policy and Practice
<b>External Contributors</b>	
Ms Mary Kate Barry	Part Time Lecturer
Mr Aidan McGivern	Part-time Lecturer
Ms Eileen Conway	Part-time Lecturer
Ms Helen Coughlan	Part-time Lecturer
Ms Diane Hanly	Part-time Lecturer
Mr Frank Mulville	Part-time Lecturer & Tutor
Mr Kieran McGrath	Part-time Lecturer
Ms Sandra Ratcliffe	Part-time Lecturer & Tutor
Mr David Williamson	Part-time Lecturer & Tutor
Mr Kieran Stenson	Part-time Tutor
Mr Alan Maddock	Part-time Lecturer
Mr Jim Corbett	Part-time Tutor
Ms Sonya Bruen	Part-time Lecturer
Ms Siobhan Dunne	Subject Librarian

#### **Course Committee**

The MSW programme is overseen by a course committee composed as follows:

- Dr Erna O'Connor, Assistant Professor Social Work, MSW Course Director (chair)
- Dr Eoin O'Sullivan, Head of School.
- Professor Robbie Gilligan, Professor of Social Work
- Dr Gloria Kirwan, Interim MSW Course Director
- Dr Virpi Timonen , Professor of Social Policy and Ageing & Director of Post Graduate Teaching and Learning
- Dr. Stan Houston, Assistant Professor in Social Work
- Ms. Eavan Brady, Assistant Professor in Social Work

- Mr Paddy O’Dea, Assistant Professor of Social Work & Fieldwork Co-ordinator
- Dr Michael Feely, Assistant Professor of Social Work & Bachelor in Social Studies Course Director
- Part-time social work tutor representative
- Part-time lecturer representative
- Student representatives (MSW 1&2 )

### **Staff – Student Liaison**

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

### **Master in Social Work Practice Panel**

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

The Practice Panel 2017/18 members are:

- Mr Ray Parkinson, Principal Social Worker, North Eastern Health Board
- Mr Kevin Webster, Principal Social Worker, Child and Family Agency
- Ms Lucy Sutton , Social Worker, HSE Primary Care
- Ms Elizabeth Hamilton, Social Work Team Leader, Child and Family Agency
- Ms Anne Marie Jones, Principal Social Worker, Temple Street Children’s Hospital
- Ms Ciara O’Connor, Social Worker, Child and Family Agency

### **External Examiner**

Professor Anna Gupta, Royal Holloway University, London

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

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

- Domain 1: Professional autonomy and accountability
- Domain 2: Interpersonal and professional relationships
- Domain 3: Effective communication
- Domain 4: Personal and professional development
- Domain 5: Provision of quality services
- Domain 6: Knowledge, understanding and skills

( [www.coru.ie](http://www.coru.ie) )

## **European Credit Transfer System (ECTS) - Credits and Modular Structures**

The MSW programme is based upon a system of credits that is aligned with the European Credit Transfer System (ECTS). Students are required to achieve 60 credits in the first year of the programme and 75 credits in the second year, leading to a total of 135 credits (120 credits for Postgraduate Diploma in Social Work). The programme is divided into four distinct modules in each year, which each module carrying a credit value.

## **Programme Level Learning Outcomes**

### **Master in Social Work**

Upon completion of the Master in Social Work/Postgraduate Diploma in Social Work successful candidates will have demonstrated that they have acquired the level of knowledge, skills, values, ethical awareness and understanding of social work necessary for the competent practice of social work in accordance with the CORU Criteria and Standards of Proficiency for Social Work Education and Training Programmes and will have met the required standards to apply for professional registration.

Specifically, graduates will be able to:-

- 1 Integrate social science and social work perspectives in the critical analysis of social work topics, debates and practice issues.
- 2 Practice at newly qualified level as professional social workers within a range of contemporary fields of social work practice.
- 3 Work effectively within organisations as individual practitioners, team members, and contributors to inter/multi-disciplinary service provision.
- 4 Employ clear fluent and effective written and oral communication, interpersonal and presentation skills in both academic and practice contexts.
- 5 Demonstrate competence in social work assessment, counselling, groupwork, community work, advocacy, case management, practice evaluation, policy analysis and other core social work skills and tasks.
- 6 Use supervision constructively and engage in critical reflection on their social work practice
- 7 Maintain professional standards of behaviour and accountability across a range of practice areas.
- 8 Uphold high ethical standards in their social work practice with reference to Irish and international codes of social work ethics
- 9 Engage in social work practice that promotes inclusivity, equality and social justice, and challenge practice that does not uphold these standards.
- 10 Engage in continuing professional development including supervision, critical self-reflection and further training/study.
- 11 Critically analyse research findings and apply them to both inform and evaluate practice and policy in social work
- 12 Undertake research or evaluation on social work or related social policy issues (MSW students)

## **Postgraduate Diploma in Social Work**

Having achieved at least 40% in each graded assignment, and in addition to learning outcomes one to eleven above, students will be able to:-

- Demonstrate sufficient critical reflective skills to be a competent social worker, and identify and synthesise relevant literature and theories to aid this process.

## **Teaching and Learning Methods**

As the programme intake is restricted to approximately 20-25 students, a range of teaching methods are used which maximise the opportunities offered by the small class size. Methods will include, lecture, seminar and workshop formats and the use of discussion, small group exercises and student presentations, micro skills teaching involving video and role-play together with online modules. For skills workshops, the class group will be divided to allow for small group teaching and learning. The different teaching methods to be used are identified in individual course outlines.

## **Course Regulations**

### **Coursework**

Students in the first instance will register for the Master in Social Work programme. To remain on the Master's pathway, a pass mark of 50% and above in all written work in both Year One and Year Two is required. Those students who, having had one opportunity to resubmit written work as a second attempt and still have not obtained a standard of at least 50% in all written work in Year One and passed their placement, will not be permitted to remain on the Master pathway (and to submit a dissertation for examination for the Master in Social Work at the end of Year Two). Instead, those who have obtained a pass mark of 40% in all written work and passed their placement and have therefore passed Year One, will be permitted to proceed to Year Two as a Postgraduate Diploma in Social Work student, and submit a Postgraduate Diploma Project for examination for this award.

All successful graduates of the Master in Social Work and the Postgraduate Diploma in Social Work will be eligible to apply to CORU (the Health and Social Care Professionals Council ) for registration as a professionally qualified social worker.

### **Assessment of Coursework**

Students will be permitted to resubmit written work that either fails, or does not reach the 50% standard, provided that they do so within two months of having received their mark on the original work, or as directed by the Course Director.

Such resubmitted work will be marked out of a range of 0-50%. Failure to meet the 50% pass mark in written coursework at the Annual session will automatically bring the student to the Supplemental session of that Academic Year. Supplemental examination papers will be set for students who do not reach the necessary grade in an examination paper. Supplemental examination papers will be marked out of a range of 0-50%. A student will have one opportunity to re-sit an examination paper, resubmit an assignment or proceed to a supplemental placement.

If a student fails to achieve the 50% grade necessary to remain on the MSW pathway, he or she will be required to transfer to the Postgraduate Diploma register. If a student fails to achieve, with supplemental examination, the 40% mark necessary to remain on the programme, then his or her place on the course may be terminated. In exceptional circumstances, a student may be allowed the opportunity to repeat the academic year once but must apply to do so within one month of publication of examination results.

The Court of Examiners takes place in June and September of each academic year. In the case of students who need to either repeat an examination, or re-submit a piece of academic work, the Court of Examiners held in September may consider these results. Students must confirm in writing their intention to re-sit a supplemental examination and/or to re-submit assignments and/or to undertake a supplemental placement before August 1<sup>st</sup> of the year in question. Both the Master's dissertation and Diploma project in Year Two need to be submitted by the specified date in order to be considered by the Court of Examiners that year.

### **Practice Placement Coursework Assessment**

Fieldwork placements must be passed for students to proceed from Year One to Year Two and to proceed to commencement in Year Two. There is no compensation between academic and practice performance. Guidance on the assessment of practice is contained in a later section. The External Examiner reviews practice assessment reports, as well as academic assessments.

The Master in Social Work cannot be awarded to students who do not successfully complete all programme requirements. A student becomes eligible to apply to CORU to register as a professional social worker at the point when the student has graduated (either in person or in absentia). As per CORU requirements, a list of graduated students is sent from the College ( Academic Registry ) to CORU.

In the case of students who are unable to complete the required supplemental placement over the summer months, they must go "off-books" for the following

academic year during which time they must complete the supplemental placement. Students will not normally be permitted to take more than one year “off-books”.

### **Appeal Mechanisms**

In the first instance, a student who is dissatisfied with published results may discuss this with the relevant lecturer and/or the Course Director.

In the second instance, a student may avail of the College Appeals Procedures for postgraduate students, details of which, including grounds for appeal are contained within the Graduate Students Handbook (Calendar Part Two) furnished to all students upon registration.

Students engaged in appeals or disputed outcomes are strongly advised to seek the advice and support of the Postgraduate Advisor in the Senior Tutors office and/or the Graduate Students Union.

### **Final Award**

Having secured over 50% on all written work and successfully completed the two practice placements, students are eligible for the award of Master in Social Work. The award of a Master in Social Work with Distinction requires the achievement in Year Two of a distinction (over 70%) in the Dissertation, the Practice Project and an overall aggregate of over 70% across all assessed work. Alternatively if pursuing the Postgraduate Diploma pathway, having secured over 40% on all written work and successfully completed the two practice placements, students are eligible for the award of Postgraduate Diploma in Social Work.

### **Course Expectations**

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

The following are therefore course requirements:

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

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

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

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

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

**Deadlines for Assignments:**



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

Course Regulations and the **code of conduct** required of course participants are outlined on page 191, as are disciplinary procedures.

### **Submission of Coursework:**

- All coursework must be submitted on [www.Turnitin.com](http://www.Turnitin.com) and Blackboard no later than the deadline set by the lecturer. All submissions made to blackboard and Turn it in must be in PDF format in order to retain the original format submitted by the student.
- Word Count: Where a maximum and minimum word count is provided students may receive a 5% penalty on the overall assignment mark if their word count is not within this range or the assignment may be returned to the student for a re-submission and capped at a mark of 50%.

Students are responsible for ensuring their coursework is submitted on time.

### **Fieldwork Placements**

Each student is required to successfully complete two fieldwork placements of at least 500 hours each in order to fulfil the requirements of the Programme. The fieldwork education co-ordinators, in conjunction with the rest of the course team, take responsibility for identifying, co-ordinating and allocating placements to individual students. The primary criterion used for the allocation of available placements is the individual's learning needs. While every effort will be made to provide placements in the sectors and locations which students have indicated a preference for, it cannot be guaranteed that student preferences can or will be catered for. Placements may be in Dublin or other parts of Ireland. Alternatively, placements abroad may be facilitated. In the case of a student who undertakes

one placement outside Ireland, it is a course regulation that the other placement be undertaken in Ireland. Students' first placement will usually be in Ireland.

### **The Fieldwork Education Team**

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

### **The Tutorial System**

Each student will be allocated a social work tutor to support the student's professional development across both placements. Tutors will be allocated towards the end of the first academic term and will meet with students during the academic terms. Group tutorials may also take place. They will in addition participate in placement meetings in both Years One and Two.

Tutors aim to:

- Offer support and mentoring to students
- Promote continuity of learning from academic to practice-based learning settings.
- Monitor the student's progress, and jointly plan ways to meet educational needs.
- Act as the college representative in the placement, resourcing both student and practice teacher and ensuring quality of practice learning.
- Inform decision-making regarding future placement allocation. .

### **The Postgraduate Advisory Service**

The Senior Tutor's office in college provides a post-graduate advisory service that is separate to the MSW's tutorial system. The PAS is a unique and confidential service available to all registered postgraduate students at Trinity College. It offers a comprehensive range of academic, pastoral, and professional supports dedicated to enhancing your student experience.

If you require specific advice, or would like to arrange a confidential meeting with the dedicated Student Support Officer, you can make an appointment by

phoning 353 1 896 1417, or by e-mail at [pgsupp@tcd.ie](mailto:pgsupp@tcd.ie). For details of further sources of support and help in the College please go to <http://www.tcdlife.ie/>

### **The Graduate Students Union**

Located on the second floor of House Six, in Front Square, the Graduate Students' Union is an independent body within College that represents postgraduate students throughout College. Upon registration, all postgraduates are automatically members. It is run by two full-time sabbatical officers; who are responsible for strategy and policy formulation and advise students on matters such as academic appeals and supervisor relationships. They are also there to help on more personal matters, such as financial concerns, illness and bereavement. Any discussions about such concerns are treated with the strictest confidentiality. Contact them at either [president@gsu.tcd.ie](mailto:president@gsu.tcd.ie) or [vicepresident@gsu.tcd.ie](mailto:vicepresident@gsu.tcd.ie)

### **MSW: Year One 2017/18**

<b>Course Dates 2017/18</b>	
Teaching Weeks	18 September – 3 November 2017
Reading Week	6 November – 10 November 2017
Teaching Weeks	13 November – 15 December 2017
Christmas Vacation	18 December 2017 – 5 January 2018
Teaching Week	8 January – 12 January 2018
Reading Week	15 January – 19 January 2018
Examinations	22 January – 26 January 2018
Preparation for Placement Teaching Week	29 January 2016 – 2 February 2018
Placement	5 February – 11 May 2018
Placement Call-In Day	12 March 2018
Teaching Weeks	16 May – 25 May 2018

## **Year One Programme Requirements (60 ECTS)**

### **SS7012 Social Work Theory for Practice (10 credits)**

- 1.1 Introduction to Social Work (24 hours)
- 1.2 Introduction to Reflective Practice & Use of Self in Social Work (12 hours)
- 1.3 Social Work & Counselling Practice Approaches One (35 hours)
- 1.4 Groupwork (15 hours)
- 1.5 Community Development & Macro Social Work Practice (15 hours)

### **SS7016 Foundations for Social Work Across the Lifespan ( 10 credits)**

- 2.1 Human Development in Social Contexts (24 hours)
- 2.2 Supporting Children and Families-Approaches to Prevention and Intervention (24 hours)
- 2.3 Child and Family Law (24 hours)
- 2.4 Equality, Rights, Identities & Power in Social Work Practice (18 Hours)

### **SS7014 Social Work Practice (30 credits)**

- 3.1 Preparing for Practice (24 hours)
- 3.2 Placement (500 hours)

### **SS7017 Social Policy, Critical Theory and Social Work Research (10 credits)**

- 4.1 Contemporary Discourses in Society (24 hours)
- 4.2 Understanding Social Policy For Social Work Practice  
(24 hours)
- 4.3 Introduction to Social Work Research and Evaluation (24 hours)

## Year One Assessment

### SS7012 Social Work Theory for Practice (10 credits)

Introduction to Social Work	Combined examination (50%)
Social Work & Counselling Practice Approaches	
Groupwork	Group Assignment 15% Individual Assignment (10%)
Introduction to Reflective Practice Use of Self in Social Work	Reflective Diary (not graded)
Community Development & Macro Social Work Practice	Assignment (25%)

### SS7016 Foundations for Social Work Across the Lifespan (10 credits)

Human Development in Social Contexts	Child Observation study plus examination (65%)
Supporting Children and Families- Approaches to Prevention and Intervention	Full attendance & Class Participation
Child and Family Law	Assignment (35%)
Equality, Diversity and Social Work	Full attendance & Class Participation

### SS7014 Social Work Practice (30 credits)

Preparing for Practice – A Reflective Practice Approach	Placement Project (100%) plus Pass Placement Grade.
Skills Workshops	
Placement	

### SS7017 Social Policy, Critical Theory and Social Work Research (10 credits)

Contemporary Discourses in Society	Assignment (30%)
Understanding Social Policy For Social Work Practice	Assignment (30%)
Introduction to Social Work Research	Dissertation Proposal (40%) ( <i>Concept Paper &amp; Research Proposal</i> )

<b>Assessment Schedule</b>	
Child Observation Study	<i>Monday 13 November 2017 at 9.30 am</i>
Group Work	<i>Group Project Tuesday 12 December 2017 Individual Assignment due Mon 14 May 2018 at 9.30am</i>
Contemporary Discourses Assignment	<i>Monday 18 December 2017 at 9.30 am</i>
Family and Child Law	<i>Monday 8 January 2018 at 9.30 am</i>
Community Development & Macro Social Work Practice	<i>Monday 23 April 2018 at 4 pm</i>
Social Policy Assignment	<i>DATE TBC CC</i>
Placement Project	<i>Wednesday 16 May 2018 at 9.30 am</i>
Dissertation Proposal	<i>Concept Paper due Monday 5 December 2017 at 9.30 am</i> <i>Complete assignment due Monday 28 May 2018 at 9.30 am</i>
<b>Examinations: January 22-26 2018 (Two Separate Papers )</b>	

## **SS7012: Social Work Theory for Practice: (10 ECTS)**

### **1.1 Introduction to Social Work**

**Sequence Convenor: Assistant Professor Stan Houston [Shouston@tcd.ie](mailto:Shouston@tcd.ie)**

This section of the module explores contemporary social work in Ireland in its many forms, and the influence of historical developments within the profession on current practice. Students are introduced to the variety of social work roles, and the nature of social work process. The module will focus on major themes shaping social work such as the life-course and the need for an ecological perspective, and will address the basic theoretical standpoints and values that inform intervention. The regulatory system, recently introduced, which provides for the registration of social workers in Ireland, is also introduced. The module will familiarise students regarding the foundational skills of reflection and critical thinking, linking these skills with anti-oppressive social work and the need for relationship-based practice. The module also seeks to introduce students to person-centred approaches within social work practice.

CORU Domains: 1, 5 and 6

### **Learning Objectives**

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

- Distinguish the role of social work from other disciplines within the range of health and social care professions;
- Comprehend the profile of social work in Ireland including employment opportunities and fields of practice, professional accreditation, professional registration and distribution of social work posts across the different sectors of employment;
- Identify core skills, theory and knowledge required by qualified social work practitioners including theories of the life-course and ecological perspectives;
- Gain an initial understanding of the skills of reflection and critical thinking in social work;
- Articulate the value base of social work and the key ethical concepts (such as the need for confidentiality, and anti-oppressive practice) that inform interventions in this field;
- Understand the skills and knowledge to practice relationship-based social work effectively and ethically;
- Position contemporary social work practice within an historical context; and
- Understand and adopt a person-centred approach to service provision including the views of service users about desired approaches.

### **Module Topics include:**

- Social work values, ethics and principles: an introductory overview.
- Social work process: an introductory overview. This session will highlight the importance of sound assessment in social work.
- The history of social work and social work education in Ireland and issues in current practice (including registration and regulation).
- The essential nature of social work including its statutory and reporting contexts, and its relationship to other caring professions.

- Introduction to the knowledge and skills base of the social work profession.
- Introduction to key theories of social work practice including working in the life-course and using an ecological perspective.
- An introduction to the skills of reflection and critical thinking in social work practice.
- An introduction to strengths-based and solution-focused social work.
- Person-centred social work practice.

### **Assessment**

The module will be assessed by examination in January 2018. Attendance at all lectures is compulsory. If a student fails or is unable to sit the examination for prescribed reasons, they can resit it during the supplemental period .

### **Key Reading**

\*Banks, S. (2001) *Ethics & Values in Social Work*. 2<sup>nd</sup> ed. Palgrave. Chapter 5.

Banks, S. (2004) *Ethics, Accountability and the Social Professions*. Hampshire: Palgrave MacMillan. Chapter 2.

Barnard, A., Horner, N. and Wild, J. (eds) (2008) *The Value Base of Social Work and Social Care: An Active Learning Handbook*. Open University Press.

Christie, A., Featherstone, B., Quin, S. and Walsh, T. (2015) *Social Work in Ireland: Change and Continuities*. Palgrave

\*Coulshed, V. & Orme, J. (2012) *Social Work Practice: An Introduction*. 5<sup>th</sup> ed. Palgrave.

\*Cree, V.E. (ed) (2011) *Social Work. A Reader*. Routledge

Darling, V. (1971) 'Social Work in the Republic of Ireland', *Social Studies*, 1.1, pp. 24-37.

Davies, M. (ed) (2002) *The Blackwell Companion to Social Work*. 2<sup>nd</sup> edition. Oxford: Blackwell Publishers. Part 1, Chapters 1.1 to 1.9.

Dominelli, L. (2009) *Introducing Social Work*. Cambridge: Polity Press.

Drury-Hudson, J. (1998) 'A model of professional knowledge for social work practice' *Australian Social Work*, 50 (3): 35-44.

\*Gray, M. & Webb, S. ( ) *Ethics and Values in Social Work*.



- Hare, I. (2004) 'Defining social work for the 21<sup>st</sup> century: The International Federation of Social Worker's revised definition of social work' in *International Social Work*, 47(3) pp. 407-424.
- Hopkins, G. (1998) *The Write Stuff: A guide to effective writing in social care and related services*. Russell House Publishing.
- Howe, D. (2014). *The Compleat Social Worker*. Palgrave, Macmillan.
- Kearney, N. (1987) *Social Work and Social Work Training in Ireland: Yesterday and Tomorrow. Occasional Papers Series 1*. Dublin: Dept of Social Studies, TCD.
- Kearney, N. and Skehill, C. (2005) *Social Work in Ireland: Historical Perspectives*. Dublin: IPA
- Koprowska, J. (2010) *Communication and Interpersonal Skills in Social Work*. Learning Matters. 3<sup>rd</sup> edition
- \*Lishman, J. (1994) *Communication in Social Work*. London: Palgrave.
- NDA (2005) *Guidelines on Person Centred Planning in the Provision of Services for People with Disabilities in Ireland*, Dublin: NDA.
- \*Parris, M. (2012). *An Introduction to Social Work*. OUP.
- Payne, M. (2005) *The Origins of Social Work: Continuity and Change*. Palgrave Macmillan.
- \*Payne, M. (2014). *Modern Social Work Theory*. Basingstoke.
- \*Ruch, G., Turney, D. & Ward, A. (2010). *Relationship-Based Social Work: Getting to the Heart of the Matter*. Polity.
- Sheldon, B. & Macdonald, G. (2009). *The Textbook of Social Work*. Routledge.
- Skehill, C. (1999) *The Nature of Social Work in Ireland*. NY: Edwin Mellon.
- \*Skehill, C. (2011). *History of Social Work in the Republic of Ireland*. OUP.
- \*Thompson, N. (2015). *Understanding Social Work*. Palgrave.
- Thompson, N. (2015). *People Skills*. Polity.
- Thompson, N. and Thompson, S. (2008) *The Social Work Companion*. Palgrave.
- \*Trevithick, P. (2000) *Social Work Skills: A Practice Handbook*. UK: Open University Press.
- Walker, H. (2008) *Studying for Your Social Work Degree*. Exeter: Learning Matters
- Wilson, K., Ruch, G., Lymbery, M. and Cooper, A. (2008) *Social Work: an introduction to contemporary practice*. Pearson. (See Ch. 5 on social work knowledge and practice; Ch. 10 on communication skills; Ch 21 on contemporary challenges to social work).

\*Essential reading

## 1.2 Introduction to Reflective Practice & Use of Self in Social Work

**Mr Frank Mulville**

### **Module Aims**

The importance of self-awareness and the capacity for critical reflection are central to CORU/SWRB Domain 4 Personal and professional development. Further to this the use of self in social work is a key component of effective, sensitive social work practice. This module aims to promote self-exploration by students using a Reflective Practice approach. The module is delivered in parallel with Preparation for Placement - A Reflective Practice Approach. Students' developing awareness of the 'use of self' and capacity for reflective practice will be reviewed prior to during and after placement in Year One, and the process will be continued in Year Two.

### **Module Content**

This module will consist of workshops jointly facilitated by an external group leader and a member of the MSW course team that will focus on the use of self in social work and the linkages between personal and professional experiences. The class will be divided into two smaller groups for this process

### **Learning Outcomes**

On successful completion of this module students will be better able to integrate the experiences they bring to the module together with their experiences of being part of a group process.

### **Teaching and Learning Methods**

This module is an experiential group where individuals can explore their life biographies to date and the personal attributes, talents, experiences and values that they bring to the course and to social work. There will be clear and explicit guidelines on the role of the group facilitators, confidentiality and feedback to the wider course team. Students will keep a Reflective Diary.

## **Assessment**

There is no formal assessment for this module but attendance at, and engagement in, the group process is a course requirement. Students are also required to keep a Reflective Diary which they themselves will analyse at the end of term as part of their preparation for placement.

### 1.3 Social Work & Counselling Practice Approaches

**Mr David Williamson/ Michael Feely**

#### **Module Aims**

The aim of the Year One module is to provide an overview of a range of social work theories, skills and methods for practice. It is envisaged that these combined theory/skills workshops will provide the opportunity for students to build on existing interpersonal skills and previous work experience and crucially build a strong understanding of the link between theory and practice. It is hoped that students will value the opportunity to reflect upon and learn from practice experience.

#### **Module Content**

The module will be taught over 12 three hour sessions comprising 60 minute teaching input on a particular practice approach in a large group setting, a 15 minute break and two 60 minute skills session with the class divided into two groups to explore and develop competence in use of the particular practice approach.

The primary counselling and practice approaches and techniques that will be covered in the module will include:

- Working with Involuntary Clients
- Motivational Interviewing
- Task Centred Casework
- Crisis Intervention
- Psychodynamic/Psychosocial approaches
- Humanistic/Person Centred Practice
- Cognitive-behavioural approaches

This module is designed to complement a range of other modules on the programme, particularly groupwork, community work and social work skills. It is followed in Year Two by a complementary module focusing on systems approaches; strengths-based practice; solution-focused social work & narrative work.

#### **Learning Outcomes**

On successful completion of this module students will be able to:

- Explain and understand the link between social work theory and practice.
- Identify the key values, knowledge and skills necessary for their social work practice
- Recognise the philosophies, traditions and theories that underpin different counselling/practice methods.
- Recognise and value the core conditions for engaging a client in casework or counselling.

- Draw on at least five different counselling/practice methods when working in direct social work practice with individuals and families.
- Critically consider and assess different counselling/practice methods as well as their suitability to different case scenarios.
- Reflect upon their social work skills and practice and identify key learning objectives for placement.
- Reflect on their use of self, their role as a social worker and begin to take responsibility for their own continuing professional development.
- Have identified areas of strength and areas for development within their communication skills

### **Teaching and Learning Methods**

The teaching methodology will seek to build on the past experience of students. Full class participation is essential and students will be encouraged and supported to explore and develop skills in a safe learning environment. Teaching and Learning Methods will include: lectures; class discussion; applied classes; presentations; small group teaching; role play; video recording; review, feedback & discussion.

### **Assessment**

This module will be assessed by examination in January 2018, and any supplementals will be assessed by examination.

### **Core Reading List**

- Adams, R., Dominelli, L. & Payne, M. (Eds.) (2002) *Social Work: themes, issues and critical debate*. 2nd Edition. Hampshire: Palgrave.
- Brearily, J. (1995) *Counselling and Social Work*. Buckingham: Open University Press.
- Corey, G. (2005) *Theory and Practice of Counselling and Psychotherapy*. 7th Edition. Belmont, CA: Brooks/Cole-Thompson Learning.
- Coulshed, V., Orme, J. (1998) *Social Work Practice: an introduction*. 3<sup>rd</sup> Edition. Hampshire: Palgrave.
- Davies, M. (ed) (2013) *The Blackwell Companion to Social Work*, 4th Edition, Chichester, Wiley
- Feltham, C., Horton, I. (Eds.) (2000) *Handbook of Counselling and Psychotherapy*. London: Sage
- Hohman, M. (2012) *Motivational Interviewing in Social Work Practice*, New York, Guilford
- Milner, J., O'Byrne, P. (2002) *Assessment in Social Work*. 2nd Edition. Hampshire: Palgrave Macmillan.
- Mair, G. (ed) 2004, *What Matters in Probation*, Collumpton, Willan
- Payne, M. (2016) *Modern Social Work Theory*. 4th Edition. Oxford University Press.

- Trotter,C (2006) Working with Involuntary Clients, London, Sage
- Thompson, N. (2001) Anti-Discriminatory Practice. 3rdEdition. Hampshire: Palgrave.
- Thompson, N. (2002) People Skills. 2ndEdition. Hampshire: Palgrave.
- Thompson, N. (2005) Understanding Social Work. Hampshire: Palgrave.
- Trevithick, P. (2000) Social Work Skills: a practice handbook. Buckingham: Open University.
- Howe, D (2009) A Brief introduction to Social Work Theory, Hampshire, Palgrave McMillan
- Turner.F, (ed) (2017) Social Work Treatment:Interlocking Theoretical Approaches, 6th Edition,Oxford University Press
- Healy, K (2014) Social Work Theories in Practice, Hampshire, Palgrave McMillan

**Other readings will be provided in class.**

## 1.4 Groupwork

**Dr. Mary Kelleher**

### **Module Aims**

This module offers students an overview of the major theories of groupwork and the various applications of groupwork in social work settings. The aims of this module are to provide students with:

- A knowledge of the basic theories of groupwork
- An understanding of group dynamics and processes
- The skills to identify the indicators for the effective use of groupwork
- The development of groupwork leadership and facilitator skills
- An appreciation of the significant potential of groupwork practice within social work.

### **Module Content**

The areas covered in this module will include:

- Stage models of groupwork practice
- The various roles which participants perform in groups and strategies for facilitating these roles
- Preparation and formulation of groupwork interventions in social work practice
- The therapeutic potential of groupwork practice
- The use of self in a groupwork context
- Development of leadership and facilitation skills
- Group roles and dynamics in a teamworking context
- Models of evaluation of groupwork practice.

### **Learning Outcomes**

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

- Demonstrate knowledge of group dynamics and processes, in particular as they relate to social work practice (Domain 6.1: Knowledge, understanding and skills).
- Recognise the potential of groupwork for effective social work practice (Domain 5.1: Provision of Quality Services).
- Recognise typical stages of a group process and the various roles which group members perform (Domain 3.1: Effective communication).

- Identify key techniques utilised to facilitate the various group stages and group roles (Domain 5.2.: Provision of Quality Services).
- Apply groupwork theory in practice (Domain 6.3: Knowledge, understanding and skills).
- Recognise the rewards and challenges of collaborative teamwork in multidisciplinary, inter-professional, multi-service and inter-agency teams (Domain 2.2: Interpersonal and professional relationships).
- Reflect on their own personal and previous work experiences of being in a group situation and how this may impact on their practice as a groupwork facilitator (Domain 4.1: Personal and professional development).
- Demonstrate a knowledge of culturally competent groupwork (Domain 1.2: Professional autonomy and accountability).
- Apply various methods of evaluation of groupwork (Domain 5.9: Provision of Quality Services).

### **Teaching and Learning Methods**

The teaching methodology will allow the students to recognise and reflect on their past personal and employment experience of being in a group both as a participant and as a facilitator. Students will be expected to participate in classroom discussions and develop skills in a classroom setting. Teaching methods will include presentations, classroom discussion, small group teaching and group role play.

### **Assessment**

*By group project (maximum word count 2,000 words, minimum 1,800, excluding appendices) and individual assignment (maximum 600 words, minimum 800 words).*

### **Reading lists**

#### **(a) Recommended reading**

Cohen, C.S., Phillips, M.H. and M. Hanson *Strength and Diversity in Social Work with Groups*, Oxon: Routledge, 2009.

Corey, G. *Theory and practice of group counselling* 8th ed., Hampshire: Cengage, 2011.

Corey, G., Corey, M., Callahan, P. and J.M. Russell. *Group Techniques* 4th ed., Hampshire: Cengage, 2014.

Corey, M., Corey, G. and C. Corey. *Groups: Process and Practice* 9th ed, London: Brooks/Cole,

2013.



- Doel, M. *Using Groupwork*, London: Routledge, 2005.
- Dole, M. and Kelly, T. *A-Z of Groups and Groupwork*, London: Palgrave/Macmillan, 2013.
- Dole, M. and Sawdon, C. *The Essential Groupworker: teaching and learning creative groupwork*, London: Jessica Kingsley, 1999.
- Douglas, T. *Basic Groupwork* 2nd ed., London: Routledge, 2000.
- Glisson, C., Dulmud, C. and K. Sowers. *Social Work Practice with Groups, Communities, and Organizations: Evidence-Based Assessments and Interventions*, West Sussex: Wiley, 2012.
- Kindred, M. and Kindred, M. *ONCE UPON A GROUP: A guide to running and participating in successful groups* 2nd ed., London: Jessica Kingsley, 2010.
- Lindsay, T. and Orton, S. *Groupwork Practice in Social Work*. 2nd ed., Exeter: Learning Matters, 2011.
- Northen, H. and Kurland, R. *Social Work with Groups* 3rd ed., New York: Columbia University Press, 2001.
- Payne, M. *Teamwork in Multiprofessional Care*, Basingstoke, U. K.: Macmillan, 2000.
- Preston-Shoot, M. *Effective Groupwork* 2nd ed., London: Macmillan, 2007.
- Reid, K. E. *Social Work Practice with Groups: A Clinical Perspective* 2nd ed., Hampshire: Cengage, 1996.
- Sharry, J. *Solution Focused Groupwork* 2nd ed., London: Sage, 2008.
- Toseland, R. and Rivas, R. *An introduction to groupwork practice* 7<sup>th</sup> ed., London: Pearson, 2011.
- Yalom, I. *The Theory and Practice of Group Psychotherapy* 5th ed., New York: Basic Books, 2005.
- Zastrow, C. *Social Work with Groups: A comprehensive worktext* 9th ed., CA: Brooks-Cole, 2014.

**(b) Additional reading**

Additional reading lists will be provided in class.

## 1.5 Community Development & Macro Social Work Practice

### Kirsten Byrne

The MSW1 Community Development & Macro Social Work module introduces students to theories, models and approaches to community work as a method of social work, with a particular emphasis on interventions with communities and groups who have unequal access to, or use of, social goods and services or who experience stigma, discrimination and exclusion. The module equips students with relevant knowledge and foundation skills to plan, develop and evaluate community-based interventions.

### Module Aims

The aims of this module are to introduce through participatory teaching methods:

- An appreciation of the importance of community work as a component of social work (Domain 6: Knowledge, understanding and skills).
- To develop an understanding of the value base of community work and its relationship to social work values and principles (Domain 6: Knowledge, understanding and skills)
- To encourage participants to consider the implementation of community initiatives in their own working lives (Domain 4: Personal and Professional Development)
- To provide students with an understanding of the core skills and principles of community work (Domain 6: Knowledge, understanding and skills)
- To develop an understanding of the principles and practices of networking in the professional community (Domain 3: Effective Communication)
- To equip students to carry out a needs assessment using a Community Work approach (Domain 5: Provision of Quality Services).

### Module Content

The module is organised through a series of lectures and workshops under themes, including:

- Definitions of community work.
- What is community?
- Profiling community and minority groups
- Models and principles of community work.
- Role of a community worker.
- Community work skills, including group facilitation and conflict resolution.
- Community work and social work.
- Community Networking.

- Community Fieldtrip.

### **Learning Outcomes**

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

- Identify theoretical assumptions underlying community work (Domain 6: Knowledge, understanding and skills).
- Identify principles and strategies for facilitating the participation of diverse minority and community groups in community work initiatives (Domain 3: Effective Communication).
- Plan and undertake a needs assessment of a community or minority group (Domain 5: Provision of Quality Services)
- Illustrate the common values and ethical basis of community work as a social work method (Domain 1: Professional Autonomy and Accountability)
- Differentiate contrasting practice approaches of community work and other social work methods (Domain 6: Knowledge, understanding and skills)

### **Teaching and Learning Methods**

Twelve 90 minute sessions are allocated to the community work part of this course included in these session is a community work field trip. The first session will include a course introduction and the first lecture. Thereafter course sessions will be structured to include a lecture in one part – in accordance with the main themes as outlined in the course content above – and a second part consisting of small workshops. Lectures will include examples of community work from Irish-based practice settings. Further details of teaching and learning methods will be made available during the first session.

### **Assessment**

Students will undertake a placement-based written assignment (2,500 minimum to 3,500 maximum words) during which they identify a community or minority group that has specific relevance to their practice setting. The student will profile this community or minority group and outline how a social worker, or social work agency, would use a community work approach in working with this group. The student will also provide an overall assessment of the benefits and limits of a community work approach to social work in this setting.

Students are expected to show a good understanding of their chosen community or minority group. Students should demonstrate knowledge of community work theory and be able to incorporate community work principles, values and methods into their assignment.

## Re- Assessment

In the event that a re-assessment is necessary students will be required to identify an alternative community or minority group and demonstrate that they have a working knowledge of this group. The student must then complete the above stated profile and social work intervention using a community work approach to working with this group along with an assessment of the benefits and limits of the approach.

## Core Reading

Alinsky, Saul (1971) *Rules For Radicals: A Pragmatic Primer for Realistic Radicals*. Vintage Books.

