



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)

Senior Fresher Module Outlines and Module Leads

2026 - 2027

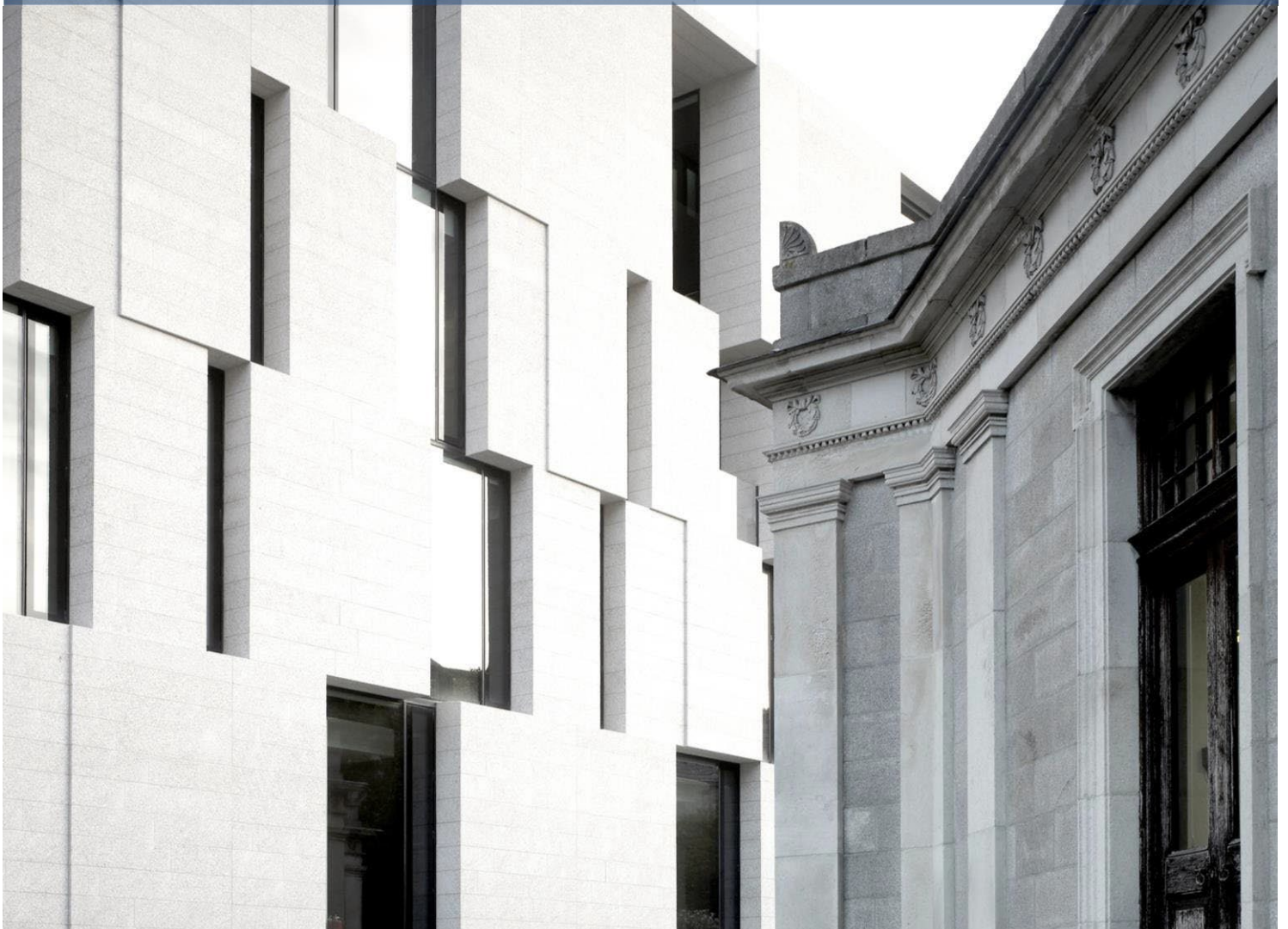


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Section 1: Role Description for Module Lead on the BSS

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.

1.1 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 (PLO), CORU standards of proficiency (SOP) 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.

1.2 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.

1.3 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.

1.4 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 (e.g. 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.

1.5 Compensatable / 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. <https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php>,

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For more information, please refer to BSS Progression and Award Regulations for 2025/26.

<https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php>,

Section 2: Module Leads

Module	Course	Lecturer	Email	ECTS	Semester	Compensatable/ Non-Compensatable Modules
SSU22041	Inclusive Disability	Dr Rose Doolan Maher	doolanmr@tcd.ie	5	1	Compensatable
SSU22242	Introduction to Family Law	Dr Susan Flynn	SFLYNN7@tcd.ie	10	2	Non-Compensatable
SSU22101	Introduction to Child Protection	Sinead Tobin	TOBINS7@tcd.ie	5	1	Non-Compensatable
SOU22011	Introduction to Social Research 1	Dr Joonghyun Kwak	joonghyun.Kwak@tcd.ie	5	1	Compensatable
SSU22291	Social Policy in Action	Dr Carla Petautchnig Arancibia	CPETAUTS@tcd.ie	10	1	Non-Compensatable
SSU22151	Groupwork	Dr SORCHA O'KEEFFE	OKEEFFSO@tcd.ie	5	1	Non-Compensatable
SSU22070	Social Work Theory and Practice	Dr SORCHA O'KEEFFE	OKEEFFSO@tcd.ie	10	1&2	Non-Compensatable
SSU22232	Psychology for Social Workers	Aoife Shannon	shannoao@tcd.ie	10	2	Non-Compensatable
SSU22112	Senior Freshman Placement	Dr ERNA O'CONNOR	CONNORER@tcd.ie	15	1&2	Non-Compensatable
SOU22012	Introduction to Social Research 2	Dr David Landy	LANDYDA@tcd.ie	5	2	Compensatable

