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Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

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School of Social Work and Social Policy

Bachelor in Social Studies

Senior Sophister Course Handbook

2017-2018



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Introduction

Welcome to the final year of your BSS degree. We hope you will find this a very enjoyable and rewarding year and that it will equip you to feel ready and confident to begin your social work career.

Final year is distinctive in a number of ways. It is divided into two semesters, with almost all of the first semester spent on placement and all of the second semester in college. All your courses this year are focused on social work theory, practice and policy and will be closely related to your practice experience. You will be encouraged to draw on academic and practice learning from all four years, but your current placement in particular will be linked to most of your course-work projects.

The year is tightly structured, and because this is a professional course, we expect you to keep to deadlines, to attend all classes and to explain all necessary absences. Core themes will run across courses, but substantive issues may be addressed only once - hence the importance of attendance. We also hope you will participate actively and share your ideas in class, as, by final year, your combined experience is considerable and forms the testing ground for much of the teaching.

This Handbook¹ aims to provide the basic information you need to find your way about the Senior Sophister programme:

- Course content
- Written requirements
- Placement guidelines.

Further information will be available on Blackboard and in handouts, notices and emails throughout the year. Visit the School Web Page at <http://socialwork-socialpolicy.tcd.ie/> for information about the School and for Internet links to sites of interest. Also be sure to check your college TCD email account and the School noticeboards very regularly for information about timetable changes, assignments, examinations, meetings, jobs, post-graduate courses, scholarships, conferences and so on. Your feedback on any aspect of the course is, as always, very welcome.

Wishing you a rewarding and enjoyable year.

Michael Feely

Director of the BSS Programme

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

School of Social Work and Social Policy

Staff Members

Title	Name	Email
Head of School of Social Work and Social Policy	Associate Professor, Eoin O'Sullivan	tosullvn@tcd.ie
Director of Teaching and Learning (Undergraduate)	Professor, Philip Curry	pcurry@tcd.ie
Director of Bachelor in Social Studies	Assistant Professor, Michael Feely	mfeely@tcd.ie Tel (01) 8964101
Bachelor in Social Studies Executive Officer	Ms Mairead Pascoe	social.studies@tcd.ie Tel (01) 8962347

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

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
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School Website

Web: <http://socialwork-socialpolicy.tcd.ie/>

School Activities

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

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

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

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

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

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

Summary of School Activities

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

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

B.A. Sociology 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 into the lives of service users. Students need to understand multiple factors which may impact on service users, influencing their health, circumstances, behaviour, perceptions and resilience. Such understanding derives from social work and the social sciences.

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

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

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

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

Value Base

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

Skills Base

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

Challenges

Social work practice challenges practitioners in many ways.

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

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

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

Programme Learning Outcomes

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

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

Specifically, graduates will be able to:

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

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

Course Expectations

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

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

Expectations include the following:-

Staff

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

Students

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

Attendance

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 115 of this handbook.

Overview of Senior Sophister Year 2017/18

Module	Course	ECTS
SS4700	Perspectives on Social Work Contemporary Discourses in Social Work	5
SS4750	Social Work and Groupwork	5
SS4740	Social Work, Mental Health & Addictions a) Mental Health b) Addictions c) Child and Adolescent Mental Health	5
SS4730	Social Work and Equality Issues	5
SS4710	Social Work and Social Systems a) Social Work Management and Organisations b) Professionalism and Practice Issues in Social Work c) Social Work and Human Rights	5
SS4720	Social Work and Childcare a) Direct Work with Children b) Children in Care c) Children, Families and Social Support d) The Adoption Triangle	10
SS4799	Senior Sophister Placement	20
SS4760	Social Work Practice a) Skills Workshops b) Integrating Seminars c) Practice Project	15
SS4999	General Paper	5

Module Outlines

SS4700 Perspectives on Social Work

Contemporary Discourses in Social Work

Ms Aileen Mulvihill

Module Aims and Content

In this module, students will be introduced to historical and contemporary critical discourses in social work. Through a combination of presentations, lectures and class-based exercises, students will consider the relevance of these ideas and perspectives and their application to fields of practice and theories of social work practice.

The aims of the module are to enable students:

- To develop an understanding of how our personal experiences and professional frameworks for practice evolve and interact and how to manage this in a professional and ethical manner.
- To examine the historical influence of movements such as feminism, anti-racism and radicalism on the development of social work.
- To identify and describe contemporary critical perspectives in social work and their uses as frames of reference and analysis for social work practice.
- To further develop an understanding of the relationships between social work theory, knowledge and practice, research and evidence.
- To explore the societal, organizational and ethical parameters of practice.

Learning Outcomes

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

- Describe the historical antecedents of at least two current critical perspectives (CORU Domain 1 and 4).
- Describe the main features of at least one perspective relating this both to named theorists and its specific relevance to social work practice (CORU Domain 1 and 4).
- Assess and critically evaluate one perspective in relation to both its benefits and disadvantages as a lens through which to view their own initial personal framework for practice (CORU Domain 4 and 6)
- Identify how context, role and mandate impact on practice within different societal and organizational settings (CORU Domain 5 and 6).

Assessments

Students will be required to participate in class exercises and read selected articles, followed by examination in May 2018.

General Reading (** = Essential reading; Others = Recommended texts)

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

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

**Stevenson, O. (2013) *Reflections on a life in social work: a personal and professional memoir*. Hinton House: Buckingham.

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

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

Recommended Journals

British Journal of Social Work (BJSW)

Critical Social Policy

Qualitative Social Work

1. Introduction

An overview of the module. Explanation and guidance on the assignment for the course.

- The distinction between practice theory, explanatory theory and perspective.
- A review of frameworks for analysing social work theory and practice.
- Distinctions between positivist and social constructionist perspectives.

Neoliberalism and marketisation

**Whittington, C. (2013) *Contrasting philosophies and theories of society in social work: paradigms revisited*. Greenwich Working Paper.

Connell, R. (2011) The neoliberal parent: mothers and fathers in market society. Chapter Three in *Confronting Equality: Gender, Knowledge and Global Change*. Cambridge: Polity Press.

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

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

2. What is Theory? What is Evidence?

** Munro, E. and Musholt, K. (2014) Neuroscience and the Risks of Maltreatment. *Child and Youth Services Review*, 47 (1), 18 - 26.

** Wastell, D. & White, S. (2012) Blinded by neuroscience? Social policy, the family and the infant brain. *Families, Relationships and Societies*, 1 (3), 397 – 414.

***Rutter, M. (2002) Nature, Nurture and Development: from Evangelism through Science towards Policy and Practice. *Child Development*, 73 (1), 1 – 21.

3. Modern and Post-modern Perspectives

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

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

Parton, N. (2007) Social Work Practice in an Age of Uncertainty. Chapter Seven, in Witkin & Saleebey *Social Work Dialogues*, opp cit.

4. Social Constructionist / Postmodernist Approaches to Practice

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

**Iversen, R.R., Gergen, K. & Fairbanks, R.P. (2005) Assessment and Social Construction: Conflict or Co-Creation? *BJSW*, 35, 689 – 708.

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

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

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

5. From radical to critical: what's the difference?

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

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

Adams, R., Dominelli, L. & Payne, M. (2005) *Social Work Futures: crossing boundaries, transforming practice*. Chapter 1: Transformational Social Work. Basingstoke: Palgrave.

Stepney, P. (2006) Mission impossible? Critical practice in social work. *BJSW*, 1289-1307.

Website: <http://radical.org.uk/barefoot/casecon.htm>.

Website: <http://www.criticalsocialwork.com/>

6. Gender, Feminism and Social Work

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

** Goldberg, M. (2014) What is a woman? The dispute between radical feminism and transgenderism. *The New Yorker*, Aug 2014, 24-28.

Connell, R. (2011) Steering towards equality? How Gender Regimes Change inside the State. Chapter Two in *Confronting Equality: Gender, Knowledge and Global Change*. Cambridge: Polity Press.

Connolly, L. & O'Toole, T. (2005) *Documenting Irish Feminisms: The Second Wave*. Cork: Woodfield Press.

McRobbie, A. (2009) *The aftermath of feminism: gender, culture and social change*. London: Sage.

Mulvihill, A, Walsh, T. (2013) Pregnancy loss in rural Ireland: an experience of disenfranchised grief, *British Journal of Social Work* (2013) 1–17
doi:10.1093/bjsw/bct078]

Journals: *Feminist Review; Feminist Studies; Feminist Theory*.

7. Gender, Masculinities and Social Work

** Connell, R. (2011) Change among the gatekeepers: men, masculinities and gender equality.

Chapter One in *Confronting Equality: Gender, Knowledge and Global Change*. Cambridge: Polity Press.

Pease, B. (2011) Men in Social Work: challenging or reproducing an unequal gender regime? *Affilia*, 26 (4), 406-418.

Scourfield, J. (2002) Reflections on Gender, Knowledge and Values in Social Work, *BJSW*, 32, 115.

Christie, A. (2006) Negotiating the uncomfortable intersections between gender and professional identities in social work. *Critical Social Policy*, 26 (2), 390-411.

Featherstone, B., Rivett, M. & Scourfield, J. (eds.) (2007) *Working with men in health and socialcare*. London: Sage.

Walsh, T. (2010) Therapeutic options in Child Protection and Gendered Practices in

Featherstone, Hooper, Scourfield and Taylor , *Gender and Child Welfare in Society*, London,

Wiley, 2010, pp273 - 300,opp cit.

Journals: *Gender Issues; Men and Masculinities*

8. Anti-racist social work in a transnational globalised world

**Hubinette, T. & Tigervall, C. (2009) To be Non-white in a Colour-Blind Society: Conversations with Adoptees and Adoptive Parents in Sweden on Everyday Racism. *Journal of Intercultural Studies*, 30 (4), 335 – 353.

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

Chambon, A., Schroer, W and Schweppe, C. (2012) *Transnational Social Support*. London: Routledge.

Christie, A. (2012) *White Children First?* Whiteness, child protection policies and the politics of 'race' in Ireland. Chapter 6, in D. Lynch and K. Burns (eds) *Childrens Rights and Child Protection. Critical Times, critical issues in Ireland*. Manchester: Manchester University Press.

Christie, A. & Walsh, T. (forthcoming) Irish social work in a globalized world. Chapter in Christie, A., Featherstone, B., Quin, S and Walsh, T (eds) *Social Work in Ireland: changes and continuities*. Basingstoke: Palgrave/Macmillan.

Walsh, T., Wilson, G. & O'Connor, E (2010) Local, European and Global: An Exploration of Migration Patterns of Social Workers into Ireland, *British Journal of Social Work*, 40 (6), 1978-1995.

Walsh, T. (2013) Special Issue of *Irish Social Worker* on Information and Communication Technologies in Social Work. Guest editor, 52 pages.

9. Social justice in a transnational globalised world: The Capabilities Approach

Morris, P.M. (2002) The Capabilities Perspective: a Framework for Social Justice. *Families in Society*, 83 (4), 365 - 373.

Nussbaum, M. (2010) *Creating Capabilities.: The Human Development Approach*. Boston: Harvard University Press.

Sen, A., (2010) *The Idea of Justice*. New York, Allen Lane.

10 . Review, Reflection and Action

** Fook, Jan and Askeland, Gurid Aga , (2007) 'Challenges of Critical Reflection: 'Nothing Ventured, Nothing Gained'', *Social Work Education*, 26:5, 520 – 533

** Stevenson, O. (1999) *Growing Older: what is it like? Personal and professional reflections*. London: Counsel and Care. Memorial Lecture.

** Walsh, T. (2010) Chapters Two (ethics, public service and practitioners' responsibilities) and Three: (The solution-focused helper: a conceptual model for health and social care professions). *The Solution-Focused Helper: ethics and practice in health and social care*. Basingstoke: Open University Press.

SS4710 Social Work and Social Systems

This second semester module explores the links between agencies, service delivery and the wellbeing of workers and service-users. It comprises three sections, which focus on different aspects of this relationship:

- A. Social Work Management and Organisations
- B. Professionalism and Practice Issues in Social Work
- C. Social Work and Human Rights

Assessment of sections B and C is by annual examination.

A question on section A will be included in the General Paper examination.

Learning Outcomes are outlined in each section below.

A. Social Work Management and Organisations

Martin McCormack

Overview

This 6-hour section of the module is concerned with understanding the management and operation of social service organisations, and the importance of effective management for service delivery. An additional two hour seminar on ICT in Health and Social Care will be provided. Further details on this special seminar will be provided in class.

Module Content

- Understanding the organisational environment.
- Public sector consumerism and its impact on social service provision.
- Quality Management in the delivery of social services.
- Relationships, structures and effective communication.
- Service Planning and programme development.
- Governance and the role of evaluation in organisations.

Opportunities to consider how these concepts are relevant to practice experience will be provided in class.

Learning Outcomes:

At the end of this module students will be able to apply the concepts dealt with in this section to an analysis of their placement agencies.

Assessment

This section of the module is assessed in the General Paper annual examination.

Essential Reading

- Carney, M. (2006) *Health Service Management: Culture, Consensus and the Middle Manager*. Oak Tree Press.
- Coulshed, V. and Mullender, A. (2006) "Management in social work" 3rd edition. BASW. London: Palgrave Macmillan
- Drucker, P. (1990) *Managing the Non-Profit Organisation: practices and principles*. Oxford: Butterworth - Heinemann.
- Eliassen, K.A. & Kooiman, J. (Eds) (1993) *Managing Public Organisations*. London: Sage.
- Ginter, P.M., Swayne, L.E. and Duncan, W.J. (2002) *Strategic Management of Health Care Organizations*. Oxford: Blackwell Business
- Hanford Letchfield, T and Lawler, J (2013) *Perspectives on Management and Leadership in Social Work*.
- Ovretveit, J. (1992) *Health Service Quality: An introduction to quality methods for health services*. Oxford: Blackwell Scientific.

B. Professionalism and Practice Issues in Social Work

Assistant Professor Gloria Kirwan: kirwangm@tcd.ie

Overview

This section of the module considers the meaning(s) of professionalism in social work and how professionalism within social work can be adjust to a changing practice landscape within which can be found increasing levels of external oversight and expectations of public accountability. Through the lens of professionalism this section of the module also explores the transitional journey from student to registered social worker and considers what is known about how social workers experience the interface between their personal lives, the workplace and their social work role.

