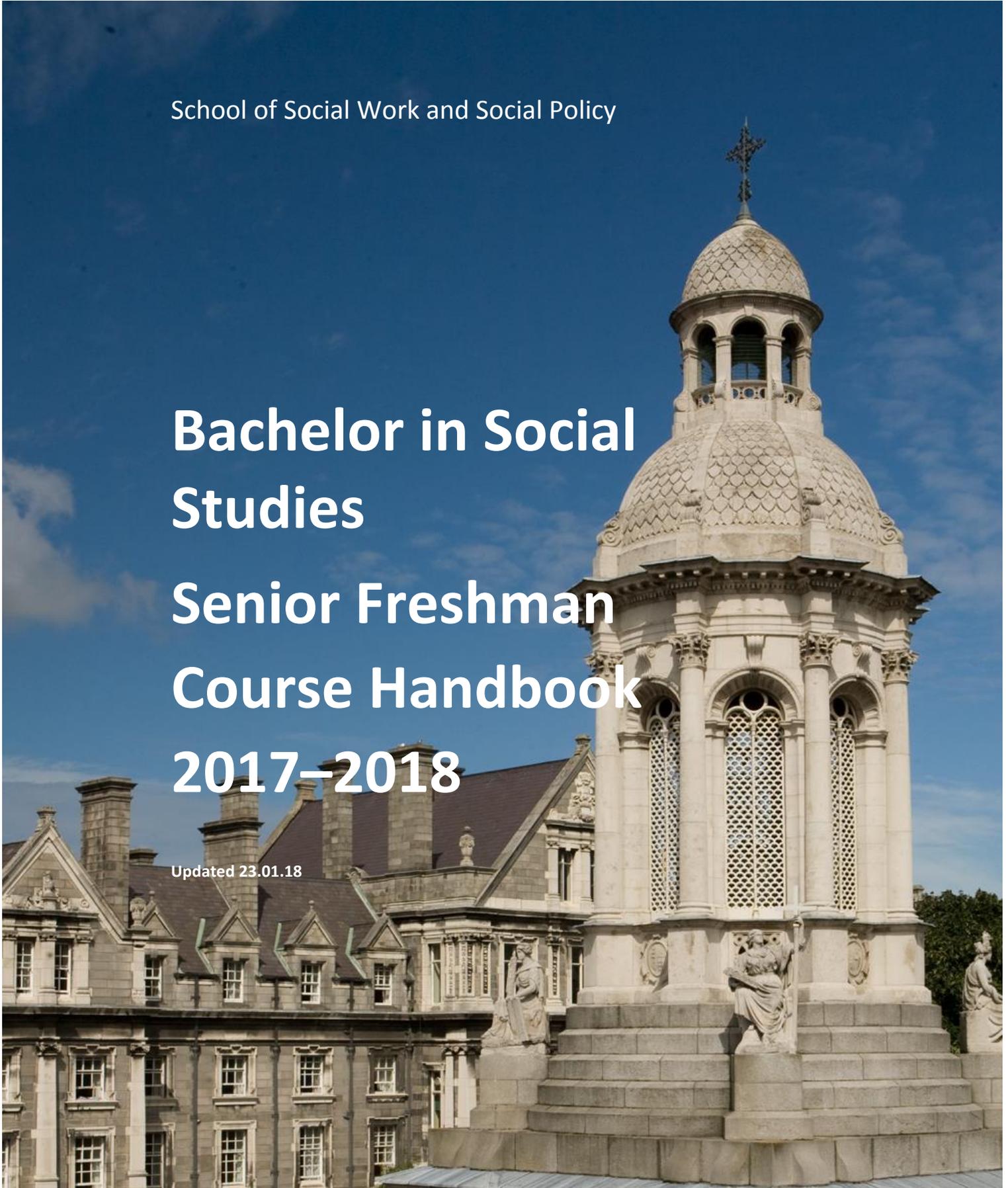**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Work and Social Policy

Bachelor in Social Studies

Senior Freshman

Course Handbook

2017–2018

Updated 23.01.18

Contents

Introduction

Welcome to Senior Freshman year. We hope you will find it enjoyable and rewarding.

This year you will have more social work-related classes, a greater focus on social work skills and, at the end of the year, a 10-week, full-time placement, so the sense of being on a professional social work course should be stronger.

As the timetable is quite full, you will need to be well organised and to keep to deadlines for written work. As this is a professional course, you are required to attend all classes throughout the year. You should find that more of your classes are interactive this year, and the more you participate, the livelier the year will be for everyone.

There are no end-of-year examinations in SF year, and all courses will be assessed by coursework. This will enable you to begin your summer placement in late April and to complete it by July. Although you have no annual examinations, Senior Freshman year is the year in which you can sit Scholarship examinations and we encourage you to consider this option. In recent years, BSS students have been successful in achieving the distinction and rewards of a college scholarship.

This Handbook aims to give you the basic information you need to find your way about the BSS course this year - for example:

- module content
- written requirements for the year and advice about format
- information about your summer placement
- placement guidelines

Further information will be available in class and on the Faculty and School website.
You should also check your Student Portal regularly for changes to the timetable, etc. The School website can be found at: http://www.socialwork-socialpolicy.tcd.ie/
Your timetable can be found at: http://socialwork-socialpolicy.tcd.ie/timetables/

Your feedback on all aspects of the programme is, as always, very welcome.

Good luck and enjoy the year.

Assistant Professor Michael Feely
Director of the BSS Programme

Assistant Professor Stan Houston,
Senior Freshman Year Head

School of Social Work and Social Policy

Staff Members

Title	Name	Email
Head of School of Social Work and Social Policy	Associate Professor, Eoin O'Sullivan	tosullvn@tcd.ie
Director of Teaching and Learning (Undergraduate)	Professor, Philip Curry	pcurry@tcd.ie
Director of Bachelor in Social Studies	Assistant Professor, Michael Feely	mfeely@tcd.ie
Senior Freshman Year Head	Assistant Professor Stan Houston	shouston@tcd.ie
Bachelor in Social Studies Executive Officer	Ms Mairead Pascoe	social.studies@tcd.ie Tel: (01) 8962347
Fieldwork Team	Assistant Professor Erna O'Connor Assistant Professor Paddy O'Dea	connorer@tcd.ie paodea@tcd.ie

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

School Office Location and Opening Hours

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

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

School Activities

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

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

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

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

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

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

Summary of School Activities

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

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

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

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

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

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

Postgraduate Diploma & M.Sc. in Social Policy and Practice: This one year online programme is a level 9 postgraduate diploma designed to provide graduates from all disciplines with the opportunity to develop their understanding of the role and function of social policy. A second year leading to a M.Sc. in Social Policy and Practice is available to eligible candidates who have completed the Postgraduate Diploma.

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

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

School Research Centres: The Children's Research Centre, established jointly with the Department of Psychology in 1995, undertakes commissioned action research on behalf of children. It has published many monographs and is collaborating in a major longitudinal study of children in Ireland.

The Social Policy and Ageing Research Centre, established in 2004, focuses on developing knowledge and research on experiences of older people.

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

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

Overview of the BSS Degree

Aims and Objectives

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

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

Knowledge Base

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

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

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

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

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

Value Base

Social work practice is inextricably bound up with ethical questions. Each intervention introduces a variety of possible tensions between personal and professional values, service

users' values and the implicit and explicit agenda of the agency. Working ethically with such tensions requires the worker to demonstrate sensitivity, clarity, ability to question received wisdom, commitment to social justice and commitment to practise in an inclusive, anti-discriminatory and respectful manner. Students will have ongoing opportunities to address ethical questions in college and on placements.

Skills Base

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

Challenges

Social work practice challenges practitioners in many ways.

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

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

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

Programme Learning Outcomes

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

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

Specifically, graduates will be able to:

1. apply social science theories and social research evidence to the critical investigation, analysis and evaluation of contemporary social issues and social policies.
2. integrate social science and social work perspectives in the analysis of social work topics, debates and practice examples, and in the identification of best practice in these areas.
3. adopt a comparative, research-informed approach to academic project work.
4. practise at newly qualified level within all contemporary fields of social work practice, and work effectively as individual practitioners, as team members, and within multi-disciplinary settings.
5. employ effective interpersonal skills and communication skills in both academic and practice contexts.
6. demonstrate competence in social work assessment, counselling, groupwork, community work, advocacy, case management, practice evaluation, and other core social work skills and tasks.
7. use professional and peer supervision constructively and engage in critical reflection on their social work practice.
8. maintain personal accountability and professional behaviour in academic and practice contexts.
9. uphold high ethical standards in their social work practice, with reference to Irish and international codes of social work ethics.
10. engage in social work practice that promotes inclusivity, equality and social justice, and be confident to challenge practice that does not.
11. engage in continuing professional development including further study.

The BSS degree prepares students to meet the CORU Standards of Proficiency for professionally qualified social workers.
http://www.coru.ie/uploads/documents/typeset_Social_Worker_Code_Feb_2010.pdf

Course Expectations

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

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

Expectations include the following:-

Staff

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

Students

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

Attendance

The School of Social Work and Social Policy are bound to comply with the following College Regulation.
'For professional reasons lecture and tutorial attendance in all years is compulsory for the B.S.S in the School of Social Work and Social Policy' (Trinity College Dublin, the University of Dublin Calendar 2016-17 – Part II, P.41)'
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'

Reporting absences during teaching term:
Any student who is unable to attend a lecture or tutorial is obliged to contact the School by emailing **Social.Studies@tcd.ie** as early as possible on the first day of absence to explain the reason for his/her absence and to give an estimate of its probable duration.

Excused absences during teaching term:
In certain circumstances, absences may be unavoidable due to illness or unforeseen events. In the case of absence due to medical reasons, If absent for 3 or more consecutive days, students must provide original medical certificate from a registered General Practitioner or from College Health, to be submitted to the School Office, as soon as possible after illness, ideally within 3 days.

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

Attendance Monitoring and Poor Attendance
The Schools B.S.S Attendance Policy explains how attendance will be monitored and how poor attendance will be addressed. The full policy is available to read on page 87 of this handbook.

Overview of Senior Freshman Year 2017/18

Mandatory Modules (65 ECTS)			
Module	**Module Name**	**ECTS**	**Assessment Type**
SS2720	Social Work Theory and Practice	10 ECTS	Social Work Essay [50%] Community Work Project [50%]
SS2786	Psychology for Social Workers	10 ECTS	Journal [30%] Child observation study [60%] Attendance [10%]
SO2310	Introduction to Social Research	10 ECTS	See Module Descriptor
SS2780	Crime and Irish Society	5 ECTS	Essay [100%]
SS2040	Law for Social Workers	15 ECTS	TBC
SS2777	Senior Freshman Placement	15 ECTS	Placement Project

Students must select 15 Credits from the following modules one of which must be a Social Studies (SS Module)			
Module	**Module Name**	**ECTS**	**Assessment Type**
SS2788	Social Policy	5 ECTS	Essay [100%]
SS2783	European Refugee Policy	5 ECTS	Essay [100%]
SS2770	Housing Policy	5 ECTS	Essay [100%]
BC	Broad Curriculum Course[1]	5 ECTS	See Module Descriptor
EC2020	The Economy of Ireland	10 ECTS	See Module Descriptor
FR2040	Language: French	10 ECTS	See Module Descriptor
GR2004	Language: German	10 ECTS	See Module Descriptor

There are no annual examinations in the BSS Senior Freshman year. The end of year result is based on continuous assessment of coursework and examinations completed during the academic year and the outcome of the Practice Placement which is completed after the annual placement in the summer.