Section 3: Senior Freshers Module Outlines

3.1 SSU22041: Inclusive Disability: (5 ECTS)

Module Code	SSU22141		
Module Name	Inclusive Disability		
ECTS credit weighting	5 ECTS		
Semester taught	Semester 1		
Module Coordinator/s	Dr Rose Doolan Maher		
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 year's disability module will be co-taught by self-advocates with intellectual disabilities and by Dr Rose Doolan Maher. The aim of this module is to enable social work students to become more familiar with the perspectives of a variety of people with disabilities and to consider the best ways to support these people. The module will also introduce students to important concepts from disability studies as well as relevant legislation and policy. It also discusses the past and present experiences of disability communities, to provide students with key context.		
	Module Learning Outcome (LO) On successful completion of this module, students should be able to:	Relates to and Supports TCD Programme learning outcome (PLO)	CORU Standard of Proficiency Taught (SOP)
	Understand the perspectives of service users and the kind of supports they would like (and would not like), including how to act in their best interests with regard to their will and preference.	PLO.5	1.3,1.9
	Comprehend and critically assess various models of disability, including medical and social models,	PLO.1,PLO.2,PLO.3,PLO.10	5.5,5.7,5.14,5.22

	administrative and rights models, and understand how these models can inform social work practice		
	Respect and uphold the rights, dignity and autonomy of disabled service users including their role in the diagnostic, therapeutic and social care process.	PLO.9	1.5
	Appreciate the importance of accessibility, inclusion, and principles of social justice and understand how these are shaped by historical, cultural and social structures.	PLO.1,PLO.2,PLO.10	5.5,5.6,5.7,5.24
	Develop awareness of current legislation and guidelines related to informed consent for individuals who lack capacity.	PLO.5	1.17
	Understand how to modify communication methods and styles to suit individual service users, to support service users to communicate needs, and know where a professional translator may be required.	PLO.5, PLO.8	2.1,2.2,2.3,2.5
	Understand the need to work in partnership with disabled service users in planning and evaluating goals, treatments and interventions and be aware of the concepts of power and authority in relationships with service users	PLO.9, PLO.10	2.12
	Reflect on the knowledge acquired in the module and on their own attitudes towards disability including how to respect differences in beliefs and	PLO.1, PLO.2, PLO.10,PLO.11	1.9

	cultural practices of individuals and groups.
Module Overview and Content	Module Content • Key disability concepts: medical and social models • Institutional approaches to disability: WHO and human rights • Critical approaches to disability • The concepts of normality, difference, and diversity • The disability rights and disability arts movements • The Deaf community: history, context, and inclusion • Blind and visually impaired people: history, context, and inclusion • Learning disability and neurodivergence: history, context, and inclusion • Disability inclusion in work and education • Universal Design and accessibility
Teaching and Learning Methods¹	Mixture of online and in-person (depending on conditions). Teaching strategies: lectures (to deliver fundamental module content) with period breaks for group discussion (to promote understanding and allow students to independently evaluate ideas). Assessment: group essay. This format will allow for self-directed learning, and also peer learning and teaching.
Recording of Lectures <i>Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement</i>	Lecture recordings or lecture summaries 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. ‘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.’

¹ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

Assessment Details² 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	Programme Learning Outcome (PLO) Assessed	CORU Standard of Proficiency Taught (SOP)	% of total
	A group essay	PLO.1, PLO.2,PLO.3,PLO.4, PLO.5,PLO.8,PLO.9		100%
	*Attendance Requirement Min 80% Attendance Pass / Fail			0%
	Essays will be marked by academics. 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	Programme Learning Outcome (PLO) Assessed	CORU standard of proficiency (SOP) Assessed	% of total
	In case of a student missing the presentation, they shall submit a video recording of their presentation or, if more appropriate, submit their presentation in another format that has been approved by their assessors			

² <https://www.tcd.ie/academicpractice/resources/assessment/>

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	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: FINAL-BSS-Student-Handbook-2026_27.pdf 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.
Indicative Reading List (approx. 4-5 titles)	• Students shall be provided with one or two short relevant readings in advance of each session. • They shall also receive a recommended reading list for each of the essay/presentation titles
Useful web-based content	Relevant information will be provided if required during the module delivery.
Relevant Journals	Relevant information will be provided if required during the module delivery.

Module Pre-requisite	
Module Co-requisite	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	

3.2 SSU22242 Introduction to Family Law (10 ECTS)

Module Code	SSU22091		
Module Name	Introduction to Family Law		
ECTS credit weighting	10 ECTS		
Semester taught	Semester 2		
Module Coordinator/s	Dr Susan Flynn		
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 semester two module focuses on practical application of key legislation in preparation for practice in a range of social work practice settings, with a particular focus on the obligations and considerations of social work practitioners. The module will provide an overview of relevant aspects of private family law, including domestic violence, custody and guardianship. It will focus on child protection law, and the importance and challenge of balancing children and parental rights. It will also cover key legal considerations ranging from data protection law to how social work practice is influenced by regulations, legislation and policy, to understanding the legislative basis of actions within a service. In this way, it will present to students the relevance for social work practitioners, of understanding family law. How family law fits within, and links to, a wider domestic and international human rights law infrastructure will be a focus also to inform a human rights-based approach. Discussion of legislation will be supported by looking at and reflecting on different case law examples, as well as findings of inquiries, national guidelines and standards, and other sources. Students will also be supported in understanding how to access emerging information such as legal changes which will affect their practice.		
	Module Learning Outcome (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU Standard of Proficiency Taught (SOP)
	Apply key legal principles to social work practice in a wide range of settings so that students understand how to practice safely and effectively within the legal, ethical and practice	PLO 8	1.1