Firstly, the module introduces students to the concept of professionalism and examines the theoretical perspectives related to it. Role expectations, potential role conflicts and the emerging concept of 'new professionalism' are explored against the backdrop of the introduction of social work registration in Ireland. Secondly, key themes are explored in occupational health, welfare and safety and their application to the workplace and to social work practice in particular. Skills used by social workers to navigate the complexities of service delivery such as mediation, conflict resolution and stress management are presented.

This section of the module also explores the literature on issues such as professional judgement, autonomy in decision-making and fitness to practise. The ethical basis of social work is critically examined including the usefulness of written codes of conduct/ethics. The introduction into Ireland of professional registration is charted and international experience is drawn on to explore the implications of regulation for social work practice in the Irish context. The relevance of continuing professional development and its relationship to practice is considered.

Social workers maintain records and information related to service users and this section of the module addresses issues such as data protection legislation, freedom of information rights, confidentiality and general theory on good recording practices.

Learning Objectives

On completion of this module, students will be able to

- Explain what is meant by professionalism, professional identity and related terminology;
- understand the complexity of professional decision-making, autonomy and accountability in social work practice;
- understand the benefits of continuing professional development and professional supervision;
- critique the value and purpose of professional regulation;
- identify signs, symptoms and risk factors related to occupational stress and safety in social work practice;
- distinguish between different approaches to managing occupational pressure, stress management and stress reduction;
- distinguish between different styles of conflict management;
- identify situations in which the use of mediation skills is appropriate;
- work within the law in terms of record keeping and data management in the work context.

Assessment

This section of the module is assessed in the annual examination.

Recommended Readings

Professional Practice and Social Work

Association of Social Work Registration Boards (2015) *Model Regulatory Standards for Technology and Social Work Practice. Report of the International Technology Task Force, 2013-2014*. Available at: <https://www.aswb.org/wp-content/uploads/2015/03/ASWB-Model-Regulatory-Standards-for-Technology-and-Social-Work-Practice.pdf>

- Banks, S. (2004) *Ethics, Accountability & the Social Professions*. Palgrave/MacMillan.
- Beckett, C. & Maynard, A. (2005) *Values and Ethics in Social Work: An Introduction*. London: Sage.
- Boland-Prom, K.W. (2009) 'Results from a national study of social workers sanctioned by licensing boards'. *Social Work*, October 2009, 54(4): 351-360.
- Brady, E. (2011) 'Child Protection Social Work and Continuing Professional Development'. *Irish Social Worker*, Summer 2011, pp. 2 – 7.
- Brady, E. (2014) Child protection social workers' engagement in continuing professional development: An exploratory study. *Social Work Education: The International Journal*, 33(6), 819-834.
- Charleton, M. (2007) *Ethics for Social Care in Ireland: Philosophy and Practice*. Dublin: Gill & MacMillan.
- Connolly, M. & 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 & Practice for a Changing Profession*. Cambridge: Polity Press.
- Halton, C., Powell, F. and Scanlon, M. (2015) *Continuing Professional Development in Social Work*. Bristol: Policy Press.
- Harding, T. and Beresford, P. (1996) *The standards we expect: what service users and carers want from social service workers*. London: National Institute for Social Work.
- Kirwan, G. (2012) Continuing Professional Development: Examining the Basics, *Irish Social Worker*, Spring, 2012, p2 – 7.
- Kirwan, G. & Mc Guckin, C. (2014) Digital Natives or Digitally Naive? E-professionalism and Ethical Dilemmas Among Newly Graduated Teachers and Social Workers in Ireland. *Journal of Technology in Human Services*, 32(1), pp119 - 132
- Kirwan, G. and Melaugh, B. (2015) Taking Care: Criticality and Reflexivity in the Context of Social Work Registration, *British Journal of Social Work*, April 2015, 45(3), pp. 1050-1059.
- Lishman, J. (1998) 'Personal and Professional Development' Ch. 7 in Adams, R., Dominelli, L. and Payne, M. (eds) *Social Work: Themes, Issues and Critical Debates*. London: MacMillan.
- Phelan, J.E. (2007) 'Membership expulsions for ethical violations from major counseling, psychology, and social work organizations in the United States: a 10-year analysis'. *Psychological Reports*, Aug 2007, 101(1): 145-152
- O'Hagan, K. (Ed.) (1996) *Competence in Social Work Practice: A Practical Guide for Professionals*. Jessica Kingsley Publishers.

- Parker, J. and Doel, M. (Eds.)(2013) *Professional Social Work*. London: Learning Matters/Sage.
- Pollack, D. and Marsh, J. (2004) 'Social work misconduct may lead to liability', *Social Work*. Vol 49.
- Reamer, F.G. (2003) *Social Work Malpractice and Liability: Strategies for Prevention*. New York: Columbia Press.
- Reamer, F.G. and Shardlow, S.M.(2006) 'Ethical Codes of Practice in the US and UK: one profession two standards'. *Journal of Social Work Values and Ethics*, 6(2).
- Stevens, M., Manthorpe, J., Martineau, S., Hussein, S., Rapaport, J. & Harris, J. (2010) 'Making Decisions about Who Should Be Barred from Working with Adults in Vulnerable Situations: The Need for Social Work Understanding'. *BJSW*, 40: 290-310.
- Taylor, B. (2010) *Professional Decision Making in Social Work Practice*. Exeter: Learning Matters.

Professionalism and Self-Care

- Anderson, D. G. (2000) Coping strategies and burnout among veteran child protection workers. *Child Abuse & Neglect*, Vol. 24(6), pp 839-848.
- Collins, S. (2015) Alternative Psychological Approaches for Social Workers and Social Work Students Dealing with Stress in the UK: Sense of Coherence, Challenge Appraisals, Self-Efficacy and Sense of Control, *British Journal of Social Work*, January 2015, 45(1), pp. 69-85.
- Davies, R. (1998) *Stress in Social Work*. London: Jessica Kingsley.
- Dempsey, M. and Halton, C. (2016) Construction of Peer Support Groups in Child Protection Social Work: Negotiating Practicalities to Enhance the Professional Self. *Journal of Social Work Practice*. Available at: <http://www.tandfonline.com/doi/pdf/10.1080/02650533.2016.1152958?needAccess=true>
- Gambrill, E. (1997) 'Maintaining skills and staying happy in your work' ch. 25 in *Social Work Practice: A Critical Thinker's Guide*. N.Y.: Oxford Uni Press.
- Gibbs, J.A (2001) 'Maintaining front-line workers in child protection: A case for refocusing supervision'. *Child Abuse Review*, 10(5), pp 323-335.
- Huxley, P., Evans, S., Gately, C., Webber, M., Mears, A., Pajak, S., Kendall, T., Medina, J. and Katona, C. (2005) Stress and Pressures in Mental Health Social Work: The Worker Speaks. *British Journal of Social Work*, 35, pp. 1063-1079.
- Jack, G. and Donellan, H. (2010) Recognising the person within the developing professional: Tracking the early careers of newly qualified child care social workers in three local authorities in England, *Social Work Education*, 29(3), pp. 305-18.

Kim, H. and Stoner, M. (2008) Burn out and turnover intention among social workers: The effects of role stress, job autonomy and social support, *Administration in Social Work*, 32(3), pp, 5-25.

Lloyd, C., King, R. and Chenoweth, L. (2002) Social work, stress and burnout: A review. *Journal of Mental Health*, 11(3), pp. 255-265.

McLean, J. and Andrew, T. (2000) Commitment, satisfaction, stress and control among social services managers and social workers in the U.K. *Administration in Social Work*, 23(4), pp. 93-117.

Siebert, D.C. (2005) Personal and Occupational Factors in Burnout Among Practicing Social Workers: Implications for Researchers, Practitioners, and Managers. *Journal of Social Service Research*, 32(2), pp. 25-44.

Smith, M. (2001) 'The terrors of the night & the arrows of the day. Social workers' processes in the aftermath of murder'. *Journal of Social Work Education* 15(1), pp.57-65.

Storey, J. and Billingham, J. (2001) 'Occupational stress and social work'. *Social Work Education*, 20(6), pp 659-670.

Thompson, N. (2000) 'Facing the Challenge', Chapter 7 in *Understanding Social Work: Preparing for Practice*. Hampshire: Palgrave.

Thompson, N., Murphy, M. and Stradling, S. (1994) *Dealing with Stress*. London: Macmillan.

Record Keeping and Data Management Legislation (Gloria Kirwan)

Clark, C. and McGhee, J. (Eds.) (2008). *Private and Confidential? Handling personal information in the social and health services*. Bristol: The Policy Press.

Evans, T. and Harris, J. (2004). Citizenship, Social Inclusion and Confidentiality. *British Journal of Social Work*, 34, pp. 69-91.

Houghton, D.J. and Joinson, A.N. (2010). Privacy, Social Network Sites, and Social Relations. *Journal of Technology in Human Services*, 28, pp. 74-94.

Kelleher, D. and Murray, K. (1997). *Information Technology Law in Ireland*. Tottrell Publishing Ltd.

Lehne, F. and Weismann, P. (2014). The European Court of Human Rights and Access to Information. *International Human Rights Law Review*, 3, pp. 303-315.

O'Rourke, L. (2010). *Recording in Social Work: not just an administrative task*. Bristol: The Policy Press.

Relevant Websites:

IASW Code of Ethics: <https://www.iasw.ie/attachments/8b37e75a-26f6-4d94-9313-f61a86785414.PDF>

CORU Code of Professional Conduct and Ethics for Social Workers:
http://coru.ie/uploads/documents/typeset_Social_Worker_Code_Feb_2010.pdf

Office of the Data Protection Commissioner:
<https://www.dataprotection.ie/docs/Home/4.htm>

Office of the Information Protection Commissioner: <http://www.oic.gov.ie/en/>

C. Social Work and Human Rights

Eugene McCarthy

This section of the module provides an indepth review of the historical development of human rights over time as well as a detailed examination of the day to day operation and functioning of the main national and international human rights organisations incl the United Nations. In addition, by framing human rights in a social work context, it seeks to provide a practical and tangible tool-set to support social work practice. In this regard, particular emphasis was placed in the current year on the area of Economic Social & Cultural Rights (ESC) and the **International Convention on Economic Social & Cultural Rights**

Overview. This section of the module covers the following areas/issues:

- Definition of Human Rights
- Historical Overview
- UN Universal Declaration of Human Rights
- The UN Charter
- The Human Rights Council
- The International Bill of Human Rights
- International Convention on Civil & Political Rights
- International Convention on Economic Social & Cultural Rights
- Justicability of Rights
- Doctrine of Progressive Realisation of rights
- International Court of Justice
- Human rights In Europe (EU & Council of Europe)
- European Convention on Human Rights (ECHR)
- European Court of Human Rights

Human Rights in Ireland

- Review of Ireland's progress to date (ESC Rights) (Universal Periodic review 2016)
- Irish Human Rights Organisations – (incl. Shadow Reports).

- Irish Human Rights & Equality Commission (IHREC)
- IHREC as Amicus Curiae
- Irish Human Rights & Equality Act 2014.
- Public Interest Litigation
- The Irish Legal System/ Irish Constitution
- Rights/Unenumerated Rights
- European Court of Human Rights – Irish Cases
- European Convention on Human Rights Act 2003

Womens Rights

- The UN & Women’s Rights Historical Overview.
- UN Convention on the Elimination of Discrimination Against Women (CEDAW)
- 1980 – Beijing + 20
- UN and Women’s Rights in Ireland (UN Observations March 2017)
- Irish Government National Women’s Strategy 2007-2016 & 2017-2020.
- EU Justice & Gender Equality
- EU Strategic Engagement for Gender Equality 2016-2019.
- Use of Reverse Discrimination & Gender Quotas

Childrens Rights

- The UN Convention on the Rights of the Child
- Best Interest of the Child.
- Giving a Voice to Children – Participation & Right to be Heard
- Ireland and the UN – Childrens Rights Review 2016
- The 31st Amendment to the Constitution 2012. Children – Article 42A
- Relevant NGO Agencies in Ireland Children’s Rights Alliance
- Reports of the Special Rapporteur on Child Protection 2006-2016
- Office of the Ombudsman for Children
- Role of HIQA
- Children and the EU.
- Criminal Justice (Withholding of Information on Offences Against Children & Vulnerable Persons) Act 2012 - Overview.

Human Rights -Disability

- UN Convention on the Rights of Persons with Disabilities (CRPD)
- Ireland’s Failure to Ratify Convention
- Overview of Relevant State & NGOs
- Assisted Decision making (Capacity) Act 2015
- European Commission and Disability: Disability Strategy 2010-2020

Assessment

This section of the module is assessed in the annual examination.

SS4750 Social Work and Groupwork

Frank Mulville mulvillefrank@gmail.com

Overview

Groupwork is an effective medium for working with people, as clients and community groups, in a variety of settings and it can take a number of distinctive forms. This module offers students an overview of the principles, methods and uses of Groupwork practice. Different Groupwork approaches and methods will be considered. Specific attention will be given to the role of the social worker as facilitator / leader.

The module includes an experiential learning element, where students will be encouraged to draw on their own experiences, as individuals, small group members and social work class members.

Module Content

- Look at the origins of Groupwork and its development as a method of social work practice
- Groupwork principles
- Models of Groupwork
- Skills and methods in Groupwork
- Group dynamics and communication processes, conscious and unconscious roles in groups.
- Therapeutic and supportive factors possible from Groupwork.
- Facilitation and Co-facilitation/Leadership from the facilitator and within the group.
- Dealing with conflict in groups
- Dealing with issues such as gender, culture and disability in groups
- Ethical issues
- Recording and evaluation.