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[1] Students may only take one 5 ECTS Broad Curriculum module.

Module Choices – Change of Mind

Students who wish to change their module choices may do so up until 5pm on Tuesday 10th October 2017. Students should note that module changes will be subject to availability of places and timetabling constraints. If you wish to change modules please email Social.Studies@tcd.ie

Module Outlines

Mandatory Modules

SS2720 Social Work Theory and Practice (10 ECTS)

This full-year, 110 hour course, comprises the following modules:

> (A) Community Work
> (B) Social Work Values, Theory and Skills
> (C) Preparation for Placement
> (D) Health Related Social Work
> (E) International Social Work 1
> (F) Introduction to Child Protection

(A) Community Work

Kirsten Byrne

This section of the module commences in Hilary Term

Community Work

This module introduces community work theories, models and approaches and seeks to provide students with an understanding of current trends and developments in the community and voluntary sector

Aim

To introduce through interactive teaching methods key principles of Community Work and Community Development

Module Learning Objectives

By the end of the module students will:

- Be familiar with various models and approaches to community work and community development and their application in a community based social work context

- Have gained an understanding of the value base of community work and its relationship to social work values and principles

- Have developed an understanding of community work skills and principles

- Have gained an understanding of the role of community work within the context of the Primary Health Care system as well as in a broader national context

- Students will have an understanding of group facilitation skills and will have gained knowledge of the factors that contribute to effective meetings

- Students will have gained an understanding of the dynamics of domestic violence and of the role of community work in responding to this issue

- Students will have gained an understanding of the history of community work in Ireland and will be familiar with current trends and developments in the sector

- Students will have an understanding of the manner in which community work can enable dissent and influence change

- Students will develop an understanding of the value of the community development approach in addressing the health and social care needs of ethnic minority groups e.g. the 'Roma' ethnic minority group.

- Students will gain an understanding of the 'inter-agency approach' to service provision from a 'social determinants of health perspective'.

Topics include

- Definitions of community work

- What is community?

- The Primary Care Model and community participation

- Models, approaches and principles of community work

- Role of a community worker and the community based social worker

- Community work skills including group facilitation and effective meetings

- Profiling the community and community agencies

Teaching and Learning Methods will include

Group Discussion   Role Play

Small Group Exercises   Case Studies

The first lecture will give a clear outline of the lecture themes for all planned lectures. Lectures will include a mix of learning methods and a class fieldtrip will also be incorporated into the lectures.

Assessment:

The module is assessed by a Project (50% value of overall module result) which takes the form of   **either** a Community Area profile

                or a Community Project Profile.

The project is conducted in groups of 2 or 3 (no more than 3). It is designed to help you apply community work theory and to develop key community work skills such as data gathering, analysis, networking and collaboration. Class discussion of project work will form part of the learning context.   Further information is available on page 57

Essential Reading

Lynch, D., & Forde, C. (2016). 'Moral distress' and the beginning practitioner: preparing social work students for ethical and moral challenges in contemporary contexts. Ethics and Social Welfare, 10(2), 94-107.

Forde, C., & Lynch, D. (2013). Critical practice for challenging times: social workers' engagement with community work. British Journal of Social Work, bct091.

Lynch, D., & Forde, C. (2006). Social work within a community discourse: Challenges for teaching. Social work education, 25(8), 851-862.

Das, C., O'Neill, M., & Pinkerton, J. (2015). Re-engaging with community work as a method of practice in social work: A view from Northern Ireland. Journal of Social Work, 1468017315569644.

Jacob, D. & Kirwan, G., The Tallaght Roma Integration Project: Working for Inclusion in Health Care through a Community Development Model, Dublin, Tallaght Roma Integration Project,

January, 2016, p1 - 38, Notes: [This publication was supported with funding from the Health Service Executive National Social Inclusion Office.], Report, PUBLISHED TARA

Kirwan, G. & Jacob, D., Addressing barriers to healthcare access for Roma: A community development approach, Administration, 64, (2), 2016, p157 - 177, Notes: [Special Edition on 'Reflections on the Provision, Organisation and Management of Social Care in Ireland'], Journal Article, PUBLISHED http://www.degruyter.com/view/j/admin.2016.64.issue-2/admin-2016-0020/admin-2016-0020.xml

Reading List

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.

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

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 crosssroads.

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, Bsingstoke.

Twelvetrees, A. (2008) (4th Ed) Community work, Palgrave Macmillan.

(B) Social Work Values, Theory and Skills

Fidelma Beirne and Therese Gaynor

Overview

This 50-hour section of the module is taught over 2 terms in lecture and workshop formats. The theory and practice part of the course is forty hours in duration. The first semester is devoted to the practice approaches and the relevant theories. There will be some experiential learning here also. The second semester is almost entirely experiential and students will be offered the opportunity to try out their skills and also discuss scenarios and case examples based on real-world social work practice. Students are encouraged to get a very real sense of what it is like to be a social worker, to step into this role and to practice their skills. This part of the module is seeking to add to the preparation of students going out on placement.

The ethics component comprises 10 hours in the first semester. This section explores the theoretical underpinnings of ethical decision making and its application to social work practice. Students are invited to consider the importance of values, context and self in ethical decision making, with specific focus on key ethical issues in social work.

Module Content

- The role of the social worker in practice
- Assessment in social work
- Communication in social work
- Social work values
- Ethical decision-making in social work
- File recording skills
- Report- and letter-writing skills
- Key social work practice approaches and their application

Learning Outcomes:

On completion of this module students will be able to:

- Identify core aspects of the assessment process in social work practice
- Name types and levels of communication used in direct social work practice
- Identify core and transferable engagement and counselling skills
- Use core counselling skills to engage and communicate with individuals
- Demonstrate use of the following core skills: listening, using questions, demonstrating understanding, demonstrating empathy, summarizing and ending
- Understand the link between social work theory and practice

- Recognise the philosophies, traditions and theories that underpin different counselling and practice approaches
- Identify key techniques used in different counselling and practice approaches
- Undertake a process of planning for social work intervention with an individual or case
- Demonstrate ethical awareness and name core ethical principles that influence and guide social work practice
- Understand the importance of context in ethical decision making
- Make informed ethical decisions
- Understand the different forms of social work practice and the relationships between these forms (e.g. individual work, macro-practice,)
- Understand what is meant in social work terminology by the following terms: advocacy; empowerment; self-determination; anti-oppressive practice; reflexive practice and service-user perspective.

Assessment

This module will be assessed by means of one essay (50% value of overall module result).

Essential Reading

Banks, S. (2012) Ethics and Values in Social Work 4th Ed. Palgrave Macmillan

CORU (2011) Code of Professional Conduct and Ethics for Social Workers available at http://www.coru.ie/uploads/documents/typeset_Social_Worker_Code_Feb_2010.pdf [accessed 16/8/15]

Hepworth, D.H., Rooney, R.H., Rooney, G.W., Strom-Gottfried, K. & Larsen, J. (2009) Direct Social Work Practice: *Theory and Skills.* CA: Brooks Cole.

Horner N (2006) What is Social Work? Context & Perspectives. Exeter: Learning Matters.

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

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

Shera, W. and Wells, L.M. (eds) (1999) Empowerment Practice in Social Work: Developing Richer Conceptual Foundations. Ontario: Canadian Scholars' Press.

Skidmore, R.A. and Thackeray, M.G. (2000) Introduction to Social Work. Pearson.

Thompson, N. (2005) Understanding Social Work: preparing for practice. Basingstoke: Palgrave. 2nd Edition

Thompson, N. (2005) *People Skills.4ᵗʰ* Edition. Hampshire: Palgrave.

Trevithick, P. (2000) *Social Work Skills: a practice handbook.* Open University Press.

Additional Reading

Social Work Skills

Brandon, D. and Brandon, T. (2001) *Advocacy in Social Work.* Birmingham: Venture Press.

Cournoyer, B. (2000) *The Social Work Skills Workbook*. Belmont, CA: Brooks/Cole.

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

Fine, S.F. & Glasser, P. H. (1996) *The First Helping Interview: Engaging the Client and Building Trust.* CA: Sage.

Lishman, J. (1994) *Communication in Social Work.* Hampshire: Palgrave.

Little, P. (1995) 'Records and record keeping' in Carter, P., Jeffs, T. & Smith, M.K. (eds) *Social Working.* Hampshire: MacMillan. Ch. 3, pp. 32-48.

Milner, J. and O'Byrne, P. (1998) *Assessment in Social Work.* Hampshire: Palgrave.

Parker, J. and Bradley, G. (2003) *Social Work Practice: Assessment, Planning, Intervention and Review.* Exeter: Learning Matters.

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

Counselling and Counselling Approaches

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

Corey, G. (2001) *Case Approach to Counselling and Psychotherapy.* 8thEdition.Belmont CA: Brooks/Cole-Thompson Learning.

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Hough, M. (1996) *Counselling Skills.*Essex: Longman. Ch. 1.

Huntley, M. (2002) 'Relationship based social work – how do endings impact on the client?'
Practice, vol 14, no. 2, pp. 59-66*.*

Social Work Practice Approaches

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

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

Craig, Y.J. (ed) (1998) *Advocacy, Counselling and Mediation in Casework.* London: Jessica Kingsley.

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

Doel, M. and Marsh, P. (1992) *Task-Centred Social Work.* Aldershot: Ashgate. ch. 7.

Hough, M. (1996) *Counselling Skills.*Essex: Longman. Ch. 7.

O'Hagan, K. (1986) *Crisis Intervention in Social Services.* Hampshire: Macmillan

Saleebey D. (ed) (1997) *The Strengths Perspective in Social Work Practice.* NY: Longman

Stepney, P. & Ford, D. (eds) (2000) *Social Work Models, Methods and Theories: A Framework for Practice.* Dorset: Russell House Publishing.

Trevithick, P. (2000) *Social Work Skills: a practice handbook.* Open University Press.

Trotter, C. (1999) *Working with Involuntary Clients.* London: Sage.

Social Work Values and Ethics

Adams, R. (2003) *Social Work and Empowerment*.3rd Edition.Palgrave/MacMillan.

Banks, S. (2012) Ethics *and Values in Social Work.*4th Ed Basingstoke: MacMillan

Banks, S. (2004) *Ethics, Accountability & the Social Professions.* Palgrave/MacMillan.

Beckett, C. and Maynard, A. (2012) *Values and Ethics in Social Work: An Introduction.* London: Sage.

Charleton, M. (2007) Ethics for Social Care in Ireland: Philosophy and Practice. Dublin: Gill & MacMillan.

Cheetham, G and Chivers, G. (2005) *Professions, Competence and Informal Learning.* Northampton, MA: Edward Elgar.

Congress, E. P. (1999) *Social Work Values and Ethics: identifying and resolving professional dilemmas.* Wadsworth.

Congress, E.P. (2000) What Social Workers Should Know About Ethics: Understanding and Resolving Practice Dilemmas*. Advances in Social Work*, vol 1 no. 1 Spring 2000

Connolly, M. and Ward, T. (2008) *Morals, Rights and Practice in the Human Services: Effective and Fair Decision-Making in Health, Social Care and Criminal Justice.* London: Jessica Kingsley.

