Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin
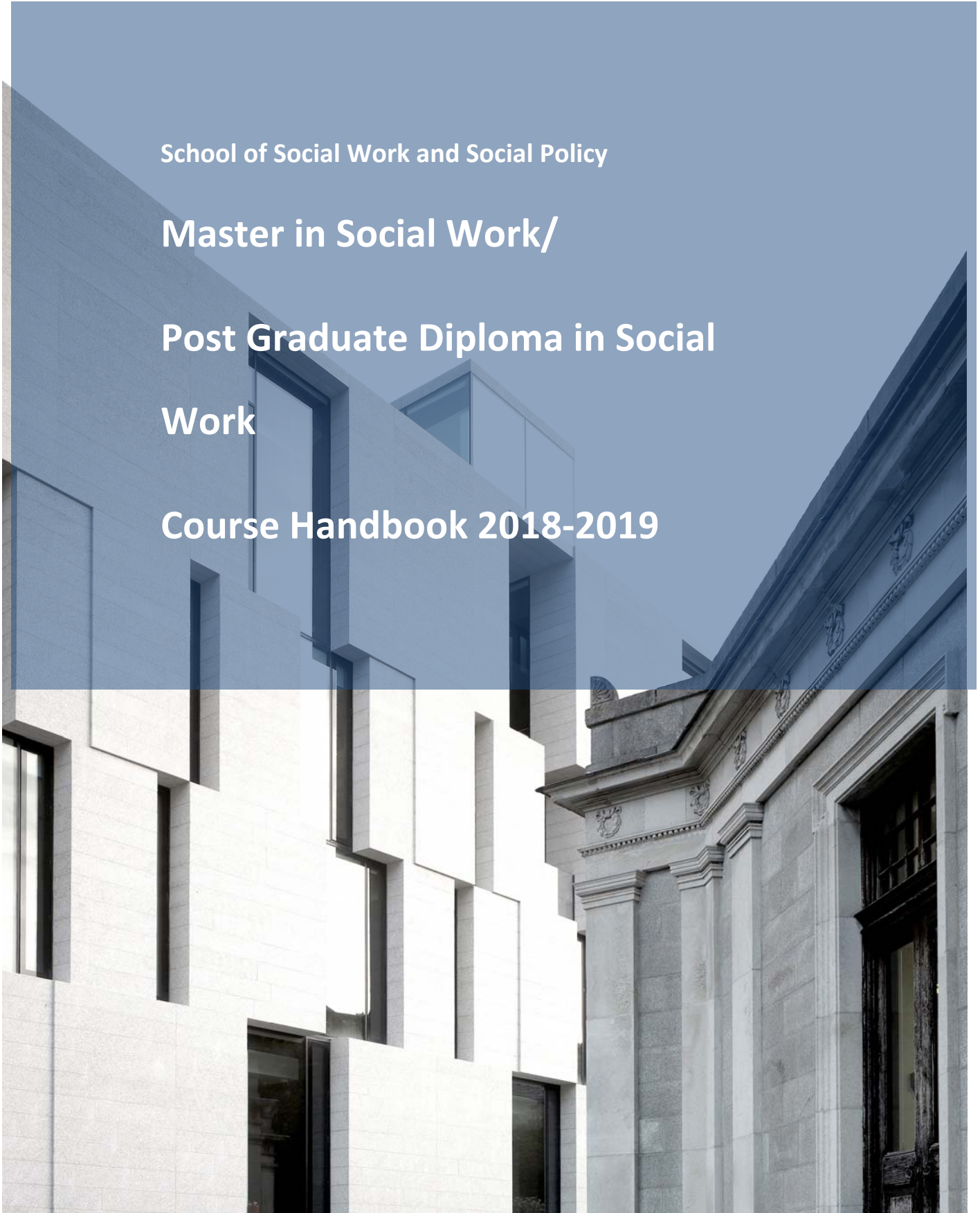
School of Social Work and Social Policy

Master in Social Work/

Post Graduate Diploma in Social

Work

Course Handbook 2018-2019

Contents

Alternative versions of the handbook can be made available on request.

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

Welcome and Introduction

We are delighted to welcome you to the Master/Postgraduate Diploma in Social Work Programme 2018/19, at the School of Social Work and Social Policy, Trinity College, Dublin. We hope this will be a very worthwhile year for you and that you enjoy your time with us at Trinity.

Through academic studies and practice-based learning the Master/ Postgraduate Diploma 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

(http://www.coru.ie/uploads/documents/Sop_Domains_MF_25.10.13.pdf)

This Handbook aims to provide information in relation to the academic content of years one and two of the MSW/PGD 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 and we look forward to working with you to build a vibrant, inclusive learning community on the programme. This approach reflects a wider Trinity College ethos of partnership with our students (https://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/StudentPartnershipPolicy.pdf)

As Course Director I have an open door policy and welcome your ideas and feedback in relation to all aspects of your student experience. Please contact me or any member of the course team with questions and issues that arise for you.

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

Erna O'Connor PhD,

Assistant Professor in Social Work,

Course Director.

Head of School	Director of Postgraduate Teaching and Learning
Dr Stephanie Holt Room 3059 Arts Building, Tel: +353 1 896 3908 Email: sholt@tcd.ie	Dr Paula Mayock Room 2.08 3-4 Foster Place Tel: +353 1 896 2636
Course Director	**Administration**
Assistant Professor Erna O'Connor Room 3056 Arts Block, Main Campus Tel: +353 1 896 2627 Email: erna.oconnor@tcd.ie	Ms Emma McConkey Room 3063 Arts Block Main Campus Tel: +353 1 896 4579 Email: Master.SocialWork@tcd.ie Office Hours: Monday – Friday, 9.00am – 16.00pm

MSW Teaching Team 2018/19	
Ms. Eavan Brady	Assistant Professor
Dr Julie Byrne	Assistant Professor in Online Education and Course Director Postgraduate Diploma in Social Policy and Practice
Dr Catherine Conlon	Assistant Professor
Dr Ayeshah Émon	Teaching Fellow, School of Social Work and Social Policy
Dr Michael Feely	Assistant Professor & Director Bachelor Social Studies Programme
Prof. Robbie Gilligan	Professor of Social Work
Dr Stephanie Holt	Associate Professor & Head of School
Dr Stan Houston	Assistant Professor
Dr Gloria Kirwan	Assistant Professor