	boundaries of the profession.		
	Demonstrate a critical understanding of the statutory role of social work practitioners in a child protection and welfare setting including understanding the legislative basis of actions within this service.	PLO 9, PLO 8	5.3,5.8
	To be able to critically understand and apply a human-rights based approach including to consider the inherent difficulty of balancing parent's rights and children's rights in public law matters.	PLO 9, PLO 10	5.3,5.7
	Have a good understanding of fair procedures for parents and families, including issues such as informed consent and the rights of parents to access legal representation.	PLO 6, PLO 8	
	Apply key principles for effective report writing and communication in child care proceedings and in social work, including being aware of and able to comply with local/national documentation standards including terminology and signature requirements.	PLO 6, PLO 8	2.8,5.9
	Consider the impact of the new adult safeguarding bill and the emerging role of social work within adult safeguarding, and within this, be aware of current guidelines and legislation	PLO 6	1.17

	related to informed consent, for individuals with lack of capacity.		
	To understand key aspects of family law that social workers must account for in their practice.	PLO 6	1.4,1.14
Module Overview and Content	This module will cover key topics underpinning family law for social workers such as the Irish Constitution and the 2012 Children’s Referendum; Balancing children’s rights and parental rights; The Child Care Act and key provisions such as pertaining to Emergency Care Orders, Interim Care Orders, Care Orders, Voluntary Care, Supervision Orders and alternatives to care. The role of the guardian ad litem as well as an overview of the youth justice system will also be covered. Additionally, legal considerations around domestic violence and adult safeguarding will be explored. Finally, the way in which family law links to human rights law both domestically and internationally will be explored. Essay writing, accessing legal information and academic skills will also be a focus of the module.		
Teaching and Learning Methods³	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: -real life and hypothetical case analysis -groupwork -self-directed learning -incorporation of independent research -didactic teaching -debate Assessment design The assessment design for this module involves using insights from law, research, theory, case examples, inquiry reports, policies and practice wisdom to respond to a chosen question on family law. This assessment strategy encompasses a diversity of sources of evidence. The strategy helps students to 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 social work and family law intersect. 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 style support and didactic teaching will support student’s learning in a holistic way. 2-hour classes will incorporate both a traditional lecture format and a more interactive approach. Real life case examples and the application of statutory social work functions will be considered.		

³ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

Recording of Lectures <i>Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</i>	Lecture recordings or lecture summaries for this module will not be made available to students due to the sensitive nature of topics under discussion by 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.												
Assessment Details⁴ 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.	<table><tr><th>Annual Assessment Component</th><th>Programme Learning Outcome (PLO) Assessed</th><th>CORU Standard of Proficiency Taught (SOP)</th><th>% of total</th></tr><tr><td>Written Assessment</td><td>PLO.1, PLO.2, PLO.3, PLO.4, PLO.5, PLO.6, PLO.7</td><td></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.	Annual Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU Standard of Proficiency Taught (SOP)	% of total	Written Assessment	PLO.1, PLO.2, PLO.3, PLO.4, PLO.5, PLO.6, PLO.7		100%	*Attendance Requirement Min 80% Attendance Pass / Fail			0%
Annual Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU Standard of Proficiency Taught (SOP)	% of total										
Written Assessment	PLO.1, PLO.2, PLO.3, PLO.4, PLO.5, PLO.6, PLO.7		100%										
*Attendance Requirement Min 80% Attendance Pass / Fail			0%										

⁴ <https://www.tcd.ie/academicpractice/resources/assessment/>

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>Programme Learning Outcome (PLO) Assessed</th><th>CORU standard of proficiency (SOP) Assessed</th><th>% of total</th></tr><tr><td>Repeat written assessment</td><td>PLO.1, PLO.2, PLO.3, PLO.4, PLO.5, PLO.6, PLO.7</td><td></td><td>100%</td></tr></table>	Supplemental Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU standard of proficiency (SOP) Assessed	% of total	Repeat written assessment	PLO.1, PLO.2, PLO.3, PLO.4, PLO.5, PLO.6, PLO.7		100%
Supplemental Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU standard of proficiency (SOP) Assessed	% of total						
Repeat written assessment	PLO.1, PLO.2, PLO.3, PLO.4, PLO.5, PLO.6, PLO.7		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	Generative Artificial Intelligence cannot be used as an aid to completion of the written 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: FINAL-BSS-Student-Handbook-2026_27.pdf Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates.
Indicative Reading List (approx. 4-5 titles)	Practice Handbook for Practitioners; definitions of child abuse and neglect. Crowley, L. and Joyce, M. (2023) Family law. Round Hall. Hamilton, C. (2011). Irish Social Work & Social Care Law. Kilkelly, U. 'Child Protection and the European Convention on Human Rights, Irish Journal of Family Law' (April 2000) 12-20. Paul Ward, The Child Care Act 1991, 3rd Edition, (Thomson Round Hall 2014)
Useful web-based content	www.childlawproject.ie; Child Care Reporting Project www.courts.ie Website of the Irish Courts Service www.bailli.org - Website of the British and Irish Legal Information
Relevant Journals	The Irish Journal of Family Law, Dublin: Sweet and Maxwell.
Module Pre-requisite	Not applicable
Module Co-requisite	Not applicable
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	Not applicable