Learning Outcomes:

On completion of this module, students will be able to

- distinguish between the basic theories and models of groupwork
- explain the processes that influence how groups function
- identify the skills and knowledge required by groupwork practitioners
- assess the presence of indicators for the use of groupwork in professional practice
- apply groupwork theory across a range of social work activities
- evaluate the effectiveness of groupwork as a method within social work practice

- have had the opportunity to explore and develop an awareness of their own functioning in groups, both as member as facilitator/leader

Assessment

Assessment is by a Groupwork Project or assignment, conducted in small groups, of a maximum of three students, based on observation and analysis of a real-life group. Projects may be presented in class. Recommended word length: 5,000 words

This project involves observation, analysis and evaluation of a 'real-world' group. The group may be run for therapeutic, self-help, educational, community development or other purposes.

Guidelines:

- The project should be undertaken in groups of two or three, and it is recommended that students reflect on the make-up of their small group prior to starting their work together.
- The responsibilities of your small group members should be clearly established.
- Discuss your initial project proposal with Frank Mulville before observing your chosen group.
- When negotiating access to a group, feel free to use placement / personal contacts and goodwill with services or users, but be sensitive about boundaries.
- Respect the feelings of group members and facilitators. Negotiate the project with care and avoid leaving subjects feeling frustrated, used or abandoned.
- Be prepared to present your project outline in class.

Format

The project should include sections on the following:

- Introduction: objectives; issues / themes to be explored
- Nature of the group observed; membership; social / agency context
- Reasons for the group's formation & for its particular groupwork approach
- Groupwork theory most relevant to your analysis of this group
- Methods you used for observation and analysis; how you divided the work between you.
- Description (with examples) of the group sessions observed
- Analysis and evaluation of the group process observed.
- Conclusions for group work / social work in general.
- Your individual and small / task group learning from this project.
- Overall conclusions or recommendations

Essential Reading

Douglas, T. (2000) *Basic Groupwork*. 2nd ed. London: Routledge.

Yalom, I. (2005) *The Theory & Practice of Group Psychotherapy*. 5th ed. Basic Books

Benson, J.F. (2001) *Working Creatively with Groups*. 2nd ed. London: Routledge

Hough, M. (2010) *Counselling Skills and Theory*. Hodder Education

Stock-Whitaker, D. (2001) *Using Groups to Help People*. 2nd ed. London: Routledge.

Further Reading

Benson, J.F. (2001) *Working More Creatively with Groups*. 2nd ed. London: Routledge

Chazan, R. (2001) *The Group as Therapist*. London: Jessica Kingsley

Corey, G. (2012) *Theory & Practice of Group Counseling*. Brooks Cole. 8th ed. (earlier editions are useful also).

Drysdale, J. and Purcell, R. (1999) 'Breaking the culture of silence: groupwork & community development' *Groupwork*, 11(3), pp. 70-87.

Preston-Shoot, M. (2007) *Effective Groupwork*. 2nd ed. Palgrave

Bertcher, H. and Maple, F. (1996) *Creating Groups*. Sage.

Broad, B. (1993) 'Back to Basics: social justice and users rights in social work and groupwork' *Social Action*, 1(4).

Brown, A. (1992) *Groupwork*. 3rd ed. Aldershot: Ashgate.

Brown, A. (1997) 'Groupwork' in M. .Davies (ed), *The Blackwell Companion to Social Work*. Blackwell Publishers. pp: 223-230.

Butler, S. and Wintram, C. (1991) *Feminist Groupwork*, Sage.

Crawford, C. and Bamford, D. (1998) 'Groupwork Interventions with Sex Offenders: an exercise in deviancy amplication?' *Counselling*, August edition pp. 225-227

Crimmens, P. (1998) *Storymaking & Creative Groupwork with Older People*. London: Jessica Kingsley

Donigan, J. and Hulse-Killacky, D. (1999) *Critical Incidents in Group Therapy*. 2nded. CA: Wadsworth.

Douglas, T. (1976) *Groupwork Practice*. London : Tavistock.

Douglas, T. (1991) *Handbook of Common Groupwork Problems*. London: Routledge.

Greif, G.L. and Ephross, P.H. (1997) *Group work with Populations at Risk*. Oxford UP.

- Harrison, M. and Ward, D. (1999) 'Values as Context: Groupwork and social action' *Groupwork*, 11(3), pp.88-103.
- Heap, K. (1985) *The Practice of Social Work with Groups*. Allen and Unwin.
- Henry, S. (1992) *Group Skills in Social Work: four-dimensional approach*. Brooks Cole
- Hickson, A. (1997) *The Groupwork Manual*. Bicester: Winslow
- Jacobs, E., Harvill, R.L. and Masson, R.L. (2002) *Group Counselling: strategies & skills*. Brooks Cole
- Kerslake, A. (ed) (1995) *Readings on Groupwork Interventions in Child Sexual Abuse*. London: Whiting & Birch Ltd.
- Kurtz, L.F. (1997) *Self-Help and Support Groups: a handbook for practitioners*. Sage.
- Lyons, A. (1997) 'The role of groupwork in counselling training', *Counselling*, pp.211-215
- McCaughan, N. (ed)(1978) *Groupwork: learning and practice*. Allen & Unwin.
- Mitchell, F. et al (1998) 'Supporting relatives of adults with chronic mental illness in the community: a comparative evaluation of two groups' in *Practice*, 10(4), pp. 15-26.
- Mullender, A. and Ward, D. (1991) *Self-Directed Groupwork: users take action for empowerment*. London: Whiting & Birch.
- Northern, H. and Kurland, R. (2001) *Social Work with Groups*. 3rd ed. Columbia U.P.
- Preston-Shoot, M. (2007) *Effective Groupwork*. 2nd Ed. Basingtoke: Palgrave MacMillan.
- Reid, K. (1997) *Social Work Practice with Groups: clinical perspective*. 2nd ed. Brooks Cole
- Rose, R. (1998) *Group work with Children and Adolescents: prevention and intervention in school and community systems*. Sage
- Sharry, J. (2000) 'The strength of groups: the strengths-based therapeutic factors in effective groupwork' in *Irish Social Worker*, 18(1), Summer.
- Sharry, J. (2001) *Solution Focused Groupwork*. London: Sage.
- Stallard, P. and Dickinson, F. (1994) 'Groups for parents of pre-school children with severe disabilities' in *Child: care, health and development*, 20, pp. 197-207.
- Tomasulo, D.J. (2001) *Action Methods in Group Psychotherapy: practical aspects*. London: Accelerated Development.
- Vinogradov, S. and Yalom, I. (1989) *Group Psychotherapy*. American Psychiatric Press.

Walsh, D. (1993) *Groupwork activities: the resource manual for everyone working with elderly people*. Bicester: Winslow.

Ward, D. (1998) 'Groupwork' ch. 12 in R. Adams, L. Dominelli & M. Payne (eds), *Social Work: Themes, Issues and Critical Debates*. MacMillan. pp : 160-172.

Wetherell, M. (ed)(1997) *Identities, Groups and Social Issues*. London: Sage

Wilson, J. (1995) *How to work with self help groups: guidelines for professionals*.
Arena

Recommended Journals:

Groupwork

Social Work with Groups

Suggested Website:

Infed.org

This 28-hour module comprises three sections:

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

Overall Module Aims

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

- develop a critical appreciation of changing trends in mental health policy and provision;
- sharpen their understanding of the major psychiatric disorders and the impact which these disorders have on sufferers, families and the wider society;
- look specifically at alcohol and drug-related problems, their management within the mental health system and their management by generic social workers;
- gain an understanding of what social work can contribute to formal mental health services *and* an understanding of how a mental health/addiction perspective may be applied in generic - and particularly in child welfare and protection - social work settings.

Overall Module Learning Outcomes:

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

- an understanding of the contentious nature of 'mental illness' as a concept, and of the difficulties involved in multidisciplinary work where different professionals operate from different ideological perspectives;
- an awareness of the ongoing stigmatisation and social exclusion of people labelled as 'mentally ill', despite the apparent acceptance and implementation of 'community care' and 'recovery' policies in the mental health sphere;
- an appreciation of the complexity involved in the involuntary admission to hospital of psychiatric patients, and of the difficulties in balancing individual liberties against personal / communal safety;
- a basic grasp of how psychiatrists assess and diagnose patients;

- a knowledge of the signs and symptoms of the major illness categories, their putative causation and treatments of choice;
- an understanding of the contribution which social work can make to specialist mental health services, and an understanding of how social workers in generic settings can apply a mental health perspective in these settings;
- a knowledge of the main issues which arise in alcohol and illicit drug policy;
- a basic knowledge of addiction counselling models;
- an understanding of how parental addiction and mental health problems impact on children and on how social workers can intervene in such problems.

Teaching Methods

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

Assessment

The module will be assessed by means of an end-of-year exam, details of which will be discussed towards the end of the module.

A. Mental Health

Assistant Professor Gloria Kirwan kirwangm@tcd.ie

Section A: Overview

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

- an understanding of the contentious nature of 'mental illness' as a concept, and of the difficulties involved in multidisciplinary work where different professionals operate from different ideological perspectives;
- an awareness of the ongoing stigmatisation and social exclusion of people labelled as 'mentally ill', despite the apparent acceptance and implementation of 'community care' policies in the mental health sphere;
- knowledge of the legal basis of involuntary detention in mental treatment centres and the challenges involved in balancing individual liberties against personal / communal safety;
- a knowledge of the current national mental health policy and the challenges involved in delivering on its recovery-oriented agenda;

- a knowledge of the signs and symptoms of the major illness categories, their putative causation and treatments of choice;
- an understanding of the contribution which social work can make to specialist mental health services, and an understanding of how social workers in generic settings can apply a mental health perspective in these settings;
- understand the issues involved in supporting service users and those in 'carer' roles and the relevance of promoting the involvement of service users at every level in the design, delivery and evaluation of service systems;
- appreciate the value of applying a mental health perspective to issues of child welfare and protection.

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

Lecture 1:

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

Lecture 2:

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

Lecture 3:

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

Lecture 4:

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

Lecture 5:

- Participation of service users

Lecture 6:

- The social context – families/parenting/older people

Lecture 7:

- The social context – homelessness/poverty

Lecture 8:

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

Useful Websites:

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

Irish Mental Health Services – past and present

Past:

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

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

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

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

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

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

Present:

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

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

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

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

Role of the Mental Health Social Worker

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

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

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

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

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

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

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

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

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

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

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

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

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

Models of mental distress

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

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

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Readings related to specific mental disorders

Schizophrenia

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

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

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- Sheppard, M. (1999), 'Maternal depression in child and family care' In Ulas, M. and Connor, A. (Eds.), *Mental Health and Social Work*. London: Jessica Kingsley.
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- Kielty, J. et al. (2014), 'Psychiatric and psycho-social characteristics of suicide completers: a comprehensive evaluation of psychiatric case records and postmortem findings'. *Irish Journal of Psychological Medicine*, 32, 167-176.
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- Trimble, T., Hennigan, B. and Gaffney, M. (2012). 'Suicide prevention: coping, support and transformation'. *Irish Journal of Psychology*, 33, 115-121.

Anxiety Disorders

- Meyer, R. and Osborne, Y. (1996) *Case Studies in Abnormal Behaviour* (Ch. 3: 'The Anxiety Disorders'). Boston: Allyn and Bacon.
- Rachman, S. (2004). *Anxiety (2nd ed.)* (Hove: Psychology Press).

Organic Disorders of Older People

- Pierce, M., Cahill, S. and O'Shea, E. (2013). 'Planning Dementia Services: new estimates of current and future prevalence rates of dementia in Ireland'. *Irish Journal of Psychological Medicine*, 30, pp. 13-20.
- Moore, D. and Jones, K. (2013). *Social Work and Dementia*. (London: Sage).
- Lawrence, V., Fossey, J., Ballard, C. et al. (2012). 'Improving quality of life for people with dementia in care homes: making psychosocial interventions work'. *British Journal of Psychiatry*, 201, pp. 344-351.

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Killick, J. and Allan, K. (2001). *Communication and the Care of People with Dementia*. Buckingham: OUP.

James, O. (2008). *Contented Dementia*. London: Vermilion.

Ballard, C., Corbett, A. and Howard, R. (2014). 'Prescription of antipsychotics in people with dementia', *British Journal of Psychiatry*, 205, pp. 4-5.

B. Addictions

Mr Aidan McGivern

Section B Module Aims

The aims of this section of the module are to assist students to:

- have a wider understanding of the nature of addiction in its various forms and the different models for treatment that are in operation
- formulate addictions in the context of mental health/mental illness and dual diagnosis
- be better able to assess the presence of addiction and to critically assess such assessments
- gain an understanding of the links between depression, anxiety, trauma and other mental health issues in the development of addictions and in complicating treatment attempts
- develop a critical appreciation of changing trends in addiction policy and provision;
- sharpen their understanding of the various manifestations of addiction and a greater understanding of the impact they have on sufferers, families and the wider society;
- look specifically at alcohol and drug-related problems, and their management by generic social workers;
- gain a realisation of what social work can contribute in general and in specific to the amelioration of suffering for all adversely affected by addictions and an understanding of how an addiction perspective may be applied in generic - and particularly in child welfare and protection - social work settings
- hone interviewing and counselling skills necessary for working with people enmeshed in addiction such as the techniques involved in Brief Interventions and Motivational Interviewing
- garner a deeper knowledge of family dynamics in addiction and the different forms of interventions for family members
- appreciate the short and long term impacts on children while at the same time appreciating that 'one size does not fit all' and to understand the strengths perspective in Social Work and the importance of resilience

Teaching Methods

The module will be taught in seminar format. Active participation is required. Case studies will be used throughout. More reading may be suggested during the teaching sessions.