Dr Erna O'Connor	Assistant Professor, Director Master in Social Work Programme & Fieldwork Coordinator
Mr Patrick O'Dea	Assistant Professor and Fieldwork Coordinator
Prof. Trevor Spratt	Professor in Childhood Research
Dr Virpi Timonen	Professor of Social Policy and Ageing
Dr Trish Walsh	Assistant Professor
External Contributors	
Ms Siobhan Anglim	Part-time Lecturer & Tutor
Ms Mary Kate Barry	Part-time Lecturer
Ms Sonya Bruen	Part-time Lecturer
Ms Kirsten Byrne	Part-time Lecturer
Dr Eileen Conway	Part-time Lecturer
Ms Siobhan Dunne	Subject Librarian
Ms Ruth Eliffe	Part-time Lecturer & Tutor
Ms Maeve Foreman	Part-time Lecturer
Ms Diane Hanly	Part-time Lecturer
Ms Anne Marie Jones	Part-time Lecturer
Dr Mary Kelleher	Part-time Lecturer & Tutor
Mr Aidan McGivern	Part-time Lecturer
Mr Kieran McGrath	Part-time Lecturer
Ms Fiona McInerney	Part-time Tutor
Ms Breda O'Driscoll	Part-time Lecturer & Tutor
Mr Frank Mulville	Part-time Lecturer & Tutor
Ms Sandra Ratcliffe	Part-time Lecturer & Tutor
Mr Kieran Stenson	Part-time Tutor
Ms Sinead Whiting	Part-time Lecturer & Tutor
Mr David Williamson	Part-time Lecturer

Course Committee

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

- Ms. Eavan Brady, Assistant Professor in Social Work

- Dr. Catherine Conlon, Assistant Professor in Social Policy

- Dr Michael Feely, Assistant Professor of Social Work & Bachelor in Social Studies Course Director

- Professor Robbie Gilligan, Professor of Social Work

- Associate Professor Stephanie Holt, Head of School.

- Dr Gloria Kirwan, Assistant Professor in Social Work

- Professor Paula Mayock, Director of Post Graduate Teaching and Learning

- Dr Erna O'Connor, Assistant Professor Social Work, MSW Course Director (chair)

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

- 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 2018/19 members are:

- Ms Elizabeth Hamilton, Social Work Team Leader, Child and Family

- Ms Ciara O'Connor, Social Worker, Child and Family Agency

- Mr Ray Parkinson, Principal Social Worker, North Eastern Health Board

- Ms Lucy Sutton , Social Worker, HSE Primary Care

- Mr Kevin Webster, Principal Social Worker, Child and Family Agency

External Examiner

Professor Anna Gupta, Royal Holloway University, London

Key Locations

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

Online Learning Environment
Blackboard Learn, which is located at mymodule.tcd.ie, is the College's Virtual Learning Environment (VLE). You can use this to access lecture notes, online assignments and other activities through Blackboard. More information about Blackboard is available at https://www.tcd.ie/CAPSL/resources/blackboard/.

Berkeley, Lecky, Ussher (BLU) Library
The BLU Library can be accessed through the second floor of the Arts Building or form the Ussher Podium. Information about the opening hours is available at https://www.tcd.ie/library/opening-hours/berkeley-lecky-ussher/.

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

Emergency Procedure

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

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

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

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

Data Protection for Student Data

Trinity College uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and have prepared a short guide at https://www.tcd.ie/info_compliance/data-protection/student-data/ to help you understand how we obtain, use and disclose student data in the course of performing University functions and services. This guidance is intended to supplement the University's Data Protection Policy which can be found at https://www.tcd.ie/info_compliance/data-protection/student-data/.

For information on College Health and Safety please see the Estates and Facilities website.

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

In accordance with Irish statutory regulations this Master 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

((http://www.coru.ie/uploads/documents/Sop_Domains_MF_25.10.13.pdf)

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.

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

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

The European norm for full-time study over one year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10 credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain components. Exceptions to this rule are one year and part-year visiting students, who are awarded credit for individual modules successfully completed.

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, group work, 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 Engage in evidence-informed practice through critical analysis and application of research findings.

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 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, student presentations, and 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 May and August 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 1st 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 abstentia). 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 III page 17) 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 as early as possible on the first day of their

absence and to give an estimate of its probable duration. In the case of sickness or exceptional personal circumstances, a limited amount of non-attendance may be allowed if the Course Committee (in consultation with tutor and practice teacher when on placement) is satisfied that the relevant course or practice work can be compensated. Attendance will be visually monitored in all modules and sign-in sheets circulated, lecturers will feedback 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 (please see Appendix II).

__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 Blackboard 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 188-192, as are disciplinary procedures.

__Submission of Coursework:__ All coursework must be submitted on Blackboard no later than the deadline set by the lecturer. All submissions made to blackboard must be in

PDF format in order to retain the original format submitted by the student. Students are responsible for ensuring their coursework is submitted on time.

- **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%.

Submission of Coursework

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.

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 to develop their learning objectives through scheduled class seminars prior to placement.

University Regulations

Academic Policies

Information about the Universities Academic Policies can be found here.

Student Complaints Procedure

Trinity College Dublin, the University of Dublin, is committed to excellence in teaching, research and service provision. The University aims for the highest standards of quality in all its activities. It takes legitimate student complaints seriously and aims to resolve them in a clear, fair and timely manner. Information about the Student Complaints Procedure can be found at

https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf.

Dignity and Respect Policy

Trinity is committed to supporting a collegiate environment in which staff, students and other community members are treated with dignity and respect. Bullying and harassment (including sexual and racial harassment) are not tolerated in Trinity. Information about the Dignity and Respect Policy can be found at https://www.tcd.ie/equality/policy/dignity-respect-policy/.

Student Supports

Students can see a full range of the services available to them at www.tcd.ie/students/supports-services/. More detailed information about these services can be found here.

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.

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. For details of further sources of support and help in the College please go to http://www.tcdlife.ie/

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 or vicepresident@gsu.tcd.ie.

Career Advisory Services

The Career Advisory Service is one of the most comprehensive and beneficial resources available to Trinity students. They offer weekly, year round workshops, events, seminars, talks, career fairs, and employer events and presentations. Events are updated regularly on their website and are free to all Trinity students. Examples of some popular on-going workshops include preparing a CV, practice interviews on video with feedback, finding postgraduate funding, and working in Ireland for non-EU students. In addition, they offer one-on-one career advice and counselling. Their website also features a comprehensive list of resources including job openings, funding opportunities, voluntary work, networking events, and podcasts. More information is available at http://www.tcd.ie/Careers/.

IT Services

IT Services is the main provider of computing facilities and services to students at Trinity. They aim to enhance learning and research activities within the College. In addition to providing one-on-one technical support to students at the IT Services Helpdesk, they also run a series of software workshops and tutorials and basic computer courses. They also offer a range of software for sale at discounted rates. A full list of available software and workshops are available on their website.

TCD Library

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

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

The Library supports the learning and research needs across all disciplines of the College; it is a major research library of international repute; it provides services to a wide range of external users and institutions. More information about the Library can be found at https://www.tcd.ie/library/

College Health Centre

The TCD Health Centre provides a wide range of health services for all students on campus. In addition to offering primary health care, the centre also runs a series of specialised clinics for students including travel vaccinations, sexual health, sports medicine, and antenatal care. Fees and opening hours are listed on their website.