3.3 SSU22101 Introduction to Child Protection (5 ECTS)

Module Code	SSU22101		
Module Name	Introduction to Child Protection		
ECTS credit weighting	5 ECTS		
Semester taught	Semester 1		
Module Lead	Sinead Tobin		
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 overall aim of this module is to impart foundational knowledge of key literature in the field of child protection and welfare to assist students in their preparation for day-to-day social work practice.		
	Module learning outcomes (LO) On successful completion of this module, students will be able to:	Relates to and Supports TCD Programme learning outcome (PLO)	CORU standard of proficiency Taught (SOP)
	LO1 Have an appreciation of the contemporary context of child protection work and how it is has been shaped by various historical and cultural influences (aligned to graduate attributes of thinking independently, acting responsibly and developing continuously)	1, 2, 4, 5, 7, 8, 10, 11	1.6, 1.18, 3.1, 5.8, 5.9, 5.18
	LO2 Be able to recognise, and better understand how to effectively respond, to the various forms of child abuse and neglect (aligned to graduate attributes of thinking independently, acting responsibly, communicating effectively and developing continuously)	1, 2, 4, 5, 6, 7, 8, 10, 11	3.1, 3.3, 3.4, 3.7, 3.10, 3.12, 3.14
	LO3 Have an enhanced understanding of impact of key life experiences and identify core social work skills required to effectively engage with children and their families (aligned to graduate attributes of thinking independently, communicating effectively and developing continuously)	1, 2, 4, 5, 6, 7, 8, 10, 11	3.1
	LO4 Have an enhanced understanding of the realities of the social work role in child protection including legal, ethical and resource boundaries and limitations (aligned to graduate attributes of thinking independently, acting responsibly and developing continuously)	2, 4, 7, 8, 9, 10, 11	1.1, 1.2, 1.13, 1.20, 3.7

Module Overview and Content	This module draws on Sinead’s extensive experience in frontline child protection work, and her continued role as Principal Social Worker with Tusla Child and Family Agency, adopting an applied focus and with strong emphasis on case-based learning. The module starts by introducing child protection and welfare social work, examining its purpose, values and role within contemporary services for children and families. To better understand the contemporary role, students will explore the historical development of child protection including key policy and practice influences. The module focuses on understanding, assessing and responding to the main forms of child maltreatment, including physical abuse, sexual abuse, emotional abuse and neglect. Students will also develop knowledge on the impact of abuse and gain an understanding of how core skills such as assessment, intervention and decision-making, are applied in child protection practice. In keeping with Ireland’s national practice approach to child protection, Signs of Safety (SofS), a key message of the module is the importance of relationship-based practice to effective child protection work. Some grounding principles of SofS are infused throughout the module, and specific attention is afforded to trauma-informed practice, Adverse Childhood Experiences (ACEs), and communication and engagement skills. At the end of the module, students will have a better understanding of key literature, core social work skills and values in the field, and crucially will have considered how best to apply these in child protection practice. Class 1: What is child protection and welfare social work? Class 2: Child protection in context: past, present and key influences Class 3: Children who have been physically abused- understanding, assessing and responding Class 4: Child Protection and Welfare Social Work in Practice- social work role and goal Class 5: Children who have been sexually abused- understanding, assessing and responding Class 6: Children who have been neglected and emotionally abused, understanding, assessing and responding Class 7: Engaging children and families: key approaches (trauma, ACES) and practice skills (communication and engagement)
Teaching and Learning Methods⁵	A range of teaching and learning methods will be utilised throughout the module to provide an interactive and engaging learning environment. Learning opportunities will be tailored to meet several learning styles including through traditional lecture-based content, class discussion and small group collaboration and production. To achieve class learning outcomes and better prepare students for completion of the summative assessment, students will be requested to complete some independent homework via Blackboard discussion, to further embed and consolidate in-class learning.

⁵ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

	While there is a formal summative assessment (details below) attached to the module, there will be opportunity for informal formative assessments during class discussion, wherein students will be given instant feedback.															
Recording of Lectures	Due to the heavy focus on case-based, discussion focused and inquiry learning within this module, lectures will not be recorded. 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 audio record part of lectures where case examples are not discussed, and delete data in line with college disability policy Reasonable Accommodation Policy Additionally, individual lecture summaries can be made available to any student on request.															
Assessment Details ⁶ 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.	<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 (2000 words) Students will choose from one of two assignment options: 1. Evidence-informed response to a child protection referral (details provided in-class) OR 2. Contemporary Child Protection and Welfare Social Work in Ireland (comprises of two parts- details provided in-class) </td><td>LO1, LO2, LO3,LO4</td><td>1.1, 1.2, 1.6, 1.13, 1.18, 1.20, 3.1, 3.3, 3.4, 3.7, 3.10, 3.12, 3.14, 5.8, 5.9, 5.18</td><td>100%</td></tr><tr><td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td></td><td></td><td>0%</td></tr></table>	Annual Assessment Component	LO Assessed	CORU standards of proficiency assessed (SOP)	% of total	Written assignment (2000 words) Students will choose from one of two assignment options: 1. Evidence-informed response to a child protection referral (details provided in-class) OR 2. Contemporary Child Protection and Welfare Social Work in Ireland (comprises of two parts- details provided in-class)	LO1, LO2, LO3,LO4	1.1, 1.2, 1.6, 1.13, 1.18, 1.20, 3.1, 3.3, 3.4, 3.7, 3.10, 3.12, 3.14, 5.8, 5.9, 5.18	100%	*Attendance Requirement Min 80% Attendance Pass / Fail			0%			
Annual Assessment Component	LO Assessed	CORU standards of proficiency assessed (SOP)	% of total													
Written assignment (2000 words) Students will choose from one of two assignment options: 1. Evidence-informed response to a child protection referral (details provided in-class) OR 2. Contemporary Child Protection and Welfare Social Work in Ireland (comprises of two parts- details provided in-class)	LO1, LO2, LO3,LO4	1.1, 1.2, 1.6, 1.13, 1.18, 1.20, 3.1, 3.3, 3.4, 3.7, 3.10, 3.12, 3.14, 5.8, 5.9, 5.18	100%													
*Attendance Requirement Min 80% Attendance Pass / Fail			0%													