Banks, S. (2011) 'Re-gilding the ghetto: Community Work and Community Development in 21<sup>st</sup> century Britain' (Chap. 10) in *Radical Social Work Today: Social Work at the crossroads* (Ed. Lavalette, M.) The Policy Press.

Carroll, M. and Lee, A. (2005) *Community Work: A Specialism of Social Work?* In *Social work in Ireland: historical perspectives* (Eds, Kearney, N. and Skehill, C.) Institute of Public Administration, Dublin, pp. ix, 236.

Community Workers Co-operative (2008). *Towards Standards for Quality Community Work*. (Online) Available at [www.cwc.ie](http://www.cwc.ie)

Coulshed, V. and Orme, J. (2012) *Social work practice: an introduction* (Ch. 13 – working with communities), Palgrave Macmillan, Basingstoke.

Ferguson, I. and Woodward, R. (2009) *Radical Social Work in Practice*, The Policy Press, Bristol. Ch. 7

Fook, J. (2002) *Social Work: Critical Theory and Practice*. London: Sage.

Forde, C. and Lynch, L. (2015) *Social Work and Community Development*, Palgrave Macmillan

Freire, P. (2004) *Pedagogy of hope: reliving Pedagogy of the oppressed*, Continuum, London.

Gilchrist, A. (2009) (2<sup>nd</sup> ed.) *The Well-Connected Community: A networking approach to community development*, The Policy Press, Bristol

Gilchrist, A. (2016) (2<sup>nd</sup> ed.) *The Short Guide to Community Development*, The Policy Press, Bristol

Hardcastle, D. et al. (2011) *Community Practice: Theories and Skills for Social Workers*. Oxford University Press.

Hawtin, M & Percy-Smith, J. (2007) (2<sup>nd</sup> Ed.) *Community Profiling: A practical guide*. Open University Press.

- Jackson, A & O' Doherty, C (2012) *Community Development in Ireland: Theory, Policy and Practice*. Gill and Macmillan. Dublin.
- Lavalette, M. (2011) *Radical Social Work Today: Social Work at the crossroads*.
- Ledwith, M. (2005) *Community development: a critical approach*, Policy Press, Bristol.
- Lee, A. (2003) Community development in Ireland, *Community Development Journal* 38, 48-58.
- Mayo, M. (2009) (2<sup>nd</sup> Ed.) *Community Work* (Ch.11), In *Critical Practice in Social work* (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave, Basingstoke.
- Payne, M. (2014) (4<sup>th</sup> Ed.) *Modern Social Work Theory*, Chapter 8: 'Macro Practice, Social Development and Social Pedagogy'. Palgrave Macmillan.
- Popple, K. (1995) *Analysing community work: its theory and practice*, Open University Press, Buckingham.
- Prendiville, Patricia (2008)(3<sup>rd</sup> Edition) *Developing Facilitation Skills*. Dublin: CPA
- Pyles, L. (2009) *Progressive Community organizing: A critical approach for a globalizing world*, Routledge, Oxford.
- Reed, B. G. (2005) *Theorizing in Community Practice*, In *The Handbook of community practice* (Eds, Weil, M. and Reisch, M.) Sage Publications, Thousand Oaks, Calif. ; London, pp. xvi, 708.
- Reisch, M. (2005) *Radical community organizing*, In *The Handbook of community practice* (Eds, Weil, M. and Reisch, M.) Sage Publications, Thousand Oaks, Calif. ; London, pp. xvi, 708.
- Rothman, J. (2001) *Approaches to community intervention*, In *Strategies of community intervention* (Eds, Rothman, J., Erlich, J. and Tropman, J. E.) F.E. Peacock Publishers, Itasca, Ill., pp. xiv, 497 p.
- Rubin, H. J. and Rubin, I. (2005) *The practice of community organizing*, In *The Handbook of community practice* (Eds, Weil, M. and Reisch, M.) Sage Publications, Thousand Oaks, Calif. ; London, pp. xvi, 708.
- Saleebey, Dennis (2013) *The Strengths Perspective in Social Work Practice* 3rd Edition, Chapter 13
- Stepney, P., Popple, K. (2008) *Social Work and the Community: A critical context for practice*, Palgrave: Houndmills, Basingstoke.
- Twelvetrees, A. (2008) (4<sup>th</sup> Ed) *Community work*, Palgrave Macmillan.

## SS7016 : Foundations for Social Work Across the Lifespan (10 Credits)

### 2.1 Human Development in Social Contexts

Eavan Brady // [bradye3@tcd.ie](mailto:bradye3@tcd.ie)

#### Module Aims

In this module, students will be introduced to a range of theories relevant to social workers engaging with children, young people, and adults experiencing developmental, emotional, behavioural, and mental health difficulties. These theories will look at development over the life course and help us to understand what constitutes “normal” development and so will support students to consider what falls outside of the normal range of development. This knowledge base will form an important part of students’ ability to assess individuals at all stages in the lifespan. Students will be encouraged to critically engage with a range of perspectives on human development across the life course. These theories will be considered in terms of their application in social work practice from early infancy to older adulthood.

#### Module Content

- Theoretical approaches to human development and their application in social work practice over the life course
- Individual development over the life course
- Attachment theory
- Resilience
- Child observation

#### Teaching and Learning Methods

This module will be delivered over eight three-hour sessions commencing in September 2017. The final three-hour session will take place in January 2018 before the first year exams. Sessions will be in seminar format with class discussion and student participation encouraged. Students will be required to present material to the class in small groups.

#### Learning Outcomes

Students who complete this module should:

- Have developed a critical understanding of different theoretical approaches to human development and attachment relationships;
- Have an awareness of “normal” developmental stages experienced by infants, children, adolescents, and adults
- Have an awareness of the evolving needs of children, young people, and adults over the life course;
- Have gained experience of carrying out an observation of a child and writing up that observation with reference to theories of human development.

## **CORU Domains of Proficiency**

This course will address the following domains:

3.1) Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion (all lectures)

6.1) Know and understand the essential knowledge areas relevant to social work (all lectures)

### **Assessment**

1. Child observation study (40%): Due Monday 13<sup>th</sup> November  
(Graded – 30% of total marks. Word Count 2,500 minimum – 3,000 maximum)
2. Examination (25% of total marks): January 2018

### **Reassessment**

1. Students who fail the child observation study will be reassessed by way of an essay.
2. Students who fail the examination will be reassessed by way of a supplementary examination.

### **Recommended Reading:**

Bee, H., & Boyd, D. (2012). *The Developing Child* (13th ed.). New Jersey: Pearson.

Crawford, K. & Walker, J. (2011). *Social Work and Human Development – a Contextual Approach*. London: SAGE Publications.

Daniel, B., Wassell, S., & Gilligan, R. (2011). *Child Development for Child Care and Protection Workers*. London: Jessica Kingsley Publishers.

Howe, D. (2011). *Attachment across the Lifecourse: A Brief Introduction*. Basingstoke: Palgrave Macmillan. (Available as E-book)

Nicolson, P., & Bayne, R. (2014). *Psychology for Social Work Theory and Practice*. Basingstoke: Palgrave Macmillan.

O'Brien, E. Z. (2015). *Psychology for Social Work: A Comprehensive Guide to Human Growth and Development*. Basingstoke: Palgrave Macmillan. (Available as E-book)

Wilson, K. (2008). *Social Work: An Introduction to Contemporary Practice*. Essex: Pearson Education. (Chapter 6)

**Additional readings and references will be given in class and posted on Blackboard.**

## **2.2 Supporting Children and Families- Approaches to Prevention and Intervention**

### **Professor Trevor Spratt and Guest Lecturers**

#### **Course Aims & Content**

This introductory twenty-four hour module outlines the knowledge base with respect to social work practice with families and children., highlighting key social work tasks and good practice, focusing on the following:

- Understanding Families: Approaches to understanding Family Lives and Contexts (Domain 1, 2, 5,6);
- Understanding Child Protection & Welfare in accordance with the National Guidelines (Domain 1, 2, 3, 6);
- Understanding Families: Assessment Processes (Domain 1, 2, 3, 5, 6).

#### **Learning Outcomes**

On successful completion of this course, students will:

- Understand something of the complexity of modern families;
- Have acquired knowledge of the national guidelines on child protection and welfare, and key terms and definitions of child abuse, prior to beginning their first practice placement;
- Be able to reach decisions with the support and supervision of their practice teacher on child protection issues based on Children First.
- Have a working knowledge of an Assessment Framework

#### **Teaching and Learning Methods**

- Will include formal input and class discussion.
- Supplementary reading material will be provided for each topic.

#### **Assessment**

Attendance and participation; Class presentations; Application of knowledge in Placement and Practice Projects

#### **Readings**

- Key preparatory readings will be identified and communicated ahead of lectures.



### Useful web-based resources:

North South Child Protection Hub	<a href="#">To be provided</a>	Ireland
Child Law Reporting Project	<a href="http://www.childlawproject.ie/">http://www.childlawproject.ie/</a>	Ireland
Children Acts Advisory Board	<a href="http://www.caab.ie">www.caab.ie</a>	Ireland
HSE Library	<a href="http://www.lenus.ie">www.lenus.ie</a>	Ireland
Department of Children and Youth Affairs	<a href="http://www.dcy.gov.ie">www.dcy.gov.ie</a>	Ireland
WithScotland	<a href="http://www.withscotland.org">www.withscotland.org</a>	Scotland
NSPCC	<a href="http://Nspcc.org.uk">Nspcc.org.uk</a>	England and Wales
Research in Practice	<a href="http://www.rip.org.uk">www.rip.org.uk</a>	UK
The California Evidence Based Clearinghouse for Child Welfare	<a href="http://www.cachildwelfareclearinghouse.org/">www.cachildwelfareclearinghouse.org/</a>	USA
National Child Protection Clearinghouse	<a href="http://www.aifs.gov.au/ncch/">www.aifs.gov.au/ncch/</a>	Australia
Australian Clearinghouse for Youth Studies	<a href="http://www.acys.info/">www.acys.info/</a>	Australia
The Campbell Collaboration	<a href="http://www.campbellcollaboration.org">www.campbellcollaboration.org</a>	Norway/International
ISPCAN	<a href="http://www.ispcan.org">www.ispcan.org</a>	USA/International
Social Care Institute for Excellence	<a href="http://www.scie.org.uk/">www.scie.org.uk/</a>	UK
Child Welfare League of America	<a href="http://www.cwla.org/default.htm">http://www.cwla.org/default.htm</a>	USA
The Cochrane Collaboration	<a href="http://www.cochrane.org">www.cochrane.org</a>	UK/International

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)

## 2.3 Child and Family Law

Sonya Bruen **TBC 1718**

### **Module Aims & Content**

This module provides an analysis of key legislation together with practical legal training in preparation for a range of Social Work Practice settings.

The module explores key aspects of Irish and International Child and Family Law relevant to Social Work Practitioners, with particular focus on Public Child Care Law and the statutory role of Social Work Practitioners. The module will also provide an overview of relevant aspects of Private Family Law, including marriage breakdown, domestic violence, custody and guardianship.

Case examples from practice and group discussions will provide students with the opportunity to critically consider the role of a Social Work Practitioner within the wider context of the domestic and International Legislative framework.

### **Learning Outcomes**

This module specifically addresses CORU domains 1, 3 and 6. On successful completion of this module, students will be able to:

- Apply key legal principles to Social Work Practice in a wide range of settings;
- Demonstrate a good understanding of the statutory role of Social Work Practitioners in a Child Protection and Welfare setting;
- Develop skills to manage their Social Work File in preparation for court applications with particular focus on minutes of meetings, case notes, records of Social Work Assessment and Risk assessment;
- Consider the inherent difficulty of balancing parent's rights and children's rights in Public Law matters;
- Have a good understanding of fair procedures for parents and families, including issues such as informed consent and the rights of parents to access legal representation;
- Apply key principles for effective report writing and communication in Child Care Proceedings;

### **Week One: Introduction to Child and Family Law in Ireland**

- Overview of relevant aspects of Irish Child and Family Law; including key domestic legislation, statutory instruments / regulations, EU / International Law.
- Practical knowledge of the Irish Court Service for Social Work Practitioners.
- Introduction to the main provisions of the Child Care Act 1991; main functions and responsibilities of the Child and Family Agency.

- Analysis of key provisions of the Irish Constitution with focus on the balance of rights of parents with children's rights.

**Group Discussion;**

- Statutory role of Social Work Practitioner in Child Protection and Welfare; understanding the wider context of practice within a legislative framework.
- Analysis of case studies from practice to explore the balance of parental rights and children's rights.

**Required Reading:**

Paul Ward, *The Child Care Act 1991*, 3<sup>rd</sup> Edition, (Thomson Round Hall 2014), Part II; Section 3; Functions of the Child and Family Agency.

Claire Hamilton, *'Irish Social Work and Social Care Law'* 1<sup>st</sup> ed., (Gill and Macmillan, 2012) Part I

Louise Crowley, *'Family Law'*. 2013

Jim Nestor, *An Introduction to Irish Family Law*, 3<sup>rd</sup> ed., (Gill and Macmillan, 2007), Chapters 1 and 2.

Geoffrey Shannon, *Child Law*, 2<sup>nd</sup> ed., (Thomson Round Hall), Chapters 1 and 2.

Alan Shatter, *Shatter's Family Law* 4<sup>th</sup> ed., (Butterworths, 1997), Chapters 1-4.

**Week Two: Child Protection Law, Part 1: Social Work Preparation for Court:**

- Overview of the most common applications made by the Child and Family Agency under the Child Care Act 1991, as amended. (Detailed analysis of most relevant sections to be completed on subsequent dates).
- Examination of thresholds /evidence required for each application.
- Review of definitions of abuse as outlined in the Children's First Guidelines and Practice Handbook, 2011.
- Preparation of Social Work File and evidence in advance of court proceedings.
- Social Work Report for court proceedings –(overview only).
- Relevant aspects of District Court Practice Direction for Public Law Child Care Cases.

**Group Discussion;**

- Analysis of case studies to ascertain main threshold / evidence for applications – reference to case examples from the Child Law Project will be circulated for review by students in advance.

- Consideration of issues to be addressed by Social Work Department before court proceedings are initiated.

**Required Reading:**

Paul Ward, The Child Care Act 1991, 3<sup>rd</sup> Edition, (Thomson Round Hall 2014), Part II; Section 3; Functions of the Child and Family Agency.

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

Claire Hamilton, 'Irish Social Work and Social Care Law' 1<sup>st</sup> ed., (Gill and Macmillan, 2012), Chapter 7

**Week Three; Child Protection Law; Part 2; Emergency Care Orders and Interim Care Orders**

- Detailed analysis of grounds for Emergency Care Order and Interim Care Order applications; (Sections 12, 13 and 17 of the Child Care Act 1991) & thresholds of risk to be met for these applications.
- Practical preparation & evidence required for applications
- Social Work Report for Emergency Care Order and Interim Care Order applications.
- Reference to relevant research in Social Work Reports

**Group Discussion;**

- Review of real practice examples of Emergency Care Order and Interim Care Order applications – case studies to be circulated in advance to students for consideration.
- Common mistakes in Emergency Care Order / Interim Care Order applications; lessons for practice.

**Required Reading:**

Paul Ward, The Child Care Act 1991, 3<sup>rd</sup> Edition, (Thomson Round Hall 2014), Part II; Section 3; Functions of the Child and Family Agency.

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

Child Care Reporting Project, [www.childlawproject.ie](http://www.childlawproject.ie); Case examples.

Claire Hamilton, 'Irish Social Work and Social Care Law' 1<sup>st</sup> ed., (Gill and Macmillan, 2012), Chapter 7.

**Week Four; Child Protection Law; Part 3; Care Orders & Supervision Orders**

- Detailed analysis of grounds for Care Order & Supervision Order applications; (Section 18 and 19 of the Child Care Act 1991) - review of thresholds to be met for these applications.
- Practical preparation & evidence required for applications under Section 18 and 19.
- Social Work Report for Care Order and Supervision Order applications.
- Proportionality in Care Order applications – duration of a Care Order.
- Reference to relevant research in Social Work Reports, with particular reference to Care Order Reports / booklets.
- Booklet of documents required from Social Work File for Care Order hearings.

**Group Discussion;**

- Review of real practice examples of Care Order and Supervision Order applications – case studies to be circulated in advance to students for consideration.
- Common mistakes in Care Order applications; lessons for practice.

**Required Reading:**

Paul Ward, The Child Care Act 1991, 3<sup>rd</sup> Edition, (Thomson Round Hall 2014), Part II; Section 3; Functions of the Child and Family Agency.

Children’s First Guidelines, 2011 and Practice Handbook for Practitioners; definitions of child abuse and neglect.

Child Care Reporting Project, [www.childlawproject.ie](http://www.childlawproject.ie); Case examples

Claire Hamilton, ‘Irish Social Work and Social Care Law’ 1<sup>st</sup> ed., (Gill and Macmillan, 2012), Chapter 7

**Week Five; Child Protection Law. Part 4: Children in Care**

- Section 17 and 18 Child Care Act 1991 – Roles and Responsibilities of the Social Work Practitioner and the Child and Family Agency for children in care
- Section 4 Child Care Act 1991- Voluntary Care
- Section 37 Child Care Act 1991- Access for Children in Care.
- Section 45 Child Care Act 1991 - After Care Provision for Children in Care.
- Section 47 Child Care Act 1991 – Applications for Court directions in respect of Children in Care.
- Regulations for Children in Care – Standards for foster care and residential care.

- Use of research and assessments to illustrate evidence in respect of children in care; attachment theory, impact of access for children in short term / long term care.

### **Group Discussion;**

- Consent for medical treatment for children in care (Section 47 Child Care Act 1991) – case examples and guidance for practice.
- Regulations for children in care – the importance in Child in Care reviews and Care Plans in court proceedings.

### **Required Reading**

Paul Ward, The Child Care Act 1991, 3<sup>rd</sup> Edition, (Thomson Round Hall 2014), Part II; Section 3; Functions of the Child and Family Agency.

Children’s First Guidelines, 2011 and Practice Handbook for Practitioners; definitions of child abuse and neglect.

Child Care Reporting Project, [www.childlawproject.ie](http://www.childlawproject.ie); Case examples

Claire Hamilton, ‘Irish Social Work and Social Care Law’ 1<sup>st</sup> ed., (Gill and Macmillan, 2012), Chapter 7

### **Week Six; Accountability of Social Work Practitioners**

- Role of CORU, Social Service Inspectorate / HIQA in monitoring practice of Social Work Practitioners .
- Duties of the Social Work Practitioner to Court in Child Care Proceedings.
- Role of Guardian ad litem.
- Exploration of the relevance of Judicial Review for Social Work Practitioners.
- File management, communication with service users and file recording in statutory practice and other practice areas.
- Data Protection & Freedom of Information.

### **Group Discussion;**

- Case examples of Judicial Review; practice learning for Social Work Practitioners.
- Preparing / maintaining your Social Work File.

### **Required Reading**

Children’s First Guidelines, 2011 and Practice Handbook for Practitioners; definitions of child abuse and neglect.

Claire Hamilton, ‘Irish Social Work and Social Care Law’ 1<sup>st</sup> ed., (Gill and Macmillan, 2012), Chapter 4

### **Week Seven; Private Family Law**

- The Law of Marriage, Civil Partnership and Cohabitation.
- Marriage Breakdown: The Law of Nullity, Judicial Separation and Divorce.
- Section 20 of the Child Care Act 1991; Social Work Report in private family law matters.
- Changes to Guardianship / custody; The Children and Family Relationships Bill 2015.
- Domestic Violence and role of Social Work Practitioner.
- Legal Representation for service users / families.

### **Group Discussion;**

- Distinction between private and public law proceedings ; Social Work role
- Child's parentage and guardianship – DNA testing and related issues for Social Work Practitioners.

### **Required Reading:**

Jim Nestor, An Introduction to Irish Family Law, 3rd ed., (Gill and Macmillan, 2007), Chapters 3, 4 and 5 and 6.

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

Alan Shatter, Shatter's Family Law 4th ed., \*Butterworths, 1997), Chapters 5, 8 and 9.

Louise Crowley, 'Family Law'. 2013

### **Week Eight: Criminal Justice System**

- Overview of the Irish Criminal Justice System
- Interagency co-operation between the statutory agencies in Child Abuse investigations
- Juvenile offences and detention
- Social Work Practitioners / Child and Family Agency role in respect of Juvenile criminal charges

### **Required Reading:**

Claire Hamilton, 'Irish Social Work and Social Care Law' 1<sup>st</sup> ed., (Gill and Macmillan, 2012)  
Chapter 16.

(2005) 23 Irish law Times 90: 'Child Abuse, the United Nations Convention on the Rights of the Child and the Criminal Law': Claire Hamilton.

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

**Week Nine: The Law of Adoption**

- Domestic Adoption & Intercountry Adoption
- Permanency Planning for children; analysis of adoption / long term foster care in Ireland.

**Required Reading:**

Jim Nestor, An Introduction to Irish Family Law, 3rd ed., (Gill and Macmillan, 2007), Chapter 13.

Geoffrey Shannon, Child Law, 2nd ed., (Thomson Round Hall), Chapter 9

Claire Hamilton, 'Irish Social Work and Social Care Law' 1<sup>st</sup> ed., (Gill and Macmillan, 2012)  
Chapter 10

Alan Shatter, Shatter's Family Law 4th ed., (Butterworths, 1997), Chapters 12

Kerry O'Halloran Adoption Law and Practice 2nd ed., (Thomson Reuters Ireland Limited) chapters 6, 9, 10, 11 and 12.

Louise Crowley, 'Family Law'. 2013

**Week Ten: EU / International Framework for Child Protection & Secure Care**

- Child Protection and Human Rights, European Convention on Human Rights, United Nations Convention on Rights of the Child.
- Child Abduction – Brussels II; Child Protection procedures and recognition of court orders between member states.
- Children's rights and the Irish Constitution.
- The Legal Framework for Secure Care
- Social Work Practice with young people in Secure Care
- Case examples and lessons for practice from practitioners in this specialist area

**Required Reading:**

Kilkelly, Ursula. (1998) Children's Rights in Ireland: Law, Policy and Practice, (Tottel Publishing) Chapters 8 and 9.

Kilkelly, U (Ed) ECHR and Irish Law 2nd ed., (Bristol: Jordan's).

(2005) 23 Irish Law Times 90: 'Child Abuse, the United Nations Convention on the Rights of the Child and the Criminal Law': Claire Hamilton

(2003) 6(3) Irish Journal of Family Law 6: "The Children's Hearing System and the European Convention on Human Rights" Dr Linda Tyler



*Social Work and the Rights of the Child*, International Federation of Social Workers (see also <http://www.ifsw.org>)

*Laying the Foundations for Children's Rights*, Philip Alston and John Tobin, UNICEF at [http://www.unicef-icdc.org/publications/pdf/ii\\_layingthefoundations.pdf](http://www.unicef-icdc.org/publications/pdf/ii_layingthefoundations.pdf)

(2008) 11(4) IJFL 84: Article: Exceptions to the Rule? The Role of the High Court in Secure Care in Ireland : Nicola Carr

Jim Nestor, *An Introduction to Irish Family Law*, 3rd ed., (Gill and Macmillan, 2007), Chapter 15.

Geoffrey Shannon, *Child Law*, 2nd ed., (Thomson Round Hall), Chapter 10.

### **Week Eleven; Preparation for Court; Moot Court**

### **Week Twelve; Preparation for Practice; Case Analysis and Case Studies (January 2017)**

#### **General Reading**

Paul Ward, *The Child Care Act 1991*, 3<sup>rd</sup> Edition, (Thomson Round Hall 2014), Part II; Section 3; Functions of the Child and Family Agency.

Kilkelly, U (Ed) (2009) *ECHR and Irish Law* Bristol: Jordan's. (2nd Edition).

Nestor, J (2007), *An Introduction to Irish Family Law*. Gill and McMillan.

Shatter, A (1999), *Family Law in the Republic of Ireland*. 4th ed., Dublin: Butterworths.

Kilkelly, Ursula. (1998) *Children's Rights in Ireland: Law, Policy and Practice*, Tottel Publishing.

Fortin, Jane. 2009 *Children's Rights and the Developing Law*. Cambridge University Press

Children's Rights Alliance (2006) *From Rhetoric to Rights: Second Shadow Report to the UN*

Committee on the Rights of the Child. Dublin: Children's Rights Alliance.

Kilkelly, U 'The Reform of Irish Adoption Law - Ensuring Compliance with International Obligations' *Irish Journal of Family Law* (2004) 10-14

Kilkelly, U 'Child Protection and the European Convention on Human Rights', *Irish*

*Journal of Family Law* (April 2000) 12-20

Report of the Constitution Review Group on the Family. 2007. Dublin: Government

Publications

Shannon, G (2010) Child Law Dublin: Thomson Round Hall

### **Journals**

The Irish Journal of Family Law, Dublin: Sweet and Maxwell.

### **Useful Legal Websites**

[www.childlawproject.ie](http://www.childlawproject.ie); Child Care Reporting Project,

[www.courts.ie](http://www.courts.ie) **Website of the Irish Courts Service**

[www.bailli.org](http://www.bailli.org) - **Website of the British and Irish Legal Information Institute**

[www.echr.coe.int/ECHR/EN/Header/Case-Law/Hudoc/Hudoc+database/](http://www.echr.coe.int/ECHR/EN/Header/Case-Law/Hudoc/Hudoc+database/)

**Database of decisions of the European Court of Human Rights.**

### **Assessment**

Students are required to submit an assignment of between 2,500 and 3,500 words . Essay titles will be given in class.

## **2.4 Equality and Diversity in Social Work Practice**

**Dr. Michael Feely**

### **Module Aims and Content**

This module aims to offer a critical introduction to issues of equality and diversity in social work practice. It will encourage students to critically analyse and discuss:

- the concept of equality;
- radical and anti-oppressive approaches to social work practice;
- human rights;
- cultural competence in social work practice;
- how power operates in social work settings;
- how social work can function as a form of social control.

The module will also encompass presentations by guest speakers and aims to open up a space for direct dialogue between social work students and diverse client groups (e.g. self-advocates with disabilities; travellers; members of the LGBTQ community and so on)

### **Methods of Teaching and Student Learning**

Lecture based-critical discussions, pre-class readings, and critical reflection.

### **Learning Outcomes**

When students have successfully completed this module they should be able to:

- Understand how ideas concerning equality and human rights can affect social work practice.
- Be cognisant of how anti-oppressive practice, and cultural competence can inform contemporary social work practice.
- Be capable of meeting CORU's standards of proficiency.

### **Syllabus**

Indicative Content (Subject to change depending upon the availability of guest speakers)

- 1 - Introduction to the radical social work tradition and the concept of equality.
- 2 - Considering oppression and introducing anti-oppressive practice.
- 3 - Can social workers be culturally competent?
- 4 – How does power work in social work settings?
- 5 - Reflecting on the ways critical thinking, anti-oppressive practice, and cultural competence can shape practice.

### **Essential reading to prepare for class discussion**

#### Week 1

Baker, J. (2006) 'Equality' in Healy, S., Reynolds, B. and Collins, M. L. (Eds), *Social Policy in Ireland : Principles, Practice and Problems*, Dublin: Oak Tree Press.

Available at:

[http://researchrepository.ucd.ie/bitstream/handle/10197/2039/Baker%20\(2006\)%20Equality%20\(pre-print\).pdf?sequence=1](http://researchrepository.ucd.ie/bitstream/handle/10197/2039/Baker%20(2006)%20Equality%20(pre-print).pdf?sequence=1)

#### Week 2

Thompson, N. (2006) 'Introduction', *Anti-Discriminatory Practice*, Basingstoke: Palgrave MacMillan, pp.1-19.

### Week 3

NASW (2001) *NASW Standards for Cultural Competence in Social Work Practice*, Washington: NASW. Available at:  
<https://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

### Week 4

Gutting, G. (2005) 'Crime and punishment' in Gutting G. *Foucault: A Very Short*, (pp. 79-90), Oxford: Oxford University Press. Available at:  
<http://admin.umt.edu.pk/Media/Site/UMT/SubSites/ICP/FileManager/Ebooks/DCPe-03.pdf>

### **Further Reading**

#### **Recommended Reading**

Baker J. (2004) Chap. 2 'Dimensions of Equality: A Framework for Theory & Action in *Equality - from theory to action*. Dublin: Equality Studies Centre UCD

Burke, B. and Harrison, P. (2002) Anti-oppressive practice, Chap. 21 in *Social work: themes, issues and critical debates* (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave/OU: UK

Cocker, K. & Hafford-Letchfield, T. (Eds) (2014) *Rethinking Anti Discriminatory and Anti Oppressi*

Crowley N. (2015) *Equality and Human Rights – an Integrated Approach*. Paper 3 of ERA Series 'Setting Standards for the Irish Equality and Human Rights Infrastructure'. Dublin: Equality and Rights Alliance  
<http://www.eracampaign.org/uploads/Equality%20&%20Human%20Rights%20%20An%20Integrated%20Approach.pdf>

Dominelli, L. (2002) Anti-oppressive practice in context, Chap. 1 in *Social work: themes, issues and critical debates* (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave/Open University: Basingstoke, UK

Gupta, A., Featherstone, B. & White, S. (2015) Reclaiming Humanity: From Capacities to Capabilities in Understanding Parenting in Adversity. *British Journal of Social Work* (2014) pp. 1-16 doi: 10.1093/bjsw/bcu137

Irish Association of Social Work and Gay & Lesbian Equality Network (2011) *Lesbian, Gay and Bisexual People: A Guide to Good Practice for Social Workers*, Dublin: IASW/GLEN.

Lavalette, M. & Penketh, L. (2014) *Race, Racism and Social Work: Contemporary Issues and Debates*. Bristol: Policy Press

Laird, S. (2008) *Anti-Oppressive Social Work: A Guide for Developing Cultural Competence* UK: Sage.

Sakamoto, I. & Pitner, R. (2005) Use of Critical Consciousness in Anti-Oppressive Social Work Practice: Disentangling Power Dynamics at Personal and Structural Levels. *British Journal of Social Work* 35(4)435:452

Thompson, N. (2012) *Anti-Discriminatory Practice – Equality, Diversity and Social Justice*. 5th Edition. UK:Palgrave MacMillan

Thompson, N. (2011) *Promoting Equality: Working with Diversity and Difference* 3rd Ed, Basingstoke: Palgrave Macmillan

### **Additional Reading Part One**

Baines, D. (Ed) (2011) *Doing Anti-Oppressive Practice: Social Justice Social Work*, 2nd Ed. Halifax, Nova Scotia:Fernwood 2011

Ben-Ari A. & Strier, R. (2010) Rethinking Cultural Competence: What Can We Learn from Levinas? *British Journal of Social Work* (2010) 40 (7): 2155-2167.

Dalrymple, J. and Burke, B. (2006) (2nd Ed) *Anti-oppressive practice: social care and the law*, Open University Press, Maidenhead.

Link, B. & Phelan, J. (2001) Conceptualizing Stigma. *Annual Review of Sociology* 27:363-385

Nzira, V. and Williams, P. (2009) *Anti-oppressive Practice in Health and Social Care*, SAGE, Los Angeles; London.

Oxfam (2013) *A cautionary Tale: The true cost of austerity in Europe*. Available at <https://www.oxfamireland.org/sites/default/files/upload/pdfs/austerity-inequality-europe-summary.pdf>

Oxfam (2013) *The True Cost of Austerity and Inequality – Irish Case Study*. Available at <https://www.oxfamireland.org/sites/default/files/upload/pdfs/austerity-ireland-case-study.pdf>

Power C. (2012) 'Equality', Chapter 10 in Moriarty, B. & Mooney Cotter, A.M. *Law Society of Ireland Manual: Human Rights Law*. 4th Edition, UK: Oxford University Press

Public Health Alliance Ireland (2004) *Health in Ireland – an unequal state*. Dublin: [www.publichealthallianceireland.org](http://www.publichealthallianceireland.org)

Strier, R. & Binyamin, S. (2013) Introducing Anti-Oppressive Social Work Practices in Public Services: Rhetoric to Practice, *British Journal of Social Work* (2013):1- 18 bct049v1-bct049

Wilkinson, R. and Pickett, K. (2010) *The Spirit Level: Why Equality is Better for Everyone*. London:Penquin

Wilson, W. & Beresford, P. (2000) 'Anti-oppressive practice': emancipation or appropriation? *British Journal of Social Work* 30(5)

Zappone, K., Joint Equality and Human Rights Forum., Ireland. Equality Authority. and Equality Commission for Northern Ireland. (2003) *Re-thinking identity : the challenge of diversity*, Equality Authority:Equality Commission of Northern Ireland, Dublin, Belfast.

### **Additional Reading Part Two**

#### **Anti-Oppressive Practice & Intercultural issues**

Amnesty International (Irish Section) (2000) *Racism in Ireland: the views of black and ethnic minorities*. FAQs, Dublin: Amnesty International

Barnardo's (2011) '*Separated Children in Foster Care*' seminar paper, available online [www.barnardos.ie](http://www.barnardos.ie)

BeLonGTo (2014) *Key Principles for Working with LGBT Asylum Seekers and Refugees* <http://www.belongto.org/service.aspx?contentid=8825>

Charles, K. (2009) *Separated Children Living in Ireland – a report for the Ombudsman for Children's Office*. Dublin: Ombudsman for Children's Office

Congress, E. (2004) Cultural and Ethnical Issues in Working with Culturally Diverse patients and their families: the use of the culturagram to promote cultural competent practice in health care settings. In *Social Work in Health Care* 39(3/4):249-262.

Foreman, M.,(2008) HIV and 'Direct Provision'. Learning from the Experiences of Asylum Seekers in Ireland, *Translocations: Migration and Social Change*, 4(1):51 – 69

Graham, M. (1999), 'The African-centred world view: developing a paradigm for social work', *British Journal of Social Work* 29 (3): 251-267

Gutiérrez, L., Lewis, E. A., Nagda, B., Wernick, L. and Shore, N. (2005) Multi-cultural community practice strategies and intergroup empowerment, In *The Handbook of Community Practice* (Eds, Weil, M. and Reisch, M.) Sage Publications: London

Health Service Executive (2009) *Health Services Intercultural Guide. Responding to the needs of diverse religious communities and cultures in health care settings*. Dublin:HSE

Healy, K. (2014) *Modern Critical Social Work: From Radical to Anti-Oppressive Practice, Chapter 9 in Social Work Theories in Context: Creating Frameworks for Practice*. 2nd Edition. Basingstoke:Palgrave MacMillan

Humphries, B. (2006) Supporting Asylum Seekers: Practice and Ethical Issues for Health and Welfare Professionals, *Irish Journal of Applied Social Studies*, 7(2) Asylum and Social Service Responses, Special Issue

- Humphries B. (2005) An unacceptable role for social work: implementing immigration policy, *British Journal of Social Work* 34(1)
- Irish Social Worker (1998) *Special Issue on Social Work, Refugees & Racism*. 16(2)
- Jack, G. & Gill, O. (2012) Developing cultural competence for social work with families living in poverty, *European Journal of Social Work* 1, 16(2)
- Kelleher P. & Kelleher, C. (2004) *Voices of Immigrants – the challenges of inclusion*. Dublin:Immigrant Council of Ireland. & www.immigrantcouncil.ie
- Kriz K. & Skivenes (2015) Challenges for marginalised minority parents in different welfare systems: child welfare workers' perspectives. *International Social Work* 58(1):75-87
- Lentin, R. & McVeigh, R. (Eds) (2002) *Racism and Anti-racism in Ireland*. Belfast: Beyond the Pale
- Lum, D. (2003) (2nd Ed) *Culturally Competent Practice:A framework for understanding diverse groups and justice issues*. CA:Thomson Brooks/Cole
- O'Hagan, K. (2001) *Cultural Competence in the Caring Professions*. London : J.Kingsley
- Pollock, S. (2004) Anti-oppressive Social Work Practice with Women in Prison: Discursive Reconstructions and Alternative Practice, *British Journal of Social Work*, 34(5): 693-707.
- Reichert, E. (2011) *Social Work and Human Rights – a foundation for policy and practice*. 2nd Edition. USA:Columbia University Press
- Social Care Institute for Excellence (SCIE) (2010) *Good practice in social care for refugees and asylum seekers*.  
<http://www.scie.org.uk/publications/atagance/atagance26.asp>
- Strier, R, & Binyamin, S. (2010) Developing Anti-Oppressive Services for the Poor: A Theoretical and Organisational Rationale. *British Journal of Social Work* 40 (6): 1908-1926
- Rush, M. & Keenan, M. (2014) The Social Politics of Social Work - Anti-Oppressive Social Work Dilemmas in 21st Century Welfare Regimes. *British Journal of Social Work*, 44(6):1436-1453
- Torode, R., Walsh, T. & Woods, M. (2001) *Working with refugees and asylum seekers: a social work resource book*. Dublin:Social Studies Press

### **Ageism**

- Irish Social Worker (2002) *Special Edition on social work with older people*. 20(1-2).