Students Counselling Service

The Student Counselling Service provides free support to those who are experiencing personal and/or academic concerns. Available services include one-to-one counselling, peer mentors, on-line support programs, meditation groups, Niteline helpline, and group support. All services are free and confidential. Contact information can be found on their website.

Central Societies Committee

The Central Societies Committee (CSC) is the sole body on campus with the power to grant recognition to societies. As the governing body of societies the CSC represents their interests in dealings with College authorities. More information about College Societies and the CSC can be found at http://trinitysocieties.ie/.

Dublin University Central Athletics Club

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. DUCAC is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. More information about DUCAC can be found at http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs

MSW: Year One 2018/19

Course Dates 2018/19	
Teaching Weeks	4 September – 19 October 2018
Reading Week	22 October – 26 October 2018
Teaching Weeks	29 October – 30 November 2018
Revision Week	03 December – 7 December 2018
Examination Week	10 December – 14 December 2018
Christmas Period	17 December 2018 – 4 January 2019
Placement	7 January 2019 –12 April 2019
Placement Call-In Day	04 February 2019
Teaching Weeks	17 April 2019 – 26 April 2019

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 (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, Diversity and 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 (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%) (*Concept Paper & Research Proposal*)

Assessment Schedule

Group Work	Group Project & Individual Assignment Monday 22 October

Child Observation Study	Monday 29 October 2018
Contemporary Discourses Assignment	Monday 3 December 2018
Family and Child Law	Monday 10 December 2018
Community Development & Macro Social Work Practice	Monday 1 April 2019
Social Policy Assignment	
Placement Project	Wednesday 17 April 2019
Research Assignment	Concept Paper due Monday 3 December 2018 Research Proposal due Monday 30 April
Examination Week: December 10 - 14 2018	

For information about Absence from Examination please see Appendix 3.

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

1.1   Introduction to Social Work

Assistant Professor Gloria Kirwan and Ms Breda O'Driscoll

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 re-sit it during the supplemental period.

Key Readings

*Banks, S. (2001) *Ethics & Values in Social Work.* 2nd 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. 5th 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.* 2nd 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 21st 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. 3rd 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

Ms Breda O' Driscoll, Dr. Michael Feely & Ms Sinead Whiting

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 introduction to social work, community, community work and social work skills development. 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 December 2018, and any supplementals will be assessed by examination.

Readings

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

Brearly,J. (1995) Counselling and Social Work. Buckingham: Open University Press.

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

Coulshed, V., Orme, J. (1998) Social Work Practice: an introduction. 3rd 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

Healy, K (2014) Social Work Theories in Practice, Hampshire, Palgrave McMillan

Hohman, M. (2012) Motivational Interviewing in Social Work Practice, New York , Guilford

Howe, D (2009) A Brief introduction to Social Work Theory, Hampshire, Palgrave McMillan
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.

Turner.F, (ed) (2017) Social Work Treatment: Interlocking Theoretical Approaches, 6th Edition, Oxford University Press

*Other readings will be provided in class.**

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1.4 Groupwork

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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 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).

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

Group Project and Individual Assignment

Reading lists

(a) Recommended reading
Crawford K, Price, B and Price, M *Groupwork Practice for Social Workers,* SAGE, 2014.
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 Practic*e 9th ed, London: Brooks/Cole,
2013.

Doel, M. *Using Groupwork,* London: Routledge, 2005.

Doel, 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.
Freire, P. *Pedagogy of the Oppressed.* New York, Continuum 1970

Glisson, C., Dulmud, C. and K. Sowers. *Social Work Practice with Groups, Communities, and Organizations: Evidence-Based Assessments and Interventions,* West Sussex: Wiley, 2012.

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* 7th 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

Ms 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

Five 5 sessions of 180 minutes (15 hours) 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.

Readings

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 21st century Britain' (Chap. 10) in Radical Social Work Today: Social Work at the crosssroads (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

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) (2nd ed.) The Well-Connected Community: A networking approach to community development, The Policy Press, Bristol

Gilchrist, A. (2016) (2nd 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) (2nd 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 McMillan. 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) (2nd Ed.) Community Work (Ch.11), In Critical Practice in Social work (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave, Basingstoke.

Payne, M. (2014) (4th 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)(3rd 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) (4th Ed) Community work, Palgrave Macmillan.

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

2.1 Human Development in Social Contexts

Assistant Professor Eavan Brady

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 "typical" development and so will support students to consider what falls outside of this range of development. This knowledge base will form an important part of students' ability to assess individuals at all stages in the life course. 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 seven three-hour sessions commencing in September 2018. Sessions will be in seminar format with class discussion and student participation encouraged. Students will also be required to undertake three hours of independent study in preparation for in-class group presentations.

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 "typical" 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:

Domain 3

1.c) Demonstrate the skill of writing reports, articulating the situation and drawing appropriate conclusions

Domain 6

1.a) Demonstrate a critical understanding of social work theory, methods and skills, social policy, sociology, psychology, social research, law and the legal system, economics, political science and other related social sciences

1.b) Demonstrate an understanding of the theories of individual and social development across the life span and within different cultures

Assessment

1. Child observation study (50%): Due Monday 29th October 2018
   Word Count 2,500 minimum – 3,000 maximum

2. In-class group presentation and discussion (15%)

Reassessment

Students who fail the child observation study will be reassessed by way of an essay.

Core Reading

Beckett, C., & Taylor, H. (2016). *Human Growth and Development.* London: Sage Publications. (Available as E-Book)

Crawford, K. & Walker, J. (2017). *Social Work and Human.* London: Sage Publications.

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

Recommended Reading:

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

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)

Ingleby, E. (2006). *Applied Psychology for Social Work.* Exeter: Learning Matters.

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

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

Dr Trevor Spratt and Guest Lecturers

Course Aims & Content

This introductory twenty-four hour module explores the relevance of family work for social work practice, highlighting key social work tasks and good practice, focusing on the following:

- Understanding how experiences in childhood influence our future life course (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 how early experiences influence later life outcomes;
- 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 material will be provided for each topic.

Assessment

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

Readings

Reading for each week's lecture will be available on the module website. It is expected that students will read these in advance of the lectures.

Useful web-based resources:

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

Ms Sonya Bruen and Associates

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.

Readings

Crowley, Louise. *Family Law*. 2013

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

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

Shannon, Geoffrey *Child Law*, 2nd ed., (Thomson Round Hall), Chapters 1 and 2.
Shatter, Alan *Shatter's Family Law* 4th ed., (Butterworths, 1997), Chapters 1-4.

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

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.

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

Hamilton, Claire *Irish Social Work and Social Care Law* 1st ed., (Gill and Macmillan, 2012), Chapter 7.

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

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.

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

Child Care Reporting Project, www.childlawproject.ie; Case examples.

Hamilton, Claire *Irish Social Work and Social Care Law* 1st ed., (Gill and Macmillan, 2012), Chapter 7.

