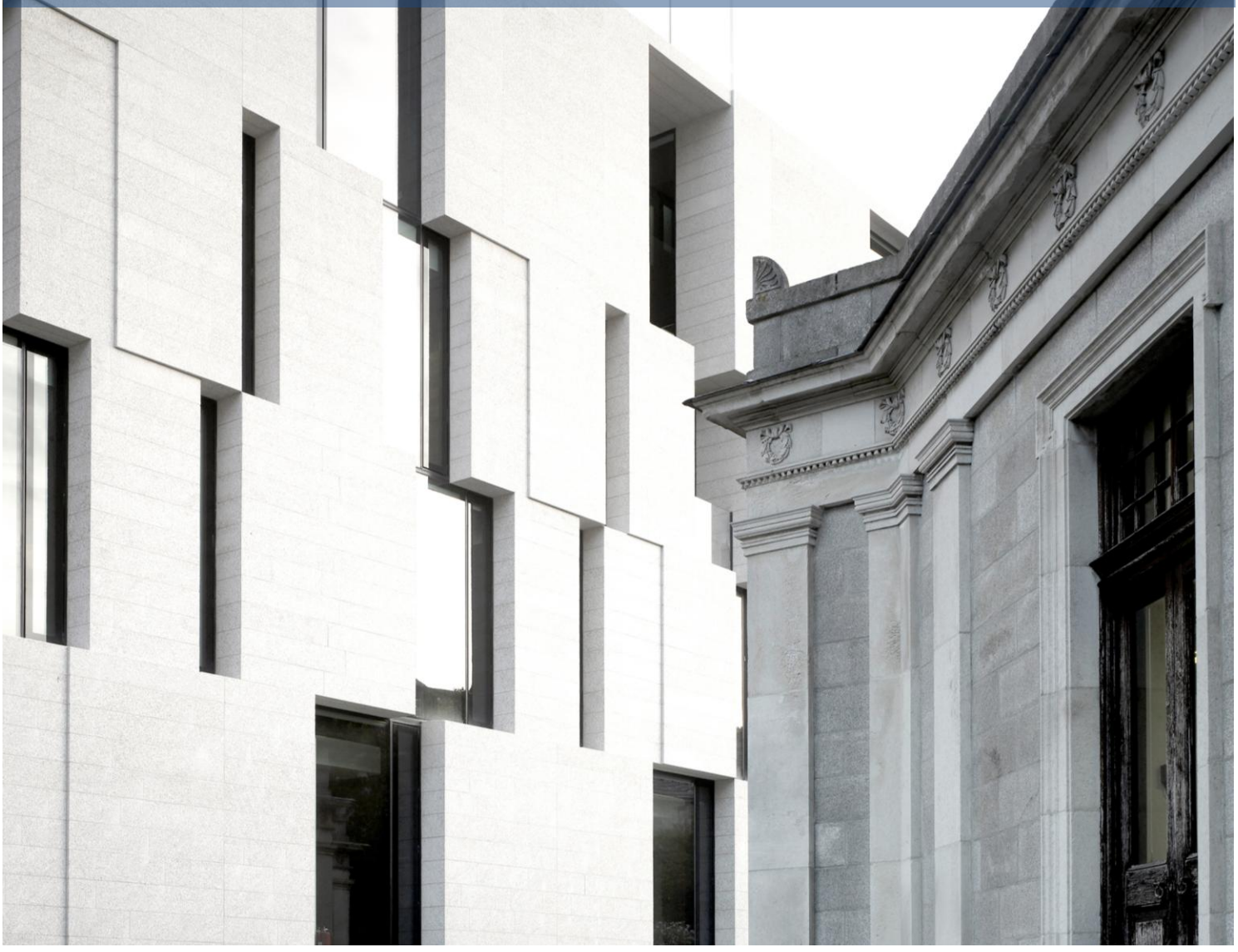
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Work and Social Policy

Bachelor in Social Studies (Social Work)

Junior and Senior Sophister Module Outlines & Module Leads

2026–2027



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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	**Michelle M Richardson** MMRichardson@probation.ie **Lena C Canty:** LCCanty@probation.ie **Justin McCarthy:** JCMcCarthy@probation.ie **/** JUMCCART@tcd.ie

Trinity Teaching & Learning

Module Learning Outcomes **with embedded** Graduate Attributes

Also
CORU
Social Workers Registration Board Standards of Proficiency for Social Workers

Module Aim:

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).

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	PLO1, PLO2	5.9

	<table><tr><td>categories of individuals who have offended or different types of offending</td><td></td><td></td></tr><tr><td>**LO4** Analyse and present how the relevant theories, concepts and methods studied can be applied in practice</td><td>PLO3, PLO4, PLO10</td><td>5.22</td></tr></table>
Module Overview and Content	• 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	**Face to Face** 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.
Recording of Lectures	Lecture recordings or lecture summaries for this module will be made available to students subject to our capacity to complete any required download/installation of Panopto software on Dept. Justice Laptops. **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures**.** **Any recordings provided are intended as a learning aid and do not replace the requirement for in-person attendance at lectures and tutorials, all students are expected to attend to meet the minimum 80% attendance requirements to pass the module.**

Assessment Details
Please include the following:

- **Assessment Component**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators 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
Essay (2000 words)	1 - 4	5.1, 5.9, 5.22	100%
*Attendance Requirement Min 80% Attendance Pass / Fail			0%

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

***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.

Re-Assessment Details

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:

Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total
Essay (2000 words)	1 - 4	5.1, 5.9, 5.22	100%

Assessment Deadlines and Extensions

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.

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

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- 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.

</td></tr>
<tr><td>Generative Artificial Intelligence (GenAI) and assessment</td><td>

The following level of permitted use will be applicable to the assessment for this module

UL Traffic Light Model adapted from Perkins et al (2024)
Level 3 Gen AI-Assisted Editing

<table>
<tr><td>3</td><td>GEN AI-ASSISTED EDITING</td><td>Gen AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using Gen AI.

Gen AI can be used, but your original work with no Gen AI content must be provided in an Appendix.</td><td>• Grammar, punctuation, and spelling: Students may use Gen AI to identify and rectify grammatical, punctuation, spelling, and syntactical errors in their work.

• Word choice: Gen AI can suggest appropriate or synonymous terms to replace simpler words and phrases, helping clarify writing.</td></tr>
</table>

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf

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Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

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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)

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<tr><td>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>☒</td></tr>
</table>

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	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)? ☒ 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 conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic? ☒ 4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design *(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)* When required and where possible, flexibility in time is offered to students to complete assessments. Written feedback is provided to students on all assessment components of the module via Blackboard. Students can request individual meeting to get feedback.
Indicative Reading List (approx. 4-5 titles)	• Canton, R. (2024) 'Probation as social work,' *Probation Journal*: https://journals.sagepub.com/doi/10.1177/02645505241241588 . • Geiran, V. & McCarthy, S. (2022) *Probation and Parole in Ireland: Law and Practice*, Dublin: Clarus Press. • Healy, D., Hamilton, C., Daly, Y. and Butler, M (eds) (2016) *The Routledge Handbook of Irish Criminology.* London: Routledge. • McNeill, F., Durnescu, I., Butter, R., (eds) (2016) *Probation, 12 Essential Questions.* London: Palgrave. • Windle, J., Lynch, O., Sweeney, K., O'Neill, M., Donson, F. and Cuffe, J. (2023) *Criminology, Crime and Justice in Ireland: An Introduction*, Abingdon, Oxon: Routledge.
Useful web-based content	• 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 • *Irish Probation Journal* – http://www.probation.ie/EN/PB/sectionpage?readform • Irish Probation Service website: www.probation.ie • Prof. F. McNeill Keynote address at the 4th World Congress on Probation, Sydney, 2019: 'Principles Probation: Developing ethical and evidence-based practice in the real world' https://www.dropbox.com/sh/mej15ivjlf0vjm1/AAAgQmQwDf5BdLZmEXYRcmlBa/KEYNOTE%20-%20Professor%20Fergus%20McNeill%20-%20EXPORT%20300919.mp4?dl=0 • Irish Penal Reform Trust: Home | Irish Penal Reform Trust • The Courts Service: Home | The Courts Service of Ireland • Confederation of European Probation: CEP – Probation
Relevant Journals	• *Irish Probation Journal.* - The Probation Service: • *Probation Journal* (British). Probation Journal: Sage Journals • *European Journal of Probation.* European Journal of Probation: Sage Journals
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

SSU34062 Law for Social Workers (10 ECTS)

Module Code	**SSU34062**
Module Name	**Law for Social Workers**
ECTS credit weighting	**10 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

Module Learning Outcomes **with embedded** Graduate Attributes

Also
CORU
Social Workers Registration Board Standards of Proficiency for Social Workers

Module Aim:
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.

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

Module Overview and Content	• 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	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. 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.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module will be made available to students. **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures**.** These recordings are intended as a learning aid and do not replace the requirement for in-person attendance at lectures and tutorials, all students are expected to attend to meet the minimum 80% attendance requirements to pass the module.

Assessment Details
Please include the following:

- **Assessment Component**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that the 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
Case Study	1 – 5, 11	1.1.,1.3, 1.10, 2.2, 3.1, 5.3, 5.8, 5.20	100%
*Attendance Requirement Min 80% Attendance Pass / Fail			0%

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

***Attendance Requirements**
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.

Re-Assessment Details

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:

Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total
Case Study	1 – 5, 11	1.1.,1.3, 1.10, 2.2, 3.1, 5.3, 5.8, 5.20	100%

Assessment Deadlines and Extensions

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.