Themes of the four seminars;

1. All about Addiction – What is addiction and what is mental health/mental illness, Addiction in Ireland, Signs and symptoms, How to assess, Policy issues, Different forms of Addiction, Abstinence v Harm Reduction, Case studies, Statistics and Distribution, Current controversies, Are drugs different from alcohol? Process addictions, Working with specific populations and specific difficulties, Role of Social Work - an introduction
2. Treatment Modalities - Medical Model, Bio/psycho/social model, Confrontation/Reality therapy, 12 step Programmes, Group v Individual therapy, Methadone maintenance and harm reduction, Self-help, Detoxification, Motivational Interviewing and Brief Interventions, Dual Diagnosis, Labelling, Strengths and resilience and more
3. Social Work with Addiction – Improving confidence in interventions, Case Studies, Skills seminar using principles of Motivational Interviewing and Brief Interventions, what is 'recovery', when does a case close?
4. Impact on family and children and family dynamics, Codependence, enabling and tough love: a critique of terms used, the 5 step approach, Craft: Community Reinforcement approach, does addiction cause family distress or is it the other way around? Impact on next of kin, and children, Case studies)

Section B Learning Outcomes

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

- A critical understanding of the contentious nature of 'addiction' and 'mental health' as concepts, and of the difficulties involved in multidisciplinary work where different professionals operate from different ideological perspectives;
- an awareness of the ongoing stigmatisation and social exclusion of people labelled as 'addicted';
- a knowledge of the signs and symptoms of addiction, its putative causation and treatments of choice;
- an understanding of the contribution which social work can make to addiction services, and an understanding of how social workers in generic

settings can be more involved with helping people suffering from addiction in such settings;

- a knowledge of the main issues which arise in alcohol and drug policy;
- a basic knowledge of addiction counselling models and skills;
- an understanding of how parental addiction and mental health problems impact on children and on how social workers can intervene in such problems.

Useful Websites

Alcohol Action Ireland	www.drinkhelp.ie
Department of Health & Children	www.dohc.ie
Drugs helpline (HSE)	www.drugs.ie
HRB National Documentation	www.drugsandalcohol.ie
Inebria	www.inebria.net
(International Network on Brief interventions for alcohol)	
National Service Users' Executive	www.nsue.ie
The Rise Foundation	www.therisefoundation.ie
(Recovery in a Safe Environment; for family members)	

Reading

Guidance as to how to use this list most efficiently will be provided at the beginning of Hilary Term

Adams, P. (1999), 'Towards a family support approach with drug-using parents: the importance of social worker attitudes and knowledge', *Child Abuse Review*, 8, 15-28.

American Psychiatric Association (2013), *Diagnostic and Statistical Manual of Mental Disorders* (5th edition). (Arlington, Virginia: American Psychiatric Association Publishing).

Anderson, P., Gual, A., Com, J., (2005) *Alcohol and Primary Health Care: Clinical Guidelines on Identification and Brief Interventions*. (Department of Health of the government of Catalonia: Barcelona)

Anderson, R., (2010) *Living with a Problem Drinker – your survival guide* (London: Sheldon Press)

- Annual 'Activities' Reports of Irish Psychiatric Services. (Dublin: Medico-Social / Health Research Board).
- Babor, T. et al. (2010), *Alcohol – no ordinary commodity: research and public policy*, 2nd ed. (Oxford University Press).
- Beattie, Melody (1992) *Codependent No More* (Hazelden).
- Bellrose, D., Carew, A M., AND Lyons S., (2011) *Trends in treated problem drug use in Ireland 2005 – 2010* (Dublin: Health Research Board)
- Butler, S. (2009), 'Obstacles to the Implementation of an Integrated National Alcohol Policy in Ireland: Nannies, Neo-Liberals and Joined-Up Government', *Journal of Social Policy*, 38, 343-359.
- Butler, S., (2002), 'Addiction Problems, Addiction Services, and Social Work in the Republic of Ireland', *Journal of Social Work Practice in the Addictions*, 2, 31-48.
- Butler, S., (2010), "Benign Anarchy: Alcoholics Anonymous in Ireland", (Irish Academic Press).
- Butler, S., and Loughran, H. (2015), "Substance Misuse and Social Work in Ireland: Must Do Better", (Chapter 12) in Christie, A. et al, "Social Work in Ireland - Changes and Attitudes", (Palgrave).
- Cohen., A., (Ed) (2008), "Delivering Mental Health in Primary Care – An evidence-based approach", (London: Royal College of General Practitioners).
- Department of Health and Children, (2012), *Steering group Report on a National Substance Misuse Strategy (alcohol)*, (Dublin).
- Drugs: education, prevention and policy (Vol. 17, Supplement 1, 2010). *The 5-Step Method: A Research-Based Programme of Work to Help Family Members Affected by a Relative's Alcohol or Drug Misuse*.
- Farren, C., (2011) *Overcoming Alcohol Misuse – a 28-day Guide* (Kite Books)
- Forrester, D. and Harwin, J. (2011), *Parents Who Misuse Drugs and Alcohol: Effective Interventions in Social Work and Child Protection*. (Chichester: Wiley-Blackwell).
- Forrester, D., McCambridge, J., Waissbein, C., Emlyn-Jones, R. and Rollnick, S. (2008). 'Child Risk and Parental Resistance: Can motivational interviewing improve the practice of child and family social workers in working with parental alcohol misuse?', *British Journal of Social Work*, 38, 1302-1319.
- Goldstein Juttel, A. (2011), *Putting a Name to It: Diagnosis in Contemporary Society*. (Baltimore: Johns Hopkins University Press).
- Higgins, A., and Mc'Daid., S., (Ed) (2014) "Mental Health in Ireland- Policy, Practice and Law", (Gill and MacMillan)

- Hohman, M. (2011), *Motivational Interviewing in Social Work Practice*. (London: Guilford).
- Hope, A. (2011), *Hidden Realities: Children's Exposure to Risks from Parental Drinking in Ireland*. (Letterkenny: North-West Alcohol Forum).
- Janzen, R. (2001) *The rise and fall of Synanon: A Californian Utopia* (Baltimore:John Hopkins Press)
- Lawrence-Jones, J. (2010), 'Dual Diagnosis (Drug/Alcohol and Mental Health): Service User Experiences. *Practice: Social Work in Action*, 22, 115-131.
- Lucey, J., (2014), *"In My Room"*, (Gill and MacMillan).
- McKeganey, N. (2011). *Controversies in Drugs Policy and Practice*. (Houndmills, Basingstoke: Palgrave).
- Mental Health Commission, Annual Reports.
- Miller, W. and Rollnick, S. (2012), *Motivational Interviewing: Helping People Change* (3rd ed.). London: Guilford Press.
- Miller, W., Forcehimes, A., and Zweiben, A., (2011), *"Treating Addictions; A Guide for Professionals"*, (London: Guilford Press).
- Miller, W., (2006), *Sacred Cows and Greener Pastures: Reflections from 40 Years in Addiction Research*, (*Alcoholism Treatment Quarterly*, 34:1, 92-115).
- Multidisciplinary Team Working: From Theory to Practice* (2006). (Dublin: Mental Health Commission).
- National Drugs Strategy (interim) 2009-2016*. (Dublin: Department of Community, Rural and Gaeltacht Affairs).
- O'Brien, C. (2011), 'Addiction and dependence in DSM-IV', *Addiction*,106, 866-867.
- Orford, J. et al., (2005), *Coping with Alcohol and Drug Problems: The Experiences of Family Members in Three Contrasting Cultures*. London: Routledge.
- Rapp, C. and Goscha, R. (2012), *The Strengths Model: A Recovery-Oriented Approach to Mental Health Services*. (Oxford University Press).
- Ramstedt, M., and Hope, A., (2005) 'The Irish drinking habits of 2002 – Drinking and drink-related harm in a European comparative perspective', *Journal of Substance Use* 10, 273-283
- Rhodes, T. and Hedrich, D. (2010), *Harm Reduction: evidence, impacts and challenges*. (Lisbon: European Monitoring Centre for Drugs and Drug Addiction).
- Rollnick, S., Mason, P., Butler, C., (1999) *Health Behavior Change – a Guide for Practitioners* (Churchill Livingstone)

Saleebey, D., (ed) (1997) *The Strengths Perspective in Social Work Practice* (2nd ed) (New York:Longman)

Specht, H. (1985). 'Managing Professional Interpersonal Interactions', *Social Work*, 30, 225- 230.

The College of Psychiatrists of Ireland (2012), *A consensus statement on the use of benzodiazepines in specialist mental health services*. (Dublin: College of Psychiatrists of Ireland).

Taylor, A. et al. (2008), 'Parental Alcohol Misuse in Complex Families: the implications for engagement', *British Journal of Social Work*, 38, 843-864.

Velleman, R. and Orford, J. (1999), *Risk and Resilience: adults who were the children of problem drinkers*. (Amsterdam: Harwood Academic).

C. Child and Adolescent Mental Health

Ms Susan Waterstone

This section of the module focuses on the social work role in child & adolescent mental health settings.

Section C Module Aims

The aim of this section of the module is to provide students with the opportunity to consider mental health issues relating to children and adolescents in their complexity. The module looks at the vulnerability of children and adolescents, at their developmental needs and rights, thus providing the rationale for a systems approach to assessment and intervention to ensure their mental health and wellbeing.

Teaching methods

This is a practice based module: Presentation of current practice material. The use of Film, Scenarios and Discussion to promote understanding, empathy and knowledge. Reflective practice. Handouts.

Section C Learning Outcomes

Students who participate in the sessions and read the handout material in conjunction with their chosen relevant reading will:

- Develop an understand of the complexity of the systemic prerequisites for mental health and well-being in children and adolescents.
- Have a knowledge of key mental health difficulties in childhood and adolescence, including knowledge of the issues relating to the classification of mental health difficulties.

- Have the ability to recognise mental health difficulties and be able to, appropriate to their social work role, assess and intervene with a systems approach.
- Understand the social work role in child and adolescent mental health.
- Have a knowledge of the structure of child and adolescent mental health services.
- Be aware of the findings supporting the need for multi-disciplinary working, and for client centred, integrated approaches.

Reading: Further optional references will be provided as appropriate.

Prerequisites for mental health and well-being in children and adolescents

Berg, I.K., (1994) *Family-based services: a solution-focused approach*. NY: Norton.

Bowlby, J., (2005) *The Making and Breaking of Affectional Bonds*. London: Routledge

Bowlby, J., (1998) *A secure base* Adingdon, Oxford Routledge

Bowlby, J., *Attachment and Loss Vol. 1 Attachment 2nd Edition* New York Basic Books

Byrne J. G. et al., (2005), *Practitioner Review: The contribution of Attachment theory to child custody assessments in Journal of Child Psychology and Child Psychiatry* 46: 2 [2005] pp 115-127

Child Care Act 1991

Crittendon, P.M., (1992) *Quality of Attachment in the Pre-school years- Development and Psychopathology* 4, 209-241

Daniels, B., Wassell, S and Gilligan, R. (1999) *Child Development for Child Care & Protection Workers*. Jessica Kingsley.

Fahey, T., (1999) *Social Housing in Ireland A study of Success, Failure and Lessons Learned*. Oak Tree Press

Houses of the Oireachtas Joint Committee on Health and Children, 7th Report July 2006, High Rate of Suicide in Ireland

Kelmer, Pringle, M., (1986) *The Needs of Children*. 2nd ed. Routledge.

McKeown, K., Fitzgerald, G., (2007) *Strengthening the Well-being of Young People*

Munro, E., (2011) *Review of Child Protection, Final Report*

Munro, E., *Avoidable and Unavoidable Mistakes in Child Protection Work* London LSE Research Articles online

Reformatory and Industrial School Systems Report 1970 Justice Eileen Kennedy

Roscommon Childcare Case: Report of the Inquiry Team to the H.S.E. 2010

Rutter, M. and Rutter, M., (1992) *Developing Minds: challenge and continuity across the life span*. Penguin.

Sheridan, M.D., (1997) *From Birth to 5 Years: Child Developmental Progress*. Routledge.

Sroufe, A.L., (2000) *Relationships, Development, and Psychopathology in Sameroff A.J. et al, Handbook of Developmental Psychopathology New York*

Stern, D. (2002) *The First Relationship*. Harvard University Press

The Report of the Independent Child Death Review Group 2012

Vision for Change, Expert Group on Mental Health Policy 2005

Waters, E., Mark Cummings, E., (2000) *A secure base from which to explore close relationships in Child Development, 1-13*

Winnicott, D.W., (1972) *The Maturation Process and the Facilitating Environment*. London: Hogarth.

Mental health difficulties in childhood and adolescence. Assessment and Intervention.

5th Annual Child and Adolescent Mental Health Service Report 2012-2013

Aarts, M. (2009) *Marte Meo Basic Manual, 2nd Edition*. The Netherlands: Aarts Productions

Carr, A. (1999a) *Handbook of clinical psychology: a contextual approach*. London: Routledge.

Carr, A. (ed) (1999b). *What works with children and adolescents*. Routledge.

Cutcliffe et al, 2013 *Routledge International Handbook of Clinical Suicide Research*

Dwivedi, K.N. and Prakash V. (1997) *Depression in Children and Adolescents*. London: Whurr.

Fox, C. and Hawton, K. (2004) *Deliberate Self Harm in Adolescence*. JKP

Goodyer, I.M. (2001) *The Depressed Child and Adolescent*. Cambridge

Le Grange, D. [1993] *Family Therapy for Adolescent Anorexia Nervosa Journal of Clinical Psychology In Session 55 727-739*

Lebowitz, E.R., et al (2013) *Parent Training for Childhood Anxiety Disorders: The SPACE Programme in Cognitive and Behavioural Practice*

Linehan, M.,(1993) *Cognitive Behaviour Therapy for Borderline Personality Disorder*

Miller, A.L. 2007 *Dialectical Behaviour Therapy with Suicidal Adolescents* New York Guilford

Nader 2013 *Assessment of Trauma in Youths*

Nath Dwivedi, Kadar (2004) *Promoting the Emotional Well-being of Children* Jessica Kingsley Pub.

Pryor, Karen (2002) *Don't shoot the dog* Ringpress Books

Rutter, M. and Hersov, L. (eds)(1985) *Child Psychiatry: modern approaches*. 2nd ed

Selekman, M.D. (1997) *Solution Focused Therapy with Children*. Guildford Press.

*Sharry, J., Madden, B. & Darmody, M. (in press). *Becoming a Solution Detective: a guide to brief therapy*. London: Brief Therapy Press

Sharry, J. & Fitzpatrick, C (2001) *Parents Plus Programme: a video-based guide to managing conflict & getting on better with older children & teenagers aged 11-16*. Dublin : Parents Plus.

Sharry, J. & Fitzpatrick, C. (1997) *Parents Plus Programme: a video-based guide to managing and solving discipline problems in children aged 4-11*. Dublin : Parents Plus.