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

Week Four: <u>Child Protection Law; Part 3; Care Orders & Supervision Orders</u>

- 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.

Readings

Ward, Paul *The Child Care Act 1991*, 3rd 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; Case examples

Hamilton, Claire *Irish Social Work and Social Care Law* 1st ed., (Gill and Macmillan, 2012), Chapter 7

Week Five: <u>Child Protection Law, Part 4; Children in Care</u>

- 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.

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

Child Care Reporting Project, www.childlawproject.ie; Case examples

Hamilton, Claire *Irish Social Work and Social Care Law* 1st ed., (Gill and Macmillan, 2012), Chapter 7

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

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.

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

Hamilton, Claire *Irish Social Work and Social Care Law* 1st 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.

Readings:
Crowley, Louise *Family Law.* 2013

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

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

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

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

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

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

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

Readings
Crowley, Louise 'Family Law'. 2013

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

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

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

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

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

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

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

Kilkelly, Ursula (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

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

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

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

Week Eleven: <u>Preparation for Court; Moot Court</u>

Week Twelve: <u>Preparation for Practice; Case Analysis and Case Studies</u>

<u>General Reading</u>
Paul Ward, The Child Care Act 1991, 3rd 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

<u>Journals</u>
The Irish Journal of Family Law, Dublin: Sweet and Maxwell.

<u>Useful Legal Websites</u>
<u>www.childlawproject.ie</u>; Child Care Reporting Project,
<u>www.courts.ie</u> **Website of the Irish Courts Service**
<u>www.bailli.org</u> - **Website of the British and Irish Legal Information Institute**
<u>www.echr.coe.int/ECHR/EN/Header/Case-Law/Hudoc/Hudoc+database/</u>

Database of decisions of the European Court of Human Rights.

<u>Assessment</u>

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 – What is 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
<u>Week 1</u>
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

2) Power, E. (1999) An Introduction to Pierre Bourdieu's Key Theoretical Concepts, *Journal for the Study of Food and Society*, 3:1, 48-52.

<u>Week 2</u>
1) Thompson, N. (2006) 'Introduction', *Anti-Discriminatory Practice,* Basingstoke: Palgrave MacMillan, pp.1-19.

2) Hegar, R. (2012) Paulo Freire: Neglected Mentor for Social Work, *Journal of Progressive Human Services*, 23:2, 159-177,

<u>Week 3</u>
NASW (2001) *NASW Standards for Cultural Competence in Social Work Practice,* Washington: NASW. Available at: https://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf

<u>Week 4</u>
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%20 An%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

Garrett, P. (2007) The relevance of Bourdieu for social work: a reflection on obstacles and omissions*, Journal of Social Work, Vol 7, Issue 3, pp. 355 – 379.*

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

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

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

Gutiiérrez, 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/ataglance/ataglance26.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

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

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

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 to undertake the practice-based learning components of the MSW programme. For purpose of optimal learning, students are presented with an overview of social work sectors to identify the fit between their learning needs and learning opportunities available across different social work sectors. Key concepts and processes of 'Reflective Learning and Practice' are introduced as an approach to achieve optimal learning from social work practice placements.

Module Content
Planning for Placement
Session 1: This session introduces the practice learning component of the MSW programme in accordance with the CORU Criteria and Standards of Proficiency for Social Work Education and Training Programmes. Information is provided on placement planning and allocation process.
Session 2 -4: An overview of social work sectors is presented drawing on research data. A range of possible placement opportunities are profiled by panels of practice teachers from a range of social work settings including TUSLA child & family, health-related, community/ voluntary, Probation & disability sectors. Each presentation is followed by a Questions and Answers session with each panel.
Session 5 & 6: Individual student placement consultations.

Reflective Learning and Practice
Session 7: 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 8: A range of Reflective Learning tools are introduced in this session including Process Recording, Learning Logs, Critical Incidents, Reflective Journals and Direct Observation.
Session 9: 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.
Session 10: This session focuses on processes of evaluation and assessment by the practice teacher. Also addressed is the student's representation of learning through their required Placement Project.

Session 11: Student 'learning needs statements' are introduced and students are encouraged to develop personal learning needs statements incorporating the six CORU/SWRB domains of proficiency. The Placement Learning Agreement is presented and integration of learning goals and placement based learning opportunities is discussed.

Session 12: Students consider theories, skills and ethical practice that are pertinent to their allocated placements.

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 contempory 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 car : 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 Debates in Society

Dr Stan Houston

Module Aims and Content

In this module, students will be introduced to historical and contemporary social discourses shaping societal trends and impacting on social welfare and 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 welfare and social work.

The aims of the module are to enable students to:

1. develop an understanding, through critical reflexivity, of how personal and social characteristics influence personal and professional development;
2. 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 welfare and social work;
3. identify and describe contemporary critical perspectives in social work and social welfare, including anti-oppressive practice, and their uses as frames of reference and analysis for social work interventions;
4. develop an understanding of how critical social theory can shape knowledge, skills and values;
5. explore the societal and organizational influences on practice; and
6. understand the historical and current 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, theoretical perspectives.

•   Describe the contribution of critical social theories to social welfare and social work practice.

•   Assess and critically evaluate one critical perspective in relation to both its benefits and disadvantages for practice.

•   Describe the meaning of critical reflexivity and apply it to their personal and professional development.

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 are required to submit a written assignment (3,000-3,500 words) addressing the following title:

'Discuss the relevance of one or more critical social theories of society for social welfare and social work practice'

General Reading   (**Essential texts)

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*. (4th ed.). London: Macmillan.

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

Curran, T. (2010) Social Work and Disabled Children's Childhoods: A Foucaldian 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.

4.2 Understanding Social Policy For Social Work Practice

Dr Ayeshah Amon

Module Overview

Social Policy for Social Work Practice invites students to discover how social policy principles and measures work in the realm of applied practice through the lived experiences of health care and social care practitioners. Through a combination of interactive lectures and seminars, students have the opportunity to understand how social policy intersects with social work practice in a number of contexts, and further shapes, and is shaped by the decisions and actions of key actors in the public and private sectors (e.g. policy makers, administrators, law enforcement officials, clinicians, social care workers etc). We will be covering major social policy domains such as income maintenance and support; housing and homelessness; mental health and healthcare institutions; domestic violence; child welfare; probation and so on.

Some of the questions we will explore are why governments choose to intervene in certain areas of social life (over others)? How does social policy support or constrain social work practice and shape service delivery? What is the role of the private sector in social policy? How can public and private partnerships in health and social care meet emerging challenges of service delivery and improve social outcomes for Ireland? What counts as evidence and what is the role of evidence-based research in shaping social policy? What are the political processes behind policy formation, negotiation and implementation? We will examine the above topics through the lens of intersectionality, exploring how our diverse social identities place us in relatively dominant or subordinate positions of power at different times and in different social spaces.