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

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<tr><td>Generative Artificial Intelligence (GenAI) and assessment</td><td>

The following level of permitted use will be applicable to the assessment for this module
UL Traffic Light Model adapted from Perkins et al (2024)
Level 2 GEN AI-Assisted Idea Generation and Structuring
Level 3 GEN AI-Assisted Editing

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Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

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<tr><td>6. 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>☒</td></tr>
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	8. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design *(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)* The course will be provided online, with closed captions available. The course will address the diversity of backgrounds of parents and children affected by childcare law.
Indicative Reading List (approx. 4-5 titles)	Geoffrey Shannon, *Child and Family Law* (3rd 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	**Dr Simone McCaughren SMCCAUGH@tcd.ie**
Trinity Teaching & Learning **Module Learning Outcomes with embedded Graduate Attributes** **Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers**	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.

Module Aim:

This module aims to provide students will skills to:

- 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

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

	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	7	4.1, 4.4
	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	1, 2	5.2
	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	1, 2	5.3
Module Overview and Content	Based on social constructionist perspective, this module encourages students to reflect on their own life histories and relationships in making the connection between the personal, the political and the professional. Students will have the opportunity to make public their autobiographies in creating awareness of where they come from and what they bring to the practice context. Students will have the opportunity to examine their own life histories and reflect on the relationship between self and society, including structures of social inequality. Students will have the opportunity, through creative teaching methods, to develop their self-awareness. As part of this module students are encouraged to keep a reflective journal.		
Teaching and Learning Methods	Teaching will consist of live lectures, in-class presentations and guided readings. Photography and art (as well as other creative means) will used to connect students to the themes being explored. Students will be divided into two groups (Group A and Group B), after the first lecture.		
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings for this module **will not** be made available to students but lecture summaries i.e PowerPoint slides, where relevant, will be made available on Blackboard. **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures **delivered by the lecturer in lecture one only.**		

Assessment Details Please include the following:

- **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**
Presentation (If a student is absent for their in-class presentation they will be required to submit a recorded presentation to the facilitator)	1-6	1.1, 1.9, 2.15, 4.1, 4.4, 5.2, 5.3, 5.11	20%
Essay (1,500 – 2,00 words)	1-6	1.1, 1.9, 2.15, 4.1, 4.4, 5.2, 5.3, 5.11	80%
*Attendance Requirement Min 80% Attendance Pass / Fail			0%

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

***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.

<table>
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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:
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(If a student is absent for their in-class presentation they will be required to submit a recorded presentation to the facilitator)</td><td>1-6</td><td>1.1, 1.9, 2.15, 4.1, 4.4, 5.2, 5.3, 5.11</td><td>20%</td></tr>
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<td>Assessment Deadlines and Extensions</td>
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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.

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.

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

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

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Level 2 GenAI assisted idea generation and structuring
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<tr><td>9. 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>☒</td></tr>
<tr><td>10. 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>☒</td></tr>
<tr><td>11. 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>☒</td></tr>
</table></td></tr>
</table>

	12. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design *(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)* Clear, understandable language is used in all lecture materials. Accessible slide formats will be used
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

Module Learning Outcomes with embedded Graduate Attributes

Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers

Module Aim:
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.

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

	across the lifespan and in a variety of child protection related contexts. | |
Module Overview and Content	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. 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. 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. 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. 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.

Teaching and Learning Methods	**Teaching strategies** 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: -role play -groupwork -self-directed learning -incorporation of independent research -didactic teaching -debate **Assessment design** 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. **What is the rationale behind the selection of these strategies (approaches)?** • **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?** 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.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings for this module will not be made available to students. Lecture summaries (power point presentations) for this module will be made available to students. **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures**.**

<table>
<tr>
<td>Assessment Details
Please include the following:
• 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.</td>
<td>
<table>
<tr><th>Annual Assessment Component</th><th>LO Assessed</th><th>CORU standards of proficiency assessed (SOP)</th><th>% of total</th></tr>
<tr><td>2-hour formal examination</td><td>3</td><td>1.18, 1.20, 3.4, 3.7</td><td>100%</td></tr>
<tr><td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td></td><td></td><td>0%</td></tr>
</table>
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

*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.
</td>
</tr>
<tr>
<td>Re-Assessment Details</td>
<td>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:
<table>
<tr><th>Supplemental Assessment Component</th><th>LO Assessed</th><th>CORU standard of proficiency assessed</th><th>% of total</th></tr>
<tr><td>2-hr formal examination</td><td>3</td><td>1.18, 1.20, 3.4, 3.7</td><td>100%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Assessment Deadlines and Extensions</td>
<td>The provisions of the Late Submission of Assessment Policy will not be applicable to the assessment for this module for logistical reasons.

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.

Students with LENS reports will be provided with the examination accommodations outlined in their report.</td>
</tr>
<tr>
<td>Generative Artificial Intelligence (GenAI) and assessment</td>
<td>GenAI is not permitted to be used in the undertaking of the supervised exam for this module.
UL Traffic Light Model adapted from Perkins et al (2024)
Level 1 No Gen AI</td>
</tr>
</table>

	College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf **School Generative Artificial Intelligence (GenAI) Policy** can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Inclusive Curriculum	*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)*

	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.?	☒
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)?	☒
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?	☒
16. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design *(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)*	
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 Trintiy College Dublin Inclusive Curriculum guidance.	

Indicative Reading List (approx. 4-5 titles)	Flynn, S., & McGregor, C. (2017). Disabled children and child protection: Learning from the literature through a non-tragedy lens. *Child Care in Practice,* 23, 258-274. Flynn, S. (2020). Towards parity in protection: Barriers to effective child protection and welfare assessment with disabled children in the Republic of Ireland. *Child Care in Practice.* 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. *The Lancet.* Morgan, P. (2017). *Child Protection and Parents with a Learning Disability: Good Practice for Assessing and Working with Adults - Including Autism Spectrum Disorders and Borderline Learning Disability.* London: Jessica Kingsley Publishers. Vanderminden, J., Cameron, A., Fry, D., & Lannen, P. (2017). *Child protection and disability: Ethical, methodological and practical challenges for research*. Edinburgh: Dunedin Academic Press Ltd. 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 & Dr Ruth Elliffe** relliffe@tcd.ie

Trinity Teaching & Learning

Module Learning Outcomes with embedded Graduate Attributes

Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers

Module Aim:

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 *all* those who live with violence is explored (children, women and men), focused and specific attention is given to the child's experience, taking a systemic and child centred approach to understanding impact and informing practice responses in a holistic and community-based 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.

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 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

	<table><tr><td>**LO6** Demonstrate and apply a critical understanding of a human rights-based approach to social work practice with gender-based violence.</td><td>1, 2, 8, 10</td><td>1.9</td></tr></table>
Module Overview and Content	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.
Teaching and Learning Methods	**The students will be invited to engage in the following teaching and learning methods:** - Online weekly lectures with required posts and learning journal entries. - On campus face2face weekly two-hour tutorial classes. - Small group work - Self-directed learning
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	This module requires students to watch a pre-recorded lecture each week prior to attending the face2face tutorial. Recordings or summaries of face2face tutorials and guest lectures for this module **will not** be made available to students. **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures / tutorials**.**
Assessment Details Please include the following: • **Assessment Component** • **Learning Outcome(s) addressed** • **% of total** **It is recommended that module lead consider assessment types used across the**	<table><tr><th>**Annual Assessment Component**</th><th>**LO Assessed**</th><th>**CORU standards of proficiency assessed (SOP)**</th><th>**% of total**</th></tr><tr><td>Online Posts</td><td>LO1, LO4</td><td>5.1, 5.3</td><td>10%</td></tr><tr><td>Written Assignment</td><td>LO2, LO3, LO4, LO5, LO10</td><td>3.6, 5.22</td><td>90%</td></tr><tr><td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td></td><td></td><td>0%</td></tr></table>

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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

*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.</td></tr>
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<tr><td>Assessment Deadlines and Extensions</td><td>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.

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.

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

Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in the 2026_27 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin

Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:

• For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply.</td></tr>
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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.

</td></tr>
<tr><td>Generative Artificial Intelligence (GenAI) and assessment</td><td>
GenAI will be permitted for use in the following ways in this module:

UL Traffic Light Model adapted from Perkins et al (2024)
Level 2 GenAI assisted idea generation and structuring
Level 3 GenAI assisted editing

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research

School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: [Link will be inserted when available]

Please note these are ‘living’ documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates.

Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
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	20. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design *(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)* 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. *Journal of Family Violence*. 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. *PloS one*, *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) *The Routledge International Handbook of Domestic Violence and Abuse*. 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. *Journal of Family Violence.* Published online 12 September 2024. https://doi.org/10.1007/s10896-024-00731-x Katz, E. (2022). *Coercive control in children's and mothers' lives* [doi:10.1093/oso/9780190922214.001.0001]. Oxford University Press. https://doi.org/10.1093/oso/9780190922214.001.0001 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. *Trauma, Violence, & Abuse*, *25*(3), 2189-2203. https://doi.org/10.1177/15248380231209435 Lapierre, S., Sazgar, R., & Cardeal, C. (2025). Children's Experiences, Perspectives and Participation in the Context of Domestic Violence: A Scoping Review. *Journal of Family Violence*. https://doi.org/10.1007/s10896-025-00836-x
Useful web-based content	To be advised in class

Relevant Journals	Journal of Family Violence Child Abuse and Neglect Child Abuse Review Child & Family Social Work Children & Youth Services 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

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	**A. Bereavement, Loss and Trauma - Dr Erna O'Connor connorer@tcd.ie** **B. Therapeutic Work with Families – Jeanne Forde** **C. Social Work Skills - Ms Sinead Tobin tobins7@tcd.ie , Dr Leigh-Ann Sweeney sweenele@tcd.ie, Dr Simone McCaughren SMCCAUGH@tcd.ie**
Module Lead	**Dr Leigh-Ann Sweeney sweenele@tcd.ie**
Trinity Teaching & Learning **Module Learning Outcomes with embedded Graduate Attributes** **Also** **CORU** **Social Workers Registration Board Standards of Proficiency for Social Workers**	**Module Aim:** This module aims to provide students with knowledge, values, and skills to engage with individuals and families experiencing change, transitions, loss or trauma. Emphasis is placed on applying theoretical knowledge to real-world practice situations, developing assessment and therapeutic skills, and adhering to professional standards and values. At the end of the module, students will be resourced to work collaboratively and effectively in diverse social work settings and inter-professional contexts. There are three sections in this module • A. Bereavement, Loss and Trauma • B. Therapeutic Work with Families • C. Social Work Skills

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 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
	LO5 Critically reflect on their own and others' direct practice with clients	PLO.1	3.4, 3.8, 3.9, 5.5, 5.6
	LO6 Give, receive and utilise constructive feedback	PLO.2 PLO.3	1.2, 2.13, 2.14, 2.15, 3.5, 3.6, 3.10, 4.4, 4.5
	LO7 Demonstrate a level of self-awareness	PLO.3 PLO.10 PLO.11	1.2, 1.5,1.9, 1.10, 2.15, 4.3, 4.4, 5.11
	LO8 Identify areas of professional expertise in practice for further development	PLO.11	4.1,4.3

Recording of Lectures

Lecture recordings or lecture summaries for all sections of this module will not be made available to students however lecture summaries in the form of PowerPoint Presentations will be uploaded to Blackboard. **These summaries are intended as a learning aid and do not replace the requirement for in-person attendance at lectures, all students are expected to attend lectures to meet the attendance requirements to pass the module**

Students with a reasonable accommodation stated within their LENS report may record lectures where appropriate and with the agreement of the lecturer

The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf

Assessment Details Please include the following:

- **Assessment Component**
- **Learning Outcome(s) addressed**

Annual Assessment Component	**LO Assessed**	**CORU standards of proficiency assessed (SOP)**	**% of total**
Practice Project Students must meet placement related attendance requirements and pass both the JS Placement and Practice	LO4, LO5, LO6, LO7, LO8	All standards of proficiency (SoPs) pertain to placement. SoPs assessed relate to	50%

• **% of total** **It is recommended that module lead consider assessment types used across the year to ensure varied assessment methods.**	

Project to progress to their SS year.		the specific placement sector.	
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%
*Attendance Requirement Min 80% Attendance Pass / Fail			0%

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

***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.

Re-Assessment Details

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:

Supplemental Assessment Component	**LO Assessed**	**CORU standard of proficiency assessed**	**% of total**
Practice Project If a student passes placement but fails their practice project they may re-submit the practice project to achieve a pass grade. 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 Only one attempt at a repeat placement is allowed.	LO4, LO5, LO6, LO7, LO8	All standards of proficiency (SoPs) pertain to placement. SoPs assessed relate to the specific placement sector.	50%
Therapeutic Work with Families – Essay	LO1, LO2, LO3	3.4, 3.6, 5.10, 5.12	30%

	<table><tr><td>Bereavement, Loss and Trauma - Essay</td><td>LO1, LO2, LO3</td><td>2.4, 5.10, 5.14</td><td>20%</td></tr></table>
Generative Artificial Intelligence (GenAI) and assessment	**GenAI will be permitted for use in the following Assessments within this module:** **<u>Practice Project</u>** • To ensure confidentiality of services and service users, placement-related information including service-user information even if anonymized must never be uploaded to any AI tools or platforms. Failure to adhere to this will be considered a serious breach of ethics. • For this module, GenAI may be used by students during the initial stages of assignment preparation to support the exploration of topics, the generation and refinement of ideas, and the development of the overall structure and design of the project. The use of GenAI should complement, rather than replace, conventional academic research methods, including literature searches. • Where specific words, sentences, quotations, or other content generated by a GenAI tool are included in project materials, these must be clearly acknowledged and appropriately referenced in accordance with the required referencing style. • From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy. • Students are encouraged to use GenAI critically and transparently, recognising its limitations and verifying the accuracy, reliability, and suitability of any information or outputs it produces before incorporating them into their work • Students will be required to include a clear statement outlining if/ for what purposes Gen AI was used in completion of their practice project.

Bereavement, Loss and Trauma - Essay

- GenAI may be used by students during the initial stages of assignment preparation to support the exploration of topics, the generation and refinement of ideas, and the development of the overall structure and design of the essay. The use of GenAI should complement, rather than replace, conventional academic research methods, including literature searches.

- GenAI can be used to make improvements to the clarity or quality of student created work to improve the final output for this assignment, but no new content can be created using AI.

- Where specific words, sentences, quotations, or other content generated by a GenAI tool are included in the assignment, these must be clearly acknowledged and appropriately referenced in accordance with the required referencing style.

- From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.

- Students are encouraged to use GenAI critically and transparently, recognising its limitations and verifying the accuracy, reliability, and suitability of any information or outputs it produces before incorporating them into their work

- Students will be required to include a clear statement outlining if/ for what purposes Gen AI was used in completion of their essay.

Therapeutic Work with Families – Essay
UL Traffic Light Model adapted from Perkins et al (2024)
Level (s) TBC

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here :
https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf

	School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Assessment Deadlines and Extensions	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. 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 2026_27 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply: • 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.
SECTION A - Bereavement, Loss and Trauma	
Section Aims and Content	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 life-changing experiences. Students will examine a range of contemporary bereavement theories, critically review approaches in understanding and responding to trauma and explore how this knowledge informs real world social work practice. Content includes: • Bereavement and culture • Adult bereavement theories • Approaches in working with families facing loss. • 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	A range of teaching and learning approaches are used including lectures, small group discussions and service user and practitioner inputs.
Indicative Reading List (approx. 4-5 titles)	• Goldsworthy, K. (2005) Grief and Loss in Social Work Practice. Australian Social Worker 58:2:167-178 • Jones, A.M., O'Connor, E. and Price, J.(2025). "Enabling Families to Find Their Own Path"–A Narrative Exploration of the Role of Social Workers When a Child is Receiving End-of-Life Care in Hospital. *Journal of Social Work in End-of-Life & Palliative Care*, *21*(2), pp.115-131. • Nguyen, H., Elmer, M. and Harms, L., (2022). Understanding grief in social work: Dual process model of coping with bereavement. *Advances in Social Work and Welfare Education*, *23*(2), pp.126-131. • Yousuf-Abramson, S.,(2021). Worden's tasks of mourning through a social work lens. *Journal of Social Work Practice*, *35*(4), pp.367-379. • Worden, J. W. (2018). Grief counselling and grief therapy: A handbook for the mental health practitioner. 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
SECTION B - Therapeutic Work with Families	
Section Aims and Content	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. Content includes: • 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)	Carr, A. (2000). Family Therapy, Concepts, Process and Practise. New York: Wiley & Sons. Dallos, R & Draper, R., (2005). An Introduction to Family Therapy, systemic theory and practise. New York: Open University Press. Vetere, A. & Dallos, R. (2003), *Working Systemically with Families – Formulation, Intervention & Evaluation*, London: Karnac.
Useful web-based content	Family Therapy Association of Ireland www.familytherapyireland.com Association for Family Therapy and Systemic Practice www.aft.org.uk Irish Association of Social Workers www.iasw.ie
Relevant Journals	British Journal of Social Work Journal of Family Therapy Family Process

SECTION C - Social Work Skills	
Section Aims and Content	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. Content includes: • 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)	• Adams, R., Dominelli, L. & Payne, M. (Eds) (2009) *Social Work: themes, issues and critical debate,* 2nd Edition. Hampshire: Palgrave • Houston, S., *Engaging with complexity in Social Work: Four Essential Conceptual Skills, The Irish Social Worker*, 2020 • Lishman, J. (ed) (2015) *Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory.* 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, *How to Run Reflective Practice Groups: A Guide for Healthcare Professionals*, 1st Edition, pp.1-16. Please Note: Additional reading materials may be recommended throughout the course of the module in-keeping with student's developing learning needs.
Useful web-based content	Irish Association of Social Workers: hhtps://www.iasw.ie/
Relevant Journals	British Journal of Social Work Practice: Social Work in Action

<table>
<tr><td></td><td>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</td></tr>
<tr><td>Inclusive Curriculum</td><td>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)

<table>
<tr><td></td><td>PLEASE TICK</td></tr>
<tr><td>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>☒</td></tr>
<tr><td>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>☒</td></tr>
<tr><td>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>☒</td></tr>
<tr><td colspan="2">24. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design

(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)</td></tr>
<tr><td colspan="2">A range of teaching and learning approaches are used throughout the module. Clear, understandable language is used in all lecture materials.</td></tr>
</table>
</td></tr>
<tr><td>Module Pre-requisite</td><td>N/A</td></tr>
<tr><td>Module Co-requisite</td><td>N/A</td></tr>
<tr><td>Are other Schools/Departments involved in the</td><td>N/A</td></tr>
</table>

delivery of this module? If yes, please provide details.	