Sharry, J. (1999) *Bringing Up Responsible Children*. Dublin: Veritas

Sharry, J. (2001a) *Bringing Up Responsible Teenagers*. Dublin: Veritas

Sharry, J. (2001b) *Solution Focused Groupwork*. London: Sage.

Sharry, J., Reid, P. & Donohoe, E. (2001) *When Parents Separate: a guide to helping you and your children cope*. Dublin : Veritas.

Steiner, H. & Yalom, D. (1996) *Treating Adolescents*. Jossey-Bass,

Swayle, Michaela A. (2009)*Dialectical Behaviour Therapy* Routledge

Thambirajah M.S. (2007) *Case Studies in Child and Adolescent Mental Health* Radcliffe

Weisz, John R. (2004) *Psychotherapy for Children and Adolescents* Cambridge

The social work role in child and adolescent mental health

Gould, Nick (2009) *Mental Health Social Work in Context* Routledge

McCabe, A., (2003) 'A Brief History of the Early Development of Social Work in Child Psychiatry in Ireland' in Fitzgerald, ed *Irish Families under Stress* Volume 7 SWAHB

Pritchard, Colin, (2006) *Mental Health Social Work* Routledge

Saleeby, D. (1997) *Strengths Perspective in Social Work Practice*. 2nd Edition.
Longman

Walker, S., (2007), *Social Work and Child and Adolescent Mental Health* Russell
House Pub.

Walker, Steven, (2005) *Social Work and Child Mental Health: Psychosocial principles
in Community Practice in International Social Work Practice* 48, 49-62

The structure of child and adolescent mental health services
Multi-disciplinary working

College of Psychiatrists

Mental Health Act 2001

Mental Health Commission

Richardson, G. and Partridge, I. *Child and Adolescent Mental Health Services: An
Operational Handbook*

Vision for Change, Expert Group on Mental Health Policy 2005

SS4720 Social Work and Child Care

This module aims to equip students for practice in child welfare. The overall learning objectives of the module include:

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

The course comprises four related modules:

- A. Direct Work with Children
- B. Children in Care
- C. Children, Families and Social Support
- D. The Adoption Triangle

Teaching includes lectures, seminars and experiential workshops.

A Direct Work with Children

Pamela McEvoy

Overview

This 12 hour experiential section of the module is coordinated by Pamela McEvoy. It comprises a series of workshops aimed at giving students the opportunity to reflect in depth on the importance of communicating directly with children and how to go about this. The emphasis is on firmly connecting students theoretical and practice based learning to develop skills and confidence to work sensitively in this area. Children are a key focus of social work practice, yet communication tends to be about and around them rather than directly with them. This needs to change. Engaging with children in painful situations can be daunting, both for the child and the practitioner. It is important that we find ways to tune into and understand how children and young people communicate their needs, wishes and distress. This module invites students to enter the world of the child by exploring issues from the child's perspective and from there plan interventions that make a genuinely helpful difference in their lives.

Format

The workshops introduce ideas, techniques and a clear rationale for direct work with children in varied situations. While there will be formal input throughout with a

series of lectures, the workshops are experiential in nature. They will involve the use of art materials, exercises, small group discussion, individual reflection, DVDs and role play. Students are also encouraged to actively consider their own work/ practice experience and share them as illustrative examples. On occasion, professionals from agencies working directly with children may be invited to provide specific input on specialised areas of the work.

Topics include:

- Skills for direct work with children
- Working with children on issues of loss and bereavement
- Working with children where sexual abuse is a concern
- Self-care and work with children and families
- Working with parents and carers

Learning Objectives:

By the end of this workshop series students who partake fully should be able to:

- Appreciate more fully the value and importance of working directly with child and teenage clients.
- Identify appropriate opportunities to engage in direct work as part of an active social work caseload.
- Plan and engage in direct work with a child / teenage client.
- Demonstrate a theoretically grounded understanding of the basic prerequisites for and key principles in undertaking a piece of direct work with a child/ young person.
- Understand and apply relevant child development theory and core counselling skills previously learned, in an integrated fashion to their practice in working directly with children and young people.
- Have creative, child friendly ideas to share with and help a child as they engage in Life Story Work.
- Source appropriate materials and resources to facilitate a child focused intervention.
- Be familiar with the various issues that can emerge both for the client and the social worker in this work.
- Reflect on the inevitable impact (both positive and negative) that can be experienced in working directly with children and organise appropriate supports such as supervision and collegial back up.

Reading

Bower M. (Editor) (2005), *Psychoanalytic Theory for Social Work Practice; Thinking Under Fire*.

- Donnelly, P. (2001) *Someone to Talk to. A handbook on Childhood Bereavement.*
Dublin : Solas, Barnardos Dublin
- Fahlberg, V. (2004) *A Childs Journey through Placement.* BAAF
- Ryan, T. and Walker, R. (2007) *Life Story Work.* 3rd edition. BAAF
- Jewett C (1995) (2nd Edition), *Helping Children Cope with Separation and Loss.*
BAAF/Batsford, London
- Ryan,T. and Walker, R. (2007) *Life Story Work.* 3rd edition. BAAF
- Oaklander V (1978), *Windows to our Children.* Real People Press.
- Tait,A. and Wash,H. *Direct Work with Vulnerable Children: Playful Activities and Strategies for Communication.*Jessica Kingsley Publishers. 2012
- McCormack,A. *Keeping your Child Safe on Social Media:Five Easy Steps.* Orpen Press,2017.
- McElvaney,R. *Finding the Words:Talking Children Trough the Tough Times.* Veritable Publications,2015.
- McElvaney,R. *Helping Children to Tell about Sexual Abuse: Guidance for Helpers.* Jessica Kingsley Publishers,2016.

Additional reading lists focusing on specific areas of direct work with children will be provided in class.

B Children in Care

Professor Robbie Gilligan: robbie.gilligan@tcd.ie

Overview

This 14-hour section of the module looks at the experience of care from the vantage points of the different actors in the care system: child / young person, caregivers - foster parents or residential care staff, birth parents - and social workers. The primary focus will be on how to achieve good outcomes for children and young people through building opportunities for supportive relationships. The care system will be presented as a complex entity with many moving parts, in which the agency and actions of individual actors can have a big influence on individual children.

Session 1

The experience and impact of being in care

Session 2

Foster Care, Relative Care, Residential Care – key issues and challenges for the care system

Session 3

Family ties and family contact in life in care

Session 4

What helps young people in care to do well while they are in care and when they leave care?

Key concepts: belonging, identity, resilience, support, attachment, social capital, recognition, continuity, positive expectations

Session 5

The importance of education in lives of children in care

Session 6

Leaving care, after care and longer term issues of support

Session 7

The role of social workers and carers in the care system

Learning Outcomes

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

- demonstrate familiarity with key conceptual and practice issues in the field of serving children and young people in care;
- demonstrate the ability to use strengths-based approaches in dealing with issues facing children and young people in care – and the adults supporting and serving them
- demonstrate awareness of the needs of children and young people in care over the life course.

Assessment

This module is assessed by a written project due 30th March 2018.

Min 2,700 words – Max 3,000 words.

Recommended Reading

Perspectives from the Irish Context

Children's Experience of care in Ireland

McEvoy, O. and Smith, M., (2011) *Listen to our Voices – Hearing Children and Young People Living in the Care of the State* Dublin: Department of Children and Youth Affairs

http://www.dcy.gov.ie/documents/publications/LTOV_report_LR.pdf

Moran, L., McGregor, C., & Devaney, C. (2017). Outcomes for Permanence and Stability for Children in Long-term Care. Dublin: Tusla

Murphy, D., & Jenkinson, H. (2012). The mutual benefits of listening to young people in care, with a particular focus on grief and loss: An Irish foster carer's perspective. *Child Care in Practice, 18*, 3, 243-253.

Tatlow-Golden, M., & McElvaney, R. (2015). A bit more understanding: Young adults' views of mental health services in care in Ireland. *Children and Youth Services Review, 51*, 1-9.

Care and Carers

Gilligan, R. and Arnau Sabates, L. , (2017) 'The Role of Carers in Supporting the Progress of Care Leavers in the World of Work.' *Child and Family Social Work 22*(2), 792-800.

Gilligan, R. (2012) 'Promoting a Sense of 'Secure Base' for Children in Foster Care – Exploring the Potential Contribution of Foster Fathers', *Journal of Social Work Practice, 26*, 4, 473-486

Höjer, I. (2007), Sons and daughters of foster carers and the impact of fostering on their everyday life. *Child & Family Social Work, 12*: 73–83

Pithouse, A. and Rees, A.. (2014) *Creating Stable Foster Placements - Learning from Foster Children and the Families Who Care For Them* London: Jessica Kingsley

Turner, W. and McDonald, G. (2011) 'Treatment Foster Care for Improving Outcomes in Children and Young People: A Systematic Review' *Research on Social Work Practice , 21*, 5, 501-527

Whittaker, J., del Valle, J.F., and Holmes, L. (eds.) (2014) *Therapeutic Residential Care for Children and Youth – Exploring Evidence – Informed International Practice* London: Jessica Kingsley

Education and children in care

Berridge, D. (2017). The education of children in care: Agency and resilience. *Children and Youth Services Review, 77*, 86-93.

Brady, E. (2017). Supporting the Educational Attainment and Progress of Children in State Care: A Preliminary Review of International Evidence.

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

Emond, R. (2014), Longing to belong: children in residential care and their experiences of peer relationships at school and in the children's home. *Child & Family Social Work, 19*: 194–202

Gilligan, R. (2007) 'Adversity, Resilience and the Educational Progress of Young People in Public Care' *Emotional and Behavioural Difficulties 12*, 2, 135 -145, 2007

Gilligan, R. (2007) 'Spare Time Activities for Young People in Care: What can they contribute to educational progress?' *Adoption and Fostering* 31, 1, 92-99

Tessier, N. G., O'Higgins, A., & Flynn, R. J. (2017). Neglect, educational success, and young people in out-of-home care: Cross-sectional and longitudinal analyses. *Child Abuse & Neglect*.

Trout, A.L., Hagaman, J., Casey, K., Reid, R. & Epstein, M.H. (2008) 'The academic status of children and youth in out-of-home care: A review of the literature'. *Children and Youth Services Review*, 30, 979-994

Leaving care and life beyond care

New Aftercare Legislation to come into force as of 1 September 2017

<https://byrnewallace.com/news-and-recent-work/publications/new-aftercare-legislation-to-come-into-force-as-of-1-september-2017.html>

Arnau-Sabatés, L., & Gilligan, R. (2015). What helps young care leavers to enter the world of work? Possible lessons learned from an exploratory study in Ireland and Catalonia. *Children and Youth Services Review*, 53, 185-191.

Berridge, D. (2015). Driving outcomes: learning to drive, resilience and young people living in residential care. *Child & Family Social Work*. (online)

Courtney, M. E., Hook, J. L., & Lee, J. S. (2012). Distinct subgroups of former foster youth during young adulthood: Implications for policy and practice. *Child Care in Practice*, 18(4), 409-418

Daly, F. (2012). What do Young People Need When They Leave Care? Views of Care-leavers and Aftercare Workers in North Dublin. *Child Care in Practice*, 18(4), 309-324

Stein, M., (2012) *Young People Leaving Care - Supporting Pathways to Adulthood* London: Jessica Kingsley

Tanur, C. (2012). Project Lungisela: Supporting young people leaving state care in South Africa. *Child Care in Practice*, 18(4), 325-340.

Van Breda, A. D. (2015). Journey towards independent living: a grounded theory investigation of leaving the care of Girls & Boys Town, South Africa. *Journal of Youth Studies*, 18(3), 322-337.

Family contact

Sen, R. and Broadhurst, K. (2011), Contact between children in out-of-home placements and their family and friends networks: a research review'. *Child & Family Social Work*, 16, 298-309

The Care System

Gilligan, R. (2009) 'Residential Care in Ireland' in, editor(s)M. E. Courtney and D. Iwaniec , *Residential Care of Children - Comparative Perspectives* , New York: Oxford University Press, 2009, pp. 3 – 19.

Forrester, D., Goodman, K., Cocker, C., Binnie, C. & Jensch, G. (2009) 'What is the Impact of Public Care on Children's Welfare? A Review of Research Findings from England and Wales and their Policy Implications.' *Journal of Social Policy*, **38**, 439-456

Health Information and Quality Authority (2010) [*National Quality Standards for Residential and Foster Care Services for Children and Young People*](#) Dublin: Health Information and Quality Authority

Mc Mahon, C. and Curtin, C. (2013), The social networks of young people in Ireland with experience of long-term foster care: some lessons for policy and practice. *Child & Family Social Work*, 18: 329–340

Office of the Minister for Children and Youth Affairs. (2009) *Report of the Commission to Inquire into Child Abuse, 2009 Implementation Plan*. Stationery Office, Dublin

Tusla – Child and Family Service (2014) Review of Adequacy for HSE Children and Family Services 2012 Dublin: Tusla (see esp. Ch. 6.)

http://www.tusla.ie/uploads/content/REVIEW_OF_ADEQUACY_2012_FINAL__signed_by_GJ___amended_26_06_2014.pdf

Promoting good outcomes

Bryderup, I. M., & Trentel, M. Q. (2013). The importance of social relationships for young people from a public care background. *European Journal of Social Work*, 16(1), 37-54.

Farmer, E. (2010) What Factors Relate to Good Placement Outcomes in Kinship Care? *British Journal of Social Work* 40, 2, 426-444

Fernandez E. and Barth , R. P., (2008) *How Does Foster Care Work? International Evidence on Outcomes*, London: Jessica Kingsley Publishers

Hedin, L. (2014), A sense of belonging in a changeable everyday life – a follow-up study of young people in kinship, network, and traditional foster families. *Child & Family Social Work*, 19: 165–173

C. Children, Families and Social Support

Professor Robbie Gilligan: RGILLIGN@tcd.ie

Overview

This 8-hour section of the module examines the case for commitment to prevention and family support. It reviews existing provision and ideas in the field of prevention and family support in child welfare, and explores the potential of the Child Care Act 1991 in this area.