This module addresses CORU Domain 6: Knowledge, understanding and skills.

Timetable: Thursday 3-5pm Michaelmas Term

Learning Outcomes:
Students will:
- Gain an understanding of the rationale for government intervention (or absence) in various aspects of social life, and the impact of these interventions on individuals, groups, and communities that social workers serve.
- Appreciate the roles and responsibilities of various professionals in health and social care, and develop opportunities for future connections in their career.
- 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:

60% - attendance and class participation (in-class assignments)

40% - final 2500 word essay

Key Readings

*Individual lecturers will also assign specific readings and references for their topic. All readings will be posted on Blackboard.

Alcock, P., May, M., Wright, S. (2012) The Students Companion to Social Policy, Chichester: John Wiley & Sons Ltd [e-book].

Baldock, J., Mitton L., Manning, N., and Vickerstaff, S. (2012) Social Policy. Oxford: Oxford University Press.

Béland, D., and Gran B. (eds.) (2008) Public and Private Social Policy: Health and Pension Policies in a New Era. New York & Basingstoke: Palgrave Macmillan.

Blackmore, K., Griggs, E. (2007) Social Policy: An Introduction. Buckingham: Open University Press [e-book].

Considine, M., and Dukelow F., (2017) Irish Social Policy: A Critical Introduction, 2nd Edition. Bristol Policy Press.

Cunningham, J. and Cunningham S. (2017) Social Policy and Social Work 2nd edition. London: Sage.

Dean, H. (2012) Social Policy, 2nd Edition. Cambridge: Polity.

Dwyer, P., and Shaw, S. (2014) An Introduction to Social Policy. London: Sage.

Evans, T., and Keating, F. (eds.) (2015) Policy and Social Work Practice. London: Sage.

Kennedy, P. (2013) Key Themes in Social Policy. London: Routledge.

McCashin, A. (2004) Social Security in Ireland. Dublin: Gill & Macmillan.

Spicker, P. (2008) Social Policy: An Introduction to Social Policy. Bristol: Policy Press.

4.3 Introduction to Social Work Research and Evaluation

Assistant Professor Eavan Brady

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 doing so, it aims to equip students with knowledge of what each stage of the research process 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 in Year Two, 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: Documents as data
- Session #7: Qualitative data collection
- Session #8: Quantitative data collection
- Session #9: Qualitative data analysis
- Session #10: Writing-up & dissemination

Students will also attend a number of skills workshops in April 2019 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
- Communicate a lucid understanding of the difference between evidence-informed and evidence-based practice
- Convey an understanding of the debates and issues pertaining to the discourses of evidence-informed and evidence-based social work practice
- 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:

Domain 4

1.l) Recognise the contribution and value of research in developing evidence-informed practice

Domain 5

3.a) Recognise the value of research to the systematic evaluation of practice

3. c) Be aware of a range of research and evaluative methodologies, including evidence-informed research

8.a) Gather information, including qualitative and quantitative data that help to evaluate the responses of service users to their intervention

Domain 6

1.a) Demonstrate a critical understanding of social work theory, methods and skills, social policy, sociology, psychology, social research, law and the legal system, economics, political science and other related social sciences

1. c) Know and understand the principles and applications of social research, including the evaluation of intervention efficacy, the research process and evidence-informed practice

Assessment

1. Concept Paper: Due Monday 3rd December 2018

(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 Tuesday 30th April 2019

(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)
- 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)
- Gray, D. E. (2014). *Doing Research in the Real World*. London: Sage Publications. (Available as E-book)
- 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)
- Shaw, I. (2018). *Research and the Social Work Picture.* Bristol: Policy Press (Available as e-book)
- 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
- Practice and Research Together: www.partcanada.org
- Ontario Centre of Excellence for Child and Youth Mental Health: www.excellenceforchildandyouth.ca
- Campbell Collaboration: www.campbellcollaboration.org
- Cochrane Collaboration: www.cochrane.org
- HRB National Drugs Library: www.drugsandalcohol.ie
- Evidence in Health and Social Care (NHS): www.evidence.nhs.uk
- Centre for Research on Families and Relationships: www.crfr.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 2018/2019

Course Dates 2018/19	
Teaching Weeks	03 September – 18 October 2018
Reading Week	22 October – 26 October 2018
Teaching Weeks	29 October – 29 November 2018
Dissertation preparation & submission	3 December – 21 December 2018
Christmas Vacation	17 December 2018 –4 January 2019
Placement	7 January – 12 April 2019
Placement Call-In Day	04 March 2019
Teaching Weeks	17 April – 24 April 2019

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 and Probation (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 and Probation	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)
Practice Framework (Dip. SW)   (100%)

Assessment Schedule	
Health Related Social Work	*Due October 22 2018*
Child Welfare Project	*Due 5 November 2018 at 11.00am*
Mental Health Project	*Due 3 December 2018*
Criminology and Probation	*Due 10 December 2018*
Research Dissertation	*Due Friday 21 December*
Personal Framework for Practice	*Due Friday 21 December*
Placement Project	*Due Wed 17 April 2019*

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.

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, pp. 136
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.dcya.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

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

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

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

Dichter, M. E. 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', *Chid & 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

Associate Professor 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 online 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. It is anticipated that student engagement in the online platform would involve approximately two hours per week. Weekly one hour tutorials

will offer opportunities for debate and discussion, strengthening learning and promoting best practice.

Recommended Reading

General Overview, Trends, Patterns, Theoretical Perspectives

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1.3   Criminology and Probation

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.

This 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 Friday 30th November 2018. Re-assessment by re-submission of this essay by Thursday March 14th 2019.

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.

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Fitzgibbon.W, (2011) *Probation and Social Work on Trial ,* Palgrave, London
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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.

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O'Dea, P., (2002) 'The Probation and Welfare Service: It's role in Criminal Justice.' In O'Mahoney, P., (Ed) *Criminal Justice in Ireland*. Institue of Public Administration.

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Vanstone, M. (2004) *Supervising Offenders in the Community: A History of Probation Theory and Practice.* Aldershot: Ashgate.

Websites

Probation Service: www.probationservice.ie

Dept. of Justice Equality and Law Reform: 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* (4th 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*(4th 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 Herzcog, 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 Journa*l, 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*.3rd 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 33-hour module comprises three sections:

- A. Mental Health (16 teaching hours)
- B. Addictions (8 teaching hours)
- C. Child and Youth Mental Health   (9 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.
- Please see page 125 for an outline of Section C.

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 first term of the MSW 2 year.