- Equality Authority (2004) *Implementing Equality for Older People*. Dublin : Equality Authority.
- Health Service Executive (HSE) (2012) *Policy and Procedures for Responding to Allegations of extreme self neglect*. Dublin:HSE
- Higgins, A., Sharek, D., McCann, E. et al (2011) *Visible Lives: Identifying the experiences and needs of older lesbian, gay, bisexual and transgender people in Ireland*. Dublin:Gay & Lesbian Equality Network (GLEN)
- HSE (2011) *Elder Abuse Report* Dublin:HSE
- HSE (2008) *Responding to Allegations of Elder Abuse*. Dublin:HSE
- National Disability Authority (NDA) & National Council on Ageing and Older People (2006) *Ageing and Disability: A discussion paper*. Dublin:NDA & NCAOP
- O'Loughlin, A. & Duggan, J. (1998) *Abuse, Neglect and Mistreatment of Older People: An exploratory Study*. Report 52. Dublin: NCAOP.
- National Centre for the Protection of Older People (NCPOP) (2009) *Elder Abuse and Legislation in Ireland*. Dublin:NSPOP
- NSPOP (2010) *Abuse and Neglect of Older People in Ireland: Report on the National Study of Elder Abuse and Neglect*. Dublin:NSPOP
- Pierce, M. (2008) Constructions of Ageing in Irish Social Policy in Kennedy, P. and Quin, S. (Eds) *Ageing and Social Policy in Ireland*, Dublin:UCD Press,pp5 - 19,
- Ray, M. & Phillips, J. (2012) *Social Work with Older People*. 5th Edition. UK:Palgrave Macmillan
- Thompson, N. (2012) (5th edition) 'Ageism and Alienation' pp 88-110 in *Anti-Discriminatory Practice*. Hampshire: Palgrave/BASW
- The Irish National Council on Ageing and Older People was dissolved in September 2009 but publications still available on <http://www.ncaop.ie/research.html>
- Disability**
- Abbott, S. and McConkey R. (2006) The barriers to social inclusion as perceived by people with intellectual disabilities. *Journal of Intellectual Disabilities* 10(3): 275-287
- Beaulaurier, R.L. & Taylor, S.H. (2001) Social Work Practice with people with Disabilities in the Era of Disability Rights. *Social Work in Health Care* 32(4):67-91
- Bigby, C. and Frawley, P. (2009) *Social Work Practice and Intellectual Disability: Working to support change (Practical Social Work)* Basingstoke: Palgrave Macmillan



Charlton, J. (1998) *Nothing About Us Without Us: disability oppression and empowerment*. Berkeley: University of California Press

Gannon, B. & Nolan B. (2006) *Disability and Social Exclusion in Ireland* Dublin: National Disability Authority and Equality Authority

Kim, Hyung Shik (2010) UN Disability Rights Convention and Implications for Social Work Practice. *Australian Social Work Special Issue on Disability* 63(1):103-116

Long, A. (1999) 'Sexuality & disability', *Irish Social Worker*. 17.1-2, pp. 8-10.

McConkey, R. and Ryan, D. (2001) Experiences of staff in dealing with client sexuality in services for teenagers and adults with intellectual disability. *Journal of Intellectual Disability Research* 45(1):83-87

Oliver, M. (2009) *Understanding Disability: from theory to practice*. 2nd Edition. UK:MacMillan

Pierce, M. ,(2003) *Minority Ethnic people with Disabilities in Ireland: Situation, Identity and Experience*, Dublin , Equality Authority, 2003

Quin, S. & Redmond, B. (2003) *Disability & social policy in Ireland*. Dublin:UCD  
Slevin, E., Truesdale-Kennedy, M. McConkey, R., Barr, O., Taggart, L. (2008) Community learning disability teams: developments, composition and good practice: A review of the literature. *Journal of Intellectual Disabilities*, Vol. 12, 1: pp. 59-79.

Social Workers in Disability (IASW Special Interest Group) (2007) *Guidance for Social Workers undertaking social work assessments for children (0-5) under the Assessment of Need Process Disability Act 2005*. <http://iasw.ie/index.php/special-interest-groups/sig-social-workers-in-disability/282-swid-assessment-tools>

Swain, J., French, S., Barnes, C., Thomas, C. (Eds) (2014) (3rd Edition), *Disabling Barriers – Enabling Environments*. London:Sage

Journal of Social Work in Disability and Rehabilitation. Available on line at <http://www.informaworld.com/smpp/title~content=t792306971~db=all>

Trevillion S (2007) Critical Commentary: 'Health, disability and social work: new directions in social work research', *British Journal of Social Work*. 37:937-946

## **HIV/AIDS**

Aronstein, D. & Thompson, B. (Eds) (1998) *HIV and Social Work*. NY:Harrington Park

Bor, R. & Elford, J. (1998) *The Family & HIV Today: recent research & practice*. Cassell

Bor R., Miller R. & Goldman E. (1992) *Theory & Practice of HIV Counselling*. Cassell

Cree, V.E., Kay, H., Tisdall, K., Wallace, J. (2006), 'Listening to Children and Young People Affected by Parental HIV: Findings from a Scottish Study', *AIDS Care*, 18 (1):73-76.

Foreman, M. & Ni Rathaille, N. (2015) Not just another long term chronic illness – Social work and HIV in Ireland. *Practice: Social Work in Action*. Accepted for publication

Foreman M. and Hawthorne, H. (2007) Learning from the Experiences of Ethnic Minorities Accessing HIV Services in Ireland, *British Journal of Social Work*, 37:1153 – 1172

Gay & Lesbian Equality Network & Nexus Research Cooperative (1996) *HIV prevention strategies and the gay community*. Dublin: GLEN & Nexus  
<http://www.iol.ie/nexus/hv.htm>

Hoffman, M.A. (1996) *Counselling clients with HIV disease: assessment, intervention and prevention*. NY: Guilford Press

Mitchell C. & Linsk N. (2004) 'A multidimensional conceptual framework for understanding HIV as a chronic long-term illness'. *Social Work* 49:3, pp. 469-477

Poindexter, C. (2010) *Handbook of HIV and Social Work: Principles, Practice, and Populations*. UK:Wiley

Reidpath, D. Chan, K., Gifford, S. & Allotey, P. (2005) 'He hath the French pox': stigma, social value and social exclusion. *Sociology of Health and Illness* 27(4):468-489

Stimson, G., Des Jarlais, D. & Ball, A. (1998) *Drug Injecting and HIV infection: global dimensions and local responses*. London: UCL Press

AIDS Care – quarterly journal on psychological & socio-medical aspects of HIV/AIDS  
and Journal of HIV/AIDS and Social Services – both ejournals in library

### **Sectarianism**

Campbell J. (2007) Social Work, Political Social Work, Political Violence and Historical Change: Reflections from Northern Ireland. *Social Work & Society*, 5  
<http://www.socwork.net/2007/festschrift/arsw/campbell>

Heenan D. & Birrell D. (2011) *Social Work in Northern Ireland – Conflict and Change*. Policy Press:Bristol University

Smyth, M. & Campbell, J. (1996) Social work, sectarianism & anti-sectarian practice in Northern Ireland. *British Journal of Social Work* 26:77-92

Traynor, C. (1998) Social Work in a sectarian society. In CCETSW *Social Work and Social Change in N. Ireland: issues for contemporary practice*. Belfast: CCETSW

Rolston, B. & Shannon, M. (2002) *Encounters: How Racism Came to Ireland*. Belfast: Beyond the Pale

### **Sexual Orientation**

BeLonGTo (2013) *LGBT Youth & Social Inclusion Conference presentations* 17th June 2013 on youtube <http://www.youtube.com/watch?v=vv7y1eTsfUg>.

Elliott, I. (2010) *Voices of Children - Report on initial research with children of LGBT parents*. Ireland:Marriage Equality

Equality Authority (2003) *Implementing Equality for Lesbians, Gays & Bisexuals*. Dublin: Equality Authority.

Fish, J. (2012) *Social work and lesbian, gay, bisexual and trans people: Making a difference*. Bristol:Policy Press

Garnets, L. & Kimmel, D. (eds) (2003) (2nd ed) *Psychological perspectives on lesbian, gay and bisexual experiences*. New York: Columbia University Press

Gay HIV Strategies & NAHB (2004) *Strategies to promote the mental health of lesbians and gay men*. Dublin.

Gay Men's Health Project / EHB (1996) *Men and Prostitution*. Dublin: EHB.

Health Service Executive (2009) *LGBT Health: Towards meeting the health care needs of Lesbian, Gay, Bisexual and Transgender People* Dublin:HSE

Higgins, A., Sharet, D., McCann, E et al. (2011) *Visible Lives – identifying the experiences and needs of older lesbian, gay bisexual and transgender people in Ireland*. Dublin:GLEN

Mallon, G. (2009, 2nd Ed) *Social Work Practice with Transgender and Gender Variant Youth* Oxon:Routledge

Mallon, G. (2004) *Gay Men Choosing Parenthood*. NY: Columbia University Press

McNeil, J., Bailey, L., Ellis, S. & Regan, M. (2014) *Speaking from the Margins: Trans Mental Health and Wellbeing in Ireland*. Dublin:TENI

Pillinger, J. & Fagan, P. (2013) *LGBT Parents in Ireland - A study into the experiences of Lesbian, Gay, Bisexual and Transgender People in Ireland who are parents or who are planning parenthood*. Ireland:LGBT Diversity

### **Travellers and Roma**

Allen D. and Adams, P. (2013) *Social work with Gypsy, Roma and traveller Children: Good Practice Guide*. UK:British Adoption and Fostering Agency (BAAF)

Allen, M. (2012) Domestic Violence within the Irish Travelling Community: the challenge for social work. *British Journal of Social Work*, 42 (5): 870-886

All Ireland Traveller Health Study Team (2010) *All Ireland Traveller Health Study - Our Geels*. Dublin: School of Public Health, Physiotherapy and Population Science, University College Dublin

Cemlyn, S., Greenfields, M., Burnett, S., Matthews Z. & Whitwell, C. (2009) *Inequalities experienced by Gypsy and Traveller communities: A Review*. Research Report 12 for Equality and Human Rights Commission UK [http://www.gypsy-traveller.org/wp-content/uploads/inequalities\\_ehrc\\_2009.pdf](http://www.gypsy-traveller.org/wp-content/uploads/inequalities_ehrc_2009.pdf)

Dept of Health & Children (2002) *National Traveller Health Strategy 2002-2005*. Dublin: Stationery Office.

Equality Authority (2006) *Traveller Ethnicity*, Dublin:Equality Authority

Eurodiaconia (2010) Policy Paper: Social rights for Roma [http://www.eurodiaconia.org/files/Eurodiaconia\\_policy\\_papers\\_and\\_briefings/POV\\_24\\_10\\_Policy\\_paper\\_Social\\_Rights\\_for\\_Roma.pdf](http://www.eurodiaconia.org/files/Eurodiaconia_policy_papers_and_briefings/POV_24_10_Policy_paper_Social_Rights_for_Roma.pdf)

Fay, R. (2001) Health and Racism: A Traveller Perspective pp. 99-114 in Farrell F & Watt, P. (Eds) (2001) *Responding to Racism in Ireland*. Dublin:

Irish Social Worker (1996) *Special Issue on Travellers*. 14. 2

McDonagh, R. (2002) 'The web of self-identity: racism, sexism & disablism', pp129-135 in Lentin, R. & McVeigh, R. (Eds) *Racism & Anti-racism in Ireland*. Belfast:Beyond Pale

Murphy, F. & McDonagh, C. (2000) *Travellers: citizens of Ireland: our challenge to an intercultural Irish society in the 21st century*. Dublin: Parish of the Travelling People

NASC (Irish Immigrant Support Centre) (2013) *'In from the Margins – Roma in Ireland: Addressing the Structural Discrimination of the Roma Community in Ireland*.

Ni Shuinear, S. (2002) 'Othering the Irish (Travellers)' 177-192 in Lentin R. & McVeigh R. (2002) *Racism and Anti-racism in Ireland*. Belfast: Beyond the Pale

O'Connell, J. (2002) 'Travellers in Ireland: an examination of discrimination and racism' pp 49-62 in Lentin, R. & McVeigh, R. (2002) op.cit

Useful websites: Roma - <https://romamatrix.eu/>; Pavee Point Traveller & Roma Centre – [www.paveepoint.ie](http://www.paveepoint.ie)

## **SS7014: Social Work Practice: (30 ECTS)**

### **3.1 Preparing for Practice-A Reflective Practice Approach.**

**Assistant Professor Patrick O'Dea**

#### **Overview**

This module resources students in planning for and undertaking the practice-based learning components of the MSW programme. Key concepts and processes of 'Reflective Learning and Practice' are introduced as an approach to achieve optimal learning from social work practice placements. The concepts introduced will be further integrated through the Reflective Practice and Use of Self in Social Work module.

#### **Module Content**

##### **Introduction to Reflective Learning**

Session 1: This session introduces the practice learning component of the MSW programme in accordance with the the CORU/SWRB Criteria and Standards of Proficiency for Social Work Education and Training Programmes. Information is provided on placement planning and allocation processes.

A reflective learning approach to placement is introduced whereby students' experiences and views of learning from practice in contrast to more traditional classroom-based learning are explored. Learning Styles and their implications for practice learning are considered.

Session 2: A range of Reflective Learning tools are introduced in this session including Process Recording, Learning Logs, Critical Incidents, Reflective Journals and Direct Observation.

Session 3: This session focuses on Supervision as the structured opportunity for teaching and reflective learning each week during placement. A number of models of supervision are reviewed including a reflective practice model and a developmental model.

## **Planning for Placement**

Session 4 : An overview of social work sectors is presented drawing on research data. A range of possible placement opportunities are profiled by a panel of practice teachers from a range of social work settings including child & family, health-related, community/voluntary, probation & disability sectors. The presentation is followed by a Questions and Answers session with the panel.

Session 5 & 6: Individual student placement consultations.

## **Practice-based Learning, Assessment & Evaluation**

Session 7: This session outlines the role of the tutor. Student 'learning needs statements' are introduced and students are encouraged to develop personal learning needs statements incorporating the six CORU/SWRB domains of proficiency, with support from their individual tutor. The Placement Learning Agreement is presented and integration of learning goals and placement based learning opportunities is discussed.

Session 8: This session focuses on processes of evaluation and assessment by the practice teacher. The student's representation of learning through the placement project is addressed.

Session 9 &10 These pre-placement sessions presented jointly with Practice Teachers consider theories, skills and ethical practice that are pertinent to students' allocated placements. Barriers to constructive learning and practice are considered and approaches in learning from practice experience are reviewed.

## **Learning Outcomes**

On completion of this module students will have fully engaged in the placement planning process and have identified their practice learning needs and goals informed by the CORU/SWRB Criteria and Standards of Proficiency for Social Work Education and Training Programmes. They will have developed reflective learning and practice skills and will have become familiar with the use of reflective teaching and learning tools, supports and processes to optimize learning from and in their social work practice placement and social work practice more generally.

## **Teaching and Learning Methods**

Presentations, panel discussion with practitioners, reflective exercises, case studies, individual reflective journals and group process.

## **Assessment**

Practice Project

## **Essential Reading**

Doel, M. (2009) *Social Work Placements A traveller's guide*. London: Routledge

Healy, K. (2005) *Social Work Theories in Context, Creating Frameworks for Practice*. Basingstoke: Palgrave Macmillan.

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

## **Further Reading**

### **Placements – An Overview**

Cleak H., and Wilson, J., (2007) *Making the Most of Field Placement*. Australia: Cengage Learning.

Lomax, R., Jones, K., Leigh, S. and Gay, C. (2010) *Surviving Your Social Work Placement*. Basingstoke: Palgrave.

### **Learning in Practice**

Collingwood, P. (2005) Integrating Theory and practice: the three stage theory framework, in *Practice* Vol. 6 No. 1 pp6-23

Doel, M. & Shardlow, S.M. (2005) *Modern Social Work Practice: teaching and learning in practice settings*. Aldershot: Ashgate

Green Lister, P. (2012) *Integrating Social Work Theory and Practice, A practical skills guide*. London: Routledge

Trevithick P., (2000) *Social Work Skills: A Practice Handbook*. Open University Press, Buckingham: Philadelphia

Watson D., & West J.,(2006) *Social work process and practice : approaches, knowledge and skills*. Palgrave Macmillan: Basingstoke

Wilson G., O'Connor E., Walsh T., Kirby M., (2009) Reflections on practice learning in Northern Ireland and the Republic of Ireland: Lessons from student experiences., *Social Work Education*, 28, (6), 2009, p631 - 645

### **Reflective Learning and Practice**

Bassot, B. (2013) *The Reflective Journal*. Basingstoke: Palgrave Macmillian

- Fook, J. and Gardner, F. (2013) *Critical Reflection in Context: Applications in Health and Social Care*. London and New York: Routledge
- Fook, J., & Gardner, F. (2007). *Practising Critical Reflection: A Resource Handbook: A Handbook*. McGraw-Hill International.
- Gardner, F. (2014) *Being Critically Reflective*. Basingstoke: Palgrave Macmillan
- Gould, N. & Taylor, I. (Eds) (1996) *Reflective Learning for Social Work*. Aldershot: Arena.
- Gowdy, E. A. (1994). 'From technical rationality to participating consciousness', *Social Work*, 39(4), pp 362-370.
- Ingram, R., Fenton, J., Hodson, A., & Jindal-Snape D. (2014) *Reflective Social Work Practice*. Basingstoke: Palgrave
- Ixer, G. (1999) 'There's no such thing as reflection', *British Journal of Social Work*, 29: 513-527.
- Jasper, M. (2013) *Beginning Reflective Practice* (2nd ed.) Hampshire: Centage Learning
- Knott, C. and Scragg (eds) (2007) *Reflective Practice in Social Work*. Exeter: Learning Matters
- Kolb, D. A. (1984) *Experiential Learning as the Source of Learning and Development*. NJ: Prentice Hall.
- Moon, J. A. (2006). *Learning journals : A handbook for reflective practice and professional development* . London: Routledge
- Payne, M. (1998) 'Social work theories and reflective practice', in: R. Adams, L. Dominelli, & M. Payne, (Eds.) *Social Work: Themes, Issues & Critical Debates*. London: Macmillan.
- Ruch, G. (2000) 'Self in social work: towards an integrated model of learning' *Journal of Social Work Practice*, 14(2), pp 99-112.
- Ruch, G. (2002) 'From triangle to spiral: reflective practice in social work education, practice and research.' *Social Work Education* 21(2):199-216.
- Ruch, G. (2005) 'Relationship-based practice and reflective practice: holistic approaches to contemporary child care social work', *Child and Family Social Work*. 10(2): 111-123.
- Schon, D.A. (1983) *The Reflective Practitioner* . London: Taylor Smith.
- Thompson, N., & Pascal, J. (2012). *Developing critically reflective practice*. *Reflective practice*, 13(2), 311-325.
- Quinn, F.M. (2000) 'Reflection and Reflective Practice', in C.Davies, L. Finlay and A.Bullman (eds) *Changing Practice in Health and Social Care*, London : Sage.



## **Supervision**

Davys A & Beddoe L (2010) *Best Practice in Supervision A guide for the Helping Professions* London: Jessica Kingsley

Hawkins, P. & Shohet, R. (2007) *Supervision in the Helping Professions: an individual, group and organisational approach*. OUP, McGraw-Hill Education, Maidenhead: Berkshire

Morrison, T. (2001) *Staff supervision in social care : making a real difference for staff and service users* London: Pavilion

## **Practice Contexts**

Alston, M & McKinnon J. (Eds) (2005) Second Edition, '*Social Work, Fields of Practice*'. Oxford : University Press.

Horner N., (2003) *What is Social Work? Context and Perspectives*. Exeter: Learning Matters.

Kearney N. & Skehill C. (Eds) (2005) *Social Work in Ireland, Historical Perspectives*. Dublin: IPA

Thompson, N. (2000) *Understanding Social Work: Preparing For Practice*. London: Palgrave

## **Perspectives on Practice**

Fook, J. (2000) Deconstructing and Reconstructing Professional Expertise in B. Fawcett, B. Featherstone, J. Fook and A Rossiter (Eds) *Practice and research in social work: postmodern feminist perspectives*. London: Routledge

Howe, D (1996) Surface and depth in social work practice in N Parton (Ed) *Social Theory, Social Work and Social Change*. London: Routledge

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

Wilson, K., Ruch, G., Lymbery, M. & Cooper, A (2008) *Social Work : An Introduction to Contemporary Practice*. London : Pearson

## **SS7017 Social Policy, Critical Theory and Social Work Research (10 ECTS)**

### **4.1 Contemporary Discourses in Society**

**Dr Stan Houston**

#### **Module Aims and Content**

In this module, students will be introduced to historical and contemporary social discourses shaping social work. Through a combination of lectures, directed reading and class-based discussion, students will consider the relevance of these ideas and perspectives and their application to social work practice.

The aims of the module are to enable students to:

- develop an understanding, through critical reflexivity, of how personal and social characteristics influence professional frameworks, in order to practice in an ethical manner.
- examine the historical influence of changes in modernity over time on social justice movements such as feminism, anti-racism and radicalism and how they affected the development of social work.
- identify and describe contemporary critical perspectives in social work, including anti-oppressive practice, and their uses as frames of reference and analysis for social work interventions.
- develop an understanding of how critical social theory can shape social work knowledge, practice, research and evidence.
- explore the societal, organizational and ethical parameters of practice.
- understand the historical impact of neo-liberalism on social work and service users.

#### **Learning Outcomes**

After attending all lectures and successfully completing the relevant assignment, a student will be able to:

- Describe the historical antecedents of at least two current critical perspectives.
- Describe the main features of at least one critical perspective relating this both to named social theorists and reviewing its specific relevance to social work practice.

- Assess and critically evaluate one critical perspective in relation to both its benefits and disadvantages for practice
- Identify how context, role and mandate impact on practice within different societal and organizational settings.

### **CORU Requirements**

The module addresses the following CORU requirements:

- 1.1 Practice within legal and ethical boundaries (lectures 4,5, 6, 7, 8, 9, 10)
- 1.2 Practice in an anti-discriminatory way (lectures 2, 3, 4, 6, 7, 8, 9, 10)
- 1.6 Be able to practice as an autonomous professional, exercising their own professional judgement (lectures 3, 4)
- 2.1 Work in partnership with service users (lectures 3, 4, 9)
- 3.2 Understand the need for effective communication throughout the care of the service user (lecture 6)
- 4.1 Understand the role of reflective practice (lectures 3, 4)
- 5.4 Draw on appropriate knowledge and skills in order to make professional judgements (all lectures)
- 5.6 Use safe work practices at all times (lectures 3, 4, 6, 8, 9)
- 6.1 Know and understand the essential knowledge areas relevant to social work (all lectures)
- 6.2 Have knowledge of how professional principles are expressed and translated into action (lectures 6, 8)
- 6.3 Be able to understand, explain and apply generic skills and methods appropriate to delivering a range of social work interventions (all lectures)

### **Assessment**

Students will be required to participate in class discussion and read selected articles, followed by the completion of a written assignment (range 3,000-3,500 words) to be submitted in Dec 2017. Full guidance on the assignment will be given in class.

### **General Reading** (\*\*Essential reading)

Giddens, A. & Sutton, P. (2014) *Essential Concepts in Sociology*. Cambridge: Polity Press.

\*\*Garrett, P.M. (2014) *Social Work and Social Theory: Making Connections*. Bristol: Policy Press.

\*\*Payne, M (2014) *Modern Social Work Theory*. (4<sup>th</sup> ed.). London: Macmillan.

\*\*Gray, M. & Webb, S. (2013) *Social Work Theories and Methods* (2<sup>nd</sup> ed.). London: Sage.

\*\*Elliott, A. (2009) *Contemporary Social Theory: An Introduction*. London: Routledge.

Walsh, T. (2010) *The Solution Focused Helper: Ethics and Practice in Health and Social Care*. Basingstoke: Open University Press/McGraw Hill.

Witkin, S. (2011) (ed.) *Social Construction and Social Work*. New York: Columbia University Press.

### **Recommended Journals**

*British Journal of Social Work*

*Journal of Social Work*

*Critical and Radical Social Work*

*Social Work and Society*

### **Lecture Sequence and Recommended Reading**

*Lecture 1: Introduction to Module*

Recommended reading will be given out during the lecture.

*Lecture 2: Considering the Impact of Historical Modernity on Social Work*

\*\*Whittington, C. (2013) *Contrasting Philosophies and Theories of Society in Social Work: Paradigms Revisited*. Greenwich Working Paper.

\*\*Turbett, C. (2014) *Doing Radical Social Work*. Basingstoke: Palgrave Macmillan.

\*\*Fook, J. (2002) *Social Work: Critical Theory and Practice*. London: Sage.

Stepney, P. (2006) Mission Impossible? Critical Practice in Social Work. *British Journal of Social Work*, 1289-1307.

Keating, F. (2000) Anti-Racist Perspectives: What are The Gains for Social Work? *Social Work Education*, 19, 77-87.

Howe, D. (1994) Modernity, Post-Modernity and Social Work. *British Journal of Social Work*, 24, 513-532.

*Lecture 3: Considering Contemporary Perspectives on Modernity and their Implications for Social Work*

\*\*Ferguson, H. (2001) Social Work, Individualization and Life-Politics. *British Journal of Social Work*, 31, 41-55.

Hall, S. (2011) *The Neoliberal Revolution*. *Cultural Studies*, 25 (6), 705-728.

Jordan, B. & Drakeford, M. (2012) *Social Work and Social Policy under Austerity*. Basingstoke: Palgrave Macmillan.

Christie, A., Featherstone, B., Quinn, S and Walsh, T (eds) *Social Work in Ireland: Changes and Continuities*. Basingstoke: Palgrave/Macmillan.

Adams, R., Dominelli, L. & Payne, M. (2005) *Social Work Futures: Crossing Boundaries, Transforming Practice*. (See Chapter 1: Transformational Social Work). Basingstoke: Palgrave.

\*\*Chambon, A. & Irving, A. (eds.) (1994) *Essays on Postmodernism and Social Work*. Toronto: Canadian Scholars Press.

Healy, K. (2005) *Social Work Theories in Context*. (See Chapter 10: Postmodern Approaches in Practice). Crows Nest, NSW: Allen & Unwin.

\*\*Garrett, P.M. (2014) *Social Work and Social Theory: Making Connections*. Bristol: Policy Press.

*Lecture 4: Reviewing the Impact of Modernity on Self and Social Work Practice – Towards a Model of Reflexivity*

\*\*Houston, S. (2015) *Reflective Practice: A Model for Supervision and Practice in Social Work*. Belfast: Northern Ireland Social Care Council.

\*\*Sakamoto, I. & Pitner, R.O. (2005) Use of Critical Consciousness in Anti-Oppressive Social Work Practice: Disentangling Power Dynamics at Personal & Structural Levels. *British Journal of Social Work*, 35, 435 – 452.

\*\* Fook, J. & Askeland, G. (2007) Challenges of Critical Reflection: Nothing Ventured, Nothing Gained. *Social Work Education*, 26, 520 – 533.

Tew, T. (2006) Understanding Power and Powerlessness. *Journal of Social Work*, 6, 33-51.

Millar, M. (2008) Anti-Oppressive Practice: Critical Comments on a Discourse and its Context. *British Journal of Social Work*, 38, 362-375.

*Lecture 5: Applying the Reflexive Model to Self*

See reading for Lecture 4.

*Lecture 6: Modernity's Key Thinker's - Habermas' Social Theory and Social Work*

\*\*Houston, S. (2013) Jürgen Habermas, in Gray, M. & Webb, S. (eds.) *Social Work Theories and Methods*. London: Sage.

\*\*Blaug, R. (1995) Distortion of the Face-to-Face: Communicative Reason and Social Work Practice. *British Journal of Social Work*, 25, 423-439.

Houston, S. (2003) Moral Consciousness and Decision-Making in Child and Family Social Work. *Adoption and Fostering*, 27, 61-70.

Garrett, P.M. (2014) *Social Work and Social Theory: Making Connections*. Bristol: Policy Press.

*Lecture 7: Modernity's Key (Feminist) Thinkers - Judith Butler, Carol Gilligan and Social Work*

Featherstone, B. & Green, L. (2013) Judith Butler, in Gray, M. & Webb, S. (eds.) *Social Work Theories and Methods*. London: Sage.

\*\*Holland, S. (2009) Looked After Children and the Ethic of Care. *British Journal of Social Work*, 1 – 17.

\*\* Goldberg, M. (2014) What is a Woman? The Dispute between Radical Feminism and Transgenderism. *The New Yorker*, August, 24-28.

Scourfield, J. (2002) Reflections on Gender, Knowledge and Values in Social Work, *British Journal of Social Work*, 32, 1-15.

Christie, A. (2006) Negotiating the Uncomfortable Intersections Between Gender and Professional Identities in Social Work. *Critical Social Policy*, 26, 390-411.

Featherstone, B., Rivett, M. & Scourfield, J. (eds.) (2007) *Working with Men in Health and Social Care*. London: Sage.

Orme, J. (2013) Feminist Social Work, in Gray, M. & Webb, S. (eds.) *Social Work Theories and Methods* (2<sup>nd</sup> ed.). London: Sage.

*Lecture 8: Modernity's Key Thinkers - Foucault and Social Work*

\*\*Chambon, A., Irving, A. & Epstein, L. (eds.) (1999) *Reading Foucault for Social Work*. New York: Columbia University Press.

\*\*Powell, J. (2013) Michel Foucault, in Gray, M. & Webb, S. (eds.) *Social Work Theories and Methods* (2<sup>nd</sup> ed.). London: Sage.

Curran, T. (2010) Social Work and Disabled Children's Childhoods: A Foucauldian Framework for Practice Transformation. *British Journal of Social Work*, 40, 806-825.

\*\*Gregory, M. & Holloway, M. (2005) Language and the Shaping of Social Work. *British Journal of Social Work*, 35, 37 – 53.

\*\*Iversen, R., Gergen, K. & Fairbanks, R. (2005) Assessment and Social Construction: Conflict or Co-Creation? *British Journal of Social Work*, 35, 689 – 708.

Parton, N. & O'Byrne, P. (2000) *Constructive Social Work*. Basingstoke: Macmillan.

\*\*Walsh, T. (2010) *The Solution-Focused Helper: Ethics and Practice in Health and Social Care*. Maidenhead: McGraw-Hill/Open University Press.

#### *Lecture 9: Modernity's Key Thinkers - Honneth's Theory of Recognition and Social Work*

Houston, S. & Dolan, P. (2008) Conceptualising Family Support: Honneth's Theory of Recognition. *Children & Society*, 22, 458-469.

Houston, S. (2016) Empowering the Shamed Self: Recognition and Critical Social Work. *Journal of Social Work*, 16, 3-24.

#### *Lecture 10: Modernity's Key Thinkers - Bourdieu and Social Work*

\*\*Houston, S. (2002) Reflecting on Habitus, Field and Capital: Towards a Culturally-Sensitive Social Work. *Journal of Social Work*, 2, 149-167.

\*\*Garrett, P.M. (2013) Pierre Bourdieu, in Gray, M. & Webb, S. (eds.) *Social Work Theories and Methods* (2<sup>nd</sup> ed.). London: Sage.

\*\*Houston, S. (2015) Towards a Critical Ecology of Child Development in Social Work: Aligning the Theories of Bronfenbrenner and Bourdieu. *Journal of Social Work* (advance access).

## **4.2 Understanding Social Policy For Social Work Practice**

### **Module Overview**

This module sets out to provide students with an understanding of how social policy principles and measures operate as key contexts within which social work practitioners operate. Through a combination of lectures and seminars, students will be given an overview of the policy context governing key substantive issues such as income maintenance and support; housing and homelessness; probation; child welfare; and reproductive health. The focus of the module will be to provide students with an understanding of the rationale (social, demographic, political and economic) for government intervention in key social arenas, how social policy impacts on individuals, groups and communities and how service delivery is shaped. Students will gain an appreciation of the political processes shaping how policy is formed including the role of evidence in shaping policy within Ireland.

This module addresses CORU Domain 6.

Learning Outcomes:

- Students will gain understanding of the rationale for government intervention in the five substantive areas addressed in the module and how this impacts at the level of individuals, groups, and communities social workers serve.
- On completion of the module students will be able to apply social policy analysis in the service delivery context within which they work taking into account how politics and the process of public administration shape service delivery in Ireland.

Assessment is by essay. Titles will be discussed in class.

## **4.3 Introduction to Social Work Research and Evaluation**

**Eavan Brady // [bradye3@tcd.ie](mailto:bradye3@tcd.ie)**

### **Module Overview**

This module will be delivered using a blended learning approach. Students will be provided with online content in the form of an online lecture and applied exercises to complete on a weekly basis and will have an in-person tutorial once a week during Michaelmas Term.

During this module students will be introduced to the theory, knowledge, and skills of social research. This module provides an introduction to the planning,



design, and implementation of research projects. In so doing, it aims to equip students with knowledge of what each stage of research consists of and will support students in developing skills to undertake their own research projects. Students will produce a final report of their research project, in the form of a Masters dissertation, which will document each stage of the research project and interweave findings with the established evidence base. This module contains 10 sessions:

- Session #1: What is social research?
- Session #2: Key concepts in social research
- Session #3: Developing your research topic and research questions
- Session #4: Ethical research
- Session #5: Reviewing the literature
- Session #6: Qualitative data collection
- Session #7: Quantitative data collection
- Session #8: Documents as data
- Session #9: Qualitative data analysis
- Session #10: Writing-up & dissemination

Students will also attend a number of skills workshops in May 2018 in order to refine their research proposal and fieldwork design in preparation for fieldwork. Workshops will provide students with further content on conducting a literature review, ethics in research, using focus groups, and data analysis.

The module is a prerequisite for students to undertake a minor research dissertation of between 15,000-17,000 words, which is undertaken and submitted in Year Two as a requirement of the Masters in Social Work. All dissertations will require the approval of the School Research Ethics Committee. Students may carry out primary research, draw on existing data sets/documents/policy for analysis, or carry out a critical literature review. Students will be required to present their work in a Research Colloquium at the end of Year Two.

Overall, this module seeks to enhance students' confidence as practitioner-researchers and encourage individuals to explore further opportunities in practice-based research, programme evaluation, and/or postgraduate research.

### **Module Content**

The main themes of this module include:

- Linking social work research to theory generation and evidence-informed practice
- Exploring different research methods and designs appropriate for practitioner-research
- Strategies for collecting data
- Analysing, writing-up, and disseminating research findings

## **Outcomes**

On successful completion of the module, students will be able to:

- Undertake a critical appraisal of social research and evidence
- Explain the key concepts of the research process
- Demonstrate knowledge of a variety of data collection methods including interviewing and surveys
- Appraise the suitability of employing different methodologies and data collection methods dependent on research needs
- Develop a viable research proposal based on existing research literature
- Apply fieldwork skills so as to undertake a small-scale research project
- Undertake a literature review
- Carry out an analysis of data gathered for a small-scale research project
- Write-up the process, findings, and conclusions of this research project in the form of a Masters dissertation

## **Teaching and Learning Methods**

- Online lectures and exercises
- In-person tutorials
- Workshops

## **CORU Domains of Proficiency**

This course will address the following domains:

2.1) Work in partnership with service users and their relatives/supporters, groups and communities and other professionals (lecture 11)

4.1) Understand the role of reflective practice in relation to personal and professional development (all lectures)

5.3) Use research, reasoning and problem-solving skills to determine appropriate action (All lectures)

5.8) Monitor and review the ongoing effectiveness of planned activity and modify it accordingly (all lectures)

5.9) Be able to evaluate, audit, and review practice (lecture 11)

6.1) Know and understand the essential knowledge areas relevant to social work (all lectures)

## **Assessment**

1. Concept Paper: Due Monday 4<sup>th</sup> December 2017

(Graded: 10% of total marks. Word Count 1,200 minimum - 1,500 maximum).

- This brief paper is the first stage of a research proposal
- Students will be required to identify a social problem or issue and a research question that is amenable to conducting research

## 2. Research Proposal: Due Monday 4<sup>th</sup> June 2018

(Graded: 90% of total marks. Word Count 2,500 minimum - 3,000 words maximum).