Dominelli, L. (2004) *Social Work: Theory and Practice for a Changing Profession.* Cambridge: Polity Press.

Dybicz, P. (2012) The Ethic of Care: Recapturing Social Work's First Voice. *Social Work. Vol 57 (3) pp271-280*

Gil, D. (1998) *Confronting Injustice and Oppression: concepts and strategies for social workers.* NY: Columbia University Press.

Healy, T.C. (2003) 'Ethical Decision Making: pressure and uncertainty as complicating factors' in *Health & Social Work, 28(4), Nov, pp. 293-301.*

Hugman, R. and Smith, D. (1995) *Ethical Issues in Social Work.* London: Routledge.

Manning, S.S. (1997) The Social Worker as Moral Citizen: Ethics in Action. *Social Work. Vol 42 (3) pp223-230*

McAuliffe, D. & Chenoweth, L. (2008) Leave Non Stone Unturned: The Inclusive Model of Ethical Decision Making. *Ethics and Social Welfare* vol. 2 (1)

McBeath, G. and Webb, S.A. (2002) 'Virtue Ethics and Social Work: Being Lucky, Realistic and not doing one's duty' in *BJSW,* vol. 32, pp. 1015-1036.

Osmo, R. and Landau, R. (2001) 'The need for Explicit Argumentation in Ethical Decision-Making in Social Work'in *Social Work Education*, vol. 20, no. 4, pp 483-492

Reamer, F. (2006) Social *Work Values and Ethics.* 3rd Edition New York: Columbia University Press

Reamer, F. (2013) Social Work in a Digital Age: Ethical and Risk Management Challenges. *Social Work* vol 58, (2)

Rhodes, M. (1986) Ethical Dilemmas in Social Work Practice. London: RKP

Thompson, N. (2012) 5th Ed. Anti-Discriminatory Practice. UK .Palgrave Macmillan

Service-User and Carer Perspectives

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

Beresford, P. (2003) *A Straight Talking Introduction to Being a Mental Health Service User.* Herefordshire: PCCS Books.

Corrigan, P.J. (1993) 'There Are None So Blind as Those That Cannot See', *Irish Social Worker,* Spring/Summer 1993, Vol 11 (3), p. 14.

Lomax, R., Jones, K., Leigh, S. and Gay, C. (2010) 'Keeping service users central to your learning and practice', *Surviving Your Social Work Placement,* Chapter 4, pp 51-66. Basingstoke: Palgrave Macmillan

McPhail, M. (ed) (2008) *Service User and Carer Involvement: Beyond Good Intentions.* Edinburgh: Dunedin Academic Press.

Warren, J. (2007) *Service User and Carer Participation in Social Work.*Exeter: Learning Matters.

(C) Preparation For Placement

Assistant Professor Erna O'Connor connorer@tcd.ie

This 12-hour Hilary term module is an integral part of the process of allocating placements. It aims to prepare students to achieve optimal learning from practice experience. It offers an opportunity to develop reflective learning skills and to become an active participant in professional supervision. Students are encouraged to explore expectations of themselves and others in relation to their forthcoming roles of student, service provider and team member. The content of the module pertains to CORU domains 1-6.

Teaching methods: Presentations, reflective exercises, case studies & group process.

Topics include:

- Introduction to fieldwork education: exploring the processes of practice learning vis-a-vis classroom learning; overview of social work sectors and possible placement sites.
- Presentations by representatives from a number of areas of community based practice including community development, youth work, and disability and drug/HIV services.
- Models of Supervision: reflective, solution focused and developmental approaches. Learning Styles and their application to placement.
- Introduction to a range of Learning Tools (e.g. Process Recording, Learning Logs, Critical Incidents, Reflective Journals and Direct Observation)
- Professional Practice (e.g. Teamwork, Accountability, Ethical Issues, Boundaries). Learning needs, learning opportunities and the Learning Agreement.
- Processes in Assessment / Evaluation. Compiling the Practice Project.

Essential Reading

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

Domakin, A., (2014) *Are We Making the Most of Learning From the Practice Placement?*

Social Work Education, Vol. 33, No. 6, 718–730

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

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

Sieminski, S & Seden, J (2011) *An Exploration of How Some Tutors Use Learning Materials to Enable Student Social Workers to Link Theory to Practice While Learning in the Workplace Social Work Education* Vol. 30, No. 7, , pp. 797–810

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. and Shardlow S, M. (eds), (2009) *Educating Professionals: Practice Learning in Health and Social Care*, Farnham, 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

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.

Ixer, G. (1999) 'There's no such thing as reflection', *British Journal of Social Work*, 29: 513-527.

Kolb, D. A. (1984) *Experiential Learning as the Source of Learning and Development.* NJ: Prentice Hall.

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 care : making a real difference for staff and service users* London:Pavilion

Practice Contexts

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

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

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

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

Perspectives on Practice

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

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

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

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

(D) Health-Related Social Work

Neans Ní Rathaille et al

Overview

The aim of the component of the module is to give students an introduction to the role of social work in the medical setting

Seven x 2-hour workshops plus a field visit to a Hospital Social Work Dept.

Content

- Working in a Multi-Disciplinary setting;
- Coping with illness.
- Working within specialisms eg oncology, medicine for the elderly, homelessness etc
- Bereavement issues.
- Preparation for and feedback from field visit

Learning Outcomes:

On completion of this component of the module students will understand and be able to articulate an explanation of the role of social work in a medical setting.

Reading

Bor, R., Miller, R., Latz, M. and Salt, H. (1998) *Counselling in health care settings*. London: Cassell

Bor, R., Miller, R. and Goldman, E. (1992) *Theory and Practice of HIV Counselling*. London: CassellCameron Parsell (2011) Responding to People Sleeping Rough: Dilemmas and Opportunities for Social Work*, Australian Social Work* , Vol. 64, No. 3, September 2011

Case Management Guidebook (2009-2010),Homeless Agency & Progression Routes Initiative, www.casemanagementguidebook.ie

Craig, G. M., Booth, H., Hall, J., Story, A., Hayward, A., Goodburn, A. and Zumla, A. (2007), 'Establishing a New Service Role in Tuberculosis Care: the Tuberculosis Link Worker', Journal of Advanced Nursing, 61: 413–424

Department of Health. (1994) *Shaping a Healthier Future*. Dublin: The Stationery Office.

Donnelly, S et al 'I'd prefer to stay at home but I don't have the choice' Meeting Older People's Preferences for Care: Policy but what about practice? https://www.ageaction.ie/sites/default/files/aa2c_asi2c_iasw_final_research_report-a4-report_lr_for_web_2.pdf

Eldemann, Robert J. (2000) *Psycho-Social Aspects of the Health Care Process*. New York: Prentice hall.

Forman, M & Hawthorne, H (2007) 'Learning from the Experiences of Ethnic Minorities Accessing HIV Services In Ireland', British Journal of Social Work, 37 pp1153-1172

Hyde, A., Lohan, M. and Mc Donnell, O. (2004) *Sociology for Health Professionals in Ireland*. Dublin: IPA.

Irish Hospice Foundation Quality Standards for End of Life Care in Hospitals [2012] Kearney, N. and Skehill,C. (eds) (2005) *Social Work in Ireland, Historical perspectives* IPA.

Keogh et al. BMC Health Services Research (2015) 15:58 "Health and use of health services of people who are homeless and at risk of homelessness who receive free primary health care in Dublin"http://epubs.rcsi.ie/cgi/viewcontent.cgi?article=1079&context=gpart

Kubler Ross, E. (1997) *On Death & Dying*. New York: ScribnerJudd, R & Sheffield, S (2010) Hospital Social Work: 'Contemporary Roles and Professional Activities', Social Work in Health Care, 49:9,856-871

McMahon S & Armstrong D.Y(2012) Intimate partner violence during pregnancy: best practices for social workers, Health Social Work. 2012 Feb; 37(1):9-17

Miller, W.R & Rollnick, S (2002) Motivational Interviewing: preparing people for change, Guildford   Press London

Torode, R., Walsh, T. and Woods, M. (2001) *Working with refugees and asylum seekers: a social work resource book.* Dublin: TCD

Timonen, V., Doyle, M. and Prendergast, D. (2006) *No Place like Home. Domiciliary care services for Older People in Ireland.* Dublin: Liffey Press.

Walsh, K (2011) Simon Snapshot Report impact of Homelessness on Health outcomes from Simon Community and Safetynet doctors: http://www.simon.ie/Portals/1/Simon's%20National%20Health%20Snapshot%20Study%20Report%202011.pdf

Journals.

Irish Social Worker (1995) Health Related Social work. special ed, IASW 13.2

Irish Social Worker (2002) Special Edition on Social Work with Older people, IASW 20:1-2

Irish Social Worker (2002) Special edition on bereavement and social work. IASW 20:3

(E) International Social Work 1

Professor Robbie Gilligan rgilligan@tcd.ie

This short module course 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.

A short series of lectures is supplemented by guiding reading plans to reflect student interests and priorities. These are prepared in consultation with Professor Gilligan.

(F) Introduction to Child Protection

Eimear Gilchrist

Aims:
This short series takes place towards the end of Hilary Term and will provide students with a short introduction to the subject of child protection policy and practice. This series will be built on in third year within 'Child Protection: Perspectives and Practice', which is part of a larger module on Child and Family Welfare.

Content:
Students will be introduced to concepts of child abuse and neglect. They will also be provided with an outline of Children First guidelines, the structures of the Child & Family Agency TUSLA, and TUSLA's best practice guidelines in child protection and family welfare.

Learning Outcomes:
By the end of this short series of lectures students will be able to:
1. Articulate what is meant by child abuse and neglect
2. Demonstrate an understanding of Children First guidelines
3. Demonstrate an understanding of the structures of TUSLA Child & Family agency and its responsibilities
4. Demonstrate an understanding of TUSLA's best practice guidelines for child protection and family welfare social workers.

Teaching and Learning Methods
Three two hour sessions, totaling six hours, will be held in seminar format with class discussion welcomed and encouraged.