Assessment

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

A. Mental Health

Assistant Professor Gloria Kirwan

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   www.mhcirl.ie

Shine Ireland*   www.shineonline

Aware   www.aware.ie

National Office for Suicide Prevention   www.nosp.ie

Alzheimer Society   www.alzheimer.ie

Department of Health   www.health.gov.ie

Shaping Our Lives   http://www.shapingourlives.org.uk/

Wellness Recovery Action Plan   https://copelandcenter.com/

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

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.* (5th 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. Mosher 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.* (5th 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*. (2nd 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

WHO (2013). *Mental Health Action Plan 2013-2020.* Geneva, Switzerland: World Health Organisation 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 Rumgay, 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.* (2nd 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 (2nd 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
- Department of Health & Children   www.dohc.ie
- Drugs helpline (HSE)   www.drugs.ie
- European Monitoring Centre for Drugs and Drugs Addiction
                                    www.emcdda.europa.eu
- HRB   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
- National Service Users' Executive   www.nsue.ie

- The Rise (Recovery in a Safe Environment; for family members) Foundation
  www.therisefoundation.ie

Readings

American Psychiatric Association (2013), *Diagnostic and Statistical Manual of Mental Disorders* (5th 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, 2nd 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

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., Emlyn-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* (3rd 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 2nd 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 (2nd 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

National Institute of Drug Abuse. (2014) How does heroin use affect pregnant women? 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 (2nd ed) (*New York:Longman)

Jarvis T, Tebbutt J, Mattick R, Shand F 2005.Treatment approaches for Alcohol and Drug Dependence 2nd 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

To be Announced

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

Dr Erna O'Connor, Ms Maeve Foreman & Guest Lecturers

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 October 22nd, 2018. Reassessment if required is by re-submission of this essay by January 4th, 2019.

Readings

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

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

Dziegielewski, 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. 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-a8d6-294bdbe6e851.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) 2nd 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* 3rd 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*. 4th 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. & and Walsh, T. (2014) Pregnancy Loss in Rural Ireland: An Experience of Disenfranchised Grief. *British Journal of Social Work* 44 (8): 2290-2306

Neimeyer R., 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? *Psychologicia 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

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HSE (2009) *Emergency Multilingual Aid* 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) 3rd 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

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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.

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https://www.iasw.ie/attachments/Role_of_social_worker_in_disability_services.pdf

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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

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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. Accessed online July 2016

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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 21st 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*. 2nd 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.

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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

National Youth Federation (Ireland) (2003) *Suicide resource handbook for youth organisations.* Dublin :Irish Youthwork Press

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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

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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

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/

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

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

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Spiers T. (2006) Trauma: *A Practitioner's Guide to Counselling*. UK: Routledge

Tosone, C., Bettman, J. Minami, T., Jasperson, 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) (4th 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; www.hivireland.ie; 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

Dewees, 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

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:

Introduction to ageing (Prof. Timonen)
Special topic in social work & ageing 1 (Social Work Practitioners)
Special topic in social work & ageing 2 (Social Work Practitioners)

The module introduces the students to the world-wide mega trend of population ageing, and illustrates how this has come about through lower fertility and death rates. The positive aspects of the demographic transformation are emphasised, and the students are invited to reflect on how these positive aspects - such as greater scope for intergenerational communication and learning - contrast to the widespread negative discourses around ageing.

Issues around long-term care are touched on, with a focus on the urgent need for developing home and community-based care services (as distinct from institutional care). Aspects of evolving policy as they apply to care of older adults are flagged, such as the Assisted Decision Making Act, and students have an opportunity to think about how these are impacting on Social Work practice.

Ageing is strongly framed as an issue that concerns us all, in the present and in the long term, as we all live within family and community contexts where contact with people of different ages is now more possible than ever before in human history. Within the family context, greater scope for grandparenting is highlighted as a major positive result of extended lifespans, but this is framed within the broader social policy context, where reliance on grandparents can become excessive where childcare and other supports for younger family members are lacking or inadequate.

There is also a brief introduction to gerontechnology, with a focus on applications of technology in care services provision, and students have an opportunity to discuss how this trend might impact on Social Work practice. Overall, the module emphasises ageing as a phenomenon that can be looked at both through the macro level of policies, and at the micro level of individual and professional attitudes that impact on us all as we age.
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 active 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*î. 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.

Equality Authority (2004) *Implementing Equality for Older People.* Dublin :Equality Authority. www.equality.ie/index.asp?docID=89

Garavan, R., McGee, H. & Winder, R. (2001) *Health and Social Services for Older People – consulting older people on health* and social services. Report. No. 64. Dublin:NCAOP

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

HSE (2010*) Open Your Eyes – HSE National Elder Abuse Services 2009.* HSE: Dublin
IFSW International Policy on Ageing and Older Adults. 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, pp 5 – 19.

Ray, M. & Phillips, Judith (2012) 5th 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/

Research Centres
http://www.tcd.ie/niid/
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.socialwork-socialpolicy.tcd.ie/livingwithdementia/

http://www.sparc.tcd.ie/ - includes presentations from Dementia Seminar Series

http://www.dementia.ie/index.php

http://www.cardi.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

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

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 GGRRAAACCEES[1] & the Development of anti-discriminatory practice.
- Integration of Systemic Theory into therapeutic work using solution-focused,

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[1] *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

collaborative and narrative/dialogical approaches.
- Direct work and Communication with Children and Adolescents.
- Relationship – based practice with different service user groups.

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 evidence 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 evidences 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*. 3rd edition. Buckingham: Open University Press.

The Case for Social Constructionist Approaches

Burr, V. (2003). *Social Constructionism*. 2nd Ed. London: Routledge.

Gergen, K.J., (2001). *Social Construction in Context*. London: Sage Publications.

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

Burnham, J. (2012) Development in Social GRRRAAACEEESS: visible – invisible and voice-unvoiced. In I.-B. Krause (ed.) *Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspectives.* (pp139-160).

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

Anderson, H. (1996). A reflection on Client-Professional Collaboration. *Families, Systems & Health*, 14, 193-206.

Anderson, H. (2012) Collaborative Relationships and dialogic Conversations: Ideas for a Relationally Responsive Practice. *Family Process, 51, 8-24.*

Anderson, H. & Gehart, D. (2007) (Eds.) Collaborative Therapy: Relationships and Conversations that Make a Difference. New York: Routledge.

Anderson, H., & Goolishan, 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

Combs, G. & Friedman, J. (2016). Narrative Therapy's Relational understanding of Identity. *Family Process, 55, 211-224.*

Friedman, J. (2014). Witnessing and Positioning: Structuring Narrative Therapy with Families and Couples. *ANZJFT,35, 20 - 30.*

Guilfoyle, M. (2015). Listening in narrative therapy: double listening and empathic positioning. South African Jr of Pscyhology, 45, 36-49.

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*

White, M , Epston, D. (1990) *Narrative Means to Therapeutic Ends.* New York: Norton.

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

Chang, J. & Nylund, D. (2013) Narrative and Solution-focused Therapies: A Twenty-Year Retrospective. *Journal of Systemic Therapies, 32, 77-88.*

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.

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.*

Walsh, T. (2010) *The Solution-Focused Helper: ethics and practice in health and social care.* Basingstoke: Open University Press.