⁶ <https://www.tcd.ie/academicpractice/resources/assessment/>

	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>Written assignment (2000 words)</td><td>LO1, LO2, LO3,LO4</td><td>1.1, 1.2, 1.6, 1.13, 1.18, 1.20, 3.1, 3.3, 3.4, 3.7, 3.10, 3.12, 3.14, 5.8, 5.9, 5.18</td><td>100%</td></tr><tr><td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td></td><td></td><td>0%</td></tr></table>	Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total	Written assignment (2000 words)	LO1, LO2, LO3,LO4	1.1, 1.2, 1.6, 1.13, 1.18, 1.20, 3.1, 3.3, 3.4, 3.7, 3.10, 3.12, 3.14, 5.8, 5.9, 5.18	100%	*Attendance Requirement Min 80% Attendance Pass / Fail			0%
Supplemental Assessment Component	LO Assessed	CORU standard of proficiency assessed	% of total										
Written assignment (2000 words)	LO1, LO2, LO3,LO4	1.1, 1.2, 1.6, 1.13, 1.18, 1.20, 3.1, 3.3, 3.4, 3.7, 3.10, 3.12, 3.14, 5.8, 5.9, 5.18	100%										
*Attendance Requirement Min 80% Attendance Pass / Fail			0%										
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	Use of GenAI by students in learning activities and assessment tasks is strictly in adherence to School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: FINAL-BSS-Student-Handbook-2026 27.pdf and aligned to the 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 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.
Indicative Reading List (approx. 4-5 titles)	This list is indicative only. Core reading for each week’s lecture will be available in Blackboard. Berrick, J. D., Gilbert, N., & Skivenes, M. (Eds.). (2023). Oxford handbook of child protection systems. Oxford University Press. Davies, L. and Duckett, N. (2016). <i>Proactive Child Protection and Social Work</i> (Transforming Social Work Practice Series), Learning Matters. Munro, E. (2019). Effective child protection. Oates, F. (2022) <i>Trauma Informed Support and Supervision for Child Protection Professionals: A Model For Those Working With Children Who Have Experienced Trauma, Abuse And Neglect And Their Families</i>, Routledge. Wilkins, Shemmings and Pascoe (2019). <i>Child Abuse: An Evidence Base for Confident Practice Paperback</i>, Open University Press.
Useful web-based content	Children Acts Advisory Board www.caab.ie HSE Library www.lenus.ie Department of Children and Youth Affairs www.dcyh.gov.ie With Scotland www.withscotland.org NSPCC www.nspcc.org.uk Research in Practice www.rip.org.uk ISPCAN www.ispcan.org Social Care Institute for Excellence www.scie.org.uk The Cochrane Collaboration www.cochrane.org TUSLA Child and Family Agency www.tusla.ie
Relevant Journals	Child Abuse Review Child Abuse and Neglect

	Child Maltreatment British Journal of Social Work
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.	The module includes guest lectures from social worker practitioners working in frontline child protection and welfare social work in Ireland.

3.4 SSU22070 Social Work Theory and Practice (10 ECTS)

Module Code	SSU22070
Module Name	Social Work Theory and Practice
ECTS credit weighting	10 ECTS
Semester taught	Year-Long (Semester 1 & 2)
Module Leads	Bernadette Casey, Ms Deirdre Jacob, St. James Medical Team
Module Coordinator	Dr SORCHA O'KEEFFE
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 solid grounding in the connection between social work theory, skills and practice. Students acquire a critical understanding of the concepts and frameworks that underpin a range of individual counselling theory and skills, theory and practice of working with children and families, community work theory and practice, and group work theory and practice. This includes how to incorporate theory in assessment, beginning the social work intervention, endings and communication skills. The module also has experiential learning components and offers students the opportunity to try out their skills and discuss scenarios and case examples based on real-world social work practice. In particular, social work theory, skills and practice are taught and understood across different practice contexts in order to ensure that insights gained are sufficiently diverse and malleable to reflect the varied nature of social work in practice. The idea is to challenge students to gain generalisable theoretical knowledge and skills and then learn to apply this in changing contexts that one might experience across a social work career. The module focusses firstly on principles of community work and community development so that students are challenged to go beyond individual case work approaches. Secondly, the ethics component of social work comes into focus so that students are challenged to apply theory and skills not just practically but within complex ethical parameters. Here theoretical underpinnings of ethical decision making and its application to social work practice are explored. Students are invited to consider the importance of values, context and self in ethical decision-making, with specific focus on key ethical issues in social work. Thirdly, students are challenged to apply their learning in a setting where they significantly encounter alternative theoretical and practical perspectives on service user issues, with the medical model taken as an example. Here students are introduced to the role of social work in an acute medical setting and are required to apply theory and skills here. Fourth and finally, students are challenged to apply theory and skills with respect to diverse geographic and cultural locations. Here social work and social development in other countries, and different models of social work (Western and non-Western) are the focus. Within this, students also reflect on the learning for Ireland from social development and social work as practised in other contexts. The question of how well 'universal' models of social programmes and social work travel across cultural difference will also be considered.