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

Dept. of Children & Youth Affairs (2011) *Children First: National Guidelines for the Protection and Welfare of Children*
http://www.dcya.gov.ie/documents/Publications/ChildrenFirst.pdf

HSE (2011) *Child Protection And Welfare Practice Handbook*
http://www.tusla.ie/uploads/content/CF_WelfarePracticehandbook.pdf

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

Buckley et al. (2006) *Framework for the Assessment of Vulnerable Children and Their Families – assessment tool and practice guidance.* Children's Research Centre
https://www.tcd.ie/childrensresearchcentre/assets/pdf/Publications/Framework.pdf

Dept. of Children & Youth Affairs (2014) Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People 2014 – 2020
http://www.dcya.gov.ie/documents/cypp_framework/BetterOutcomesBetterFutureReport.pdf

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

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

NHS (2000) *Framework for the Assessment of Children in Need and Their Families* –
http://www.londoncp.co.uk/chapters/appendix_4.html

NHS (2000) Framework for the Assessment of Children in Need and Their Families
http://www.bettercarenetwork.org/sites/default/files/Framework%20for%20the%20Assessme
nt%20of%20Children%20in%20Need%20and%20Their%20Families%20-
%20Guidance%20Notes%20and%20Glossary.pdf

HIQA (2012) National Standards for the Protection and Welfare of Children, 2012
http://www.tusla.ie/uploads/content/Publications_Child-Protection-Welfare-Standards.pdf

TUSLA (2015) Interim Guide for the Development of Child Protection and Welfare Policy
http://www.tusla.ie/uploads/content/Tusla_Interim_Guide_for_the_Development_of_Child_Pr
otection_and_Welfare_Policy_16-04-15nt_(2).pdf

TUSLA (2015) *Meitheal – A National Practice Model for all agencies working with Children,
Young People and their Families*
http://www.tusla.ie/uploads/content/Tusla_Meitheal_A_National_Practice_Model.pdf

TUSLA (2015) *Meitheal Toolkit - for use by practitioners using Meitheal*
http://www.tusla.ie/uploads/content/TUSLA-Meitheal_Toolkit_July16.pdf

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

Special edition of Child Abuse Review, Volume 23 Issue 4 2014 on child neglect, available (to
registered TCD students) at: http://onlinelibrary.wiley.com/doi/10.1002/car.v23.4/issuetoc

SS2786 Psychology for Social Work

Assistant Professor Eavan Brady   bradye3@tcd.ie

This 22-hour module will run in Hilary term. The module will build on the range of theories students have been introduced to in the Junior Freshman year, with a focus on the application of these theories to social work practice with children, young people, and adults. Students will be encouraged to engage critically and reflexively with a range of psychological and sociological perspectives on human development and attachment relationships over the life course. There will be an opportunity to integrate theory with observation.

Learning Objectives
On completion of this module, students should:
- Have further developed their critical understanding of different theoretical approaches to human development and attachment relationships.
- Be able to apply these ideas to support their understanding of difficulties experienced by people coming in contact with social workers in practice.
- Have an awareness of the evolving needs of children, young people, and adults over the life course.
- Have a conceptual framework within which they can begin to identify common developmental, emotional, behavioural, and mental health difficulties in children, young people, and adults.
- Have developed an understanding of how their own personal, professional, and cultural contexts influence their understanding of theory and practice in this area.

Course content
- Introduction to perspectives on human development over the life course
- Revisiting key theories from developmental psychology, and further exploration of attachment theory
- Observation skills
- The application of perspectives and theories on human development to social work practice with:
  - Infants and young children
  - Older children
  - Adolescents
  - Adults
  - Older adults
- Recognising, understanding, and responding to psychological problems

Assessment
- Journal posting on Blackboard based on short video watched in class: 300-400 words (25%)

- Child observation study: Word count 2,500 (min) – 3,000 (max), due on Monday, 9th April 2018 (75%)
- Further details of both assessments will be provided in class

Core Texts

Crawford, K. & Walker, J. (2010). *Social Work and Human Development*. London: SAGE Publications.

Leman, P., Bremmer, A., Parke, R.D. & Gauvain, M. (2012). *Developmental Psychology.* Maidenhead: McGraw-Hill Education.

Additional Reading

Adams, R., Dominelli, L., & Payne, M. (Eds.) (2009). *Critical Practice in Social Work* (2nd ed). Basingstoke: Palgrave Macmillan. (Part 2: Theories for Practice, pp. 89-230)

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

British Association for Early Childhood Education (2012). *Development Matters in the Early Years Foundation Stage (EYFS)*. London: Early Education. Retrieved from: http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf

Carr, A. (2006). *The Handbook of Child & Adolescent Clinical Psychology (2nd ed).* London: Routledge Publications. (Section 1: Frameworks for Practice, pp. 1-78)

Cassidy, J. & Shaver P. R. (Eds.) (1999). *Handbook of Attachment: Theory, Research and Clinical Applications.* New York: The Guilford Press.

Center on the Developing Child at Harvard University (2016). *Applying the Science of Child Development in Child Welfare Systems*. Retrieved from: http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2016/10/HCDC_ChildWelfareSystems.pdf

Child, Youth & Family (2002). *Working with Children and Young People with Mental Health Problems and their Families and Whanau.* Wellington: Department of Child, Youth & Family Services (NZ). Retrieved from: http://www.practicecentre.cyf.govt.nz/documents/policy/caring-for-children-and-young-people/p-cfc-resource-mental-health-guidelines.pdf

Clarke, P. & McDowel, G. (2006). *The Developing Child Observation Guidebook*. Glencoe: McGraw-Hill. Retrieved from: highered.mheducation.com/sites/dl/free/0078883601/.../DC_ObsGuideBook.pdf

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

Howe, D. (2011). *Attachment across the Lifecourse*. Basingstoke: Palgrave Macmillan.

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

McEvoy, O. (2009). *Teenage Mental Health: What Helps and What Hurts. Report on the Outcome of Consultations with Teenagers on Mental Health. Dublin*: The Stationery Office. www.omc.gov.ie.

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

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

Williams, J., Greene, S., McNally, S., Murray, A. & Quail, A. (2010). *Growing Up in Ireland: The Infants and their Families* (Executive Summary). Dublin: The Stationery Office.

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.

SO2310 Introduction to Social Research

Module Description available via:

http://www.tcd.ie/sociology/undergraduate/modules/sf/intro-social-research/index.php

SS2780 Crime and Irish Society

Gillian Smith smithgi@tcd.ie

Overview

This module will run in Hilary term.

This module critically examines crime and punishment in Ireland under the lens of social policy. It gives a historical overview of the approaches of the state to criminal justice, and explores trends and policies in crime and punishment in Ireland. Module topics include: Defining crime, Measuring crime, Crime trends, Punishing crime, Punishing with prison, Punishing without prison, Coercive Confinement, Youth Justice, Drugs & Criminal Justice. Finally, we look at the question of whether contemporary Ireland is punitive, by historic and comparative perspectives.

Teaching

This module is a Blended Learning module, which combines lectures that are delivered online with traditional face-to-face seminars. Blended Learning gives students more independence, control and flexibility in their learning, but also requires self-discipline and time management.

Weekly lectures comprise a 50-minute audio session alongside presentation slides, which will be made available on Fridays for students to review on Blackboard ahead of the weekly seminar the following Thursday.

Students are required to listen to the lecture, review the lecture slides, and complete the recommended reading(s) and seminar exercise by 7pm Wednesday in time for the lecturer to review ahead of the seminar on Thursday. All seminar reading material will be made available on Blackboard. Seminars will facilitate in-depth analysis of the lecture material and are designed to develop students' analytical and communications skills.

Learning Outcomes

On completion of this module students will be able to:

- Critically appraise the implications of using official crime statistics to represent the 'crime problem'.
- Describe the major trends in official crime in Ireland since 1922 and analyse explanations for these trends.
- Discuss ways in which the effectiveness of punishment can be measured, and discuss the effectiveness of custodial versus non-custodial sanctions in Ireland.
- Examine and discuss whether or not Ireland has become more punitive over time.
- Critique Irish policy approaches to illicit drugs, youth justice and penal policy broadly.

Assessment:

Assessment is by one 3,000 word assignment, comprising an essay and reflective journal.
Titles, submission date and instructions will be confirmed during term.
A penalty of 10% will be applied to students who submit essays late without an authorised extension.

Recommended reading:

Please note a full reading list will accompany each individual session and the following supplementary list is indicative only.
Core readings:

Healy, D., Hamilton, C., Daly, Y. and Butler, M (eds) (2016) The Routledge Handbook of Irish Criminology. London: Routledge.

Liebling, A., Maruna, S. and McAra, L. (eds) (2017) The Oxford Handbook of Criminology: Sixth Edition. London: Oxford University Press. Supplementary readings:

O'Sullivan, E. and O'Donnell, I. (2007) Coercive Confinement in the Republic of Ireland: The Waning of a Culture of Control. Punishment and Society, 9 (1): 27-48.

Kilkelly, U. (2008) Youth Courts and Children's Rights: The Irish Experience. Youth Justice, 8(1): 39-56.

O'Donnell, I., Teljeur, C., Hughes, N., Baumer, E. and Kelly, A. (2007) When Prisoners go Home: Punishment, Social Deprivation and the Geography of Reintegration. Irish Criminal Law Journal, 17, 4, 3-9.

O'Donnell, I. (2008) 'Stagnation and Change in Irish Penal Policy' The Howard Journal of Criminal Justice 47(2): 121-133.

Rogan, M. (2011) Prison Policy in Ireland: Politics, Penal-Welfarism and Political Imprisonment. London: Routledge.

Irish Probation Journal available at http://www.probation.ie

SS2040 Law for Social Workers

Sonya Bruen

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;

** *Slides & additional links / references will be provided in advance of each session- please check your module online via Blackboard before attendance*.

Assessment

To be confirmed by lecturer at the start of module.

Probation Sequence

Assistant Professor Patrick O'Dea paodea@tcd.ie

Overview

This module comprises 6 x 1 hour seminars in Hilary Term. It is not assessed but full attendance is required.

The module has two **aims:**

- To apply knowledge gained in the Crime and Social Policy module and
- To introduce students to the structure of Irish Probation Service and its 'What Works' evidence-based practice.

Learning Objective

On completion of this module students will acquire information on Probation Service and an introduction to the theories and practice skills of social work in a criminal justice setting.

Seminar 1: 'The Rehabilitative Ideal'

- Theoretical context of probation practice

Seminar 2: 'From saving souls to evidence based probation practice'

- History and philosophy of probation practice methodologies

Seminar 3: Practice theories in work with offenders

Seminar 4   Risk assessment of offenders for pre sanction reports

Seminar 5: Overview of Probations Services

Seminar 6: 'Persisters or Desisters'

Recommended Reading

O'Dea P. (2002) The Probation and Welfare Service: Its role in Criminal Justice. In O'Mahony, P. (ed) 2002, *Criminal Justice in Ireland*. Dublin, IPA.

Connolly, A. (2000) 'What Works: implications for effective practice. *Irish Social Worker*. Vol 18 No 2/4.

Chapman, T and Hough, M. (1999) *Evidence Based Practice*. London, Home Office.

Trotter, C. (1999) *Working with Involuntary Clients*, London. Sage.

Garland, D. (2001) *The Culture of Control: Crime and Order in Contemporary Society*, Oxford, Oxford Uni Press.

Mc Guire, J. (ed) (1995) *What Works: Reducing Reoffending. Guidelines from Research and Practice*. Chichester. J. Wiley & Sons.

Kearney N. & Skehill, C. (2005)*Social Work in Ireland: historical perspectives*, Raynor, P. & Vanstone, M. (2002), *Understanding Community Penalties: Probation Policy and Social Change*. Buckingham, Open University Press.

Bracken, D. (2003), 'Skills and Knowledge for Contemporary Probation Practice'. *Probation Journal* 50: 101 Sage.

Healy D and O'Donnell (2005) *Probation in the Republic of Ireland: Context & Challenges*. *Probation Journal* vol 52(1): 52;56.

Phillips J - (2010) British journal of community justice: *The social construction of probation in England and Wales, and the United States: implications for the transferability of probation practice.*

Raynor P -(2009) *European Journal of Probation: Why help offenders? Arguments for Rehabilitation as a Penal Strategy*, Vol. 1, No. 1, 2009, pp 3 - 20

Websites.

www. www.dcya.gov.ie/

www.probation.ie

www.probation.homeoffice.gov.uk

www.ejprob.ro European Journal of Probation.

www.sagepublications.com   (Probation Journal, published by Sage on behalf of National Association of Probation Officers, UK based Trade Union and Professional Association)

Elective Modules

SS2788 Social Policy (5 ECTS)

Assistant Professor Louise Caffrey CAFFRELO@tcd.ie

This module will run in Michaelmas term and consist of: 2 x 1 hour lecturers per week and 1 tutorial per week starting in week 3.