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

Recommended Reading

** *Irish authored / related*

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

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

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

**Gilligan, R. (2017) 'Resilience Theory and Social Work Practice' Chapter 30 in Francis Turner ed. *Social Work Treatment* Sixth Edition New York: Oxford University Press

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

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

[for text of whole book including this chapter:

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

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

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

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

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

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

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

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

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

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

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

D The Adoption Triangle

Eileen Conway

Overview

This module examines the losses and gains for birth parents, adoptive parents and the adopted child. Research findings are presented and social work interventions with each party are discussed. Adoption legislation and the history of adoption in Ireland are outlined at the outset of the module. Social work practice in the area of tracing and information is discussed in depth.

Themes of the module:

- Development of adoption in Ireland
- Adoption legislation.
- The birth parents' relinquishment of the child for adoption.
- Infertility as a life crisis for adoptive applicants.
- The adopted person and the search for identity.
- Social work practice in a tracing and information team.

Reading

*Conway, E. (1993) *Search & Reunion in the Adoption Triangle: towards a framework for agency service to the adoption triad*. Dublin: Dept of Social Studies Occasional Paper. No.3. TCD.

Kelly, Ruth (2005) *Motherhood Silenced*. Liffey Press.

All Born Under The One Blue Sky: Irish people share their adoption stories. (2013) Available from the adoption agency Cunamh , website <http://www.cunamh.com/>

Additional reading will be provided in class.

Overview

This module focuses on theories relating to equality and diversity and social work practice with groups, who experience stigma, discrimination and exclusion or have unequal access to, or use of, social goods and services. Through this module, it is expected that students will increase their understanding of these issues and develop insight into appropriate practices for tackling inequalities and social injustices within the context of social work practice and policies.

Outline

The specific aims of this module are to:

- Explore theories concerning equality and diversity
- Appraise concepts of equality, discrimination and oppression as these relate to social work practice
- Provide an opportunity to reflect on our own biases and prejudices
- Explore knowledge, theory and research relating to social work and other interventions with groups in Irish society who have experienced discrimination or exclusion.
- Provide an update on relevant legislation and public policies that relate to issues of equality, including the Equal Status Act.
- Contribute to developing relevant skills and competencies for social work practice with diverse groups – students will be expected to complete The Irish Human Rights and Equality Commission’s e-learning course - *Delivering Equality in Public Services: An Introduction for Front Line Staff* as part of this module.
- Explore some of the implications of culture, religion, ethnicity, race, gender, sexual orientation, socioeconomic class, age or disability for social work practice.

Learning Outcomes

It is envisaged that as a result of this module students will:

- Develop an awareness of, and insight into, inequality discrimination and injustice as these impact on the everyday practice of social workers and those they work with.
- Develop insight and skills in critical policy analysis, policy development and the formulation and evaluation of relevant interventions for tackling inequalities and dealing with discrimination and injustice across personal, cultural and political domains.
- Develop an understanding and critique of principles, values and methods of anti-racist, anti-discriminatory, anti-oppressive and culturally sensitive practice in a social work context
- Develop an awareness of powers and limitations of Irish equality laws

- Develop an awareness of problems facing disenfranchised groups and a more detailed knowledge of one particular group that experiences inequality
- Consider critiques of identity based politics found within queer theory.

Content

Part One (8 hours) explores theories of equality and discrimination and critically examines contemporary frameworks for social work practice working with these issues.

Part Two (8 hours) examines some of the areas covered by equality legislation from a social work perspective, learning from experienced practitioners and representatives of groups directly affected by stigma and discrimination. The final choice for areas to be explored will be made in collaboration with students, taking account of areas already addressed during their social work training.

Assessment

This course is assessed by examination. The examination will include a seen compulsory question which will require students to discuss issues of inequality and discrimination in relation to a particular oppressed group.

Compulsory Question

Answer all parts

- Identify ONE minority group that you believe experiences inequality and suffers from discrimination in contemporary Irish society and outline the main features of the group (size, composition, location, socio-economic profile etc.)
- Discuss why this group experiences inequality with reference to a relevant theory (or theories) covered in this course.
- Discuss why you believe this group experiences inequality with reference to empirical research regarding the group and relevant policy or legislation.
- What do you believe are the most important issues relating to equality and discrimination that this group faces at the moment?
- What practice theories or principles for practice would you choose to use in working with clients from this particular minority group, and how would you apply them?

Recommended Reading

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

- Burke, B. and Harrison, P. (2002) Anti-oppressive practice, Chap. 21 in *Social work: themes, issues and critical debates* (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave/OU: UK
- Cocker, K. & Hafford-Letchfield, T. (Eds) (2014) *Rethinking Anti Discriminatory and Anti Oppressive Theories for Social work Practice*. Basingstoke:Palgrave Macmillan
- CORU (2011) *Code of Professional Conduct and Ethics for Social Workers*. Dublin:CORU, Social Workers Registration Board
- Crowley N. (2015) *Equality and Human Rights – an Integrated Approach*. Paper 3 of ERA Series ‘Setting Standards for the Irish Equality and Human Rights Infrastructure’. Dublin:Equality and Rights Alliance
<http://www.eracampaign.org/uploads/Equality%20&%20Human%20Rights%20%20An%20Integrated%20Approach.pdf>
- Dominelli, L. (2002) Anti-oppressive practice in context, Chap. 1 in *Social work: themes, issues and critical debates* (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave/Open University: Basingstoke, UK
- Gupta, A., Featherstone, B. & White, S. (2015) Reclaiming Humanity: From Capacities to Capabilities in Understanding Parenting in Adversity. *British Journal of Social Work* (2014) pp. 1-16 doi: 10.1093/bjsw/bcu137
- Irish Association of Social Work and Gay & Lesbian Equality Network (2011) *Lesbian, Gay and Bisexual People: A Guide to Good Practice for Social Workers*, Dublin: IASW/GLEN.
- Jones, S. (2006) *Antonio Gramsci*, Oxon: Routledge.
- Lavalette, M. & Penketh, L. (2014) *Race, Racism and Social Work: Contemporary Issues and Debates*. Bristol: Policy Press
- Laird, S. (2008) *Anti-Oppressive Social Work: A Guide for Developing Cultural Competence* UK:Sage.
- MCPHAIL, B. (2004) ‘Questioning Gender and Sexuality Binaries’. *Journal of Gay & Lesbian Social Services*, 17, 3-21.
- Power, E. (1999) An Introduction to Pierre Bourdieu's Key Theoretical Concepts, *Journal for the Study of Food and Society*, 3:1, 48-52
- Sakamoto, I. & Pitner, R. (2005) Use of Critical Consciousness in Anti-Oppressive Social Work Practice: Disentangling Power Dynamics at Personal and Structural Levels. *British Journal of Social Work* 35(4)435:452
- Singer, P. (2006) *Marx: A Very Short Introduction*, Oxford: Oxford University Press.
- Stone, R (2017) *Key Sociological Thinkers*, Basingstoke: Palgrave.
- Thompson, N. (2012) *Anti-Discriminatory Practice – Equality, Diversity and Social Justice*. 5th Edition. UK:Palgrave MacMillan

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

Additional Reading Part One

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

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

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

Jagose, A. (1996) *Queer Theory: An Introduction*, New York: New York University Press

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

Netting, F. E., Kettner, P. M. and McMurtry, S. L. (2012) *Social Work Macro Practice*, 5th Edition, Pearson: Boston.

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

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

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

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

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

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

Sullivan, N. (2003) *A Critical Introduction to Queer Theory*, Edinburgh: Edinburgh University Press

Wilchins, R (2004) *Queer Theory, Gender Theory*, New York: Riverdale Avenue Books

- Wilkinson, R. and Pickett, K. (2010) *The Spirit Level: Why Equality is Better for Everyone*. London:Penquin
- Wilson, W. & Beresford, P. (2000) 'Anti-oppressive practice': emancipation or appropriation? *British Journal of Social Work* 30(5)
- Zappone, K., Joint Equality and Human Rights Forum., Ireland. Equality Authority. and Equality Commission for Northern Ireland. (2003) *Re-thinking identity : the challenge of diversity*, Equality Authority:Equality Commission of Northern Ireland, Dublin, Belfast.

Additional Reading Part Two

Anti-Oppressive Practice & Intercultural issues

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- O'Connell, J. (2002) 'Travellers in Ireland: an examination of discrimination and racism' pp 49-62 in Lentin, R. & McVeigh, R. (2002) op.cit
- Useful websites: Roma - <https://romamatrix.eu/>; Pavee Point Traveller & Roma Centre – www.paveepoint.ie

SS4799 Senior Sophister Placement

SS4760 Social Work Practice

SS4799 Senior Sophister Placement

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

Decisions regarding the allocation of placements are taken on the basis of the student's learning needs, prior experience and areas of interest and with reference to CORU guidelines. Placement planning is carried out in consultation with students, tutors and the Course Team and in the context of available placement opportunities.

Students must demonstrate readiness for placement. Relevant issues such as attendance in college and completion of coursework will be taken into account before a decision is made to permit a student to proceed to placement.

Students must ensure that they notify the Fieldwork Unit and the Course Director of any health and safety issues which may compromise their ability to undertake their placement. It is expected that students will have received any necessary vaccinations in earlier years of their course for placements in Irish settings. The College Health Service is available to students, if they have any queries or concerns about their health or preventative health measures such as vaccinations.

Garda Vetting statutes have changed since April 2016. Garda vetting had been carried out by the college when students enter the BSS programme. Some placements sites will now also request that students complete a further Garda vetting too.

The college may request a student to renew their Garda vetting if they have taken time off from their studies or for other operational reasons.

Assessment

Students are assessed in this module on their placement performance. The placement performance is graded as either Pass or Fail. The Practice Teacher recommends the placement grade to the college and outlines the reasons for their recommendation in the Practice Teacher Report. This module is valued at 20 ECTS.

SS4760 Social Work Practice

This module is designed to support the continued development of students practice skills and social work knowledge. It builds on modules offered in the previous three years of the programme. It also focuses strongly on the skills and knowledge acquired or utilised during the Senior Sophister and earlier placement. It has two components:

1. Social Work Practice Workshops
2. Integrating Seminars

Assessment

The assessment exercise related to this module is the Practice Project. It accounts for 100% of the marks awarded in this module and is valued at 15 ECTS. Guidelines for presentation of practice project is available on page 93.

1. Social Work Practice Skills

Frank Mulville: mulvillefrank@gmail.com
Breda O'Driscoll: odriscollbreda@gmail.com

Overview

Practice Workshops take place in Michaelmas and Hilary Terms. They provide the opportunity to reflect on the work undertaken during the placement and to explore further the skills and methods developed, as well as to consider ethical, professional and value based issues and responses to the needs of the people with whom you work. The class is divided into 4 groups in order to maximise your opportunity to participate actively.

Building on SF and JS skills workshops and on your practice experience, these workshops provide an opportunity to review and enhance your repertoire of social work skills in preparation for professional practice. The workshops are combination of formal presentation, role play and reflection.

Module Content

The aim of these workshops is to provide a forum for reflecting on your practice, exploring value issues, developing your counselling skills, and using your group as a 'learning group'. These aims require your learning in the workshops to be substantially student-led and experiential, combining role-play, exercises, student presentations and discussion.

Some skills workshops take place before and during placement and these sessions have a peer support element where common yet challenging issues which arise for

students can be dealt with. The aim is for students to equip themselves with the skills required to complete placements successfully. The group can assist in brainstorming solutions to typical problems that may arise in practice and in placement relationships/situations

Throughout the post placement sessions students can raise issues which they themselves wish to reflect on or to develop further. Issues raised in previous years have included self-care/building resilience, dealing with hostile or aggressive clients, working in positive or negative environments, working effectively with colleagues and management, demonstrating confidence in MDT meetings, thinking on your feet, moving into role of professional, and particular issues which were emotionally hard to manage for example suicide. Student can develop the skills to continue to raise and address these kinds of issues effectively in their long term future practice.

Students can bring specific pieces of practice to sessions for reflective practice discussion such as identifying elements which impacted positively/negatively on work /student, the effect of particular skills or approaches, which skills and approaches were most effectively, what could have been done differently, what student happy to repeat etc peers may identify aspects which had not been considered and this usually leads to interesting and fruitful discussion. Students could gain a better understanding of areas they find difficult, personal likes /dislikes in practice situations, personal strengths etc enabling students to better develop self-evaluation (constructive criticism) and monitor their own performance in the role.

Learning Outcomes:

On completion of these workshops students will have:

- Advanced their level of personal and professional self-reflection in relation to their practice skills and knowledge.
- Enhanced their capacity to seek and receive appropriate support from colleagues.
- Have learned from the wide range of skills and experiences of the other students in their group, and developed a wider understanding of the possible approaches to the needs of clients etc.
- Explored their understanding of the importance of boundaries in relation to their own practice.
- Have further understood the importance of self-care and balance in their work.

General Readings

Adams, R, Dominelli, L. and Payne, M. (1998) *Social Work: themes, issues & critical debates*. London: MacMillan.

Brearley, J. (1995) *Counselling and Social Work*. Buckingham: OUP

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

Mearns, D. & Dryden, W. (eds)(1990) *Experiences of Counselling in Action*. London: Sage.

Thompson, N.(1997) *Anti-discriminatory Practice*. 2nd ed. London: MacMillan.

Trevithick, P. (2012) *Social Work Skills and Knowledge: A Practice Handbook*. 3rd edition. Open University Press.

Critical Incident Analysis

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

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

Lishman, J. (2007), 2nd edition *Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory*. Jessica Kingsley.

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

2. Integrating Seminars

In the final semester, a short series of seminars will be delivered designed to offer students information on topics not covered elsewhere in the course but which are important as part of their programme or which are focused on new or emerging issues in practice.

Recommended Reading

Hatton, K. (2008) *New Directions in Social Work Practice*. Learning Matters.

SS4999 General Paper

Assistant Professor Michael Feely mfeely@tcd.ie

The General Paper is one of the final examinations at the end of the Senior Sophister year. It differs from module-specific examination papers and aims to draw on your general knowledge of social work theory, practice and policy and on your personal perspectives on topical issues and debates.

