



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

Bachelor in Social Studies

Junior Freshman Course Handbook

2016–2017



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Introduction

A warm welcome to Trinity College, to the School of Social Work and Social Policy, and to the start of your BSS Social Work degree. We hope this year will mark the start of a very enjoyable and rewarding time for you in Trinity, both academically and socially.

Life in college can be confusing for the first few weeks, whether you have just left school or are returning to education. However, Trinity terminology will soon start to make sense; faces and places will become familiar; and queues will get shorter! Staff members in the School of Social Work and Social Policy are happy to meet you to offer information or advice, and there are many other people in college who can help you, including your College Tutor. Read the handbook, handouts and student guides, check your TCD email account regularly, and look out for study skills courses and other options designed to ease your way into college life.

The Junior Freshman (first year) programme is a foundation for the rest of the BSS degree. It provides an introduction to the social sciences and to social work. Tutorials will be offered for most modules - these are smaller classes where module tutors discuss the material presented in lectures. Module tutors welcome your comments and questions and will encourage you to read critically and to develop your own ideas.

Full module outlines will be available at the start of each module, but the School of Social Work and Social Policy is your home base, and so we provide this Junior Freshman Year handbook, with short module outlines, as a compilation of this year's programme. The Handbook¹ gives you the basic information you need to find your way about the programme and its arrangements, including:

- General information about the School
- Aims and objectives of the BSS degree
- Course expectations
- Module outlines
- Written requirements and assessment for the year
- Details about volunteer work and placements
- Format for your first placement, practice project, and assessment

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

Please don't hesitate to contact us if you have any queries! Good luck and enjoy the year!

Michael Feely
Director of the BSS Programme

Patrick O'Dea
Assistant Director of the BSS and Junior Freshman Year Head

¹This Handbook aims to be as accurate as possible, but College General Regulations always have primacy over the information contained here.

School of Social Work and Social Policy

Staff Members

Title	Name	Email
Head of School of Social Work and Social Policy	Associate Professor, Eoin O'Sullivan	tosullvn@tcd.ie
Director of Teaching and Learning (Undergraduate)	Professor, Robbie Gilligan	robbie.gilligan@tcd.ie
Director of Bachelor in Social Studies	Assistant Professor, Michael Feely	mfeely@tcd.ie
Assistant Director of the BSS and Junior Freshman Year Head	Assistant Professor, Patrick O'Dea	paodea@tcd.ie
Bachelor in Social Studies Executive Officer	Ms Mairead Pascoe	social.studies@tcd.ie Tel: (01) 8962347
Fieldwork Team	Assistant Professor Erna O'Connor Assistant Professor Paddy O'Dea	connorer@tcd.ie paodea@tcd.ie

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

School Activities

In 1934, Trinity College established its first social work training course, the Diploma in Social Studies. In 1962, the Department of Social Studies established the Bachelor in Social Studies (BSS) social work degree, which in 1973 was recognised by the British Central Council for Education and Training in Social Work for the professional social work qualification CQSW. From 1995 to 2011, 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 Care Professionals Council), graduates who have successfully completed the four years of the BSS (Hons) degree are eligible to apply to be placed on the Social Work Register.

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

In addition to the two social work degrees, BSS and MSW, the School offers a range of other courses including 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 a number of 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 who 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.

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

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

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

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

School Research Centres:

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

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

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

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

Overview of the BSS Degree

Aims and Objectives

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

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

Knowledge Base

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

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

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

Social policy, sociology, law, economics and politics modules provide frameworks for understanding 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 principles and methods of social research and are supported to apply research methods in college 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, subject to CORU.

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 be confident to challenge practice that does not.
11. engage in continuing professional development including further study.

The BSS degree prepares students to meet the CORU Standards of Proficiency for professionally qualified social workers.

http://www.coru.ie/uploads/documents/typeset_Social_Worker_Code_Feb_2010.pdf

Course Expectations

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

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

Expectations include the following:-

Staff

- Providing an enriching learning environment which is stimulating, challenging and involves students as active participants in teaching and learning.
- Linking theory / research to real world /practice situations.
- Supporting fieldwork-college links.
- Providing timely, fair and constructive responses to student's work.

- Rewarding effort and encouraging students to achieve their potential.
- Being accessible to students and responsive to their concerns and feedback.
- Combining support for students in difficulty with fairness to other students.
- Transparency about rules and procedures.

Students

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

Attendance

For professional reasons lecture and tutorial attendance in all years is compulsory. If students are unable to attend class or placement for unavoidable reasons they must notify College and placement and complete the Absence Notification Form appended and submit this to the Course Director.

If students are aware of issues which will affect their ability to attend College or placement on an ongoing basis they must make an appointment to discuss their situation with the Course Director.

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

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

Overview of Junior Freshman Year

Module Code	Module Title	ECT Credits	Assessment Type
SS1766	Introduction to Social Policy	10	MT Essay (50%) HT Essay (50%)
SS1720	Introduction to Social Work	10	Essay (30%) Annual Examination (70%)
SS1730	Introduction to Psychology	10	Multiple Choice Test (30%) Blogs (70%)
SO1311	Introduction to Sociology	10	Essay (30%) Annual Examination (70%)
PO1603	Politics and Irish Society	10	Multiple Choice Test (15%) Multiple Choice Test (15%) Annual Examination (70%)
EC1040	Introduction to Economic Policy	10	Groupwork Project (15%) Multiple Choice Test (15%) Annual Examination (70%)
SS1777	Junior Freshman Placement	10	Volunteer Work : Certification of required number of hours of voluntary work. Residential Care Placement: Placement Project. (The Placement and Placement Project must be passed in order to pass the year overall)
<p>Students may take a module in French (FR1040) 10 ECT or German (GR1004) 10 ECT in addition to the above compulsory modules , however, the overall year mark will be calculated only on the results of the above list of mandatory modules and not the language electives.</p>			

Students must take the compulsory modules totalling 70 ECTS.

All written work is submitted via www.turnitin.com Registration details for www.turnitin.com will be circulated in advance of the submission date. For further guidance see **Submission of Coursework** (page 35).

Module Outlines

SS1766 Introduction to Social Policy

Assistant Professor Catherine Conlon CONLONCE@tcd.ie

This introductory module, which will run in both Michaelmas and Hilary term.

Michaelmas Term - Will focus on concepts and constructs shaping the field of Social Policy.

Hilary Term – Will introduce students to a range of social policy issues allowing students appreciate how these concepts and constructs manifest when applied to current social concerns and contexts such as ageing, crime, housing, families, youth among others.

Module Aims

The Introduction to Social Policy module aims to introduce students to the vibrant, diverse and highly relevant field of social policy through a discussion of key contemporary concepts, themes and debates. Students will encounter key concepts relating to social and economic justice with particular reference to higher income country contexts. Core embedded principles reflecting key concerns of contemporary society will be attended to including social justice, redistribution, solidarity, social need, citizenship, diversity and life course. An understanding of the multiple contexts shaping social policy across international, supra-national, national and local levels will be developed. Students will be given an appreciation of the continuously evolving political, ethical, theoretical, and material contexts that shape social policy making. The module will equip students for deeper exploration of specific policy issues and debates as they progress in their study of social policy.

Learning Outcomes

After this module you should:

- Appreciate key principles and constructs influencing contemporary social policy in (post) welfare state contexts.
- Understand the architecture framing social policy and how local policy instruments and principles derive from international and supra-national frameworks as well as local frameworks and conditions.
- Be equipped with basic conceptual tools to assess the premises and impacts of social policy instruments.
- Be aware of how social policy frames and responds to a range of contemporary social issues.

Key Readings

Alcock, P., May, M. and Wright, S. (2012) *The Students Companion to Social Policy*. Chichester: Wiley.

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

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

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

Assessment

Assessment 1 (Michaelmas Term)

Essay (50% weighting) Due Friday January 6th 6pm

Assessment 2 (Hilary Term)

Essay (50% weighting) Due Friday April 21st 6pm

A penalty of 10% will be applied to students who submit essays late without an authorised extension.

Part A: Assistant Professor Stan Houston Shouston@tcd.ie

This section of the module comprises 52 lecture hours in the Michaelmas and Hilary Terms. It provides an overview of the essential nature of social work and the characteristics which distinguish it from other 'caring professions'. It explores contemporary social work in its many forms, and the influence of historical developments within the profession on current practice. Students are introduced to the variety of social work roles, and the nature of social work process. The module will focus on major themes shaping social work such as the life-course and the need for an ecological perspective, and will address the basic theoretical standpoints and values that inform intervention. The regulatory system, recently introduced, which provides for the registration of social workers in Ireland, is also introduced. The module will familiarise students regarding the foundational skills of reflexivity, reflection, and critical thinking, linking these skills with anti-oppressive social work and the need for relationship-based practice.

The module also seeks to introduce students to issues pertaining to residential and group care in Ireland. Students will discuss what constitutes best practice in residential and group care and how to work creatively in these settings, including the use of self-directed group work. There will be a particular emphasis on person-centred approaches and students will be introduced to both person-centred planning and to person-centred practice. As part of this slant, the module will also cover theories of disability and ageing.

Learning Objectives

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

- Distinguish the role of social work from other disciplines within the range of health and social care professions;
- Comprehend the profile of social work in Ireland including employment opportunities and fields of practice, professional accreditation, professional registration and distribution of social work posts across the different sectors of employment;
- Identify core skills, theory and knowledge required by qualified social work practitioners including theories of the life-course and ecological perspectives;
- Gain an initial understanding of the skills of reflexivity, reflection and critical thinking in social work;

- Articulate the value base of social work and the key ethical concepts that inform practice in this field;
- Understand the skills and knowledge to practice relationship-based social work effectively and ethically;
- Position contemporary social work practice within an historical context;
- Articulate the issues involved in the provision of residential and group care services; and
- Understand and adopt a person-centred approach to service provision.

Module Topics include:

- Social work values, ethics and principles: an introductory overview.
- Social work process: an introductory overview.
- History of social work and social work education in Ireland.
- The social work profession in Ireland: issues in current practice (including registration and regulation).
- The essential nature of social work and its relationship to other caring professions.
- Introduction to the knowledge and skills base of the social work profession.
- Introduction to key theories of social work practice including working in the life-course and using an ecological perspective.
- An introduction to the skills of reflexivity, reflection and critical thinking in social work practice.
- An introduction to strengths-based and solution-focused social work.
- The nature of residential and group care and how to work creatively in these settings.
- Person-centred planning
- Person-centred practice

Assessment

The module will be assessed by essay (30%) and examination (70%). Attendance at all lectures is compulsory. A penalty will be imposed on unexplained, late submission of coursework.

Key Reading

- Banks, S. (2001) *Ethics & Values in Social Work*. 2nd ed. Palgrave. Chapter 5.
- Banks, S. (2004) *Ethics, Accountability and the Social Professions*. Hampshire: Palgrave MacMillan. Chapter 2.
- Barnard, A., Horner, N. and Wild, J. (eds) (2008) *The Value Base of Social Work and Social Care: An Active Learning Handbook*. Open University Press.
- Christie, A., Featherstone, B., Quin, S. and Walsh, T. (2015) *Social Work in Ireland: Change and Continuities*. Palgrave
- Coulshed, V. and Orme, J. (2012) *Social Work Practice: An Introduction*. 5th ed. Palgrave.
- Cree, V.E. (ed) (2011) *Social Work. A Reader*. Routledge
- Darling, V. (1971) 'Social Work in the Republic of Ireland', *Social Studies*, 1.1, pp. 24-37.
- Davies, M. (ed) (2002) *The Blackwell Companion to Social Work*. 2nd edition. Oxford: Blackwell Publishers. Part 1, Chapters 1.1 to 1.9.
- Dominelli, L. (2009) *Introducing Social Work*. Cambridge: Polity Press.
- Drury-Hudson, J. (1998) 'A model of professional knowledge for social work practice' *Australian Social Work*, 50 (3): 35-44.
- Hare, I. (2004) 'Defining social work for the 21st century: The International Federation of Social Worker's revised definition of social work' in *International Social Work*, 47(3) pp. 407-424.
- Hopkins, G. (1998) *The Write Stuff: A guide to effective writing in social care and related services*. Russell House Publishing.
- Kearney, N. (1987) *Social Work and Social Work Training in Ireland: Yesterday and Tomorrow. Occasional Papers Series 1*. Dublin: Dept of Social Studies, TCD.
- Kearney, N. and Skehill, C. (2005) *Social Work in Ireland: Historical Perspectives*. Dublin: IPA
- Koprowska, J. (2010) *Communication and Interpersonal Skills in Social Work*. Learning Matters. 3rd edition

- Lishman, J. (1994) *Communication in Social Work*. London: Palgrave.
- NDA (2005) *Guidelines on Person Centred Planning in the Provision of Services for People with Disabilities in Ireland*, Dublin: NDA.
- Payne, M. (2005) *The Origins of Social Work: Continuity and Change*. Palgrave Macmillan.
- Skehill, C. (1999) *The Nature of Social Work in Ireland*. NY: Edwin Mellon.
- Thompson, N. and Thompson, S. (2008) *The Social Work Companion*. Palgrave.
- Trevithick, P. (2000) *Social Work Skills: a practice handbook*. UK: Open University Press.
- Walker, H. (2008) *Studying for Your Social Work Degree*. Exeter: Learning Matters
- Wilson, K., Ruch, G., Lymbery, M. and Cooper, A. (2008) *Social Work: an introduction to contemporary practice*. Pearson. (See Ch. 5 on social work knowledge and practice; Ch. 10 on communication skills; Ch 21 on contemporary challenges to social work).

Additional reading recommendations will be provided in class.

Preparation for Placement

Part B: Assistant Professor Patrick O’Dea paodea@tcd.ie

This section of the module, delivered in Hilary Term, is about direct Practice! Its aim is both to resource students for JF placement and prepare students to achieve optimal learning from their direct practice experience. As such, it is a beginning step to reach the standards of proficiency required by CORU of social workers.

Learning Objectives

At the end of this section of the module students will be resourced to undertake & learn from a placement in a residential setting.

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

Themes addressed are, 1) reflective learning, 2) beginning practice skills for residential care and 3) the placement process.

- 1) The difference between class room learning and learning in a live practice situation.
- 2) Reflective skills for practice.
- 3) Listening skills.
- 4) Personal and Professional Boundaries.
- 5) Protection of children and vulnerable adults.
- 6) HIQA standards for residential services.
- 7) Placement Support documentation, (Learning Agreement, Supervisor Evaluation Report, Student Placement Report)

Assessment

The module is not assessed directly, however students must pass JF placement, for which this module prepares, in order to proceed into SF year.

Readings

Joyce Lishman (2007) *Handbook for practice learning in social work and social care: knowledge and theory*. E-Book | 2015

Lalor, K. & Share, P. (2013). *Understanding social care*.

Lalor, K & Share, P (Eds.), *Applied social care: An introduction for students in Ireland* (3rd edition, pp. 3-18). Dublin: Gill and Macmillan.

Additional reading recommendations will be provided in class.

Websites

www.hiqa.ie

SS1730 Introduction to Psychology

Lecturer: Sadhbh Byrne byrnes30@tcd.ie

Module Overview:

“It may be argued that of all the social science modules available to social workers, psychology is especially important because it offers potential explanations of complex aspects of human behaviour and development” (Ingleby, 2010, p. ix).

Psychology examines how humans think, feel, and behave. The course aims to give you insight to psychological theories and research, and how we can use psychology to understand people and their behaviour.

This 42-hour module comprises of one (two-hour) lecture each week, across Michaelmas and Hilary terms. In Michaelmas Term, the module will provide a broad introduction to the major areas of study within psychology. Throughout Hilary Term, special attention will be paid to psychological approaches to understanding social processes, such as group interaction and prejudice.

Learning Objectives:

On completion of this module, students will be equipped to:

- Describe the main fields of study in contemporary psychology, and their associated theories
- Understand the psychological processes that underpin human behaviour
- Apply psychological theory to real-world situations
- Be critical consumers of psychological knowledge, in order to effectively evaluate research findings and theoretical proposals

Assessment:

Michaelmas Term:

Students will take an in-class multiple choice question exam in the last lecture slot of Michaelmas Term (30% of overall module grade).

Hilary Term:

Students will submit a 500-word blog in weeks 23, 25, 27, 29, and 31 (altogether, 70% of overall module grade).

Outline of Module Content:

The module will include the following topics:

Michaelmas Term:

- History of psychology as a discipline of study
- Conceptualisation and measurement of personality
- Learning and the effect of experience on behaviour
- Psychological perspectives of human development
- Diagnosis and treatment of psychological disorders
- Perceiving the external world through our sensory experiences

- The study of memory, attention, and other cognitive processes
- Understanding how psychological factors contribute to physical health and illness
- The psychology of happiness and wellbeing

Hilary Term:

- Attitude formation, attitude change, and the influence of attitudes on behaviour
- How we see ourselves: self-concept, self-esteem
- How we see others: impressions and attributions
- Groups, conformity, and minority/majority influence
- Language and communication
- Prosocial behaviour and the bystander effect
- Causes and effects of stereotyping, prejudice and discrimination
- The influence of choice, emotion, and identity on consumer behaviour
- Obedience to authority and compliance with norms
- Interpersonal relationships

Key textbooks:

Michaelmas Term:

- General: [Hewstone, Fincham, & Foster \(2005\). Psychology. BPS Blackwell](#)
- For lecture on Positive Psychology: [Carr \(2004\) Positive Psychology: The Science of Happiness and Human Strengths](#)

Hilary Term:

- [Sutton & Douglas \(2013\) Social Psychology. Palgrave MacMillan](#)

Supplemental reading:

- [Ingelby \(2010\) Applied Psychology for Social Work. Learning Matters e-book](#)
- [Feldman \(2010\) Psychology and your life. McGraw-Hill, Boston](#)
- [Gross \(2001\) Psychology: The science of mind and behaviour](#)
- [Hogg & Vaughan \(2008\) Social Psychology - 5th Ed](#)
- [Aronson \(2014\) Social Psychology](#)

Relevant media:

- [British Psychological Society Research Digest](#)
- [BPS Research Digest Podcast](#)
- [PsySociety blog from Scientific American](#)
- [The Psychology Podcast](#)
- [TED Talks Playlist: Fascinating psychology experiments](#)

S01311 Introduction to Sociology

Module Description available via:

<https://www.tcd.ie/sociology/undergraduate/modules/jf/intro/index.php>

PO1603 Politics and Irish Society

Module Description available via:

https://www.tcd.ie/Political_Science/undergraduate/module-outlines/jf/intro/politics&irishsociety.php

EC1040 Introduction to Economic Policy

Module Description available via:

<https://www.tcd.ie/Economics/undergraduate/jf/intro-economic-policy/>

Optional French FR1040 or German GR1040

FR1040 Module Description available via: <https://www.tcd.ie/French/contact/>

GR1040 Module Description available via:
https://www.tcd.ie/Germanic_Studies/contact/

Guidelines for Presentation of Written Work

General Points

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

- Presentation of academic work is very important and affects grades. Good presentation includes clarity in meaning, argument and structure, and accuracy in terms used, numbers, spelling, grammar and referencing. Use feedback on your written work to help you improve presentation. Look out for study skills courses that are provided to all students free of charge in college and, if you need it, approach the College Learning Support Service for assessment and tuition.
- Blackboard module ACADEMIC SKILLS FOR SUCCESSFUL LEARNING is an online resource designed by Student Learning Development available to all students from <http://mymodule.tcd.ie/> It is highly recommended that you visit this website and use the resources that are available there when you are preparing written work and assignments.
- Plan: Answer the question and address a specific topic. Don't put down everything you know, unless it is clearly relevant. A good outline plan is vital. If you want to take a specific approach, say so, but show you are aware of other angles too.
- Structure: Structure your answer clearly, so that an argument emerges. Introductions and conclusions are important to outline and pull your argument together. New points or topics should be marked by a new paragraph. Avoid long paragraphs. Use sub-headings to signpost your argument.
- **Plagiarism** of any kind is unacceptable in academic work and is penalised (see next section for more details). Acknowledge every author or source that you quote or paraphrase, including text that is unpublished or from the internet. Signal quotations with quotation marks, page references, and indentation. Don't quote long passages. When paraphrasing, give the precise source and page reference.
- Each piece of work that you submit for marking must be original. You are not permitted to repeatedly submit the same piece of work for different assignments. **Unacknowledged reproduction of your own personal work is unacceptable so please avoid it.**

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

In an effort to ensure that students are submitting their own work and that they are appropriately referencing the work of other authors, students will be required to submit all assignments through **Turnitin.com**. Turnitin.com is software that detects plagiarism by comparing the work that is being submitted to previously submitted work and to internet-published material. Failure to submit through Turnitin.com will result in your assignment not being corrected or marked. You will receive email instructions for each assignment regarding how to submit it through Turnitin.

- Evidence: Be specific. Avoid vague generalisations such as "research shows". Refer to a named author or source to back up your statements.
- Reference carefully. Give each author's name, publication date, and page numbers which refer to the specific point or quotation, either in brackets after the reference eg: (Davies, 2002: 3) or in a numbered footnote.
- Bibliography: List all authors you have cited in a comprehensive bibliography. Do not include books you have read but not mentioned in your main text. The bibliography should be in alphabetical order by first author's name and in a consistent format which includes: author's name, year of publication, title of book, or title of article and journal, place of publication, and publisher - for example:

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

Carroll, J. (2002). Play Therapy: the children's views. *Child and Family Social Work*, 7(3): 177-187.

- Presentation: Keep to recommended word lengths and state your word count on the front page of your assignment submission.
- Word-process all written work, print on one side of the page, and use margins that allow for the lecturer to insert short comments if they need to do so when marking.
- Proof-Read: Always check your work before handing it in, so you can correct mistakes in spelling, grammar and referencing. Run a spell-check and grammar-check. Careless presentation can spoil the impact of what you have written and lose you marks.

- Put your name on all pages, unless specifically told to do otherwise.
- Number the pages.
- State word count on front page of submission.
- Deadlines: Hand work in on time. If you are ill, tell the lecturer or your college tutor, and arrange an agreed extension. Mark penalties may be applied if work is submitted late without an agreed extension.
- Keep copies of all course work.

Plagiarism

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

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> You should also familiarize yourself with the 2016-17 Calendar entry on plagiarism and the sanctions which are applied which is located at <http://tcd-ie.libguides.com/plagiarism/calendar> (also set out below)
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write> Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>
- (iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Coursework Declaration Form

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

The Coursework Declaration Form can be found on page 59 of this handbook

Detection of Plagiarism

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

College Regulations on Plagiarism

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

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

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

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

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

82 General

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

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

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

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

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

83 Examples of Plagiarism

Plagiarism can arise from actions such as:

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

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

- (i) fail to distinguish between their own ideas and those of others;*
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;*

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

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

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

84 Plagiarism in the context of group work

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

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

85 Self plagiarism

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

86 Avoiding plagiarism

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

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

directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

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

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

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

(b) Level 2: Student receives a formal written warning. The piece of work in question is 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/CAPSL/> Other sources of information on the range of college services available to support student learning and academic performance include:

Student Counselling Service

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

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

e-mail: student-counselling@tcd.ie

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

http://www.tcd.ie/Student_Counselling/support-services/

Disability Service

Provides educational support to students with disabilities

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

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

Essay-Type Examinations - Guidance

- Allow time to answer the required number of questions. Leaving one out loses you many marks.
- Base your answers on a clear plan and structure them with sub-headings.
- Include specific references to literature, not just the author's name.
- Avoid writing in note form, but if you are short of time, make your notes as full and explicit as possible, and remember to write a brief conclusion.
- Do not bring any material into the examination that is forbidden. Cheating in examinations is a serious offence in Trinity College.
- Be informed about and adhere to rules regarding the use of mobile phones or other electronic devices during examinations.
- If you feel unwell during an examination alert the invigilator.
- If you are unable to attend on the date and time of a scheduled examination, contact your college tutor immediately.
- If you are unable to attend an examination due to illness or health-related issues you will be required to produce a medical certificate to certify that you were not fit to attend the examination.

Submission of coursework

All coursework including essay, groupwork projects and assignments for modules SS1720, SS1730, SS1766 and SS1777 must be submitted on www.Turnitin.com and on Blackboard no later than 18:00 on the day of the deadline set by the lecturer otherwise your work may be recorded as late or as a non-submission. No hard copies will be submitted to the office and they will not be accepted as the School no longer has the capacity to store them.

The above regulations apply to all students for their Social Studies modules only. Any modules which do not belong to this School (i.e. Modules EC1040, PO1603 and SO1311) are not subject to the above regulations and instead must be submitted in line with the advice from the relevant department.

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. 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.

Placement Project

Format

A. Introduction

- Briefly introduce the placement agency, its location and type of service it provides.
- State why you were interested in undertaking a placement in this agency and what you hoped to gain from it
- Briefly outline the structure of this project.

B. The Residential Unit

Describe the following:

- Type of unit. General location. Who owns / operates it. How long is it in operation?
- Physical facilities - very brief description
- Service objectives: People for whom unit caters; service it aims to provide
- Model of care: How the unit operates to achieve these aims.
- Finances: Who pays for service and how much it costs; Do residents get grants to offset costs and, if so, from whom? Are people admitted to the unit reliant on social welfare pension / benefits? How much of their pension is paid to the unit? Do parents subsidise the cost of care of their children?
- Residents: Age range. Needs catered for by this unit. How residents are referred to the unit and the extent to which they are involved in this decision? How long they can expect to stay. Do many move on / out? If so, where?
- Daily life for residents: Routines & activities. Involvement of families & friends. Going out / participation in the community. Do residents have care-plans and reviews?
- Staffing: Staff-resident ratios. Staff training. What staff regard as their major role. What they see as the major problem(s) in fulfilling that role.
- Would you like to live in the unit / send a loved one there? Explain why / why not. Assess quality of care in the unit from the perspective of residents and families.
- Assume that each resident will be assigned a key worker (care worker or social worker) and outline what her / his role would be.

C. Profile of a Resident

Illustrate the discussion in Section B by **briefly** profiling an individual resident with whom you have had contact during placement:

- Your contact / relationship with the resident
- Source/s of information about the resident that you have used for the profile
- Age and social circumstances of resident (if known to you)
- Reasons for resident being in the unit
- Service offered to the resident in the unit
- Resident's perceptions of and response to care in the unit
- Future plans for / of resident

D. Assessment of your work and learning

- Your role and responsibilities on placement
- Workload : the main work you did - on your own or with colleagues
- Other learning opportunities (eg: meetings, case conferences, observation visits)
- Supervision : frequency; main issues discussed and key learning points.
- Assessment of your learning - about yourself, residents, residential care, and the effectiveness of this placement as a learning experience.

E. Bibliography

Guidelines for the Placement Project

- Section B should draw on your observations, discussion with staff and residents, and on your reading and lecture notes.
- Section C should draw on observation and conversation with resident or staff. However, be careful not to pry or to ask inappropriate, intrusive questions. If residents choose to talk with you about their personal circumstances or background to help you with your project, thank them and assure them that you will preserve their anonymity in anything you write.
- **When referring to individual residents, or their families, or to staff, change their names and disguise all identifying information to preserve their anonymity, and state in the report that you have done so.** (See also section note on 'access to confidential information').
- Recommended word-length: 2,500-3,000 words.
- Submit an electronic copy via www.Turnitin.com and Blackboard of the Project by **Friday August 11th, 2017.**

Exemption from residential Placement by virtue of prior residential work.

Students with sufficient prior residential care work experience may be exempted from the JF summer placement. To gain exemption, complete the Placement Exemption Application Form in the appendix and give details of the following:

- List of your residential care work experience with dates and hours worked.
- Line manager's reference from most recent residential care employment.
- These must be submitted to the Fieldwork Unit by **February 3rd 2017**.
- Practice Project: as above, but adapted to fit your work experience.
- Submission date: **Friday August 11th, 2017**.

Practice/ Placement

Volunteer Work: Gaining Practice Experience

If you have no previous voluntary or paid social service experience, you are requested to undertake approximately 30 hours volunteer work during the year. Induction to volunteering and volunteering information packs will be provided in class during Michaelmas Term.

Examples

Examples of volunteer work include:

- helping in a youth club or after school group; visiting older people living alone;
- befriending people with disabilities / people who are homeless or lonely;
- helping in a drop-in-centre; working on a crisis telephone line, etc.

Aims

Aims of this requirement are to:-

- give you 'hands-on' experience of working with people in a befriending or support capacity
- help you learn at first hand about the provision of a personal social service
- help you identify the basic ingredients of good practice
- help you draw links between your experience and issues discussed in class.

Choice

A list of possibilities and contact people for volunteer work, both in college and outside, will be provided, but you can also use your own contacts.

Duration

30 hours is a guideline and you are, of course, free to do more.

In order to gain the most from this volunteer experience, it should be **ongoing** - for example a regular weekly commitment of 2 - 3 hours - so that you have a chance to build relationships and to develop knowledge and skills over time. If you have the opportunity to do some work in holidays or at weekends that will be a bonus, but aim to maintain your involvement over a few months.

Aim to start by Reading Week (Teaching Week 7) in Michaelmas Term.

Advice

The Fieldwork Unit will advise you as needed. At the end of your involvement, ask a worker in the agency to complete the relevant form (which will be provided in the Volunteering Information pack early in Michaelmas term), confirming your activity and its duration, and submit this to the Fieldwork Unit in Trinity Term.

Guidelines for Volunteer work

Commitment When you become a volunteer, you are making a commitment to turn up regularly and to act responsibly. So check out the nature of the work and the time involved, and be sure that you are able to make and keep that commitment. If you feel the work does not suit you, choose a different area of work that interests you more, that you will enjoy and maintain.

Preparation and Support

Some agencies provide training and support meetings for volunteers and this is very valuable, as it will help you to learn and work more effectively. In all cases, check out whom in the agency you can consult when you need advice. Ensure you have someone to report to about what you are doing, so that you get the necessary feedback, advice and support.

Ethical Practice

Volunteers, like professional workers, must act responsibly:

- **Reliability:** Turn up when you have promised to do so, and if unavoidably absent, make sure to let those involved know. Letting people down disrupts their arrangements and conveys a lack of interest in or concern for them.
- **Confidentiality:** You are likely to learn personal information about people you are befriending, and should not disclose this to others without permission, and even then only with discretion. But if you learn something that causes you concern for the welfare or safety of any individual, or for yourself, get advice from the person in the agency to whom you report, as soon as possible.
- **Maintaining appropriate boundaries:** A befriending relationship is friendly and informal and involves getting to know one another. But your

involvement is time-limited - you are not likely to become a friend for life, so be cautious about giving your address or phone number, or making commitments that you cannot keep.

- Respecting difference: Volunteer work involves working with fellow-volunteers, organisers and service users, any of whom may have very different backgrounds, beliefs and experiences from your own. Use the opportunity to learn about these differences in a respectful way.

Volunteering can often be rewarding and challenging at the same time. It should give you new ideas and experiences that you can bring for discussion in your social work classes. We hope that you will find it enjoyable, stimulating and confidence-building.

Placement

Aims of Placements in general

- To develop social work practice skills.
- To integrate social work theory and practice.
- To acquire a working knowledge of services and community resources.
- To understand the tasks of social work and allied disciplines.
- To develop professional and ethical standards of practice.

Aims of the Junior Freshman Residential Summer Placement

At the end of this placement, students will have gained:

- An experience of a total living situation where residents live in a cared-for environment.
- An insight into the daily experience of residents
- An opportunity to observe developmental behaviour and group interaction in residential care settings
- An understanding of residential care-work and of the role of care-workers
- An opportunity to identify care needs and how these are met in residential services.
- An opportunity to work as a team member under supervision.
- An opportunity to develop your communication and social-care skills.

Nature and Duration of the Junior Freshman Placement

This placement is in an agency which provides full-time care for its residents. Although this is largely an observation placement, it provides an opportunity for you to share activities with residents and staff.

The aim is not for you to work as 'unpaid labour' doing only physical care or nursing tasks for which you are untrained, but rather to shadow or work alongside experienced care staff and to engage in social activities which increase your understanding of the experience and needs of residents and the work carried out by staff in residential care settings.

You should aim to work normal care-worker shifts and be supervised by a care-worker or social worker in the agency. You should have regular supervision sessions with your supervisor, or a senior colleague, to plan your work and to process your learning.

The placement lasts 6 weeks (30 working days or equivalent) *en bloc*, in the summer following JF annual examinations. The placement cannot be split or shortened.

Choice of Placement

Placements are available in a variety of settings and locations, in Ireland or abroad. When arranging placements, the Fieldwork Coordinators take account of your wishes and special circumstances, and are always glad to hear of new agencies willing to accept students, but the ultimate responsibility for agreeing and arranging placements lies with the Fieldwork Unit acting on behalf of the School.

Preparing for Placement

In preparation for the summer placement, you should:

- complete a Placement Request Form for the Fieldwork Coordinators
- prepare a Curriculum Vitae which can be sent to the placement, including:
 - Name, home / term address, phone-number, email
 - Date and place of birth, your stage in college
 - Summary of your education and employment record
 - Summary of your relevant voluntary or paid work experience
 - Summary of your interests, skills and achievements

Placement Project

- A Placement Project must be completed in order for students to satisfactorily pass this placement. Detailed guidelines on the content of this project are contained in the earlier section of this handbook entitled Placement Project.

Reading Time

As the Placement Project is designed to support your placement learning and to link theory and practice, time should be set aside on placement days to read and plan for the project. The recommended time is one half-day per week. The project is an assignment for college and, while supervisors and colleagues may help you with advice and information, the responsibility for data gathering and presentation is yours.

Access to Confidential Information

On placement, you may have access to confidential information about residents. **Do not** take notes containing confidential or identifying information out of the unit, as the risk of losing this material can have serious implications for residents, for their families, and for unit staff. Your project should preserve **absolute confidentiality and anonymity** by disguising all identifying information about staff or residents, and

will be treated as a confidential document by the School. If you write about a resident or family member in your project use a pseudonym for them and do not reveal information such as their address.

Health and Safety and Vaccination Policy

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

The School of Social Work and Social Policy is obliged to exercise responsibility to the health of individual students and our duty of care to the public, with whom students are in close contact on placement.

With this in mind, the School will require Hepatitis B vaccination, after College Registration.

The School recommends that students are also protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).

Hepatitis B vaccination will be arranged *en bloc* with College Health Service for Junior Freshman students. Students of other BSS years may arrange vaccination through their own GP or with College Health Service. Costs must be met by the students.

This year the Hepatitis B vaccination will take place on the following dates at the College Health Service.

Tuesday 25th October 2016 at 10am

Tuesday 22nd November 2016 at 10am

Friday 7th April 2017 at 10am

Every JF BSS student must attend College Health Centre on 25th October 2016 at 10am for a talk and individual doctor consultation re vaccinations. Those students, who have previously had Hep vaccine or have arrangements made for that vaccination elsewhere, must attend and bring written evidence of same. Cost is approximately €110 and free to those with medical cards.

A record must be submitted to the Field Work Team, prior to commencing placements.

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

Garda Vetting

Agencies serving children and vulnerable people require staff and students to have Garda clearance. College will request the Garda Vetting Bureau to vet all students for criminal convictions and your Clearance should be available in time for your summer placement, though possibly not for your Volunteer Work.

If clearance is required for your Volunteer work, the agency may need to apply for Garda Clearance on your behalf. Be aware that this process takes time and may delay the start of your volunteering.

If you have lived in a different jurisdiction at any time, remember to request, well in advance, police clearance from the relevant police authority to cover that period as the Garda Vetting Bureau does not cover other jurisdictions. Police clearance certificates from other jurisdictions should be submitted to the Admissions Office. Please remember to keep a copy for your records.

The School reserves the right to refuse permission for any student to proceed to placement where the Garda Vetting process is incomplete or where the Garda Vetting report raises concerns about the student's suitability for placement. In such circumstances, permission for the student to proceed to placement will be considered in the first instance by the Course Director in consultation with the Course Advisory Committee.

Supervisor's Assessment of Student's Placement Performance

Supervisors' reports should be completed on the report form included in the appendix which is circulated to supervisors in advance of placement.. Reports should be discussed with students before they are finalised and should be signed by both student and supervisor. The report from the placement supervisor will be stored on the student's file and may be shared with future placement supervisors and with future social work tutors.

Reports will address the following:

Personal Organisation

- Reliability and good judgement when given responsibility
- Punctuality and personal organisation
- Constructive use of time in the agency
- Ability to perform routine tasks without close supervision
- Ability to tolerate, and work under, pressure

Relating to Service Users

- Sensitivity towards residents
- Respect shown for residents' feelings and privacy
- Avoidance of discriminatory language or behaviour

- Clear and positive communication skills.
- Accurate listening and observation ability
- Constructive approach to activities with residents

Understanding Residential work

- Recognition of factors influencing residents' mood or behaviour
- Awareness of when residents need help or attention
- Respect for confidentiality
- Understanding of the Unit's aims and procedures

Relating to Staff

- Cooperation with staff; behaviour as a team-member
- Asking for help / advice when needed
- Accuracy in reporting back

Competence at Specific Tasks:

- Please illustrate with reference to 2 or 3 examples

Summary and Recommendation

- Student's strengths displayed on this placement.
- Any particular difficulties shown by the student on placement
- On the basis of placement performance, would you recommend this student as suitable for, and ready to continue, social work training?
- The Report must make a clear recommendation by the supervisor of Pass or Fail.

Two hard copies of the Supervisor's Report should be sent for the attention of The Fieldwork Unit, School of Social Work and Social Policy, Arts Building, Room 3063, Trinity College, Dublin 2, within a **fortnight** after the end of placement. It is also helpful to send an electronic version to the School at mcconkee@tcd.ie

Tutors

Tutors and Tutorials

In Trinity College, the term "Tutor" is used in a number of different ways. Tutors are support people, but may have different functions:-

Module/ Class Tutors

Module Tutors are staff or postgraduates who run tutorial classes for groups of 10 - 20 students to support a specific module. They recap on lecture material, explore concepts in detail, invite discussion and answer questions. They may ask you to read an article or to undertake an assignment and to present it at the next class. These tutorials help you to get to grips with the subject and to write competent and reflective answers in essays and exams.

Social Work Tutors

In Junior Sophister year, you will be assigned an individual **Social Work Tutor**, who will act as your social work mentor for the rest of the BSS course.

There are other sources of advice available to BSS students. Course- related matters can be discussed, as appropriate, with the BSS Course Director, individual Lecturers, Fieldwork Coordinators, Director of Undergraduate Teaching and Learning or Head of School, all of whom will arrange to meet with students. Another key support is your College Tutor.

College Tutors

Each Trinity student has an individual **College Tutor**, who takes a personal interest in your academic career. College tutors can advise you on study skills, examinations, fees, time 'off-books', and any other matter requiring an official approach to, or response from, college. College tutors are available to advise you when personal matters impinge on your academic work, and to advise you about relevant services and facilities in college. College tutors do not meet you on a regular basis unless you choose to consult them.

Most college tutors have regular tutorial hours posted on their door, indicating their availability. If they are away, another college tutor will be assigned, or you can contact the Senior Tutor, Dr Claire Laudet. It is a good idea to make a point of meeting your college tutor in first year to introduce yourself and in advance of needing their help.

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 in Michaelmas term.

Staff Availability

Students with difficulties or queries relating to the course should consult the BSS Course Director in the first instance.

Library Facilities

Advice on how to find, borrow, reserve books, access periodicals and search computerised catalogues is provided by library staff. Most books referred to on Social Studies modules can be found in the Berkeley/Lecky/Ussher Library. Some books are in other locations of the Trinity College Library. If your efforts to locate reading material fail, consult Siobhán Dunne via siobhan.dunne@tcd.ie who is the Librarian assigned to the Social Work and Social Policy area, and who may assist readers to locate books and other library services.

Internet Resources

Students have college Internet accounts, which provide access to college web pages, library services, email, and internet for academic purposes. Students may access course materials on college web site, and may contact staff via email: see staff addresses in this Handbook. The School has a web page which provides information about its courses, archived material, research, publications and activities. It also provides links to social work and social policy related web resources:

www.socialwork-socialpolicy.tcd.ie

Academic Year Structure 2016-17

BSS Junior Freshman Academic Year Structure

Michaelmas Term - Semester 1					
Fresher's Week	19 September	-	23 September	2016	In College
Michaelmas Term	26 September	-	4 November	2016	Teaching Weeks
	7 November	-	11 November	2016	Reading Week
	14 November	-	16 December	2016	Teaching Weeks
Hilary Term - Semester 2					
Hilary Term	16 January	-	24 February	2017	Teaching Weeks
	27 February	-	3 March	2017	Reading Week
	6 March	-	7 April	2017	Teaching Weeks
Examination Period					
	1 May	-	26 May	2017	*
JF Placements					
	31 May	-	26 July	2017	

* The Examination timetable is not published until Hilary Term.

Personal Organisation

	VG	G	OK	W	VW	NA
Reliability and good judgement when given responsibility						
Punctuality and personal organisation						
Constructive use of time in the agency						
Ability to perform routine tasks without close supervision						
Ability to tolerate and work under pressure						
Comments/ Examples:						

Relating to Service Users

	VG	G	OK	W	VW	NA
Good-humour and sensitivity towards residents						
Respect shown for residents' feelings and privacy						
Avoidance of discriminatory language or behaviour						
Clear and positive communication skills						
Accurate listening and observation ability						
Constructive approach to activities with residents						

Comments/ Examples:

Understanding Residential Work

	VG	G	OK	W	VW	NA
Recognition of factors influencing residents' mood or behaviour						
Awareness of when residents need help or attention						
Respect for confidentiality						
Understanding of the Unit's aims and procedures						

Comments/ Examples:

Relating to Staff

	VG	G	OK	W	VW	NA
Cooperation with staff; behaviour as a team-member						
Asking for help/advice when needed						
Accuracy in reporting back						
Comments/ Examples:						

Competence at Specific Tasks

Please give specific examples:

Student's approach to learning

Comments/ Examples:

Summary of Student's Strengths and Any Difficulties That Emerged on Placement:

Recommendation:

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

Signed:
Supervisor

Date:

Comment by Student

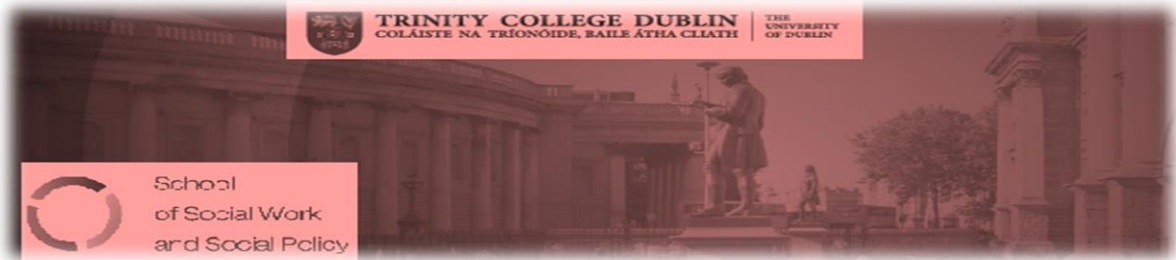
I have discussed this report with my supervisor

Yes

No

Signed:
Student

Date:



BSS Junior Freshman Residential Placement Exemption application

Name of Student: _____ **Date:** _____

Email: _____

I wish to be exempt from the JF residential placement, because of my previous substantial experience in residential care work as detailed below:

Experience Details 1:

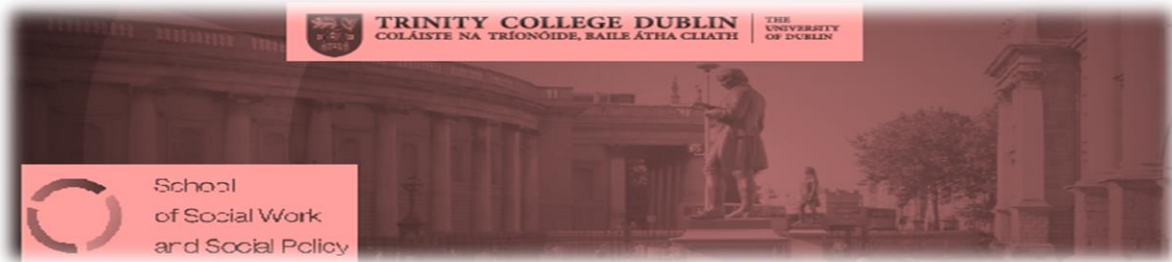
Dates From – To: _____	Agency Name and Location: _____
Job Title: _____	Supervisor: _____
Role/ Main Tasks: _____	Hours per week: _____

Experience Details 2:

Dates From – To: _____	Agency Name and Location: _____
Job Title: _____	Supervisor: _____
Role/ Main Tasks: _____	Hours per week: _____

Any Additional Residential Experience:

Please Submit to mcconkee@tcd.ie



LEARNING AGREEMENT FOR BSS JF STUDENTS.

GENERAL INFORMATION

The aim of this placement is to sensitise social work students to the needs of service users, to best practice in residential care and to the challenges facing care staff. Social work students should gain an understanding of the world of residential care and their tasks should be primarily social, relational and observational.

Student:	Telephone:
Supervisor	Telephone:
Agency:	Telephone:
College Liaison Erna O'Connor/Patrick O'Dea	Telephone: (01) 8962627/8962991 Email erna.oconnor@tcd.ie / paodea@tcd.ie
Working Days:	
TOIL Arrangements:	
Sick Leave:	
Study Time:	
Dress Code:	
Health & Safety:	

LEARNING GOALS

Learning goals should be
Understanding of the Agency Setting
Understanding Experiences of Service Users
Communication Skills
Organisational Skills
Teamwork
Other learning goals appropriate to the setting and the student's learning needs:

STUDENT SUPERVISION

It is a preference of the course that supervision takes place weekly.

Supervision Arrangements:

Day:

Time:

Other Student Supports:

STUDENT ASSESSMENT (please refer to Supervisor Report)

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

Signatures

Student:

Supervisor:

Date:



UG DECLARATION

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

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

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

Student Name

Student Number

Course

Date

Note to Students

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

We ask you to take the following steps:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism>. You should also familiarize yourself with the 2015-16 Calendar entry on plagiarism located on this website and the sanctions which are applied;

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

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

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

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.