Module Overview and Content
This module aims to develop students' core social policy skills, including critical analysis, argument development and the use of an evidence-informed approach. The module introduces students to key social policy issues including the changing context of work and employment, social security, the gender pay gap and the social determinants of health. Students are challenged to practice and develop the skills they have learnt by engaging critically with these topics. Students are supported to critically appraise how explanations of and solutions to social issues may be influenced by analysis of evidence and competing perspectives.

Learning Outcomes
On completion of this section of the module students will be able to:

- Recall definitions of key concepts including critical analysis, academic argument and theoretical framework.
- Identify competing perspectives on social policy issues
- Critically evaluate competing explanations using an evidence-informed approach
- Develop balanced arguments on social policy issues
- Recall knowledge on key social policy debates including, the changing context of work, social security, the gender pay gap and the social determinants of health.

Key Readings

** Cottrell, S. (2011). Critical thinking skills: Developing effective analysis and argument. Basingstoke Palgrave Macmillan. (Available as an e-book).

** This is the key reading for this module.

European Commission (2009). Gender segregation in the labour market: Root causes, implications and policy responses in the EU. Luxembourg: Publications Office of the European Union. Available at:
http://ec.europa.eu/social/main.jsp?catId=738&furtherPubs=yes&langId=en&pubId=364

Greetham, B. (2013). How to write better essays. London: Palgrave Macmillan.

Standing, G. (2011) The Precariat: The New Dangerous Class. London: Bloomsbury.

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

Module Assessment:

This module will be assessed by means of a 1500 word essay. A penalty of 10% will be applied to students who submit essays late without an authorised extension.

Housing Policy (SS2770) (5 ECTS)

Mr Simon Brooke

Overview
This Hilary term module will provide a comprehensive introduction to housing and homelessness policy in Ireland.

Module Content
Module content will include the following:
- What is housing policy?
- Why do governments intervene in the housing market?
- What is housing tenure, what are the differences between different tenures, and why does it matter?
- What theoretical approaches are there to housing policy?
- Why did house prices rise so quickly, only to fall again?
- Has the Local Property Tax been a success or a failure?
- What can be done about mortgage arrears?
- What is Nama?
- What is the housing experience of minority ethnic households in Ireland?
- Have government housing policy objectives been achieved?
- What theoretical explanations are there for the nature and extent of homelessness?
- How have homeless services changed during the last 20 years?
- What are the key current homelessness policy issues?

Learning Outcomes:

On completion of this module students will:

- have a clear understanding of why and in what fashion governments intervene in the housing market, and to what effect.
- have a good understanding of the operation of the housing system and the role played by different housing tenures
- be equipped to assess the impact of housing policy initiatives.
- have a comprehensive understanding of a number of topical issues in housing policy.
- have a thorough understanding of the causes, nature and extent of homelessness.

Timetable

2 x 1 hour lecturers per week. 1 tutorial per week starting in week three

Assessment

1 essay or assignment = 100% of grade for this module

Recommended Introductory Reading

Sirr L, (Ed), (2014), *Renting in Ireland : The Social Voluntary and Private Sectors*, Dublin, Institute of Public Administration (Chapters 1 and 9)

Norris, M. and Redmond, D. (Eds), (2005), *Housing Contemporary Ireland: Policy, Society and Shelter,* Dublin, Institute of Public Administration (Chapter 1)

SS2783 - European Refugee Policy (5 ECTS)

Assistant Professor Philip Curry PCURRY@tcd.ie

This module will run in Michaelmas term.

Module Overview and Content

The number of people worldwide who have been forcibly displaced from their home as a result of conflict, systemic discrimination, persecution, and other human rights violations has been steadily growing over the last decade to reach an unprecedented 65.6 million in 2017. The protection of asylum seekers and refugees has correspondingly become an urgent global policy issue.

This course examines the legal basis of modern asylum and refugee systems, how these systems operate in practice and how the protection of people who have been forcibly displaced has come to be intertwined with the politics and policies of migration more generally. While recognizing that forced displacement is a global issue, this course focuses on the European Union and the nations of Europe.

Learning Outcomes

On completion of this module students will:

- Understand the main provisions of the United Nations Convention and Protocol relating to the status of refugees

- Comprehend how asylum and refugee protection systems operate in practice and the kinds of difficulties they encounter

- Be able to identify key dimensions of the lived experience of forced displacement and how it varies across cultural, gender, age and ethnic groups.

- Be able to assess how and why governments have attempted to control and direct migration using legal and policy frameworks and the impact this has had on the victims of forced displacement.

Readings

Fiddian-Qasmiyeh, E., Loescher, G., Long, K., and Sigona, N. (Eds.) (2014) The Oxford Handbook of Refugee and Forced Migration Studies. Oxford: Oxford University Press.

The 'Convention and Protocol relating to the status of refugees' (1950 / 1967) is a key policy document for this course and may be downloaded at
http://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf

Crucial journals for this course which may all be accessed online through the College library website are:
- Journal of Refugee Studies
- Refugee Survey Quarterly
- Journal of Immigrant and Refugee Studies

Some indicative readings:

Gammeltoft-Hansen, T. (2014) International Refugee Law and Refugee Policy: The Case of Deterrence Policies. Journal of Refugee Studies, 27 (4): 574-595.

Karamanidou L, Schuster L (2011) Realising one's rights under the 1951 convention 60 years on: A review of practical constraints on accessing protection in Europe. Journal of Refugee Studies, 25(2): 169–192.

Castles, S., de Hass, H. and Miller, M. (2013) The Age of Migration: International Population Movements in the Modern World (5th). Palgrave Macmillan. LEN 301.451 N37*4

Module Assessment:

This module is assessed entirely through course work which consists of an individual project in which students apply the material learnt on the course to the European 2014-16 'migrant crisis'.

BC Broad Curriculum Course (5 ECTS)

Further information can be accessed via the following link:
http://www.tcd.ie/Broad_Curriculum/

EC2020 The Economy of Ireland (10 ECTS)

Module description can be accessed via the following link:
http://www.tcd.ie/Economics/undergraduate/sf/economy-ireland/

FR2040 Language: French (10 ECTS)

Module description can be accessed via the following link:
http://www.tcd.ie/French/undergraduate/business.php

GR2004 Language: German (10 ECTS)

Module description can be accessed via the following link:
http://www.tcd.ie/Germanic_Studies/undergraduate/

Foundation Scholarship Examinations

Foundation scholarship is a College institution with a long history and high prestige, and is a distinctive feature of student life at Trinity. It involves a searching examination, set and assessed so as to select students of outstanding ability. The objective of the foundation scholarship examination is to identify students who, at a level of evaluation appropriate to the Senior Freshman year, can consistently demonstrate exceptional knowledge and understanding of their subjects. The examination requires candidates to demonstrate: skill in synthesizing and integrating knowledge across the full range of the set examination materials; rigorous and informed critical thought; and, in appropriate disciplines, a highly-developed ability to solve problems and apply knowledge. The award is based solely on the performance in the scholarship examination, and past performance in other examinations is not taken into account.

All Senior Freshman undergraduate students may compete for the Scholarship provided that their previous conduct has been satisfactory and that they have paid the current annual fee for their registered course of study.

The scholarship examination begins Monday 8th January 2018.   Candidates must give notice of their intention to take the examination on the prescribed form available on the College website at https://www.tcd.ie/academicregistry/exams/scholarship/

Social Studies candidates are examined in the following subjects of their course up to the end of Michaelmas term of the Senior Freshman year.

The examination consists of four 2¼-hour papers as follows:
Social work I, Social work II, Social Work III (General Paper) and Social policy I.
All papers carry equal marks.

Recommendations for scholarship will be based on all four papers, subject to all four papers being passed. The names of those elected are announced in public by the Provost from the steps of the Examination Hall on the Monday of Trinity Week (Trinity Monday) which is Monday 9th April 2018.

Foundation Scholars are entitled to free Commons (meals in the Dining Hall) and free rooms in College. They also receive a salary (allowance) and do not have to pay fees. The entitlements of Scholars can continue for some years after graduation if they are engaged in further academic research or study.

An information Session will be scheduled for Senior Freshman Students early in Michaelmas Term. Further information can be viewed:
https://www.tcd.ie/academicregistry/exams/scholarship/

Guidelines for Presentation of Written Work

General Points

The following advice refers to *essay-type assignments:*

- Presentation of academic work is very important and affects grades. Good presentation includes clarity in meaning, argument and structure, and accuracy in terms used, numbers, spelling, grammar and referencing. Use feedback on your written work to help you improve presentation. Look out for study skills courses that are provided to all students free of charge in college and, if you need it, approach the College Learning Support Service for advice on individual assessment and tuition.

- Plan: In examination questions or in module assignments answer the question and address a specific topic. Don't put down everything you know, unless it is clearly relevant. A good outline plan is vital. If you want to take a specific approach, say so, but show you are aware of other angles too.

- Structure: Structure your answer clearly, so that an argument emerges. Introductions and conclusions are important to outline and pull your argument together.   New points or topics should be marked by a new paragraph. Avoid long paragraphs. Use sub-headings to signpost your argument.

- **Plagiarism** of any kind is unacceptable in academic work and is penalised (see next section for more details). Acknowledge every author or source that you quote or paraphrase, including text that is unpublished or from the internet. Signal quotations with quotation marks, page references, and indentation. Don't quote long passages. When paraphrasing, give the precise source and page reference.

- Each piece of work that you submit for marking must be original. You are not permitted to repeatedly submit the same piece of work for different assignments. **Unacknowledged reproduction of your own personal work** is unacceptable so please avoid it.

    Enjoy and benefit from working together in study groups, but do not produce 'clonelike' essays.   **All work must be your own**.

    In an effort to ensure that students are submitting their own work and that they are appropriately referencing the work of other authors, students will be required to submit assignments through **Turnitin.com**. Turnitin.com is software that detects plagiarism by comparing the work that is being submitted to previously submitted work and to published material. Failure to submit through Turnitin.com will result in your assignment not being corrected.

- Evidence: Be specific. Avoid vague generalisations such as "research shows". Refer to a named author or source to back up your statements.

- Reference carefully. Give each author's name, publication date, and page numbers which refer to the specific point or quotation, either in brackets after the reference eg: (Davies, 2002: 3) or in a numbered footnote.

- Bibliography: List all texts you have cited in a comprehensive bibliography. Do not include books you have read but not mentioned. The bibliography should be in alphabetical order and in a consistent format which includes: author's name, year of publication, title of book, or title of article and journal, place of publication, and publisher - for example:

  Davies, M. (ed) (2002), *The Blackwell Companion to Social Work*. Oxford: Blackwell.
  Carroll, J. (2002). Play Therapy: the children's views. *Child and Family Social Work*, 7(3): 177-187.

- Presentation: Keep to recommended word lengths and state your word count.

- Proof-Read: Always check your work before handing it in, so you can correct mistakes in spelling, grammar and referencing. Run a spell-check and grammar-check. Careless presentation can spoil the impact of what you have written and lose you marks.