This seen paper is in two sections; one concerned with theory and practice, and the other with policy. One answer from each section is required.

Examination and Written Requirements

Module	Module Title	Assessment Type	Detail
SS4710	Social Work and Social Systems	Section A - 3hr Annual Examination (General Paper) Section B & C - 3hr Annual Examination	Students required to answer two questions (Seen) Students required to answer two questions
SS4700	Perspectives in Social Work	3hr Annual Examination	Students required to answer two questions
SS4730	Social Work & Equality Issues	3hr Annual Examination	Students required to answer two questions
SS4740	Social Work & Mental Health	3hr Annual Examination	Students required to answer two questions
SS4750	Groupwork	Group Project	Submission Date 23 rd March 2018
SS4720	Social Work and Child Care	Project	Submission Date 30th March 2018
SS4999	General Paper	3hr Annual Examination (General Paper)	Students required to answer two questions (Seen)
SS4760	Social Work Practice	Placement Performance	Pass/Fail
SS47999	Senior Sophister Placement	Placement Report and Practice Teacher Report	Submission Date 15 th January 2018

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

All written work is submitted in electronic format via Turnitin and Blackboard. Registration details will be circulated in advance of the submission date. For further guidance see Submission of Coursework (submission of coursework page 92).

Guidelines for Presentation of Written Work

General Points

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

Plagiarism

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

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> You should also familiarize yourself with the 2017-18 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.

Coversheet Declaration

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 117 of this handbook

Detection of Plagiarism

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

College Regulations on Plagiarism

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

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

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

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

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

82 General

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

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

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

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

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

83 Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) Copying another student's work;*
- (b) Enlisting another person or persons to complete an assignment on the student's behalf;*
- (c) Procuring, whether with payment or otherwise, the work or ideas of another;*
- (d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;*
- (e) Paraphrasing, without acknowledgement, the writings of other authors.*

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

- (i) fail to distinguish between their own ideas and those of others;*
- (ii) Fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;*
- (iii) Fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;*
- (iv) Come across a distinctive methodology or idea and fail to record its source.*

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

84 Plagiarism in the context of group work

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

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

85 Self plagiarism

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

86 Avoiding plagiarism

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

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

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

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

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

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

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

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

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

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

1. General

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

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

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

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

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

2. Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) Copying another student’s work;*
- (b) Enlisting another person or persons to complete an assignment on the student’s behalf;*
- (c) Procuring, whether with payment or otherwise, the work or ideas of another;*

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

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

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

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

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

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

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

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

3. Plagiarism in the context of group work

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

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

4. Self-Plagiarism

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

5. Avoiding Plagiarism

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

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

Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting.

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

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

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

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

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

9. Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

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

Guidance and Assistance with Written Work

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

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

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

Student Counselling Service

3rd Floor, 7 – 9 South Leinster Street, Dublin 2.

Ph: +353 1 896 1407 | Fax: +353 1 896 3464

e-mail: student-counselling@tcd.ie

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

Student Support Services Web pages

http://www.tcd.ie/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.

Submission of coursework

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

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.

This Policy does not apply to SS4760 Senior Sophister Placement practice project submission.

Practice Project

This project must be passed in order to pass your placement. It combines a summary of your practice and learning on placement with a focused analysis of one piece of work.

It should aim to:

- Provide evidence of competent and reflective practice, knowledge gained, skills developed, and key learning from your practice experience.
- Integrate relevant theory with practice in a detailed analysis of one piece of work

Project Format:

Section A Placement Context and Learning (4000 – 5000 words)

Agency and Community Context

- Provide a brief profile of community in which agency or workload is based: e.g. relevant current geographic / demographic / socio-economic indicators; diversity; community supports.
- Provide a brief profile of agency / unit: e.g. status, structure, funding, aims, personnel; impact of resourcing and practices on service users and service delivery.
- Discuss the role of social work in agency / unit: eg: status, legal base, roles & relationships; main pressures on social workers.
- Outline your role and how typical it was of social work in the agency.

Placement Learning

- Provide a brief table of all work undertaken, and length of involvement in each intervention. The table should include headings for Client name/age/gender; Reason for Referral and Key Issues; Work Undertaken/Intervention; Relevant Evidence Base/Social Work Theory/Frameworks used; Frequency/duration of involvement and Outcome; Reflection/Main Learning. ***Please state at the start of this section that all names have been changed in order to protect the confidentiality of service users.***
- Discuss your overall learning from this placement with respect to each of the following CORU / The Social Workers Registration Board Standards of Proficiency:
 - Domain 1 Professional autonomy and accountability

Domain 2 Interpersonal and professional relationships

Domain 3 Effective communication

Domain 4 Personal and professional development

Domain 5 Provision of quality services

Domain 6 Knowledge, understanding and skills

- Identify the special features of the placement which contributed to or limited your learning;
- Critically assess overall learning and progress from start of placement and identify areas for future learning.

Section B Practice Study (4000 - 5000 words)

Describe and analyse one piece of work (e.g. work with an individual, group work), in the following terms, though not necessarily in this order:

- Social history and profile of service user/s; personal, interpersonal, social networks;
- Background to intervention; agency perspective; initial aims;
- The account of your work should:
 - Discuss relevant social work practice theories and demonstrate how they guided your interventions.
 - Apply a social policy perspective/framework (e.g. accountability, equality or rights) to this case. (*See box below)
 - Identify the key practice issue (e.g domestic violence) and discuss relevant key social science research evidence and how it informs your understanding of the issue.
 - Illustrate how you negotiated key ethical or professional issues.
 - Evaluate and reflect on the outcome of your involvement – lessons learnt for future practice whether the outcome is judged successful or not.

Guidelines

- Observe overall word-length, though length of individual sections may be varied. Overall word-length excludes cover & contents page, tables, diagrams, bibliography & appendices.
- Two electronic copies of the project must be submitted to Turnitin and Blackboard, instructions on how to do so will be provided.
- Include a Contents page and a comprehensive Bibliography.
- A copy of the Placement Learning Agreement must be submitted with the Practice Project. Please ensure progress in relation to the learning goals identified in your Learning Agreement is addressed within your Practice Project.
- Ensure the project reads as an integrated whole (eg: introduction and conclusion).

- Confidentiality: Change all names and identifying information relating to service users and colleagues, and state in the text that you have done so. Give people fictitious names rather than numbers or initials, as this humanises the narrative. Please state at the start of Section B that all names have been changed in order to protect the confidentiality of service users.
- Use clear, precise language throughout. Avoid jargon and slang except in direct quotations. Explain any technical terms or abbreviations you use.
- Reference correctly all texts cited in the Project. Aim to use recent publications. BE CAREFUL NOT TO PLAGIARISE. Also, ensure that you only submit original work that you have produced yourself. Unacknowledged reproduction of your own work is unacceptable. This means that you are not permitted to submit text that you previously submitted in other essays or projects.
- Appendices are not required. If included, they should be brief, self-explanatory, relevant, but not essential to the main text. (eg: agency diagrams; key extracts from process recordings). Do not include lengthy reports, case-notes, or letters.
- Explain with key / notes any tables, diagrams, genograms, or eco-maps and, preferably, insert them at the relevant point in the text rather than in appendices.
- Give your Practice Teacher a copy of the Project to sign as a fair account of your work. Only one copy need be signed.

***Guidance on Social Policy Analysis:**

Students are asked to apply a social policy perspective/framework to the case discussed in their practice study. You should begin by outlining the perspective/framework you have chosen and why you have chosen it. You should then discuss how this perspective/framework could be applied to the piece of work in question. References drawn on can include social policy theory and agency or government policy documents. Ultimately the aim of this small section is to indicate your ability to integrate social policy theory and analysis covered in earlier years in the BSS degree programme with placement experience and knowledge. This is in keeping with CORU's Domain 6: Knowledge, Understanding and Skills which states that on completion of the BSS students will:

- Understand the rationale for government intervention (social, demographic, political and economic) and the impact on individuals, groups, communities and service delivery.
- Understand the political process and the process of public administration within Ireland at local and national level.
- Understand the issues and trends in Irish public and social policy development which influence social work practice.

Minimum word count = 8,000 words
Maximum word count = 10,000 words

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

Access to Agency Held Information

On placement and while compiling the Practice Project, you have access to and write highly confidential information about service users and others.

Do not take confidential material out of the placement agency - either to write up records or to prepare written assignments - as the risk of losing this material has serious implications for service users and agency staff.

Instead, set time aside to write up reports in the agency. If preparing process-recordings or project work outside the agency, omit or disguise names and identifying data.

Effective time-management and data-protection are crucial aspects of professional accountability.

The identities of service users and any of their details should not be shared with anyone who has no reason to have access to such information. This includes casual conversations or sharing of information through any social media. Information about service users you work with should only be shared with others on a need-to-know basis. If in any doubt about sharing information with other professionals, service agencies or extended family of the service user, you are advised to check in the first instance with your Practice Teacher.

Tutorials

Social Work Tutors

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

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

Social work tutorials aim to:

- Promote your academic and professional learning.
- Monitor your progress, jointly plan ways to meet your educational needs, through choice/timing of placements, recommended reading, etc.
- Provide a link between practice & academic courses, placement & College
- Offer personal support

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

College Tutors

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

Social Work Practice: Final Placement

Placement Structure

The Senior Sophister placement is the final placement of the four years of the BSS degree programme. It comprises of a full-time block placement of 14 weeks (70 days) full-time equivalent. Before students set out on placement, they are provided with a full week Induction Programme in college.

Placement begins on Monday 11th September 2017 and continues 5 days per week (Monday-Friday) to the end of Michaelmas Term (Friday 15th December 2017).

Working Hours

Students should work a normal working week – 7 hours per day - but precise hours are negotiated by student and Practice Teacher to suit their needs and those of the agency. If students work over-time, they should receive time-off-in-lieu, and are entitled to Bank Holidays in the normal way.

Reading Time

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

The allocated Reading Time is not time off. Reading Time should support specific placement learning, and should be taken on-site, unless space is a problem, or in the college library. Reading Time allocation is a guideline - how it is scheduled should be negotiated with Practice Teachers and must accommodate student workload and agency requirements. Reading Time also introduces some flexibility into an otherwise tight timetable, for example, if students are ill and have days to make up, Reading Time may be used, and students must then use their own time for placement reading and preparation.

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). Absence of 2 or more days must be made up in a purposeful manner negotiated with the Practice Teacher. If necessary, students may use some of their Reading Time allotment (see below). If absence seems likely to be prolonged, student, Practice Teacher and Social Work Tutor should discuss the implications at the earliest possible time.

If necessary, students may use some of their Reading Time allotment (as above). If absence is likely to be prolonged, student, Practice Teacher and Social Work Tutor should discuss the implications as soon as possible.

Needing more time

Placements are due to be completed by Friday 15th December 2017. If a student needs to compensate for time missed during placement, the arrangement put in place must be agreed in advance of the scheduled finishing date by the student, Practice Teacher and Social Work Tutor. This agreed plan must be notified to the Fieldwork Unit and the Course Director.

Attendance Record

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

Supervision

Supervision sessions are required to take place for 60-90 mins weekly. Students benefit greatly from having set times for supervision, in addition to informal contact with their Practice Teachers.

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

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

Professional and Ethical Practice

Before commencing placements, students are asked to confirm that they have read and understood the CORU Code of Professional Conduct and Ethics. It is expected that throughout the practice placements students will adhere to the provisions of the code in terms of their conduct and behaviour. If a student is in any doubt about how the Code applies to specific actions or situations, they are required to consult, in the first instance, with their Practice Teacher.

Placement Reviews

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

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

Prior to placement, Practice Teachers receive details of students' learning needs and previous placement reports; students provide a CV and if possible meet their Practice Teachers informally in advance of the first placement visit.

Social Work Tutors review the student's progress on placement with students and Practice Teachers three times during the Senior Sophister placement. Three reviews (minimum) are carried out through the placement schedule. Two of those reviews are held at the placement site and a further review is undertaken by telephone conference. If necessary, additional reviews will be arranged to support practice learning.

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

In order to pass the Senior Sophister year, students must pass the placement to the satisfaction of the Court of Examiners. The Practice Teacher's evaluation of the student's performance constitutes a key recommendation to the Court of Examiners, but other material and additional procedures may also be taken into account.

Objectives of Placement Reviews

1. For Social Work Tutors

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

2. For Practice Teachers

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

3. For Students

- To air views about the placement and the learning opportunities offered.
- To receive and discuss constructive feedback on their performance.
- To discuss difficulties or needs revealed on placement and ways of meeting them.
- To discuss future learning goals or, if relevant, additional placement needs.

4. For all three parties

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

Guidelines for Placement Reviews

It is helpful to agree an agenda, based on the Placement Learning Agreement at the beginning of each review, although this does not preclude discussion of other issues.

Students should have a list of work in progress with sample case records, interview tapes or other material. These may be shown to the Social Work Tutor in advance or used as a guide for reviewing progress.

Learning agreement and assessment guidelines should be available during visits.

First Placement Review:

- Link experience on last placement to current one;
- Establish student's learning needs and expectations of all three parties;
- Draft the Learning Agreement: facilities for student; ways to meet learning needs; workload size and content; opportunities to try out methods of intervention; access to meetings and other learning opportunities; methods of assessment to be used.

- The student subsequently 'types up' the Learning Agreement and provides copies for Practice Teacher and Social Work Tutor before the next review.

Mid-Placement Review:

- Establish whether student is likely to pass the placement;
- If there are concerns, identify what needs to be done, by whom and when, to address them;
- Review Learning Agreement and identify what has been achieved so far and remaining goals
- Review workload and any adjustment needed
- Draft the Mid-term review section of the Learning Agreement.

Final Review:

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

Contact with College

In addition to the three-way placement reviews:

- Students should contact their Social Work Tutor fortnightly - by email or phone - to let them know how the placement is going.
- Students should review their placement experience with their Social Work Tutors before the Mid-Way Placement Review.
- Social Work Tutors should review placements with Practice Teachers before the Mid-Way Review.

These contacts are intended to avoid major surprises and to ensure that any concerns are raised early and can be discussed in a considered way at the Placement Review.

Additional Placement Review Meetings can be arranged as needed.