- A formal research proposal using a prescribed format will further build on the research question and outline the research methodology and design required for its investigation

### **Reassessment**

1. Students who fail the concept paper will be required to resubmit a newly completed concept paper
2. Students who fail the research proposal will be required to resubmit a newly completed research proposal

### **Core reading materials:**

- Bryman, A. (2008). *Social Research Methods*. Oxford: Oxford University Press.
- Carey, M. (2013). *The Social Work Dissertation: Using Small-scale Qualitative Methodology*. Berkshire: Open University Press. (Available as E-book)
- Gray, D. E. (2014). *Doing Research in the Real World*. London: Sage Publications. (Available as E-book)
- Whittaker, A. (2012). *Research Skills for Social Work*. London: Sage Publications. (Available as E-book)

### **Recommended reading materials:**

- Alston, M., & Bowles, W. (2003). *Research for Social Workers: An Introduction to Methods*. London: Routledge.
- Campbell, A., Taylor, B. J., & McGlade, A. (2016). *Research Design in Social Work: Qualitative and Quantitative Methods*. London: Learning Matters. (Available as E-book only)
- Hardwick, L., & Worsley, A. (2010). *Doing Social Work Research*. London: Sage Publications. (Available as E-book)
- Robson, C. (2016). *Real World Research: A Resource for Social Scientists and Practitioner-researchers* (4th Edition). Oxford: Blackwell Publishers Ltd. (Earlier editions also fine)
- Taylor, B. J., Killick, C., & McGlade, A. (2015). *Understanding and Using Research in Social Work*. London: Learning Matters.

- Thomas, G. (2013). *How to do your Research Project: A Guide for Students in Education and Applied Social Sciences*. London: Sage Publications. (Available as E-book)

**Relevant Websites:**

- Research in Practice: [www.rip.org.uk](http://www.rip.org.uk)
- Practice and Research Together: [www.partcanada.org](http://www.partcanada.org)
- Ontario Centre of Excellence for Child and Youth Mental Health: [www.excellenceforchildandyouth.ca](http://www.excellenceforchildandyouth.ca)
- Campbell Collaboration: [www.campbellcollaboration.org](http://www.campbellcollaboration.org)
- Cochrane Collaboration: [www.cochrane.org](http://www.cochrane.org)
- HRB National Drugs Library: [www.drugsandalcohol.ie](http://www.drugsandalcohol.ie)
- Evidence in Health and Social Care (NHS): [www.evidence.nhs.uk](http://www.evidence.nhs.uk)
- Centre for Research on Families and Relationships: [www.cfr.ac.uk](http://www.cfr.ac.uk)

**Selected Relevant Journals (all available as E-Journals via the Trinity College Library):**

- British Journal of Social Work
- Child & Family Social Work
- Child & Youth Services Review
- Child Abuse & Neglect
- Clinical Social Work Journal
- International Journal of Social Research Methodology
- Journal of Evidence-Informed Social Work
- Journal of Social Service Research
- journal of Social Work Practice
- Qualitative Social Work
- Research on Social Work Practice
- Social Work Research

**Additional readings and references will be given for each session and posted on Blackboard.**

## MSW: Year Two 2017/2018

<b>Course Dates 2017/18</b>	
Teaching Weeks	11 September – 3 November 2017
Reading Week	6 November – 10 November 2017
Teaching Weeks	13 November – 8 December 2017
Dissertation preparation	11 December – 15 December 2017
Christmas Vacation	18 December – 5 January 2018
Dissertation Completion	8 January – 19 January 2018
Preparation for Placement Week	22 Jan – 26 January 2018
Reading Week	29 January – 2 February 2018
Placement	5 February – 11 May 2018
Placement Call-In Day	5 March 2018
Teaching Weeks	16 May – 23 May 2018

### Year Two Programme Requirements

**(75 ECTS – MSW; 60 ECTS – Postgraduate Diploma in Social Work)**

#### **1. SS8012 Social Work in Diverse Settings A & B (10 credits)**

##### *Social Work in Diverse Settings (A)(5 Credits)*

- 1.1) Families and Children: Practicing in a Child Welfare Context (18 hours)
- 1.2) Social Work and Gender-based Domestic Violence (12 hours)
- 1.3) Criminology, Probation and Social Work (18 hours)
- 1.4) Applied Law (6 hours)

##### *Social Work in Diverse Settings (B)(5 Credits)*

- 1.5) Mental Health (16 hours)
- 1.6) Addictions (8 hours)
- 1.7) Youth Mental Health (9 hours)
- 1.8) Health Related Social Work (24 hours)

- 1.9) Ageing (9 hours)
- 1.10) Disability (9 hours)

**2. SS8013 Social Work Practice and Perspectives (35 credits)**

- 2.1) Placement
- 2.2) Systemic and Social Constructionist Approaches with Children and Families (30 hours)
- 2.3) Reflective Practice & Use of Self (12 hours)
- 2.4) Special Seminars (12 hours)
- 2.5) Working in Human Service Organisations (8 hours plus online)
- 2.6) Social Work in a Global Context (9 hours)

**3. SS8014 Social Work Research (30 credits) (MSW Assignment)**

Dissertation preparation under supervision of allocated supervisor.  
 Research classes (6 hours)

or

**4. SS8015 Personal Framework for 15 credits) (PGDip Assignment)**

Personal Framework for Practice preparation under supervision of allocated supervisor Year Two Assessment

**Year Two Assessment**

**1. SS8012 Social Work in Diverse Settings A & B (10 credits)**

**Social Work In Diverse Settings A**

Practicing in Child Welfare	Child Care Project (25%)
Social Work and Gender based Domestic Violence	Full Attendance & Class participation
Criminology, Probation and Social Work	Assignment (25%)
Applied Law	Full attendance & Class Participation

**Social Work In Diverse Settings B**

Mental Health	Mental Health Project (25%)
Addictions	Full attendance & Class Participation
Youth Mental Health	Full attendance & Class Participation
Health Related Social Work	Assignment (25%)
Ageing	Full attendance & Class Participation
Disability	Full Attendance and Class Participation

**2. SS8013 Social Work Practice & Perspectives (35 credits)**

Placement Plus Placement Report	Pass or Fail on Placement Performance
---------------------------------	---------------------------------------

Systemic and Social Constructionist Approaches with Children and Families	Performance on Placement and Application of Theory in Practice represented in the Placement Project(100%)
Reflective Practice & Use of Self	Full attendance and class participation
Special Seminars	Full attendance and class participation
Working in Human Service Organisations	Assessed within Placement Project
Social Work in a Global Context	Full attendance and class participation

### 3. SS8014 Social Work Research (30 credits)

Research Dissertation (MSW) (100%)

Or

### 4. SS8015 Personal Framework for Practice (15 credits)

4. Practice Framework (Dip. SW) (100%)

<b>Assessment Schedule</b>	
Health Related Social Work	<i>Due Tue November 14<sup>th</sup> 2017 at 9.30am</i>
Child Welfare Project	<i>Due Mon 21 November 2017 at 11.00am</i>
Mental Health Project	<i>Due Fri 18 December 2017 at 5.00pm</i>
Criminology, Probation & Social Work	<i>Due 14 December 2017 at 5.00 pm</i>
Research Dissertation	<i>Due Fri 19 January 2018 at 1pm</i>
Personal Framework for Practice	<i>Due Fri 19 January 2018 at 1pm</i>
Placement Project	<i>Due Wed 16 May 2018 at 9.30am</i>

## SS8012 Social Work in Diverse Settings (10 ECTS)

### 1.1 Families and Children: Practising in a Child Welfare context

**Prof. Robbie Gilligan**

#### **Module Aims**

This module aims to equip students for practice in child welfare. It aims to equip beginning practitioners with an awareness of the main issues in this complex field of practice and to introduce them to the literature and conceptual frameworks of child welfare. There will be an emphasis on critical reflection of key propositions surrounding practice. Students will be encouraged to adopt a practice stance which is:

- Child Centred
- Family Focused
- Compassionate
- Ethically and Culturally Sensitive
- Evidence Led
- Informed by Selected Key Paradigms including:
  - The Strengths Perspective
  - Attachment Theory and Developmental Theory
  - The Ecological Framework
  - Social Justice.

While students will be sensitised to the importance of outcomes of interventions for clients (as opposed to professionals' initial intentions) they will also be asked to remember the primacy of *process* in the human encounter between social worker, child and family. Students will be challenged to value and question the professional knowledge and power that they apply in their professional role in the lives of children and families.

#### **Learning Outcomes**

The overall learning objectives of the module include:

- To stimulate conviction about the importance of child welfare as a field of practice, and the vital role of social work - in collaboration with other disciplines - within it.
- To imbue enthusiasm, optimism and enjoyment for this field of practice.
- To build a secure knowledge base for practice: child development, child care law, new practice developments, theoretical debates and research evidence.
- To reflect on minimum standards for ethical practice.



- To formulate a set of practice values and feasible goals for personal practice.

### **Course Content and Learning Outcomes**

This course will be delivered in a series of four modules covering the different areas of practice in child welfare. These modules are as follows:

- A. Children (Including Children in Care) , Families and Social Support
- B. Key Issues in Child Protection & Welfare
- C. The Adoption Triangle

### **Teaching and Learning methods**

Lecture format followed by discussion; small group or pairs exercises; use of case scenarios.

### **Assessment**

Case study assignment requiring the integration of family law, national and agency policies and best practice principles to be submitted November, 2017

### **Social Work and Child Care Project**

A case study involving childcare scenarios will be provided, and you will be asked to answer a series of set questions pertaining to this.

This exercise will require you to be both imaginative and realistic, and to research your answers. You should demonstrate appropriate use of theory, research evidence and relevant law. Support your arguments with evidence from research (books and journals) and from your practice experience.

*Recommended word-length: Minimum 2,700 – Maximum 3,000 words.*

### **Recommended Reading on Children in Care**

#### **Perspectives from the Irish Context**

Daly, F. and Gilligan, R. (2005,) *Lives in Foster Care – The educational and social support experiences of young people aged 13-14 years in long-term foster care* Dublin: Children's Research Centre.

Darmody, M., McMahon, L., Banks, J., Gilligan, R. (2013) *Education of Children in Care in Ireland: An Exploratory Study* Dublin: Office of the Ombudsman for Children, 136 pp., [http://www.oco.ie/assets/files/publications/11873\\_Education\\_Care\\_SP.pdf](http://www.oco.ie/assets/files/publications/11873_Education_Care_SP.pdf)

- Emond, R. (2014), Longing to belong: children in residential care and their experiences of peer relationships at school and in the children's home. *Child & Family Social Work*, 19: 194–202
- Gilligan, R. (2009) 'Residential Care in Ireland' in, editor(s) M. E. Courtney and D. Iwaniec, *Residential Care of Children - Comparative Perspectives*, New York: Oxford University Press, 2009, pp. 3 – 19.
- Gilligan, R. (2008) 'Ireland' in, editor(s) M. Stein and E. Munro, *Young People's Transitions from Care to Adulthood - International Research and Practice*, London: Jessica Kingsley, pp. 90 – 101 .
- Health Information and Quality Authority (2010) *National Quality Standards for Residential and Foster Care Services for Children and Young People* Dublin: Health Information and Quality Authority
- McEvoy, O. and Smith, M., (2011) *Listen to our Voices – Hearing Children and Young People Living in the Care of the State* Dublin: Department of Children and Youth Affairs  
[http://www.dcy.gov.ie/documents/publications/LTOV\\_report\\_LR.pdf](http://www.dcy.gov.ie/documents/publications/LTOV_report_LR.pdf)
- Mc Mahon, C. and Curtin, C. (2013), The social networks of young people in Ireland with experience of long-term foster care: some lessons for policy and practice. *Child & Family Social Work*, 18: 329–340
- Murphy, D., & Jenkinson, H. (2012). The mutual benefits of listening to young people in care, with a particular focus on grief and loss: An Irish foster carer's perspective. *Child Care in Practice*, 18, 3, 243-253.
- Office of the Minister for Children and Youth Affairs. (2009) *Report of the Commission to Inquire into Child Abuse, 2009 Implementation Plan*. Stationery Office, Dublin
- Tatlow-Golden, M., & McElvaney, R. (2015). A bit more understanding: Young adults' views of mental health services in care in Ireland. *Children and Youth Services Review*, 51, 1-9.
- Tusla – Child and Family Service (2014) *Review of Adequacy for HSE Children and Family Services 2012* Dublin: Tusla (see esp. Ch. 6.)  
[http://www.tusla.ie/uploads/content/REVIEW\\_OF\\_ADEQUACY\\_2012\\_FINAL\\_signed\\_by\\_GJ\\_\\_amended\\_26\\_06\\_2014.pdf](http://www.tusla.ie/uploads/content/REVIEW_OF_ADEQUACY_2012_FINAL_signed_by_GJ__amended_26_06_2014.pdf)

### **Good Practice Principles**

- Gilligan, R. (2012) 'Promoting a Sense of 'Secure Base' for Children in Foster Care – Exploring the Potential Contribution of Foster Fathers', *Journal of Social Work Practice*, 26, 4, 473-486
- Gilligan, R. (2009) *Promoting Resilience — Supporting children and young people who are in care, adopted or in need*, Second Edition, London, British Agencies for Adoption and Fostering, i-viii; 1-123pp

- Gilligan, R. (2008) Promoting Resilience in Young People in Long Term Care – The Relevance of Roles and Relationships in the Domains of Recreation and Work, *Journal of Social Work Practice*, 22, 1, p37 – 50
- Gilligan, R. (1999) 'Enhancing the Resilience of Children and Young People in Public Care by Encouraging their Talents and Interests' *Child and Family Social Work* 4, 3, 187-196.
- Li, J. and Julian, M. M. (2012), Developmental Relationships as the Active Ingredient: A Unifying Working Hypothesis of "What Works" Across Intervention Settings. *American Journal of Orthopsychiatry*, 82: 157–166
- Stein, M., (2012) *Young People Leaving Care - Supporting Pathways to Adulthood* London: Jessica Kingsley

### **Key overview / specific studies**

- Arnau-Sabatés, L., & Gilligan, R. (2015). What helps young care leavers to enter the world of work? Possible lessons learned from an exploratory study in Ireland and Catalonia. *Children and Youth Services Review*, 53, 185-191.
- Berridge, D. (2015). Driving outcomes: learning to drive, resilience and young people living in residential care. *Child & Family Social Work*. (online)
- Berridge, D. (2012) [Educating young people in care: What have we learned?](#) *Children and Youth Services Review* 34, 6, 1171-1175
- Bryderup, I. M., & Trentel, M. Q. (2013). The importance of social relationships for young people from a public care background. *European Journal of Social Work*, 16(1), 37-54.
- Colton, M., Roberts, S. & Williams, M. (2008) The Recruitment and Retention of Family Foster-Carers: An International and Cross-Cultural Analysis. *British Journal of Social Work*, 38, 865-884.
- Courtney, M. E., Hook, J. L., & Lee, J. S. (2012). Distinct subgroups of former foster youth during young adulthood: Implications for policy and practice. *Child Care in Practice*, 18(4), 409-418
- Daly, F. (2012). What do Young People Need When They Leave Care? Views of Care-leavers and Aftercare Workers in North Dublin. *Child Care in Practice*, 18(4), 309-324
- Farmer, E. (2010) What Factors Relate to Good Placement Outcomes in Kinship Care? *British Journal of Social Work* 40, 2, 426-444
- Fernandez E. and Barth, R. P., (2008) *How Does Foster Care Work? International Evidence on Outcomes*, London: Jessica Kingsley Publishers
- Forrester, D., Goodman, K., Cocker, C., Binnie, C. & Jensch, G. (2009) 'What is the Impact of Public Care on Children's Welfare? A Review of Research Findings from England and Wales and their Policy Implications.' *Journal of Social Policy*, 38, 439-456

- Gilligan, R. (2015) 'Children In Care – Global Perspectives On The Challenges Of Securing Their Wellbeing And Rights' pp. 127 – 139 in ed. Anne Smith *Enhancing the Rights and Wellbeing of Children: Connecting Research, Policy and Practice* London: Palgrave Macmillan
- Gilligan, R. (2007) 'Adversity, Resilience and the Educational Progress of Young People in Public Care' *Emotional and Behavioural Difficulties* 12, 2, 135 - 145, 2007
- Gilligan, R. (2007) 'Spare Time Activities for Young People in Care: What can they contribute to educational progress?' *Adoption and Fostering* 31, 1, 92-99
- Hedin, L. (2014), A sense of belonging in a changeable everyday life – a follow-up study of young people in kinship, network, and traditional foster families. *Child & Family Social Work*, 19: 165–173
- Höjer, I. (2007), Sons and daughters of foster carers and the impact of fostering on their everyday life. *Child & Family Social Work*, 12: 73–83
- Pithouse, A. and Rees, A. (2014) *Creating Stable Foster Placements - Learning from Foster Children and the Families Who Care For Them* London: Jessica Kingsley
- Rees, A., Holland, S. and Pithouse, A. (2012), Food in Foster Families: Care, Communication and Conflict. *Children & Society*, 26: 100–111
- Sen, R. and Broadhurst, K. (2011), Contact between children in out-of-home placements and their family and friends networks: a research review'. *Child & Family Social Work*, 16, 298–309
- Sinclair, I. (2005) *Fostering Now – Messages from Research* London: Jessica Kingsley Publishers.
- Stein, M. and Munro, E. (2008) *Young People's Transitions from Care to Adulthood - International Research and Practice*, London, Jessica Kingsley.
- Trout, A.L., Hagaman, J., Casey, K., Reid, R. & Epstein, M.H. (2008) 'The academic status of children and youth in out-of-home care: A review of the literature'. *Children and Youth Services Review*, 30, 979-994
- Turner, W. and McDonald, G. (2011) 'Treatment Foster Care for Improving Outcomes in Children and Young People: A Systematic Review' *Research on Social Work Practice*, 21, 5, 501-527
- Washington, K. (2007) 'Research Review: Sibling placement in foster care: a review of the evidence'. *Child & Family Social Work*, 12, 426-433
- Whittaker, J., del Valle, J.F., and Holmes, L. (eds.) (2014) *Therapeutic Residential Care for Children and Youth – Exploring Evidence – Informed International Practice* London: Jessica Kingsley

## C. Children, Families, Services and Social Support

### Overview

This 10-hour section of the module examines the case for commitment to prevention and family support. It reviews existing provision and ideas in the field of prevention and family support in child welfare, and explores the potential of the Child Care Act 1991 in this area.

Students may wish to contact / visit relevant services such as: Springboard Projects;; Tusla funded Family Support Centres; Tusla Community Mothers' Programme; Barnardo's community based services etc

### Recommended Reading on Children, Families, Services and Social Support

*\*\* Irish authored / related*

*\*\*Axford, N. and Whear, R. (2008) 'Measuring and Meeting the Needs of Children and Families in the Community: Survey of Parents on a Housing Estate in Dublin, Ireland', *Child Care in Practice*, 14:4, 331 – 353*

*\*\*Banks, J., Maitre, B. and McCoy, S. (2015) *Insights into the Lives of Children with Disabilities: Findings from the 2006 National Disability Survey* Dublin: National Disability Authority and Economic and Social Research Institute*

*\*\* Furlong, M., & McGilloway, S. (2012). The Incredible Years Parenting program in Ireland: A qualitative analysis of the experience of disadvantaged parents. *Clinical child psychology and psychiatry*, 17(4), 616-630.*

*\*\*Gilligan, R. (2012) 'Children, social networks and social support' in editor(s)M. Hill, G. Head, A. Lockyer, B. Reid, and R. Taylor, *Children's Services: Working Together*, Harlow: Pearson, pp116 – 126, 2012*

*\*\*Gilligan, R. (2009) 'Positive Turning Points in the Dynamics of Change over the Life Course' in, editor(s) J. A. Mancini and K. A. Roberto, *Pathways of Human Development: Explorations of Change*, Lanham, Maryland: Lexington Books, pp15 – 34, 2009*

[for text of whole book including this chapter:

<http://www.wosco.org/books/avaxhome/Pathwaysof.pdf> ]

*\*\*Gilligan, R. (2009) 'Promoting Positive Outcomes for Children in Need – the Importance of Protective Capacity in the Child and their Social Network' in, editor(s) J. Horwath , *The Child's World - The Comprehensive Guide to Assessing Children in Need*, London: Jessica Kingsley, pp. 174 – 183, 2009*

*\*\*Gilligan, R. (2000) 'Adversity, Resilience and Young People: the Protective Value of Positive School and Spare Time Experiences' *Children and Society* 14, 1, 37-47*

Hawkins, R.L. (2010) Fickle Families and the Kindness of Strangers: Social Capital in the Lives of Low-Income Single Mothers *Journal of Human Behavior in the Social Environment* 20, 1, 38-55

[Hill, M.](#) (1999) What's the problem? Who can help? The perspectives of children and young people on their well-being and on helping professionals. *Journal of Social Work Practice*, 13(2): 135–145

\*\*McGrath, B., Brennan, M. A., Dolan, P. and Barnett, R. (2014), Adolescents and their networks of social support: real connections in real lives?. *Child & Family Social Work*, 19: 237–248

\*\* McKeown, K., Haase, T.(2006) *The Mental Health of Children and the Factors Which Influence It: A Study of Families in Ballymun-Summary Report*. Dublin, youngballymun

Munford, R., & Sanders, J. (2015). Understanding service engagement: Young people's experience of service use. *Journal of Social Work*, 1468017315569676.

Munford, R., & Sanders, J. (2015). Young people's search for agency: Making sense of their experiences and taking control. *Qualitative Social Work*, 1473325014565149.

\*\* Ni Raghallaigh, M. and Gilligan, R (2010) 'Active survival in the lives of unaccompanied minors: coping strategies, resilience, and the relevance of religion'. *Child and Family Social Work*, 15, 2, 226 – 237

\*\*Pinkerton, J. & Dolan, P. (2007) Family support, social capital, resilience and adolescent coping. *Child and Family Social Work*, 12, 219-228

Thompson, R. A. (2015). Social support and child protection: Lessons learned and learning. *Child abuse & neglect*, 41, 19-29.

### ***Practice Issues***

Davidov, D.M., Jack, S.M., Frost, S.S. and 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

Debonnaire, 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. and 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

Dolan, P. and Holt, S. (2002) 'What Families want in Family Support: An Irish Case Study', *Child Care in Practice*, 8(4)

- Goldblatt, H, Buchbinder, E., Eisikovits, Z. and Arizon-Mesinger, I. (2009) 'Between the professional and the private: The meaning of working with intimate partner violence in social workers' private lives', *Violence Against Women*, 15(3), 362-384
- Holt, S. (2003) 'Child Protection Social Work and Men's Abuse of Women: An Irish Case Study' *Child & Family Social Work*, 8(1), 53-65
- Humphreys, C. and Absler, D. (2011) 'History repeating: child protection responses to domestic violence', *Child & Family Social Work*, 16, 464-473
- 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. and Turcotte, P. (2011) 'Key decisions in child protection services in cases of domestic violence: maintaining services and out of home placement', *Child & Family Social Work*, 16, 253-263
- Martin, S.G. (2002) 'Children Exposed to Domestic Violence: Psychological Considerations for Health Care Practitioners', *Holistic Nursing Practice*; 16(3), 7-15
- 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
- Rivett, M., and Kelly, S. (2006). From awareness to practice: Children, domestic violence and child welfare, *Child Abuse Review*, 15, 224-242
- Saunders, H. and 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
- 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. and Walmsley, C. (2008) 'Connecting father absence and mother blame in child welfare policies and practice', *Children and Youth Services Review*, 30(7), 705-716



Ulman, A. and Straus, M.A. (2003) 'Violence by Children Against Mothers in Relation to Violence Between Parents and Corporal Punishment by Parents', *Journal of Comparative Family Studies*; 34(1), 41 -6

## 1.2 Gender Based Violence

**Dr Stephanie Holt**

### **Module Aims**

This module explores the various contexts within which domestic and gender based violence occurs, locating this exploration against the backdrop of best social work practice. The module begins with an overview of domestic and gender based 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. An appreciation of impact will take a life span approach, focusing on understanding how adverse childhood experiences (drawing on the ACE study) have cumulatively negative consequences for health and well-being in adulthood. The particular challenges and concerns for social work practice in the context of post-separation contact are also addressed. 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.

### **Learning Outcomes**

After engaging with the weekly material, attending the tutorials and successfully completing the child welfare assignment, a student will be able to:

- Articulate a theoretical understanding of the prevalence, dynamics and nature of domestic and gender violence (Domains 2, 5, 6);
- Understand the relevance of domestic and gender based violence for social work practice in a child protection and welfare context (Domains 2, 5);
- Appreciate the issues and debates social work encounters when responding to domestic and gender based violence (Domains 2, 3, 5);



- Describe the elements of good practice when responding to domestic and gender based violence (Domains 1 and 2 4, 5).

### **Method of Module Delivery**

A blended approach to teaching is employed for this module, with lectures and exercises delivered and accessed online and completed by the students individually and reviewed by the module leader. Weekly tutorials will offer opportunities for debate and discussion, strengthening learning and promoting best 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. and 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. and LaViolette, A.D. (1998) *It Could Happen to Anyone. Why Battered Women Stay*, 2<sup>nd</sup> 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. and 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. and 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. and 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
- Fantuzzo, J.W., Fusco, R.A., Mohr, W.K. and Perry, M.A. (2007) 'Domestic violence and children's presence: A population-based study of law enforcement surveillance of domestic violence', *Journal of Family Violence*, 22(6), 331-340
- Fusco, R.A. and 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. and Manzi, T. (2011) 'Interpreting Multi-Agency Partnerships: Ideology, Discourse and Domestic Violence', *Social and Legal Studies*, 20(1), 79-95
- Holt, S. & Devaney, J. (2015) 'Understanding Domestic Abuse and Sexual Violence in the Republic of Ireland and Northern Ireland: Prevalence, Policy and Practice' in Healy, D., Hamilton, C., Daly, Y. & Butler, M. (Eds.) *Routledge Handbook of Irish Criminology*, pp70-88
- 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. and Conroy, R. (2002) *The SAV1 Report: A National Study of Irish Experiences, Beliefs and Attitudes Concerning Sexual Violence*. Dublin: The Liffey Press
- McKeown, K. and 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. and Parsons, S. (2005) *Domestic Abuse of Women and Men in Ireland: Report on the National Study of Domestic Abuse*. Dublin: National Crime Council

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

- Buckley, H., Whelan, S. and Holt, S. (2006) *Listen to Me! Children's Experiences of Domestic Violence*. Children's Research Centre: Trinity College Dublin
- Cunningham, A. and 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*. 2<sup>nd</sup> Edition Jessica Kingsley Publishers: London
- Hogan, F. and 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. and Mullender, A. (2002) *Children and Domestic Violence: A Research Overview of the Impact on Children*. Devon: Dartington
- Levendosky, A.A., Huth-Bocks, A.C., Shapiro, D.L. and Semel, M.A. (2003) 'The Impact of Domestic Violence on the Maternal-Child Relationship and Preschool-Age Children's Functioning', *Journal of Family Psychology*, 17(3), 275-287
- 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
- McIntosh, J.E. (2002) 'Thought in the face of violence: a child's need'. *Child Abuse and Neglect* 26, 229-241
- Mullender, A., Hague, G., Iman, U.F., Kelly, L., Malos, E. and Regan, L. (2002) *Children's Perspectives on Domestic Violence*. Sage Publications: London
- Stanley, N. & Humphreys, C. (Eds)(2015) *Domestic Violence and Protecting Children: New Thinking and Approaches*. London: Jessica Kingsley Publications.

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

### *Impact of Domestic Abuse on Parenting*

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

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

Buchbinder, E. and 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

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

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

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

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

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

Holt, S. (2016) 'Domestic violence and the paradox of post-separation mothering'. *British Journal of Social Work*, forthcoming.

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

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

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

- Letourneau, N.L., Fedick, C.B. and 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. and Dekel, R. (2010) 'Excusable Deficiency: Staff Perceptions of Mothering at Shelters for Abused Women', *Violence against Women*, 16(11), 1224-1241
- Radford, L. and Hester, M. (2006) *Mothering Through Domestic Violence* London: Jessica Kingsley Publications.
- Thiara, R. & Humphreys, C. (2015) 'Absent presence: the ongoing impact of men's violence on the mother-child relationship'. *Child & Family Social Work*

### ***Post-separation Contact and Domestic Abuse***

- Aris, R., Harrison, C. and 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. and 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. (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

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)

Jaffe, P.G., Lemon, N.K.D., and 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. and 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. and 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*. Early Access View.

### ***Intimate Partner Homicide***

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

Campbell, J.C., Sharps, P. and 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. and 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. and 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
- Johnson, H. and Hotton, T. (2003) 'Losing control: Homicide risk in estranged and intact intimate relationships' *Homicide Studies*, 17,(1), 58-84
- Lewandowski, L.A., McFarlane, J., Campbell, J.C., Gary, F. and 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. and 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. and 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)
- Clarke, A. & Wyndall, S. (2015) "From rights to action": practitioners of the needs of children experiencing domestic violence'. *Child & Family Social Work*. 20(2). 181-190.
- Davidov, D.M., Jack, S.M., Frost, S.S. and 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
- Debonnaire, 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. and 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
- Dolan, P. and Holt, S. (2002) 'What Families want in Family Support: An Irish Case Study', *Child Care in Practice*, 8(4)
- Goldblatt, H, Buchbinder, E., Eisikovits, Z. and 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. and 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
- Kelly, L. (1996) 'When Women Protection is the Best Kind of Child Protection: Children, Domestic Violence and Child Abuse', *Administration*, 44(2), 118-135
- Lavergne, C, Damant, D., Clement, M., Bourassa, C., Lessard, G. and Turcotte, P. (2011) 'Key decisions in child protection services in cases of domestic violence: maintaining services and out of home placement', *Child & Family Social Work*, 16, 253-263
- Martin, S.G. (2002) 'Children Exposed to Domestic Violence: Psychological Considerations for Health Care Practitioners', *Holistic Nursing Practice*; 16(3), 7-15
- 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
- Peled, E., Eisikovits, Z., Enosh, G. and Winstok, Z. (2000) 'Choice and Empowerment for Battered Women Who Stay: Toward a Constructivist Model', *Social Work* 45(1)
- 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., and Kelly, S. (2006). From awareness to practice: Children, domestic violence and child welfare, *Child Abuse Review*, 15, 224–242
- Saunders, H. and 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
- Shepard, M. Raschick, M. (1999) 'How Child Welfare Workers Assess and Intervene Around Issues of Domestic Violence', *Child Maltreatment*, 4, 148-156
- 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
- Stokes, J. & Schmidt, G. (2012) Child Protection Decision Making: A Factorial Analysis Using Case Vignettes. *Journal of Social Work*, 57, 83-90.
- Strega, S., Fleet, C., Brown, L., Dominelli, L., Callahan, M. and Walmsley, C. (2008) 'Connecting father absence and mother blame in child welfare policies and practice', *Children and Youth Services Review*, 30(7), 705-716
- 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.

### **1.3 Criminology, Probation and Social Work**

**Mr. David Williamson**

#### **Module Aims**

The module will introduce students to criminological theory and will explore key issues and discourses pertinent to the practice of social work within the criminal justice context. It will facilitate the students in gaining a broad understanding of the Irish criminal justice system along with considering critical debates concerning the challenge of delivering equitable and humane criminal justice processes and role and position of the Social Worker within the criminal justice system.

## **Module Content**

This module explores current and emerging themes and key concepts in the area of Criminal Justice Social Work. It is designed to enhance and complement learning from other course modules including work with involuntary clients, legislation, courtroom skills, presentation skills, anti-oppressive practices, principles of effective interventions and social policy. Reference will be made to all the major relevant social work theories along with drawing on practice experience.

The module will cover the following areas:

- An overview of major criminological theories and their impact on ideas about punishment, rehabilitation and the development of social work in the criminal justice context.
- An overview of the historical development of the Probation Service in Ireland and its development into a Social Work Agency.
- An overview of the main areas of work of the Probation Service in both community and custodial settings and in partnerships with other agencies.
- Key current and emerging issues in Probation practice including a focus on risk and need assessment, offender risk management strategies, Restorative Justice, assessment, management and interventions with high risk offenders including sex offenders and perpetrators of domestic violence and Young People's Probation.
- The evolution of principles of effective practice in Probation work with specific reference to the Irish context though drawing on comparative models.
- Some of the principles of one-to-one and group based interventions with offenders including approaches deemed effective with involuntary clients and practice methodology within specialized areas of Probation work – Young Peoples Probation, sex offenders, offenders with drug/alcohol related problems and women offenders.
- Some of the current debates informing and challenging social work in the criminal justice context including: Rehabilitation vs. Public protection, individual pathology approaches vs. social analysis and corrections versus rights based approaches.

The module will include the service user perspective through an interview and a Q&A with service users.

## **Learning Outcomes**

On successful completion of this module students will be expected to be able to:

- Describe some theories of criminology and their relevance for social work.
- Demonstrate knowledge of the historical development of social work in Probation along with the development of a range of sanctions in response to offending behaviour with particular reference to the Irish context.
- Critically evaluate some of the current trends in sentencing and offender management policy.
- Outline some current key areas of work within the Irish Probation Service.
- Demonstrate an understanding of some methods of effective practice with offenders.
- Demonstrate an awareness of the relevance of concepts such as social inclusion, rehabilitation, partnership approaches, and rights based / anti-oppressive practice in criminal justice social work
- Critically evaluate the impact and place of social work values and principles in the context of current Probation practice.
- Demonstrate a cognizance of the links between material presented in the Social Work and Criminology Module and issues, concepts and discourses arising from learning from the rest of the course.

### **Teaching and Learning Methods**

The overall approach will be consistent with an Adult Learning Model of education drawing and building on existing skills, knowledge and competencies of the participants. A variety of learning approaches will be used including: formal presentations, small group activities, case studies, role plays, class discussions, use of videos/DVDs and other resource material. Guest speakers with a range of experience and specialist knowledge and skills pertaining to different aspects of Probation work will contribute to some of the sessions. The module will be designed to complement learning from other aspects of the course including practice placements.

### **Assessment**

This module will be assessed by means of an essay (3000 words max.) to be submitted by 16<sup>th</sup> December 2017. Re-assessment by re-submission of this essay by Thursday March 16<sup>th</sup> 2017.

### **Essential Reading**

Chui, W.H., Nellis, M. (Eds) (2003) *Moving Probation Forward: Evidence, Arguments and Practice*. Harlow: Pearson Education.

- Farrall, S., (2004) *Rethinking What Works with Offenders: Probation, Social Context and Desistance from Crime*. Cullompton: Willan.
- Garland, D. (2001) *The Culture of Control: Crime and Social Order in Contemporary Society*. Oxford: Oxford University Press.
- Geiran, V. 'The Development of Social Work in Probation' in Kearney, N. Skehill, C. (Eds.) *Social Work in Ireland: Historical Perspectives*. Dublin. IPA.
- Fitzgibbon.W, (2011) *Probation and Social Work on trial* , Palgrave, London
- Maguire, M., Morgan, M., Reiner, R. (Eds) (1997) *The Oxford Handbook of Criminology*. Second Edition. Oxford: Oxford University Press.
- McNeill, F., Whyte, B., (2007) *Reducing Reoffending: Social Work and Community Justice in Scotland*. Cullompton: Willan.
- McNeill.F, Durnescu.I, Butter.R, (eds) (2016) *Probation, 12 Essential Questions*. Palgrave, London
- McIvor,G. and Raynor,P. (eds) 2008, *Developments in Social Work with Offenders*. Kingsley
- National Economic and Social Forum (2002) 'Re-integration of Prisoners'. *Forum Report No. 22*. Dublin: Government Publications.
- Trotter, C. (1999) *Working with Involuntary Clients: A Guide to Practice*. London: Sage.

### **Recommended Reading**

- Borduin, C.M., Henggeler, S.W. (1990) 'A Multisystemic Approach to the Treatment of Serious Delinquent Behavior' in McMahon, R.J., Peters, R. DeV. *Behavior Disorders of Adolescence*. London: Plenum.
- Boswell, G.R. (1996) 'The Essential Skills of Probation Work,' in May, T., Vass, A.A., (Eds) *Working with Offenders: Issues, Contexts and Outcomes*. London: Sage.
- Burke, R. (2001) *An Introduction to Criminological Theory*. Cullompton: Willan.
- Cote, S. (2002) *Criminological Theories: Bridging the Past to the Future*. London: Sage
- Crow, I. (2004) *The Treatment and Rehabilitation of Offenders*. London: Sage.
- Cotter, A. (1999) 'The Criminal Justice System in Ireland: Towards Change and Transformation' In Quin, S., Kennedy, P., O'Donnell, A. Kiely, G. (Eds) *Contemporary Irish Social Policy*. Dublin: University College Dublin Press.
- Geiran, V. (2005) 'Mental Health and Crime' in Redmond, B., Quin, S. (Eds) *Mental Health and Social Policy*. Dublin: UCD Press.