SSU34072 Junior Sophister Placement (20 ECTS)

<table>
<tr><td>Module Code</td><td>SSU34072</td></tr>
<tr><td>Module Name</td><td>JS Placement Learning Module</td></tr>
<tr><td>ECTS credit weighting</td><td>20 ECTS</td></tr>
<tr><td>Semester taught</td><td>Semester 1</td></tr>
<tr><td>Module Lecturers & Leads</td><td>Dr Sinead Whiting & Dr Erna O’Connor</td></tr>
<tr><td>Trinity Teaching & Learning

Module Learning Outcomes with embedded Graduate Attributes

Also

CORU

Social Workers Registration Board

Standards of Proficiency for Social Workers</td><td>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; three call-in days over the duration of the placement, 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.

<table>
<tr><th>Module learning outcomes (LO)

On successful completion of this section of the module, students should be able to:</th><th>Relates to and Supports TCD Programme learning outcome (PLO)</th><th>CORU standard of proficiency Taught (SOP)</th></tr>
<tr><td>LO1 Identify their learning styles and learning needs</td><td rowspan="4">PLO4, PLO10, PLO5, PLO6, PLO7, PLO8, PLO9,</td><td>(SOP 1.2, 4.1, 4.3, 5.13)</td></tr>
<tr><td>LO2 Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement</td><td>ALL</td></tr>
<tr><td>LO3 Work collaboratively with service users and carers utilizing relationship-based practice, empowerment and human rights perspectives</td><td>1.3, 1.5, 2.3, 2.4, 2.9, 2.12, 5.5, 5.7, 5.12</td></tr>
<tr><td>LO4 Demonstrate a critical understanding of cultural competence in practice and capacity to work towards social inclusion.</td><td>1.9, 5.6</td></tr>
</table>
</td></tr>
</table>

	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
	LO6 Articulate a rationale for their choice of theory and approaches, and demonstrate skill development in response to a range of practice issues		5.1, 5.2, 5.14
	LO7 Utilize models of reflective practice and other practice learning resources and supports		4.3, 4.4, 5.13, 5.26
	LO8 Proactively engage in professional supervision to facilitate practice-based learning and ongoing professional development		3.9, 4.1,4.3, 4.4, 4.5, 5.4, 5.13, 5.23, 5.26
	LO9 Represent, theorise and reflect on practice-based learning in the Practice Project		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	• 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 across the Lifecycle of the Placement • 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 • Race, Culture and Resilience on Practice Placements • Critical Theory in Action • CORU SWRB Domains of Proficiency Student Self Assessment • Approaching your Practice Project • Sector based learning: Student Presentations

<table>
<tr><td></td><td></td></tr>
<tr><td>Teaching and Learning Methods</td><td>In person lectures, practitioner, service user and service manager presentations, group work, experiential learning, reflective exercises and class presentations.</td></tr>
<tr><td>Recording of Lectures

Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</td><td>Lecture recordings will not be made available to students however lecture summaries in the form of PowerPoint Presentations will be uploaded to Blackboard where appropriate.

Students with a reasonable accommodation stated within their LENS report may record lectures where appropriate and with the agreement of the lecturer.

These summaries are intended as a learning aid and do not replace the requirement for in-person attendance at lectures and tutorials, all students are expected to attend to meet the attendance requirements to pass the module

The College Recording of Lectures Policy can be viewed via this link

https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf</td></tr>
<tr><td>Assessment Details

Please include the following:

• 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.</td><td>
<table>
<tr><th>Annual Assessment Component</th><th>LO Assessed</th><th>CORU standards of proficiency assessed (SOP)</th><th>% of total</th></tr>
<tr><td>JS Placement Performance
Pass / Fail
Students must meet placement related attendance requirements of minimum 500 assessed placement hours together with attendance at pre and post placement weeks. They must pass both the JS Placement and Practice Project to progress to their SS year.</td><td>1-9</td><td>All standards of proficiency (SoPs) potentially pertain to placement. SoPs assessed relate to the specific placement sector.</td><td>100%</td></tr>
</table>

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</td></tr>
</table>

	***Attendance Requirements** **BSS Students are expected to attend 100% of this module. The School has responsibility to ensure that all students embarking on placement have acquired knowledge, skills and values aligned with the Standards of Proficiency necessary for public protection as set by the Social Work Registration Board and monitored by CORU.** **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.**
Re-Assessment Details	**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:**

Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total
JS Placement Performance Pass / Fail If a student passes placement but fails their practice project they may re-submit the practice project to achieve a pass grade. If the student fails the placement they may undertake a repeat placement having completed a reflective practice process. They will submit a practice project related to the repeat placement. Only one attempt at a repeat placement is allowed.	1-9	All standards of proficiency (SoPs) potentially pertain to placement. SoPs assessed relate to the specific placement sector.	100%

Assessment Deadlines and Extensions	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. 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 2026_27 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply: • 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.
Generative Artificial Intelligence (GenAI) and assessment	• To ensure confidentiality of services and service users, placement-related information including service-user information even if anonymized must never be uploaded to any AI tools or platforms. Failure to adhere to this will be considered a serious breach of ethics. • For this module, GenAI may be used by students during the initial stages of assignment preparation to support the exploration of topics, the generation and refinement of ideas, and the development of the overall structure and design of the project. The use of GenAI should complement, rather than replace, conventional academic research methods, including literature searches.

	• Where specific words, sentences, quotations, or other content generated by a GenAI tool are included in project materials, these must be clearly acknowledged and appropriately referenced in accordance with the required referencing style. • From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy. • Students are encouraged to use GenAI critically and transparently, recognising its limitations and verifying the accuracy, reliability, and suitability of any information or outputs it produces before incorporating them into their work • Students will be required to include a clear statement outlining if/ for what purposes Gen AI was used in completion of their practice project. College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

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<tr><td>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>☒</td></tr>
<tr><td>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>☒</td></tr>
<tr><td>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>☒</td></tr>
<tr><td colspan="2">28. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design
A range of teaching and learning approaches are used.
Guest presenters including practitioners and service users represent diverse perspectives.</td></tr>
</table>
</td></tr>
<tr><td>Indicative Reading List

(approx. 4-5 titles)</td><td>

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
Doel, M. & Shardlow, S.M. (2005) Modern Social Work Practice : teaching and learning in practice settings. Aldershot: Ashgate

Olusa, O.R., 2023. Racial, social and spatial inequalities: Supporting Black African students on practice placement using ubuntu philosophy. The Journal of Practice Teaching and Learning, 20(2).
Thompson, N. (2015) Understanding Social Work: Preparing For Practice. 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) Social Work An introduction to contemporary practice London:Pearson

</td></tr>
</table>

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	• 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 Bachelor in Social Studies (Social Work) Course Handbook 2026 – 27 which can be found: Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin

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	Tiffany Walsh (she/her) - walsht11@tcd.ie
Trinity Teaching & Learning **Module Learning Outcomes** with embedded **Graduate Attributes** Also CORU **Social Workers Registration Board** **Standards of Proficiency for Social Workers**	Module Aim: 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. *The broad aims of the module are to enable students to:* 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. *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.*

	Module learning outcomes (LO) After attending lectures, taking part in discussions and successfully completing the relevant assignment, a student will be able to:	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)
	LO1 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	10	4.4
	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	1	5.2
	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	2	5.3:
	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	10	5.24
Module Overview and Content	Lectures will cover the following themes: 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. The following themes will also be explored: Discrimination, oppression and inequality; Anti-discriminatory and anti-oppressive practice; Social class and social work; Shame, stigma and social work.
Teaching and Learning Methods	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 used to connect students to the themes being explored. What is the rationale behind the selection of these strategies (approaches)? These strategies are designed to be inclusive and to take account of a range of learning styles. How do they support the learning required to achieve LO? By making materials available in a wide variety of forms and by promoting deep engagement in learning. How do they support students in completing the assessments? By cumulatively equipping students with the tools needed to develop a response to their assessment brief. How do they align with the mode of delivery and with the contact and independent study hours outlined above? By introducing key knowledge and information in the classroom and providing students with the means to further explore this in a self-directed.
Recording of Lectures Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are	Lecture recordings or lecture summaries for this module will not be made available to students. Students with a reasonable accommodation stated within their LENS report may record lectures. The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf

<table>
<tr><td>not a requirement.</td><td></td></tr>
<tr><td>Assessment Details

Please include the following:

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.</td><td>
<table>
<tr><th>Annual Assessment Component</th><th>LO Assessed</th><th>CORU standards of proficiency assessed (SOP)</th><th>% of total</th></tr>
<tr><td>Essay (2,000 words) 100%</td><td>1-4</td><td>4.4, 5.2. 5.3. 5.24</td><td>100%</td></tr>
<tr><td>*Attendance Requirement
Min 80% Attendance
Pass / Fail</td><td></td><td></td><td>0%</td></tr>
</table>

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

*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.
</td></tr>
<tr><td>Re-Assessment Details</td><td>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:

<table>
<tr><th>Supplemental Assessment Component</th><th>LO Assessed</th><th>CORU standard of proficiency assessed</th><th>% of total</th></tr>
<tr><td>Essay (2,000 words) 100%</td><td>1-4</td><td>4.4, 5.2, 5.3, 5.24</td><td>100%</td></tr>
</table>
</td></tr>
</table>

Assessment Deadlines and Extensions	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. 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 Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply: 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 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.
Generative Artificial Intelligence (GenAI) and assessment	Given the ethical and practical constraints associated with GenAI, extreme caution should be exercised if using the information presented by systems such as ChatGPT. Within this module, GenAI should not be used to generate quotes, citations, and bibliographies, to paraphrase other author's content, or to produce any component of original writing for the module's assessment.