Case studies of issues affecting marginalised groups, variance in policies and systems with regard to protecting the equality and dignity of people across international settings will be critically considered. Across the module overall, students will draw into consideration social work theory, methods and skills, social policy and social research as relevant to the global and domestic context of social work.		
Module Learning Outcome (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU Standard of Proficiency Taught (SOP)
On successful completion of this section of the module, students should be able to:		
Critically understand the concepts and frameworks that underpin a range of individual counselling theory and skills, theory, and practice of working with children and families, community work theory and practice, and group work theory and practice	PLO.1 PLO.2 PLO.6	5.14
Be familiar with various models and approaches to community work and community development and their application in a community based social work context such as with relationship-based practice.	PLO.1 PLO.2 PLO.6	5.10
Use a decision-making framework and theory to support ethical decision making in the context of competing demands such as ethical conflicts and available resources.	PLO.3 PLO.9	1.20
Use core counselling skills (listening, using questions, demonstrating understanding, demonstrating empathy, summarizing and ending) to engage and communicate with individuals	PLO.5 PLO.6	
Have developed an understanding of the role of social work in a medical setting	PLO.6 PLO.7 PLO.8	1.7.1.11.1.12..1.13

	including the importance of maintaining accurate up to date documentation as a social worker and how to manage information and confidentiality including its limits.	PL0.10		
	Understand how to complete psycho-social assessments and care planning meetings including working in partnership with service users, their relatives/carers and guardians in the context of concepts of power and authority	PL0.6 PL0.7 PL0.8 PL0.10	2.12.3.1	
	Recognize service users as active participants in their health and social care and support them to communicate their needs and choices.	PL0.5 PL0.6	2.3	
	Have developed an understanding of the need to empower service users to manage their own wellbeing and provide advice on self-treatment where appropriate.	PL0.5 PL0.6	2.4	
	Understand how to manage risk such as communicating adverse events or near misses.	PL0.5 PL0.6	3.12	
	Understand current legislation and guidelines around informed consent for individuals with lack of capacity	PL0.5 PL0.6	1.17	
	Understand challenges facing marginalised populations globally towards improving cultural competence and promoting social inclusion	PL0.1 PL0.2	5.6	
	Critically comprehend social work theory, methods and skills, social policy and social research, as considered in a global context with respect to international social work.	PL0.1 PL0.2 PL0.3 PL0.4	5.2	

Module Overview and Content	This module provides students with an overview of transferable social work theory and skills in varied practice contexts. The module challenges students to apply transferable theory and skills in the context of ethical challenges; across varied geographical and cultural settings internationally; in specialised settings with a focus on the example of medical social work; and in community work as an alternative to individualised case work approaches. The module teaches students about ethical decision making and the use of ethics and values in social work. This includes how values impact decision-making and the ethical issues and dilemmas that can arise in social work practice. The complexity of decision-making in the organisational context and the need for good decision-making processes is explored. Assessment in social work and the link to social work theories and practice approaches as well as communication theories and skills in social work are taught. Students go beyond applying theory and skills to individual cases, to explore community work, community participation, models, approaches and principles of community work and issue-based community work. Students are then challenged to apply transferable social work theory and skills to contexts in which alternative theoretical and practical approaches, such as the medical model, may dominate. Students will do this through exploring the practical application of theory and skills in the context of medical social work with a focus on psychosocial assessment, care planning meetings, motivational interviewing and issues such as addiction, homelessness, domestic abuse, older people, oncology and sexual health and infectious diseases. Finally, students are challenged to develop transferable theory and skills to use across international social work contexts. Social work and social development in relation to selected marginalised groups in selected countries are taught. Social work and human rights, social work as both global and local, and social work and social reform are explored here.
Teaching and Learning Methods⁷	The teaching and learning format of the module includes a mix of learning methods. Lectures, class and small-group discussion, case study, experiential learning exercises, role play, and online work. Guest lecturers will contribute to the module to enrich learning and teach highly specialised content.
Recording of Lectures <i>Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</i>	Lecture recordings or lecture summaries for the Community Work section of this module will not be made available to students. Lecture recordings or lecture summaries for the Theory and Skills section of this module will not be made available to students. Lecture recordings or lecture summaries for the Health-Related Social Work section of 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

⁷ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

	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 Details⁸ 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	Programme Learning Outcome (PLO) Assessed	CORU Standard of Proficiency Taught (SOP)	% of total
	Semester 1: Essay based on a case study. Case Study will be provided in class, word limit 1,500.	PLO 1, PLO 2, PLO3, PLO 6,		50%
	Semester 2: A Project (50% value of overall module result) which takes the form of either a Community Area profile or a Community Project Profile.	PLO.1, PLO2,PLO.3,PL O.11		50%
	Attendance Requirement			0%
	Minimum 80% Attendance Pass / Fail			

⁸ <https://www.tcd.ie/academicpractice/resources/assessment/>

	Semester 1: Essay-based assignment (50% value of overall module result) Details of assignment to be provided in class. Semester 2: A Project (50% value of overall module result) which takes the form of either a Community Area profile or a Community Project Profile. Within this, students will have to provide information on the cultural, racial and ethnic profile of the community toward considering social inclusion. The student will need to demonstrate a decision-making framework and ethical theory in the context of limited available community resources. Students will consider the value of group work theory and practice for promoting community well-being. The project is conducted in groups of 2 or 3. It is designed to help you apply community work theory, and to develop key community work skills such as data gathering, analysis, networking and collaboration. Class discussion of project work will form part of the learning context. Further information will be made available on Blackboard. 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>Programme Learning Outcome (PLO) Assessed</th><th>CORU standard of proficiency (SOP) Assessed</th><th>% of total</th></tr><tr><td>Semester 1: Essay based on a case study. Case Study will be provided in class, word limit 1,500.</td><td>PLO 1, PLO 2, PLO3, PLO 6,</td><td></td><td>50%</td></tr><tr><td>Semester 2: A Project (50% value of overall module result) which takes the form of either a Community Area</td><td>PLO.1, PLO2, PLO.3,PLO.11</td><td></td><td>50%</td></tr></table>	Supplemental Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU standard of proficiency (SOP) Assessed	% of total	Semester 1: Essay based on a case study. Case Study will be provided in class, word limit 1,500.	PLO 1, PLO 2, PLO3, PLO 6,		50%	Semester 2: A Project (50% value of overall module result) which takes the form of either a Community Area	PLO.1, PLO2, PLO.3,PLO.11		50%
Supplemental Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU standard of proficiency (SOP) Assessed	% of total										
Semester 1: Essay based on a case study. Case Study will be provided in class, word limit 1,500.	PLO 1, PLO 2, PLO3, PLO 6,		50%										
Semester 2: A Project (50% value of overall module result) which takes the form of either a Community Area	PLO.1, PLO2, PLO.3,PLO.11		50%										