- Hamai, K., (1995) *Probation around the World: A Comparative Study*. London: Routledge.
- Harris, R., (1989) 'Probation Officers still Social Workers?' *Probation Journal*. Vol. 36. No. 2. pp. 52 – 57.
- Hollin, C., Howells, K. (Eds.) (1996) *Clinical Approaches to Working with Young Offenders*. Chichester: Wiley.
- Hudson, B. (1987) *Justice through Punishment: A Critique of the 'Justice' Model of Corrections*. Macmillan, Basingstoke.
- Inciardi, J.A. (Ed.) *Drug Treatment and Criminal Justice*. London: Sage.
- Irish Social Worker* (2000) Special Edition on Working with Offenders.
- Irish Probation Journal*. Vols 1- 13 (2004-2016)
- Mair, G. (Ed) (2004) *What Matters in Probation*. Cullompton: Willan Publishing.
- Mannheim, H. (1998) *Comparative Criminology: A Text Book*. London: Routledge.
- McKenzie, I., Bull, R., (Eds) (2002) *Criminal Justice Research: Inspiration, Influence and Ideation*. Aldershot: Ashgate.
- Newburn, T., (2007) *Criminology*. Cullompton: Willan.
- O'Dea, P., (2002) 'The Probation and Welfare Service: It's role in Criminal Justice.' In O'Mahoney, P., (Ed) *Criminal Justice in Ireland*. Institute of Public Administration.
- O'Donnell, I., O'Sullivan, E. (2001) *Crime Control in Ireland: The Politics of Intolerance*. Cork: CUP.
- O'Sullivan, E., O'Donnell, I. (2012) *Coercive Confinement in Ireland*. Manchester University Press
- Probation and Welfare Service and Probation Service (1980 onwards) *Annual Reports*. Stationery Office. Dublin.
- Raynor, P., Vanstone, M., (2002) *Understanding Community Penalties: Probation, Policy and Social Change*. Buckingham: Open University Press.
- Smith, D. (1995) *Criminology for Social Work*. Basingstoke: Macmillan.
- Vanstone, M. (2004) *Supervising Offenders in the Community: A History of Probation Theory and Practice*. Aldershot: Ashgate.

## **Websites**

- Probation Service: [www.probationservice.ie](http://www.probationservice.ie)
- Dept. of Justice Equality and Law Reform: [www.irlgov.ie/justice/default.htm](http://www.irlgov.ie/justice/default.htm)
- Home Office (UK): <http://www.homeoffice.gov.uk/index.htm>

## 1.4 Applied Law

**Mr Kieran McGrath**

### **Module Aims**

On successful completion of this module students should be able to function as professional social workers within the legal context. They will know the legal duties and responsibilities of social workers, as accountable professionals, and what is required in terms of report-writing and the giving of oral evidence. They will also, however, be able to apply a Social Work critique to the legal system, particularly the adversarial aspects of the legal system and the ethical issues which it raises. They will also have had an introduction to the concept of Therapeutic Jurisprudence which, along with Social Work theory can be used a lens from through which the Law can be critically analysed.

### **Module Content**

Specific issues addressed will include the nature of the adversarial legal system within which social workers are required to work and the process of preparing court reports in a variety of different contexts including: Child Care, Family Law, Guardian *ad litem* reports and Section 20 reports under the 1991 Child Care Act in the area of civil law. Giving oral evidence in court, as a professional witness, will also be a major element of the course. Special attention will be given to legal and practice issues of the Freedom of Information Acts 1997 & 2003. The cases of *M.Q. v Gleeson [1997] 1 IEHC 26* (“*The Barr Judgment*”), *Cooke v HSE (2010) IEHC 503* and *P.D.P. v HSE (2012) IEHC 591*, will also be considered in detail and their implications for Social Work practice in Ireland, especially with regard to the requirements of Natural Justice and Fair Procedure. The practice implications for Social Work and the ethical issues involved in interacting with the legal system will be examined within the context of the concept of Therapeutic Jurisprudence.

### **Learning Outcomes**

The module provides students with the following learning outcomes:

- A structured, reflexive approach to their role as professionals interacting with the legal system.
- An understanding of the use of the concept of Therapeutic Jurisprudence and how it can be applied to the legal system.
- A framework for examining professional and legal accountability as it applies to social workers.
- An understanding of the adversarial nature of the Irish legal system and how it impacts on court procedures.
- An understanding of the importance of applying Natural Justice and Fair Procedure in all matters that have legal consequences for clients.

- A framework for preparing Court Reports
- Courtrooms skills and practical guidelines for giving oral testimony when appearing as a professional witness.

### **TEACHING AND LEARNING METHODS**

Lecture format and small group work

### **ASSESSMENT - FULL ATTENDANCE AND CLASS PARTICIPATION.**

#### **Essential Reading List**

- Ball, C. & McDonald, A. (2002) *Law for Social Workers* (4<sup>th</sup> edition). London: Ashgate.
- Brammer, A. (2002) *Social Work Law*. London: Pearson Longman
- Brayne, H. & Carr, H. (2005) *Law for Social Workers* (9th edition). Oxford University Press.
- Carson, D. (1990) *Professionals and the Courts - A Handbook for Expert Witnesses*, Birmingham: Venture Press.
- Cotter, A. (1991) "Court Room Skills for Social Workers". *Irish Social Worker*, Vol. 10 No. 1.
- Davis, L. (2007) *See You in Court – A Social Worker's Guide to Presenting Evidence in Care Proceedings*. London: Jessica Kingsley Publishers.
- Johns, R., Parker, J. & Bradley, G. (2003) *Using the Law in Social Work – Transforming Social Work Practice*. Poole: Learning Matters
- Kinnibrugh, A.D. (1984) *Social Work, Case recording and the client's right of privacy*. Bristol.
- Mallon, D. and White, C. (1995) "The Social Worker in Court". In White, C. (Ed) *Law for Northern Ireland Social Workers*, Dublin: Gill & Macmillan
- McGrath, K. (1999). "Social Worker". In Daly, B.D. (Ed) *The Role of the Expert Witness*. Dublin: Inns Quay Ltd.
- McGrath, K. (2005) "Protecting Irish Children Better – The case for an Inquisitorial Approach in Child Care Proceedings". *Judicial Studies Institute Journal*.. 5:1: 136-65.
- McGrath, K. (2016a) Natural Justice and Fair Procedure in Evaluating Allegations and Risk of Child Sexual Abuse in 'Grey' Areas. *NOTA News* (No. 78, March/April, 2016)
- McGrath, K. (2016b) Natural Justice and Fair Procedure in Evaluating Allegations and Risk of Child Sexual Abuse - Part 2. *NOTA News* (No. 79, July/August, 2016)

- McGuinness, C. (1991) "Social Work and the Law". *Irish Social Worker*, Vol. 10 No 4 pp 16-19..
- Mortell, P. (1998). "Recording in the Freedom of Information Environment". *Irish Social Worker*, Vol. 16, No. 4, pp. 7 – 11.
- Wexler, D. B. & Winick, B.J. (Eds) (1996) *Law in a Therapeutic Key: Developments in Therapeutic Jurisprudence*. Carolina Academic Press.
- White, C. (1995) (Ed) *Law for Northern Ireland Social Workers*. Dublin: Gill & Macmillan

### **ADDITIONAL READING**

- Ball, C. & McDonald, A. (2002) *Law for Social Workers* (4<sup>th</sup> edition). London: Ashgate.
- Byrne, G., Hussey, B., Kearney, S. Shannon, G., Smith, B. & Walsh, T. (2001) *Giving Children a Voice: the case for the independent representation of children*. Dublin: Law Society.
- Cerezo, M.A, McGrath, K. & Lamers-Winkelman, F. (2003) Perpetrators and Victims of child sexual abuse: Identifying the obstacles to rehabilitation in three European countries. In Cahal-May, C. and Herczog, A. (Eds) *Child Sexual Abuse in Europe*. Strasbourg: Council of Europe Publishing.
- Chisholm, B. (1999) "The Social Worker as Expert Witness". In Turner, F.J. (Ed). *Social Work Practice: A Canadian Perspective*. USA: Prentice- Hall.
- Cohen, P. (1996) "Silenced Witness", *Community Care*, July 11-17, pp 22-23.
- Corrigan, C. & Forde, C. (1995) *Separate Representation for Children in Ireland*, Dublin: Coolock Community Law Centre.
- Cull, L. & Roche, J. (Eds.) (2001) 'The Law and Social Work'. London: Palgrave MacMillan
- Duggan, C. (1992) "A delicate balance". *Irish Social Worker*, Vol. 10 No 4 pp 11-12
- Durcan, G. (1994) 'Evidence in cases involving allegations of Child Sexual Abuse', *Family Law Journal*, 3, pp 66 - 73.
- James, A., Wilson, K. & Parry, M. (eds.) (1988) *Social Work in Family Proceedings: a practice guide*. London: Routledge.
- Kinnibrugh, A.D. (1984) *Social Work, Case recording and the client's right of privacy*. Bristol.
- Law Reform Commission (1996) *Family Courts*, Dublin: Law Reform Commission.
- Livesey, B. (1990) *Giving Evidence in Court*, Bradford: British Association for the Study and Prevention of Child Abuse and Neglect.
- Maxwell, K.E. (1998) "Preventive Lawyering Strategies to Mitigate the



Detrimental Effects of Clients' Divorces on their Children". *Revista Juridica*, University of Puerto Rico. Vol. 67:1:137

- Parker, H. (1979) *Social Work and the Courts*. London: Edward Arnold.
- Saltzman, A. & Proch, K. (1990) *Law in Social Work Practice*. Chicago: Nelson-Hall.
- Spencer, J. & Flin, R. (1993) *The Evidence of Children*, 2nd edition, London: Blackstone Press.
- Stien, T. (2004) *The Role of Law in Social Work Practice and Administration*. New York: Columbia University Press
- Vernon, S. (1998) *Social Work and the Law*. 3<sup>rd</sup> edition. London: Butterworths.
- Ward, P. (1997) "The Irish Law of Children's Evidence - Protecting Parents". Paper given to the Bar Council of Ireland Conference on the Evidence of Children, Dublin (June).

**List of legal cases :**

- In re H (Minors)* [1996] AC 563
- In re S., M., and W.* [1996] IFLR 87
- Eastern Health Board v. M.K. & M.K.* (1999) 2 I.R. 99
- M.Q. v Gleeson* [1997] 1 IEHC 26 ("The Barr Judgment")
- Cooke v HSE* (2010) IEHC 503
- P.D.P. v HSE* (2012) IEHC 591
- L v. L* (1995) Fam. L.J. 7
- Re G (Child Abuse: Standard of Proof)* [1987] 1 WLR 1461
- R v Birmingham Juvenile Court, ex parte S* [1984] Fam 93
- Southern Health Board v CH* [1996] IFLR 101
- The State (D.) v G and others* [1990] 7 Fam.L. J.
- The State (F) v Supt. Ballymun Garda Station and others*, [1991] 1 I.R. 189.
- Thomson v Glasgow Corporation* [1961] SLT 237

## 1.5 Mental Health & Addictions

This 28-hour module comprises three sections:

- A. Mental Health (14 teaching hours)
- B. Addictions (6 teaching hours)
- C. Child and Adolescent Mental Health (8 teaching hours)

### Overall Module Aims

The aims of section A and B of this module are to assist students to:

- compare and contrast the different perspectives on mental health and how these relate to social work practice;
- sharpen their understanding of the major psychiatric disorders as defined within the medical paradigm and appreciate the impact which these disorders have on sufferers, families and the wider society;
- know the current legal basis of hospital admission and be able to distinguish between the concepts of autonomy and legal paternalism;
- consider the arguments for and against the medicalization of distress, risk and risk management;
- distinguish between 'bio', 'psycho' and 'social' treatment approaches in mental health care;
- develop a critical appreciation of changing trends in mental health policy and provision, in particular, the rise of the recovery model;
- look specifically at alcohol and drug-related problems, their management within the mental health system and their management by generic social workers;
- gain an understanding of what social work can contribute to formal mental health services *and* an understanding of how a mental health/addiction perspective may be applied in generic - and particularly in child welfare and protection - social work settings.

### Overall Module Learning Outcomes:

Students who attend and participate in these seminars and who do some reading on the main themes covered will, at the end of section A and B of this module, have acquired:

- an understanding of the contentious nature of 'mental illness' as a concept, and of the difficulties involved in multidisciplinary work where different professionals operate from different ideological perspectives;
- an awareness of the ongoing stigmatisation and social exclusion of people labelled as 'mentally ill', despite the apparent acceptance and implementation of 'community care' and 'recovery' policies in the mental health sphere;
- an appreciation of the complexity involved in the involuntary admission to hospital of psychiatric patients, and of the difficulties in balancing individual liberties against personal / communal safety;
- a knowledge of the signs and symptoms of the major illness categories, their putative causation and treatments of choice;
- an understanding of the contribution which social work can make to specialist mental health services, and an understanding of how social workers in generic settings can apply a mental health perspective in these settings;
- a knowledge of the main issues which arise in alcohol and illicit drug policy;
- a basic knowledge of addiction counselling models;
- an understanding of how parental addiction and mental health problems impact on children and on how social workers can intervene in such problems.

### **Teaching Methods**

Module sections A and B will be taught in seminar format during the second term of Senior Sophister year.

### **Assessment**

The module will be assessed by means of an end-of-year exam.

<b>A. Mental Health</b>
-------------------------

**Assistant Professor Gloria Kirwan** [kirwangm@tcd.ie](mailto:kirwangm@tcd.ie)

### **Section A: Overview**

Students who attend and participate in these seminars and who do some reading on the main themes covered will, at the end of this section of the module, have acquired:

- an understanding of the contentious nature of 'mental illness' as a concept, and of the difficulties involved in multidisciplinary work where different professionals operate from different ideological perspectives;
- an awareness of the ongoing stigmatisation and social exclusion of people labelled as 'mentally ill', despite the apparent acceptance and implementation of 'community care' policies in the mental health sphere;
- knowledge of the legal basis of involuntary detention in mental treatment centres and the challenges involved in balancing individual liberties against personal / communal safety;
- a knowledge of the current national mental health policy and the challenges involved in delivering on its recovery-oriented agenda;
- a knowledge of the signs and symptoms of the major illness categories, their putative causation and treatments of choice;
- an understanding of the contribution which social work can make to specialist mental health services, and an understanding of how social workers in generic settings can apply a mental health perspective in these settings;
- understand the issues involved in supporting service users and those in 'carer' roles and the relevance of promoting the involvement of service users at every level in the design, delivery and evaluation of service systems;
- appreciate the value of applying a mental health perspective to issues of child welfare and protection.

Section A of the module is organised into 8 x 2 hour lectures. In order to achieve the aims of this module section, each 2-hour lecture is devoted to a specific theme. The role of the social worker in mental health is considered in each lecture with reference to the specific focus of the lecture. The lecture plan is as follows:

### **Lecture 1:**

- Introduction and Module Overview;
- Structure of mental health services in Ireland;
- Key statistics re mental health in Ireland and internationally;
- Role of the Mental Health Commission;
- Role of the Mental Health Social Worker - introduction

### **Lecture 2:**

- Explanatory models of mental distress;
- Medical model – diagnosis and treatment;
- Psychological Model;
- Social Model;
- Recovery Model (part A)
- Critiques and Debates surrounding the different models;
- Implications of different models for social work practice.

### **Lecture 3:**

- Irish Mental Health Policy;
- A Vision for Change;
- Recovery Model (part B)
- What next?;
- International policy and practice context;
- Policy drivers in the field of mental health.

### **Lecture 4:**

- Risk Assessment & Risk Management;
- Mental Health Law;
- Role of Authorized Officer.

### **Lecture 5:**

- Participation of service users

### **Lecture 6:**

- The social context – families/parenting/older people

### **Lecture 7:**

- The social context – homelessness/poverty

### **Lecture 8:**

- Future developments in mental health – what role for social work?

### **Useful Websites:**

Mental Health Commission	<a href="http://www.mhcirl.ie">www.mhcirl.ie</a>
Shine Ireland*	<a href="http://www.shineonline">www.shineonline</a>
Aware	<a href="http://www.aware.ie">www.aware.ie</a>
National Office for Suicide Prevention	<a href="http://www.nosp.ie">www.nosp.ie</a>
Alzheimer Society	<a href="http://www.alzheimer.ie">www.alzheimer.ie</a>
Department of Health	<a href="http://www.health.gov.ie">www.health.gov.ie</a>
Shaping Our Lives	<a href="http://www.shapingourlives.org.uk/">http://www.shapingourlives.org.uk/</a>
<a href="#">Wellness Recovery Action Plan</a>	<a href="https://copelandcenter.com/">https://copelandcenter.com/</a>

## **Irish Mental Health Services – past and present**

### ***Past:***

Brennan, D. (2014). *Irish Insanity, 1800-1840*. London: Routledge.

Butler, S. (2005). 'Mental Health Social Work in Ireland: Missed Opportunities?' in Kearney, N. and Skehill, C. (eds.), *Social Work in Ireland: Historical Perspectives*. Dublin: Institute of Public Administration, 33-50.

Malcolm, E. (1999). 'The House of the Strident Shadows': the Asylum, the Family and Emigration in Post-Famine Rural Ireland'. In E. Malcolm and G. Jones (Eds.), *Medicine, Disease and the State in Ireland, 1650-1940*. Cork University Press.

Prior, P. (Ed.) (2012). *Asylums, Mental Health Care and the Irish 1800-2010*. Dublin: Irish Academic Press.

Saris, A.J. (1997). 'The Asylum in Ireland: A Brief Institutional History and Some Local Effects'. In A. Cleary and M.P. Treacy (eds.), *The Sociology of Health and Illness in Ireland*. Dublin: UCD Press.

Walsh, D. and Daly, A. (2004). *Mental Illness in Ireland 1750-2002: Reflections on the Rise and Fall of Institutional Care*. Dublin: Health Research Board. Available at: [http://www.drugsandalcohol.ie/11845/1/HRB\\_Mental\\_Illness\\_in\\_Ireland.pdf](http://www.drugsandalcohol.ie/11845/1/HRB_Mental_Illness_in_Ireland.pdf)

### ***Present:***

De Búrca, S., Armstrong, C. and Brosnan, P. (2010). *Community Mental Health Teams: Determinants of Effectiveness in an Irish Context*. Limerick: Health Systems Research Centre.

Higgins, A. and McDaid, S. (Eds.) (2014). *Mental Health in Ireland: Policy, Practice and Law*. Dublin: Gill and Macmillan.

Wilson, G. and Kirwan, G. (2007). Mental health social work in Northern Ireland and the Republic of Ireland: challenges and opportunities for developing practice. *European Journal of Social Work*, 10(2), pp. 175-191.

Wittchen, H-U. and Jacobi, F. (2005). Size and burden of mental disorders in Europe: a critical review and appraisal of 27 studies. *European Neuropsychopharmacology*, 15, pp. 357-76.

## **Role of the Mental Health Social Worker**

Archambeault, J. (2009). *Reflective Reader: Social Work and Mental Health*. Exeter: Learning Matters. (Ch. 7 discusses working in partnership with other disciplines and services).

Golightley, M (2017). *Social Work and Mental Health, 6th Edition*. London: Sage

Golightley, M. and Kirwan, G. (Eds.) (2017). *International Reflections on Approaches to Mental Health Social Work*. Oxford: Routledge.

Huang, Y.T. and Fang, L. (2016). Understanding Depression from Different Paradigms: Towards an Eclectic Social Work Approach. *BJSW*,46, pp. 756-772.

Keeping, C. (2008). 'Emotional engagement in social work: best practice and relationships in mental health work'. In K. Jones, B. Cooper and H. Ferguson (eds.), *Best Practice in Social Work: Critical Perspectives*. London: Palgrave Macmillan.

Maddock, A. (2015). 'Consensus or Contention: an exploration of multidisciplinary team functioning in an Irish mental health context', *European Journal of Social Work*, 18, 246-261.

Mullaly, B. (2002). *Challenging oppression: A critical social work approach*. London: Oxford University Press.

*Multidisciplinary Team Working: From Theory to Practice* (2006). Dublin: Mental Health Commission.

O'Gara, J. (2008). 'Best practice in emergency mental health social work: on using good judgement'. In K. Jones, B. Cooper and H. Ferguson (eds.), *Best Practice in Social Work: Critical Perspectives*. London: Palgrave Macmillan.

Saleeby, D. (1992). *The Strengths Perspective in Social Work Practice*. White Plains, New York: Longman.

Saleeby, D. (1996). The Strengths Perspective in Social Work Practice: Extensions and Cautions. *Social Work*, 41(3), pp. 296-305.

Sheehan, R. and Ogloff, J. (eds.) (2016). *Working within the Forensic Paradigm: Cross-discipline approaches for policy and practice*. Routledge.

Woodcock Ross, J. (2011). *Specialist Communication Skills for Social Workers: Focusing on Service Users' Needs*. London: Palgrave Macmillan. Ch. 7 in particular.

### **Models of mental distress**

Busfield, J. (2011). *Mental Illness*. Cambridge: Polity Press.

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

### **Medical factors – diagnosis and treatment**

American Psychiatric Association (2013), *Diagnostic and Statistical Manual of Mental Disorders*. (5<sup>th</sup> ed.). Arlington, Virginia: American Psychiatric Association Publishing.

Kutchins, H. and Kirk, S. (1999). *Making Us Crazy: DSM- the Psychiatric Bible and the Creation of Mental Disorders*. London: Constable.

Hitchens, K. and Becker, D. (2014), 'Social Work and the DSM: a qualitative examination of opinions', *Social Work and Mental Health*, 12, 303-329.



## **Psychological Factors**

Barker, V., Gumley, A., Schwannauer, M. and Lawrie, S. (2015). An integrated biopsychosocial model of childhood maltreatment and psychosis. *British Journal of Psychiatry*, 206, pp. 177-181.

Bentall, R.P. (2004). Abandoning the concept of schizophrenia: the cognitive psychology of hallucinations and delusions. In J. Read, L.R. Moshier and R.P. Bentall (Eds.), *Models of Madness: Psychological, Social and Biological Approaches to Schizophrenia*. London: Routledge in association with The International Society for the Psychological Treatments of the Schizophrenias and Other Psychoses.

Hammersley, P., Read, J., Woodall, S. and Dillon, J. (2008). Childhood Trauma and Psychosis: The Genie is Out of the Bottle. *Journal of Psychological Trauma*, 6(2-3), pp. 7-20.

Horwitz, A. and Wakefield, J. (2007). *The Loss of Sadness: How Psychiatry Transformed Normal Sorrow into Depressive Disorder*. Oxford University Press.

Johnstone, L. (2011). Can Traumatic Events Traumatize People? Trauma, Madness and 'Psychosis'. In M. Rapley, J. Moncrieff and J. Dillon (Eds.), *De-Medicalizing Misery: Psychiatry, Psychology and the Human Condition*. Basingstoke, Hampshire: Palgrave Macmillan.

## **Social Factors**

Humphreys, C. and Thiara, R. (2003). Mental Health and Domestic Violence: 'I Call it Symptoms of Abuse'. *British Journal of Social Work*, 33, pp. 209-226.

Read, J. and Bentall, R. (2012). Negative childhood experiences and mental health: theoretical, clinical and primary prevention implications. *British Journal of Psychiatry*, 200, pp. 89-91.

Rogers, A. and Pilgrim, D. (2014). *A Sociology of Mental Health and Illness*. (5<sup>th</sup> ed.). Buckingham: Open University Press.

Somers, V. (2007). Schizophrenia: The Impact of Parental Illness on Children. *British Journal of Social Work*, 37, pp. 1319-1334.

Tew, J., Ramon, S., Slade, M., Bird, V., Melton, J. and Le Boutillier, C. (2012). Social Factors and Recovery from Mental Health Difficulties: A Review of the Evidence. *Br J Soc Work*, 42 (3), pp. 443-460.

## **Recovery Model**

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

- Higgins, A. and McGowan, P. (2014), 'Recovery and the recovery ethos: challenges and possibilities' in Higgins and McDaid (cited above), pp. 61-78.
- Pilgrim, D. (2008). 'Recovery' and current mental health policy. *Chronic Illness*, 4, pp. 295-304.
- Pilgrim, D. and McCranie, A. (2013). *Recovery and Mental Health: a critical sociological account*. London: Palgrave Macmillan.
- Weinstein, J. (2010). *Mental Health Service User Involvement and Recovery*. London: Jessica Kingsley.

### **Critiques and Debates surrounding the different models**

- Bracken, P., Thomas, P., Timimi, S., et al. (2012). Psychiatry beyond the current paradigm. *British Journal of Psychiatry*, 201, pp. 430-434.
- Craddock, N. et al. (2008). Wake-up call for British psychiatry. *British Journal of Psychiatry*, 193, pp. 6-9.
- Fee, D. (2000) *Pathology and the Postmodern: Mental Illness as Discourse and Experience*. London: Sage.
- Foucault, M. (1954/2011). *Madness. The Invention of an Idea*. First published by Presses Universitaire de France. This edition published by HarperCollins Publishers.
- Foucault, M. (1965/1988). *Madness and Civilization: a history of insanity in the age of reason*. Vintage Books.
- Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Healy, D. (2012). *Pharmageddon*. Berkeley: University of California Press.
- Jenkins, J. and Carpenter-Song, E. (2005). The New Paradigm of Recovery from Schizophrenia: Cultural Conundrums of Recovery without Cure. *Culture, Medicine and Psychiatry*, 29, pp. 379-413.
- Johnstone, L. (2002). *Users and Abusers of Psychiatry*. (2<sup>nd</sup> ed.). Routledge.
- Kirk, S.A. and Kutchins, H. (1994). They Myth of the Reliability of DSM. *The Journal of Mind and Behavior*, 15(1-2), pp. 71-89.
- Kirsch, I. (2009). *The Emperor's New Drugs: Exploding the Antidepressant Myth*. London: Bodley Head.
- Pilgrim, D. and Rogers, A. (2009). Survival and its discontents: the case of British psychiatry. *Sociology of Health & Illness*, 37(7), pp. 947-961.
- Sayce, L. (2000). *From Psychiatric Patient to Citizen: Overcoming Discrimination and Social Exclusion*. London: Macmillan Press.

Scull, A. (2011). *Madness: a very short introduction*. Oxford University Press.

Speed, E., Moncrieff, J. and Rapley, M. (Eds.) (2014). *De-Medicalizing Misery 11: Society, Politics and the Mental Health Industry*. London: Palgrave Macmillan.

Timimi, S. (2014). No more psychiatric labels: Why formal psychiatric diagnostic systems should be abolished. *International Journal of Clinical and Health Psychology*, 14, pp. 208-215.

Verhaeghe, M. and Bracke, P. (2011). Stigma and Trust Among Mental Health Service Users. *Archives of Psychiatric Nursing*, 25(4), pp. 294-302.

### **Irish Mental Health Policy**

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

Johnstone, H. (2014). *All Vision but No Change? Determinants of Implementation: The Case of Ireland and Mental Health Policy*. Dublin: IPA.

Higgins, A. and McDaid, S. (Eds.) (2014). *Mental Health in Ireland: Policy, Practice and Law*. Dublin: Gill and Macmillan.

Kelly, B. (2015). Revising, reforming, reframing: *Report of the Expert Group on the Mental Health Act 2001* (2015). *Irish Journal of Psychological Medicine*, 32, pp. 161-166.

Independent Monitoring Group (2012). *Sixth Annual Report on Implementation 2011 (A Vision for Change)*. Dublin: Department of Health & Children.

Mental Health Commission (2009). *From Vision to Action : an analysis of the implementation of a Vision for Change*. Dublin: Mental Health Commission.

### **International practice and policy context**

*United Nations Convention on the Rights of Persons with Disabilities*.

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

Vanhala, L. (2015). The Diffusion of Disability Rights in Europe. *Human Rights Quarterly*, pp. 831-853.

WHO (2012). *Global Burden of mental disorders and the need for a comprehensive, coordinated response from health and social sectors at the country level*. Report by the Secretariat to the 65th World Health Assembly. A65/10. Geneva: World Health Organisation. Accessed at:

[http://apps.who.int/gb/ebwha/pdf\\_files/WHA65/A65\\_10-en.pdf?ua=1](http://apps.who.int/gb/ebwha/pdf_files/WHA65/A65_10-en.pdf?ua=1)

WHO (2013). *Mental Health Action Plan 2013-2020*. Geneva, Switzerland: World Health Organisation  
[http://www.who.int/mental\\_health/publications/action\\_plan/en/](http://www.who.int/mental_health/publications/action_plan/en/)

Whitaker, R. (2005). Anatomy of an Epidemic: Psychiatric Drugs and the Astonishing Rise of Mental Illness in America. *Ethical Human Psychology and Psychiatry*, 7(1), pp. 23-35.

### **Risk Assessment & Risk Management**

Bean, P. (2001), *Mental Disorder and Community Safety*. London: Palgrave.

Kirwan, G. (2015). Risk Management. In Sheehan, R. and Ogloff, J. (Eds.) (2016). *Working within the Forensic Paradigm: Cross-discipline approaches for policy and practice*. Routledge.

### **Mental Health Law**

*The Mental Health Act 2001*. Available at:

<http://www.irishstatutebook.ie/eli/2001/act/25/enacted/en/html>

*Assisted Decision-Making (Capacity) Act 2015*. Available at:

<http://www.irishstatutebook.ie/eli/2015/act/64/enacted/en/html>

Lislerud Smebye, K, Kirkevold, M. and Engedal, K. (2012). How do persons with dementia participate in decision making related to health and daily care? A multi-case study. *BMC Health Services Research*, 12(1), pp. 241-253.

Munro, E. and Rungay, J. (2000). Role of risk assessment in reducing homicides by people with mental illness. *British Journal of Psychiatry*, 176, pp. 116-120.

Nwachukwu, I., Crumlish, N., Heron, E. and Gill, M. (2010). Irish Mental Health Act: impact on involuntary admissions in a community mental health service in Dublin. *The Psychiatrist*, 34, pp. 436-440.

O'Donoghue, B., Lyne, J., Hill, M., Larkin, C., Feeney, L. and O'Callaghan, I. (2010). 'Involuntary admission from the patients' perspective.' *Soc Psychiat Epidemiol*, 45, pp. 631-638

### **Participation of service users**

Arnstein, S.R. (1969). A Ladder of Citizen Participation. *Journal of the American Institute of Planners*, 35(4), pp. 216-224.

Beresford, P. (2003). *It's Our Lives: A short theory of knowledge, distance and experience*. London: OSP for Citizens Press, in association with Shaping Our Lives.

Brosnan, L. (2014). Empowerment and the emergence of an Irish user/survivor movement. In Higgins and McDaid, (cited above), 79-98.

Flanagan, S. et al (2000). A survey of the self-rated quality of life of individuals with schizophrenia in community residential settings. *Irish Journal of Psychological Medicine*, 17, pp. 22-24.

Hyde, B., Bowles, W. and Pawar M. (2015) 'We're Still in There'—Consumer Voices on Mental Health Inpatient Care: Social Work Research Highlighting Lessons for Recovery Practice. *Br J Soc Work*, 45 (suppl\_1): i62-i78

Kirwan, G. (2013). 'The Group Values of Educational Encounters: Working with Service Users and Students in a Participatory Classroom Environment'. *Social Work With Groups*, 36(2-3), pp. 191-207.

McCubbin, M. and Cohen, D. (1996). Extremely Unbalanced: Interest Divergence and Power Disparities Between Clients and Psychiatry. *Intl Journal of Law and Psychiatry*, 19(1), pp. 1-25.

McLaughlin, H. (2009). 'What's in a Name: 'Client', 'Patient', 'Customer', 'Customer', 'Expert by Experience', 'Service User' – What's Next?' *British Journal of Social Work*, 39, pp. 1101-1117.

Morrison, A., Hutton, P., Shiers, D. and Turkington, D. (2012). Antipsychotics: is it time to introduce patient choice? *British Journal of Psychiatry*, 201, pp. 83-84.

Speed, E. (2006). 'Patients, consumers and survivors: A case study of mental health service user discourses', *Social Science and Medicine*, 62, pp. 28-38.

Also see: 'Listening to what we heard: Consultation with service users, carers and providers' (Chapter One); 'Partnership in care: Service users and Carers' (Chapter Three); 'Belonging and Participating: Social Inclusion' (Chapter Four); 'Rehabilitation and recovery mental health services for people with severe and enduring mental illness' (Chapter Twelve) – in *A Vision for Change: Report of the Expert Group on Mental Health Policy* (2006).

## **Readings related to specific mental disorders**

### **Schizophrenia**

Birchwood, M. and Jackson, C. (2001). *Schizophrenia*. Hove: Psychology Press.

Kendall, T. (2011). The rise and fall of the atypical antipsychotics. *British Journal of Psychiatry*, 199, pp. 266-268.

Jenkins, J. and Carpenter-Song, E. (2005). The New Paradigm of Recovery from Schizophrenia: Cultural Conundrums of Recovery without Cure. *Culture, Medicine and Psychiatry*, 29, pp. 379-413.

Zvonkovic, A. and Lucas-Thompson, R. (2015). Refuting the Myth of the “Violent Schizophrenic”: assessing an educational intervention to reduce stigmatization using self-report and implicit association test. *Social Work in Mental Health*, 13, pp. 201-215.

### **Affective Disorders / Self-Destructive Behaviour**

Hammen, C. and Watkins, E. (2011), *Depression*. (2<sup>nd</sup> ed.). Hove: Psychology Press.

Williams, J.M.G. and Kuyken, W. (2012), ‘Mindfulness-based cognitive therapy: a promising new approach to preventing depressive relapse’. *British Journal of Psychiatry*, 200, 359-360.

Clifford, S. (2010). ‘Helping people who are low in mood’. In A. Grant (ed.), *Cognitive Behavioural Interventions for Mental Health Practitioners*. Exeter: Learning Matters.

Sheppard, M. (1999), ‘Maternal depression in child and family care’ In Ulas, M. and Connor, A. (Eds.), *Mental Health and Social Work*. London: Jessica Kingsley.

Duffy, D. and Ryan, T. (Eds.) (2004). *New Approaches to Preventing Suicide: A Manual for Practitioners*. London: Jessica Kingsley Publishers.

Kielty, J. et al. (2014), ‘Psychiatric and psycho-social characteristics of suicide completers: a comprehensive evaluation of psychiatric case records and postmortem findings’. *Irish Journal of Psychological Medicine*, 32, 167-176.

Malone, K. (2013), *Suicide in Ireland 2003-2008*. (www.3ts.ie).

Trimble, T., Hennigan, B. and Gaffney, M. (2012). ‘Suicide postvention: coping, support and transformation’. *Irish Journal of Psychology*, 33, 115-121.

### **Anxiety Disorders**

Meyer, R. and Osborne, Y. (1996) *Case Studies in Abnormal Behaviour* (Ch. 3: ‘The Anxiety Disorders’). Boston: Allyn and Bacon.

Rachman, S. (2004). *Anxiety* (2<sup>nd</sup> ed.) (Hove: Psychology Press).

### **Organic Disorders of Older People**

Pierce, M., Cahill, S. and O’Shea, E. (2013). ‘Planning Dementia Services: new estimates of current and future prevalence rates of dementia in Ireland’. *Irish Journal of Psychological Medicine*, 30, pp. 13-20.

Moore, D. and Jones, K. (2013). *Social Work and Dementia*. (London: Sage).

Lawrence, V., Fossey, J., Ballard, C. et al. (2012). 'Improving quality of life for people with dementia in care homes: making psychosocial interventions work'. *British Journal of Psychiatry*, 201, pp. 344-351.

Swenson, C. (2004). *Dementia Diary: A Personal and Professional Journal*. *Social Work*, 49, pp. 451 – 460.

Killick, J. and Allan, K. (2001). *Communication and the Care of People with Dementia*. Buckingham: OUP.

James, O. (2008). *Contented Dementia*. London: Vermilion.

Ballard, C., Corbett, A. and Howard, R. (2014). 'Prescription of antipsychotics in people with dementia', *British Journal of Psychiatry*, 205, pp. 4-5.

## **B. Addictions**

**Mr. Aidan Mc Givern, Principal Social Worker, Ms Deirdre Carey, Senior Social Worker, Ms Margaret Markey, Senior Social Worker, Ms Chloe Mc Donnell, Social Worker & Ms Martina Mc Govern, Social Worker, National Drug Treatment Service, 30-31 Pearse Street, Dublin 2**

### **Module Aims**

The aims of this 8-hour module are to assist students to:

- Gain an insight of the nature of addiction in its various forms and the emergence of new psychoactive substances
- Develop an understanding of the term dual diagnosis (addiction and mental health)
- Learn about past and current drug policies and services available both statutory and voluntary
- Increase awareness of current models of treatment, new initiatives and changing trends in addiction policy and provision
- Develop a greater knowledge of the physical and psychological impact of drug misuse on an individual, families and society
- Familiarise students with skills used in practice when working with clients with addiction
- Highlight the contribution and role of social work when engaging with pregnant drug users and working with child welfare issues
- Learn the value of relationship building and counselling skills and gain a deeper knowledge of social work theories utilised in practice in addiction.