- Put your name on all pages, unless specifically told to do otherwise.

- Number the pages.

- Deadlines: Submit work in on time. If you are ill, tell the lecturer or your college tutor, and arrange an agreed extension. Mark penalties may be applied if work is submitted late.

- Keep copies of all course work.

Plagiarism

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

We ask you to take the following steps:

(i)   Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism You should also familiarize yourself with the 2016-17 Calendar entry on plagiarism and the sanctions which are applied which is located at http://tcd-ie.libguides.com/plagiarism/calendar (also set out below)

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

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

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

Coursework Declaration Form

In line with the University policy on plagiarism, all Social Studies students are required to sign a coursework declaration form and return it to the School. Rather than asking you to add the declaration form to every assignment, essay, project or dissertation you submit, we ask that you complete the appended declaration form once at the beginning of the year and return a hard copy to the School drop box located beside the door of Arts 3063. **The deadline to return the form is Wednesday November 1, 2017**.

The Coursework Declaration Form can be found on page 89 of this handbook

Detection of Plagiarism

In an effort to ensure that students are submitting their own work and that they are appropriately referencing the work of other authors, students will be required to submit assignments electronically through Turnitin.com. You will receive email instructions for each assignment regarding how to submit it on Turnitin. For further information see http://tcd-ie.libguides.com/plagiarism/detecting-plagiarism

College Regulations on Plagiarism

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

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

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

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

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

82 General

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

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

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

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

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

83 Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) copying another student's work;

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

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

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

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

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

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

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

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

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

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

84 Plagiarism in the context of group work

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

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

85 Self plagiarism

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

86 Avoiding plagiarism

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

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

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

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

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

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

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

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

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

Guidance and Assistance with Written Work

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

http://www.tcd.ie/CAPSL/Other sources of information on the range of college services available to support student learning and academic performance include:

Student Counselling Service

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

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

Student Support Services Web pages: http://www.tcd.ie/Student_Counselling/support-services/

Disability Service

Provides educational support to students with disabilities

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

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

Essays

The quality of your essays will be enhanced by attention to the general points made in the **Guidelines for Presentation of Written Work** Section of this handbook.

Titles, advice about readings, word-length and specific guidelines for coursework assignments will be provided by the lecturers / tutors for each subject.

Community Work Project

This assignment requires you to profile and analyse:

either   (a) a Community Area Profile

or   (b) a Community Development Project.

Community Area Profile

Aim   To compile a profile of a neighbourhood / area, its networks & community structure; and to analyse this profile from the perspective of a community worker.

Format:

Profile: present information on the following

- Demography: age-range, social class, household structures etc. of residents
- Geography: physical environment
- History of the area
- Perceptions of the area from within and without
- Community networks
- Values and traditions
- Services
- Power and leadership in the area
- Community involvement

Analysis - based on the data collected, discuss the following issues:

- The priorities a community worker might have in this area.
- Identify principles implicit in using a community development approach, & comment on how they could be applied to address priority needs in this area
- The community development skills which would be necessary to respond to the the identified priority needs.
- Comment on the levels of integration between voluntary, community & statutory organisations in the area.
- Discuss one key issue that impacts on the community & set it in national context.
- Critically assess the process of your group in undertaking this project.

Community Project Profile

Aim   To compile a profile of a Community Project in its local context, and to analyse this profile from the perspective of a community worker.

Format

Profile: present information on the following

- Demography: ages, social class, household structures of residents / participants
- Physical environment; history of the area; local & external perceptions of the area
- Origin of the Project; identification of needs it was intended to meet
- Key stakeholders in the Project
- Development of aims and objectives
- Values / ethos of the Project
- Development of management structures
- Resources
- Development of a programme of action
- Levels of community involvement
- Monitoring / evaluation of the Project

Analysis : based on the data you have collected, discuss the following

- The opportunities & challenges a community worker might face in this area.
- Identify principles implicit in using a community development approach, & comment on their presence or absence in this Project.
- The community development skills required to develop the Project.

- Outline the level of integration of the Project with voluntary, community & statutory organisations - at either local, regional or national level.
- Discuss one key issue that impacts on the Project & set it in national context.
- Critically assess the process of your group in undertaking this project.

Guidelines

- Recommended word-length: 4000-5000 words
- Researched and written up in groups of 2 – 3 people.
- In addition to the factual and analytic content of the project, credit will be given for:
  - efforts made to establish the relevant information
  - attempts made to involve local people / groups / agencies in compiling the profile
  - presentation.

Value

50% of marks for Social Work Theory and Practice module.

Placement - Related Assignment:

The Practice Project is prepared during the placement and must be submitted by **Friday 3rd August, 2018.** It is not graded, but must be passed in order for you to proceed to JS year.

Submission of coursework

All coursework for modules SS2720, SS2786, SS2780, SS2040, SS2783, SS2788, SS2770 and SS2777 must be submitted on www.Turnitin.com and Blackboard on the day of the deadline set by the lecturer otherwise your work may be recorded as late or as a non-submission. No hard copies will be submitted to the office and they will not be accepted as the School no longer has the capacity to store them.

Separate submission instructions will be given by lecturers for Modules EC2020, FR2040, SO2310, GR2004 and BC modules.

Students will not be permitted to start placement until all coursework for all modules has been submitted.

Deadlines for Assignments

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

Coursework Feedback

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

Tutors and Tutorials

School Cluster Leaders

Each SF BSS student will be assigned a School Cluster Leader, who is the person primarily concerned with your progress during the Senior Freshman Placement.

Tutorial meetings will be held with your School Cluster Leader and other members of your student group prior to and during the placement (if possible).

The Group tutorials aim to:

- promote and support your learning during placement.
- provide a link between practice & academic courses, placement & College
- afford you group support of fellow students.

College Tutors

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

Readiness for Placement Process

To ensure each student's readiness for their community placement which takes place at the end of SF year, and their JS social work practice placement which commences early in the next academic year, a Readiness for Placement form will be circulated shortly before the Christmas break, for completion and submission by the first day of Hilary Term.

Each student will be allocated a time to meet with an internal and external lecturer to discuss their completed form and what they might still need to do in readiness for placement. These individual meetings will take place prior to reading week, allowing the student time to address any issues or shortfalls raised. Being familiar with core texts as recommended in Introduction to Social Work (JF) and Social Work Theory and Practice (SF) is considered an essential element of this process.

Further details will be provided in class during the Social Work Theory and Practice module by SF Year Head and BSS Course Director.

Placement

The Senior Freshman placement offers experience of working in a community-based service or voluntary agency alongside service-users, volunteers and workers from the social professions. It is a 50 day block Placement which runs from the end of teaching in April until the end of June. It comprises 5 days preparation, based in college, and 45 days practice on site. Placement settings have included School Completion Projects, Youth projects, Drug Projects, Disability settings, new communities and some international settings.

Preparing for the Placement

The college works in conjunction with placement agencies to ensure that your placement is appropriate, meets your learning needs and provides sufficient opportunities for you to develop and demonstrate practice competence.

The main preparatory tasks are as follows:

- Attend Placement Preparation Module.
- Complete a Placement Form to guide Fieldwork Unit of an appropriate placement setting for each student. Placement is informed by: students' learning needs & areas for development, previous experiences & geography. Fieldwork Unit allocate placement from within the pool of available placement offers, bearing in mind students' information & interests, provided on Placement Form.
- Update Curriculum Vitae following guidelines of TCD Careers Advisory Service, http://www.tcd.ie/Careers/students/international/CVs.php

- Once a suitable placement has been identified for student, a suite of placement documentation, including CV will be sent to the prospective Practice Teacher.
- Preparation: Meet your School Cluster Leader who will guide you and students going to similar placements to research and plan for the placement. This is likely to include:
    - Exploring relevant policy and debates (eg: re youth services)
    - Researching the placement agency and similar services.
    - Contacting your practice teacher
    - Visiting the agency and beginning to link in to its work
    - Making a group presentation of your research to your class.
- Enjoy your placement, and keep your School Cluster Leader informed fortnightly about your progress … by phone or email. This will ensure that, should you have any concerns, they can be dealt with promptly. Attend group meetings with your Cluster Leader.
- Develop (with your Practice Teacher, Cluster Leader and through reflection in your Practice Project) a learning agenda for your next placement in JS year.

Placement Aims, Learning Outcomes, Structure and Issues

The Practice Placement and Practice Project must be passed for you to proceed to BSS Junior Sophister year.

Aims of Senior Freshman Placement

- To participate in a community-based social service
- To understand how that service fits with other services
- To grasp the links between social policy and the agency service
- To work collaboratively with service users and to learn from them about the issues that affect the quality of their lives
- To develop some beginning practice skills
- To begin to identify links between social work theory and practice.
- To understand the goals, ethos and practices of the placement agency.
- To acquire a working knowledge of relevant community resources and services
- To begin to develop professional standards of behaviour.
- To develop your self-awareness and reflection in practice
- To establish your readiness to proceed with social work education & training.

Learning Objectives

By the end of this placement, you should be able to:

- Outline the role of the placement agency and its fit with related services
- Identify key aspects of social policy which impact on the agency;
- Outline the circumstances and needs of service users in this agency and the challenges they face;
- Grasp the goals, ethos and procedures and the main roles of practitioners in the agency
- Demonstrate appropriate beginning practice skills in e.g.
  - Engagement and communication with service users, volunteers, colleagues and others
  - Involvement in individual or group support / facilitation
  - Involvement in data gathering, assessment and planning
  - Implementing agreed tasks
  - Regular consultation with your practice teacher
  - Recording and evaluating your work
- Identify one social work framework relevant to your work
- Demonstrate knowledge of community resources and services
- Demonstrate professional standards of behaviour, including: respect for confidentiality, inclusive and respectful approach to others, ability to work collaboratively, reliability, time-keeping
- Demonstrate your progress towards self-awareness and reflection in practice eg: through reading, use of supervision, illustration of key learning in your practice project and class presentation
- Establish, by achieving the above, your readiness to proceed with social work education and training.

Choice of Placement:

Placements are available in a wide variety of settings and locations, including a few that can be available in international settings. When arranging placements, the Fieldwork Coordinators take your wishes and circumstances into account alongside priority to the potential value of the placement as an introduction to community based practice. The Fieldwork Co-ordinators are always glad to hear of new agencies or practice teachers willing to accept students, but responsibility for arranging placement rests with the Fieldwork Unit.

Placement duration

50 day (10 week) block starting at the end of teaching in the second semester of Senior Freshman year. It comprises one week of college-based preparation and 9 weeks on site. The placement cannot be split; it must be continuous. Days lost through illness or other circumstances must be made up. As the Junior Sophister year begins in early September, this placement should begin in late April or early May, in order to leave time at the end to submit written assignments and to take a break before the JS induction week and placement.

Placement Supervision, Tutorial Support and Practice Project

You will be assigned a Cluster Leader, who is responsible for supporting your learning in relation to this placement and related sector of social services. Contact with your Cluster Leader and fellow group members will be arranged in advance of the placement.

During placement, you should have regular supervision sessions with your placement supervisor, as well as opportunities to consult informally at other times. If your placement supervisor is absent for a number of days, a colleague should be identified to support and supervise your work temporarily.

Attend meetings with your Cluster Leader and contact them fortnightly by phone or email throughout placement to inform of your progress on placement. This will facilitate your Cluster Leader to support you and your practice teacher should any difficulties arise.