Academic Requirements

Academic courses and skills workshops take place in college during Induction Week (4th to 8th September 2017).

Successful completion of the Social Work Practice course, and final year as a whole, depends on students passing both the Placement and the Practice Project.

In order to concentrate on academic work in the second semester, students must complete their Practice Project by the end of placement - which must be submitted by Monday 15th January 2018.

Practice Project

The Practice Project is designed to demonstrate the student's professional competence and reflective integration of theory and practice. Practice Teachers can help students greatly in preparing the Practice Project, with advice, discussion, references and other resources. They should be consulted about the project and are asked to read and sign it as a fair account of the student's work while on placement. The Project, however, remains the student's responsibility, and is marked by College staff. Practice Teachers are not responsible for directing or editing students' projects.

Placement Issues

Producing evidence of practice for examination purposes

Students may, if permitted by the agency and with written client consent and appropriate confidentiality, make audio / video recordings of sample interviews. Taped material may be used in supervision sessions for teaching purposes, and can also be a resource for the External Examiner in cases of uncertainty or disagreement about the Pass / Fail recommendation. Once examinations are over, taped materials/recordings must be erased.

Supplementary placements

Please see regulations for Passing or Failing the Placement at the end of this section.

Although this is a Final placement, situations can arise in which students are required to undertake a subsequent supplementary placement: for example, where:

- For health or other pressing reasons, students start placement late or take time out of placement and are unable to complete the full number of placement days.
- The student's performance is judged not to reach a passing standard by the end of placement (F1).
- The student displays personal or health problems which impact negatively on their practice and / or professional behaviour.
- The student fails the Practice Project.

In such situations, students normally finish the placement at the scheduled time, and undertake a supplementary 70 day block placement after the final examinations.

Health and Safety

Immunisation

Students will have received medical advice from their GP or the College Health Service on immunization/vaccination/requirements in earlier BSS years, but if any concern, consult again with these professionals.

Critical incidents

If any incident occurs on placement which affects a student's health or well-being, Student and Practice Teacher should notify the Social Work Tutor, Fieldwork Unit or the Director of the BSS programme as soon as possible. The primary concern will be to ensure the student's safety and welfare and access to any necessary services.

Health concerns

If students have personal or health difficulties which impact negatively on their placement practice and / or professional behaviour, they may be required to submit a medical / psychological report certifying their fitness to continue or repeat placement.

Garda Vetting

Garda vetting has been obtained by Trinity College on the student's prior to commencing the BSS course and relevant details are forwarded to Practice Teachers. This arrangement is in transition since April 2016, due to new legislation.

Access to Agency Held Information

On placement, students have access to and write highly confidential information about service users and others.

Students must not take confidential material electronic or hardcopy out of the placement agency - either to write up records or to prepare written assignments - as the risk of losing this material has serious implications for service users and agency staff.

Instead they must set time aside to write up reports in the agency. If preparing process-recordings or project work outside the agency, students must omit or disguise names and identifying data. Effective time-management and data-protection are crucial aspects of professional accountability.

Guidelines for Placement Evaluation

Placement evaluation comprises 3 elements:

- Learning Agreement (page 118)
- Practice Teacher's Evaluation Report
- Student's Practice Project

The student's Practice Project is assessed and graded by the college but forms part of the overall placement evaluation. It should be drafted, therefore, *before* the Practice Teacher's Report, to enable the Practice Teacher to cite specific examples of practice which illustrate student progress. Both Practice Project and Practice Teacher's Report should be signed by both parties and submitted, as separate documents, by Monday 15th January 2018.

Learning Agreement

Learning Agreements set the initial agenda for placements and the baseline for reviewing progress mid-way and at the end of the placement. They must be attached to the Practice Project.

The following items are included:

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

Practice Teacher's Evaluation Report

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

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

A. Please start by indicating Recommendation:

Pass / Fail

The report should then read as evidence for this recommendation.

Domain 1 Professional autonomy and accountability

- Practice within the legal and ethical boundaries of their profession to the highest standard.
- Practice in an anti-discriminatory way.
- Understand the importance of, and be able to maintain, confidentiality.
- Understand the importance of, and be able to obtain, informed consent.
- Be able to exercise a professional duty of care/service.
- Be able to practice as an autonomous professional, exercising their own professional judgement.
- Recognize the need for effective self-management of workload and resources and be able to practice accordingly.
- Understand the obligation to maintain fitness to practice.

Domain 2 Interpersonal and professional relationships

- Work in partnership with service users and their relatives/supporters, groups and communities and other professionals.
- Contribute effectively to work undertaken as a member of a team (be it multi-disciplinary; inter-professional; multi-service or inter-agency).

Domain 3 Effective communication

- Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion.
- Understand the need for effective communication throughout the care of the service user.

Domain 4 Personal and professional development

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

Domain 5 Provision of quality services

- Be able to identify and assess service users' needs.
- Formulate and deliver plans and strategies to meet identified needs of service users.
- Use research, reasoning and problem-solving skills to determine appropriate action.
- Draw on appropriate knowledge and skills in order to make professional judgements.
- Formulate specific and appropriate management plans, including the setting of timescales.
- Use safe work practices at all times in the interest of service users and staff.
- Implement best practice in record management.
- Monitor and review the ongoing effectiveness of planned activity and modify it accordingly.
- Be able to evaluate audit and review practice.

Domain 6 Knowledge, understanding and skills

- Know and understand the essential knowledge areas relevant to social work.
- Have knowledge of how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of individuals, groups or communities.
- Be able to understand, explain and apply generic skills and methods appropriate to delivering a range of social work interventions to meet different needs within a variety of settings.
- Have knowledge and understanding of the skills and elements required to maintain service user, self and staff safety.

G. Summary

- Review of Learning Agreement and any issues arising from previous placement.
- Areas where progress has been made and skills acquired or consolidated.
- Any special strengths, gaps or weaknesses in student's performance.
- Priority learning goals for employment or, if relevant, further placement.

Confirming Recommendation

Please confirm whether the student's performance merits Pass or Fail, bearing in mind that the standard of work displayed towards the end of final placement should be that expected of a newly qualified social worker.

Appendices

Please attach to the Evaluation Report:

- The Placement Learning Agreement
- The Student's Attendance Record

Grading Placement Performance: Pass / Fail

Practice Teachers must state whether Pass or Fail is recommended. This recommendation carries great weight with the Court of Examiners. Confirmation or modification of the recommendation will be based on evidence provided by Practice Teacher and student in their respective Report and Project, but may also draw on evidence from the Social Work Tutor and other relevant sources, including samples of student work. Reports and Projects may be read by a Practice Panel, and are also available to the External Examiner, who may interview any student about whose performance there is doubt and who may meet with Practice Teacher and Social Work Tutor. The final responsibility for confirming the overall result of the student belongs to the Court of Examiners after consultation with the External Examiner.

Pass Grade

Pass applies when a student has accomplished agreed placement tasks to a satisfactory standard for the relevant stage of training. On the Final Placement, Pass also indicates readiness to qualify as a professional social worker.

Fail Grade

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

F1 applies in any of the following situations:

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

F2 applies in the following situation:

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

Practice Teachers may recommend F1 / F2, but the Court of Examiners must ratify it. The Court of Examiners may be advised in such cases by the BSS External Examiner.

Regulations for 'Failed' Final Year Placements

- If F1 is confirmed, a supplementary placement may be offered, provided student is fit to proceed.
- If F2 is confirmed, this is an Absolute Fail. No supplementary placement will be offered and the student will not be recommended for social work qualification.

Appeal the outcome of a placement

In all the above scenarios, normal College Appeals procedures apply.

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

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

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

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. Two class representatives for each year group should be elected. The first meeting of the year is convened by staff in Michaelmas term.

Meetings

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

Staff Availability

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

Library Facilities

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

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

Carol McIlwaine Fund

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

BSS Prizes

Pauline McGinley Prize

This prize was instituted in 2013 to honour the memory of Pauline McGinley, Bachelor in Social Studies graduate of 1996 who died in 2012. The prize is to be awarded, on the recommendation of the Director of the BSS programme, to the BSS Student in the Sophister years who achieves the highest mark in Mental Health Social Work.

Value: c €100

Marian Lynch Medal

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

Anne Williams Memorial Prize

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

Value: c €172

Mary Lynch Prize

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

Value: c €381

Vivienne Darling Prize

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

Value: c €127

Internet Resources

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

Students may access course materials on the college website, and may contact staff via email: see staff addresses on page 5 of this Handbook or on the Peoplefinder search tool on the main college website: www.tcd.ie

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

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

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.

Contact

Trinity College Dublin, 7-9 South Leinster Street, Dublin 2 Tel: 01 896 1705/1721



MyCareer:
mycareerconnect.tcd.ie



TCD.Careers.Service



TCDCareers



[www.tcd.ie/
Careers/students/postgradua
te/](http://www.tcd.ie/Careers/students/postgraduate/)



@TCDCareers



[tinyurl.com/LinkedIn-TCD-
Connecting](http://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 Sophister Academic Year Structure 2017 / 18

Michaelmas Term					
Semester 1					
Induction Week	4 September	-	8 September	2017	In College
Michaelmas Term	11 September	-	15 December	2017	14 week block placement
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
Trinity Term					
Examination Period					
	30 April	-	25 May	2018	*

* The Examination timetable is not published until Hilary Term.

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



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 2017/18 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

Date

Student Number

Course

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 2017-18 Calendar entry on plagiarism located on this website and the sanctions which are applied;
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>;
- (iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

School of Social Work & Social Policy

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

1. Student Plagiarism Declaration: In line with the new University policy on plagiarism students are being asked to sign a declaration and return it to the School. Rather than asking students to add the declaration form to every assignment, essay, project, dissertation etc, instead all students will be emailed the attached declaration form (UG or PG) at the beginning of the year and asked to return a hard copy to the School drop boxes. The administrative team will manage this process and will ensure that all students return their form.
2. From 2015/16 onwards, all coursework including essay, groupwork projects, assignments (excluding PG dissertations & PGR Thesis) must be submitted via turn it in and blackboard by the students. No hard copies will be submitted to the office and they will not be accepted as we no longer have the capacity to store them. Lecturers can access the coursework via Blackboard and will be required to enter their marks and feedback comments in blackboard also. Please note the college regulation that marks and feedback must be given to students within 30 working days for PG students and 20 working days for UG students of the coursework deadline. The turn it in scores will be provided to lecturers by the administrative team should they identify any student receiving a high score.
3. Fieldwork Practice Project must be submitted via turn it in and Blackboard by the students. No hard copies will be submitted to the office and they will not be accepted as we no longer have the capacity to store them. Emma McConkey will then email an electronic pack (containing the practice project, learning agreement, supervisor report, marking guidelines & instructions) to each students tutor and their 2nd marker. The Second marker will be responsible for entering the final marks and feedback comments for each of their student and this should be done in Blackboard. The turn it in scores will be provided to the tutor and 2nd marker by Emma McConkey should any student receive a high score.
4. Sociology & Social Policy students: The above regulations apply to all Sociology & Social Policy students for their Social Studies modules only. Any module they are studying which does not belong to this School (i.e. economics, political science) is not subject to the above regulations and instead must be submitted in line with the advice from the relevant department.

BSS SOPHISTER PLACEMENT LEARNING AGREEMENT PART 1

Placement start date:	Placement end date:	
Student:	Telephone:	Email:
Practice Teacher:	Telephone:	Email:
Agency Name & Postal Address:		
Tutor:	Telephone:	Email:
Working Days/Hours:		
TOIL Arrangements:		
Sick Leave:		
Study Time:		
Office Accommodation:		
Transport:		
Expenses:		
Dress Code:		
Health & Safety Procedures:		

SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

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

PROFESSIONAL LEARNING PLAN FOR PLACEMENT

(AS PER CRITERIA AND STANDARDS OF PROFICIENCY FOR SOCIAL WORK EDUCATION AND TRAINING PROGRAMMES, THE SOCIAL WORKERS REGISTRATION BOARD; see *Course Handbook* AND www.coru.ie FOR A MORE IN DEPTH DISCUSSION OF THE SPECIFIED DOMAINS OF PROFICIENCY)

Domain 1 Professional autonomy and accountability

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

rights and social justice.

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

Domain 2 Interpersonal and professional relationships

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

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

Domain 3 Effective communication

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

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

Domain 4 Personal and professional development

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

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

Domain 5 Provision of quality services

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

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

Domain 6 Knowledge, understanding and skills

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

other related social sciences

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

ADDITIONAL KEY PERSONAL LEARNING GOALS

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

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

WORKLOAD

STUDENT SUPERVISION

It is a course requirement that formal supervision takes place weekly and 90 minutes duration is advised.

Components of supervision include reflective learning and practice, support, case management and organizational and policy issues.

Note learning styles of student and practice teacher:

Supervision Arrangements:

Day:

Time:

Other Student Supports:

STUDENT ASSESSMENT / SOURCES OF EVIDENCE

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

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

PERSONAL ISSUES

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

COLLEGE-RELATED ISSUES

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

AGENCY-RELATED ISSUES

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

Signatures

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

Student:

Practice Teacher:

Tutor:

Date:

MID PLACEMENT MEETING ARRANGEMENTS

Date of Mid Placement Meeting:

Time:

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

BSS SOPHISTER PLACEMENT LEARNING AGREEMENT PART 2

MID PLACEMENT MEETING

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

- Professional Autonomy and Accountability

- Interpersonal and Professional Relationships

- Personal and Professional Development

- Effective Communication

- Provision of Quality Services

- Knowledge, understanding and skills

- Additional Personal Learning Goals

Establish whether student is likely to pass the placement and outline very clearly what objectives are set for the second half of placement.

Objectives / Plan for remainder of placement

Student Issues/Concerns

Practice Teacher Issues/Concerns

Signatures

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

Student:

Practice Teacher:

Tutor:

Date:

BSS SOPHISTER PLACEMENT LEARNING AGREEMENT PART 3

FINAL PLACEMENT MEETING

Date:

Time:

Review of Learning :

Areas of strength identified and recommendations for future development:

Signatures

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

Student:

Practice Teacher:

Tutor:

Date: