



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

Bachelor in Social Studies (Social Work)

**Junior and Senior Sophister Module Outlines &
Module Leads**

2025–2026 V2.0



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Junior Sophister Module Outlines

SSU33202 Criminology (5 ECTS)

Module Code	SSU33202														
Module Name	Criminology														
ECTS credit weighting	5 ECTS														
Semester taught	Semester 2														
Module Lecturer & Module Lead	Vivian Geiran geiranv@tcd.ie														
Trinity Teaching & Learning <u>Module Learning Outcomes with embedded Graduate Attributes</u> Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers	<p>Module Aim:</p> <p>The module will introduce students to criminological theory and critically examines crime and punishment in Ireland, particularly from a social work perspective. It will give a historical overview of the approaches of the state to criminal justice and explore trends, policies, key issues and discourses pertinent to considering pathways into and out of offending, and the practice of social work within the criminal justice context. It will facilitate students in gaining a broad understanding of the Irish criminal justice system, particularly the role of the Probation Service, along with considering critical debates on the challenge of delivering effective, equitable and humane criminal justice processes, to reduce reoffending and facilitate community reintegration, specifically in the context of criminal justice social work (probation).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Module learning outcomes (LO)</th> <th style="text-align: left; padding: 5px;">Relates to and Supports TCD Programme learning outcome (PLO)</th> <th style="text-align: left; padding: 5px;">CORU standard of proficiency Taught (SOP)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">LO1 Describe, assess and analyse the historical development of criminological theories and societal approaches to crime and related issues, as well as key criminological concepts, theories and practices in criminal justice social work</td> <td style="padding: 5px;">PLO1, PLO2</td> <td style="padding: 5px;">5.1</td> </tr> <tr> <td style="padding: 5px;">LO2 Identify and describe the key legislative, regulatory, policy and research evidence and standards (national and international) relevant to criminal justice social work</td> <td style="padding: 5px;">PLO1, PLO2</td> <td style="padding: 5px;">5.9</td> </tr> <tr> <td style="padding: 5px;">LO3 Analyse and interpret the implications of the above for criminal justice social work in general, as well as in terms of specific approaches, with particular categories of individuals who have offended or different types of offending</td> <td style="padding: 5px;">PLO1, PLO2</td> <td style="padding: 5px;">5.9</td> </tr> </tbody> </table>			Module learning outcomes (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)	LO1 Describe, assess and analyse the historical development of criminological theories and societal approaches to crime and related issues, as well as key criminological concepts, theories and practices in criminal justice social work	PLO1, PLO2	5.1	LO2 Identify and describe the key legislative, regulatory, policy and research evidence and standards (national and international) relevant to criminal justice social work	PLO1, PLO2	5.9	LO3 Analyse and interpret the implications of the above for criminal justice social work in general, as well as in terms of specific approaches, with particular categories of individuals who have offended or different types of offending	PLO1, PLO2	5.9
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	<p>LO4 Analyse and present how the relevant theories, concepts and methods studied can be applied in practice</p>	PLO3, PLO4, PLO10	5.22												
Module Overview and Content	<ul style="list-style-type: none"> Overview of major criminological theories and their impact on punishment, rehabilitation and criminal justice Defining crime Measuring crime Crime trends Punishing crime (primarily community-based, and custodial sanctions) Youth Justice Drugs and criminal justice An overview of the historical development of probation practice and the Probation Service in Ireland. Key current and emerging practice issues impacting on social work including; a focus on offender risk and need assessment, offender supervision, victim issues, restorative justice, and responses to and with specific offender categories. 														
Teaching and Learning Methods	<p>Face to Face</p> <p>This module will be delivered over nine, weekly, face to face sessions, of two hours per session, in Hilary Term. Students will also be required to undertake independent study to support their learning each week and in preparation for their assessment for this module.</p>														
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Inclusive Curriculum	<p><i>All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)</i></p> <table border="1" data-bbox="414 1567 1467 2039"> <thead> <tr> <th colspan="2" data-bbox="414 1567 1361 1641"></th> <th data-bbox="1361 1567 1467 1641" style="text-align: center;">PLEASE TICK</th> </tr> </thead> <tbody> <tr> <td data-bbox="414 1641 1361 1821" style="vertical-align: top;"> 1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.? </td><td data-bbox="1361 1641 1467 1821" style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr> <td data-bbox="414 1821 1361 1933" style="vertical-align: top;"> 2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)? </td><td data-bbox="1361 1821 1467 1933" style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr> <td data-bbox="414 1933 1361 2039" style="vertical-align: top;"> 3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of </td><td data-bbox="1361 1933 1467 2039" style="text-align: center;"><input checked="" type="checkbox"/></td></tr> </tbody> </table>			PLEASE TICK	1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>	2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>	3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of	<input checked="" type="checkbox"/>
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	<p>conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</p> <p>4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</p> <p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p> <p>When required and where possible, flexibility in time is offered to students to complete assessments.</p> <p>Written feedback is provided to students on all assessment components of the module via Blackboard. Students can request individual meeting to get feedback.</p>
Indicative Reading List (approx. 4-5 titles)	<ul style="list-style-type: none"> • Canton, R. (2024) 'Probation as social work,' <i>Probation Journal</i>: https://journals.sagepub.com/doi/10.1177/02645505241241588 . • Geiran, V. & McCarthy, S. (2022) <i>Probation and Parole in Ireland: Law and Practice</i>, Dublin: Clarus Press. • Healy, D., Hamilton, C., Daly, Y. and Butler, M (eds) (2016) <i>The Routledge Handbook of Irish Criminology</i>. London: Routledge. • McNeill, F., Durnescu, I., Butter, R., (eds) (2016) <i>Probation, 12 Essential Questions</i>. London: Palgrave. • Windle, J., Lynch, O., Sweeney, K., O'Neill, M., Donson, F. and Cuffe, J. (2023) <i>Criminology, Crime and Justice in Ireland: An Introduction</i>, Abingdon, Oxon: Routledge.
Useful web-based content	<ul style="list-style-type: none"> • Council of Europe Guidelines on Implementing Community Sanctions and Measures (Geiran, V. and Durnescu, I., 2019): https://edoc.coe.int/en/european-prison-reform/8271-implementing-community-sanctions-and-measures.html • <i>Irish Probation Journal</i> – http://www.probation.ie/EN/PB/sectionpage?readform • Irish Probation Service website: www.probation.ie
Relevant Journals	<ul style="list-style-type: none"> • <i>Irish Probation Journal</i>. • <i>Probation Journal (British)</i>. • <i>European Journal of Probation</i>.
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A

SSU33012 Law for Social Workers (5 ECTS)

Module Code	SSU33012																				
Module Name	Law for Social Workers																				
ECTS credit weighting	5 ECTS																				
Semester taught	Semester 2																				
Module Lecturer & Module Lead	James Rooney james.rooney@lawlibrary.ie																				
Tutorial Assistant	Hannah Charlton charltoh@tcd.ie																				
Trinity Teaching & Learning <u>Module Learning Outcomes with embedded Graduate Attributes</u> Also CORU <u>Social Workers Registration Board Standards of Proficiency for Social Workers</u>	<p>Module Aim:</p> <p>This module aims to provide a foundational understanding of the law concerning social work and child protection, particularly public childcare law under the 1991 Act, and to provide students with an understanding of the role of social workers in court.</p> <table border="1"> <thead> <tr> <th>Module learning outcomes (LO)</th> <th>Relates to and Supports TCD Programme learning outcome (PLO)</th> <th>CORU standard of proficiency Taught (SOP)</th> </tr> </thead> <tbody> <tr> <td>LO1 Apply their understanding of the Child Care Act 1991 to case examples in preparation for practice</td><td>1, 2, 4, 8</td><td>1.1, 3.1, 5.3, 5.8,</td></tr> <tr> <td>LO2 Prepare for term care applications, including long-term care applications</td><td>5, 6, 7, 8</td><td>1.1, 1.3</td></tr> <tr> <td>LO3 Apply their learning on parental rights and children's rights to practice.</td><td>9, 10</td><td>1.1, 1.9, 1.16, 2.3, 2.4</td></tr> <tr> <td>LO4 Explain more complex areas of child protection law, such as criminal proceedings, domestic violence, secure care and risk assessments.</td><td>3, 7, 9, 10</td><td>1.4, 5.3</td></tr> <tr> <td>LO5 Explore and practice assessment skills in report writing with specific reference to presentation of evidence in court.</td><td>5, 8</td><td>1.4, 1.7, 1.11, 1.12, 1.13 2.2, 3.3, 5.20</td></tr> </tbody> </table>			Module learning outcomes (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)	LO1 Apply their understanding of the Child Care Act 1991 to case examples in preparation for practice	1, 2, 4, 8	1.1, 3.1, 5.3, 5.8,	LO2 Prepare for term care applications, including long-term care applications	5, 6, 7, 8	1.1, 1.3	LO3 Apply their learning on parental rights and children's rights to practice.	9, 10	1.1, 1.9, 1.16, 2.3, 2.4	LO4 Explain more complex areas of child protection law, such as criminal proceedings, domestic violence, secure care and risk assessments.	3, 7, 9, 10	1.4, 5.3	LO5 Explore and practice assessment skills in report writing with specific reference to presentation of evidence in court.	5, 8	1.4, 1.7, 1.11, 1.12, 1.13 2.2, 3.3, 5.20
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Module Overview and Content	<ul style="list-style-type: none"> Examination of the Child Care Act 1991 with focus on the threshold for each application. Case examples Preparation for long term care orders- special requirements Exploration of fair process for parents in child protection. Case examples Domestic violence Legislation and child protection Secure care for minors – special legal considerations Criminal proceedings and social work After Care for young people, Report writing for court Workshopping practical examples/moot court 												
Teaching and Learning Methods	<p>This module will be delivered in Hilary Term over eleven, weekly, face to face, one hour sessions, followed immediately by a one hour tutorial. Students will also be required to undertake independent study to support their learning each week and in preparation for their assessment for this module.</p> <p>The class will be interactive, with presentations on the relevant topics followed by discussions within the class and engagement with practical examples. This will assist students also in completing their assessment, which will concern an evaluation of a specific case, and engagement with the legal issues arising in that case.</p>												
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Indicative Reading List (approx. 4-5 titles)	Geoffrey Shannon, <i>Child and Family Law</i> (3 rd edn., Round Hall, 2020)	
Useful web-based content	Will be provided in class	
Relevant Journals	Will be provided in class	
Module Pre-requisite	N/A	
Module Co-requisite	N/A	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A	

SSU33402 Biography, Identity, Narrative & Professional Practice (5 ECTS)

Module Code	SSU33402														
Module Name	Biography, Identity and Professional Practice														
ECTS credit weighting	5 ECTS														
Semester taught	Semester 2														
Module Lecturer & Module Lead	Deirdre McCarthy														
Trinity Teaching & Learning <u>Module Learning Outcomes</u> with embedded <u>Graduate Attributes</u> Also CORU <u>Social Workers Registration Board Standards of Proficiency for Social Workers</u>	<p>To explore the importance of individual narratives and their impact on professional practice. This module provides students with the space to reflect on and examine their own and others' narratives. It provides students with a safe supportive learning environment to experience self-disclosure and to develop understandings of some of the broader wider social contexts that affect individuals.</p> <p>Module Aim:</p> <p>This module aims to provide students with skills to:</p> <ul style="list-style-type: none"> • Reflect on and examine individual narratives and explore their impact on social work practice contexts. • Reflect on and examine both similarities and difference between the self and others • Experience the challenges of self-disclosure using reflective practice frameworks • Develop understandings of the broader structural challenges and human distress within its wider social context • Understand narrative as a research method and skill for social work practice <table border="1"> <tr> <td>Module learning outcomes (LO) After attending lectures, taking part in discussions and successfully completing the relevant assignment (both in-class presentation and written piece), students will be able to:</td><td>Relates to and Supports TCD Programme learning outcome (PLO)</td><td>CORU standard of proficiency Taught (SOP)</td></tr> <tr> <td>LO1 Understand and analyse how social context, power, culture and society shape and inform our identities respecting the differences in beliefs and cultural practices of peers</td><td>1, 2, 7</td><td>1.9</td></tr> <tr> <td>LO2 Experience the challenges of self-disclosure using reflective practice frameworks and be able to participate in class in an ethical manner and demonstrate awareness of personal and professional boundaries</td><td>8, 11</td><td>1.1</td></tr> <tr> <td>LO3 Understand the role of relationships with peers and the need to create professional and collegiate relationships based on mutual respect and trust</td><td>5, 7, 8</td><td>2.15, 5.11</td></tr> </table>			Module learning outcomes (LO) After attending lectures, taking part in discussions and successfully completing the relevant assignment (both in-class presentation and written piece), students will be able to:	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)	LO1 Understand and analyse how social context, power, culture and society shape and inform our identities respecting the differences in beliefs and cultural practices of peers	1, 2, 7	1.9	LO2 Experience the challenges of self-disclosure using reflective practice frameworks and be able to participate in class in an ethical manner and demonstrate awareness of personal and professional boundaries	8, 11	1.1	LO3 Understand the role of relationships with peers and the need to create professional and collegiate relationships based on mutual respect and trust	5, 7, 8	2.15, 5.11
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	<p>LO4 Through the use of critical reflection, understand and recognise the impact of personal values and life experience by examining the meaning of critical reflexivity and applying it to their personal and professional development</p> <p>LO5 Describe and apply at least two current sociological and critical theoretical perspectives thereby demonstrating a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context</p> <p>LO6 Understand and describe the potential contribution of critical social theories to social work practice thereby demonstrating a critical understanding of sociology, psychology, economics and political science</p>	7	4.1, 4.4
Module Overview and Content			
Teaching and Learning Methods			
Assessment Details Please include the following:			

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Assessment Deadlines and Extensions	<p>The deadline/s by which assessment/s are to be submitted will be clearly outlined and communicated on commencement of the module by the lecturer/s of this module.</p> <p>For logistical reasons it is not possible to grant an extension for the presentation assessment component of this module due to the structure and timing of the assessments. If a student is unavoidably absent for their in-class presentation they will be required to submit a recorded presentation to the facilitator.</p> <p>In circumstances set out in section 3.8 of the BSS Student Handbook a student will be granted an extension for the essay component of this module</p> <p>Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in section 3.8 of the 2025_26 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy Trinity College Dublin</p> <p>Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:</p> <ul style="list-style-type: none"> • For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply. • For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply. • Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre-agreed extension, a medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero. 								
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Indicative Reading List (approx. 4-5 titles)	Titles will be given in class.	
Useful web-based content	Relevant resources will be shared in-class.	
Relevant Journals	Relevant journals will be shared in-class.	
Module Pre-requisite	N/A	
Module Co-requisite	N/A	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A	

SSU33502 Child Protection and Disability: Perspectives and Practice (10 ECTS)

Module Code	SSU33502																							
Module Name	Child Protection and Disability: Perspectives and Practice																							
ECTS credit weighting	10 ECTS																							
Semester taught	Semester 2																							
Module Lecturer & Module Lead	Dr Susan Flynn sflynn7@tcd.ie																							
Trinity Teaching & Learning <u>Module Learning Outcomes with embedded Graduate Attributes</u> Also CORU <u>Social Workers Registration Board Standards of Proficiency for Social Workers</u>	<p>Module Aim:</p> <p>To provide students with an introductory understanding of key issues in the area of disability and child protection and welfare. Uptake of current best evidence, insights from seminal inquiry reports, innovations and insights from disability theory, research and activism as well as practice wisdom will be instrumental in achieving this.</p> <table border="1"> <thead> <tr> <th>Module learning outcomes (LO)</th> <th>Relates to and Supports TCD Programme learning outcome (PLO)</th> <th>CORU standard of proficiency Taught (SOP)</th> </tr> </thead> <tbody> <tr> <td>LO1 Demonstrate understanding of the history of key disability, child welfare and child protection contexts, issues and practices.</td> <td></td> <td>5.17</td> </tr> <tr> <td>LO2 Be able to apply key insights from research, literature and inquiry reports to inform social work child protection and welfare practice with children and adults with disabilities.</td> <td>1</td> <td>3.7, 1.9</td> </tr> <tr> <td>LO3 Have an awareness of unique strengths and risk factors associated with disability in a child protection context.</td> <td></td> <td>1.18, 1.20, 3.4, 3.7</td> </tr> <tr> <td>LO4 Have an awareness of the needs and rights of children and parents with disabilities in a child protection context.</td> <td>10</td> <td>3.7, 5.17</td> </tr> <tr> <td>LO5 Be able to apply a theoretical framework to understand disability and child protection issues, and to practice in a non-discriminatory, culturally sensitive way.</td> <td>10</td> <td>3.7, 1.9</td> </tr> <tr> <td>LO6 Be able to conduct risk management planning with service users with disability to maximize their own safety, the safety of others and societal safety</td> <td></td> <td>3.14, 5.18</td> </tr> </tbody> </table>			Module learning outcomes (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)	LO1 Demonstrate understanding of the history of key disability, child welfare and child protection contexts, issues and practices.		5.17	LO2 Be able to apply key insights from research, literature and inquiry reports to inform social work child protection and welfare practice with children and adults with disabilities.	1	3.7, 1.9	LO3 Have an awareness of unique strengths and risk factors associated with disability in a child protection context.		1.18, 1.20, 3.4, 3.7	LO4 Have an awareness of the needs and rights of children and parents with disabilities in a child protection context.	10	3.7, 5.17	LO5 Be able to apply a theoretical framework to understand disability and child protection issues, and to practice in a non-discriminatory, culturally sensitive way.	10	3.7, 1.9	LO6 Be able to conduct risk management planning with service users with disability to maximize their own safety, the safety of others and societal safety		3.14, 5.18
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	across the lifespan and in a variety of child protection related contexts.		
Module Overview and Content	<p>The module will begin by introducing students to the historical context of disability and child protection in Ireland. This will involve exploring the history, legislation, policies and practices of child protection and welfare and disability. Rather than treating the historical development of disability services and child protection services as distinct foci, these will be dealt with in an integrated manner, to reflect the historically complex, interwoven and sometimes hidden pathways to resolving matters pertaining to disability and child protection in Ireland, as alluded to in existing literature.</p> <p>Following this, the module will engage with the strongest current research evidence, seminal inquiry reports, practice wisdom and contemporary understanding related to disability and child protection. This will support students gaining insight into how to analyze and critically evaluate information collected in a relevant assessment process. This will also support students in learning how to minimize risks, and prioritize and maintain the safety of service users with disability and those involved in their care, with respect to child protection. This includes insight into establishing safe environments for practice.</p> <p>Provision of important foundational knowledge in the area of disability and child protection will complement the above, such as the different recognised kinds of abuse as well as the meaning of common terminology. Students will learn how to take personal responsibility and professional accountability for their actions in terms of justifying professional decisions made, with respect to disability and child protection. Within this, students will learn how to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources.</p> <p>Within the module, predominant and focussed attention will be given to three areas. Specifically, central will be child protection and welfare practice for children with disabilities including extra-familial abuse and child victimisation, as well as parental disability and child protection, and perpetration of abuse by individuals labelled as having a disability. Particular concerns and challenges for social work practice in this field will be explored, such as conducting authoritative parenting capacity assessments, working well in multidisciplinary contexts and capturing credible accounts from individuals with verbal inarticulacy or intellectual disability. The needs and rights of people with disability, such as the right to self-determination including to take risks, will be considered.</p> <p>Exploration of key contemporary trends and perspectives on the subject matter of disability and child protection will include a strong focus on implications of disability theory and children's rights for social work. Here, students will be provided with a comprehensive introduction to one helpful theoretical framework for understanding disability and child protection. This framework is grounded heavily in an affirmative non-tragedy model of disability that draws upon and retains many important aspects of the well-known social model of disability. The intention is to help students recognise the importance of practising in a non-discriminatory, culturally sensitive way (with respect primarily to disability culture) and acknowledge and respect the differences in beliefs of individuals or groups.</p>		

Teaching and Learning Methods	<p><u>Teaching strategies</u></p> <p>Informed by Bloom's Taxonomy and the completion of the Special Purpose Certificate in Teaching, Learning & Assessment for Academic Practice by the module Lecturer, the following teaching strategies are usually included in this module:</p> <ul style="list-style-type: none"> -role play -groupwork -self-directed learning -incorporation of independent research -didactic teaching -debate <p><u>Assessment design</u></p> <p>The assessment design for this module involves using insights from research, theory, case examples, inquiry reports and practice wisdom to analyse a case study that replicates real-world practice. This is undertaken in an in-person exam setting.</p> <p>What is the rationale behind the selection of these strategies (approaches)?</p> <ul style="list-style-type: none"> • How do they support the learning required to achieve LO? • How do they support students in completing the assessments? • How do they align with the mode of delivery and with the contact and independent study hours outlined above? <p>These strategies span multiple methods of teaching and assessment that encompass a diversity of sources of evidence. The strategies help students develop skills that support an 'authentic assessment' approach meaning that they replicate and refine the skills needed to practice social work 'out there' in the real world where disability and child protection intersects. Classroom learning will be supported by learning materials provided on Blackboard. The ECTS weighing of the module correlates to the hours of contact and independent study. A hybrid mix of multiple teaching and learning strategies including independent study, self-directed learning, tutorial support and didactic teaching will support student's learning in a holistic way.</p>
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<p>Assessment Deadlines and Extensions</p>	<p>The provisions of the Late Submission of Assessment Policy will not be applicable to the assessment for this module for logistical reasons.</p> <p>Students unable to sit this semester 2 examination due to illness, bereavement or other situations outside of their control, should seek, through their college tutor, permission from the Senior Lecturer, permission to defer the examination(s) to the reassessment session. There is no automatic right to deferral.</p> <p>Students with LENS reports will be provided with the examination accommodations outlined in their report.</p>												

Inclusive Curriculum	<p><i>All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)</i></p> <table border="1" data-bbox="398 327 1445 1343"> <thead> <tr> <th data-bbox="398 327 1318 406"></th><th data-bbox="1318 327 1445 406">PLEASE TICK</th></tr> </thead> <tbody> <tr> <td data-bbox="398 406 1318 586">13. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</td><td data-bbox="1318 406 1445 586"><input checked="" type="checkbox"/></td></tr> <tr> <td data-bbox="398 586 1318 698">14. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?</td><td data-bbox="1318 586 1445 698"><input checked="" type="checkbox"/></td></tr> <tr> <td data-bbox="398 698 1318 878">15. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</td><td data-bbox="1318 698 1445 878"><input checked="" type="checkbox"/></td></tr> <tr> <td data-bbox="398 878 1318 945">16. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</td><td data-bbox="1318 878 1445 945"></td></tr> <tr> <td colspan="2" data-bbox="398 945 1318 1163"> <p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p> </td></tr> <tr> <td data-bbox="398 1163 1318 1343"></td><td data-bbox="1318 1163 1445 1343"> <p>The diverse modalities of teaching and learning, including flexibility around completion of components of the module and various types of delivery of teaching materials, fits with Universal Design for Learning principles and Trinity College Dublin Inclusive Curriculum guidance.</p> </td></tr> </tbody> </table>		PLEASE TICK	13. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>	14. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>	15. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>	16. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design		<p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p>			<p>The diverse modalities of teaching and learning, including flexibility around completion of components of the module and various types of delivery of teaching materials, fits with Universal Design for Learning principles and Trinity College Dublin Inclusive Curriculum guidance.</p>
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<p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p>															
	<p>The diverse modalities of teaching and learning, including flexibility around completion of components of the module and various types of delivery of teaching materials, fits with Universal Design for Learning principles and Trinity College Dublin Inclusive Curriculum guidance.</p>														
Indicative Reading List (approx. 4-5 titles)	<p>Flynn, S., & McGregor, C. (2017). Disabled children and child protection: Learning from the literature through a non-tragedy lens. <i>Child Care in Practice</i>, 23, 258-274.</p> <p>Flynn, S. (2020). Towards parity in protection: Barriers to effective child protection and welfare assessment with disabled children in the Republic of Ireland. <i>Child Care in Practice</i>.</p> <p>Jones, L., Bellis, M.A., Wood, S., Hughes, K., McCoy, E., Eckley, L., Bates, G., Mikton, C., Shakespeare, T., & Officer, A. (2012). Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies. <i>The Lancet</i>.</p> <p>Morgan, P. (2017). <i>Child Protection and Parents with a Learning Disability: Good Practice for Assessing and Working with Adults - Including Autism Spectrum Disorders and Borderline Learning Disability</i>. London: Jessica Kingsley Publishers.</p> <p>Vanderinden, J., Cameron, A., Fry, D., & Lannen, P. (2017). <i>Child protection and disability: Ethical, methodological and practical challenges for research</i>. Edinburgh: Dunedin Academic Press Ltd.</p>														

	Flynn, S. (2024) 'Disability and Child Protection' (Book Chapter) In Palgrave Encyclopaedia of Disability.
Useful web-based content	For this module, a reading list has been created through Trinity's 'myreadinglist' function.
Relevant Journals	Child Care in Practice Child Abuse Review Child Abuse & Neglect Child Maltreatment Child and Youth Services Review Disability and Society
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A

SSU33072: Family and Child Care Studies (10 ECTS)

Module Code	SSU33072																							
Module Name	Family and Child Care Studies																							
ECTS credit weighting	10 ECTS																							
Semester taught	Semester 2																							
Module Lecturer & Module Lead	Professor Stephanie Holt sholt@tcd.ie																							
Trinity Teaching & Learning <u>Module Learning Outcomes</u> with embedded <u>Graduate Attributes</u> Also CORU <u>Social Workers Registration Board Standards of Proficiency for Social Workers</u>	<p>Module Aim:</p> <p>This module explores the various contexts within which domestic and gender-based violence (GBV) occurs, locating this exploration against the backdrop of best social work practice. While the impact of this experience on <i>all</i> those who live with violence is explored (children, women and men), focused and specific attention is given to the child's experience, taking a systemic and child centred approach to understanding impact and informing practice responses in a holistic and community-based settings. The experience of male victims of domestic violence and of adults in same sex relationships is also considered. Service user participation in classroom discussion is also facilitated and practitioner inputs enhance student understanding of the particular challenges and concerns for social work practice.</p> <table border="1"> <thead> <tr> <th>Module learning outcomes (LO)</th> <th>Relates to and Supports TCD Programme learning outcome (PLO)</th> <th>CORU standard of proficiency Taught (SOP)</th> </tr> </thead> <tbody> <tr> <td>On successful completion of this section of the module, students should be able to:</td> <td></td> <td></td> </tr> <tr> <td>LO1 Apply theory and research to explain an array of concepts central to an understanding of GBV, including coercive control</td> <td>1, 3</td> <td>5.1, 5.13</td> </tr> <tr> <td>LO2 Apply an evidence- informed and theoretical understanding of the prevalence, dynamics and nature of domestic and gender-based violence to practice scenarios</td> <td>1, 2, 3</td> <td>3.6, 3.10, 5.22</td> </tr> <tr> <td>LO3 Understand the impact of living with GBV for individual family members</td> <td>6</td> <td>3.6</td> </tr> <tr> <td>LO4 Identify the issues and debates social work encounters when responding to domestic and gender-based violence</td> <td>9, 10</td> <td>3.6, 4.4, 5.17</td> </tr> <tr> <td>LO5 Describe the elements of good ethical practice when responding to domestic and gender-based violence, including importance of inter-disciplinary and inter-agency work.</td> <td>2</td> <td>2.15, 3.6</td> </tr> </tbody> </table>			Module learning outcomes (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)	On successful completion of this section of the module, students should be able to:			LO1 Apply theory and research to explain an array of concepts central to an understanding of GBV, including coercive control	1, 3	5.1, 5.13	LO2 Apply an evidence- informed and theoretical understanding of the prevalence, dynamics and nature of domestic and gender-based violence to practice scenarios	1, 2, 3	3.6, 3.10, 5.22	LO3 Understand the impact of living with GBV for individual family members	6	3.6	LO4 Identify the issues and debates social work encounters when responding to domestic and gender-based violence	9, 10	3.6, 4.4, 5.17	LO5 Describe the elements of good ethical practice when responding to domestic and gender-based violence, including importance of inter-disciplinary and inter-agency work.	2	2.15, 3.6
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	<p>LO6 Demonstrate and apply a critical understanding of a human rights-based approach to social work practice with gender-based violence.</p>	1, 2, 8, 10	1.9																				
Module Overview and Content	<p>This module looks at the different situations where domestic and gender-based violence happens, with a focus on good social work practice. While it considers the impact on everyone affected, special attention is given to children's experiences, using a child-centred and community-based approach. It also includes the experiences of male victims and people in same-sex relationships. Guest speakers and service users help bring real-life insights into the classroom.</p>																						
Teaching and Learning Methods	<p>The students will be invited to engage in the following teaching and learning methods:</p> <ul style="list-style-type: none"> - Online weekly lectures with required posts and learning journal entries. - On campus face2face weekly two-hour tutorial classes. - Small group work - Self-directed learning 																						
<p>Assessment Details Please include the following:</p> <ul style="list-style-type: none"> • Assessment Component • Learning Outcome(s) addressed • % of total <p>It is recommended that module lead consider assessment types used across the year to ensure varied assessment methods.</p>	<table border="1" data-bbox="409 1062 1440 1484"> <thead> <tr> <th data-bbox="409 1062 822 1170">Annual Assessment Component</th> <th data-bbox="822 1062 953 1170">LO Assessed</th> <th data-bbox="953 1062 1255 1170">CORU standards of proficiency assessed (SOP)</th> <th data-bbox="1255 1062 1440 1170">% of total</th> </tr> </thead> <tbody> <tr> <td data-bbox="409 1170 822 1226">Online Posts</td> <td data-bbox="822 1170 953 1226">LO1, LO4</td> <td data-bbox="953 1170 1255 1226">5.1, 5.3</td> <td data-bbox="1255 1170 1440 1226">10%</td> </tr> <tr> <td data-bbox="409 1226 822 1260">Class Group Activity</td> <td data-bbox="822 1226 953 1260">LO3</td> <td data-bbox="953 1226 1255 1260">3.6, 2.15</td> <td data-bbox="1255 1226 1440 1260">5%</td> </tr> <tr> <td data-bbox="409 1260 822 1372">Written Assignment</td> <td data-bbox="822 1260 953 1372">LO2, LO3, LO4, LO5, LO10</td> <td data-bbox="953 1260 1255 1372">3.6, 5.22</td> <td data-bbox="1255 1260 1440 1372">85%</td> </tr> <tr> <td data-bbox="409 1372 822 1484">*Attendance Requirement Min 80% Attendance Pass / Fail</td> <td data-bbox="822 1372 953 1484"></td> <td data-bbox="953 1372 1255 1484"></td> <td data-bbox="1255 1372 1440 1484">0%</td> </tr> </tbody> </table> <p>This is a Non Compensatable Module Students must pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules</p> <p>*Attendance Requirements BSS Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non- satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p>			Annual Assessment Component	LO Assessed	CORU standards of proficiency assessed (SOP)	% of total	Online Posts	LO1, LO4	5.1, 5.3	10%	Class Group Activity	LO3	3.6, 2.15	5%	Written Assignment	LO2, LO3, LO4, LO5, LO10	3.6, 5.22	85%	*Attendance Requirement Min 80% Attendance Pass / Fail			0%
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Re-Assessment Details	<p>Students who meet the attendance requirements but achieve a fail / mark below 40% in any assessed component of this module will be reassessed as follows:</p> <table border="1" data-bbox="414 316 1434 705"> <thead> <tr> <th data-bbox="414 316 774 413">Supplemental Assessment Component</th><th data-bbox="774 316 949 413">LO Assessed</th><th data-bbox="949 316 1234 413">CORU standard of proficiency assessed</th><th data-bbox="1234 316 1434 413">% of total</th></tr> </thead> <tbody> <tr> <td data-bbox="414 413 774 485">Online Posts</td><td data-bbox="774 413 949 485">LO1, LO4</td><td data-bbox="949 413 1234 485">5.1, 5.3</td><td data-bbox="1234 413 1434 485">10%</td></tr> <tr> <td data-bbox="414 485 774 601">A written reflective exercise will replace the class group activity - TBC</td><td data-bbox="774 485 949 601">LO3</td><td data-bbox="949 485 1234 601">3.6, 2.15</td><td data-bbox="1234 485 1434 601">5%</td></tr> <tr> <td data-bbox="414 601 774 705">Written Assignment</td><td data-bbox="774 601 949 705">LO2, LO3, LO4, LO5, LO10</td><td data-bbox="949 601 1234 705">3.6, 5.22</td><td data-bbox="1234 601 1434 705">85%</td></tr> </tbody> </table>	Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total	Online Posts	LO1, LO4	5.1, 5.3	10%	A written reflective exercise will replace the class group activity - TBC	LO3	3.6, 2.15	5%	Written Assignment	LO2, LO3, LO4, LO5, LO10	3.6, 5.22	85%
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Assessment Deadlines and Extensions	<p>The deadline/s by which assessment/s are to be submitted will be clearly outlined and communicated on commencement of the module by the lecturer/s of this module.</p> <p>For logistical reasons it is not possible to grant an extension for the online posts and class group activity assessment components of this module due to the structure and timing of the assessments.</p> <p>In circumstances set out in section 3.8 of the BSS Student Handbook a student will be granted an extension for the written assignment component of this module</p> <p>Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in the 2025_26 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy Trinity College Dublin</p> <p>Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:</p> <ul style="list-style-type: none"> For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply. For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply. Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre- agreed extension, a medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero. 																
Inclusive Curriculum	<p><i>All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)</i></p>																

		PLEASE TICK
	17. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
	18. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>
	19. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
	20. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i>	
	Clear, understandable language is used in all lecture materials, including audio for online lecture material. Accessible slide formats are used Teaching includes visual, auditory, and kinesthetic (interactive activities) methods	
Indicative Reading List (approx. 4-5 titles)	Costello, Á, Holt, S. (2024). A Brief Report on Empowering Children and Young People through Participation: Giving Space and Voice to Childhood Experiences of Domestic Violence and Abuse. <i>Journal of Family Violence</i> . Published online June 2024. https://doi.org/10.1007/s10896-024-00701-3 Dekel, B., & Abrahams, N. (2023). 'I'm not the mother I wanted to be': Understanding the increased responsibility, decreased control, and double level of intentionality, experienced by abused mothers. <i>PLoS one</i> , 18(6), e0287749. https://doi.org/10.1371/journal.pone.0287749 Devaney, J., Bradbury-Jones, C., Macy, R., Øverlien, C. and Holt, S. (Editors) (2021) <i>The Routledge International Handbook of Domestic Violence and Abuse</i> . London, Routledge. Gregory, S., Elliffe, R., Holt, S., Donnellan, R. & Cahill, L. (2024). Post-separation Child Contact and Domestic Violence and Abuse: The Experiences of Children with a Disability. <i>Journal of Family Violence</i> . Published online 12 September 2024. https://doi.org/10.1007/s10896-024-00731-x	

	<p>Katz, E. (2022). <i>Coercive control in children's and mothers' lives</i> [doi:10.1093/oso/9780190922214.001.0001]. Oxford University Press. https://doi.org/10.1093/oso/9780190922214.001.0001</p> <p>Kim, E. Y. Y., Nelson, L. E., Pereira, T. L.-B., & Shorey, S. (2024). Barriers to and Facilitators of Help-Seeking Among Men Who are Victims of Domestic Violence: A Mixed-Studies Systematic Review. <i>Trauma, Violence, & Abuse</i>, 25(3), 2189-2203. https://doi.org/10.1177/15248380231209435</p> <p>Lapierre, S., Sazgar, R., & Cardeal, C. (2025). Children's Experiences, Perspectives and Participation in the Context of Domestic Violence: A Scoping Review. <i>Journal of Family Violence</i>. https://doi.org/10.1007/s10896-025-00836-x</p>
Useful web-based content	To be advised in class
Relevant Journals	<p>Journal of Family Violence</p> <p>Child Abuse and Neglect</p> <p>Child Abuse Review</p> <p>Child & Family Social Work</p> <p>Children & Youth Services Review</p>
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A

SSU33902: Global Social Policy and Comparative Welfare States (10 ECTS)

Module Code	SSU33902		
Module Name	Global Social Policy and Comparative Welfare States Course - BSS		
ECTS credit weighting	10 ECTS		
Semester taught	Semester 2		
Module Lecturer & Module Lead	Professor Nicola Carr ncarr@tcd.ie		
Trinity Teaching & Learning <u>Module Learning Outcomes with embedded Graduate Attributes</u> Also CORU <u>Social Workers Registration Board Standards of Proficiency for Social Workers</u>	<p>Module learning outcomes (LO)</p> <p>By the end of this module, students will be able to:</p> <p>LO1 Demonstrate a critical understanding of the key theories, concepts, and debates in Global Social Policy</p> <p>LO2 Explain how social problems and policy responses are shaped by global, regional, and national interconnections.</p> <p>LO3 Analyse the roles of international organisations, governments, NGOs, and global social movements in shaping welfare policy.</p> <p>LO4 Critically evaluate the limits of methodological nationalism and apply a transnational perspective to the study of social policy.</p> <p>LO5 Assess how globalisation and structural changes (e.g. migration, economic integration, cross-border governance) influence welfare provision and outcomes.</p> <p>LO6 Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection.</p> <p>LO7 Interpret and assess evidence on the global diffusion of social policy ideas and models, including their adoption, adaptation, and resistance.</p>	<p>Relates to and Supports TCD Programme learning outcome (PLO)</p> <p>PLO.1</p> <p>PLO.1</p> <p>PLO.1</p> <p>PLO.1, 3</p> <p>PLO.1</p> <p>PLO.1,3</p> <p>PLO.1</p>	<p>CORU standard of proficiency Taught (SOP)</p> <p>2.2, 5.2, 5.9</p> <p>5.2, 5.9, 5.24</p> <p>5.2, 5.9, 5.16, 5.24</p> <p>5.2, 5.9</p> <p>5.2, 5.9, 5.24</p> <p>5.2, 5.9, 5.16, 5.24</p> <p>5.2, 5.9, 5.24</p>

Module Overview and Content	<p>This module introduces students to the field of Global Social Policy, examining how social problems and welfare issues transcend national borders in an increasingly interconnected world. The policies of one country can directly or indirectly affect the wellbeing of citizens in others, and students will gain knowledge of these shared challenges alongside the competencies needed to analyse and respond to them. The module provides a foundation in theory, social policy change, and policy outcomes, situating national systems within wider global contexts. Traditionally, social policy research has been rooted in methodological nationalism, focusing narrowly on domestic welfare institutions and local actors. Global Social Policy challenges this perspective by focussing on the extra-national and transnational arenas where policy is made, contested, and implemented. Adopting a transnational lens, students will explore the roles of international organisations, states, NGOs, advocacy networks, and global social movements in shaping welfare arrangements and influencing access to services worldwide.</p> <p>The module examines how social policy issues are increasingly understood as global in scope, cause, and impact, highlighting responses by both state and non-state actors. Students will investigate the effects of structural social and economic changes, such as cross-border migration, flows of goods and ideas, transnational forms of governance, and multilateral cooperation. Drawing on comparative and international examples, key policy areas such as social security, provision, health, crime and security will be explored.</p>
Teaching and Learning Methods	<p>The module adopts a blended and interactive approach, combining lectures, guided readings, case study work, and independent learning. The design encourages both theoretical engagement and applied analysis, enabling students to develop critical understanding and transferable skills.</p> <p>Lectures will provide an overview of key theories, concepts, debates, and empirical evidence in Global Social Policy and introduce comparative and transnational perspectives. Lectures will be delivered with supporting slides, recommended readings, and illustrative case material.</p> <p>Small group discussions in lectures will allow students to interrogate lecture material, apply theories to real-world cases, and debate contrasting perspectives. Activities may include group debates, policy brief exercises, and role-play (e.g. simulating decision-making by governments or international organisations).</p> <p>Group Presentations will develop skills in teamwork, oral communication, and policy analysis.</p>

Assessment Details Please include the following: <ul style="list-style-type: none"> • Assessment Component • Learning Outcome(s) addressed • % of total It is recommended that module lead consider assessment types used across the year to ensure varied assessment methods.	Annual Assessment Component <table border="1" data-bbox="409 226 1455 1237"> <thead> <tr> <th data-bbox="409 226 790 316">Annual Assessment Component</th><th data-bbox="790 226 933 316">LO Assessed</th><th data-bbox="933 226 1250 316">CORU standards of proficiency assessed (SOP)</th><th data-bbox="1250 226 1455 316">% of total</th></tr> </thead> <tbody> <tr> <td data-bbox="409 316 790 1012"> Group Presentation In groups of 3–5, students will research and deliver a 20-minute presentation analysing a contemporary issue in Global Social Policy. The case study should focus on one thematic area (e.g. global migration, child welfare, health, crime and justice, or education) and critically examine the issue. Following the presentation, each group will facilitate a 10-minute Q&A discussion with peers, demonstrating the ability to communicate complex ideas and engage in informed debate. </td><td data-bbox="790 316 933 1012">LO1, LO2, LO6, LO7</td><td data-bbox="933 316 1250 1012">5.2, 5.9, 5.24</td><td data-bbox="1250 316 1455 1012">30%</td></tr> <tr> <td data-bbox="409 1012 790 1237"> Essay (3,000 words) For this assignment students will be provided with a choice of four essay topics based on material covered in the lectures. </td><td data-bbox="790 1012 933 1237">LO1, LO2, LO3, LO4, LO5, LO6, LO7</td><td data-bbox="933 1012 1250 1237">5.2, 5.9, 5.24</td><td data-bbox="1250 1012 1455 1237">70%</td></tr> </tbody> </table>	Annual Assessment Component	LO Assessed	CORU standards of proficiency assessed (SOP)	% of total	Group Presentation In groups of 3–5, students will research and deliver a 20-minute presentation analysing a contemporary issue in Global Social Policy . The case study should focus on one thematic area (e.g. global migration, child welfare, health, crime and justice, or education) and critically examine the issue. Following the presentation, each group will facilitate a 10-minute Q&A discussion with peers, demonstrating the ability to communicate complex ideas and engage in informed debate.	LO1, LO2, LO6, LO7	5.2, 5.9, 5.24	30%	Essay (3,000 words) For this assignment students will be provided with a choice of four essay topics based on material covered in the lectures.	LO1, LO2, LO3, LO4, LO5, LO6, LO7	5.2, 5.9, 5.24	70%
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Re-Assessment Details	Students who achieve a fail / mark below 40% in this module, and are not eligible to pass by compensation, will be reassessed as follows:												
	Supplemental Assessment Component <table border="1" data-bbox="409 1455 1455 1792"> <thead> <tr> <th data-bbox="409 1455 790 1545">Supplemental Assessment Component</th><th data-bbox="790 1455 933 1545">LO Assessed</th><th data-bbox="933 1455 1250 1545">CORU standard of proficiency assessed</th><th data-bbox="1250 1455 1455 1545">% of total</th></tr> </thead> <tbody> <tr> <td data-bbox="409 1545 790 1641"> Individual Recorded Presentation </td><td data-bbox="790 1545 933 1641">LO1, LO2, LO6, LO7</td><td data-bbox="933 1545 1250 1641">5.2, 5.9, 5.24</td><td data-bbox="1250 1545 1455 1641">30%</td></tr> <tr> <td data-bbox="409 1641 790 1792"> Essay (3,000 words) </td><td data-bbox="790 1641 933 1792">LO1, LO2, LO3, LO4, LO5, LO6, LO7</td><td data-bbox="933 1641 1250 1792">5.2, 5.9, 5.24</td><td data-bbox="1250 1641 1455 1792">70%</td></tr> </tbody> </table>	Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total	Individual Recorded Presentation	LO1, LO2, LO6, LO7	5.2, 5.9, 5.24	30%	Essay (3,000 words)	LO1, LO2, LO3, LO4, LO5, LO6, LO7	5.2, 5.9, 5.24	70%
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Essay (3,000 words)	LO1, LO2, LO3, LO4, LO5, LO6, LO7	5.2, 5.9, 5.24	70%										

Assessment Deadlines and Extensions	<p>Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:</p> <ul style="list-style-type: none"> • For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply. • For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply. • Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre- agreed extension, a medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero. <p>Recognizing that students may face legitimate challenges that impact their ability to submit work on time, provisions are made for considering extenuating circumstances and offering support where needed. Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in the 2025_26 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy Trinity College Dublin</p>												
Inclusive Curriculum	<p><i>All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)</i></p> <table border="1" data-bbox="417 1253 1460 2010"> <thead> <tr> <th data-bbox="417 1253 1269 1320"></th> <th data-bbox="1269 1253 1460 1320">PLEASE TICK</th> </tr> </thead> <tbody> <tr> <td data-bbox="417 1320 1269 1507">21. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</td> <td data-bbox="1269 1320 1460 1507"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="417 1507 1269 1619">22. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?</td> <td data-bbox="1269 1507 1460 1619"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="417 1619 1269 1799">23. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</td> <td data-bbox="1269 1619 1460 1799"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="417 1799 1269 1866">24. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</td> <td data-bbox="1269 1799 1460 1866"></td> </tr> <tr> <td colspan="2" data-bbox="417 1866 1269 2010"> <p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information</i></p> </td></tr> </tbody> </table>		PLEASE TICK	21. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>	22. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>	23. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>	24. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design		<p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information</i></p>	
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	<p><i>and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p>
	<p>PowerPoint slides will be provided in advance of lectures. Accessible digital documents will be provided which can then be manipulated by students (colour, size of font etc.) Activities and sources of information will be varied so that they can be socially/culturally relevant and appropriate for different racial, cultural, ethnic, and gender groups</p>
Indicative Reading List (approx. 4-5 titles)	<ul style="list-style-type: none"> • Yeates, N. & Holden, C. (Eds.) (2022) <i>Understanding Global Social Policy (3rd Edition)</i>. Bristol: Policy Press. • Kuhlman, J., Gonzalez de Reufels, D, Nullmeier, F (2019) 'How social policy travels: a refined model for diffusion', <i>Global Social Policy</i>. • Martens, K., Niemann, D. and Kaasch, A. (eds) (2021) <i>International organizations in global social governance</i>, London: Palgrave Macmillan.
Useful web-based content	<p>Will be provided in class</p>
Relevant Journals	<p>Will be provided in class</p>
Module Pre-requisite	<p>N/A</p>
Module Co-requisite	<p>N/A</p>
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	<p>N/A</p>

SSU33090: Social Work Practice (15 ECTS)

Module Code	SSU33090																	
Module Name	Social Work Practice																	
ECTS credit weighting	15 ECTS																	
Semester taught	Semester 2																	
Module Lecturers	Dr Erna O'Connor connorer@tcd.ie , Ms Sheila O'Flaherty oflahes1@tcd.ie , Ms Sinead Tobin tobins7@tcd.ie , Dr Leigh-Ann Sweeney sweenele@tcd.ie																	
Module Lead	Dr Leigh-Ann Sweeney sweenele@tcd.ie																	
Trinity Teaching & Learning <u>Module Learning Outcomes with embedded Graduate Attributes</u> Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers	<p>Module Aim:</p> <p>Social work practice is multi-faceted and involves advocacy, community work, groupwork, family and individual work. This module aims to address theories that inform and guide social work practice. While the emphasis of this module is on work with individuals, the theories and approaches covered can also be applied to couples, families and groups.</p> <p>There are three sections in this module</p> <ul style="list-style-type: none"> • A. Bereavement, Loss and Trauma • B. Therapeutic Work with Families • C. Social Work Skills <table border="1"> <thead> <tr> <th>Module learning outcomes (LO)</th> <th>Relates to and Supports TCD Programme learning outcome (PLO)</th> <th>CORU standard of proficiency Taught (SOP)</th> </tr> </thead> <tbody> <tr> <td>LO1 Critically analyse and evaluate information collected in the assessment process when working with children and families</td> <td>PLO.1 PLO.2 PLO.5 PLO.6</td> <td>3.4, 3.6</td> </tr> <tr> <td>LO2 Identify, discuss, and apply key systemic concepts and skills in social work practice with children and families</td> <td>PLO.2 PLO.10</td> <td>5.10, 5.12</td> </tr> <tr> <td>LO3 Be resourced to identify and respond to the needs of people experiencing bereavement, loss and trauma in social work practice</td> <td>PLO.1 PLO.2 PLO.6 PLO.9 PLO.10</td> <td>2.4, 5.10, 5.14</td> </tr> <tr> <td>LO4 Integrate social work theory to their practice experience</td> <td>PLO.1 PLO.2</td> <td>5.1, 5.2, 5.14</td> </tr> </tbody> </table>			Module learning outcomes (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)	LO1 Critically analyse and evaluate information collected in the assessment process when working with children and families	PLO.1 PLO.2 PLO.5 PLO.6	3.4, 3.6	LO2 Identify, discuss, and apply key systemic concepts and skills in social work practice with children and families	PLO.2 PLO.10	5.10, 5.12	LO3 Be resourced to identify and respond to the needs of people experiencing bereavement, loss and trauma in social work practice	PLO.1 PLO.2 PLO.6 PLO.9 PLO.10	2.4, 5.10, 5.14	LO4 Integrate social work theory to their practice experience	PLO.1 PLO.2	5.1, 5.2, 5.14
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Re-Assessment Details	<p>Students who meet the attendance requirements but achieve a fail / mark below 40% in any assessed component of this module will be reassessed as follows:</p> <table border="1" data-bbox="414 316 1429 1282"> <thead> <tr> <th data-bbox="414 316 774 406">Supplemental Assessment Component</th><th data-bbox="774 316 964 406">LO Assessed</th><th data-bbox="964 316 1239 406">CORU standard of proficiency assessed</th><th data-bbox="1239 316 1429 406">% of total</th></tr> </thead> <tbody> <tr> <td data-bbox="414 406 774 1125"> <p>Practice Project</p> <p>If a student passes placement but fails their practice project they may re-submit the practice project to achieve a pass grade.</p> <p>If the student fails the placement they may undertake a repeat placement and a practice project related to the repeat placement may be re-submitted to achieve a pass grade</p> <p>Only one attempt at a repeat placement is allowed.</p> </td><td data-bbox="774 406 964 1125">LO4, LO5, LO6, LO7, LO8</td><td data-bbox="964 406 1239 1125">1.2, 1.5, 1.9, 1.10, 2.13, 2.14, 2.15, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.5, 5.6, 5.11, 5.14</td><td data-bbox="1239 406 1429 1125">50%</td></tr> <tr> <td data-bbox="414 1125 774 1215">Therapeutic Work with Families – Essay</td><td data-bbox="774 1125 964 1215">LO1, LO2, LO3</td><td data-bbox="964 1125 1239 1215">3.4, 3.6, 5.10, 5.12</td><td data-bbox="1239 1125 1429 1215">30%</td></tr> <tr> <td data-bbox="414 1215 774 1282">Bereavement, Loss and Trauma - Essay</td><td data-bbox="774 1215 964 1282">LO1, LO2, LO3</td><td data-bbox="964 1215 1239 1282">2.4, 5.10, 5.14</td><td data-bbox="1239 1215 1429 1282">20%</td></tr> </tbody> </table>	Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total	<p>Practice Project</p> <p>If a student passes placement but fails their practice project they may re-submit the practice project to achieve a pass grade.</p> <p>If the student fails the placement they may undertake a repeat placement and a practice project related to the repeat placement may be re-submitted to achieve a pass grade</p> <p>Only one attempt at a repeat placement is allowed.</p>	LO4, LO5, LO6, LO7, LO8	1.2, 1.5, 1.9, 1.10, 2.13, 2.14, 2.15, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.5, 5.6, 5.11, 5.14	50%	Therapeutic Work with Families – Essay	LO1, LO2, LO3	3.4, 3.6, 5.10, 5.12	30%	Bereavement, Loss and Trauma - Essay	LO1, LO2, LO3	2.4, 5.10, 5.14	20%
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SECTION A - Bereavement, Loss and Trauma

Section Aims and Content	<p>This module aims to explore the nature of bereavement, loss and trauma and consider the potential of relationship-based social work in responding to the needs of people impacted by these experiences. Students will examine a range of contemporary bereavement theories, critically review approaches in understanding and responding to trauma and explore how this informs social work practice in the context of adult grief. Students will consider the needs of children who are bereaved.</p> <p>Content includes:</p> <ul style="list-style-type: none"> Bereavement and culture Adult bereavement theories Approaches in working with children who are bereaved Perspectives on trauma and PTSD Trauma-informed practice Relationship-based social work in the context of bereavement, trauma and loss.
CORU domains of proficiency taught within this section	2.4, 5.1, 5.10, 5.14
Teaching and Learning Methods	This section will be delivered face to face.
Indicative Reading List (approx. 4-5 titles)	<ul style="list-style-type: none"> Goldsworthy, K. (2005) Grief and Loss in Social Work Practice. <i>Australian Social Worker</i> 58:2:167-178 Johns, L., Blackburn, P., & McAuliffe, D. (2020). COVID-19, prolonged grief disorder and the role of social work. <i>International Social Work</i>, 63(5), 660-664. Stroebe M & Schut, H (2010) The Dual Process Model of Coping with Bereavement: A Decade On. <i>OMEGA</i>, Vol. 61(4) 273-289 Wilson, K., Ruch, G., Lymbery, M., Cooper, A., (2008) 'Relationship-based and reflective approaches for contemporary social work practice' in <i>Social Work, An introduction to contemporary practice</i> in K. Wilson, G. Ruch, M Lymbery and A Cooper (eds) London: Pearson Worden, J. W. (2018). <i>Grief counselling and grief therapy: A handbook for the mental health practitioner</i>. Springer publishing Company.
Useful web-based content	www.childhoodbereavement.ie/ www.hospicefoundation.ie

Relevant Journals	Bereavement Care Death Studies Grief Matters Illness, Crisis and Loss Journal of Social Work in End-of-Life & Palliative Care Mortality Omega: Journal of Death and Dying
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SECTION B - Therapeutic Work with Families

Section Aims and Content	<p>Systemic theory and practice is often used in the practice of social work to conceptualise, understand and address challenges for families. A systemically informed approach can help provide a fuller understanding of the complexities of people's lives. This section of the module will introduce students to ideas from systemic family therapy, from its roots in cybernetics, through to postmodern practices such as narrative and dialogical therapy. Other complementary theories of therapeutic family work such as attachment theory and working with children will also be considered. Students will have an opportunity to engage with theories in an experiential way, and the focus throughout will be on the application of systemic ideas to social work practice with children, young people and families. The aim is to build a foundation of knowledge regarding family functioning and systemic approaches as well as understanding the origins of this approach.</p> <p>Content includes:</p> <ul style="list-style-type: none"> • Systemic Theory explained – the history of systemic theory/where it came from how it developed & how it came to be adapted into Social Work practice. • Key systemic concepts e.g. the family as a system/interdependence/patterns/circular causation/feedback/homeostasis/punctuation/change/family-life cycle & family scripts. • Complementary theories – (of therapeutic family work). How systemic theory can work alongside other theories such as Bowlby's attachment theory, Erikson's theory of psychosocial development, David Epston & Michael White's narrative theory. • Integration of systemic approaches into Social Work practice • Genograms – how to develop one/their use in Social Work practice • Tools and applications of systemic theory when working with children and families.
CORU domains of proficiency taught within this section	1.9, 3.4, 3.5, 3.6, 4.4, 5.2, 5.10, 5.12.
Teaching and Learning Methods	Face to face approach will be utilised incorporating lectures, personal reflection exercises, case studies & feedback.

Indicative Reading List (approx. 4-5 titles)	<p>Carr, A. (2000). Family Therapy, Concepts, Process and Practise. New York: Wiley & Sons.</p> <p>Dallos, R & Draper, R., (2005). An Introduction to Family Therapy, systemic theory and practise. New York: Open University Press.</p> <p>Vetere, A. & Dallos, R. (2003), <i>Working Systemically with Families – Formulation, Intervention & Evaluation</i>, London: Karnac.</p>
Useful web-based content	<p>Family Therapy Association of Ireland www.familytherapyireland.com</p> <p>Association for Family Therapy and Systemic Practice www.aft.org.uk</p> <p>Irish Association of Social Workers www.iasw.ie</p>
Relevant Journals	<p>British Journal of Social Work</p> <p>Journal of Family Therapy</p> <p>Family Process</p>
SECTION C - Social Work Skills	
Section Aims and Content	<p>This section of the module builds on the social work skills component of the Social Work Theory, Values & Skills module in Senior Fresh year, and complements the Junior Sophister Counselling and Practice Approaches in Social Work module. It aims to explore placement practice and experience and provide a forum to explore and practice meta-skills in social work in a safe environment. By facilitating the further development of self-awareness and reflective practice skills, this section will help students to examine the relationship between social work theory and practice, refine, explore and develop professional identity and enhance their social work skills and understanding. This section of the module will emphasise the value of openness to different perspectives in social work and make use of student peer learning.</p> <p>Content includes:</p> <ul style="list-style-type: none"> • Reflection on practice related experiences • Practice connections with social work theory, values and knowledge. • Professional issues / concerns for feedback / support • Learning needs and areas of interest for professional development
CORU domains of proficiency taught within this section	1.2, 1.5, 1.9, 1.10, 2.4, 2.13, 2.14, 2.15, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.5, 5.6, 5.10, 5.11, 5.12, 5.14.
Teaching and Learning Methods	Face to face workshops utilizing small learning groups and student peer learning. Students will use practice examples from placement.

Indicative Reading List (approx. 4-5 titles)	<ul style="list-style-type: none"> Adams, R., Dominelli, L. & Payne, M. (Eds) (2009) <i>Social Work: themes, issues and critical debate</i>, 2nd Edition. Hampshire: Palgrave Houston, S., <i>Engaging with complexity in Social Work: Four Essential Conceptual Skills, The Irish Social Worker</i>, 2020 Lishman, J. (ed) (2015) <i>Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory</i>. Jessica Kingsley. Pages 1-7 of Kurtz, A. (2020) Chapter one: Introduction on how to run reflective practice groups. How to Run Reflective Practice Groups, in A. Kurtz, <i>How to Run Reflective Practice Groups: A Guide for Healthcare Professionals</i>, 1st Edition, pp.1-16. <p>Please Note: Additional reading materials may be recommended throughout the course of the module in-keeping with student's developing learning needs.</p>								
Useful web-based content	Irish Association of Social Workers: https://www.iasw.ie/								
Relevant Journals	British Journal of Social Work Practice: Social Work in Action Journal of Social Work Journal of Social Work Practice International Social Work European Journal of Social Work Child and Family Social Work Qualitative Social Work								
Inclusive Curriculum	<p><i>All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)</i></p> <table border="1" data-bbox="409 1450 1464 2001"> <thead> <tr> <th data-bbox="409 1450 1355 1529"></th> <th data-bbox="1355 1450 1464 1529">PLEASE TICK</th> </tr> </thead> <tbody> <tr> <td data-bbox="409 1529 1355 1709">25. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</td> <td data-bbox="1355 1529 1464 1709"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="409 1709 1355 1821">26. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?</td> <td data-bbox="1355 1709 1464 1821"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="409 1821 1355 2001">27. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</td> <td data-bbox="1355 1821 1464 2001"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>		PLEASE TICK	25. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>	26. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>	27. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
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	<p>28. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</p> <p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p> <p>PowerPoint slides will be provided in advance of lectures. Clear, understandable language is used in all lecture materials.</p>
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A

SSU33101 Junior Sophister Placement (15 ECTS)

Module Code	SSU33101		
Module Name	JS Placement Learning Module		
ECTS credit weighting	15 ECTS		
Semester taught	Semester 1		
Module Lecturers & Leads	Dr Sinead Whiting & Dr Erna O'Connor		
Trinity Teaching & Learning <u>Module Learning Outcomes</u> with embedded <u>Graduate Attributes</u> Also CORU <u>Social Workers Registration Board Standards of Proficiency for Social Workers</u>	<p>Module Aim: Building on JF SSU11072 and SF SSU22112 placement related teaching, this JS module resources students to achieve optimal learning aligned to the CORU Domains of Proficiency, in their JS professional placement. The module includes a pre-placement teaching week; mid placement call-in day and post placement learning integration classes. Particular emphasis is placed on the integration of knowledge and skills in practice, capacity for critical analysis and reflective learning from practice experience. The module aims to act as a bridge between academic and practice-based learning with inputs from practice teachers, service users, social work managers and core course lecturers.</p>		
	Module learning outcomes (LO) On successful completion of this section of the module, students should be able to:	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)
	LO1 Identify their learning styles and learning needs	PLO4, PLO10, PLO5, PLO6, PLO7, PLO8, PLO9,	(SOP 1.2, 4.1, 4.3, 5.13)
	LO2 Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement		ALL
	LO3 Work collaboratively with service users and carers utilizing relationship-based practice, empowerment and human rights perspectives		1.3, 1.5, 2.3, 2.4, 2.9, 2.12, 5.5, 5.7, 5.12
	LO4 Demonstrate a critical understanding of cultural competence in practice and capacity to work towards social inclusion.		1.9, 5.6
	LO5 Understand the role of social work in a range of practice settings including statutory and interprofessional practice contexts		2.9, 2.14, 2.15, 5.8, 5.9

	<p>LO6 Articulate a rationale for their choice of theory and approach in response to a range of practice issues</p> <p>LO7 Utilize models of reflective practice and other practice learning resources and supports</p> <p>LO8 Proactively engage in professional supervision to facilitate practice-based learning and ongoing professional development</p> <p>LO9 Represent, theorise and reflect on practice-based learning in the Practice Project</p>		5.1, 5.2, 5.14 4.3, 4.4, 5.13, 5.26 3.9, 4.1, 4.3, 4.4, 4.5, 5.4, 5.13, 5.23, 5.26 1.18, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.8, 5.9, 5.26, 5.27
Module Overview and Content	<ul style="list-style-type: none"> Reviewing IFSW Definition of Social Work and CORU SWRB Domains of Proficiency as the underpinning frameworks for learning and assessment on placement. Introducing the Learning Agreement. Consolidation of prior practice learning and specification of learning needs for the allocated JS placement. Introduction to Placement Documents (Learning Agreement, Student Placement Log, Direct Observation Report, Student Practice Project, Practice Teacher Report) Review of Reflective Practice Models and other Learning Resources (e.g. Process Recording, Learning Logs, Critical Incidents, Reflective Journals and Direct Observation) Overview of aims and approaches in Supervision in professional social work contexts. Integrating Theory and Skills in Practice. Practitioner led session: Working with Children and Families Practitioner led session: Using the Signs of Safety Framework Practice Teacher Panel: Presentations and Q&A Tutor led session: Role of the Tutor Service User Led Session: Poverty Aware Practice Service User & Provider Led Session: Cultural Competence Critical Theory in Action CORU SWRB Domains of Proficiency Student Self Assessment Approaching your Practice Project Sector based learning: Student presentations 		
Teaching and Learning Methods	In person lectures, practitioner, service user and service manager presentations, group work, reflective exercises and class presentations.		

Assessment Details Please include the following: <ul style="list-style-type: none"> • Assessment Component • Learning Outcome(s) addressed • % of total It is recommended that module lead consider assessment types used across the year to ensure varied assessment methods.	Annual Assessment Component	LO Assessed	CORU standards of proficiency assessed (SOP)	% of total
	JS Placement Performance Pass / Fail Students must meet placement related attendance requirements and pass both the JS Placement and Practice Project to progress to their SS year.	1-9	1.2, 1.3, 1.5, 1.9, 1.18, 2.3, 2.4, 2.9, 2.12, 2.14, 2.15, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.23, 5.26	100%
	*Attendance Requirement Min 80% Attendance required at lectures Pass / Fail			Pass/Fail
<p>This is a Non Compensatable Module Students must pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules</p> <p>*Attendance Requirements BSS Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non- satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p>				

Re-Assessment Details	<p>Students who meet the attendance requirements but achieve a fail / mark below 40% in any assessed component of this module will be reassessed as follows:</p> <table border="1" data-bbox="414 316 1429 1174"> <thead> <tr> <th data-bbox="414 316 774 406">Supplemental Assessment Component</th><th data-bbox="774 316 969 406">LO Assessed</th><th data-bbox="969 316 1239 406">CORU standard of proficiency assessed</th><th data-bbox="1239 316 1429 406">% of total</th></tr> </thead> <tbody> <tr> <td data-bbox="414 406 774 1174"> <p>JS Placement Performance Pass / Fail</p> <p>If a student passes placement but fails their practice project they may re-submit the practice project to achieve a pass grade.</p> <p>If the student fails the placement they may undertake a repeat placement and a practice project related to the repeat placement may be re-submitted to achieve a pass grade</p> <p>Only one attempt at a repeat placement is allowed.</p> </td><td data-bbox="774 406 969 1174">1-9</td><td data-bbox="969 406 1239 1174">1.2, 1.3, 1.5, 1.9, 1.18, 2.3, 2.4, 2.9, 2.12, 2.14, 2.15, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.23, 5.26</td><td data-bbox="1239 406 1429 1174">100%</td></tr> </tbody> </table>	Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total	<p>JS Placement Performance Pass / Fail</p> <p>If a student passes placement but fails their practice project they may re-submit the practice project to achieve a pass grade.</p> <p>If the student fails the placement they may undertake a repeat placement and a practice project related to the repeat placement may be re-submitted to achieve a pass grade</p> <p>Only one attempt at a repeat placement is allowed.</p>	1-9	1.2, 1.3, 1.5, 1.9, 1.18, 2.3, 2.4, 2.9, 2.12, 2.14, 2.15, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.23, 5.26	100%
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Assessment Deadlines and Extensions	<p>The deadline/s by which assessment/s are to be submitted will be clearly outlined and communicated on commencement of the module by the lecturer/s of this module.</p> <p>Recognizing that students may face legitimate challenges that impact their ability to submit work on time, provisions are made for considering extenuating circumstances and offering support where needed. Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in section 3.8 of the 2025_26 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy Trinity College Dublin</p> <p>Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:</p> <ul style="list-style-type: none"> For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply. For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply. Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre- agreed extension, a 								

	medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero.	
Inclusive Curriculum	<i>All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)</i>	
	<p>29. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</p> <p>30. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?</p> <p>31. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</p> <p>32. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</p>	PLEASE TICK
Indicative Reading List (approx. 4-5 titles)	<ul style="list-style-type: none"> • Cleak, H., O'Connor, E., & Roulston A., (2022) Integrating relational knowing and structured learning in social work placements – a framework for learning in practice <i>Social Work Education</i> • Doel, M. & Shardlow, S.M. (2005) <i>Modern Social Work Practice : teaching and learning in practice settings</i>. Aldershot: Ashgate • Gould, N. & Taylor, I. (Eds) (2017) <i>Reflective Learning for Social Work</i>. Aldershot: Arena . • Thompson, N. (2015) <i>Understanding Social Work: Preparing For Practice</i>. London: Palgrave. • Wilson, K, Ruch G, Lymbery M, Cooper A. (2008) Relationship-based and reflective approaches for contemporary social work practice in Wilson, K, Ruch G, Lymbery M, Cooper A. (eds) <i>Social Work An introduction to contemporary practice</i> London:Pearson 	
Useful web-based content	IFSW Global Definition of Social Work https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/	

	<p>CORU SWRB Standards of Proficiency for Social Workers</p> <p>https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf</p>
Relevant Journals	<ul style="list-style-type: none"> • British Journal of Social Work • Journal of Practice Teaching & Learning • Social Work Education
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A

Information on this module is also contained within the BSS Junior Sophister Course Handbook 2024 – 25.

Senior Sophister Module Outlines

SSU44042 Perspectives in Social Work: Contemporary Discourses in Society (5 ECTS)

Module Code	SSU44042		
Module Name	Perspectives in Social Work: Contemporary Discourses in Society.		
ECTS credit weighting	5ECTS		
Semester taught	Semester 2		
Module Lecturer & Module Lead	Dr Joe Whelan jwhelan9@tcd.ie		
Trinity Teaching & Learning <u>Module Learning Outcomes with embedded Graduate Attributes</u> Also CORU <u>Social Workers Registration Board Standards of Proficiency for Social Workers</u>	<p>Module Aim:</p> <p>In this module, students will be introduced to historical and contemporary sociological and philosophical discourses which can help to frame and think about social welfare and social work. Through a combination of lectures, directed reading and class-based discussion, students will consider the relevance of these ideas and perspectives and their application to social work.</p> <p><i>The broad aims of the module are to enable students to:</i></p> <ol style="list-style-type: none"> 1. Think independently and develop an understanding of the ideas of a range of social scientific thinkers and consider the application of their ideas for social work. 2. Examine social work as a product of modernity and explore post-modernist influences. 3. Communicate effectively and Identify and describe contemporary critical perspectives in social work and social welfare, including anti-oppressive practice, and their uses as frames of reference and analysis for social work interventions; 4. Act responsibly and develop an understanding of how critical social theory can shape knowledge, skills and values; 5. Explore the societal and organizational influences on practice; and 6. Understand the historical and current impact of neo-liberalism on social work and service users linking it with power and ideology. 7. Develop continuously and Consolidate learning from placement. <p><i>These aims also capture Trinity Graduate Attributes which are named explicitly and reflect the CORU Standards of Proficiency for Professional Social Workers which are named explicitly below.</i></p> <p>Module learning outcomes (LO) After attending lectures, taking part in discussions and successfully completing the relevant assignment, a student will be able to:</p> <p>LO1 Through the use of critical reflection, understand and recognise the impact of personal values and life experience by examining the</p>		
		Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)
		10	4.4

	<p>meaning of critical reflexivity and applying it to their personal and professional development</p> <p>LO2 Describe, evaluate and apply at least two current sociological and critical theoretical perspectives thereby demonstrating a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context</p> <p>LO3 Describe and assess the potential contribution of critical social theories to social work practice thereby demonstrating a critical understanding of sociology, psychology, economics and political science</p> <p>LO4 Assess and critically evaluate one critical perspective or social work theory and use this knowledge to identify and critically understand the impact of organisational, governmental, community and societal structures, systems and culture on health and social care</p>		
Module Overview and Content		<p>Lectures will cover the following themes:</p> <ol style="list-style-type: none"> 1. The nature of critical social theory and its importance for social work. 2. The historical development of critical social theory under modernity and post-modernity and how it shaped social work. 3. The nature and application of critical reflexivity for social work practice. 4. The contribution of a range of critical social theorists to social work practice. 5. How critical social theory contributes to critical social work. 6. The effects of neo-liberalism on service users and social welfare. <p>The following themes will also be explored:</p> <ol style="list-style-type: none"> a. Discrimination, oppression and inequality; b. Anti-discriminatory and anti-oppressive practice; c. Social class and social work; d. Shame, stigma and social work. 	
Teaching and Learning Methods		<p>Teaching will consist of live lectures, in-class discussions and guided readings. 11x2hr lectures, guided readings and in-class exercises to be flagged during or ahead of class. Music, film, poetry and art will be used to connect students to the themes being explored.</p> <ul style="list-style-type: none"> • <i>What is the rationale behind the selection of these strategies (approaches)?</i> <p>These strategies are designed to be inclusive and to take account of a range of learning styles.</p>	

	<ul style="list-style-type: none"> • How do they support the learning required to achieve LO? <p>By making materials available in a wide variety of forms and by promoting deep engagement in learning.</p> <ul style="list-style-type: none"> • How do they support students in completing the assessments? <p>By cumulatively equipping students with the tools needed to develop a response to their assessment brief.</p> <ul style="list-style-type: none"> • How do they align with the mode of delivery and with the contact and independent study hours outlined above? <p>By introducing key knowledge and information in the classroom and providing students with the means to further explore this in a self-directed.</p>												
Assessment Details Please include the following: <ul style="list-style-type: none"> • Assessment Component • Learning Outcome(s) addressed • % of total <p>It is recommended that module lead consider assessment types used across the year to ensure varied assessment methods.</p>	<table border="1"> <thead> <tr> <th data-bbox="417 788 837 878">Annual Assessment Component</th><th data-bbox="837 788 953 878">LO Assessed</th><th data-bbox="953 788 1231 878">CORU standards of proficiency assessed (SOP)</th><th data-bbox="1231 788 1429 878">% of total</th></tr> </thead> <tbody> <tr> <td data-bbox="417 878 837 945">Essay (2,000 words) 100%</td><td data-bbox="837 878 953 945">1-4</td><td data-bbox="953 878 1231 945">4.4, 5.2. 5.3. 5.24</td><td data-bbox="1231 878 1429 945">100%</td></tr> <tr> <td data-bbox="417 945 837 1096">*Attendance Requirement Min 80% Attendance Pass / Fail</td><td data-bbox="837 945 953 1096"></td><td data-bbox="953 945 1231 1096"></td><td data-bbox="1231 945 1429 1096">0%</td></tr> </tbody> </table> <p>This is a <i>Non Compensatable</i> Module Students must pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules</p> <p>*Attendance Requirements BSS Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non- satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p>	Annual Assessment Component	LO Assessed	CORU standards of proficiency assessed (SOP)	% of total	Essay (2,000 words) 100%	1-4	4.4, 5.2. 5.3. 5.24	100%	*Attendance Requirement Min 80% Attendance Pass / Fail			0%
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Re-Assessment Details	<p>Students who meet the attendance requirements but achieve a fail / mark below 40% in any assessed component of this module will be reassessed as follows:</p> <table border="1"> <thead> <tr> <th data-bbox="417 1664 763 1731">Supplemental Assessment Component</th><th data-bbox="763 1664 949 1731">LO Assessed</th><th data-bbox="949 1664 1231 1731">CORU standard of proficiency assessed</th><th data-bbox="1231 1664 1429 1731">% of total</th></tr> </thead> <tbody> <tr> <td data-bbox="417 1731 763 1821">Essay (2,000 words) 100%</td><td data-bbox="763 1731 949 1821">1-4</td><td data-bbox="949 1731 1231 1821">4.4, 5.2, 5.3, 5.24</td><td data-bbox="1231 1731 1429 1821">100%</td></tr> </tbody> </table>	Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total	Essay (2,000 words) 100%	1-4	4.4, 5.2, 5.3, 5.24	100%				
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Essay (2,000 words) 100%	1-4	4.4, 5.2, 5.3, 5.24	100%										

Assessment Deadlines and Extensions	<p>The deadline/s by which assessment/s are to be submitted will be clearly outlined and communicated on commencement of the module by the lecturer/s of this module.</p> <p>Recognizing that students may face legitimate challenges that impact their ability to submit work on time, provisions are made for considering extenuating circumstances and offering support where needed. Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in section 3.8 of the 2025_26 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy Trinity College Dublin</p> <p>Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:</p> <ul style="list-style-type: none"> • For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply. • For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply. • Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre- agreed extension, a medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero. 									
Inclusive Curriculum	<p><i>All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)</i></p> <table border="1" data-bbox="414 1320 1456 2055"> <thead> <tr> <th data-bbox="1345 1320 1456 1388" style="text-align: right;">PLEASE TICK</th></tr> </thead> <tbody> <tr> <td data-bbox="414 1388 1345 1574">33. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</td><td data-bbox="1345 1388 1456 1574" style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr> <td data-bbox="414 1574 1345 1686">34. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?</td><td data-bbox="1345 1574 1456 1686" style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr> <td data-bbox="414 1686 1345 1866">35. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</td><td data-bbox="1345 1686 1456 1866" style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr> <td colspan="2" data-bbox="414 1866 1345 2055">36. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of</i></td></tr> </tbody> </table>	PLEASE TICK	33. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>	34. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>	35. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>	36. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of</i>	
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	<p>assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</p> <p>1. In-class learning</p> <p>Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem-solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes.</p> <p>2. Further study</p> <p>Alongside further reading, alternative study materials are made available to students weekly and this includes podcasts, video clips and summaries.</p>
Indicative Reading List (approx. 4-5 titles)	<p>Whelan, J. (2025) <i>Critical Theory for Social Work: a simple introduction</i>. Bristol: Policy Press.</p> <p>Available from the publisher here.</p> <p>Available in hardcopy from the library as follows:</p> <p>Lecky Lower LEN 361.3 S5</p> <p>Lecky Lower LEN 361.3 S5;1</p> <p>Lecky Lower LEN 361.3 S5;2</p> <p>Lecky Lower LEN 361.3 S5;3</p> <p>Available from the library as an eBook here.</p> <p>Further readings will be flagged in class and made available on Blackboard where possible.</p>
Useful web-based content	<p>Relevant resources will be flagged in-class.</p>
Relevant Journals	<p>Relevant resources will be flagged in-class.</p>
Module Pre-requisite	<p>N/A</p>
Module Co-requisite	<p>N/A</p>
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	<p>N/A</p>

SSU44132 The Professional in Context (5 ECTS)

Module Code	SSU44132																							
Module Name	The Professional in Context																							
ECTS credit weighting	5 ECTS																							
Semester taught	Semester 2																							
Module Lead	Dr Louise Caffrey louise.caffrey@tcd.ie																							
Module Lecturers	Dr Louise Caffrey louise.caffrey@tcd.ie , Mr Martin McCormack martin.mccormack@tcd.ie , Ms Anna Deneher, Ms Pamela McEvoy pmcevoy@tcd.ie																							
Trinity Teaching & Learning <u>Module Learning Outcomes with embedded Graduate Attributes</u>	<p>Module Aim: This module aims to explore the contexts within which professional work occurs and identify the impact and interplay between individual professionals and their contexts. The organisation, profession/regulatory and systems contexts will be discussed and linked to students' practice experiences. Students will also explore the complex dynamics at play in the professional's interactions with these contexts and use a psychodynamic lens to identify how to address these dynamics.</p> <table border="1"> <thead> <tr> <th>Module learning outcomes (LO)</th> <th>Relates to and Supports TCD Programme learning outcome (PLO)</th> <th>CORU standard of proficiency Taught (SOP)</th> </tr> </thead> <tbody> <tr> <td>On successful completion of this section of the module, students should be able to:</td> <td></td> <td></td> </tr> <tr> <td>LO1 Explain the objectives of organisational leadership and management and analyse their impact on the individual professional.</td> <td>PLO1, 2, 3</td> <td>2.10</td> </tr> <tr> <td>LO2 Relate quality management and performance management to effective service delivery and analyse their impact on the individual professional.</td> <td>PLO1, 2, 3</td> <td>2.10, 3.11, 4.6</td> </tr> <tr> <td>LO3 Identify the impact of the regulatory context on their behaviour and demonstrate an understanding of the responsibilities associated with the Code of Professional Conduct and Ethics for their profession.</td> <td>PLO 8, 9</td> <td>1.8, 1.14, 1.13</td> </tr> <tr> <td>LO4 Apply key systems thinking concepts and thinking tools to practice contexts.</td> <td>PLO 1, 2, 3</td> <td>1.3, 1.10, 2.10, 5.16, 5.5, 5.9</td> </tr> <tr> <td>LO5 Recognise how complex dynamic interactions in human service work can unwittingly activate personal defence reactions. Use key psycho-analytic concepts to deepen understanding into the processes involved and its potential for impact in your working life.</td> <td>PLO 4, 5, 6, 7</td> <td>1.21, 2.13, 2.15 4.3, 4.4, 5.1</td> </tr> </tbody> </table>			Module learning outcomes (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)	On successful completion of this section of the module, students should be able to:			LO1 Explain the objectives of organisational leadership and management and analyse their impact on the individual professional.	PLO1, 2, 3	2.10	LO2 Relate quality management and performance management to effective service delivery and analyse their impact on the individual professional.	PLO1, 2, 3	2.10, 3.11, 4.6	LO3 Identify the impact of the regulatory context on their behaviour and demonstrate an understanding of the responsibilities associated with the Code of Professional Conduct and Ethics for their profession.	PLO 8, 9	1.8, 1.14, 1.13	LO4 Apply key systems thinking concepts and thinking tools to practice contexts.	PLO 1, 2, 3	1.3, 1.10, 2.10, 5.16, 5.5, 5.9	LO5 Recognise how complex dynamic interactions in human service work can unwittingly activate personal defence reactions. Use key psycho-analytic concepts to deepen understanding into the processes involved and its potential for impact in your working life.	PLO 4, 5, 6, 7	1.21, 2.13, 2.15 4.3, 4.4, 5.1
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Also CORU <u>Social Workers Registration Board Standards of Proficiency for Social Workers</u>																								

Module Overview and Content	<p>Organisational Context</p> <ul style="list-style-type: none"> • Understanding the organisational environment and the objectives of organisational leadership and management • Public sector consumerism and its impact on social service provision. • Digitalisation • Quality Management in the delivery of social services. • Performance Management in the delivery of social services. • Relationships, structures and effective communication. • Strategic management, Service Planning and programme development. • Governance and the role of evaluation in organisations. <p>Regulatory Context</p> <ul style="list-style-type: none"> • The purpose of professional regulation; protection of the public • Registration and the Code of Professional Conduct and Ethics • Record management, electronic communications and report writing • Professional role and identity; role autonomy and accountability; professional judgement and decision making <p>Systems Context</p> <ul style="list-style-type: none"> • Defining systems thinking • Conceptualising systems in social work practice • Risk, uncertainty and defensive practice • Proceduralisation and expert judgement • Modelling systems dynamics <p>Self in Context: A Psycho-Dynamic Perspective</p> <ul style="list-style-type: none"> • Self as professional: considering the interplay of personal story, experience, self-awareness and impact in professional practice • Anxiety provoking situations: exploring professional interactions, personal responses, and self-reflective capacities in the human service context. • Introduction to some key psychoanalytic concepts relevant to human service work. •
Teaching and Learning Methods	In person synchronous learning in small and large group settings supported by asynchronous activities such as readings, reflection and application exercises.

<p>Assessment Details</p> <p>Please include the following:</p> <ul style="list-style-type: none"> • Assessment Component • Learning Outcome(s) addressed • % of total <p>It is recommended that module lead consider assessment types used across the year to ensure varied assessment methods.</p>	<table border="1"> <thead> <tr> <th>Annual Assessment Component</th><th>LO Assessed</th><th>CORU standards of proficiency assessed (SOP)</th><th>% of total</th></tr> </thead> <tbody> <tr> <td>Case Study – Organisational Context (500 Words)</td><td>LO1, LO2</td><td>2.10, 3.11, 4.6</td><td>20%</td></tr> <tr> <td>Case Study – Regulatory Context (500 Words)</td><td>LO3</td><td>1.8, 1.14, 1.13</td><td>20%</td></tr> <tr> <td>Case Study – The Systems Context (500 Words)</td><td>LO4</td><td>1.3, 1.10, 2.10, 5.16, 5.5, 5.9</td><td>20%</td></tr> <tr> <td>Self-Reflection Analysis (1000 words)</td><td>LO5</td><td>1.21, 2.11 2.13, 2.15 4.3, 4.4, 5.1</td><td>40%</td></tr> <tr> <td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td></td><td></td><td>Pass/Fail</td></tr> </tbody> </table>	Annual Assessment Component	LO Assessed	CORU standards of proficiency assessed (SOP)	% of total	Case Study – Organisational Context (500 Words)	LO1, LO2	2.10, 3.11, 4.6	20%	Case Study – Regulatory Context (500 Words)	LO3	1.8, 1.14, 1.13	20%	Case Study – The Systems Context (500 Words)	LO4	1.3, 1.10, 2.10, 5.16, 5.5, 5.9	20%	Self-Reflection Analysis (1000 words)	LO5	1.21, 2.11 2.13, 2.15 4.3, 4.4, 5.1	40%	*Attendance Requirement Min 80% Attendance Pass / Fail			Pass/Fail
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<p>Re-Assessment Details</p>	<p>Students who meet the attendance requirements but achieve a fail / mark below 40% in any assessed component of this module will be reassessed as follows:</p> <table border="1"> <thead> <tr> <th>Supplemental Assessment Component</th><th>LO Assessed</th><th>CORU standard of proficiency assessed</th><th>% of total</th></tr> </thead> <tbody> <tr> <td>Case Study – Organisational Context (500 Words)</td><td>LO1, LO2</td><td>2.10, 3.11, 4.6</td><td>20%</td></tr> <tr> <td>Case Study – Regulatory Context (500 Words)</td><td>LO3</td><td>1.8, 1.14, 1.13</td><td>20%</td></tr> <tr> <td>Case Study – The Systems Context (500 Words)</td><td>LO4</td><td>1.3, 1.10, 2.10, 5.16, 5.5, 5.9</td><td>20%</td></tr> <tr> <td>Self Reflection Analysis (1000 words)</td><td>LO5</td><td>1.21, 2.11 2.13, 2.15 4.3, 4.4, 5.1</td><td>40%</td></tr> </tbody> </table>	Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total	Case Study – Organisational Context (500 Words)	LO1, LO2	2.10, 3.11, 4.6	20%	Case Study – Regulatory Context (500 Words)	LO3	1.8, 1.14, 1.13	20%	Case Study – The Systems Context (500 Words)	LO4	1.3, 1.10, 2.10, 5.16, 5.5, 5.9	20%	Self Reflection Analysis (1000 words)	LO5	1.21, 2.11 2.13, 2.15 4.3, 4.4, 5.1	40%				
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	<p>encouraged to engage in multiple ways including, written verbal summative assessments, visual diagramming, formative short ‘social media style’ posts, and formative verbal engagement with peers and lecturers.</p>
<p>Indicative Reading List (approx. 4-5 titles)</p>	<p>Organisational Context</p> <p>Berends, L. & Crinall, K. (2014) <i>Management and Practice in Health and Human Service Organisations</i>, Melbourne: Oxford University Press.</p> <p>Brody, R. & Nair, M. (2014) <i>Effectively Managing and Leading Human Service Organizations</i>, 4th edition, Los Angeles: Sage.</p> <p>Hanford Letchfield, T and Lawler, J (2013) Perspectives on Management and Leadership in Social Work.</p> <p>Huffington, C., Armstrong, D., Halton, W., Hoyle, L., Pooley, J., (Reprint 2004, 2005, 2007) <i>Working Below the Surface: the Emotional Life of Contemporary Organisations</i>, Chapters 2,5, 6 & 7.</p> <p>Langley GL, Moen R, Nolan KM, Nolan TW, Norman CL, Provost LP. <i>The Improvement Guide: A Practical Approach to Enhancing Organizational Performance</i> (2nd edition). San Francisco: Jossey-Bass Publishers; 2009.</p> <p>Regulatory Context</p> <p>Social Workers Registration Board (2019) <i>Code of Professional Conduct and Ethics</i>, accessed at https://coru.ie/files-codes-of-conduct/swrb-code-of-professional-conduct-and-ethics-for-social-workers.pdf</p> <p>Systems Context</p> <p>Caffrey, L. (2020). How everyone’s business can become no one’s business: a systems study of interprofessional referral to child contact centres. <i>Children and youth services review</i>, 109.</p> <p>Caffrey, L., & Munro, E. (2017). A systems approach to policy evaluation. <i>Evaluation</i>, 23(4), 463-478.</p> <p>Munro, E. (2011). <i>The Munro Review of Child Protection: A Child-Centred System</i>. London: The Stationery Office.</p> <p>Parton, N. (1998). Risk, advanced liberalism and child welfare: The need to rediscover uncertainty and ambiguity. <i>The British Journal of Social Work</i>, 28(1), 5-27.</p> <p>US Institute of Medicine. (2000). <i>To err is human: building a safer health system</i>. Washington DC: National Academy Press. Available at: https://pubmed.ncbi.nlm.nih.gov/25077248/</p>

	<p>Wulczyn, F., Daro, D., Fluke, J., Feldman, S., Glodek, C., & Lifanda, K. (2010). Adapting a Systems Approach to Child Protection: Key Concepts and Considerations. In. New York: UNICEF.</p> <p>Self in Context: A Psycho-Dynamic Perspective</p> <p>Bower, M (Ed.) 2005 Psycho-analytic Theory for Social Work Practice: Thinking under Fire. Routledge</p> <p>Donnelan, H and Jack, G (2015) The Survival Guide for Newly Qualified Social Workers. Hitting the ground running. Second Edition, Jessica Kingsley Publishers.</p> <p>Emanuel, L (2002) Deprivation x 3: The contribution of organizational dynamics to the “triple deprivation” of looked-after children. Academic Journal: Journal of Child Psychotherapy. Aug 2002, Vol. 28 Issue 2, p163-179. 17p.</p> <p>Ferguson, H (2018) How Social Workers reflect in action and when and why they don't: the possibilities and limits to reflective practice in social work. Social Work Education DOI: 10.1080/02615479.2017.1413083 Informa UK limited, trading as Taylor & Francis Group.</p> <p>Menzies, I.E.P. (1960) A case-study in the functioning of social systems as a defence against anxiety: A report on a study of the nursing service of a general hospital. Human Relations 13: 95 – 121.</p> <p>Obholzer, A and Zagier Roberts V (Eds.) 2nd Edition (2019) The Unconscious at Work. Individual and Organisational Stress in the Human Services. By the members of the Tavistock clinic consulting to Institutions Workshop. Routledge</p> <p>Skovholt, T M. and Trotter-Mathison, M (2016) The Resilient Practitioner: Burnout and Compassion Fatigue Prevention and Self-Care Strategies for the Helping Professions. Routledge, Taylor & Francis Group Third edition.</p>
Useful web-based content	<p>Quality improvement: http://www.ihi.org/resources/Pages/HowtoImprove/default.aspx & http://www.apiweb.org</p> <p>Good governance- managing resilience at a strategic level: https://www.lenus.ie/handle/10147/579790</p>

	<p>Quality and management : https://www.eaq.ee/quality2013/sites/www.quality2013.eu/files/webform/full-papers/The%20illusion%20of%20quality%20management%20in%20social%20services.pdf</p> <p>Leadership V management https://hbr.org/2004/01/managers-and-leaders-are-they-different</p> <p>Systems thinking: a cautionary tale (cats in Borneo): https://www.youtube.com/watch?v=17BP9n6g1F0</p>
Relevant Journals	Harvard Business Review IASW journal British Journal of Social Work European Journal of Operational Research Children and Youth Service Review
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A

SSU44062 Social Work and Child Care (10 ECTS)

Module Code	SSU44062																								
Module Name	Social Work and Child Care: Contemporary Perspectives in Adoption & Alternative Care																								
ECTS credit weighting	10 ECTS																								
Semester taught	Semester 2																								
Module Lead	Dr Eavan Brady bradye3@tcd.ie																								
Module Lecturers	Dr Eavan Brady & Conor Murphy																								
Trinity Teaching & Learning <u>Module Learning Outcomes with embedded Graduate Attributes</u> <u>Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers</u>	<p>Module Aim: To explore the Irish and global context, current trends, legal developments, discourses and debates and the role of lived experience in adoption and alternative care. This module draws on key messages from international research and selected theoretical concepts and their application to various practice challenges.</p> <table border="1"> <tr> <td>Module learning outcomes (LO) On successful completion of this section of the module, students should be able to:</td><td>Relates to and Supports TCD Programme learning outcome (PLO)</td><td>CORU standard of proficiency Taught (SOP)</td></tr> <tr> <td>LO1 Understand the key role of research evidence and theory to inform perspectives and practice in relation to adoption and alternative care</td><td>1, 2, 3</td><td>5.22</td></tr> <tr> <td>LO2 Develop a critical understanding of key theoretical approaches including sociology, psychology, human growth and development that inform adoption and alternative care practice</td><td>1</td><td>5.3</td></tr> <tr> <td>LO3 Understand key developments in adoption/alternative care law, policy and practice</td><td>1, 2</td><td>5.8</td></tr> <tr> <td>LO4 Have a critical understanding of adoption law and policy and the legislative basis of actions within adoption practice</td><td>1,2,6,10,11</td><td>5.8</td></tr> <tr> <td>LO5 Understand Ireland's adoption legacy and the development of alternative care apply a critical understanding of its human impact</td><td>1,2,4,7,9</td><td>5.5</td></tr> <tr> <td>LO6 Demonstrate and apply a critical understanding of a human-rights based, culturally-sensitive and anti-discriminatory approach to adoption policy and practice</td><td>1,2,8,10</td><td>1.9</td></tr> </table>				Module learning outcomes (LO) On successful completion of this section of the module, students should be able to:	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)	LO1 Understand the key role of research evidence and theory to inform perspectives and practice in relation to adoption and alternative care	1, 2, 3	5.22	LO2 Develop a critical understanding of key theoretical approaches including sociology, psychology, human growth and development that inform adoption and alternative care practice	1	5.3	LO3 Understand key developments in adoption/alternative care law, policy and practice	1, 2	5.8	LO4 Have a critical understanding of adoption law and policy and the legislative basis of actions within adoption practice	1,2,6,10,11	5.8	LO5 Understand Ireland's adoption legacy and the development of alternative care apply a critical understanding of its human impact	1,2,4,7,9	5.5	LO6 Demonstrate and apply a critical understanding of a human-rights based, culturally-sensitive and anti-discriminatory approach to adoption policy and practice	1,2,8,10	1.9
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	<p>LO7 Gain an awareness of the need to challenge 'narratives of failure' and promote 'narratives of success' in relation to care experience in the context of policy and practice</p>	1, 2	5.5															
Module Overview and Content																		
<p>This module will critically examine adoption and alternative care through a life course and human rights framework and explore key theoretical ideas that inform policy and practice. It will explore the historical development of alternative care , and adoption in Ireland and examine the reforms in Irish social policy, legislation and assessment practices.</p>																		
Teaching and Learning Methods		<p>Students will be taught via the following methods:</p> <ul style="list-style-type: none"> - Lectures / both interactive and didactic teaching - Small group work - Self-directed learning 																
Assessment Details Please include the following: <ul style="list-style-type: none"> • Assessment Component • Learning Outcome(s) addressed • % of total It is recommended that module lead consider assessment types used across the year to ensure varied assessment methods.	<table border="1"> <thead> <tr> <th>Annual Assessment Component</th> <th>LO Assessed</th> <th>CORU standards of proficiency assessed (SOP)</th> <th>% of total</th> </tr> </thead> <tbody> <tr> <td>Group presentation and submission of minutes of group meetings. Further instructions will be given in class. (If a student is unavoidably absent for their in-class presentation they will be required to submit a 2- 3-minute voice-recording of their contribution to the group project within a timeframe provided)</td><td>LO 1, 2, 3, 4, 5</td><td>2.2, 2.6, 2.13, 2.14, 2.15, 5.2, 5.20,</td><td>50%</td></tr> <tr> <td>1,500 word written discussion paper based on a case study</td><td>LO 1, 2, 7</td><td>5.3; 5.5; 5.22</td><td>50%</td></tr> <tr> <td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td></td><td></td><td>0%</td></tr> </tbody> </table> <p>This is a Non Compensatable Module Students must pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules</p>	Annual Assessment Component	LO Assessed	CORU standards of proficiency assessed (SOP)	% of total	Group presentation and submission of minutes of group meetings. Further instructions will be given in class. (If a student is unavoidably absent for their in-class presentation they will be required to submit a 2- 3-minute voice-recording of their contribution to the group project within a timeframe provided)	LO 1, 2, 3, 4, 5	2.2, 2.6, 2.13, 2.14, 2.15, 5.2, 5.20,	50%	1,500 word written discussion paper based on a case study	LO 1, 2, 7	5.3; 5.5; 5.22	50%	*Attendance Requirement Min 80% Attendance Pass / Fail			0%	
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	<p>*Attendance Requirements</p> <p>BSS Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non- satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p>												
Re-Assessment Details	<p>Students who meet the attendance requirements but achieve a fail / mark below 40% in any assessed component of this module will be reassessed as follows:</p> <table border="1" data-bbox="414 548 1440 1192"> <thead> <tr> <th data-bbox="414 548 774 637">Supplemental Assessment Component</th><th data-bbox="774 548 964 637">LO Assessed</th><th data-bbox="964 548 1250 637">CORU standard of proficiency assessed</th><th data-bbox="1250 548 1440 637">% of total</th></tr> </thead> <tbody> <tr> <td data-bbox="414 637 774 1087">Group presentation and submission of minutes of group meetings. (if a student is granted permission to defer or is being reassessed for their in-class presentation, they will be asked to submit a 2-3-minute voice-recording of their contribution to the group project within a timeframe provided)</td><td data-bbox="774 637 964 1087">LO 1, 2, 3, 4, 5</td><td data-bbox="964 637 1250 1087">2.2, 2.6, 2.13, 2.14, 2.15, 5.2, 5.20,</td><td data-bbox="1250 637 1440 1087">50%</td></tr> <tr> <td data-bbox="414 1087 774 1192">1,500 word written discussion paper based on a case study</td><td data-bbox="774 1087 964 1192">LO 1, 2, 7</td><td data-bbox="964 1087 1250 1192">5.3; 5.5; 5.22</td><td data-bbox="1250 1087 1440 1192">50%</td></tr> </tbody> </table>	Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total	Group presentation and submission of minutes of group meetings. (if a student is granted permission to defer or is being reassessed for their in-class presentation, they will be asked to submit a 2-3-minute voice-recording of their contribution to the group project within a timeframe provided)	LO 1, 2, 3, 4, 5	2.2, 2.6, 2.13, 2.14, 2.15, 5.2, 5.20,	50%	1,500 word written discussion paper based on a case study	LO 1, 2, 7	5.3; 5.5; 5.22	50%
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Assessment Deadlines and Extensions	<p>For logistical reasons it is not possible to grant an extension for the group presentation assessment component of this module due to the structure and timing of the assessment. If a student is unavoidably absent for their in-class presentation they will be required to submit a 2-3-minute voice-recording of their contribution to the group project within a timeframe provided.</p> <p>In circumstances set out in section 3.8 of the BSS Student Handbook a student will be granted an extension for the 1,500 word written discussion paper based on a case study for the Alternative Care assessment component of this module</p> <p>Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in section 3.8 of the 2025_26 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy Trinity College Dublin</p> <p>Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:</p> <ul style="list-style-type: none"> For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply. 												

	<ul style="list-style-type: none"> • For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply. • Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre-agreed extension, a medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero. 														
Inclusive Curriculum	<p><i>All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)</i></p> <table border="1" data-bbox="417 765 1460 1776"> <thead> <tr> <th data-bbox="417 765 1285 842"></th> <th data-bbox="1285 765 1460 842">PLEASE TICK</th> </tr> </thead> <tbody> <tr> <td data-bbox="417 842 1285 1021">41. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</td> <td data-bbox="1285 842 1460 1021"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="417 1021 1285 1145">42. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?</td> <td data-bbox="1285 1021 1460 1145"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="417 1145 1285 1313">43. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</td> <td data-bbox="1285 1145 1460 1313"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="417 1313 1285 1381">44. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</td> <td data-bbox="1285 1313 1460 1381"></td> </tr> <tr> <td colspan="2" data-bbox="417 1414 1285 1605"> <p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p> </td></tr> <tr> <td colspan="2" data-bbox="417 1605 1285 1776"> <p>Clear, understandable language is used in all lecture materials Accessible slide formats are used Teaching includes visual, auditory, and kinesthetic (interactive activities) methods</p> </td></tr> </tbody> </table>		PLEASE TICK	41. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>	42. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>	43. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>	44. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design		<p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p>		<p>Clear, understandable language is used in all lecture materials Accessible slide formats are used Teaching includes visual, auditory, and kinesthetic (interactive activities) methods</p>	
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Indicative Reading List (approx. 4-5 titles)	<p>Adoption</p> <p>Adoption Authority of Ireland, (2024) Reflections on the Irish Domestic Adoption Process 1952-2022, available at: https://aai.gov.ie/images/reflections-technical-report.pdf</p>														

Burns, K. & McCaughran, S. (2021) 'Adoptions of children from state care in Ireland in Skivenes, M., Pösö, T. & Thoburn, J. (eds)

Adoption from Care International Perspectives on Children's Rights, Family Preservation and State Intervention, Bristol: Bristol University Press

Christie, A. et al., London, Palgrave Milotte, M. (1997) Banished Babies, Dublin, New Island Books.

Earner-Byrne, L. 2007, *Mother and Child*, Manchester University Press. (Chapter 7, Illegitimate Motherhood, 1922-1960.)

McCaughren, S. & Powell, F. (2016) The Fate of the Illegitimate Child in Law and the Family, Palgrave

McCaughren, S. & Ni Raghallaigh (2015), 'Adoption in Ireland: Exploring the Changing Context' in Social Work in Ireland: Changes & Continuities, (eds.)

McGregor, C., Devaney, C. & Buckley, S (2023) Language, Terminology and Representation, [Language-&Terminology-Report--Web.pdf \(universityofgalway.ie\)](https://www.universityofgalway.ie/unesco-child-and-family-research-centre/language-terminology-report-web.pdf), UNESCO Child and Family Research Centre, University of Galway.

McNamara, D., J. Egan, P. McNeela (2021), "My scar is called adoption": The lived experience of Irish mothers who have lost a child through closed adoption', in *Adoption & Fostering* Vol. 45(2) pp 138-154.

Palmer, A. & O'Brien, V. (2019), 'The Changing Landscape of Irish Adoption: An Analysis of Trends (1999-2016)' in *Child Care in Practice* Vol. 25(4) pp 399-418.

Alternative Care

Brady, E., & Gilligan, R. (2018). Supporting the educational progress of children and young people in foster care: Challenges and opportunities. *Foster*, 5, 29-41.

Brady, E., Boddy, J., Cahill, L., Gilligan, R., Holt, S., & Parker, S. (2025). *Care Leavers: 10 Years On, A Narrative Rapid Review*. Trinity College Dublin and University of Sussex. <https://doi.org/10.25546/110826>

Boddy, J. with Hanrahan, H. and Wheeler, B. (2023). *Thinking Through Family: Narratives of Care Experienced Lives*. Bristol: Bristol University Press.

Dansey, D., Shbero, D., & John, M. (2019). Keeping secrets: How children in foster care manage stigma. *Adoption & Fostering*, 43(1), 35-45.

Department of Children, Equality, Disability, Integration, and Youth (2023). *Children in care and young adults leaving care: A literature review of Irish research*. Department of Children, Equality, Disability, Integration and Youth.

Gilligan, R. (2019). The family foster care system in Ireland – Advances and challenges. *Children and Youth Services Review*, 100, 221-228.

	<p>Mitchell, M. B. (2018). "No one acknowledged my loss and hurt": Non-death loss, grief, and trauma in foster care. <i>Child and adolescent social work journal</i>, 35(1), 1-9.</p> <p>Additional readings and resources will be provided on Blackboard and in class.</p>
Useful web-based content	To be provided in class.
Relevant Journals	To be provided in class.
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A

SSU44072: Social Work and Equality Issues (5 ECTS)

Module Code	SSU44072																	
Module Name	Social Work and Equality Issues (exploring possibilities for addressing inequality through activism and activist theatre)																	
ECTS credit weighting	5ECTS																	
Semester taught	Semester 2																	
Module Lecturer & Module Lead	Dr Michael Feely mfeely@tcd.ie																	
Trinity Teaching & Learning <u>Module Learning Outcomes</u> with embedded <u>Graduate Attributes</u> Also CORU <u>Social Workers Registration Board Standards of Proficiency for Social Workers</u>	<p>Module Aim: This year the equality module will be open to both students on the Bachelor in Social Studies (BSS) and students on the Certificate in Arts, Science and Inclusive Applied Practice (ASIAP).</p> <p>Drawing heavily on Paulo Freire's <i>Pedagogy of the Oppressed</i> and Augusto Boal's <i>Theatre of the Oppressed</i>, BSS and ASIAP students will work together to identify inequality and oppression in their lives. They will then explore possibilities for addressing this inequality and oppression through activism and activist theatre.</p> <table border="1"> <thead> <tr> <th>Module learning outcomes (LO)</th> <th>Relates to and Supports TCD Programme learning outcome (PLO)</th> <th>CORU standard of proficiency Taught (SOP)</th> </tr> </thead> <tbody> <tr> <td>LO1 Identify the dynamics of in/equality and oppression in the world around them</td> <td>10, 1, 5,8</td> <td>5.1; 5.5; 5.6; 5.22</td> </tr> <tr> <td>LO2 Understand the potential for, and challenges associated with, using activism and collective action to address inequality or oppression</td> <td>10, 1, 5,8</td> <td>1.5; 5.7; 5.8; 5.9</td> </tr> <tr> <td>LO3 Appreciate the potential for, and challenges associated with, using activist theatre to address inequality or oppression</td> <td>10, 1, 5,8</td> <td>1.5; 5.7; 5.8; 5.9</td> </tr> <tr> <td>LO4 ASIAP and BSS students will demonstrate an increased knowledge of, and empathy with, each other and be cognisant of the potential to work together to address inequality or oppression</td> <td>10, 1, 5,8</td> <td>1.9; 2.2; 2.4; 2.12; 4.4; 5.6; 5.13, 5.6</td> </tr> </tbody> </table>			Module learning outcomes (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)	LO1 Identify the dynamics of in/equality and oppression in the world around them	10, 1, 5,8	5.1; 5.5; 5.6; 5.22	LO2 Understand the potential for, and challenges associated with, using activism and collective action to address inequality or oppression	10, 1, 5,8	1.5; 5.7; 5.8; 5.9	LO3 Appreciate the potential for, and challenges associated with, using activist theatre to address inequality or oppression	10, 1, 5,8	1.5; 5.7; 5.8; 5.9	LO4 ASIAP and BSS students will demonstrate an increased knowledge of, and empathy with, each other and be cognisant of the potential to work together to address inequality or oppression	10, 1, 5,8	1.9; 2.2; 2.4; 2.12; 4.4; 5.6; 5.13, 5.6
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Module Overview and Content	<ul style="list-style-type: none"> Exploring in/equality and identifying the dynamics of in/equality in Trinity College. Considering the role of social class in maintaining inequality Examining oppression and introducing anti-oppressive practice Exploring possibilities for addressing inequality and oppression through activism and collective action (Paulo Freire's <i>Pedagogy of the Oppressed</i>) 																	

	<ul style="list-style-type: none"> Exploring possibilities for addressing inequality and oppression through theatre (Augusto Boal's <i>Theatre of the Oppressed</i>) 																				
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Indicative Reading List (approx. 4-5 titles)	<p>Students shall be provided with one or two short relevant readings in advance of each session. They shall also receive a recommended reading list for each of the essay titles</p>											
Useful web-based content	<p>Irish Human Rights and Equality Commission https://www.ihrc.ie/ Harvard unconscious bias tests: https://implicit.harvard.edu/implicit/takeatest.html</p>											
Relevant Journals	<p>Relevant resources will be flagged in-class.</p>											
Module Pre-requisite	<p>N/A</p>											
Module Co-requisite	<p>N/A</p>											

Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A
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SSU44082: Social Work and Mental Health (5 ECTS)

Module Code	SSU44082		
Module Name	Social Work and Mental Health		
ECTS credit weighting	5ECTS		
Semester taught	Semester 2		
Module Lead	Dr Erna O'Connor connorer@tcd.ie		
Module Lecturers	Elaine Donnelly (18 hrs) and Kevin Kelly (4 x hrs)		
Trinity Teaching & Learning <u>Module Learning Outcomes with embedded Graduate Attributes</u> <u>Also</u> <u>CORU</u> <u>Social Workers Registration Board</u> <u>Standards of Proficiency for Social Workers</u>	<p>Module Aim: This module aims to provide students with the following:</p> <ul style="list-style-type: none"> • An understanding of the major common mental health issues and disorders that the service users they work with may experience; and the impact which these issues and disorders can have on the person experiencing them, their families, and the wider society. • A critical appreciation of changing trends in mental health policy and provision with a particular focus on the social determinants of mental health, co-production and trauma informed care. • An understanding of the legislation underpinning current mental health service delivery in Ireland. • An understanding of the role of social work in multidisciplinary mental health services and how social workers can contribute to better individual and societal mental health as part of generic social work and formal mental health services. <p>Module learning outcomes (LO) On successful completion of this module, students will be able to:</p>	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)
LO1 Demonstrate knowledge of 1) the signs and symptoms of the main mental health issues and disorders, and of addiction 2) their putative causes, and 3) what the most relevant evidence-based support interventions are for each issue and disorder			
LO2 Identify the contrasting theoretical paradigms through which mental illness and addiction are understood and interpreted with particular	1, 2	5.2	

	<p>reference to how this influences the different perspectives in multi-professional and multi-stakeholder contexts</p> <p>LO3 Describe and critique the social work role in mental health services and/or addiction services, including the limitations of their practice role</p> <p>LO4 Critically appraise the complex practice issues that can manifest in mental health social work and in addiction services in order to be able to practice effectively within the legal, ethical and professional context in which these services are delivered</p> <p>LO5 Interpret the role of the mental health social worker and the addiction services social worker with reference to the current national policy and legislative provisions which surround these roles</p>													
Module Overview and Content	<p>There are three main sections in this module as follows:</p> <ol style="list-style-type: none"> 1. Adult Mental Health Social Work 2. Mental Health Social Work with Children and Young People 3. Social Work in Addiction Services 													
Teaching and Learning Methods	<p>In person lectures supported by online resources on Blackboard.</p>													
Assessment Details Please include the following: <ul style="list-style-type: none"> • Assessment Component • Learning Outcome(s) addressed • % of total <p>It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.</p>	<table border="1" data-bbox="409 1203 1440 1596"> <thead> <tr> <th data-bbox="409 1203 822 1320">Annual Assessment Component</th><th data-bbox="822 1203 949 1320">LO Assessed</th><th data-bbox="949 1203 1266 1320">CORU standards of proficiency assessed (SOP)</th><th data-bbox="1266 1203 1440 1320">% of total</th></tr> </thead> <tbody> <tr> <td data-bbox="409 1320 822 1455">Written assignment</td><td data-bbox="822 1320 949 1455">1-5</td><td data-bbox="949 1320 1266 1455">1.1, 1.2, 1.3, 1.5, 1.17, 2.3, 2.12, 3.6, 3.10, 5.1, 5.2, 5.8, 5.17.</td><td data-bbox="1266 1320 1440 1455">100%</td></tr> <tr> <td data-bbox="409 1455 822 1596">*Attendance Requirement Min 80% Attendance Pass / Fail</td><td data-bbox="822 1455 949 1596"></td><td data-bbox="949 1455 1266 1596"></td><td data-bbox="1266 1455 1440 1596">0%</td></tr> </tbody> </table> <p>This is a Non Compensatable Module Students must pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules</p> <p>*Attendance Requirements BSS Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non- satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p>	Annual Assessment Component	LO Assessed	CORU standards of proficiency assessed (SOP)	% of total	Written assignment	1-5	1.1, 1.2, 1.3, 1.5, 1.17, 2.3, 2.12, 3.6, 3.10, 5.1, 5.2, 5.8, 5.17.	100%	*Attendance Requirement Min 80% Attendance Pass / Fail			0%	
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Indicative Reading List (approx. 4-5 titles)	<p>Bland, R., Drake, G., & Drayton, J. (2021). <i>Social work practice in mental health: An introduction</i>. Routledge.</p> <p>Campbell, J., Cuskelly, K., & Walsh, J. (2022). Radical approaches to mental health social work. In <i>The Routledge Handbook of International Critical Social Work</i> (pp. 328-340). Routledge.</p> <p>Daya, I., Maylea, C., Raven, M., Hamilton, B., & Jureidini, J. (2020). Defensive rhetoric in psychiatry: An obstacle to health and human rights. <i>The Lancet Psychiatry</i>, 7(3), 231.</p> <p>Golightley, M., & Goemans, R. (2020). <i>Social work and mental health</i>. Sage.</p> <p>Gould, N. (2022). <i>Mental health social work in context</i>. Taylor & Francis.</p> <p>Khoury, E., & Rodriguez del Barrio, L. (2015). Recovery-oriented mental health practice: A social work perspective. <i>British Journal of Social Work</i>, 45(suppl_1), i27-i44.</p> <p>Watson, J. (2019). <i>Drop the disorder!: Challenging the culture of psychiatric diagnosis</i>. PCCS Books Ltd.</p> <p>Further titles will be given throughout the module.</p>	
Useful web-based content	<p>Mental Health Commission www.mhcirl.ie Emerging Minds https://www.copmi.net.au</p>	

	<p>Shine Ireland www.shineonline.ie</p> <p>Aware www.aware.ie</p> <p>National Office for Suicide Prevention www.nosp.ie</p> <p>Department of Health www.health.gov.ie</p> <p>Wellness Recovery Action Plan https://copelandcenter.com/</p>
Relevant Journals	<p>International Journal of Mental Health</p> <p>Journal of Mental Health Training, Education and Practice</p>
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A

SSU44302 Interprofessional Practice for Social Work (5 ECTS)

Module Code	SSU44302		
Module Name	Interprofessional Practice for Social Work		
ECTS credit weighting	5 ECTS		
Semester taught	Semester 2		
Module Lecturer & Module Lead	Sorcha O'Keeffe okeeffso@tcd.ie		
Trinity Teaching & Learning <u>Module Learning Outcomes</u> with embedded <u>Graduate Attributes</u> Also CORU <u>Social Workers Registration Board Standards of Proficiency for Social Workers</u>	<p>Module Aim:</p> <p>This module will provide students with opportunities for inter-professional interaction and reflective discourse. The module will encourage students to reflect on their practice education placements and to consider aspects of their practice specifically related to inter-professional teamwork and practice. It aims to provide students with an understanding and appreciation of the role and function of interprofessional practice within social work.</p> <p>The content of the module will provide students with an understanding of the influencing theories, frameworks and practice skills which guide social work in successful interprofessional practice. The module will also provide insights into the functions and roles of the various interdisciplinary professionals, a prerequisite in effective teamworking and interprofessional collaboration.</p> <p>The classes within this module will have an emphasis on collaborative learning. Through teaching, case studies and reflective group discussions, the interactions in this module will assist students in learning from each other's practice education experience. The module aims to provide students with a forum for teasing out the challenges of and opportunities for working with other professions.</p> <p>The module provides students with the opportunity to meet and collaborate with students and professionals from other disciplines through shared classes, guest speakers, and in an interdisciplinary workshop. Classes will also include preparatory sessions for the interdisciplinary workshop.</p>		
<p>Module learning outcomes (LO)</p> <p>On successful completion of this section of the module, students should be able to:</p>		Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)
<p>LO1 Reflect on their experiences of interprofessional teamwork in placement-related work and understand the importance of establishing professional relationships as both an independent practitioner and collaboratively as a member of a team</p>		PLO 4, 7	2.13

	<p>LO2 Explore and advance the skills necessary for effective participation in interprofessional teams</p> <p>LO4 Through class-based team-work and interprofessional interaction (where possible), case studies, understand the limits of confidentiality in the context of a variety of team settings</p> <p>LO6 Through interprofessional interaction (where possible) and class activities practice being able to communicate and express professional, informed and considered opinions to a variety of professionals</p> <p>LO7 Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team setting</p>	PLO 6 PLO 9 PLO 5 PLO 4	2.2 1.12 2.9 2.14, 5.10
Module Overview and Content		<p>This module will be interactive in nature and will facilitate students to reflect on their own experiences of working as part of inter-professional teams while on placement. Students will have the opportunity to learn from the experiences of class members, practitioners and other allied-health students as they develop their understanding of interprofessional practice, while building their confidence and competence in working as part of an interdisciplinary team.</p> <p>Throughout this module students will be supported to explore and engage with the theories and frameworks that guide interprofessional practice. Classes will include teaching and discussions on the role and functions of the interprofessional colleagues that social work most frequently interacts with.</p> <p>Assessment of this module is based on the student's participation in an interdisciplinary workshop event, where students will have the opportunity to work on a case study with several other allied-health professional students. This workshop, and the in-class preparatory sessions, will provide students with the opportunity to review and enhance their skills required for successful interprofessional collaborative practice.</p>	
Teaching and Learning Methods		<p>Classes for this module will be delivered in-person on-campus, using a blended approach that combines lectures with interactive and participatory teaching methods. Sessions will include group and class discussions, analysis of case studies, and structured class activities.</p> <p>This practice-based approach is designed to deepen students' understanding and comprehension of interprofessional practice. By applying theoretical knowledge in practical, collaborative settings, students will enhance their knowledge of interprofessional practice, while critically evaluating its benefits and challenges.</p>	

	<p>The module places strong emphasis on peer-led learning, encouraging students to reflect on their own experiences of interprofessional practice from placement to share insights with their peers. This reflective and collaborative learning environment supports the development of critical thinking, self-awareness, and professional skills.</p> <p>Clear assessment guidance will be provided throughout the module. Students will be supported in completing their assessments through dedicated class time for workshop preparation, group discussions, and collaborative work. Ongoing support will be available to ensure that all students are well-equipped to succeed in both the theoretical and practical aspects of the module.</p>												
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Assessment Deadlines and Extensions	<p>The dates for pre-workshop preparation sessions and the assessment workshop will be clearly outlined and communicated on commencement of the module by the lecturer of this section of the module. For logistical reasons it is not possible to grant an extension for attendance at workshops due to the structure and timing of the assessments. If a student is unavoidably absent at a workshop they will be required to seek permission to defer assessment to the reassessment session.</p> <p>In circumstances set out in section 3.8 of the BSS Student Handbook a student will be granted an extension in relation to the submission of journal assessment component of this module</p> <p>Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in section 3.8 of the 2025_26 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy Trinity College Dublin</p> <p>Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:</p> <ul style="list-style-type: none"> • For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply. • For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply. • Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre-agreed extension, a medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero. 								

Inclusive Curriculum	<p><i>All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)</i></p> <table border="1" data-bbox="414 370 1456 1365"> <thead> <tr> <th data-bbox="1345 370 1456 444" style="text-align: center;">PLEASE TICK</th></tr> </thead> <tbody> <tr> <td data-bbox="414 444 1456 617"> <p>53. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</p> </td><td data-bbox="1388 482 1420 512" style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr> <td data-bbox="414 617 1456 741"> <p>54. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?</p> </td><td data-bbox="1388 633 1420 662" style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr> <td data-bbox="414 741 1456 909"> <p>55. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</p> </td><td data-bbox="1388 756 1420 786" style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr> <td data-bbox="414 909 1456 1208"> <p>56. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p> </td><td data-bbox="1388 1224 1456 1365" style="text-align: center;"></td></tr> <tr> <td data-bbox="414 1208 1456 1365"> <p>Clear, understandable language is used in all lecture materials Accessible slide formats are used.</p> </td><td data-bbox="1388 1224 1456 1365" style="text-align: center;"></td></tr> </tbody> </table>	PLEASE TICK	<p>53. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</p>	<input checked="" type="checkbox"/>	<p>54. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?</p>	<input checked="" type="checkbox"/>	<p>55. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</p>	<input checked="" type="checkbox"/>	<p>56. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p>		<p>Clear, understandable language is used in all lecture materials Accessible slide formats are used.</p>	
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Indicative Reading List (approx. 4-5 titles)	<p>Ambrose-Miller, W., & Ashcroft, R. (2016) Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams. <i>Health & Social Work</i>, 41(2): 101–109, DOI: 10.1093/hsw/hlw006.</p> <p>Glaser B, Suter E. Interprofessional collaboration and integration as experienced by social workers in health care. <i>Soc Work Health Care</i>. 2016 May-Jun;55(5):395-408. doi: 10.1080/00981389.2015.1116483.</p> <p>Oliver, C. (2013). Social workers as boundary spanners: Reframing our professional identity for interprofessional practice. <i>Social Work Education</i>, 32, 773–784</p>											
Useful web-based content	<p>To be provided in class.</p>											
Relevant Journals	<p>To be provided in class.</p>											
Module Pre-requisite	<p>N/A</p>											
Module Co-requisite	<p>N/A</p>											

Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A
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SSU44200: Social Work Practice (Capstone) Practice Issues in Practice Contexts (20 ECTS)

Module Code	SSU44200																	
Module Name	Social Work Practice (Capstone)																	
ECTS credit weighting	20 ECTS																	
Semester taught	Semester 1 & 2																	
Module Lead	Dr Kasia Wodniak kwodniak@tcd.ie																	
Module Lecturers	Dr Kasia Wodniak, Mr Frank Mulville																	
Trinity Teaching & Learning <u>Module Learning Outcomes with embedded Graduate Attributes</u> Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers	<p>Module Aim:</p> <p>The aim of this module is to facilitate students towards self-directed learning in examining key practice and research issues arising from their placement contexts. The module will encourage the development of each individual student's professional practices.</p> <p>A) Practice Issues in Practice Contexts B) Research in Practice Contexts</p> <p>It is designed to support the continued development of students' practice skills and social work knowledge. Students will work in small groups and will work towards presenting pertinent themes that arose for them in their journey towards professional development during the course of their placement. This module will allow students the space to reflect on placement themes in developing their knowledge and skills to undertake a social research proposal.</p> <table border="1"> <thead> <tr> <th>Module learning outcomes (LO)</th> <th>Relates to and Supports TCD Programme learning outcome (PLO)</th> <th>CORU standard of proficiency Taught (SOP)</th> </tr> </thead> <tbody> <tr> <td>On successful completion of this section of the module, students should be able to:</td> <td></td> <td></td> </tr> <tr> <td>LO1 Reflect on personal and previous practice experiences and consider how this may impact on their role as future social work practitioners</td> <td>PLO5 PLO7</td> <td>1.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.13</td> </tr> <tr> <td>LO2 Critically analyse the range of contextual and personal challenges that arise in a variety of practice contexts and relate these to contemporary professional codes of conduct and ethics</td> <td>PLO9</td> <td>1.1, 3.14</td> </tr> <tr> <td>LO3 Demonstrate knowledge, understanding and integration of theory with their placement experience</td> <td>PLO1</td> <td>5.22</td> </tr> </tbody> </table>			Module learning outcomes (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)	On successful completion of this section of the module, students should be able to:			LO1 Reflect on personal and previous practice experiences and consider how this may impact on their role as future social work practitioners	PLO5 PLO7	1.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.13	LO2 Critically analyse the range of contextual and personal challenges that arise in a variety of practice contexts and relate these to contemporary professional codes of conduct and ethics	PLO9	1.1, 3.14	LO3 Demonstrate knowledge, understanding and integration of theory with their placement experience	PLO1	5.22
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	<p>LO4 Recognise and explore the different models of practice and social work skills and research in a variety of practice contexts</p>	<p>PLO1 PLO2 PLO5 PLO6</p>	<p>5.2</p>
	<p>LO5 Demonstrate an ability to participate in or undertake clinical, academic or practice-based research</p>	<p>PLO1 PLO3 PLO11</p>	<p>5.21, 5.25</p>
<p>Module Overview and Content</p>		<p>Topic A will:</p> <ul style="list-style-type: none"> Provide small reflective spaces to enable students to share and discuss personal/professional dilemmas arising from their professional practice placements. Facilitate students in consolidating learning from practice placements. Facilitate students to revisit and re-evaluate the role of social work values and ethics. Provide an engaging space for students to demonstrate knowledge, understanding and integration of theory and skills with their placement experience. <p>Topic B will:</p> <ul style="list-style-type: none"> Introduce social research Provide students with basic knowledge and skills necessary to do and understand social research. Facilitate students with the knowledge and skills for undertaking a literature review. Introduce the key qualitative and quantitative methods and engage in debate about their application to social work research. Provide a discursive context for exploring and understanding research ethics and integrity. Be able to produce a clear, concise research proposal. 	
<p>Teaching and Learning Methods</p>		<p>In person:</p> <p>For Topic A students will be divided into two groups; Group A and Group B.</p> <p>For Topic B students will be taught in one group.</p>	

Assessment Details Please include the following: <ul style="list-style-type: none">• Assessment Component• Learning Outcome(s) addressed• % of total <p>It is recommended that module lead consider assessment types used across the year to ensure varied assessment methods.</p>	<table border="1" data-bbox="409 220 1431 837"> <thead> <tr> <th data-bbox="417 231 790 321">Annual Assessment Component</th><th data-bbox="790 231 933 321">LO Assessed</th><th data-bbox="933 231 1242 321">CORU standards of proficiency assessed (SOP)</th><th data-bbox="1242 231 1431 321">% of total</th></tr> </thead> <tbody> <tr> <td data-bbox="417 332 790 646">Practice Project Capstone Students must meet placement related attendance requirements and pass both the SS Placement and Capstone Practice Project to pass their SS year.</td><td data-bbox="790 332 933 646">LO1, LO2, LO3, LO4 LO5</td><td data-bbox="933 332 1242 646">1.1 3.14 4.1, 4.2, 4.3, 4.4, 4.5 5.2, 5.13, 5.21, 5.22,</td><td data-bbox="1242 332 1431 646">80%</td></tr> <tr> <td data-bbox="417 646 790 702">Research Proposal</td><td data-bbox="790 646 933 702">LO5</td><td data-bbox="933 646 1242 702">5.25</td><td data-bbox="1242 646 1431 702">20%</td></tr> <tr> <td data-bbox="417 702 790 837">*Attendance Requirement Min 80% Attendance Pass / Fail</td><td data-bbox="790 702 933 837"></td><td data-bbox="933 702 1242 837"></td><td data-bbox="1242 702 1431 837">0%</td></tr> </tbody> </table> <p>This is a Non Compensatable Module Students must pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules</p> <p>*Attendance Requirements BSS Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non- satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p>	Annual Assessment Component	LO Assessed	CORU standards of proficiency assessed (SOP)	% of total	Practice Project Capstone Students must meet placement related attendance requirements and pass both the SS Placement and Capstone Practice Project to pass their SS year.	LO1, LO2, LO3, LO4 LO5	1.1 3.14 4.1, 4.2, 4.3, 4.4, 4.5 5.2, 5.13, 5.21, 5.22,	80%	Research Proposal	LO5	5.25	20%	*Attendance Requirement Min 80% Attendance Pass / Fail			0%
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Relevant Journals	<p><u>Sociological Research and Methods</u></p> <p><u>Qualitative Social Work</u> International Social Work. Sage Journals</p>
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A

SSU44111 Senior Sophister Placement (20 ECTS)

Module Code	SSU44111		
Module Name	SSU44111 SS Placement Learning Module		
ECTS credit weighting	20 ECTS		
Semester taught	Semester 1		
Module Lecturer & Module Lead	Dr Sinead Whiting & Dr Erna O'Connor		
Trinity Teaching & Learning <u>Module Learning Outcomes</u> with embedded <u>Graduate Attributes</u> Also CORU <u>Social Workers Registration Board Standards of Proficiency for Social Workers</u>	<p>Module Aim: Building on JF SSU11042, SF SSU22112 and JS SSU33101 placement related teaching, this SS module resources students to achieve optimal learning aligned to the CORU Domains of Proficiency, in their final professional placement. The module includes a pre-placement teaching week; mid placement call-in day and post placement learning integration classes. Particular emphasis is placed on progression from previous practice learning and developing complementary and contrasting skills and knowledge. There is an ongoing focus on capacity for critical analysis and reflexivity. The module aims to bridge between academic and practice-based learning with inputs from practice teachers, service users, social work managers and core course lecturers.</p>		
	Module learning outcomes (LO) On successful completion of this section of the module, students should be able to:	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)
	LO10 Identify their evolving learning needs aligned to CORU Domains of Proficiency and with reference to feedback from their JS placement	PLO4, PLO10, PLO5, PLO6, PLO7, PLO8, PLO9,	1.2, 4.1, 4.2, 4.3, 4.4 5.13
	LO11 Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement		ALL
	LO12 Work collaboratively with service users and carers utilizing relationship-based practice, empowerment and human rights perspectives with an emphasis on complexity and competing needs of service users, carers and services		1.3, 1.5, 1.20, 2.3, 2.4, 2.9, 2.12, 5.5, 5.7, 5.12
	LO13 Demonstrate a critical understanding of cultural competence in practice and capacity to work towards social inclusion		1.9, 5.6

	<p>LO14 Understand the role of social work in a practice setting with a focus that differs from the student's JS placement context including interprofessional and statutory contexts</p> <p>LO15 Articulate a rationale for their choice of theory and approach in response to a range of practice issues</p> <p>LO16 Utilize more complex models of reflective practice and reflexivity</p> <p>LO17 Proactively engage in professional supervision to facilitate practice-based learning and ongoing professional development</p> <p>LO18 Recognise the importance of appropriate self-care in social work practice</p> <p>LO19 Represent, theorise and critically reflect on practice-based learning in the Practice Project</p>		<p>2.9, 2.14, 2.15, 5.8, 5.9</p> <p>5.1, 5.2, 5.14</p> <p>4.3, 4.4, 5.13, 5.26</p> <p>3.9, 4.1, 4.3, 4.4, 4.5, 5.4, 5.13, 5.23, 5.26</p> <p>1.21</p>
Module Overview and Content	<ul style="list-style-type: none"> Reviewing IFSW Definition of Social Work and CORU SWRB Domains of Proficiency as the underpinning frameworks for learning and assessment on placement. Reviewing the Learning Agreement with an emphasis on cumulative learning across placements. Consolidation of prior practice learning and specification of learning needs for the allocated SS placement. Review of Placement Documents (Learning Agreement, Student Placement Log, Direct Observation Report, Student Practice Project, Practice Teacher Report) Reflexivity in Social Work. Consolidating engagement in Supervision in professional social work contexts. Reconnecting with Practice. Practitioner led session: Self Care in Social Work Practitioner led session: Working with Children and Families Practitioner led session: Using the Signs of Safety Framework Practice Teacher Panel: Presentations and Q&A Social policy in practice. CORU SWRB Domains of Proficiency Student Self Assessment Approaching your Practice Project Sector based learning: Student presentations From placement to practice-building on key learning: Student presentations 		<p>1.18, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.8, 5.9, 5.26, 5.27</p>

Teaching and Learning Methods	In person lectures, practitioner, service user and service manager presentations, group work, reflective exercises and class presentations.															
Assessment Details Please include the following: <ul style="list-style-type: none"> • Assessment Component • Learning Outcome(s) addressed • % of total It is recommended that module lead consider assessment types used across the year to ensure varied assessment methods.	<table border="1"> <thead> <tr> <th>Annual Assessment Component</th><th>LO Assessed</th><th>CORU standards of proficiency assessed (SOP)</th><th>% of total</th></tr> </thead> <tbody> <tr> <td>SS Placement Performance Pass / Fail Students must meet placement related attendance requirements and pass both the SS Placement and Practice Project to pass their SS year.</td><td>10-19</td><td>1.2, 1.3, 1.5, 1.9, 1.18, 2.3, 2.4, 2.9, 2.12, 2.14, 2.15, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.23, 5.26</td><td>100%</td></tr> <tr> <td>*Attendance Requirement Min 80% Attendance required at lectures Pass / Fail</td><td></td><td></td><td>Pass/Fail</td></tr> </tbody> </table> <p>This is a Non Compensatable Module Students must pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules</p> <p>*Attendance Requirements BSS Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non- satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p>				Annual Assessment Component	LO Assessed	CORU standards of proficiency assessed (SOP)	% of total	SS Placement Performance Pass / Fail Students must meet placement related attendance requirements and pass both the SS Placement and Practice Project to pass their SS year.	10-19	1.2, 1.3, 1.5, 1.9, 1.18, 2.3, 2.4, 2.9, 2.12, 2.14, 2.15, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.23, 5.26	100%	*Attendance Requirement Min 80% Attendance required at lectures Pass / Fail			Pass/Fail
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Re-Assessment Details	<p>Students who meet the attendance requirements but achieve a fail / mark below 40% in any assessed component of this module will be reassessed as follows:</p> <table border="1" data-bbox="414 316 1429 1174"> <thead> <tr> <th data-bbox="414 316 774 406">Supplemental Assessment Component</th><th data-bbox="774 316 969 406">LO Assessed</th><th data-bbox="969 316 1239 406">CORU standard of proficiency assessed</th><th data-bbox="1239 316 1429 406">% of total</th></tr> </thead> <tbody> <tr> <td data-bbox="414 406 774 1174"> <p>SS Placement Performance Pass / Fail</p> <p>If a student passes placement but fails their SS capstone practice project they may re-submit the practice project to achieve a pass grade.</p> <p>If the student fails the placement they may undertake a repeat placement and a practice project related to the repeat placement may be re-submitted to achieve a pass grade</p> <p>Only one attempt at a repeat placement is allowed.</p> </td><td data-bbox="774 406 969 1174">10-19</td><td data-bbox="969 406 1239 1174">1.2, 1.3, 1.5, 1.9, 1.18, 2.3, 2.4, 2.9, 2.12, 2.14, 2.15, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.23, 5.26</td><td data-bbox="1239 406 1429 1174">100%</td></tr> </tbody> </table>	Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total	<p>SS Placement Performance Pass / Fail</p> <p>If a student passes placement but fails their SS capstone practice project they may re-submit the practice project to achieve a pass grade.</p> <p>If the student fails the placement they may undertake a repeat placement and a practice project related to the repeat placement may be re-submitted to achieve a pass grade</p> <p>Only one attempt at a repeat placement is allowed.</p>	10-19	1.2, 1.3, 1.5, 1.9, 1.18, 2.3, 2.4, 2.9, 2.12, 2.14, 2.15, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.23, 5.26	100%
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Assessment Deadlines and Extensions	<p>The deadline/s by which assessment/s are to be submitted will be clearly outlined and communicated on commencement of the module by the lecturer/s of this module.</p> <p>Recognizing that students may face legitimate challenges that impact their ability to submit work on time, provisions are made for considering extenuating circumstances and offering support where needed. Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in section 3.8 of the 2025_26 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy Trinity College Dublin</p> <p>Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:</p> <ul style="list-style-type: none"> For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply. For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply. Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre- agreed extension, a 								

	medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero.	
Inclusive Curriculum	<i>All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)</i>	
		PLEASE TICK
	61. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
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	64. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design	
Indicative Reading List (approx. 4-5 titles)	Cleak, H., O'Connor, E., & Roulston A., (2022) Integrating relational knowing and structured learning in social work placements – a framework for learning in practice Social Work Education Houston, S and Marshall, G (2020) "Developing Anti-Oppressive Practice with the Person-in-Society: Reflexivity and Social Work," Irish Journal of Applied Social Studies: Vol. 20: Issue. 1, Article 2. Trevithick, P. (2008). Revisiting the Knowledge Base of Social Work: A Framework for Practice. The British Journal of Social Work, 38(6), 1212–1237. http://www.jstor.org/stable/23724056 Wilson, K, Ruch G, Lymbery M, Cooper A. (2008) Relationship-based and reflective approaches for contemporary social work practice in Wilson, K, Ruch G, Lymbery M, Cooper A. (eds) Social Work An introduction to contemporary practice London:Pearson	
Useful web-based content	IFSW Global Definition of Social Work https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/ CORU SWRB Standards of Proficiency for Social Workers	

	https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf
Relevant Journals	<ul style="list-style-type: none"> • British Journal of Social Work • Journal of Practice Teaching & Learning • Social Work Education
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A

Information on this module is also contained within the BSS Senior Sophister Course Handbook 2024 – 25

Compensatable and Non Compensatable Modules

All social work modules taken by BSS students are central to the achievement of the programme learning outcomes and are non compensatable. This means that students must achieve a pass in all individual components of assessment in order to pass the module overall. Failure of a non compensatable module will require the student to repeat the failed component(s). A student will not be permitted to pass the year with a fail grade in a non compensatable module.

A small selection of economic and social policy modules are compensatable. This means that, in certain circumstances, a student may be awarded ECT credit for a compensatable module in which a pass grade was not achieved and the student will not be required to be re-assessed.

For more information, please refer to BSS Progression and Award Regulations for 2025/26. [Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin](#)

Junior Sophister

Module Code	Module Name	ECTS	Compensatable or Non Compensatable
SSU33202	Criminology	5	Non Compensatable
SSU33012	Law for Social Workers	5	Non Compensatable
SSU33402	Biographies of Social Work	5	Non Compensatable
SSU33502	Child Protection and Disability: Perspectives and Practice	10	Non Compensatable
SSU33072	Family and Child Care Studies	10	Non Compensatable
SSU33902	Global Social Policy and Comparative Welfare States	10	Compensatable
SSU33090	Social Work Practice	15	Non Compensatable
SSU33101	Junior Sophister Placement	15	Non Compensatable

Senior Sophister

Module Code	Module Name	ECTS	Compensatable or Non Compensatable
SSU44042	Perspectives in Social Work (Contemporary Discourses in Social Work Practice)	5	Non Compensatable
SSU44132	The Professional in Context	5	Non Compensatable
SSU44062	Social Work and Childcare	10	Non Compensatable
SSU44072	Social Work and Equality Issues	5	Non Compensatable
SSU44082	Social Work and Mental Health	5	Non Compensatable
SSU44302	Interprofessional Practice for Social Work	5	Non Compensatable
SSU44200	Social Work Practice (Capstone)	20	Non Compensatable
SSU44111	Senior Sophister Placement	20	Non Compensatable

Moderation

Moderation is required for all of the academic components of formative and summative assessment on year 4 of the degree.

Moderation is a process separate from the marking of assessed coursework that ensures that an assessment outcome (eg mark or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and across time.

Moderation occurs before the External Examiner reviews the operation of the marking and internal moderation processes. Moderation is required for all of the academic components of formative and summative assessment on year 4 of the degree, and the Social Work components on year 3 of the degree, irrespective of the level of the work or the credit weighting of the assessments.

Method of Moderation

A minimum sample size of 20% of the total number of assignments will be moderated. The sample will include all fails and examples of work falling into each of the pass bands. The moderator will review the first marker's marks and comments for the sample, and check that marking for the sample is consistent with the School's marking guidance and criteria including the university's conceptual grade indicators. If the moderator is not satisfied that the recommended mark or comments are fair, his/her view should be discussed with the first marker attempting to reach a consensual view, and then adjust the mark and feedback. If the first marker and moderator cannot reach a consensus on the mark and comments, the matter will be referred to the Course Director, who will review the disputed assessment and reach a final determination. External examiners will not normally be asked to intervene to resolve individual cases of disagreement between the first marker and the moderator.

On the BSS programme, following the receipt of monitoring feedback, a number of processes are in place through which recommendations are evaluated, actions identified, responsibility assigned, along with evidence of the outcomes of these actions, with respect to monitoring of assessments (including moderation). In the case of practice projects for both JS and SS, markers are provided with a proforma template for marking. There is a record of the provision of a final feedback and grade provided to student. A sample of practice projects may be moderated. Marking moderation does not include review of the actual assessment design, but rather review of the feedback and grade provided to students, and this is conducted in line with the present moderation policy. Assessment design is at the discretion of the lecturer, and is overseen by module convener where relevant, at curriculum review meetings whereby any actions are minuted, as well as subject to oversight of the director of undergraduate teaching and learning and the BSS course committee members.

In the case of external examiner recommendations regarding moderation of coursework and assessment strategies, these are evaluated and minuted at the next BSS Course

Committee where any actions identified are allocated to the course director with respect to assigning and taking responsibility for their actioning, in line with the course co-director role document, version August 2022. The course director then reports to the course committee again following the completion of actions and this is minuted as evidence of action completion.

Module Leads

Junior Sophister

Module	Course	Module Lead
SSU33502	Child Protection and Disability: Perspectives and Practice	Dr Susan Flynn sflynn7@tcd.ie
SSU33012	Law for Social Workers	James Rooney james.rooney@lawlibrary.ie
SSU33202	Criminology: Crime, Punishment, and Irish Society	Vivian Geiran geiranv@tcd.ie
SSU33902	Global Social Policy and Comparative Welfare States	Dr Nicola Carr ncarr@tcd.ie
SSU33072	Family and Child Care Studies	Dr Stephanie Holt sholt@tcd.ie
SSU33402	Biographies of Social Work	Deidre McCarthy mccarthyfsc@gmail.com
SSU33090	Social Work Practice	Dr Leigh-Ann Sweeney sweeneye@tcd.ie
SSU33101	Junior Sophister Placement	Dr Sinead Whiting sinead.whiting@tcd.ie Dr Erna O'Connor connorer@tcd.ie

Senior Sophister

Module	Course	Module Lead
SSU44042	Perspectives in Social Work (Contemporary Discourses in Social Work Practice)	Dr Joe Whelan jwhelan9@tcd.ie
SSU44132	The Professional in Context	Dr Louise Caffrey louise.caffrey@tcd.ie
SSU44062	Social Work and Childcare	Dr Eavan Brady bradye3@tcd.ie
SSU44072	Social Work and Equality Issues	Dr Michael Feely mfeely@tcd.ie
SSU44082	Social Work and Mental Health	Dr Erna O'Connor connorer@tcd.ie
SSU44302	Interprofessional Practice for Social Work	Dr Sorcha O'Keefe okeeffso@tcd.ie
SSU44200	Social Work Practice (Capstone)	Dr Kasia Wodniak kwodniak@tcd.ie
SSU44111	Senior Sophister Placement	Dr Erna O'Connor connorer@tcd.ie Dr Sinead Whiting sinead.whiting@tcd.ie

Role Description for Module Lead on the BSS

The primary responsibility of the module lead is to ensure that the module is coherent and integrated, and that its design and delivery provides high quality learning opportunities for students. The module lead will predominantly support and manage the *module teaching and marking team*, so that the tasks outlined below are carried out effectively within the context of the module outcomes and descriptors. The module teaching and marking team comprises the module lead and any other staff contributing to the module (within the College or outside of it), including Graduate Teaching Assistants and other postgraduates with allocated teaching responsibilities. In fulfilling these aims, the module lead will communicate with (and report to) the relevant Course Director. Essentially, the role of the module lead is to ensure that there is congruence between the learning aims, outcomes, teaching methods and content, and forms of assessment, and that all involved in the module are aware of this.

Where modules are being delivered by multiple contributors, which may include a mixture of core School staff and external contributors, the module lead must ensure that taught and assessed standards of proficiency for social workers, are suitably and fully addressed across the module. The module lead will convene at least one meeting, or more as necessary with module contributors.

Module Design and Review

The module lead should:

- (a) Review the module aims and learning outcomes to ensure that the module is aligned with programme-level learning outcomes, CORU standards of proficiency and the College's (list of) Graduate Attributes;
- (b) Ensure that the teaching and learning methods (including contact time and guided independent study) are planned to facilitate the achievement of the module learning outcomes, and actively engage students in their learning;

- (c) Keep abreast with developments within the Trinity Educational Project (TEP) and apply relevant strictures or innovations from it to the module;
- (d) Consider resource issues and the cost effectiveness of module delivery;
- (e) Review and amend as necessary appropriate formative and summative assessment methods that allow students to demonstrate achievement of the module learning outcomes and progression towards programme-level learning outcomes;
- (f) Take proactive account of the needs of different learners in the module learning outcomes, delivery and assessment methods;
- (g) Consider how service-user perspectives can be embraced within the module;
- (h) Take account of evidence-informed, inter-disciplinary and international perspectives when reviewing the content of the module curriculum;
- (i) Ensure that the notional hours of learning (including contact time, guided independent study and completion of the assessments) are commensurate with the credit weighting of the module;
- (j) Prepare and review module descriptions in line with established School and College deadlines for programme management; and
- (k) Ensure that module evidences the teaching and assessment of appropriate CORU standards of proficiency and where there are multiple contributors, that a coherent, integrated and effective approach to covering standards of proficiency occurs.

Teaching and Supporting Learning

The module lead should:

- (a) Act as a point of contact for students enrolled in the module where necessary;
- (b) Review the profile of the student cohort and proactively consider what their learning needs are;
- (c) Ensure that subject knowledge, skills, attributes and values that are outlined in the module learning outcomes are integrated so that the module forms a coherent, integrated whole;

- (d) Ensure that the module content is up-to-date and informed by current research, theory and scholarship;
- (e) Ensure that the module content is diverse and inclusive;
- (f) Provide opportunities to connect subject knowledge, skills and attributes to their use in the wider world, as appropriate;
- (g) Ensure that the module is delivered using pedagogies appropriate to the discipline of social work and the learning needs of the students;
- (h) Provide students with opportunities to learn collaboratively together and with other disciplines, if possible, as well as individually;
- (i) Support contributors with integrating technology-enhanced learning methods, where appropriate;
- (j) Ensure that Blackboard for the module is set up and maintained to create a supportive learning environment;
- (k) Ensure any cause for concern as to a student's academic engagement or fitness to study/practice has been raised with the Course Director; and
- (l) Support and advise external contributors to the module, enabling them to shape their contributions to the learning outcomes for the module, to ensure they address standards of proficiency in a manner that works in the context of the overall module, and to make connections with other lectures and learning inputs. When the external contributor is a service user, make sure that he/she is fully briefed, supported and recompensed.

Assessing and Giving Feedback to Students

The module lead should:

- (a) Ensure that assessment guidance includes clear criteria and hand-in dates and, where appropriate, confirm that they are internally and externally moderated before distribution to students;
- (b) Ensure that the assessment e-submission points are set up in Blackboard, unless there is an agreed exception;

- (c) In line with the College's established deadlines and specifications, and the Course Director's and External Examiner's comments, ratify the appropriateness of examination questions and papers;
- (d) Liaise with the School and College Disability Officers (where appropriate) regarding any special examination arrangements that may be required;
- (e) Ensure that markers for the module provide helpful feedback on assessed work with advice to students on how to improve the submission; and
- (f) Ensure that feedback on assessed work is congruent with the College's conceptual equivalents on degree classifications.

Marking, Feedback and Moderation

The module lead should:

- (a) Provide opportunities, if required, for the marking team to discuss how the assessment criteria should be applied to ensure standards and consistency;
- (b) Ensure that relevant School and College policies and procedures are applied (eg arrangements for students with disabilities and penalties for late submission);
- (c) Ensure that the marking team provide helpful feedback to students highlighting how they can improve their submissions;
- (d) Contribute to the programme examiners' meetings and examination processes.

Version 2023, as adapted from Houston, 2019.