## **Teaching Methods**

The module will be taught in seminar format in four two hours sessions. Active participation is required. Case studies will be used. More reading may be suggested during the teaching sessions.

## **Themes of the four seminars;**

1. The emergence of drug use in Ireland from the 1970's and the policy and service response to date. The National Drug Treatment Centre and its role.(Margaret Markey and Aidan Mc Givern)
2. Main drugs of abuse, the emergence of new psychoactive substances and discussion on the treatment and substitution programmes available. Focus on the current policy and initiatives addressing rising trends (National Drugs Strategy and Supervised injection rooms) Dr Kiran Santal and Martina Mc Govern.
3. Child Welfare and findings of research conducted by Social Workers at the National Drug Treatment Service. Crisis pregnancy and the effects of drug use in pregnancy will be discussed.(Chloe Mc Donnell and Aidan Mc Givern)
4. Social work skills, principles and theories used in practice with emphasis on Brief Interventions, Solution Focused, Motivational interviewing and systems theory. Relationship building working from a biopsychosocial perspective will be highlighted. Case studies will be used in this seminar.(Deirdre Carey and Chloe Mc Donnell)

## **Learning Outcomes**

Students who attend and participate in these seminars and who do some reading on the themes covered will, at the end of the module, have acquired:

- an understanding of the contribution which social work can make to addiction services, and an understanding of how social workers in generic settings can be more involved with helping people suffering from addiction in such settings
- A critical understanding of the nature of 'addiction' and 'mental health'
- a knowledge of the signs and symptoms of addiction and treatments of services and treatment available
- a knowledge of the main issues which arise in alcohol and drug policy;
- a basic knowledge of addiction counselling models and skills;



- An understanding of how parental addiction and mental health problems impact on children and on how social workers can intervene in such problems.

### Useful Websites

- Alcohol Action Ireland [www.drinkhelp.ie](http://www.drinkhelp.ie)
- Department of Health & Children [www.dohc.ie](http://www.dohc.ie)
- Drugs helpline (HSE) [www.drugs.ie](http://www.drugs.ie)
- European Monitoring Centre for Drugs and Drugs Addiction. [www.emcdda.europa.eu](http://www.emcdda.europa.eu)
- HRB National Documentation [www.drugsandalcohol.ie](http://www.drugsandalcohol.ie)
- <http://hse.ie/eng/about/Who/primarycare/socialinclusion/homelessness-and-addiction/medically-supervised-injecting-centre/faq.html>
- <https://www.theguardian.com/society/2013/may/04/denmark-nurses-addicts-inject>
- Press Release: Ireland's first Supervised Injecting Facility to provide safe harbour and medical help for chronic drug users, Department of Health, February 2017
- National Advisory Council on Drugs and Alcohol. [www.nacda.ie](http://www.nacda.ie)
- National Service Users' Executive [www.nsue.ie](http://www.nsue.ie)
- The Rise (Recovery in a Safe Environment; for family members) Foundation  
[www.therisefoundation.ie](http://www.therisefoundation.ie)

### Reading

- American Psychiatric Association (2013), *Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> edition). (Arlington, Virginia: American Psychiatric Association Publishing).
- Anderson, P., Gual, A., Com, J., (2005) *Alcohol and Primary Health Care: Clinical Guidelines on Identification and Brief Interventions*. (Department of Health of the government of Catalonia: Barcelona)
- Anderson, R., (2010) *Living with a Problem Drinker – your survival guide* (London: Sheldon Press)
- Annual 'Activities' Reports of Irish Psychiatric Services. (Dublin: Medico-Social / Health Research Board).
- Babor, T. et al. (2010), *Alcohol – no ordinary commodity: research and public policy, 2<sup>nd</sup> ed.* (Oxford University Press).
- Beattie, Melody (1992) *Codependent No More* (Hazelden).
- Bellrose, D., Carew, A M., AND Lyons S., (2011) Trends in treated problem drug use in Ireland 2005 – 2010 (Dublin: Health Research Board)

- Butler, S. (2009), 'Obstacles to the Implementation of an Integrated National Alcohol Policy in Ireland: Nannies, Neo-Liberals and Joined-Up Government', *Journal of Social Policy*, 38, 343-359.
- Butler, S., (2002), 'Addiction Problems, Addiction Services, and Social Work in the Republic of Ireland', *Journal of Social Work Practice in the Addictions*, 2, 31-48.
- Butler, S., (2010), "Benign Anarchy: Alcoholics Anonymous in Ireland", (Irish Academic Press).
- Butler, S., and Loughran, H. (2015), "Substance Misuse and Social Work in Ireland: Must Do Better", (Chapter 12) in Christie, A. et al, "Social Work in Ireland - Changes and Attitudes", (Palgrave).
- Carruth, B. (2006) *Psychological Trauma and Addiction Treatment*, New York: The Haworth Press.
- Cohen, A., (Ed) (2008), "Delivering Mental Health in Primary Care – An evidence-based approach", (London: Royal College of General Practitioners).
- (Eberhard Schatz & Marie Nougier, 2012) *Drug Consumption Rooms, Evidence and Practice*
- De Vel-Palumbo, Matthew-Simmons, M Shanahan, M & Ritter, A. *Supervised Injecting Facilities: What the literature tells us*, Drug Model Policy Programme Bulletin No. 22 | January 2013 (Stage 2) ISSN 1835 – 1824
- Department of Health and Children, (2012), Steering group Report on a National Substance Misuse Strategy (alcohol), (Dublin).
- *Drugs: education, prevention and policy* (Vol. 17, Supplement 1, 2010). *The 5-Step Method: A Research-Based Programme of Work to Help Family Members Affected by a Relative's Alcohol or Drug Misuse*.
- European Monitoring Centre for Drugs and Drug Addiction. Pregnancy, (2012) Child Care and the Family: Key issues for Europe's response to Drugs. [www.emcdda.europa.eu](http://www.emcdda.europa.eu)
- Farren, C., (2011) *Overcoming Alcohol Misuse – a 28-day Guide* (Kite Books)
- Forrester, D. and Harwin, J. (2011), *Parents Who Misuse Drugs and Alcohol: Effective Interventions in Social Work and Child Protection*. (Chichester: Wiley-Blackwell).
- Forrester, D., McCambridge, J., Waissbein, C., Emllyn-Jones, R. and Rollnick, S. (2008). 'Child Risk and Parental Resistance: Can motivational interviewing improve the practice of child and family social workers in working with parental alcohol misuse?', *British Journal of Social Work*, 38, 1302-1319.
- Goldstein Juttel, A. (2011), *Putting a Name to It: Diagnosis in Contemporary Society*. (Baltimore: Johns Hopkins University Press).
- Higgins, A., and Mc'Daid, S., (Ed) (2014) "Mental Health in Ireland- Policy, Practice and Law", (Gill and MacMillan)
- Hohman, M. (2011), *Motivational Interviewing in Social Work Practice*. (London: Guilford).

- Hope, A. (2011), *Hidden Realities: Children's Exposure to Risks from Parental Drinking in Ireland*. (Letterkenny: North-West Alcohol Forum).
- Horgan J. Parental Substance misuse: Addressing its impact on children: A review of the literature. Dublin, National Advisory Committee on Drugs 2011
- Klee,H.,Jackson,M. and Lewis, S. (2002) *Drug Misuse and Motherhood* London:Routledge
- Lawrence-Jones, J. (2010), 'Dual Diagnosis (Drug/Alcohol and Mental Health): Service User Experiences. *Practice: Social Work in Action*, 22, 115-131.
- Lucey, J., (2014), "In My Room", (Gill and MacMillan).
- Mc Givern, A. & Mc Donnell, C. (2015) 'Vulnerable families and drug use: Examining care admissions of children of parents attending an Irish drug treatment facility' in *Irish Social Worker*, Spring Edition, pgs:17-23.
- McKeganey, N. (2011). *Controversies in Drugs Policy and Practice*. (Houndmills,Basingstoke:Palgrave).
- Mental Health Commission, Annual Reports.
- Miller, W. and Rollnick, S. (2012), *Motivational Interviewing: Helping People Change* (3<sup>rd</sup> ed.). London: Guilford Press.
- Miller, W., Forcehimes, A., and Zweiben, A., (2011), "Treating Addictions; A Guide for Professionals", (London: Guilford Press).
- Miller, W., (2006), *Sacred Cows and Greener Pastures: Reflections from 40 Years in Addiction Research*, (*Alcoholism Treatment Quarterly*, 34:1, 92-115).
- Treatment approaches for Alcohol and Drug Dependence 2<sup>nd</sup> edition: An Introductory Guide. Jarvis T, Tebbutt J, Mattick R, Shand F 2005
- Miller WR and Rollnick S, ( 2002) *Motivational Interviewing: Preparing People to Change Addictive Behaviour* (2<sup>nd</sup> Edition) New York: Guilford Press.
- *Multidisciplinary Team Working: From Theory to Practice* (2006). (Dublin: Mental Health Commission).
- National Health Service UK, (2012) Parents with Drug Problems: How treatment helps families. [www.nta.nhs.uk](http://www.nta.nhs.uk)
- National Institute of Drug Abuse. (2014) How does heroin use affect pregnant women? [www.drugabuse.gov/publications/reaserch-reports](http://www.drugabuse.gov/publications/reaserch-reports)
- *National Drugs Strategy (interim) 2009-2016*. (Dublin: Department of Community, Rural and Gaeltacht Affairs).
- Department of Health.(2017) *Reducing Harm,Supporting Recovery.A health led response to drug and alcohol use in Ireland 2017-2025*.

- O'Brien, C. (2011), 'Addiction and dependence in DSM-IV', *Addiction*, 106, 866-867.
- Orford, J. et al., (2005), *Coping with Alcohol and Drug Problems: The Experiences of Family Members in Three Contrasting Cultures*. London: Routledge.
- Rapp, C. and Goscha, R. (2012), *The Strengths Model: A Recovery-Oriented Approach to Mental Health Services*. (Oxford University Press).
- Ramstedt, M., and Hope, A., (2005) 'The Irish drinking habits of 2002 – Drinking and drink-related harm in a European comparative perspective', *Journal of Substance Use* **10**, 273-283
- Rhodes, T. and Hedrich, D. (2010), *Harm Reduction: evidence, impacts and challenges*. (Lisbon: European Monitoring Centre for Drugs and Drug Addiction).
- Saleebey, D., (ed) (1997) *The Strengths Perspective in Social Work Practice (2<sup>nd</sup> ed)* (New York: Longman)
- Jarvis T, Tebbutt J, Mattick R, Shand F 2005. Treatment approaches for Alcohol and Drug Dependence 2<sup>nd</sup> edition: An Introductory Guide
- The College of Psychiatrists of Ireland (2012), *A consensus statement on the use of benzodiazepines in specialist mental health services*. (Dublin: College of Psychiatrists of Ireland).
- Taylor, A. et al. (2008), 'Parental Alcohol Misuse in Complex Families: the implications for engagement', *British Journal of Social Work*, 38, 843-864.

## 1.6 Child and Youth Mental Health

### Alan Maddock

Child and Adolescent Mental Health Services (CAMHS) is the latest terminology for services, which over the twentieth century have been variously known by terms such as child and adolescent psychiatry, pediatric psychiatry, family psychiatry, and child guidance. The changing terminology is important, as the term CAMHS seemingly denotes a change from the medically-focused psychiatric field into a broader health-focused 'service'. A distinction is necessary between clinic-based services for younger children and families; and those for adolescents. There are an increasing number of services internationally aimed at young people developing in a somewhat distinctive direction: towards community-based services, practicing from a public health, outreach perspective. The development of a new youth mental health paradigm has challenged the structure of traditional CAMHS and AMHS services and this will be explored as part of the course.

**The aims of this module are to**

(1) Explore the nature and extent of child and adolescent mental health problems and illnesses, drawing on different theoretical and professional perspectives,

(2) Critically examine the policy and practice responses, with particular reference to the role of social work,

(3) Consider how the new youth mental health paradigm is challenging the structure of traditional CAMHS and adult mental health services,

(4) Explore different assessment, care planning and intervention approaches that can be used by social workers when working with traditional and more contemporary child and adolescent mental health issues.

**Module Content**

In three three-hour classes, the following topics will be covered:

- **Mental Health in Ireland – how far have we come?**

Looking at: mental health prevalence, etymology, increases in self-harm and suicide, funding, staffing and wait times.

- **Mental Health Child and Adolescent Mental Health Service**

**Structures:**

Looking at: concepts of CAHMS and emerging adulthood, voluntary, primary and secondary care and the mental health needs continuum of mild to severe mental health issues.

- **Policy and Legislative Framework:**

Looking at: the Irish policy and legislative frameworks input on Child and Adolescent Mental Health.

- **Mental Health Issues and Needs:**

Looking at: mild issues to severe issues for clients (severe issues will include diagnoses) along with overt and subtle signs of mental health difficulty clients may be experiencing.

- **Assessment and Care Planning Frameworks:**

Looking at: risk assessment, accurate history taking, protective factors and safety planning.

- **Models of Mental Health:**

Looking at: the different models of mental health and how some can be pathologising while others focus on strengths.

- **Mental Health Social Work Values in Child and Adolescent Mental Health:**

Looking at: core social work values and ethical issues in Child and Adolescent mental health.

- **Role of Social Work in a Trans disciplinary or Multidisciplinary Child and Adolescent Mental Health context:**

Looking at: both team structures, and ways in which social workers can work more effectively in such teams.

- **Clinical Social Work Approaches to Mental Health:**

Looking at: traditional and contemporary social work approaches, which support client mental health outcomes e.g. Solution Focused Therapy, Mindfulness and Cognitive Behavioural Therapy, while recognizing the complexity of using some of these approaches when it comes into contact with child protection and risk issues.

- **Contemporary Child and Youth Mental Health issues:**

Looking at: cyber bullying, self-harm and how to support clients presenting with these issues.

## **Learning Outcomes**

By the end of this module, you will:

- Be aware of the debates and issues relating to the provision of child and youth mental health services and the classification of child and youth mental health problems (Domain One, Four and Six)

- Be knowledgeable about the various causation theories and treatment modalities offered within CAMHS and Youth outreach services (Domain Five)
- Be able to identify and source some of the most rigorous theoretical and research work in this area, in Ireland and internationally (Domain One, Five and Six)
- Be sensitive to issues of class and culture and how an anti-oppressive approach can be best practiced in child and youth mental health (Domain Three)
- Understand how multi-disciplinary approaches work in child and youth mental health services, and the specific contribution that social work makes (Domain One and Two)
- Have a working knowledge of the specific contribution of the youth mental health movement and its best practice principles in Irish services.

### **Teaching & Learning Methods**

Sessions will be interactive in nature, combining some didactic input, prepared readings, group exercises, reflection and discussion.

### **Assessment**

Full attendance, reading of required materials and participation in class discussions.

### **Initial reading list**

Arnett, J. (2000). Emerging adulthood. A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480.

Bronfenbrenner, U. (1992). Ecological systems theory. In R. Vasta (Ed.), *Six theories of child development: Revised formulations and current issues* (187-249). London, England: Jessica Kingsley Publishers. ISBN-10: 9781853021374.

Brown, J. D. (2014). Self-esteem and self-evaluation: Feeling is believing. *Psychological perspectives on the self*, 4, 27-58.

Burke, M., Marlow, C., & Lento, T. (2010). *Social network activity and social well-being*. In *Proc. CHI 2010: Conference on human factors in computing systems (pp. 1909–1912)*. New York: ACM.

Dooley, B.A., & Fitzgerald, A. (2012). *My world survey: National study of youth mental health in Ireland*. Headstrong and UCD School of Psychology.

Dooley, B., Fitzgerald, A., & Giollabhui, N. M. (2015). The risk and protective factors associated with depression and anxiety in a national sample of Irish adolescents. *Irish Journal of Psychological Medicine*, 32(01), 93-105.

Gorey, K. (1995). Effectiveness of social work intervention research: Internal versus external evaluations. *Social Work Research*, 20(2), 119-128.

Maddock, A. (2015). Consensus or Contention: an exploration of multidisciplinary team functioning in an Irish mental health context. *European Journal of Social Work*, 18, 246-261.

Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2, 85-101.

Orth, U., & Robins, R. W. (2014). The development of self-esteem. *Current directions in psychological science*, 23(5), 381-387.

Onyett, S. (2003). *Teamworking in mental health*. New York, NY: Palgrave Macmillan.

Pilgrim, D. (2005). *Key Concepts in Mental Health* London: Sage

Karben, K. (2011). *Social work and mental health*. London: Polity.

Rogers, A., & Pilgrim, D. (2005). *Sociology of mental health and illness (3rd ed.)*. Maidenhead: Open University Press.



## 1.7 Health – Related Social Work

**Ms Maeve Foreman, Mr John McDermott, Ms Sarah Anglim & Ms Marie Kinsella**

### **Module Aims**

This module aims to prepare students for social work in health care and to achieve the standards of proficiency required by CORU under the following domains:

Domain 6: Knowledge, understanding and skills – This module examines a selection of issues in health related social work and sets them in a theoretical context, with a view to developing students' understanding of the nature of social work in a variety of settings, including hospitals, specialist hospitals and hospices and primary healthcare. Selected theories will be examined critically and their value in these settings demonstrated. Intercultural issues will also be addressed.

Domain 5: Provision of quality services – students are introduced to different forms of assessment used in health care and to the social work process from assessment, through intervention to evaluation of outcomes.

Domain 3: Effective communication – Through the use of problem based learning in groups students learn effective and appropriate skills for health related social work. Counselling, collaborative practice and advocacy are emphasised as key social work skills necessary for practice in health care settings.

Domain 2: Interpersonal and professional relationships – relationship-based practice, multidisciplinary, interdisciplinary and interagency teamwork are emphasised as core to social work practice in health care.

### **Module Content**

- Students will examine essential theories for social work in health care, in particular attachment, loss and bereavement, crisis intervention, and an understanding of the nature of trauma. Cultural aspects of illness and death will be considered.
- Broader health related issues such as changes in the Irish health services, health promotion, health behaviour and behaviour change and the role of community and service user organisations will also be explored.
- Models of multidisciplinary and interdisciplinary teamwork will be critically examined in the light of students' placement and prior work experience
- Some contemporary issues in health related social work practice will be explored through the use of case studies - including the impact of

long term chronic illnesses, HIV, rehabilitation , cancer care and primary health care.

## **Learning Outcomes**

On successful completion of this module students will be able to:-

- Demonstrate knowledge of some relevant theoretical approaches in health related social work, including theories of attachment, loss and bereavement
- Demonstrate knowledge of the role of the social work in health care and the importance and benefits of working with community and service user organisations
- Engage in collaborative methods of multidisciplinary, interdisciplinary and interagency teamwork, and have a working knowledge of effective practice in teams
- Assess and offer a social work service to people presenting with a variety of issues and problems typical of a health care setting
- Draw on available evidence and utilise social work theoretical and practice approaches acquired in other modules

## **Teaching and Learning Methods**

Lectures, class discussions and problem based learning in small groups

### **Assessment**

Assessment is by a 3,000 word (maximum) essay to be submitted on November 6<sup>th</sup> 2017. Reassessment if required is by re-submission of this essay by January 29<sup>th</sup> 2018.

### **Reading List**

#### **Essential Reading**

Sarah Banks (2010) Inter-professional Ethics: A Developing Field? Notes from the Ethics & Social Welfare Conference, Sheffield, UK, May 2010, *Ethics and Social Welfare*, 4:3:280-294,

Barnardos (2008) *Bereavement and Children - Information Pack*. Dublin: Barnardos/National Children's Resource Centre  
[http://www.barnardos.ie/assets/files/information-pack/bereavement\\_october\\_2008.pdf](http://www.barnardos.ie/assets/files/information-pack/bereavement_october_2008.pdf)

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

- Dziegielewska, S. (2013) *Changing face of health care social work: opportunities and challenges for professional practice*. New York: Springer Publishing Company (electronic resource TCD Library)
- Fleming, T. Flood, S., Gumulka, S., Jacob, D., Parkinson, R., & Reilly, P. (2011) *The Role of Social Work in Primary Care in Ireland*. Paper by IASW Special Interest Group in Primary Care <https://iasw.ie/attachments/5df208bc-f91e-4ec3-9f29-bf966336819a.PDF>
- Foreman, M. (2015) Medical Social Work in Ireland: An Exploration of Service User Perspectives. *Irish Social Worker Spring Issue 2015:Research & Analysis*
- Foreman, M. & Ní Raghallaigh, M. (2015) Experience of Social Workers working with people living in Direct Provision system [https://www.iasw.ie/attachments/Working\\_group\\_on\\_the\\_Protection\\_Process\\_Submission.pdf](https://www.iasw.ie/attachments/Working_group_on_the_Protection_Process_Submission.pdf). Accessed online July 2016
- Franklin, C. (2014) Changes in the DSM-5: What Social Workers Need to Know. <http://blog.oup.com/2014/03/changes-in-the-dsm-5-what-social-workers-need-to-know/>
- Goldsworthy, K. (2005) Grief and Loss in Social Work Practice. *Australian Social Worker* 58:2:167-178
- Health Service Executive (HSE) (2009) *Health Services Intercultural Guide*. Dublin:HSE
- Hospice Foundation (2015): Resources on Coping with Bereavement/Helping a Bereaved Person/Working in Bereavement <http://hospicefoundation.ie/bereavement/>; <http://hospicefoundation.ie/bereavement/bereavement-leaflets/>
- Howe, D. (2011) *Attachment across the lifecourse: a brief introduction*. UK:Palgrave/Macmillan
- Irish Association of Social Work (IASW) & Gay & Lesbian Equality Network (GLEN) (2011) *Lesbian, Gay and Bisexual People: A Guide to Good Practice for Social Workers*. Dublin:IASW/GLEN <https://www.iasw.ie/attachments/5f24c87f-8792-4df1-a8d6-294bdbbe6e851.PDF>
- Judd, R. & Sheffield, S. (2010) Hospital Social Work: Contemporary Roles and Professional Activities. *Social Work in Health Care* 49:9:856-871
- Monroe, B. & Kraus, F. (2010) 2<sup>nd</sup> Ed *Brief Interventions with Bereaved Children..* UK:Oxford University Press
- National Head Medical Social Workers Forum (2014) *Social Work in a Medical Setting: Competencies Framework*. <https://www.iasw.ie/attachments/f2d4bcd1-b23e-4cbc-a32d-5ce0bbcb5fe7.PDF>
- [O'Connor, E. & Wilson, E.\(2015\) Responding to Psychosocial Aspects of Illness and Health: Challenges and Opportunities for Social Work in Christie, A.](#)

[Featherstone, B., Quin, S., & Walsh, T. \(Eds.\). \*Social Work in Ireland: changes and continuities\*. Palgrave Macmillan.](#)

Thompson, N. (2011) 'Health and the Medicalization of Inequality' Chapter 6 in *Promoting Equality: Working with Diversity and Difference* 3<sup>rd</sup> Edition. Palgrave MacMillan

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 – 786

Walsh, T (2010) *The Solution-Focused Helper: ethics and practice in health and social care*, Maidenhead:Open University Press/McGraw Hill Education

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

## **Additional Reading**

### **Grief and Loss**

Akerman, R. and Statham, J. (2011). *Childhood Bereavement: a Rapid Literature Review*. London:Child Wellbeing Research Centre

Arthur A., et al. (2011) *Bereavement Care Services: A synthesis of the literature*. UK:Dept of Health

Attig, T. (2011) *How we Grieve – Relearning the World* (Revised Edition)Oxford: OUP

Beresford, P., Adshead, L. & Croft, S. (2007) *Palliative Care, Social Work and Service Users*. London : Jessica Kingsley

IASW (2002) *Irish Social Worker Special Edition on Bereavement and Social Work* 20:3

Farrelly, M. (2005) The Bereavement Journey: the Irish Experience. Chap. 11 in Ling, J. & O'Siorain, L. *Facing Death: Palliative Care in Ireland*. U.K.:OUP

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

Klass, D., Silverman, P.R. & Nickman, S.L. (eds.) (1996) *Continuing Bonds – new understandings of grief*. Philadelphia: Taylor & Francis.

Lazarus R.S. & Folkman S. (1984) *Stress, appraisal and coping*. New York:Springer

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

- Machin, L. (2009) *Working with Loss and Grief – a new model for practitioners*. London:Sage
- Martin, T.L. & Doka, K.J. (2010) *Grieving beyond gender: understanding the ways men and women mourn*. NY:Routledge
- McDonnell, E. (2002) Bereavement in a maternity setting, *Irish Social Worker – special edition on Bereavement and Social Work* 20(3/4):7-9
- Mulvihill, A. & Walsh, T. (2014) Pregnancy Loss in Rural Ireland: An Experience of Disenfranchised Grief. *British Journal of Social Work* 44 (8): 2290-2306
- Neimeyer R., Harris, D., Winokuer, H. & Thornton, G. (2011) *Grief and Bereavement in Contemporary Society – bridging research and practice*. UK:Routledge
- O’Driscoll S. (2006) Responding to Bereavement in the Acute Care Setting – A journey in service development. In Cruz L. (Ed) *Making Sense of Dying and Death*. ebooks:The Inter-Disciplinary Press
- Oliviere, D., Monroe, B., Payne, S. (2011) *Death, Dying, and Social Differences* UK:Oxford University Press
- Parkes, C.M. (2006) *Love and Loss – the Roots of Grief and its Complications*. London:Routledge
- Parkes, C.M. (2002) Grief: Lessons from the past, visions for the future. *Death Studies*, 26:367-385
- Parker, J. (2005) (ed) *Aspects of Social Work and Palliative Care*. UK:Quay Books
- Parkes, C.M., Laungani, P. & Young, B. (Eds.) (2000) *Death and Bereavement across Cultures*. London:Routledge
- Piper, W., Ogrodniczuk, J., Weideman, R. (2005) Screening for Complicated Grief: when less may provide more. *Canadian Journal of Psychiatry* 50(11):680-683
- Pockett, R., Walker, E. and Dave, K. (2010) ‘Last Orders’: Dying in a Hospital Setting. *Australian Social Work* 63(3):250-265
- Schut, H. & Stroebe, M. (2010) Effects of Support, Counselling and Therapy before and after loss: can we really help bereaved people? *Psychologica Belgica* 50-1&2:9-102
- Sorensen, R. & Ledemaa, R. (2011) End of Life Care in an Acute Care Hospital: Linking Policy and Practice. *Death Studies* 35(6):481-503
- Spiers, T. (2000) *Trauma: a practitioner’s guide to counselling*. London: Brunner-Routledge.
- Strobe, M. & Schut, H. (1999) The Dual Process Model of Coping with Bereavement: rationale and description. *Death Studies*, 23, 197 – 224.

## **Health Inequalities – Health Promotion**

Allen, M., Forster, P. (2008) *Domestic Violence: Developing a Response. Exchange House, Dublin*. Report on study commissioned by Exchange House on the development of services for the elimination of violence against traveller women.

Burke, S (2009) *Irish Apartheid: Healthcare Inequality in Ireland* Dublin:New Island

Bywaters, P. (2009) Tackling Inequalities in Health: A Global Challenge for Social Work. *British Journal of Social Work* 39:353-367

Collins, E. and Brian Sheehan, B. (2004) *Access to Health Services for Transsexual People*. Dublin:Equality Authority

Dept. of Health (2013) *Healthy Ireland – A Framework for Improved Health and Wellbeing 2013-2015* Dublin:DOH

Gibbons, M. Manandhar, M. Gleeson, C. and Mullan J. (2008) *Recognising LGB Sexual Identities in Health Services – the experiences of LGB people with Health Services in North West Ireland*. DUBLIN: Equality Authority

Health Service Executive (HSE) (2010) *Health Inequalities Framework 2010-2012*. Dublin:HSE

HSE (2009) *LGBT Health: Towards meeting the health care needs of Lesbian, Gay, Bisexual and Transgender People* Dublin:HSE

HSE (2009) *Emergency Multilingual Aid* [www.hse.ie/eng/Publications/services/SocialInclusion/EMA](http://www.hse.ie/eng/Publications/services/SocialInclusion/EMA)

HSE (2008) *National Intercultural Health Strategy 2007-2012*, Dublin: HSE

Higgins, A., Sharet, D., McCann, E et al. (2011) *Visible Lives – identifying the experiences and needs of older lesbian, gay bisexual and transgender people in Ireland*. Dublin:GLEN

Mayock, P.; Bryan, A.; Carr, N. & Kitching, K. (2009) *"Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay, Bisexual and Transgender People"* Dublin: BeLongTo Youth Services

Miller, W.R. & Rollnick, S. (2012) 3<sup>rd</sup> Edition *Motivational Interviewing – preparing people to change addictive behaviour*. NY/London:Guilford Press

McNeil, J., Bailey, L., Ellis, S. & Regan, M. (2014) *Speaking from the Margins: Trans Mental Health and Wellbeing in Ireland*. Dublin:TENI

Pavee Point Travellers' Centre (2012) *Selected Findings and Recommendations from the All Ireland Traveller Health Study Our Geels 2010* <http://www.paveepoint.ie/wp-content/uploads/2013/10/AITHS-Booklet-Sep.12.pdf>

Prochaska, J.O., Norcross, J.C. & DiClement, C. (2007) *Changing for Good*. NY:William Morrow

Women's Health Council (2009) *14 principles of best practice for Service Delivery: An Inter-culturally Competent Approach to Meeting the Needs of Victims/Survivors of Gender-based Violence*. Dublin:DOHC

### **Social Work in Health Care**

Auerbach, C., Mason, S.E. and Laporte, H.H. (2007) Evidence that supports the value of social work in hospitals. *Social Work in Health Care*, 44(4):17-32.

Bluebond-Langner, M. (1996) *In the shadow of illness: parents and siblings of the chronically ill child*. Chichester:Princeton University Press

Bor R. , Miller, R., Gill, S., Evans, A. (2008) *Counselling in Health Care Settings*. London:Cassell

Bywater, J. (2007) *Sexuality and Social Work*. UK:Learningmatters.co.uk

Burnard, P. (2005) *Counselling Skills for Health Professionals*. Cheltenham: Nelson Thornes

Craig, S. and Muskat, B. (2013) Bouncers, Brokers, and Glue: The Self-described roles of social workers in urban hospitals. *Health Social Work* 38(1):7-16.

Davis, C., Milosevic, N., Baldry, E. and Walsh, A. (2005) Defining the role of the hospital social worker in Australia: Part 2. A qualitative approach. *International Social Work* 48(3):289-299

Heary, C. Hogan D. & Smyth C. (2003) *Living with an acquired brain injury during childhood and adolescence, an Irish Perspective*. Dublin:Children's Research Centre

Fraser, A. and Matthews, S. (2008) *The Critical Practitioner in Social Work and Health Care*. London: Open University Press

Gehlert, S. and Browne, T. (2006) *Handbook of Health Social Work*. Chichester:John Wiley

Hardiker, P. & Tod, V. (1982) Social Work and Chronic Illness. *British Journal of Social Work* 12:639:667

HSE (2010) *HSE Policy on Domestic, Sexual and Gender Based Violence*. Dublin:HSE

Irish Association of Social Workers (IASW) (2010) *Social Work in Disability – The Role of Social Work in Disability Services*  
[https://www.iasw.ie/attachments/Role\\_of\\_social\\_worker\\_in\\_disability\\_services.pdf](https://www.iasw.ie/attachments/Role_of_social_worker_in_disability_services.pdf)

IASW (1995) *Special Issue of Irish Social Worker on Health Related Social Work*\_13 (2)

Livneh, H. & Antonak, R.F. (2005) 'Psychosocial adaption to chronic illness and disability: a primer for counsellors', in *Journal of Counselling & Development* 83:12-20



McLaughlin, J. (2015) Social work in acute hospital settings in Northern Ireland: The views of service users, carers and multi-disciplinary professionals. *Journal of Social Work* doi:10.1177/1468017314568843

Mantell, A., & Scragg, T. (2008) *Safeguarding Adults in Social Work*. Exeter: Learning Matters

Ní Raghallaigh, Dr. M., Foreman, M., Feeley, M., Moyo, S., Wenyi Mendes, G., Bairéad, C., *Transition: from Direct Provision to life in the community*, Dublin, Irish Refugee Council

[https://www.tcd.ie/swsp/assets/pdf/Book\\_Launches/Ni%CC%81Raghallaigh\\_MForeman\\_M\\_et\\_al\\_\(2016\)\\_Transition\\_from\\_Direct\\_Provision\\_to\\_life\\_in\\_the\\_community.pdf](https://www.tcd.ie/swsp/assets/pdf/Book_Launches/Ni%CC%81Raghallaigh_MForeman_M_et_al_(2016)_Transition_from_Direct_Provision_to_life_in_the_community.pdf). Accessed online July 2016

Oliver, M. and Sapey, B. (2006) *Social Work with Disabled People 3<sup>rd</sup> Edition* – Practical Social Work Series. UK: Palgrave Macmillan

Penhale, B. (2013) Social Work Practice in Healthcare pp. 249-258 , in Davies, M. (Ed) (4<sup>th</sup> Ed) *The Blackwell Companion to Social Work*. UK

Pietroni, M. & Vaspe, A. (2000) *Understanding Counselling in Primary Care – voices from the Inner City*. Edinburgh: Churchill Livingstone.

Rock, B.D. (2002) Social work in health care in the 21<sup>st</sup> Century – the biopsychosocial model. In Green, G.J. & Roberts, A.R. (Eds) *Social Workers Desk Reference*. UK: Oxford University Press

Sidell N.L. (1997) Adult adjustment to chronic illness: a review of the literature. In *Health and Social Work* 22:1

Thompson, N. (2000) *Theory and Practice in Human Services*. 2<sup>nd</sup> Edition. Berks: OUP

### **Suicide and Self Harm**

Allen M. (2005) 'Mental Health and Suicide' In: Quin, S. & Redmond, B (eds). *Mental Health and Social Policy*. Dublin: UCD Press.

Console, the National Office for Suicide Prevention and Turas Le Chéile (2012) *National Quality Standards for the Provision of Suicide Bereavement Services A Practical Resource*.

Dept. of Health and Children (2005) *Reach Out; National Strategy for Action on Suicide Prevention 2005-2014*. Dublin: Government Publications

Joe, S. & Niedermeier, D. (2008) Preventing Suicide: A Neglected Social Work Research Agenda *British Journal of Social Work* (2008) 38, 507–530

Jordan, J. & McIntosh, J. (2010) *Grief after Suicide – understanding the consequences and caring for survivors*. UK: Routledge



Mann et al. (2005) Suicide Prevention Strategies – a systematic review. *JAMA*, 294(16):

National Office of Suicide Prevention (NOSP) (2009) *You are not alone – help and advice on coping with the death of someone close*. Dublin: HSE Resource Officers for Suicide Prevention and National Office for Suicide Prevention [http://www.nosp.ie/not\\_alone\\_2009.pdf](http://www.nosp.ie/not_alone_2009.pdf)

National Youth Federation (Ireland) (2003) *Suicide resource handbook for youth organisations*. Dublin :Irish Youthwork Press

Smyth, C.L., MacLachlan, M. & Clare, A. (2003) *Cultivating Suicide*. Dublin:The Liffey Press

Wertheimer, A. (2013) (Classic Edition) *A Special Scar: the experiences of people bereaved by suicide*. Hove: Brunner-Routledge.

### **Trauma and Critical Incident Stress Management**

American Psychiatric Association (2013). Highlights of Changes from DSM-IV-TR to DSM-5 <http://www.dsm5.org/Documents/changes%20from%20dsm-iv-tr%20to%20dsm-5.pdf>

Bell, J. L. (1995) Traumatic event debriefing, *Social Work* 40 (1), pp. 36 – 43.

Bisson, J., Tavakoly, B., Witteveen, A. et al. (2010) TENTS Guidelines: development of post-disaster psychosocial care guidelines through a Delphi process. *British Journal of Psychiatry* 196(1):69-74

Bisson JI, Ehlers A, Matthews R, et al (2007), Psychological treatments for chronic post-traumatic stress disorder. Systematic review and meta-analysis. *British Journal of Psychiatry*, 190 :97-104

Columbia School of Social Work (2013) *Advancing Social Work Practice with Clients: Understanding the DSM-5*  
[http://socialwork.columbia.edu/sites/default/files/file\\_manager/pdfs/News/DSM-5%20Proceedings.pdf](http://socialwork.columbia.edu/sites/default/files/file_manager/pdfs/News/DSM-5%20Proceedings.pdf)

Dunn, A. (2001) Trauma Aftercare – a Four Stage Model. Chapter 4 pp. 97-130 in Speirs, T. *Trauma: A Practitioner's Guide to Counselling*. UK:Routledge

Franklin, C. (2014) Changes in the DSM-5: What Social Workers Need to Know. <http://blog.oup.com/2014/03/changes-in-the-dsm-5-what-social-workers-need-to-know/>

Hayes, P. and Campbell J. (2000) Dealing with Post-Traumatic Stress Disorder: the Psychological Sequelae of Bloody Sunday and the Response of State Services. *Research on Social Work Practice* 10(6):705-721

Horner, N. & Kindred, M. (1997) *Using Crisis Intervention and Task-Centred Theories in Social Work*. UK:Open Learning Foundation Workbooks. [www.brunel.ac.uk/depts/health/resources/](http://www.brunel.ac.uk/depts/health/resources/)

Laugharne J, Janca A, Widiger T. (2007) Posttraumatic stress disorder and terrorism: 5 years after 9/11. *Curr Opin Psychiatry*. 20(1):36-41.