	profile or a Community Project Profile.			
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 procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in 3.8.7 of the 2026_27 BSS Student Handbook available via 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: FINAL-BSS-Student-Handbook-2026_27.pdf 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.			
Indicative Reading List (approx. 4-5 titles)	Teater, B (2020) <i>An Introduction to Applying Social Work Theories and Methods</i>. London: McGraw Hill/ Open University Press. Trevithick, P. (2012) <i>Social Work Skills: A Practice Handbook</i>. Maidenhead: McGraw Hill/ Open			

	University Press. Forde, C. and Lynch, L. (2015) <i>Social Work and Community Development</i>, Palgrave Macmillan Jackson, A & O' Doherty, C (2012) <i>Community Development in Ireland: Theory, Policy and Practice</i>. Gill and McMillan. Dublin. Twelvetrees, A. (2008) (4th Ed) <i>Community work</i>, Palgrave Macmillan. Mayo, M. (2009) (2nd Ed.) <i>Community Work</i> (Ch.11), In <i>Critical Practice in Social work</i> (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave, Basingstoke. Hawtin, M & Percy-Smith, J. (2007) (2nd Ed.) <i>Community Profiling: A practical guide</i>. Open University Press. Banks, S. (2012) <i>Ethics and Values in Social Work</i>. 4th Ed. Palgrave Macmillan. Beckett, C. and Maynard, A. (2012) <i>Values and Ethics in Social Work: An Introduction</i>. London: Sage. CORU (2019) <i>Social Workers Code of Professional Conduct and Ethics</i> https://coru.ie/files-codes-of-conduct/swrb-code-of-professional-conduct-and-ethics-for-social-workers.pdf Thompson, N. (2012) 5th Ed. <i>Anti-Discriminatory Practice</i>. UK . Palgrave Macmillan. Donnelly, S et al 'I'd prefer to stay at home but I don't have the choice' Meeting Older People's Preferences for Care: Policy but what about practice? https://www.ageaction.ie/sites/default/files/aa2c asi2c iasw final research report-a4-report lr for web 2.pdf Loughran, H. (2018) <i>Counselling Skills for Social Workers</i>, London: Routledge Material also notified within session presentations.
Useful web-based content	www.communityworkireland.ie Students may be directed to web resources from time to time. https://www.stjames.ie/services/scope/medicalsocwork/ https://www.hse.ie/eng/about/who/socialcare/safeguardingvulnerableadults/safeguardingvuladts.html https://www2.hse.ie/alcohol/ https://www.womensaid.ie/ https://hospicefoundation.ie/ Material also notified within session presentations.
Relevant Journals	Community Development Journal: https://academic.oup.com/cdj Students are referred to journal articles relating to specific issues during lectures. Two examples: <i>Community Development Journal</i> <i>International Social Work</i>.
Module Pre-requisite	
Module Co-requisite	

Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	
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3.5 SSU22151 Groupwork (5 ECTS)

Module Code	SSU22151		
Module Name	Groupwork		
ECTS credit weighting	5 ECTS		
Semester taught	Semester 1		
Module Coordinator/s	Dr Sorchá O’Keeffe		
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 provide an understanding of the role and function of Groupwork as an intervention in social work practice. This module will explore the role of groupwork in social work and demonstrate its effectiveness as a means of intervention in a variety of settings. The content of the module will provide students with an understanding of the influencing theory, knowledge and practice skills which are required for effective groupwork facilitation and practice. The module will promote the development of groupwork leadership and facilitator skills in the classroom setting and an appreciation of the role and potential of groupwork intervention within social work practice. The module will explore the role that group psychology, psychotherapy and counselling have played in our understanding of groupwork while demonstrating social work’s unique contribution to groupwork practice. Using in-class case studies, interactive exercises, role plays, and discussion, the module will provide a reflective space for students to develop their groupwork skills and explore their experiences of groupwork, along with considering their own roles in group settings. Students will be encouraged to think creatively about the way groupwork is facilitated while considering the benefits of the creation of a group in settings and agencies in which they have previously practiced.		
	Module Learning Outcome (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU Standard of Proficiency Taught (SOP)
	Know, understand and apply the key concepts of groupwork and groupwork facilitation for individuals, groups and communities, and demonstrate a critical understanding of the role of groupwork in effective social work practice	PLO 5 PLO6	2.10,5.1,5.2
	Demonstrate critical understanding of the theories, concepts and frameworks that underpin groupwork functions, dynamics and	PLO 1	5.14