	College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here: https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Inclusive Curriculum	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) 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.? 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)? 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? Highlight at least two ways which your course/module incorporates principle inclusivity and accessibility into the curriculum design (i.e. supports engageme representation of all Trinity students, presents information and content in a variety and offers variety and options of assessment type. See: Universal Design for Learn AHEAD for more information and guidance, and Inclusive Curriculum - Equality - College Dublin (tcd.ie) for insights from Trinity students)

	In-class learning 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. Further study Alongside further reading, alternative study materials are made available to students weekly and this includes podcasts, video clips and summaries.
Indicative Reading List (approx. 4-5 titles)	Whelan, J. (2025) Critical Theory for Social Work: a simple introduction. Bristol: Policy Press. Available from the publisher here. Available in hardcopy from the library as follows: Lecky Lower LEN 361.3 S5 Lecky Lower LEN 361.3 S5;1 Lecky Lower LEN 361.3 S5;2 Lecky Lower LEN 361.3 S5;3 Available from the library as an eBook here. Further readings will be flagged in class and made available on Blackboard where possible.
Useful web-based content	Relevant resources will be flagged in-class.
Relevant Journals	Relevant resources will be flagged 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

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 , **Dr Martin McCormack** martin.mccormack@tcd.ie **, Ms Anna Deneher, Ms Pamela McEvoy** pmcevoy@tcd.ie

Trinity Teaching & Learning

Module Learning Outcomes **with embedded** Graduate Attributes

Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers

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.

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 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	PLO 4, 5, 6, 7	1.21, 2.13, 2.15 4.3, 4.4, 5.1

	processes involved and its potential for impact in your working life. | | |
Module Overview and Content	**Organisational Context** • 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. **Regulatory Context** • 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 **Systems Context** • Defining systems thinking • Conceptualising systems in social work practice • Risk, uncertainty and defensive practice • Proceduralisation and expert judgement • Modelling systems dynamics **Self in Context: A Psycho-Dynamic Perspective** • 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.
Recording of Lectures	Lecture recordings will not be made available to students however lecture summaries, i.e. PowerPoint lecture slides will be made available on Blackboard.

<table>
<tr><td>Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</td><td>Students with a reasonable accommodation stated within their LENS report may record lectures.

The College Recording of Lectures Policy can be viewed via this link
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% of total
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<tr><th>Annual Assessment Component</th><th>LO Assessed</th><th>CORU standards of proficiency assessed (SOP)</th><th>% of total</th></tr>
<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>
</table>
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

*Attendance Requirements
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<tr><th>Supplemental Assessment Component</th><th>LO Assessed</th><th>CORU standard of proficiency assessed</th><th>% of total</th></tr>
<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>
</table>
</td></tr>
<tr><td>Assessment Deadlines and Extensions</td><td>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.

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

Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:

• 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.</td></tr>
</table>

Generative Artificial Intelligence (GenAI) and assessment

For 2026/27, the School has adopted the Traffic Light Model (developed by the University of Limerick, building on Perkins et al., 2024) as its shared framework for describing permitted GenAI use across programmes and modules. The model sets out five levels of permitted use, from no permitted use to full permitted use, each with its own colour and documentation requirements.
Details of the five levels can be found here
resources_genai_assessment_genai_and_assessment_framework.pdf

The following level of GenAI use is permitted for each assessment component

Assessment Component	**Permitted level of GenAI**
Case Study – Organisational Context (500 Words)	Level 1 – NO GEN AI
Case Study – Regulatory Context (500 Words)	Level 1 – NO GEN AI
Case Study – The Systems Context (500 Words)	Level 1 – NO GEN AI
Self Reflection Analysis (1000 words)	Level 1 – NO GEN AI

Note
Gen AI must not be used at any point during the assessment. The assessment is completed entirely without GenAI assistance. S*tudents must declare on their cover sheet that they have not used AI in any way to complete this assignment*

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf

School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin

Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates.

Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

Inclusive Curriculum

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)

	PLEASE TICK
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.?	☒

	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)? ☒ 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? ☒ *32.* Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design The module makes use of multiple learning methods, including didactic lectures, interactive large group discussions and small group discussions. Students are 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.
Indicative Reading List (approx. 4-5 titles)	**Organisational Context** Berends, L. & Crinall, K. (2014) *Management and Practice in Health and Human Service Organisations*, Melbourne: Oxford University Press. Brody, R. & Nair, M. (2014) *Effectively Managing and Leading Human Service Organizations,* 4th edition, Los Angeles: Sage. Hanford Letchfield, T and Lawler, J (2013) Perspectives on Management and Leadership in Social Work. Huffington, C., Armstrong, D., Halton, W., Hoyle, L., Pooley, J., (Reprint 2004, 2005, 2007) *Working Below the Surface: the Emotional Life of Contemporary Organisations*, Chapters 2,5, 6 & 7. Langley GL, Moen R, Nolan KM, Nolan TW, Norman CL, Provost LP. *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance* (2nd edition). San Francisco: Jossey-Bass Publishers; 2009. **Regulatory Context** Social Workers Registration Board (2019) *Code of Professional Conduct and Ethics*, accessed at https://coru.ie/files-codes-of-conduct/swrb-code-of-professional-conduct-and-ethics-for-social-workers.pdf **Systems Context** Caffrey, L. (2020). How everyone's business can become no one's business: a systems study of interprofessional referral to child contact centres. *Children and youth services review, 109*. Caffrey, L., & Munro, E. (2017). A systems approach to policy evaluation. *Evaluation, 23*(4), 463-478.

Munro, E. (2011). *The Munro Review of Child Protection: A Child-Centred System*. London: The Stationery Office.

Parton, N. (1998). Risk, advanced liberalism and child welfare: The need to rediscover uncertainty and ambiguity. *The British Journal of Social Work*, 28(1), 5-27.

US Institute of Medicine. (2000). *To err is human: building a safer health system*. Washington DC: National Academy Press. Available at: https://pubmed.ncbi.nlm.nih.gov/25077248/

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.

Self in Context: A Psycho-Dynamic Perspective

Bower, M (Ed.) 2005 Psycho-analytic Theory for Social Work Practice: Thinking under Fire. Routledge

Donnelan, H and Jack, G (2015) The Survival Guide for Newly Qualified Social Workers. Hitting the ground running. Second Edition, Jessica Kingsley Publishers.

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.

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.

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.

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

	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.
Useful web-based content	**Quality improvement:** http://www.ihi.org/resources/Pages/HowtoImprove/default.aspx & http://www.apiweb.org **Good governance- managing resilience at a strategic level: https://www.lenus.ie/handle/10147/579790** **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 **Leadership V management** https://hbr.org/2004/01/managers-and-leaders-are-they-different **Systems thinking: a cautionary tale (cats in Borneo):** https://www.youtube.com/watch?v=17BP9n6g1F0
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)

<table>
<tr><td>Module Code</td><td>SSU44062</td></tr>
<tr><td>Module Name</td><td>Social Work and Child Care: Contemporary Perspectives in Adoption & Alternative Care</td></tr>
<tr><td>ECTS credit weighting</td><td>10 ECTS</td></tr>
<tr><td>Semester taught</td><td>Semester 2</td></tr>
<tr><td>Module Lead</td><td>Dr Eavan Brady bradye3@tcd.ie</td></tr>
<tr><td>Module Lecturers</td><td>Dr Eavan Brady & Dr Simone McCaughren</td></tr>
<tr><td>Trinity Teaching & Learning

Module Learning Outcomes with embedded Graduate Attributes

Also

CORU

Social Workers Registration Board

Standards of Proficiency for Social Workers</td><td>
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.
<table>
<tr><th>Module learning outcomes (LO)

On successful completion of this section of the module, students should be able to:</th><th>Relates to and Supports TCD Programme learning outcome (PLO)</th><th>CORU standard of proficiency Taught (SOP)</th></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>
</table>
</td></tr>
</table>

	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
	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	1, 2	5.5
Module Overview and Content	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.		
Teaching and Learning Methods	Students will be taught via the following methods: - Lectures / both interactive and didactic teaching - Small group work - Self-directed learning		
Recording of Lectures **Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.**	Lecture summaries in the form of lecture slides will be made for made available to students. Students with a reasonable accommodation stated within their LENS report may record lectures The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf .		

Assessment Details

Please include the following:

- **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**
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%

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

***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.

Re-Assessment Details	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:

	<table><tr><th>Supplemental Assessment Component</th><th>LO Assessed</th><th>CORU standard of proficiency assessed</th><th>% of total</th></tr><tr><td>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>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></table>
Assessment Deadlines and Extensions	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. 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 Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in section 3.8 of the 2026_27 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply: • For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply.