At the end of placement, you and your placement supervisor jointly review the placement and your progress, and your practice teacher prepares a placement evaluation under the headings set out in Section 10. You should both sign this document.

Ensure that you receive a copy of Practice Teacher's Evaluation for your own records and also please assist the placement supervisor to submit the report to the School. A copy of the evaluation will be sent to your next Practice Teacher to help set the learning agenda for your JS Practice Placement.

Your Practice Project should be started during the placement and will provide additional evidence for your passing this placement. You must submit the Practice Project by Friday 3rd August 2018 in electronic format.

Student's Practice Project

Placement supervisors may assist you in preparing your Placement Project, through discussion and reference to relevant data, but responsibility for the project and its presentation remains with you.

Reading Time

As the project is an integral part of the placement - designed to process your learning and link theory and practice - time should be set aside during placement days to read for and prepare it. The recommended time allowance is one half-day per week. This reading time should be used throughout the placement rather than accumulated, as reading should inform your work at the time, rather than retrospectively.

Access to Agency-held Information

On placement, you may have access to or contribute confidential information about service users. You should therefore never take files/notes containing confidential and identifying information out of the agency, as the risk of losing this material has serious implications for service users and the agency. Instead, set aside time to write up reports and prepare assignments during placement days in the agency.

Health and Safety and Vaccination Policy

If any incident on placement causes you concern for your safety or well-being, tell your supervisor or a senior colleague immediately, and the Fieldwork Coordinators or BSS Director as soon as possible, so that you get the support and advice you need.

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 have required Hepatitis B vaccination, in JF year. 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 Fieldwork Team, prior to commencing placements.

Hepatitis B vaccination has taken place 'on block' for JF students, with College Health Service. Students of other BSS years may arrange vaccination through their own GP or with College Health Service. Costs must be met by the students.

The School reserves the right to refuse permission for a student to proceed to placement if there are concerns about immunization or any other relevant health-related issue.

Garda Vetting

Agencies serving children and vulnerable people require staff and students to have Garda clearance. College will have requested the Garda Vetting Bureau to vet all JF students for criminal convictions. If there are any issue related to your Garda Vetting application that you are concerned about please contact the Course Director. If you have resided outside Ireland, you may also require police clearance from that country also. It is your responsibility to obtain this police clearance. The Admissions Office will advise on this and the clearance from another jurisdiction must be submitted to the Admissions Office.

Assessment of Placement Performance

Aims of Assessment:

- To assess the student's strengths and key learning needs displayed in practice and
- To confirm the student's suitability for continued social work education and training at this time.

Guidelines for Placement Evaluation

Placement evaluation comprises 3 elements:

- Learning Agreement (prepared at start of placement)
- Placement Supervisor's evaluation
- Student's Practice Project

The Student's Practice Project should be signed by the Placement Supervisor as a fair account of the student's work on placement.

Both the Student Placement Report and the Placement Supervisor's Evaluation should be signed by both the student and the Placement Supervisor.

An electronic copy of the student's Practice Project should be submitted to both Turnitin.com and blackboard by Friday 3rd August 2018.

1 electronic copy of the Placement Supervisor's Evaluation Report is also due on Friday 3rd August 2018. Please submit this by e-mail to fieldwork.unit@tcd.ie . Students are asked to assist the Placement Supervisor with submission of the report to the School if required.

Learning Agreement

Learning Agreements are drafted and agreed by student and placement supervisor in consultation with the School Cluster Leader. They set the initial agenda for placements and the baseline for reviewing progress at the end.

The Learning Agreement should be attached to the placement report.

It includes:

- Names of Student and Placement Supervisor
- Name of Agency and address of placement
- Name of Group Tutor / Cluster Leader
- Placement dates
- Working hours / days for student and time-in-lieu arrangements
- Transport, travel, expenses, accommodation, dress code etc
- Student's skills and experience to date
- Learning Objectives:
    - personal, professional, and agency specific goals.
- Learning opportunities on this placement
- Workload
- Induction arrangements and recommended preparatory reading
- Supervision frequency and duration; preparation required
- Student assessment (direct and indirect evidence)
- Any personal issues that might impact on the placement

The Learning Agreement and a note (number of days) of the student's attendance should also accompany the Placement Supervisor's Evaluation.

Placement Supervisor's Evaluation: assessment of student performance

Supervisors' reports should be completed on the supplied form in appendices. Reports should be discussed with students before they are finalised and should be signed by both student and supervisor. Reports will address the following:

Personal Organisation & Functioning in the Agency

- Grasp of Agency functions, procedures and limits
- Working relationships with colleagues & team members
- Quality of relationship with other disciplines, agencies & services
- Capacity for taking decisions, initiative & responsibility
- Knowing when to consult & take advice
- Personal organisation; punctuality, reliability: use of time & resources
- Report & letter writing

Communication & Engagement Skills

- Making & sustaining positive relationships with service users & colleagues
- Accurate listening & observation
- Clear, sensitive, respectful & appropriate communication
- Avoidance of discriminatory language & behaviour

Other Practice Skills

- Ability to gather &relay relevant information accurately & purposefully
- Ability to assess &define problems/needs
- Awareness of social/cultural/material influences on service users
- Ability to make &negotiate realistic plans for intervention
- Ability to carry through planned work and to evaluate it realistically

Development Towards Professional Standards

- Ability to use supervision constructively to develop understanding & skills
- Constructive &proactive approach to learning
- Development of self awareness; ability to reflect on &handle feelings in practice
- Ability to start assuming a professional role

Summary of Areas in Which Progress Has Been Made

(Issues for further development and specifically for next placement, any special strengths or weakness not already noted. Confirmation that student has/has not reached a standard to merit Pass & is suitable and ready to proceed with social work training.)

Recommendation

On the basis of placement performance, would you recommend this student as suitable for and ready to continue social work training? **One** electronic copy of the Report should be sent to field.Unit@tcd.ie by Friday 3rd August 2018.

Student Practice Project

The Placement Supervisor should sign one copy of this project as a fair account of work undertaken.

Introduction

Placement setting, any relevant skills and experience you brought to it, what you hoped to gain from it, and any key questions that emerged during your preparatory research.

Agency and Community Setting

- Community context: brief profile of catchment area and service users; implications for your work
- Agency context: brief overview of service offered, statutory / voluntary status, structure, staffing, resources; levels of engagement with service users; key social policies affecting the service; your role in the agency.

Work undertaken

- Brief overview: Table of your workload (service users / activity, why involved; time commitment; outcome)
- Summary of 2 main pieces of work: tasks / issues presented; nature & duration of involvement; goals; action taken; outcome; framework / method used; key learning.

Case Study (of one piece of work)

- Social History or profile of service user / group / project participants and their social networks.
- Summary outline of activity in which you were involved
- If Individual work: reason for involvement; aims; theory or method used; content and process; outcome.
  - If Groupwork: aims; theory or method used; group activities, content and process; outcome.
  - If Community Work: project aims; nature of activity; theory used; participation; process; outcome.
- Your working relationship with the service user/s.
- Collaboration with other workers/volunteers
- Evaluation: what was / not achieved; indications for the future;
- theoretical and other literature which proved helpful and why.
- Any ethical or professional issues raised
- Key learning from this piece of work about you and social services

Learning

- The potential and limits and challenges of practice in this setting
- Learning opportunities (agency visits etc) and what you gained
- Supervision: frequency; main learning points
- Any special features of the placement which contributed to or limited learning
- Main gains from the placement, questions raised and any learning needs identified for your next placement.

Bibliography

Guidelines:

- Recommended word-length: 5000 words
- The earlier you start reading about the agency and issues raised, the more this reading will support your learning. Draw also on relevant reading you have completed for other modules. Demonstrate in the project that you are starting to integrate your reading of theory and research with practice experience and observation.
- Follow the main headings in the project outline, but if necessary reorder or modify subheading elements in order to avoid repetition and to fit your particular placement.
- Adopt an appropriate style. This is an academic assignment which requires you to use clear, precise and non-conversational language, to be analytical as well as descriptive, and to support statements with relevant evidence and accurate referencing. It is not an agency report which requires purely factual information. It is a practice project which also requires you to reflect on your personal and professional learning from the placement. Therefore, write in the first person (say 'I', not 'the author' or 'the student').
- Confidentiality: Change all names and identifying details of service-users and colleagues about whom you write, and state clearly that you have done so. Use fictitious names to represent them, rather than initials or numbers and do not accidentally include a real name. Use job titles rather than names for workers.
- Submit an electronic copy to turn it in and blackboard by 4th August 2017. Instructions for submission of the electronic copy through turnitin.com will be issued during the summer.

Grading Placement Performance: Pass / Fail

Placement Supervisors are asked to indicate clearly in their Evaluation whether or not they are recommending a Pass. This recommendation carries great weight with the Court of Examiners. Confirmation or modification of the recommendation by the Court of Examiners is based primarily on evidence provided by practice teacher and student in their reports, but may also draw on evidence from the School Cluster Leader and other relevant sources.

Pass Grade

- Pass is merited when the student has accomplished agreed placement tasks to a satisfactory standard for the relevant stage of training.
- Borderline Pass: If a student only just reaches a satisfactory standard, special note should be made of difficulties demonstrated, to ensure that the next placement enables the student to progress in these areas.

Fail Grade

There are two divisions in the fail grade: F1 and F2.

F1 applies in the following situations:

- The student has not clearly reached required standards, but has demonstrated the capacity to improve, and needs additional time to progress.
- The student has displayed personal or health problems which impacted negatively on their practice and / or professional behaviour
- The placement did not afford the student sufficient opportunity to demonstrate the required skills.
- Performance has been deemed satisfactory, but the student's placement project has failed or has not been submitted.

F2 applies where:

- The student has not reached a satisfactory standard (eg has displayed serious difficulty in accomplishing agreed placement tasks or has acted in a seriously non-professional manner)
  and
- has demonstrated no obvious signs of being able to do so in the short-term.

Placement Supervisors may recommend F1 or F2, but the Court of Examiners must ratify it.

Regulations for 'Failed' Placements

- Students receiving an F.1 are normally allowed a repeat placement, providing they are fit to proceed.
- Students receiving an F.2 may be allowed a repeat placement if they have approached the failed placement in a serious manner, and are willing to work on the identified difficulties before and / or during the repeat placement.
- If the referred (repeat) placement is failed (F.1 or F.2), permission to proceed to the Junior Sophister year and Junior Sophister placement, will not be granted.
- The School Fitness to Practise procedures may apply in cases where there is concern about the student's fitness to proceed to a further placement.
- Normal College Appeals Procedures apply.

Miscellaneous Issues

BSS Staff-Student Committee

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

Staff Availability

Students with difficulties or queries relating to the course should consult Assistant Professor Michael Feely Director of BSS or Assistant Professor Stan Houston SF Year Head in the first instance.