Working with children

Gil, E. (2015) *Play in Family Therapy*. (2nd Ed.) New York: Guilford Press.

O'Dell, L and Leverett, S. (eds.) (2011) *Working with Children and Young People: Co-constructing Practice*. Basingstoke: The Open University.

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*.

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 component students should be able to:

- Explain the nature of human services organisations and how they differ from other organisations
- Analyse the impact of economic and social contexts on human service organisations and those who work in them
- Identify a range of discourses associated with the delivery of human services
- Evaluate the impact of managerialist practices on social work practice
- Identify the impact of organisation structure and culture on their professional practice

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
1. Human Services	
a) Economic and social context of human Services	*Domain 6.1 (g)*
b) Nature and distinctiveness of human service organisations	*Domain 6.4 (a)*
c) Discourses in human service delivery	*Domain 6.1 (g) (h*)
d) Managerialist practices and their impact on social work practice	*Domain 4.1 (i)*
2. Understanding Organisations	
a) Structure	*Domain 2.2 (a) Domain 6.1 (i)*

| b) Culture and Power | *Domain 2.1(a), Domain 2.2 (b)* |
| | *Domain 2.2 (b), Domain 2.1 (c)* |

Reading List

Essential Reading

Adams, R., Domineli, L. , Payne, M. (2009) *Practising social work in a complex world*, 2nd ed, 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,* 4th edition, Los Angeles: Sage.

Carney, M. (2006) *Health Service Management: Culture, Consensus and the Middle Manager*. Dublin: Oak Tree Press.

Coughlan, D. and Brannick, T. (2009) *Doing action research in your own organisation,* London: Sage.

Coulshed, V. and Mullender, A. (2006) *Management in social work* 3rd edition , BASW. London: Palgrave Macmillan

Dent, E. & Goldberg, S. (1999) Challenging Resistance to Change, *Journal of Applied Behavioral Science* 35; 25-41.

Donnellan H. & Jack, G. (2015) *The Survival Guide for Newly Qualified Social Workers: Hitting the Ground Running,* 2nd edn, London: Jessica Kingsley Publishers.

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

Professor 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.

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

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.dcdd.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

First Nations Child and Family Caring Society of Canada : fncaringsociety.com

Mental Disability Advocacy Centre: mdac.org/friends

Open Society Foundations: opensocietyfoundations.org

2.7 Conflict Management

Dr Julie Byrne

Module Aims
This module aims to provide a 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 component 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	*Domain 3.1 (f)*
2. Types of Conflict in Social Work	*Domain 2.2 (b)*
3. Responses to Conflict	*Domain 1.6 (d)*
4. Personal Approach to Conflict	*Domain 3.1 (d)*

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. Further guidelines for this project will be issued to students at the beginning of Year Two. Projects are submitted electronically through Blackboard by 1pm on Friday 21st December, 2018. Projects are graded as follows: pass with distinction; pass; fail.

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

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.
- 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 they 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 School Ethics Committee for approval to carry out their proposed study. 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

At 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 May through to December, 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 as represented in the below flow chart.

Sept-Nov MSW1 — Research methods modules

Dec MSW1 — Submit Concept Paper

Apr MSW1 — Research Workshops / Submit Research Proposal

May MSW1 — Feedback on Research Proposal / Supervisors assigned

July-Aug MSW1 — Write Literature Review / Draft Ethics Application

Aug-Sept MSW2 — Apply for Ethical Approval

Sept-Oct MSW2 — Data Collection & Analysis

Nov-Dec MSW2 — Write-up & Submit
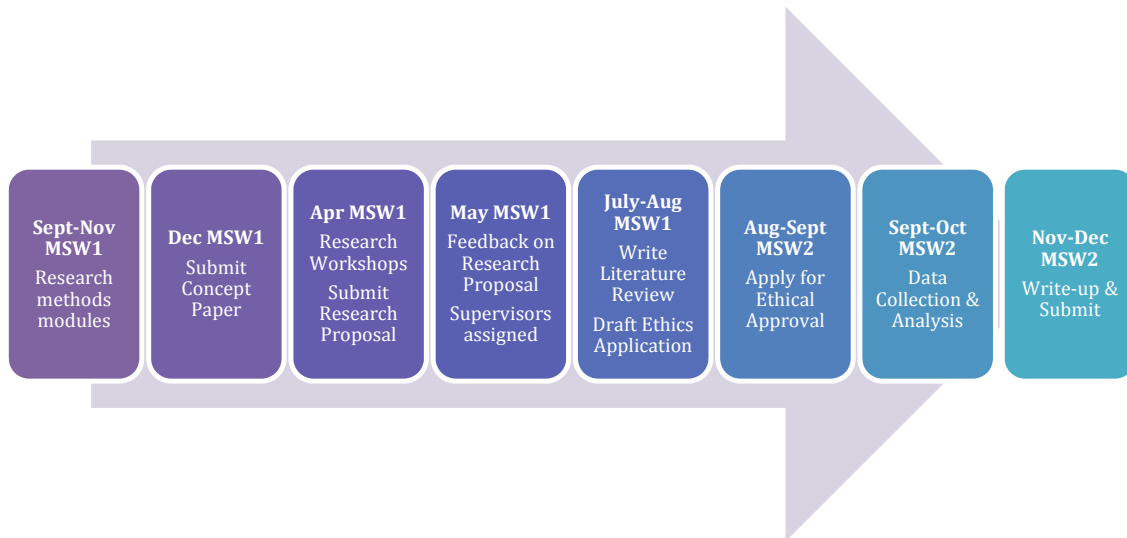
Ethics Committee Approval

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 by 1pm on Friday 21st December 2018.

Examination of Dissertations

Dissertations will be examined and marked according to College and School guidelines (Trinity College Calendar Part III – Graduate Studies and Higher Degrees) 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 end of term in Year Two. 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.

Health Screening: Health screening requirements must be completed by all new students in the Masters in Social Work . Students must make an appointment with either the College Health Centre or registered GP to conduct the necessary screenings. As the process will take some time, it is important that you make this appointment immediately after accepting a place on the course.   The Health Screening Booklet can be downloaded via the following link: https://www.tcd.ie/swsp/postgraduate/social-work/Health%20Screening.php

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.

MSW YEAR ONE

PRACTICE PROJECT

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

<u>CORU Standards of Proficiency</u>.

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[2] 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.

Word Count: Minimum 6,000 – Maximum 7,000 words

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[2] 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).

MSW YEAR TWO PRACTICE PROJECT

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.
- Practice projects are submitted electronically through and Blackboard.