Loughran, H. (2011) *Understanding crisis therapies : an integrative approach to crisis intervention and post traumatic stress* . London:Jessica Kingsley

Mitchell, J.T. & Everly, G.S. (2000) CISM and CISD: evolution, effects and outcomes, in B. Raphael & J. Wilson (eds.) *Psychological Debriefing: theory, practice and evidence*. Cambridge: Cambridge University Press

National Centre for PTSD  
[www.ptsd.va.gov/professional/pages/diagnostic\\_criteria\\_dsm-5.asp](http://www.ptsd.va.gov/professional/pages/diagnostic_criteria_dsm-5.asp)

National Institute for Health and Clinical Excellence (NICE) (updated 2015) *Post-Traumatic stress disorder (PTSD): The management of PTSD in adults and children in primary and secondary care* <http://www.nice.org.uk/CG26>

NICE (updated 2015) CG26 *Post-Traumatic Stress Disorder – Quick Reference Guide* <http://guidance.nice.org.uk/CG26/QuickRefGuide/pdf/English>

O'Driscoll, S. (2002) Responding to Trauma and Bereavement in an Acute Hospital. *Eisteach*

Spiers T. (2006) *Trauma: A Practitioner's Guide to Counselling*. UK:Routledge

Tosone, C., Bettman, J. Minami, T., Jaspersen, R. (2010) New York City social workers after 9/11: their attachment, resiliency, and compassion fatigue. *International Journal of Emergency Mental Health* 12(2):103-16.

Roberts, N., Kitchiner, N., Kenardy J., Bisson J. (2009) Systematic review and meta-analysis of multiple-session early interventions following traumatic events. *American Journal of Psychiatry*, 166 (3):293-301

Yeager K., & Roberts, A. (Ed) (2015) (4<sup>th</sup> Edition) *Crisis Intervention Handbook – assessment, treatment and research*. Oxford:Oxford University Press

## **HIV/AIDS**

AIDS Care – journal on psychological and socio-medical aspects of HIV/AIDS available as e-journal in library

Bor R., Miller R. & Goldman E. (1992) *Theory & Practice of HIV Counselling*. London:Cassell

Gay and Lesbian Equality Network (1996) *HIV prevention strategies and the gay community*. Dublin: GLEN & Nexus Research Ireland. Summary on line at <http://www.iol.ie/nexus/hv.htm>

Foreman, M. & Ni Rathaille, N. (2015) Not just another long-term chronic illness - Social work and HIV in Ireland. *Practice: Social Work in Action* 28(2): 97-114  
<http://www.tandfonline.com/doi/full/10.1080/09503153.2015.1087494>

Foreman, M. (2008) HIV and 'Direct Provision' Learning from the Experiences of Asylum Seekers in Ireland, *Translocations: Migration and Social Change*, 4, (1),

2008, p51 – 69

Foreman M. & Hawthorne, H. (2007) Learning from the Experiences of Ethnic Minorities Accessing HIV Services in Ireland, *British Journal of Social Work*, 37, 2007, p1153 - 1172

Hoffman, M.A. (1996) *Counseling clients with HIV disease: assessment, intervention and prevention*. NY:Guilford Press

Linsk, N. (2011) Thirty Years into the HIV Epidemic: Social Work Perspectives and Prospects. *Journal of HIV/AIDS & Social Services*, 10(3):218-229

Mitchell, C. & Linsk, N. (2004) A multidimensional conceptual framework for understanding HIV/AIDS as a chronic long-term illness. *Social Work* 49:3:469-477

Poindexter, C. (2010) *Handbook of HIV and Social Work: Principles, Practice, and Populations*. UK:Wiley

Some useful HIV websites -; [www.aidsmap.com](http://www.aidsmap.com); [www.hivireland.ie](http://www.hivireland.ie); [www.unaids.org](http://www.unaids.org)

### **Interdisciplinary Teamwork**

Abramson, J.S. (2002) 'Interdisciplinary Team Practice', In Green, G.J. & Roberts, A. R. (Eds) *Social Workers' Desk Reference*. UK:Oxford University Press

Abramson, J.S. & Mizrahi, T. (1996) When social workers and physicians collaborate: Positive and negative interdisciplinary experiences. *Social Work* 41:270-281

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

Davies, M. & Connolly, J. (1995) 'The social worker's role in the hospital: seen through eyes of other healthcare professionals', in *Health and Social Care in the Community* 3(5):301-309

Deweese, M. (2005) Postmodern Social Work in Interdisciplinary Contexts - Making Space on Both Sides of the Table. *Social Work in Health Care*, Vol. 39 (3 & 4 ):343-360

Dhooper, S. (2012) *Social Work in Health Care: its past and future*. London:Sage

Fort Cowles, L. (2003) 'Interdisciplinary Teamwork' pp 17-22 in *Social Work in the Health Field*. London:Haworth Press

Mental Health Commission (2006) *Multidisciplinary Team Working – from theory to practice*, UK:MHC Available on line at [www.mhcirl.ie/docs/617\\_MHC\\_MultiDicip.pdf](http://www.mhcirl.ie/docs/617_MHC_MultiDicip.pdf)

O'Driscoll, S. (1995) Medical Social Workers and Doctors –Collaboration or Conflict in *Irish Social worker* 13(2)

Payne M. (2006) Identity Politics in Multi-professional Teams- Palliative Care Social Work. *Journal of Social Work* 6(2):137-150

Payne, M. (2000) *Teamwork in Multi-professional Care*. Basingstoke:Macmillan

Quinney, A. (2006) *Collaborative Social Work Practice*. UK:Learning Matters

Reeves, S., McMillan, S., Kachan, N. et al. (2015) Interprofessional collaboration and family member involvement in intensive care units. *Journal of Interprofessional Care* 29 (3): 230-7

### **Some Relevant Journals available in library**

Health and Social work; Health and Social Care in the Community; Social Work in Health Care; Death Studies; Palliative Medicine; Journal of Palliative Care

Journal of Social Work in Disability and Rehabilitation. Available on line at <http://www.informaworld.com/smpp/title~content=t792306971~db=all>

## **1.8 Ageing**

### **Professor Virpi Timonen & Social Work Practitioners**

The module will be taught over three sessions as follows:

#### **Learning Outcomes**

On successful completion of this module students will be able to:

- Demonstrate knowledge of contemporary policy, social work practice, ethical and legal issues in this area
- Provide a social work service in the area of ageing

#### **Assessment**

Full Attendance and Participation in Class.

#### **Readings - Social work and older people**

Abendstern, M. Hughes, J. Clarkson P. et al (2011) The Pursuit of Integration in the Assessment of Older People with Health and Social Care Needs *British Journal of Social Work* 41(3): 467-485

Ash, A., Phillips, J. (2011) Social Work with Older People in Europe: Diversity and Change. *Indian Journal of Gerontology*, 25(4):474-493

Barry, U. (2010) *Elderly Care in Ireland- Provisions and Providers*. UCD School of Social Justice Working Papers Series. 10(1):1-34. Dublin: University College Dublin (on line).

Blytheway, B. (1995) *Ageism*. Bucks: Open University Press

Cahill, S., O'Shea, E., Pierce, M. (2012) *Creating Excellence in Dementia care: A research review for Ireland's National Dementia Strategy* Dublin : DSIDC / School of Social Work and Social Policy, Trinity College Dublin ; Irish Centre for Social Gerontology, 2012.

Care Alliance Ireland (2016) Analysis of home care supports funded by the HSE 2008-2016.

<http://www.carealliance.ie/userfiles/file/Briefing%20Paper%201%20%3B%20An%20Analysis%20of%20Home%20Care%20Supports%20Funded%20by%20the%20HSE%202008-2016%20June%202016.pdf>

Donnelly, O'Brien, Begley and Brennan (2016) "I'd prefer to stay at home, but I don't have a choice" – Meeting older people's preference for care. Access here: [http://researchrepository.ucd.ie/bitstream/handle/10197/7670/IASW.AGE\\_ACTION.ASI.UCD\\_Research\\_Report\\_on\\_Care\\_of\\_Older\\_People\\_2016.pdf?sequence=1](http://researchrepository.ucd.ie/bitstream/handle/10197/7670/IASW.AGE_ACTION.ASI.UCD_Research_Report_on_Care_of_Older_People_2016.pdf?sequence=1)

Hall, B. & Scragg, T. (2012) *Social Work with Older People: Approaches to person centred practice*. Maidenhead:McGraw-Hill/OUP

HSE (2010) Elder Abuse Policy [www.hse.ie/eng/services/Find a Service/Older People Services/Elder Abuse/#policy](http://www.hse.ie/eng/services/Find_a_Service/Older_People_Services/Elder_Abuse/#policy)

HSE (2010) *Open Your Eyes – HSE National Elder Abuse Services 2009*. HSE:Dublin

IFSW International Policy on Ageing and Older Adults. [www.ifsw.org](http://www.ifsw.org)

Irish Association of Social Workers (2002) *Irish Social Worker Special Edition on social work with older people*. 20:1-2.

Kerr, B., Gordon, J., MacDonald C. and Stalker K. (2005) *Effective Social Work with Older People*. <http://www.scotland.gov.uk/Publications/2005/12/16104017/40197>

Lymbery, M. (2005) *Social Work with Older People: Context, policy and practice*. London:Sage

Moore, D. & Jones, K. (2012) *Social Work and Dementia*. London:Sage/Learning Matters

Naleppa, M. J. and Reid W.J. (2003) *Gerontological Social Work : a task-centered approach*.

Chichester : Columbia University Press

National Disability Authority (NDA) & National Council on Ageing and Older People (NCAOP) (2006) *Ageing and Disability: A discussion paper*. Dublin:NDA & NCAOP

NCPOP (2010) *Abuse and Neglect of Older People in Ireland - Report on the National Study of Elder Abuse and Neglect*.

NCAOP (2010) *Review of the Recommendations of Protecting Our Future: Report of the Working Group on Elder Abuse*. Dublin: HSE

Pierce, M. (2008) *Constructions of Ageing in Irish Social Policy* in, editor(s) Kennedy, P. and Quin, S. *Ageing and Social Policy in Ireland*, Dublin, University College Dublin Press, 2008, pp5 - 19,

Ray, M. & Phillips, Judith (2012) 5<sup>th</sup> Edition *Social Work with Older People*. Basingstoke:Palgrave Macmillan (earlier editions by Judith Phillips/Mo Ray/Mary Marshall also useful.

Ray, M., Bernard, M., Phillips, Judith (2008) *Critical Issues in Social Work with Older People* Basingstoke:Palgrave Macmillan

Scharf, T. & Keating, N. (2012) *From Exclusion to Inclusion in Old Age: A global challenge*. Bristol:Policy

## Key Websites

Some Service User Organisations:

<http://www.ageaction.ie>

<http://ageandopportunity.ie/>

<http://www.carerssireland.com>

<http://www.disability-federation.ie>

<http://www.dublincil.org/> - Centre for Independent Living

<http://www.inclusionireland.ie>

<http://www.olderandbolder.ie/>

<http://www.nda.ie>

<http://www.ncpop.ie/> - includes presentations on various related topics

<http://www.preventelderabuse.eu/european/default.aspx>

<http://www.elderabuse.org.uk> (Action on Elder Abuse UK Org

<http://www.dementia.ie/index.php>

<http://tilda.tcd.ie/>

<http://www.ncaop.ie/> - The National Centre on Ageing and Older people was dissolved in 2009 but the site remains as an active resource on research/publications

## 1.9 Disability and Social Work Practice

**Assistant Professor Michael Feely**

### **Module Content**

This module aims to introduce students to some important ideas from the field of disability studies and to consider how these ideas might affect social work practice. It will also explore the various roles social workers can, or could, play in disability service provision. Finally, it will encompass presentations by a variety of people who have a disability, care for someone with a disability, or work with people with disabilities.

### **Methods of Teaching and Student Learning**

Teaching methods will include lecture based-critical discussions and presentations by self-advocates with disabilities and their supporters. Students are expected to complete pre-class preparatory readings and to participate in class discussions.

### **Learning Outcomes**

When students have successfully completed this module they should be able to:

- Be familiar with important ideas from disability studies and relevant disability policy documents and be cognisant of how these might affect social work practice
- Recognize some of the roles social workers can or could perform within disability settings
- Be more aware of – and, ideally, be able to empathise with – the perspective of people with disabilities and their supporters.
- Ascertain whether this is an area they would like to work in

### **Assessment**

The module will be evaluated through attendance and participation in class discussions.

### **Primary text:**

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

### **Additional 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.

Davis, Lennard J., ed. 2010. *The disability studies reader*. 3rd ed. London: Routledge.

Department of Justice, Equality and Law Reform (2005) *Guide to the Disability Act 2005*, Dublin: . Available :  
<http://www.justice.ie/en/JELR/DisabilityAct05Guide.pdf/Files/DisabilityAct05Guide.pdf>

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

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](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](http://www.nda.ie/cntmgmtnew.nsf/0/12AF395217EE3AC7802570C800430BB1/$File/main.pdf)

Oliver, Michael (1990) *The Politics of Disablement*, London: Macmillan Education.

Siebers, Tobin (2008) *Disability Theory*, Ann Arbor: University of Michigan 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>



## SS8013: Social Work Practice and Perspectives

### 2.2 Systemic and Social Constructionist Approaches with Children and Families

**Diane Hanly**

#### **Introduction**

The core parameters of context and relationship within systemic thinking sit quite harmoniously with social work. A systemically informed approach can help provide a fuller understanding of the complexities of people's lives. It provides tools to make sense of and to engage with complex family, agency and societal systems.

In addition to systematic thought, social work has, over recent decades, been profoundly affected by social constructionist and poststructuralist ideas. In suggesting that social work knowledge may not be as “true” as we once presumed, and in proposing that we abandon certainty and embrace uncertainty, these ideas have posed a challenge to the legitimacy of our professional power. However, in forcing us to reassess what we thought we knew, these same ideas have also proved productive and have allowed new understandings of social work, and new approaches to practice, to emerge.

#### **Module Aims**

This module addresses CORU domains 1, 2, 3, 4, 5 and 6. The aim is to build on the foundation Year one practice theory and skills course by providing students, through a combination of presentations, lectures and skills workshops, with a working knowledge of:

- The philosophical ideas underpinning social constructionist and systemic approaches.
- Family Life Cycle & Family Roles.
- Systemic Theory, tools and interventions for assessing and understanding family dynamics and patterns.
- Using a reflective approach in practice.
- Social GRRRAACCEES\* & the Development of anti-discriminatory practice.
- Integration of Systemic Theory into therapeutic work using solution-focused, collaborative and narrative/dialogical approaches.
- Direct work and Communication with Children and Adolescents.
- Relationship – based practice with different service user groups.

\*Refers to an acronym developed by Roper-Hall (1998) & Burnham (1992, 1993, 2012). It has evolved over the last twenty years and grown. It currently stands for Gender; Geography; Race;

Religion; Age; Ability; Appearance; Class; Culture; Ethnicity; Education; Employment; Sexuality; Sexual Orientation; Spirituality

## Module Content

The initial sessions aim to introduce students to the philosophical ideas underpinning social constructionist and systemic approaches as they relate to social work. It will also look at how to locate the role of social work within agencies using the commissioning model.

It will cover:

.

- Central ideas underpinning systemic approaches
- Introducing Foucault: discourse, power/knowledge and the reconfiguration of agency.
- The implications of these ideas for social work (Burr on how social constructionism has challenged traditional scientific approaches; Howe on postmodern social work and postmodern social work values)

It will introduce the concept of *integration*. This will be kept in mind throughout the module and focus on the unique manner in which students integrate their practice experiences and skills with their knowledge of research and policy in the light of their developing theoretical perspectives and understanding. As part of the module groups within the class will present a case taking into account the above.

The majority of the module will focus on providing students with an overview of systemic approaches and an opportunity to practice and develop these skills in order to develop a working knowledge of their use in social work practice. This module proceeds from Year one methods and skills course, to further develop students' understanding of, and skills in, applying the most relevant systemic and social constructionist approaches for social work practice. The module will also provide input on using systemic approaches with children and interviewing children in a developmentally sensitive manner.

The module will consist of twelve one hour lectures followed by 60 minute skills workshops (for which the class is divided into two small groups) from September to December. Some of these sessions will be recorded to enhance student learning. There will be a pre-placement revision workshop in February, a mid-placement integration workshop, followed by a review of practice methods in the final weeks of the course. The total number of skills based hours each student receives is 30.

The module covers:

- Construction of family and family life stages, using genograms and family maps
- The conceptual base for social constructionist approaches to practice.
- Early systemic thinking – Milan approaches to working with families.
- Narrative & Dialogical Approaches
- Collaborative & Solution-focused Social Work
- Family & Dyadic Interviewing – making sense of interpersonal dynamics
- Working with non-Voluntary Service Users
- Communication with Children & Adolescents; Direct Therapeutic work with Children & Adolescents.
- Relationship – based practice with different service-user groups.

### **Learning Outcomes**

After attending all lectures and skills workshops and applying relevant knowledge and skills in their Year Two placement, a student will be able to:

Describe the philosophies and theories that underpin narrative/dialogical and collaborative/ solution-focused practice as they apply to social work practice, as evidenced in their placement project [CORU Domain 6]

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

Name, describe and apply key techniques from each of these approaches and applied models, as evidenced by their participation in skills workshops and placement projects [CORU Domain 2 & 3]

Demonstrate the ability to review and accurately assess family videos, histories and identify critical themes and patterns, as evidenced by their completion of in-class exercises. [CORU Domain 1 & 2]

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

Appraise their own use of theory, method and skill as they prepare for qualification as evidenced by their self-reflection in their placement project. [CORU Domain 4 & 5]

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

## **Teaching and Learning Methods**

The teaching methodology will build on students' experiences on placement and related work settings. Class participation is essential and students will be encouraged to explore and develop skills in a safe learning environment. Teaching Methods include: review of DVD's, lectures and class discussion; presentations and homework assignments; role play; video recording; review, feedback and discussion.

## **Assessment**

This course will be assessed by class participation, homework assignments, performance on placement and practice project.

## **Core Reading**

### **Essential Introductory Reading**

Burr, V. (1995) 'Introduction: What is Social Constructionism', in *An Introduction to Social Constructionism*, London: Routledge. pp. 1-12.

Teater, B (2010) 'Social systems and the ecological perspective' in *An Introduction to Applying Social Work Theory and Methods*, Berkshire: Open University Press.

## **General**

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

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

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

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

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

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

### **The Case for Social Constructionist Approaches**

1. Burr, V. (2003). *Social Constructionism*. 2<sup>nd</sup> Ed. London: Routledge.
2. Gergen, K.J., (2001). *Social Construction in Context*. London: Sage Publications.
3. McNamee, S. (2004). Therapy as social construction: Back to basics and forward toward challenging issues. In T. Strong & D. Pare (Eds), *Furthering talks: advances in the Discursive Therapies*. New York: Plenum Press.

### **Social GRRAAACCEESS**

1. Burnham, J. (2012) Development in Social GRRRAAACEEEESS: visible – invisible and voice-unvoiced. In I.-B. Krause (ed.) *Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspectives*. (pp139-160).
2. Krause, I-B (2014) The Complexity of Cultural Competence in F. Lowe (ed.) *Thinking Space. Promoting Thinking about Race, Culture and Diversity in Psychotherapy and Beyond* (pp 56-75). London: Karnac

### **Collaborative Work**

1. Anderson, H. (1996). A reflection on Client-Professional Collaboration. *Families, Systems & Health*, 14, 193-206.
2. Anderson, H. (2012) Collaborative Relationships and dialogic Conversations: Ideas for a Relationally Responsive Practice. *Family Process*, 51, 8-24.
3. Anderson, H. & Gehart, D. (2007) (Eds.) *Collaborative Therapy: Relationships and Conversations that Make a Difference*. New York: Routledge.
4. Anderson, H., & Goolishian, H. (1992) The Client is the Expert: a Not-Knowing Approach to Therapy. In McNamee, S & Gergen, K.J. (Eds.)

*Therapy as a Social Construction.* (pp 25-39). London: Sage.

### **Narrative/dialogical work**

1. Combs, G. & Friedman, J. (2016). Narrative Therapy's Relational understanding of Identity. *Family Process*, 55, 211-224.
2. Friedman, J. (2014). Witnessing and Positioning: Structuring Narrative Therapy with Families and Couples. *ANZJFT*, 35, 20 - 30.
3. Guilfoyle, M. (2015). Listening in narrative therapy: double listening and empathic positioning. *South African Jr of Psychology*, 45, 36-49.
4. Rober, P (2005) The Therapist's Self in Dialogical Family Therapy: Some Ideas about Not-Knowing and the Therapists Inner Conversation. *Family process*, 44, 477-495
5. White, M , Epston, D. (1990) *Narrative Means to Therapeutic Ends*. New York: Norton.
6. Vetere, A. & Dowling, E. (2005)(eds.) *Narrative Therapies with Children and their Families: A Practitioner's guide to concepts and approaches*. London: Routledge.

### **Solution-focused Social Work**

1. Chang, J. & Nylund, D. (2013) Narrative and Solution-focused Therapies: A Twenty-Year Retrospective. *Journal of Systemic Therapies*, 32, 77-88.
2. de Shazer, S., Dolan, Y., Korman, H., Trepper, T., McCollum, E., & Berg, I.K. (2007). *More than Miracles, The State of the Art of Solution Focused Brief Therapy*. New York: Routledge.
3. Walsh, T. (2006) Two sides of the same coin: ambiguity and complexity in child protection work. *Journal of Systemic Therapies*, 25 (2) pp. 38 – 50.
4. Walsh, T. (2010) *The Solution-Focused Helper: ethics and practice in health and social care*. Basingstoke: Open University Press.

### **Working with children**

1. Gil, E. (2015) *Play in Family Therapy*. (2<sup>nd</sup> Ed.) New York: Guilford Press.

2. O'Dell, L and Leverett, S. (eds.) (2011) *Working with Children and Young People: Co-constructing Practice*. Basingstoke: The Open University.
3. O'Reilly, M. & Parker, N. (2014) 'She needs a smack in the gob': Negotiating what is appropriate talk in front of children in family therapy. *Jr Family Therapy*, 36, 287-307.
4. Patrika, P. & Tseliou, E. (2016). The 'Blame Game': Discourse Analysis of Family Members' and Therapist Negotiation of Problem Definition in Systemic Family Therapy. *European Jr of Counselling Psychology*, 4, 101-122.

Further Reading Material will be recommended during the semester

### 2.3 Reflective Practice & Use of Self

#### **Frank Mulville**

#### **Module Aims**

This module builds on the MSW 1 Reflective Practice & Use of Self module and focuses on capacity for reflexivity in the context of continuing professional development. It addresses CORU domains 2, 4, 5 and 6.

#### **Module Content**

Topics addressed will include

- Developing Social Work Identity
- The Social Work Relationship
  - The Supervision Relationship
  - Teamwork
  - Self Care

#### **Learning Outcomes**

These seminars will provide students with an opportunity to:

- Reconnect with their motivation to be a social worker, and reflect on their professional and personal development and identity.
- Develop capacity for reflection in practice situations and awareness of their own impact on the social work process.

- Develop personal and organisational strategies to ensure sound professional practice and self care at work

### **Teaching and Learning Methods**

Class members will work in two groups with an external group facilitator and an internal lecturer. Classes are experiential. Students are encouraged to keep a reflective diary.

### **Assessment**

Full attendance & Class Participation

## **2.4 Special Seminars**

### **Various Presenters**

These seminars or workshops address areas of interest identified in consultation with students. Previous topics have included:

- Living with Drug Dependency – Service User Perspectives
- Working with Refugees
- Children’s Rights
- Responding to Sexual Abuse
- Internet & Communication Technologies in Social Work

### **Aims and Objectives**

Students will have an opportunity to learn from practitioners in the field, non-governmental organisations and service users and to develop an awareness of different structures, services and intervention strategies useful to their professional development and practice as a beginning social worker

### **Teaching and Learning Methods**

Seminars and workshops

### **Assessment**

Full attendance and participation is a course requirement.

### **Recommended Reading**

Reading lists will be available in class for some topics



## 2.5 Working in Human Service Organisations

**Dr. Julie Byrne**

### Overview

Social workers implement their professional skills and knowledge within human service organisations. Human service organisations operate within complex and evolving social and economic contexts. These external realities affect the organisation's structure, culture and management which in turn impacts on the practice of the professionals working within them. During this module, students will be provided with the opportunity to develop their understanding of organisational context and its impact on their professional practice. To facilitate the application of the management and organisational theories students will draw on their work experiences including those from placement.

### Learning Outcomes

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

- Explain the nature of human services organisations and approaches to human service delivery
- Analyse the impact of economic and social contexts on human service organisations and those who work in them
- Identify the impact of organisation structure and culture on their professional practice
- Evaluate the impact of managerialism on social work practice and identity

### Teaching and Learning Methods

A combination of web based resources and seminar teaching with class discussion will be used through this module.

### Indicative content

Topic	Social Work Registration Board Standards of Proficiency Link
<b>1. Human Services</b> a) Economic and Social Context of Human Services b) Nature of Human Service Organisations c) Discourses in Human Service Delivery d) Managerialism in Human Services	<i>Domain 6.1 (g)</i> <i>Domain 6.4 (a)</i> <i>Domain 6.1 (g) (h)</i> <i>Domain 4.1 (i)</i>
<b>2. Understanding Organisations</b> a) Structure b) Culture and Power	<i>Domain 2.2 (a) Domain 6.1 (i)</i> <i>Domain 2.1(a), Domain 2.2 (b)</i> <i>Domain 2.2 (b), Domain 2.1 (c)</i>

## Reading List

### Essential Reading

Adams, R., Domineli, L. , Payne, M. (2009) (2<sup>nd</sup> ed) *Practising social work in a complex world*, Palgrave, Basingstoke.

Austin, M., Brody, R. & Packard, T. (2009) *Managing the Challenges in Human Service Organizations*, Los Angeles, Sage.

Baker, D. (2007) *Strategic Change Management in Public Sector Organisations*, Oxford:Chandos Publishing.

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

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

Carney, M. (2006) *Health Service Management: Culture, Consensus and the Middle Manager*. Oak Tree Press.

Coughlan, D. and Brannick, T. (2009) *Doing action research in your own organisation*, Sage, London.

Coulshed, V. and Mullender, A. (2006) *Management in social work* 3<sup>rd</sup> edition , BASW. London: Palgrave Macmillan

Dent, E. & Goldberg, S. (1999) Challenging Resistance to Change, *Journal of Applied Behavioral Science* 35; 25-41.

Gardner, F. (2006) *Working with human service organisations: creating connections for practice*, Oxford: Oxford University Press.

Hayes, J. (2014) *The Theory and Practice of Change Management*, Basingstoke: Palgrave Macmillan.

Hughes, M. & Wearing, M. (2013) *Organisations and Management in Social Work*, London: Sage.

Huffington, C., Armstrong, D., Halton, W., Hoyle, L., Pooley, J., (Reprint 2004, 2005, 2007) *Working Below the Surface: the Emotional Life of Contemporary Organisations*, Chapters 2,5, 6 & 7.

Patti, R. (2009) *The handbook of human services management*, California:Sage.

Tiernan, S. and Morley, M. (2013) *Modern management: theory and practice for students in Ireland*, Dublin : Gill & Macmillan.

## 2.6 Social Work in a Global Context

**Prof. Robbie Gilligan**

### **Module Aims**

The short Module addresses areas relevant to Domain 6 in the CORU Domains of Proficiency.

The module aims to:

- familiarise students with some of the key issues of social development in developing (majority world) countries,
- explore the relevance of different models of social work (Western and non-Western) to such issues, and
- consider the learning for Ireland and other 'developed' countries from social development and social work in widely differing contexts.

These issues will be explored mainly through the themes of poverty, disability and vulnerable populations, and mostly with reference to developments in Ethiopia, South Africa and Vietnam, as well as China and Eastern Europe.

Students can seek advice on additional sources relevant to their specific interests.

### **Illustrative Reading List**

Banks, S., & Nøhr, K. (Eds.). (2013). Practising social work ethics around the world: cases and commentaries. London: Routledge.

Camfield C. (2012) 'Resilience and Well-being Among Urban Ethiopian Children: What Role Do Social Resources and Competencies Play?', [Social Indicators Research 107.3](#): 393-410

Courtney, M. Dolev, T. And Gilligan, R. (2009) 'Looking Backward To See Forward Clearly: A Cross-National Perspective on Residential Care' in, editor(s)M. Courtney and D. Iwaniec , *Residential Care of Children - Comparative Perspectives* , New York: Oxford University Press, pp. 191 - 208,

Garcia Iriarte, E., McConkey, R. and Gilligan, R. (eds.) (2015) *Disability and Human Rights - Global Perspectives*, London : Palgrave Macmillan

Gilligan, R. (2015) 'Children's Rights and Disability' in eds. Garcia Iriarte, E., McConkey, R. and Gilligan, R. (eds.) (2015) *Disability and Human Rights - Global Perspectives*, London : Palgrave Macmillan

Gilligan, R. Elizabeth P. De Castro, E. P., Vanistendael, S. and Warburton, J., (2014) *Learning from Children Exposed to Sexual Abuse and Sexual Exploitation*

- *Synthesis Report*, Geneva: Oak Foundation, 44pp. e-version available via <http://www.oakfnd.org>

Gilligan, R. (2015) 'Children In Care – Global Perspectives On The Challenges Of Securing Their Wellbeing And Rights' in ed. Anne Smith *Enhancing the Rights of Children: Connecting Research, Policy and Practice* London: Palgrave Macmillan

Hugman, R., Lan, N. T. T., & Hong, N. T. (2007). Developing social work in Vietnam., *International social work* 50(2), 197-211.

Ibrahim, R. W., & Howe, D. (2011). The experience of Jordanian care leavers making the transition from residential care to adulthood: The influence of a patriarchal and collectivist culture. *Children and Youth Services Review*, 33(12), 2469-2474

Leung, T. T. (2012). The work sites as ground of contest: professionalisation of social work in China. *British Journal of Social Work*, 42(2), 335-352.

Liu, Y., Lam, C. M., & Yan, M. C. (2012). A challenged professional identity: the struggles of new social workers in China. *China Journal of Social Work*, 5(3), 189-200.

Liu, M., Sun, F., & Anderson, S. G. (2013). Challenges in Social Work Field Education in China: Lessons from the Western Experience. *Social Work Education*, 32(2), 179-196.

Rosenthal, E. and Mental Disability Rights International (2009) *The Rights of Children with Disabilities in Vietnam: Bringing Vietnam's Laws into compliance with the UN Convention on the Rights of Persons with Disabilities* Report prepared for UNICEF  
[http://www.disabilityrightsintl.org/wordpress/wp-content/uploads/UNICEF\\_final\\_legal\\_analysis\\_report\\_in\\_Vietnam1.pdf](http://www.disabilityrightsintl.org/wordpress/wp-content/uploads/UNICEF_final_legal_analysis_report_in_Vietnam1.pdf)

Walker, R., & Bantebya-Kyomuhendo, G. (2014). *The shame of poverty*. Oxford University Press.

World Health Organisation and World Bank (2011) *World Disability Report* Geneva: World Health Organisation  
[http://www.dccd.nl/data/1308153415810\\_World%20Disability%20report.pdf](http://www.dccd.nl/data/1308153415810_World%20Disability%20report.pdf)

Yan, M. C., Gao, J. G., & Lam, C. M. (2013). The dawn is too distant: The experience of 28 social work graduates entering the social work field in China. *Social Work Education*, 32(4), 538-551.

### **Some indicative web resources**

Better Care Network: <http://www.bettercarenetwork.org/bcn/>

European Roma Rights Centre: [errc.org](http://errc.org)

First Nations Child and Family Caring Society of Canada : [fncaringsociety.com](http://fncaringsociety.com)

Mental Disability Advocacy Centre: [mdac.org/friends](http://mdac.org/friends)

Open Society Foundations: [opensocietyfoundations.org](http://opensocietyfoundations.org)

## 2.7 Conflict Management

**Dr. Julie Byrne**

### Module Aims

This module aims to provide an introduction to conflict and approaches to managing conflict in work settings with particular reference to social work practice.

### Learning Outcomes

On successful completion of this module students will be able to:

- explain the nature of conflict and its advantages and disadvantages
- clarify why conflict arises in work settings
- identify the types of conflict encountered in social work
- apply models of conflict management to real world and social work examples
- analyse their personal approaches to conflict

### Indicative Content

Topic	Social Work Registration Board Standards of Proficiency Link
1. The Nature of Conflict	<i>Domain 3.1 (f)</i>
2. Types of Conflict in Social Work	<i>Domain 2.2 (b)</i>
3. Responses to Conflict	<i>Domain 1.6 (d)</i>
4. Personal Approach to Conflict	<i>Domain 3.1 (d)</i>

### Teaching and Learning Methods

A combination of web based resources and seminar teaching with class discussion will be used through this module.

### Reading List

#### Essential Reading

Allen, P.D., Nelson, H.W., Netting, F. E. And Cox, D.M. (2007) Navigating Conflict: A Model for Nursing Home Social Workers, *Health and Social Work*, 32(3), 231-4.

Edmund, L. (2010) Interdisciplinary Group Conflict Diagnosis and Intervention: Exploration of Conflict Intensity and Effective Conflict Resolution Methods, *The International Journal of Interdisciplinary Social Sciences*, 4(12),35-44.

McConnon, S. and McConnon, M. (2007) *Conflict management in the workplace : how to manage disagreements and develop trust and understanding*, Oxford: How To Books.

McCorkle, S. and Reese, M.J. (2010) *Personal conflict management : theory and practice*, London: Pearson.

Oetzel, John G. and Ting Toomey, Stella (eds) (2013) *The SAGE handbook of conflict communication : integrating theory, research, and practice*, Thousand Oaks:Sage.

Tjosvold, D. (2007) The Conflict Positive Organisation:it depends on us, *Journal of Organisational Behavior*, 29, 19-28.

## **S8014 Social Work Research (30 ECTS)**

**Dissertation / Personal Framework for Practice**

Students who have obtained a pass mark of at least 50% in each of their academic assignments in Year One, and who have passed their Year One placement (or completed a repeat placement which was passed) are permitted to submit a dissertation at the end of Year Two, for consideration for the award of Masters in Social Work.

The Master in Social Work dissertation is a piece of independent work of between 15,000 (minimum) and 17,000 (maximum) words length submitted during Year Two. The dissertation should demonstrate the student's ability to effectively carry out a piece of research on a social work subject, or on a policy issue with direct application to and explicitly applied to social work practice. This research study should be presented clearly and succinctly in the accepted written format.

## **Personal Framework for Practice Project**

Students who have obtained a pass mark of at least 40% in each of their academic assignments in Year One and who have passed their Year One placement (or completed a repeat placement which was passed) are permitted to submit a lesser dissertation at the end of Year Two in the form of a Personal Framework for Practice, for consideration for the award of a Diploma in Social Work.

The Diploma project is a written project of between 8,000 – 10,000 words which is submitted during Year Two. It takes the form of a Personal Framework for Practice, in which the student will draw on both personal and professional experience to construct their own individual map for practice, and will analyse the implications of their map for their professional practice contrasting this with relevant research studies into the practice of social work. Precise guidelines for this Project will be issued to students at the beginning of Year Two. Two soft copies of the diploma project will be submitted for marking by an examiner. Projects are graded accordingly: pass with distinction; pass; pass with minor corrections prior to binding; or fail.

## **Aim of the Dissertation**

The overall aim of the dissertation exercise is to provide social work students with the opportunity to develop an understanding of, and familiarity with, the knowledge, methods and skills necessary to conduct research and/or evaluation in the social work field.

## **Learning Outcomes of Dissertation (based on assessment criteria)**

On successful completion of the dissertation, the student will be able to demonstrate:

- An understanding of, and ability to analyse the relevant literature relating to a specific policy, practice or theory which provides a rationale for the research/evaluation.
- A capacity to formulate a relevant and realistic research/evaluation question(s).
- A capacity to apply and defend a relevant research/evaluation methodology or methodologies to the research question(s)
- A capacity to undertake rigorous and ethical data gathering or work with participants in the research or undertake documentary or policy analysis.
- A capacity to discuss the findings from the research/evaluation in the context of the literature and limits of the research exercise.