<table>
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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.

</td></tr>
<tr><td>Generative Artificial Intelligence (GenAI) and assessment</td><td>
GenAI will be permitted for use in the following ways in this module:

UL Traffic Light Model adapted from Perkins et al (2024)

Level 2 GenAI assisted idea generation and structuring
Level 3 GenAI assisted editing

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research

School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin

Please note these are ‘living’ documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates.

Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
</td></tr>
<tr><td>Inclusive Curriculum</td><td>
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)
<table>
<tr><th></th><th>PLEASE TICK</th></tr>
<tr><td>33. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with</td><td>☒</td></tr>
</table>
</td></tr>
</table>

	English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	
	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)?	☒
	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?	☒
	36. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design *(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)*	
	Clear, understandable language is used in all lecture materials Accessible slide formats are used Teaching includes visual, auditory, and kinesthetic (interactive activities) methods	
Indicative Reading List **(approx. 4-5 titles)**	Adoption 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 Burns, K. & McCaughren, 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), 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. 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. Mitchell, M. B. (2018). "No one acknowledged my loss and hurt": Non-death loss, grief, and trauma in foster care. Child and adolescent social work journal, 35(1), 1-9. Takele, A. M., & Van Breda, A. D. (2026). Constructing and reconstructing memory and identity among care-experienced young people in Ethiopia. Journal of Youth Studies, 1-17. Additional readings and resources will be provided on Blackboard and in class.
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 Description TBC

SSU44082: Social Work and Mental Health (5 ECTS)

<table>
<tr><td>Module Code</td><td>SSU44082</td></tr>
<tr><td>Module Name</td><td>Social Work and Mental Health</td></tr>
<tr><td>ECTS credit weighting</td><td>5ECTS</td></tr>
<tr><td>Semester taught</td><td>Semester 2</td></tr>
<tr><td>Module Lead</td><td>Dr Erna O’Connor connorer@tcd.ie</td></tr>
<tr><td>Module Lecturers</td><td>Elaine Donnelly – eldonnel@tcd.ie 12 hrs
Conor Boksberger - cboksber@tcd.ie 6 hrs
Kevin Kelly – kevin.kelly3@hse.ie 4 hrs</td></tr>
<tr><td>Trinity Teaching & Learning

Module Learning Outcomes with embedded Graduate Attributes

Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers</td><td>
Module Aim:
This module aims to provide students with the following:
• 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.
<table>
<tr><th>Module learning outcomes (LO)
On successful completion of this module, students will be able to:</th><th>Relates to and Supports TCD Programme learning outcome (PLO)</th><th>CORU standard of proficiency Taught (SOP)</th></tr>
<tr><td>LO1 Demonstrate knowledge of 1) the signs and symptoms of the main mental health issues and disorders, and of addiction 2) their putative</td><td>6</td><td>3.6, 3.10, 5.1</td></tr>
</table>
</td></tr>
</table>

	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 reference to how this influences the different perspectives in multi-professional and multi-stakeholder contexts	1, 2	5.2
	LO3 Describe and critique the social work role in mental health services and/or addiction services, including the limitations of their practice role	1,2,3,7,	1.2, 2.3, 2.12
	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	9	1.1, 5.8, 5.17
	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	6	1.3,1.5, 1.17

Module Overview and Content	There are three main sections in this module as follows: 1. Adult Mental Health Social Work (Elaine Donnelly) 2. Mental Health Social Work with Children and Young People (Conor Boksberger) 3. Social Work in Addiction Services (Kevin Kelly)
Teaching and Learning Methods	In person lectures supported by online resources on Blackboard.
Recording of Lectures **Lecture recordings or**	Lecture recordings or lecture summaries for this module will not be made available to students however lecture summaries i.e. PowerPoint lecture slides will be made available on Blackboard.

<table>
<tr><td>lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</td><td>Students with a reasonable accommodation stated within their LENS report may record lectures. Please let lecturer know in advance of recording.

The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf</td></tr>
<tr><td>Assessment Details
Please include the following:
• Assessment Component
• Learning Outcome(s) addressed
• % of total
It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.</td><td>
<table>
<tr><th>Annual Assessment Component</th><th>LO Assessed</th><th>CORU standards of proficiency assessed (SOP)</th><th>% of total</th></tr>
<tr><td>Written assignment</td><td>1-5</td><td>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>100%</td></tr>
<tr><td>*Attendance Requirement
Min 80%
Attendance Pass / Fail</td><td></td><td></td><td>0%</td></tr>
</table>

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

*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.</td></tr>
<tr><td>Re-Assessment Details</td><td>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:</td></tr>
</table>

	<table><tr><th>Supplemental Assessment Component</th><th>LO Assessed</th><th>CORU standard of proficiency assessed</th><th>% of total</th></tr><tr><td>Written assignment</td><td>1-5</td><td>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>100%</td></tr><tr><td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td></td><td></td><td>0%</td></tr></table>
Assessment Deadlines and Extensions	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. 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 Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply: • 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.

Generative Artificial Intelligence (GenAI) and assessment	College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Inclusive Curriculum	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) 37. 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.? 38. 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 39. Does the content of your module address diversity? For examp 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 homogenous context of the discipline/topic? *40.* Highlight at least two ways which your course/module incorpo principles of inclusivity and accessibility into the curriculum des *(i.e. supports engagement and representation of **all** Trinity students, pr information and content in a variety of ways, and offers variety and opt assessment type. See:* Universal Design for Learning - AHEAD *for more i and guidance, and* Inclusive Curriculum - Equality - Trinity College Dubli *insights from Trinity students)*

	Clear, understandable language is used in all lecture materials. Accessible slide formats will be used
Indicative Reading List (approx. 4-5 titles)	Bland, R., Drake, G., & Drayton, J. (2021). Social work practice in mental health: An introduction. Routledge. Campbell, J., Cuskelly, K., & Walsh, J. (2022). Radical approaches to mental health social work. In The Routledge Handbook of International Critical Social Work (pp. 328-340). Routledge. Daya, I., Maylea, C., Raven, M., Hamilton, B., & Jureidini, J. (2020). Defensive rhetoric in psychiatry: An obstacle to health and human rights. The Lancet Psychiatry, 7(3), 231. Golightley, M., & Goemans, R. (2020). Social work and mental health. Sage. Gould, N. (2022). Mental health social work in context. Taylor & Francis. Khoury, E., & Rodriguez del Barrio, L. (2015). Recovery-oriented mental health practice: A social work perspective. British Journal of Social Work, 45(suppl_1), i27-i44. Watson, J. (2019). Drop the disorder!: Challenging the culture of psychiatric diagnosis. PCCS Books Ltd. Further titles will be given throughout the module.
Useful web-based content	Mental Health Commission www.mhcirl.ie Emerging Minds https://www.copmi.net.au Shine Ireland www.shineonline Aware www.aware.ie National Office for Suicide Prevention www.nosp.ie Department of Health www.health.gov.ie Wellness Recovery Action Plan https://copelandcenter.com/
Relevant Journals	International Journal of Mental Health Journal of Mental Health Training, Education and Practice
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If	N/A

yes, please provide details.	

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	**Dr Sorcha O'Keeffe okeeffso@tcd.ie**
Trinity Teaching & Learning **Module Learning Outcomes with embedded Graduate Attributes** **Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers**	**Module Aim:** This module aims to provide students with a critical understanding and appreciation of the role and significance of interprofessional practice within contemporary social work. It offers opportunities for meaningful interprofessional collaboration and engagement with students and practitioners from other disciplines. The module will develop students' understanding of the roles, responsibilities, and contributions of a range of interdisciplinary professionals, recognising such knowledge as fundamental to effective teamwork, communication, and collaborative practice. Students will be encouraged to critically reflect on their experiences of interdisciplinary working during practice placements and to consider how interprofessional collaboration influences service delivery and outcomes. Through participation in interprofessional learning activities, students will explore their own developing approaches to teamwork, communication, and leadership as emerging social work professionals. The module supports the development of the knowledge, skills, values, and self-awareness required for effective participation in interdisciplinary teams and integrated practice settings.

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 role, purpose, and significance of interprofessional practice within contemporary social work.	PLO 2, 4	1.1
LO2 Critically reflect on and appraise experiences of interprofessional teamwork while on	PLO 4, 5,7	2.13, 2.14

	placement and understand the importance of establishing professional relationships as both an independent practitioner and collaboratively as a member of a team.		
	LO3 Through class-based teamwork and interprofessional interaction and case studies, demonstrate the skills necessary for effective participation in interprofessional teams, including being able to communicate and express professional, informed and considered opinions to a variety of professionals.	PLO 5, 6, 9	1.12, 2.2, 2.9,2.13, 2.14, 2. 5.1 ,5.8
	LO4 Analyse how theories, frameworks, values, and principles of interprofessional practice inform effective collaboration, communication, and decision-making within interprofessional teams.	PLO 1	5.1, 5.2
	LO5 Demonstrate knowledge and understanding of the roles, responsibilities, and contributions of key health and social care professionals involved in interdisciplinary service delivery.	PLO 4	2.15
	LO6 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.	PLO 4, 9	2.14, 5.10
	LO7 Examine the implications of the Assisted Decision-Making (Capacity) Act 2015 for social work practice, interdisciplinary decision-making, and person-centred service delivery.	PLO 2,4, 9	1.1, 1.2, 1.3, 1.5
Module Overview and Content	This module provides students with an understanding of the theories, frameworks, and practice skills that underpin effective interprofessional and interdisciplinary social work practice. Through an interactive and reflective learning approach, students will critically examine their experiences of working within interprofessional teams during practice placements throughout the programme. Classes will explore the roles, responsibilities, and functions of the professionals with whom social workers most frequently collaborate. Particular attention will be given to the Assisted Decision-Making (Capacity) Act (2015) and its influence on contemporary social work practice, recognising its significance as a core component of interdisciplinary working.		