Guidelines for the Presentation of Written Work

General Points

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

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

Referencing Guidelines

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

Citations in the Text

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

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

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

Quotes in the Text

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

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

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

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

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

Reference Lists

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

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

Journal article:

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

Electronic information:

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

Book with multiple authors

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

 Book with an editor and a revised edition:

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

Chapter in an edited book

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

Journal article - print

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

Conference Proceedings

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

Report/Government Reports

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

Thesis/Dissertation

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

Lecture

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

Electronic article

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

Newspaper article

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

Website

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

Use of EndNote

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

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, 66-73

Plagiarism

66. General

'It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement. Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement. Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. It is the responsibility of the author

of any work to ensure that he/she does not commit plagiarism. Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

67. Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) copying another student's work;

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

behalf;

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

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

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

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

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

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

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

    (iv)   come across a distinctive methodology or idea and fail to record its source. 3

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

66. Plagiarism in the Context of Group Work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism. When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, so far as is possible, that no work submitted by the group is plagiarised. In order to avoid plagiarism in the context of collaboration and groupwork, it is particularly important to ensure that each student appropriately attributes work that is not there own.

67. Self-Plagiarism

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

70. Avoiding Plagiarism

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

71. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).

If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

72. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

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

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

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

Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under conduct and college. Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

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

When using the work of others you must either

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

Either way, an explicit citation of the work being referred to must be given. To fail to do this is to risk being accused of plagiarism. A guide to referencing is available on the College Library website at http://www.tcd.ie/Library/help/howtocite.php. In order to support students in understanding what plagiarism is and how they can avoid it, the University has created an **online central repository** to consolidate all information and

resources on plagiarism. Up to now, information has been spread across many sites, which can lead to confusion. Through the provision of a central repository, it is hoped to communicate this information to students in a clearer and more coherent manner. The central repository is being hosted by the Library and is located at http://tcd-ie.libguides.com/plagiarism .

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

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

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

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

Resources for Students

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

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

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

Websites that help with English and grammar include

http://owl.english.purdee.edu

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

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

Resources for Academic Staff

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

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

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

'Ready,Steady, Write'

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

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 as early as possible on the first day of absence to explain the reason for the absence and to give an estimate of its probable duration.
- Contribute to group discussions, practice simulations, supervision, tutorials, self and peer evaluations and any other group activity deemed appropriate by the programme.
- Take responsibility for their own learning. This includes seeking appropriate support from tutors, practice teachers, dissertation supervisors and colleagues;
- Take responsibility for contributing to a climate of adult learning by offering support to and sharing learning resources with other students
- Handle information about others (including peers, agency and university staff) in a sensitive and confidential manner;
- Treat every person as a unique human being. This should include
  o Respecting the privacy and dignity of others;
  o Being open and honest in learning and working with others;
  o Demonstrating personal qualities of warmth, genuineness and trustworthiness
  o Behaving in an anti-oppressive manner
- Present themselves in a manner appropriate to the specific professional different context. This includes dress codes and appearance, for example, when appearing in court it would generally be the expectation that more formal attire is worn such as trousers with jackets, suits or skirts and jackets.
- Seek to promote policies and practices which are anti-oppressive.

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

Termination of 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
- 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 III (Regulations for Professional Higher and Other Degrees) make reference to students' behaviour and discipline in Section 5.2. 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 Dean of Graduate Studies and to invoke such regulations, if it is deemed necessary to do so.

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

In such situations, the following procedures will be followed:

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

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

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

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

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

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

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

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

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

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

Appeals Procedures

The normal appeals procedures, as outlined in the College Calendar Part III, 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

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

Appendix 1: Learning Agreement For Placement

MSW PLACEMENT LEARNING AGREEMENT 2018/19

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)

AREAS FOR ONGOING DEVELOPMENT

(as identified from previous placement/ other practice experience)

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PROFESSIONAL LEARNING PLAN FOR PLACEMENT

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

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

SPECIFIED DOMAINS OF PROFICIENCY)

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

LEARNING GOALS 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…….

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 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…….

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 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	INDICATORS/EVIDENCE OF PROFICIENCY At the end of placement the student will be able to…….

	in relation to each goal	

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 **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…….**

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 **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…….**

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…….**

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:

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:

LEARNING AGREEMENT PART 2 - MID PLACEMENT REVIEW

Student

Practice Teacher

Tutor	
Agency	
Placement Dates	
Date of Mid Placement Meeting:	
Time:	
Student will provide the Tutor with a short summary of work in advance of the mid placement meeting.	

MID PLACEMENT REVIEW MEETING

Review & Evaluate 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 in relation to each of the standards and to personal learning goals:

Objectives / Plan for remainder of placement :

- **Professional Autonomy and Accountability**

- **Interpersonal and Professional Relationships**

- **Personal and Professional Development**

- **Effective Communication**

- **Provision of Quality Services**

- **Knowledge, understanding and skills**

- **Personal Learning Goals**

Student Comments/Issues/Concerns

Practice Teacher Comments/Issues/Concerns

_____

_____

_____

_____

_____

_____

Signatures

Student:	
Practice Teacher:	
Tutor:	
Date:	

The student must submit this mid placement review document to fieldwork@tcd.ie as soon as the mid placement review meeting takes place.

LEARNING AGREEMENT PART 3 - FINAL PLACEMENT REVIEW

This review may take place at the placement site or by Skype or telephone as required

Student

Practice Teacher

Tutor

Agency

Placement Dates

Review Date:	
Time:	

OUTCOME OF PLACEMENT: (pass/fail)
Summary of overall learning and development in relation to

- **Professional Autonomy and Accountability**

- **Interpersonal and Professional Relationships**

- **Personal and Professional Development**

- **Effective Communication**

- **Provision of Quality Services**

- **Knowledge, understanding and skills**

- **Personal Learning Goals**

Other issues discussed:

_____

_____

_____

_____

_____

_____

_____

Areas of strength identified and recommendations for future development:

_____

_____

_____

_____

_____

_____

Signatures

Student: _____

Practice Teacher: _____

Tutor: _____

Date: _____

The student must submit this final placement review document to **fieldwork@tcd.ie** as soon as the final placement review is completed.

Appendix 2

COLÁISTE NA TRÍONÓIDE, BAILE ÁTHA CLIATH | TRINITY COLLEGE DUBLIN
Ollscoil Átha Cliath | The University of Dublin

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.

Appendix 3: MSW Attendance Policy

MSW Attendance Policy 2018/19

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

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

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

Process for Poor Attendance at Lectures and Tutorials

Poor attendance reported → Warning message sent to class and class reps alerted → Formal monitoring system implemented / attendance monitored → Repeat offenders contacted to discuss attendance record → Student is given an opportunity to correct situation → Student is returned to Course Director as Non - Satisfactory

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 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.

Absence from examinations – Calendar, Part III, Section 3.5

Postgraduate students who consider that illness may prevent them from attending an examination (or part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student's Course Co-ordinator/ Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available in course handbooks or from Course Co-ordinators/ Directors.

Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (of part thereof) must consult and inform their Course Co-ordinator/ Director. The Course Co-ordinator/ Director will then make representation to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.

The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

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.