- A capacity to analyse the findings from this research/evaluation exercise and relate it to social work practice, service delivery and policy.
- An ability to reflect appropriately on the research/evaluation exercise and identify key learning from it in an integrated way.
- A capacity to present a coherent, readable and academically acceptable piece of work which is relevant to social work theory, policy or practice.

### **Choice of Topic and Focus for Dissertation**

In Year One, the student will submit a dissertation proposal as an assessed piece of work, in which he/she will outline the proposed topic and focus, the specific research question and methods, the rationale for this piece of work, and a short review of some of the most relevant literature to be reviewed. Provided that the proposal is, in the estimation of the assessor, a valid and appropriate proposal, the student can apply to the Ethics Committee for approval. If a refinement of topic, focus or research question is required, this will be done under guidance with the assigned dissertation supervisor.

### **Dissertation Supervisors and their Role**

By the end of Year One, dissertation supervisors will be allocated to each student. The student will contract with the supervisor to meet for a specific number of sessions (a minimum of eight) during which the supervisor will act as guide and support for the student. It is the student's responsibility to submit draft chapters as recommended by their supervisor. As the dissertation preparation period in Year Two is limited to the months June through to the following January students will have to be disciplined and focused in their use of time and supervision during this period.

### **Stages in the Dissertation/Project Preparation Process**

It can be useful to consider the preparation of your final project as a process which takes place in distinct stages. See flow charts.

### **Ethics Committee Approval**

Students will require School of Social Work and Social Policy Ethics Committee Approval prior to commencing any data collection. Guidelines and application form can be obtained from the School website. The School Ethics Committee meets in June and September, October and November.



### **Submission for Examination**

The completed dissertation/project must be submitted electronically through Blackboard and Turnitin by 1pm on Friday 19<sup>th</sup> January 2018.

### **Examination of Dissertations**

Dissertations will be examined and marked according to College and School guidelines (Trinity College Calendar Part Two – Graduate Studies and Higher Diploma, <http://www.tcd.ie/calendar/part2/>). Dissertations will be marked according to prescribed criteria and students will receive written feedback sheet from examiners. Dissertations are marked and graded accordingly: pass with distinction; pass; or fail. Where a fail grade is being considered, students are entitled to an oral examination. Students whose dissertations have been awarded a fail grade have two options: re-register on the course as a continuing student to resubmit a dissertation for consideration for the award of Master in Social Work; or re-register on the course and submit a Personal Framework for Practice for consideration for the award of a Post Graduate Diploma in Social Work.

## Year 1 & 2 Practice Placements

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

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

All placements are undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.) Students will be required to successfully complete two fieldwork placements, of at least 1,000 hours duration combined, in order to fulfill the fieldwork requirements for the Masters in Social Work or Postgraduate Diploma in Social Work courses.

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

Satisfactory completion is contingent on two criteria being met:

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

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

As already outlined, the responsibility for the arrangement and approval of suitable fieldwork placements rests with the fieldwork team, in consultation with the Course Director and Course Team. The Fieldwork Unit and course team seek to develop students' range of knowledge and skills through contrasting placement settings (e.g child and family, adult, statutory (a setting where practice is set within statutory frameworks), non-statutory, structured and less structured settings, drawing from the full range of available social work sectors. Decisions regarding placement allocation are taken on the basis of the student's learning needs, prior experience and areas of interest. Placement planning is carried out in consultation with students, tutors and the course team and in the context of available placement opportunities.

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

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

#### **Objectives of Placement meetings/reviews**

Placement meetings/reviews are undertaken by the student's social work tutor, or other person nominated by the Course Director, to visit the student on placement and meet with the student and practice teacher together. The aims of these meetings are:

#### **For the Tutor/Course Staff**

- 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 any future placements.
- To obtain feedback from practice teachers on the fit between the academic course 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 to identify any 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 review their learning
- To discuss experiences on placement and the learning opportunities offered.
- To receive and discuss constructive feedback on their performance.
- To discuss difficulties or needs revealed on placement and ways of meeting them.
- To discuss future learning goals or, where relevant, additional placement needs.

#### **For all three parties**

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

#### **Guidelines for Placement meetings/reviews**

It is helpful to agree a broad agenda at the beginning of each visit, although this does not preclude discussion of other issues arising. The student should prepare and supply to their tutor *before* the visit a list of work in progress with sample case records, interview tapes or other material. These can be used as a guide for reviewing progress. The student should have placement agreements and assessment guidelines to hand during visits as a point of reference.

#### **Pre-placement / Initial Meeting/Review**

- Link previous experience and/or experience on last placement to current one
- Establish the student's learning needs and expectations of all three parties
- Agree learning goals in accordance with the 6 CORU domains.

- Draft the Learning Agreement to include: facilities for the student; ways to meet learning needs; workload size & content; opportunities to try out methods of intervention; access to meetings and other learning opportunities; methods of assessment to be used.

#### **Mid-Placement Meeting/Review**

- Review the learning goals and progress in relation to each goal
- Establish whether the student is likely to pass the placement
- Review workload and agree any adjustment needed
- Identify what has been achieved so far and areas to be worked on

#### **Final Meeting/Review**

- Establish whether the student has passed the placement
- Check that Placement Report and Practice Project are in preparation
- Identify the student's strengths, progress and learning needs yet to be met
- Review what will best meet learning needs in subsequent placement / professional practice.

#### **Practice Teaching and Learning Curriculum**

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

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

Teaching and learning are ongoing processes throughout each placement. However it is a requirement of placement that each student receives 90 minutes per week of formal Supervision with their Practice Teacher. Supervision should include formal teaching and learning, critical reflection and case management. Arrangements for Supervision are agreed as part of the Learning Agreement.

#### **Evidence for passing the placement**

In order to facilitate student learning and an accurate all-round evaluation of student progress by practice teachers, it is important that a number of different forms of 'evidence' are both used in supervision and cited in the Evaluation Report. These may include: self-reports, process recordings, direct observation

of student work by practice teacher or colleagues, audio or video recordings, client feedback, feedback from team/agency colleagues, and written or other materials produced by students in the course of their practice.

### **Supplementary placements**

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

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

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

In these situations, students will normally finish the placement at the scheduled time and undertake a supplementary 14 week block placement either in the summer of Year One (in order to proceed to Year Two) or after the final examinations in Year Two. Students should not continue in placement after the scheduled end because of their academic workload in the next semester. In the case of students who need to complete an additional placement after the Summer Examination Boards, a supplementary examination board in the autumn will be held.

### **Health and safety**

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

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

- the School will **require** Hepatitis B vaccination, after College Registration. The School recommends that students are protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).
- A record must be submitted to the Course Executive, prior to commencing placements.

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

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

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

### **Garda Vetting**

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

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

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

### **Assessment of Social Work Practice: Guidelines for Placement Evaluation**

Placement evaluation comprises three elements:

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

Students should be evaluated in relation to the learning objectives agreed at the beginning of the placement and set out in the Learning Agreement, both in relation to the individual student's learning needs and the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates.

### **Assessment of Year One Students**

Year one students should demonstrate awareness of and capacity to apply knowledge, skills and values pertaining to each domain of proficiency in their

practice. They should be able to evaluate their learning and identify areas for further development.

### **Assessment of Year Two Students**

Year two students should be able to integrate knowledge, skills and values pertaining to each domain of proficiency in their practice. They should recognize and respond appropriately to complexities arising in practice and be aware of their ongoing continuing professional development needs. At the end of a Year Two placement students must be deemed to be ready for professional practice.

The student's Practice Project is graded separately, but forms part of the overall placement evaluation. It should therefore be drafted *before* the Practice Teacher's Report, to enable the practice teacher to cite specific examples of practice that illustrate student progress.

Both Practice Project and Practice Teacher's Report should be signed by both parties and submitted, separately or together, to the Course Executive Officer by the Monday morning following the last day of placement.

Two copies of each are required, but only one copy need be signed.

#### **1. Learning Agreement (see Appendix One)**

As already discussed the Learning Agreement sets the initial agenda for placements and the baseline for reviewing progress at the end. They should be attached to the placement report.

#### **2. 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. Please illustrate and provide evidence of the student's performance, in relation to 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**



- Practise within the legal and ethical boundaries of their profession to the highest standard.
- Practise 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 practise as an autonomous professional, exercising their own professional judgement.
- Recognise the need for effective self-management of workload and resources and be able to practise accordingly.
- Understand the obligation to maintain fitness to practise.

### **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; interprofessional; 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 the student's next placement/continuing professional development as appropriate

### **H Confirming Recommendation**

- Please state whether the student's performance merits a Pass or Fail.

### **Grading Placement Performance: Pass / Fail**

Practice teachers should state whether a Pass or Fail is recommended. This recommendation carries great weight with the Court of Examiners. Confirmation or modification of the recommendation will be based on evidence provided by

practice teacher and student in their reports, but may also draw on evidence from the tutor and other relevant sources.

All placement reports are read by a Practice Panel, and are also available to the Extern Examiner, who may interview any student about whose performance there is doubt. The final responsibility for recommending social work qualification belongs to the Court of Examiners, after consultation with the External Examiner.

### **Pass Grade**

Pass applies when a student has accomplished agreed placement tasks to a satisfactory standard for the relevant stage of training. **On the Final Placement, Pass indicates fitness to practice as a professional social worker.**

### **Fail Grade**

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

F1 applies in any of the following situations:

1. Student has not *clearly* reached the required standard, but has demonstrated willingness and capacity to improve, and needs additional time to progress.
2. Placement did not afford the student sufficient opportunity to achieve and demonstrate the required standard of practice.
3. Performance has been deemed satisfactory, but the student's practice project has either not been submitted or has been failed.

F2 applies in the following situation:

1. The student has not reached a satisfactory standard, and
2. Has demonstrated no obvious signs of being able to do so in the short-term.

Practice teachers may recommend either an F1 or an F2, but the Court of Examiners must ratify it.

## **Regulations for 'Failed' Placements**

- If F1 is obtained, a supplementary placement will be offered as already outlined.
- If F2 is obtained, this is an Absolute Fail. No supplementary placement will be offered.
- Normal College Appeals procedures apply, as outlined in the College Calendar Part Two for graduate students.

### **3. Student's Practice Project**

This project must be passed in order to pass the placement. A mark of 50% or above is required in the Year One Project in order to continue on the Masters Programme. It combines a summary of your practice and learning on placement with a focused analysis of one piece of work. It should aim to:

- Provide evidence of competent and thoughtful practice, knowledge gained, skills developed, and key learning from your practice experience.
- Apply relevant theory to practice in a detailed analysis of one piece of work and demonstrate linkage between theory, research and in a selection of pieces of work)

**Please note that the format for the Year One and Year Two project outlines are different.**

## Year One Practice Project

### Section A: Agency and Community Context

The assignment for the Community Work module is integrated with the Year One Practice Project. Please attach this assignment as an appendix to the project.

### Section B: Workload

Table of all work undertaken, length of involvement/number and types of contacts in each intervention and an indication of the social work methods and tools used in each piece of work. This should be in a chart or table form, using a standardized template.

### Section C: Practice Study

- a) Describe and analyse one piece of work, in the following terms, though not necessarily in this order:
- Social history and profile of service user(s)
  - Background to intervention, initial aims and rationale
  - Relevant Legislation and Policies
  - Assessment and analysis: describe what data you collected and why; also say which issues you focus on and why
  - Chosen methods / frameworks & rationale for your choice
  - Other relevant theory and knowledge used to analyse problems / issues
  - Content and process of involvement, including examples of skills used
  - Nature & impact of co-work / inter-disciplinary / inter-agency collaboration
  - Key ethical, equality or professional issues raised and how you approached them.
  - Outcome of involvement and indications for the future
  - Evaluation: what was / not achieved; what you might have done differently & why; what you learnt from this intervention, from reading, from your client(s) and others about social work processes, interventions, inter-disciplinary work, and yourself as a practising social worker.
- b) Taking one piece of work from your workload section (B. above) as a contrast to your practice study above, briefly describe the content and nature of your work demonstrating the different skills and approaches used, and evaluate the effectiveness of this intervention, drawing on relevant theoretical perspectives.

## **Section D: Placement Learning**

Please provide a reflective summary of your learning from this placement (examples in bullet points below)

- understanding of social work within this setting, its potential and limits
- skills or methods you are using more confidently or in a new way
- difficulties or dilemmas confronted and how you see them now
- critical assessment of your overall learning and progress, bearing in mind your
- starting point on this placement

with reference to each of the CORU Standards of Proficiency

### **CORU 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

Focusing on reflective practice under domain 4, please complete the following:

- a) Reflection on a Critical Incident<sup>1</sup> that occurred on placement, relating either to direct contact with a client or agency colleague or a colleague from another agency.
- b) Example of Reflective Learning: Log of one day on placement and reflective learning from the day's events.

The use of technology, including electronic recording and referral systems, use of email, Skype, text messaging and social network sites in direct client work is reflected in domain 3. Please make observations on both the advantages and possible dilemmas associated with the use of technology in this practice context.

---

<sup>1</sup> A Critical Incident does not have to be a controversial or highly unusual event. It can be an ordinary, non-crisis situation. It can be either: 'a) an incident in which the student's intervention really made a difference in client outcome either directly or indirectly (eg: by helping other staff), b) an incident that went unusually well; c) an incident in which things did not go as planned; d) an incident which was very ordinary or typical; e) an incident that captured the essential nature of what social work is all about; f) an incident that was particularly demanding' (Fook et al, 1994, p. 9).

**Word Count:** Minimum 6,000 – Maximum 7,000 words

## **Year Two Practice Project**

### **Section A: Social Work Practice in Organisations**

The aim of this section which draws on the teaching and learning in the 'Working in Human Service Organisations' module, is to undertake a critical analysis of the organisational context in which you are currently undertaking your placement. It will require you to reflect on how the organisation impacts on the social work role and your professional practice. Further guidance on this will be provided in class.

### **Section B: Workload**

Provide a table of all work undertaken, length of involvement/number and types of contacts in each intervention and an indication of the social work methods and tools used in each piece of work. This should be in a chart or table form, using a standardized template.

### **Section C: Practice Study**

- a) Describe and analyse one piece of work, in the following terms, though not necessarily in this order:
- Social history and profile of service user(s)
  - Background to intervention, initial aims and rationale
  - Relevant Legislation and Policies
  - Assessment and analysis: describe what data you collected and why; also say which issues you focus on and why
  - Chosen methods / frameworks & rationale for your choice
  - Other relevant theory and knowledge used to analyse problems / issues
  - Content and process of involvement, including examples of skills used
  - Nature & impact of co-work / inter-disciplinary / inter-agency collaboration
  - Key ethical, equality or professional issues raised and how you approached them.
  - Outcome of involvement and indications for the future
  - Evaluation: what was / not achieved; what you might have done differently & why; what you learnt from this intervention, from reading, from your client(s) and others about social work processes,

interventions, inter-disciplinary work, and yourself as a practising social worker.

- b) Taking one piece of work from your workload section (B. above) as a contrast to your practice study above, briefly describe the content and nature of your work demonstrating the different skills and approaches used and evaluate the effectiveness of this intervention, drawing on relevant theoretical perspectives.

### **Section D: Placement Learning**

1. Personal Framework for Practice: Please review your initial Personal Framework for Practice as completed for CDSW assignment in Year One; briefly outline here any changes to it that you would now make in the light of practice experiences on placement.' Describe the experiences (both personal and professional) that have influenced your choice.
2. Reflective summary of your gains from this placement with respect to each of the following CORU Standards of Proficiency. Please give a practice example in relation to each domain.

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

The use of technology, including electronic recording and referral systems, use of email, Skype, text messaging and social network sites in direct client work is reflected in domain 3. Please make observations on both the advantages and possible dilemmas associated with the use of technology in this practice context.

**Word Count:** Minimum 8,000 – Maximum 9,000 words

### **General Guidelines for completion of Practice Projects**

- Observe overall word-length. Overall word-length excludes contents page, tables, diagrams & appendices.
- Include a Contents page.



- Include a Bibliography.
- Ensure the project reads as an integrated whole (e.g.: include an introduction & conclusion.)
- Anonymity: Change all names and identifying information relating to service users and colleagues, and state in the text that you have done so. Give people fictitious names rather than numbers or initials, as this humanizes the narrative.
- Use clear, precise language throughout. Avoid jargon and slang except in direct quotes. Explain any technical terms or abbreviations you use.
- Reference correctly all texts cited in the Project. Aim to use recent publications.
- Appendices are not essential. If included, they should be brief, self-explanatory, relevant but not essential to the main text. (e.g.: agency diagrams; key extracts from process recordings). Do not include lengthy reports, case-notes, or letters.
- Explain with a key or notes any tables, diagrams, genograms or eco-maps and, if possible, insert them at the relevant point in the text rather than in appendices.
- The student is responsible for submitting the practice teacher report which must be signed by both practice teacher and student. The student must also give the Practice Teacher a copy of their Project to sign as a fair account of their work. At least one copy must be signed.
- Students must submit 2 copies of their project and two copies of the supervisor report to the Course Executive Officer.

## **Guidelines for the Presentation of Written Work**

### **General Points**

- Structure all written work, with Introduction and Conclusion framing your argument, separate paragraphs for new themes, and subheadings for sections.
- Use practice examples, where relevant, to illustrate arguments. This demonstrates your ability to integrate theory and practice and gains credit. Credit will also be given for work that shows breadth as well as depth, by drawing on relevant material addressed in other courses.
- Disguise all names and identifying information concerning service users and colleagues when using practice examples, and state that you have done so.
- Avoid vague generalisations such as "research shows". Refer to specific authors or sources to support your statements.

- Reference carefully. For direct quote, cite author's name, publication date and page number [e.g. (Skehill 1999: 37) in brackets in the text. For general reference (Skehill 1999). Multiple references cited in the text should be referenced either chronologically or alphabetically and done so consistently.
- Detail all authors cited in your text in a comprehensive bibliography. Omit references not cited in the text. The bibliography should be presented alphabetically and in a consistent format, which includes: author's name, year of publication, title of book, or of article with its source book / journal, place of publication, and publisher. [e.g. Skehill, C. (1999) *The Nature of Social Work in Ireland: a Historical Perspective*. Lewiston, New York: Edwin Mellen Press.] Where available, primary source of your reference should always be used.
- Acknowledge any author or source, including unpublished and internet sources, whose ideas you cite or paraphrase. Plagiarism is unacceptable in academic work and is penalised. Please see further information on plagiarism in handbook. Mark quotations with quotation marks, page references, and appropriate indentation. Avoid using long or multiple quotations from any text.
- Use Appendices judiciously and sparingly.
- Observe word lengths and include word count on cover page. Work that is very short or exceeds the recommended length may be returned for resubmission, penalized or both.
- Word-process all written work - in 1.5 or double spacing - on one side of the page - with adequate margins on each side.
- Number your pages.
- Proof-read carefully before submitting work. Careless spelling, grammar and referencing errors will lower your grade or result in resubmission and penalties.
- Observe published deadline dates, which have the status of examination dates.
- Keep electronic copies of all written work as it is retained by the School for the External Examiner.
- You are required to submit every written assignment to TURNITIN to check for plagiarism and to Blackboard .

### **Referencing Guidelines**

In general all assignment at third-level must be referenced. Some lecturers may request that you use a particular style of referencing; however different versions of the Harvard Reference style are commonly used in college. A Study skill Web

Seminar on referencing is available to students on the Trinity Website:  
[http://www.tcd.ie/Student\\_Counselling/Seminar/Referencing/rdf2.shtml](http://www.tcd.ie/Student_Counselling/Seminar/Referencing/rdf2.shtml)

### **Citations in the Text**

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

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

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

### **Quotes in the Text**

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

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

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

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

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

### **Reference Lists**

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

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

**Journal article:**

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

**Electronic information:**

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

Book with multiple authors

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

**Book with an editor and a revised edition:**

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

**Chapter in an edited book**

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

Journal article - print

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

**Conference Proceedings**

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

**Report/Government Reports**

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

**Thesis/Dissertation**

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

**Lecture**

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

### **Electronic article**

Foreman, M. (2009) 'HIV and Direct Provision – Learning from the Experiences of Asylum Seekers in Ireland' *Translocations, Migration and Social Change* (online), 4(1) pp.67-85 Available :[http://www.translocations.ie/volume\\_4\\_issue\\_1/index.html](http://www.translocations.ie/volume_4_issue_1/index.html) (Accessed 14 Sept 2009)

### **Newspaper article**

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

### **Website**

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

### **Use of EndNote**

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

## Marking Conventions

The following general guidelines are given to lecturers marking assessed work on the MSW. Lecturers may also have their own set of assessment criteria for their particular subject.

Marks for each assessment component are returned to the Court of Examiners and the final award for final year students will either be Pass, Fail or Pass with Distinction. To be awarded a 'Pass with Distinction' the student must have achieved over 70% on their dissertation and their practice project as well as an overall aggregate mark of over 70% in year 2. All graduates are provided with a transcript that details their results for each module. The university's marking conventions are as follows:

Fail 2	0 - 29%
Fail 1	30 - 39%
Third	40 - 49%
Lower Second	50 - 59%
Upper Second	60 - 69%
First	70 - 100%

70 +                      First Class

Expectation: an excellent piece of work on all/almost all counts

Theoretically sophisticated, based on extensive reading/sources; very well developed discussion. Critical and reflective, issues explored in depth, with some appropriate originality. Stylistically polished and well presented (less important for exam scripts). Implications for practice explored. Analytical and theoretical skills.

60-69                      Upper Second Class

Expectation: a polished piece of work with evidence of independent, critical thinking

Theoretically sound, solidly based on relevant readings, clear and developed discussion. Good content, accurate and well illustrated. Implications for practice explored. Stylistically good and fluent.

50-59                      Lower Second Class – good average

Expectation: competent work, though not necessarily with much sparkle or originality. Theoretically reasonable although discussion could be more developed. Evidence of relevant reading and effort made to discuss implications

for practice. Relevant content which is reasonably organised and stylistically acceptable.

40-49            Pass (students need 50% to remain on Masters Route)  
Expectation: passable but weak. Theoretically thin with no developed argument. Evidence of some or a little relevant reading but not much done with it or implications for practice included. Style and presentation may be weak, content thin or badly organised.

Below 40            Fail

## Guidelines on Plagiarism

### What is plagiarism?

Plagiarism is viewed as a form of academic dishonesty and may be defined as stealing or borrowing from the writings or ideas of others and passing them off as your own.

Any failure to acknowledge other people's ideas and statements in an assessment is seen by the University as academic fraud. It is regarded as a major offence for which a student may be referred to the Disciplinary Committee of the University and may be expelled from the University.

Acts of plagiarism include copying parts of a document without acknowledging and providing the source for each quotation or piece of borrowed material. This applies whatever the source of the work, whether printed, stored on a compact disc or other medium, found on the World Wide Web or Internet.

Similarly, using or extracting another person's concepts, experimental results or conclusions, summarising another person's work or, where, there is collaborative preparatory work, submitting substantially the same final version of any material as another student without due acknowledgement constitutes plagiarism.

Please note the information on plagiarism contained in the following extract from the College Calendar:

*University of Dublin Calendar Part III,1.32*

### **Plagiarism**

#### **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-je.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.*

## **Avoiding Plagiarism**

When using the work of others you must either i) quote their words directly in quotation marks and provide page numbers, or ii) paraphrase them. Either way, an explicit citation of the work being referred to must be given. To fail to do this is to risk being accused of plagiarism. A guide to referencing is available on the College Library website at <http://www.tcd.ie/Library/help/howtocite.php>. In order to support students in understanding what plagiarism is and how they can avoid it, the University has created an **online central repository** to consolidate all information and resources on plagiarism. Up to now, information has been spread across many sites, which can lead to confusion. Through the provision of a central repository, it is hoped to communicate this information to students in a clearer and more coherent manner. The central repository is being hosted by the Library and is located at <http://tcd-ie.libguides.com/plagiarism>.

Proceed on the general assumption that any work to be submitted for assessment should in fact be your own work. It ought not to be the result of collaboration with others unless your lecturer gives clear indication that, for that assignment, joint work or collaborative work is required or acceptable. In this

latter situation, you should specify the nature and extent of the collaboration and the identity of your co-workers.

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

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

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

### **Resources for Students**

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

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

[http://cad.auckland.ac.nz/index.php?p=quoting\\_and\\_paraphrasing](http://cad.auckland.ac.nz/index.php?p=quoting_and_paraphrasing)

### **Websites that help with English and grammar include**

<http://owl.english.purdue.edu>

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

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

### **Resources for Academic Staff**

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

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

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

### **'Ready, Steady, Write'**

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

## **'Turnitin'**

All written assignments must be submitted through 'turnitin' (plagiarism detecting software). Please go to [www.turnitin.com](http://www.turnitin.com) to learn more about what constitutes plagiarism in an academic context.

Instructions on uploading work to 'Turnitin' website and enrolment password will be given in class.

## **Course Regulations and Code of Conduct**

### **Code of Conduct and Disciplinary Procedures**

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

### **Introduction**

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

### **Expectations of Students**

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

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

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

The Master in Social Work/Post Graduate Diploma in Social Work course require that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. Students must e-mail [Master.Socialwork@tcd.ie](mailto:Master.Socialwork@tcd.ie) as early as possible on the first day of absence to explain the reason for the absence and to give an estimate of its probable duration.
- Contribute to group discussions, practice simulations, supervision, tutorials, self and peer evaluations and any other group activity deemed appropriate by the programme.
- Take responsibility for their own learning. This includes seeking appropriate support from tutors, practice teachers, dissertation supervisors and colleagues;
- Take responsibility for contributing to a climate of adult learning by offering support to and sharing learning resources with other students
- Handle information about others (including peers, agency and university staff) in a sensitive and confidential manner;
- Treat every person as a unique human being. This should include
  - Respecting the privacy and dignity of others;
  - Being open and honest in learning and working with others;
  - Demonstrating personal qualities of warmth, genuineness and trustworthiness
  - Behaving in an anti-oppressive manner
- Present themselves in a manner appropriate to the specific professional different context. This includes dress codes and appearance, for example, when appearing in court it would generally be the expectation that more formal attire is worn such as trousers with jackets, suits or skirts and jackets.
- Seek to promote policies and practices which are anti-oppressive.

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

### **Termination of Student's place on the Master/Diploma in Social Work Course**

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

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

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

### **Unacceptable Behaviours or Activities**

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

- Willful negligence or neglect of duty which endangers others.
- Incapacity for duty/study through alcohol/drugs
- Harassment, assault or bullying on the placement or in college
- Defiance of reasonable instructions/orders
- Dishonesty (including the belated disclosure of criminal offences)
- Deceit e.g. failure to disclose personal relevant or material facts
- Fraud or corruption, including the deliberate falsification of travel claims and/or theft of money
- Unprofessional conduct or action which would bring the profession into disrepute
- Violent or threatening behaviour (including outstanding charges of a violent or sexual nature)
- Serious breach of confidentiality
- Conviction of a sexual offence, or an offence of violence, whilst undertaking the programme
- The public expression of hostile and demeaning behaviour to a service user, carer, fellow student or member of University / College or Agency staff.
- Professional and ethical practice requires that social workers and social work students respect the confidentiality of service users, carers, family members, colleagues and anyone encountered in the course of their work. Students are instructed not to upload any confidential material, comments or remarks about anyone connected with their placement work onto social media such as Facebook, Twitter or any other electronic media. It is necessary for students to understand that breaching the confidentiality of others or remarking

(in conversation, on social media or in any other format) in any way about people you meet in the course of your work is unacceptable whether it happens during placement hours or in your spare time.

### **Disciplinary Procedures**

University Regulations as outlined in the Trinity College Calendar, Part 2 (Graduate Studies and Higher Degrees) make reference to students' behaviour and discipline in Section 7.2. In cases where students are alleged to be in breach of these regulations the College can institute disciplinary procedures through the offices of the Junior and Senior Deans.

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

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

In such situations, the following procedures will be followed:

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

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

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

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

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

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

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

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

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

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

### **Appeals Procedures**

The normal appeals procedures, as outlined in the College Calendar, will apply. Students should seek support from the college Postgraduate Advisory Service and/or the Graduate Student Union.

### **Termination of a Student's place on the Master/ Diploma in Social Work course**

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

### **Fitness to Practice**

**College Calendar 2012-13, H6**

General regulations and information II; Academic Progress, Section 27



“Situations may arise where there are concerns regarding a student’s fitness to participate in clinical or other placements, which are an essential component of the student’s course. Such cases, not falling within the remit of Garda vetting or College disciplinary procedures may be considered by a school’s Fitness to Practice Committee. Where an alleged disciplinary offence comes before the Junior Dean, the Junior Dean may decide to refer the case to the Fitness to Practice Committee of the relevant school if the Junior Dean considers this to be a more appropriate way of dealing with the case. Where a fitness to practice issue arises in the context of an academic appeal, the relevant body hearing the appeal may decide to refer the case to the Fitness to Practice Committee of the relevant school if it is considered to be a more appropriate way of dealing with the case.

Where the school’s Fitness to Practice Committee decides that the concern is well founded, it may take one of the following actions:

- (i) Caution the student in relation to the matter.
- (ii) Require the student to undergo testing, at College’s expense, in respect of suspected drug or alcohol addiction. A student failing to comply with this requirement or whose tests confirm continued drug or alcohol use may be required to withdraw from his/her course or to go off-books until such time as he/she is certified by an appropriately qualified person to be fit to proceed with his/her course of studies.
- (iii) Require the student to undergo a medical examination or assessment, which may include psychiatric assessment, by a doctor or specialist nominated by the committee at the expense of College for the purpose of obtaining an opinion as to the student’s medical fitness to continue with his/her studies or as to his/her ability or suitability to participate in his/her course to the standards required by College. Where a student fails to comply with this requirement, or where he/she is assessed to be unfit to continue with his/her studies or unable or unsuitable to participate in his/her course to the standard required by College, he/she may be required by the committee to withdraw from his/her course or to go off books until such time as he/she is certified by an appropriately qualified person, nominated by College, to be fit to proceed with his/her course of studies.
- (iv) Suspend a student until such time as he/she is certified by an appropriately qualified person, nominated by College, to be fit to precede with his/her course of study.
- (v) Require a student to withdraw from his/her course.

Where a student's behaviour threatens the well-being of patients, students or staff, the head of school, head of department or other appropriate member of the work-based placement staff shall have the power to suspend the student with immediate effect, provided the case shall then be referred immediately to the Junior Dean, if misconduct is alleged, or, in all other cases, to the relevant school's Fitness to Practice Committee. This is without prejudice to the powers of the Junior Dean as provided under the 2010 Consolidated Statutes, or the Disciplinary powers of the Junior Dean. If concerns are raised in relation to a student who is known to have a disability, consideration must first be given, in conjunction with the College's Disability Service, to the level and types of support put in place to allow the student to participate as fully as possible in his/her chosen course. If the supports are deemed to be appropriate or if the student does not engage with the reasonable accommodations process to provide appropriate supports and concerns remain in relation to the student's fitness to participate in professional placements, the case may then be referred to the school's Fitness to Practice Committee. A decision of the school's Fitness to Practice Committee may be appealed to the College Fitness to Practice Committee, which is vested with the same powers as a school Fitness to Practice Committee and will hear the case as new. A student appearing before either committee is entitled to be represented by his/her tutor, postgraduate student advisor or a Students' Union representative. Appeals against decisions of the College Fitness to Practice Committee are made to the Visitors of the College".

## Appendix 1: Learning Agreement For Placement

### SWSP , MSW PLACEMENT LEARNING AGREEMENT PART 1

Start Date:		End Date:
Student:	Telephone:	Email:
Practice Teacher:	Telephone:	Email:
Agency Name & Postal Address:		
Tutor:	Telephone:	Email:
Working Days/Hours:		
TOIL Arrangements:		
Sick Leave:		
Study Time:		
Office Accommodation:		
Transport:		
Expenses:		
Dress Code:		
Health & Safety Procedures:		

### **SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE**

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

---

---

---

---

---

---

---

---

### **LEARNING RECOMMENDED FROM PREVIOUS PLACEMENT /PAST PRACTICE 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](http://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 policy 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  Identify two goals in relation to this proficiency	LEARNING PLAN IN RELATION TO THIS PROFICIENCY  Identify areas of practice or other opportunities that will enable learning in relation to each goal	INDICATORS/EVIDENCE OF PROFICIENCY  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.**

## MSW PLACEMENT LEARNING AGREEMENT PART 2

### MID PLACEMENT MEETING

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

- Professional Autonomy and Accountability

---

- Interpersonal and Professional Relationships

---

- Personal and Professional Development

---

- Effective Communication

---

- Provision of Quality Services

---

- Knowledge, understanding and skills

---

- Additional Personal Learning Goals

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

**Objectives / Plan for remainder of placement**

---

---

---

---

**Student Issues/Concerns**

---

---

---

**Practice Teacher Issues/Concerns**

---

---

---

**Signatures:**

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

**Student:**

**Practice Teacher:**

**Tutor:**

**Date:**

---

## **MSW PLACEMENT LEARNING AGREEMENT PART 3 FINAL PLACEMENT MEETING**

Date:

Time:

---

---

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
- 

Other Issues Discussed:

---

---

---

---

---

---

---

---

---

---

---

**Areas of strength identified and recommendations for future development:**

---

---

---

---

**Signatures:**

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

**Student:**

**Practice Teacher:**

**Tutor:**

**Date:**

---

---



### PGT & PGR DECLARATION

- I hereby declare that all submissions made for the duration of the programme I am undertaking is entirely my own work, free from plagiarism and has not been submitted as an exercise towards a degree at this or any other university
- I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>
- I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <http://tcd.ie/libguides.com/plagiarism/ready-steady-write>

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Number

\_\_\_\_\_  
Course

\_\_\_\_\_  
Date

#### Note to Students:

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

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd.ie/libguides.com/plagiarism>. You should also familiarize yourself with the 2015-16 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.

### **MSW Attendance Policy 2017/18**

The Master in Social Work Handbook states that '*Students are expected to attend all components of the course consistently. Full attendance is considered essential for both academic (including tutorial) and practice components, and is a requirement of the Health and Social Care Professionals Council (CORU)*'.

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

#### **Practice & Escalation Procedures**

Attendance at lectures will be visually monitored. Lecturers will report to the Master in Social Work Executive Officer when attendance is low, students arrive late to class or leave early. In all cases where attendance is reported to be unsatisfactory a written warning will be issued by the MSW Course Director and the class representatives will be alerted.

If attendance of the group does not improve after this written warning, a formal attendance monitoring system will be brought into operation for a period defined by the School.

The School will monitor attendance at lectures when the formal attendance monitoring system is activated and will escalate matters as appropriate (see section on Persistent Excused /Unexcused Absences).

#### **Process for Poor Attendance at Lectures and Tutorials**



#### **Reporting Absences During Teaching Term:**

Any student who is unable to attend a lecture or tutorial is obliged to contact the School by emailing [Master.SocialWork@tcd.ie](mailto:Master.SocialWork@tcd.ie) as early as possible on the first day of absence to explain the reason for his/her absence and to give an estimate of its probable duration. In the case of sickness or exceptional personal circumstances, a limited amount of non-attendance may be allowed if the Course Committee (in consultation with tutor and practice teacher when on placement) is satisfied that the relevant course or practice work can be compensated for in other ways.

### **Excused Absences During Teaching Term:**

In certain circumstances, absences may be unavoidable due to illness or unforeseen events. In the case of absence due to medical reasons, If absent for 3 or more consecutive days, students must provide original medical certificate from a registered General Practitioner or from College Health, to be submitted to the School Office, as soon as possible after illness, ideally within 3 days.

### **Absences Whilst on Placement:**

If students are ill or need compassionate leave, their Practice Teacher must be notified as early as possible on the first day of absence to explain the reason for his/her absence and to give an estimate of its probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor (or college). Absences must be made up in a purposeful manner negotiated with the Practice Teacher. If absence seems likely to be prolonged, student, practice teacher and social work tutor should discuss the implications at the earliest possible time. The fieldwork Unit should then be notified as this may have an impact on the submission of the Practice Project.

### **Persistent Excused /Unexcused Absences**

Individual students with a number of absences (both excused and unexcused) will be contacted and will be required to discuss their attendance with the MSW Course Director. Where a student misses more than a third of a module in any term the students attendance will be deemed as 'non-satisfactory'.

Students who are reported as 'non-satisfactory' will have this noted on their University record and transcripts.

### **Other Offences**

If, during formal monitoring, a student is detected as signing in classmates or participating in 'sign and go' practices, they will be referred immediately to the Course Director and may be referred to the Fitness to Practice Panel.

- **Individual lecturers may implement their own attendance monitoring system if attendance forms part of an overall module mark.**
- **Random attendance checks may be undertaken at regular intervals during the teaching year.**