	Students will learn from the experiences and perspectives of peers and students from other health and social care disciplines. Through interprofessional learning activities, they will develop their knowledge, confidence, and competence in collaborative practice, communication, and team-based decision-making. A key component of the module is an interdisciplinary workshop held at the Trinity Centre for Health Sciences. During this event, social work students work alongside students from a range of healthcare disciplines to address a complex case study as part of an interprofessional team. The workshop, together with preparatory class sessions, provides opportunities for students to develop and critically reflect on the knowledge, skills, values, and behaviours required for effective collaborative practice. The module also includes a joint learning session with final-year Occupational Therapy students. Through structured activities, discussion, and group work, students will deepen their understanding of each profession's contribution to service delivery and explore strategies for enhancing interdisciplinary collaboration and teamwork. Assessment for this module is based on students' participation and engagement in the interdisciplinary workshop. As this assessment component is mandatory, attendance at the workshop is required.
Teaching and Learning Methods	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, an interdisciplinary workshop, analysis of case studies, role plays and other structured class activities. 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. 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. 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.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this***	Lecture summaries for this module **will** be made available to students. **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf

module at the lecturer's discretion and are not a requirement.	Students with a reasonable accommodation stated within their LENS report may record lectures**.**

Assessment Details Please include the following:

- **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**
Reflective Journal (500 words) Student participation in an interdisciplinary workshop event and submission of a related reflective journal. Submission date to be provided in class. *If a student is unavoidably absent at the pre-workshop preparation sessions, and / or the assessment workshop they will be required to seek permission to defer assessment to the reassessment session.*	LO2, LO4, LO6, LO7	2.10, 2.12, 2.13, 2.14, 2.15, 5.1, 5.2, 5.3	30%
Case study (1,500 words max.) Submission date to be provided in class.	LO2, LO4, LO6, LO7	1.2, 1.3, 1.17, 2.12, 2.14, 2.15, 3.1, 3.4, 3.5, 3.6, 5.1, 5.2, 5.3, 5.8, 5.17	70%
*Attendance Requirement Min 80% Attendance Pass / Fail			0%

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

***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.

<table>
<tr>
<td>Re-Assessment Details</td>
<td>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:
<table>
<tr><th>Supplemental Assessment Component</th><th>LO Assessed</th><th>CORU standard of proficiency assessed</th><th>% of total</th></tr>
<tr><td>Those who fail at their 1st attempt or who are given permission to defer assessment to the re-assessment session will be provided with an alternative assignment.</td><td>LO2, LO4, LO6, LO7</td><td>1.2, 1.3, 1.17, 2.12, 2.14, 2.15, 3.1, 3.4, 3.5, 3.6, 5.1, 5.2, 5.3, 5.8, 5.17</td><td>100 %</td></tr>
</table>
</td>
</tr>
<tr>
<td>Assessment Deadlines and Extensions</td>
<td>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 the workshop, they will be required to seek permission to defer assessment to the reassessment session.

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 the written assessment components of this module.

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

Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:

• 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.</td>
</tr>
</table>

Generative Artificial Intelligence (GenAI) and assessment	**College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research** can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf **School Generative Artificial Intelligence (GenAI) Policy** can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module. Guidance for the use of Gen AI in this module has been informed by the University of Limerick Traffic Light Model adapted from Perkins et al. (2024). For this module, GenAI may be used by students during the initial stages of assignment preparation to support the exploration of topics, the generation and refinement of ideas, and the development of the overall structure and design of the project. GenAI can be used to make improvements to the clarity or quality of student created work to improve the final output for this assignment, but no new content can be created using AI. At the beginning of the assignment, students are asked to include a statement outlining specific details of if / how GenAI was used in the completion of the submission. Where specific words, sentences, quotations, or other content generated by a GenAI tool are included in project materials, these must be clearly acknowledged and appropriately referenced in accordance with the required referencing style. From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy. Students are encouraged to use GenAI critically and transparently, recognising its limitations and verifying the accuracy, reliability, and suitability of any information or outputs it produces before incorporating them into their work.
Inclusive Curriculum	*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)* | | ***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.? ☒
	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)? ☒
	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? ☒
	44. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design The diverse approaches to teaching and learning in this module, including workshops, groupwork, problem-solving exercises, role play and various types of delivery of teaching materials, aligns with Universal Design for Learning principles and Trinity College Dublin Inclusive Curriculum guidance. Clear, understandable language is used in all lecture materials, presentation slides are uploaded in advance and accessible slide formats are used.
Indicative Reading List (approx. 4-5 titles)	Ambrose-Miller, W., & Ashcroft, R. (2016) Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams. Health & Social Work, 41(2): 101–109, DOI: 10.1093/hsw/hlw006. Glaser B & Suter E (2016) Interprofessional collaboration and integration as experienced by social workers in health care. Soc Work Health Care. May-Jun;55(5):395-408. doi: 10.1080/00981389.2015.1116483. Oliver, C. (2013). Social workers as boundary spanners: Reframing our professional identity for interprofessional practice. Social Work Education, 32, 773–784 Craig SL, Eaton AD, Belitzky M, Kates LE, Dimitropoulos G, Tobin J, Empowering the team: A social work model of interprofessional collaboration in hospitals, Journal of Interprofessional Education & Practice (2020), doi: 10.1016/j.xjep.2020.100327.
Useful web-based content	To be provided in class.
Relevant Journals	Journal of Interprofessional Education & Practice
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

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 Simone McCaughren SMCCAUGH@tcd.ie**
Module Lecturers	**Dr Simone McCaughren, Mr. Frank Mulville**
Trinity Teaching & Learning **Module Learning Outcomes with embedded Graduate Attributes** **Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers**	**Module Aim:** 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 will module will encourage the development of each individual student's professional practices. A) Practice Issues in Practice Contexts B) Research in Practice Contexts 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.

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 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

<table>
<tr><td></td><td>
<table>
<tr><td>LO4 Recognise and explore the different models of practice and social work skills and research in a variety of practice contexts</td><td>PLO1
PLO2
PLO5
PLO6</td><td>5.2</td></tr>
<tr><td>LO5 Demonstrate an ability to participate in or undertake clinical, academic or practice-based research</td><td>PLO1
PLO3
PLO11</td><td>5.21, 5.25</td></tr>
</table>
</td></tr>
<tr><td>Module Overview and Content</td><td>Topic A will:

• 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.

Topic B will:

• 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.</td></tr>
<tr><td>Teaching and Learning Methods</td><td>In person:

For Topic A students will be divided into two groups; Group A and Group B.

For Topic B students will be taught in one group.</td></tr>
</table>

<table>
<tr>
<td>Recording of Lectures

Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</td>
<td>A) Research in Practice Contexts
Lecture recordings or lecture summaries for this module will not be made available to students. Where relevant, PowerPoint slides will be uploaded to Blackboard.

B) Research in Practice Contexts
Lecture recordings or lecture summaries for this module will be made available to students.

The College Recording of Lectures Policy can be viewed via this link
https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf

Students with a reasonable accommodation stated within their LENS report may record lectures.</td>
</tr>
<tr>
<td>Assessment Details Please include the following:
• 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.</td>
<td>
<table>
<tr><th>Annual Assessment Component</th><th>LO Assessed</th><th>CORU standards of proficiency assessed (SOP)</th><th>% of total</th></tr>
<tr><td>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>LO1, LO2, LO3, LO4 LO5</td><td>1.1
3.14
4.1, 4.2, 4.3, 4.4, 4.5
5.2, 5.13, 5.21, 5.22,</td><td>80%</td></tr>
<tr><td>Research Proposal</td><td>LO5</td><td>5.25</td><td>20%</td></tr>
<tr><td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td></td><td></td><td>0%</td></tr>
</table>
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

*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.
</td>
</tr>
</table>

<table>
<tr><td></td><td></td></tr>
<tr><td>Re-Assessment Details</td><td>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:
<table>
<tr><th>Supplemental Assessment Component</th><th>LO Assessed</th><th>CORU standard of proficiency assessed</th><th>% of total</th></tr>
<tr><td>Practice Project Capstone

If a student passes placement but fails their Capstone SS practice project they may re-submit the practice project to achieve a pass grade.
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
Only one attempt at a repeat placement is allowed.</td><td>LO1, LO2, LO3, LO4 LO5</td><td>1.1
3.14
4.1, 4.2, 4.3, 4.4, 4.5
5.2, 5.13, 5.21, 5.22,</td><td>80%</td></tr>
<tr><td>Research Proposal</td><td>LO5</td><td>5.25</td><td>20%</td></tr>
</table></td></tr>
<tr><td>Assessment Deadlines and Extensions</td><td>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.