Library Facilities

Advice on how to find, borrow, reserve books, access periodicals and search computerised catalogues is provided by library staff. Most books referred to on Social Studies modules can be found in the **Lecky Library section of the Berkeley/Lecky/Ussher Library**. Some books are in other locations of the Trinity College Library. If your efforts to locate reading material fail, consult Siobhan Dunne Subject Librarian for the School of Social Work and Social Policy who may assist readers to locate books and other library services.
http://www.tcd.ie/Library/support/subjects/social-work/

Internet Resources

Students have college Internet accounts, which provide access to college web pages, library services, email, and internet for academic purposes. Students may access course materials on college web site, and may contact staff via email: see staff addresses on page 5 of this Handbook. The School has a web page, accessible via the TCD home page, which provides information about its courses, archived material, research, publications and activities. It also provides links to social work and social policy related web resources: www.socialwork-socialpolicy.tcd.ie Other sites relevant to BSS students include the Irish Association of Social Workers. https://www.iasw.ie/

BSS Senior Freshman Prize - Marian Lynch Medal

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

Careers Advisory Service

What do you want to do? How will you get there? The CAS here to support you in answering these and other questions about your career.

MyCareer

An online service that you can use to:

- Apply for opportunities which match your preferences - vacancies including research options
- Search opportunities- postgraduate courses and funding
- View and book onto employer and CAS events
- Submit your career queries to the CAS team
- Book an appointment with your Careers Consultant

Simply login to MyCareer using your Trinity username and password and personalise your profile.

Careers Advisory Service

Trinity College Dublin, 7-9 South Leinster Street, Dublin 2

01 896 1705/1721 | Submit a career query through MyCareer

	MyCareer: mycareerconnect.tcd.ie		TCD.Careers.Service		TCDCareers
	www.tcd.ie/ Careers/students/postgraduate/		@TCDCareers		tinyurl.com/LinkedIn-TCD-Connecting

Opening Hours

During term: 9.30am - 5.00pm, Monday - Friday

Out of Term: 9.30am - 12.30pm & 2.15 - 5.00pm, Monday - Friday

BSS Senior Freshman Academic Year Structure 2017-18

Michaelmas Term - Semester 1					
Michaelmas Term	25 September	-	3 November	2017	Teaching Weeks
	6 November	-	10 November	2017	**Reading Week**
	13 November	-	15 December	2017	Teaching Weeks
	8 January	-	12 January	2018	Foundation Scholarship Examinations
Hilary Term - Semester 2					
Hilary Term	15 January	-	23 February	2018	Teaching Weeks
	26 February	-	2 March	2018	**Reading Week**
	5 March	-	6 April	2018	Teaching Weeks
Induction Week for Placement (5 x days) **TBC**					
Placements					
	23rd April	-	22nd June	2018	50 Day Block Practice Placement (45 x days)

LEARNING AGREEMENT FOR BSS SF STUDENTS.

GENERAL INFORMATION

Student:		**Telephone:**	**email:**
Supervisor:		**Telephone:**	**email:**
Agency:		**Telephone:**	**email:**
Group Tutor:		**Telephone:**	**email:**

Working Days:

TOIL Arrangements:

Sick Leave:

Study Time:

Accommodation:

Transport:

Dress Code:

Health & Safety:

SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

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

LEARNING GOALS

Learning (to encompass skills, knowledge and values) should be identified in relation to previous experience, feedback from previous placements (if relevant) and current areas of interest

Professional Learning Goals

(pertain to approaches and skills common to professional practice e.g. relationship building, reflective practice, organizational skills) that may be learned in this agency and are applicable in other settings)

PROFESSIONAL SPECIFIC LEARNING GOALS	LEARNING OPPORTUNITIES ON PLACEMENT TO MEET THIS GOAL	EVIDENCE OF DEVELOPMENT

Agency Specific Learning Goals

(pertains to area of practice of the agency in which the student is based)

AGENCY SPECIFIC LEARNING GOALS	LEARNING OPPORTUNITIES ON PLACEMENT TO MEET THIS GOAL	EVIDENCE OF DEVELOPMENT

Personal Learning Goals

(pertains to student's uniqueness as an individual and changes s/he would like to make that would help in the role of a practicing social worker e.g active listening skills or assertiveness)

PERSONAL LEARNING GOALS	LEARNING OPPORTUNITIES ON PLACEMENT TO MEET THIS GOAL	EVIDENCE OF DEVELOPMENT

STUDENT WORKLOAD

INDUCTION PLAN

- **Orientation to placement**

_____

_____

- **Recommended Reading/ Research**

_____

_____

- **Confidentiality Policies**

_____

_____

- **Health and Safety**

_____

_____

- **Other**

_____

_____

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 organisational and policy issues.

_____

Supervision Arrangements:	
Day:	**Time:**

Other Student Supports:

STUDENT ASSESSMENT / SOURCES OF EVIDENCE

Discuss and note the methods of assessment used by the Placement Supervisor and evidence of learning, skill development and work required.

_____

_____

PERSONAL ISSUES

Are there any personal 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

Student:

Supervisor:

Date:

MID PLACEMENT REVIEW

Review Progress & Student Capacity In Relation to

- **Learning Goals:**

_____

- **Skills Development:**

_____

- **Integration of Theory and Practice:**

_____

- **Ethical Practice:**

_____

- **Workload:**

_____

- **Supervision / Practice Teaching:**

_____

- **Agency and Team:**

Establish whether student is likely to pass the placement and outline objectives set for remainder of placement.

Objectives / Plan for remainder of placement

_____

_____

_____

_____

Student Issues/Concerns

_____

_____

_____

Practice Teacher Issues/Concerns

_____

_____

FINAL PLACEMENT REVIEW

Date:

Areas of strength identified and recommendations for future development:

_____

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SCHOOL OF SOCIAL WORK AND SOCIAL POLICY

SUPERVISOR'S REPORT ON SENIOR FRESHMAN PLACEMENT

Name of Student:	
Name of Supervisor:	
Job Title:	
Name of Agency:	
Address of Unit:	

Tel:	**Email:**
Dates of Placement:	**Date for Submission of this report:**

Please Note:

This report form is completed by the person who supervises the student's work and the student should have an opportunity to discuss the content of the report before the end of placement.

The form uses a 6 point scale for most items:

VG = very good   *W = weak/inconsistent*

G = good   *VW = very weak/unacceptable;*

OK = acceptable   *A = not applicable/don't know*

Please email completed form to: Fieldwork.Unit@tcd.ie

Please provide your student with two hard copies of this report.

THANK YOU

School of Social Work & Social Policy, Trinity College, Dublin 2

Room 3063, Arts & Social Science Building, Tel: 01 8964579

Pass/Fail Recommendation

(See Section 11.D. Handbook)

Please start by indicating your recommendation-e.g; Pass/Fail: _____

Your report   can then be read as support for this recommendation. Please assess and illustrate the student's performance under the following 5 headings:

Personal Organisation & Functioning in the Agency						
	VG	G	OK	W	VW	NA
Grasp of Agency functions, procedures and limits						
Working relationships with colleagues & team members						
Quality of relationship with other disciplines, agencies & services						
Capacity for taking decisions, initiative & responsibility						
Knowing when to consult & take advice						
Personal organisation; punctuality, reliability: use of time & resources						
Report & letter writing						
Comments/ Examples:						

Communication & Engagement Skills						
	VG	G	OK	W	VW	NA
Making & sustaining positive relationships with service users & colleagues						
Accurate listening & observation						
Clear, sensitive, respectful & appropriate communication						
Avoidance of discriminatory language & behaviour						
Comments/ Examples:						

Other Practice Skills						
	VG	G	OK	W	VW	NA
Ability to gather &relay relevant information accurately & purposefully						
Ability to assess &define problems/needs						
Awareness of social/cultural/material influences on service users						
Ability to make &negotiate realistic plans for intervention						
Ability to carry through planned work &to evaluate it realistically						

Comments/ Examples:

Development Towards Professional Standards

	VG	G	OK	W	VW	NA
Ability to use supervision constructively to develop understanding & skills						
Constructive &proactive approach to learning						
Development of self awareness; ability to reflect on &handle feelings in practice						
Ability to start assuming a professional role						

Comments/ Examples:

Summary of Areas in Which Progress Has Been Made

(Issues for further development & specifically for next placement, any special strengths or weakness not already noted. Confirmation that student has/has not reached a standard to merit Pass & is suitable and ready to proceed with social work training.)

Recommendation:

On the basis of placement performance, would you recommend _____as suitable for and ready to continue social work training? _____

Signed: **Date:**

Supervisor

Comment by Student

I have discussed this report with my supervisor	Yes		No

Signed: **Date:**

B.S.S Attendance Policy 2017/18

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

'For professional reasons lecture and tutorial attendance in all years is compulsory for the B.S.S in the School of Social Work and Social Policy' (Calendar 2016-17, P.41)'

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

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

Practice & Escalation Procedures - Lectures and Tutorials

Attendance will be visually monitored in social work modules*, lecturers will report to Mairead Pascoe, Social Studies Executive Officer via social.studies@tcd.ie when attendance is low, students arrive late to class or leave early. In all cases where attendance is reported to be unsatisfactory a written warning will be issued by the BSS Course Director or Year Head to the relevant module class and the class representatives will be alerted.

If attendance of the group does not improve after this written warning, a formal attendance monitoring system will be brought into operation at the relevant lectures or tutorials for a period defined by the School.

The School will monitor group and individual attendance at lectures or tutorials when the formal attendance monitoring system is activated and will escalate matters as appropriate (see section on Persistent Excused /Unexcused Absences).

Process for Poor Attendance at Lectures and Tutorials

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 Senior Lecturer 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 **Social.Studies@tcd.ie** as early as possible on the first day of absence to explain the reason for his/her absence and to give an estimate of its probable duration.

Excused Absences During Teaching Term:

In certain circumstances, absences may be unavoidable due to illness or unforeseen events. In the case of absence due to medical reasons, If absent for 3 or more consecutive days, students must provide original medical certificate from a registered General Practitioner or from College Health, to be submitted to the School Office, as soon as possible after illness, ideally within 3 days.

Absences Whilst on Placement:

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

Persistent Excused /Unexcused Absences

Individual students with a number of absences (both excused and unexcused) will be contacted and will be required to discuss their attendance record with the B.S.S Course Director and Director of Teaching & Learning. Where students miss more than a third of a module in any term or fail to submit a third of the required course work in any term, the student's tutor will be contacted and will result in the student being returned to the Senior Lecturer as 'non-satisfactory'.

Students who are reported as 'non-satisfactory' will have this noted on their University record and transcripts. Students whom are reported as 'non-satisfactory' to the Senior Lecturer for Michaelmas & Hilary terms of the same academic year may have permission to take annual examinations withdrawn.

Other Offences

If, during formal monitoring, a student is detected as signing in classmates or participating in 'sign and go' practices, they will be referred immediately to the Course Director and Director of Teaching & Learning and may be referred to the Fitness to Practice Panel or Junior Dean on disciplinary grounds.

*Notes

- **This policy does not apply to lectures and tutorials delivered by the Departments of Economics, Sociology, Political Science, Social Policy.**
- **Individual lecturers may implement their own attendance monitoring system if attendance forms part of an overall module mark.**
- **Random attendance checks will be undertaken at regular intervals during the teaching year.**

UG DECLARATION

☐   I hereby declare that all submissions made during the academic year 2016/17 is entirely my own work, free from plagiarism and has not been submitted as an exercise towards a degree at this or any other university

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

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

_____

Student Name

_____

Student Number

_____

Course

_____

Date

Note to Students

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

We ask you to take the following steps:

(i)   Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism . You should also familiarize yourself with the 2016-17 Calendar entry on plagiarism located on this website and the sanctions which are applied;

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

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

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

School of Social Work & Social Policy

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

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

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

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

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