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

Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:

• For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply.</td></tr>
</table>

	• 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.
Generative Artificial Intelligence (GenAI) and assessment	**<u>Practice Project (Capstone)</u>** • To ensure confidentiality of services and service users, placement-related information including service-user information even if anonymized must never be uploaded to any AI tools or platforms. Failure to adhere to this will be considered a serious breach of ethics. • For the Practice Project assessment within this module, GenAI may be used by students during the initial stages of assignment preparation to support the exploration of topics, the generation and refinement of ideas, and the development of the overall structure and design of the project. The use of GenAI should complement, rather than replace, conventional academic research methods, including literature searches. • Where specific words, sentences, quotations, or other content generated by a GenAI tool are included in project materials, these must be clearly acknowledged and appropriately referenced in accordance with the required referencing style. • From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy. • Students are encouraged to use GenAI critically and transparently, recognising its limitations and verifying the accuracy, reliability, and suitability of any information or outputs it produces before incorporating them into their work • Students will be required to include a clear statement outlining if/ for what purposes Gen AI was used in completion of their practice project.

Research Proposal

GenAI will be permitted for use in the Research Proposal assessment in the following ways: UL Traffic Light Model adapted from Perkins et al (2024)

Level 2 GenAI assisted idea generation and structuring

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf

School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin

Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates.

Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

Inclusive Curriculum

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)

	PLEASE TICK
45. 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.?	☒
46. 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)?	☒
47. 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?	☒
48. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design *(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)* Clear, understandable language is used in all lecture materials. Accessible slide formats are used and will be provided in advance of class.
Indicative Reading List (approx. 4-5 titles)	• Bryman, A. (2012) *Social Research Method.* Oxford: Oxford University Press. • Carey, M. (2009) The Social Work Dissertation, England: Open University Press • Gronmo, S. (2020) *Social Research Methods: Qualitative, Quantitative and Mixed Methods Approaches*. London: Sage. • Kara, H. (2020) *Creative Research Methods: A practical guide 2nd Ed*. Sage: London.
Useful web-based content	Bryman (2012) Social Research Methods online resources Gronmo, S. (2020) Social Research Methods online resources
Relevant Journals	Sociological Research and Methods Qualitative Social Work International Social Work. Sage Journals
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)

<table>
<tr><td>Module Code</td><td>SSU44111</td></tr>
<tr><td>Module Name</td><td>SSU44111 SS Placement Learning Module</td></tr>
<tr><td>ECTS credit weighting</td><td>20 ECTS</td></tr>
<tr><td>Semester taught</td><td>Semester 1</td></tr>
<tr><td>Module Lecturer & Module Lead</td><td>Dr Sinead Whiting & Dr Erna O’Connor</td></tr>
<tr><td>Trinity Teaching & Learning

Module Learning Outcomes with embedded Graduate Attributes

And
CORU
Social Workers Registration Board
Standards of Proficiency for Social Workers</td><td>
Module Aim:

Building on JF SSU11042, SF SSU22112 and JS SSU34072 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.
<table>
<tr><th>Module learning outcomes (LO)

On successful completion of this section of the module, students should be able to:</th><th>Relates to and Supports TCD Programme learning outcome (PLO)</th><th>CORU standard of proficiency Taught (SOP)</th></tr>
<tr><td>LO10 Identify their evolving learning needs aligned to CORU Domains of Proficiency and with reference to feedback from their JS placement</td><td rowspan="3">PLO4, PLO10, PLO5, PLO6, PLO7, PLO8, PLO9,</td><td>1.2, 4.1, 4.2, 4.3, 4.4 5.13</td></tr>
<tr><td>LO11 Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement</td><td>ALL</td></tr>
<tr><td>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</td><td>1.3, 1.5, 1.20, 2.3, 2.4, 2.9, 2.12, 5.5, 5.7, 5.12</td></tr>
</table>
</td></tr>
</table>

	LO13 Demonstrate a critical understanding of cultural competence in practice and capacity to work towards social inclusion		1.9, 5.6
	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		2.9, 2.14, 2.15, 5.8, 5.9
	LO15 Articulate a rationale for their choice of theory and approach in response to a range of practice issues		5.1, 5.2, 5.14
	LO16 Utilize more complex models of reflective practice and reflexivity		4.3, 4.4, 5.13, 5.26
	LO17 Proactively engage in professional supervision to facilitate practice-based learning and ongoing professional development		3.9, 4.1,4.3, 4.4, 4.5, 5.4, 5.13, 5.23, 5.26
	LO18 Recognise the importance of appropriate self-care in social work practice		1.21
	LO19 Represent, theorise and critically reflect on practice-based learning in the Practice Project		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
Module Overview and Content	• **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)** • **Reflective Practice and Reflexivity in Social Work.** • **Consolidating engagement in Supervision in professional social work contexts.** • **Reconnecting with Practice.** • **Practitioner led session: Use of Self and Self Care in Social Work** • **Practitioner led session: Race, Culture and Resilience in Social Work Practice** • **Practitioner led session: Using the Signs of Safety Framework**		

	• Practice Teacher Panels: Presentations and Q&A • Inter Professional 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
Teaching and Learning Methods	**In person lectures, practitioner, service user and service manager presentations, group work, reflective exercises and class presentations.**
Recording of Lectures **Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.**	**Lecture recordings will not be made available to students however lecture summaries in the form of PowerPoint Presentations will be uploaded to Blackboard where appropriate.** **These summaries are intended as a learning aid and do not replace the requirement for in-person attendance at lectures and tutorials, all students are expected to attend to meet the attendance requirements to pass the module** **The College Recording of Lectures Policy can be viewed via this link** **https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf** **Students with a reasonable accommodation stated within their LENS report may record lectures where appropriate and with the agreement of the lecturer.**

Assessment Details

Please include the following:

- **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**
SS Placement Performance Pass / Fail Students must meet placement related attendance requirements of a minimum of 500 assessed practice hours together with attendance at pre and post placement weeks and pass both the SS Placement and Practice Project to pass their SS year.	10-19	All standards of proficiency (SoPs) potentially pertain to placement. SoPs assessed relate to the specific placement sector.	100%

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

***Attendance Requirements**

BSS Students are expected to attend 100% of this module. The School has responsibility to ensure that all students embarking on placement have acquired knowledge, skills and values aligned with the Standards of Proficiency necessary for public protection as set by the Social Work Registration Board and monitored by CORU. 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.

Re-Assessment Details	**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:**

	<table><tr><th>Supplemental Assessment Component</th><th>LO Assessed</th><th>CORU standard of proficiency assessed</th><th>% of total</th></tr><tr><td>SS Placement Performance Pass / Fail If a student passes placement but fails their SS capstone practice project they may re-submit the practice project to achieve a pass grade. If the student fails the placement they may undertake a repeat placement having completed a reflective practice process. They will submit a practice project related to the repeat placement to achieve a pass grade Only one attempt at a repeat placement is allowed.</td><td>10-19</td><td>All standards of proficiency (SoPs) potentially pertain to placement. SoPs assessed relate to the specific placement sector.</td><td>100%</td></tr></table>
Assessment Deadlines and Extensions	**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.** **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** **Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:**

	• **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.**
Generative Artificial Intelligence (GenAI) and assessment	• **To ensure confidentiality of services and service users, placement-related information including service-user information even if anonymized must never be uploaded to any AI tools or platforms. Failure to adhere to this will be considered a serious breach of ethics.** • **For this module, GenAI may be used by students during the initial stages of assignment preparation to support the exploration of topics, the generation and refinement of ideas, and the development of the overall structure and design of the project. The use of GenAI should complement, rather than replace, conventional academic research methods, including literature searches.** • **Where specific words, sentences, quotations, or other content generated by a GenAI tool are included in project materials, these must be clearly acknowledged and appropriately referenced in accordance with the required referencing style.** • **From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.** • **Students are encouraged to use GenAI critically and transparently, recognising its limitations and verifying the accuracy, reliability, and**

	suitability of any information or outputs it produces before incorporating them into their work • **Students will be required to include a clear statement outlining if/ for what purposes Gen AI was used in completion of their practice project.** **College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf** **School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: [Link will be inserted when available]** **Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates.** **Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.** **.**
Inclusive Curriculum	**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)** See table below

	PLEASE TICK
49. 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.?	☒

	50. 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)? ☒ 51. 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? ☒ *52.* Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design *A range of teaching and learning approaches are used.* *Guest presenters including practitioners and service users represent diverse perspectives.*
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.** **Olusa, O.R., (2023). Racial, social and spatial inequalities: Supporting Black African students on practice placement using ubuntu philosophy. The Journal of Practice Teaching and Learning, 20(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	• **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 Bachelor in Social Studies (Social Work) Course Handbook 2026 – 27 available via: Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin

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**
SSU34062	Law for Social Workers	10	**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**
SSU33090	Social Work Practice	15	**Non Compensatable**
SSU34072	Junior Sophister Placement	20	**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
SSU34062	Law for Social Workers	James Rooney james.rooney@lawlibrary.ie
SSU33202	Criminology: Crime, Punishment, and Irish Society	Michelle M Richardson **MMRichardson@probation.ie**
SSU33072	Family and Child Care Studies	Dr Ruth Elliffe relliffe@tcd.ie
SSU33402	Biographies of Social Work	Dr Simone McCaughren SMCCAUGH@tcd.ie
SSU33090	Social Work Practice	Dr Leigh-Ann Sweeney SWEENELE@tcd.ie
SSU34072	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)	Tiffany Walsh walsht11@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	TBC
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 Simone McCaughren SMCCAUGH@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.