	processes as they relate to social work practice		
	Critically understand the role and purpose of relationship-based practice in groupwork, including the importance of planning the ending of a group and withdrawal of service	PLO 7	5.10
	To be able to design, plan and operate a group in an identified setting or service.	PLO 2	5.1, 5.2, 5.3
Module Overview and Content	This module will explore the role of groupwork in social work practice, and will demonstrate its effectiveness as a means of intervention in a variety of settings. influencing theory, knowledge and practice skills that support and inform groupwork practice. Key areas of focus in this module include: • Groupwork as a method of intervention in social work practice and relevant settings • Groupwork theory and concepts including the stage models of groupwork development and practice • The central importance of group dynamics and their core components in shaping group processes • Planning, preparing, and implementing groupwork interventions within social work settings • Exploring the therapeutic potential of groupwork • Participant roles within groups and strategies to facilitate these roles effectively • The use of self in a group context and its impact on group processes • Developing leadership and facilitation skills specific to groupwork • Approaches to evaluating groupwork outcomes and effectiveness This classes within this module will have an emphasis on experiential learning. Through case studies, interactive exercises, role plays, and reflective discussions, students will have the opportunity to build their confidence and competence in groupwork facilitation. They will be encouraged to reflect critically on their own experiences within group settings and their own roles within groups. Students will also be challenged to think creatively about the design and delivery of groupwork in various contexts, including the settings and agencies in which they have previously practiced. The module aims to equip students with the necessary tools to plan, lead, and evaluate their own groupwork initiatives in future professional practice.		
Teaching and Learning Methods⁹	Classes for this module will be delivered in-person on-campus, using a blended approach that combines lectures with interactive and participatory teaching methods. Sessions will include group and class discussions, analysis of case studies, role plays, and structured groupwork activities. This practice-based approach is designed to deepen students' understanding of groupwork theory, key concepts, and facilitation skills. By applying theoretical knowledge in practical, collaborative		

⁹ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

	settings, students will enhance their ability to use groupwork as an effective intervention in social work practice. The module places strong emphasis on peer-led learning, encouraging students to reflect on their own experiences of groupwork and 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 group-based assessments through dedicated class time for project planning, group discussions, and collaborative work. Ongoing support will be available to ensure that all students are well-equipped to succeed in both the theoretical and practical aspects of the module.															
Recording of Lectures <i>Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</i>	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.															
Assessment Details¹⁰ 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.	<table><tr><th>Annual Assessment Component</th><th>Programme Learning Outcome (PLO) Assessed</th><th>CORU Standard of Proficiency Taught (SOP)</th><th>% of total</th></tr><tr><td>Group Presentation In teams, students will be asked to devise, design and operate a hypothetical group on behalf of an agency, community or a particular population. Students will present their project in teams in the final class of the module, and will participate in a Q&A regarding their contribution at the end of the presentation.</td><td>PLO 2 PLO 3 PLO 5</td><td>5.1, 5.2, 5.3</td><td>100%</td></tr><tr><td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td></td><td></td><td>0%</td></tr></table>				Annual Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU Standard of Proficiency Taught (SOP)	% of total	Group Presentation In teams, students will be asked to devise, design and operate a hypothetical group on behalf of an agency, community or a particular population. Students will present their project in teams in the final class of the module, and will participate in a Q&A regarding their contribution at the end of the presentation.	PLO 2 PLO 3 PLO 5	5.1, 5.2, 5.3	100%	*Attendance Requirement Min 80% Attendance Pass / Fail			0%
Annual Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU Standard of Proficiency Taught (SOP)	% of total													
Group Presentation In teams, students will be asked to devise, design and operate a hypothetical group on behalf of an agency, community or a particular population. Students will present their project in teams in the final class of the module, and will participate in a Q&A regarding their contribution at the end of the presentation.	PLO 2 PLO 3 PLO 5	5.1, 5.2, 5.3	100%													
*Attendance Requirement Min 80% Attendance Pass / Fail			0%													

¹⁰ <https://www.tcd.ie/academicpractice/resources/assessment/>

	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>Programme Learning Outcome (PLO) Assessed</th><th>CORU standard of proficiency (SOP) Assessed</th><th>% of total</th></tr><tr><td>Students unable to attend the Group Presentation at annual session must follow normal School protocols in order to seek an extension. Those who fail at their 1st attempt or who are given permission to defer assessment to the re-assessment session will be asked to submit a 2- 3-minute voice-recording of their contribution to the group project within the timeframe provided while also submitting their presentation notes to Blackboard.</td><td>PLO 2, 3, 5</td><td>5.1, 5.2, 5.3</td><td>100%</td></tr></table>	Supplemental Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU standard of proficiency (SOP) Assessed	% of total	Students unable to attend the Group Presentation at annual session must follow normal School protocols in order to seek an extension. Those who fail at their 1 st attempt or who are given permission to defer assessment to the re-assessment session will be asked to submit a 2- 3-minute voice-recording of their contribution to the group project within the timeframe provided while also submitting their presentation notes to Blackboard.	PLO 2, 3, 5	5.1, 5.2, 5.3	100%
Supplemental Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU standard of proficiency (SOP) Assessed	% of total						
Students unable to attend the Group Presentation at annual session must follow normal School protocols in order to seek an extension. Those who fail at their 1 st attempt or who are given permission to defer assessment to the re-assessment session will be asked to submit a 2- 3-minute voice-recording of their contribution to the group project within the timeframe provided while also submitting their presentation notes to Blackboard.	PLO 2, 3, 5	5.1, 5.2, 5.3	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 For logistical reasons it is not possible to grant an extension to any student for the 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 recorded presentation to the facilitator of their contribution to								

	the group project and presentation. In this case the submission date will be confirmed by the lecturer 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	• 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 student groups 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. • 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. • Any use of GenAI within the project must be discussed and agreed upon by the group during the dedicated class time allocated for assignment preparation. Groups should critically evaluate any outputs generated by AI and ensure that all information included in the project is accurate, relevant, and appropriately evidenced. • GenAI may also be used to support the design and presentation of project materials, including presentation slides and any accompanying documentation, such as leaflets, flyers, questionnaires, or other supporting resources. • As part of the assessment, students are required to include a slide within their presentation outlining how GenAI was used in the project. This should include examples of prompts used, an explanation of the rationale behind their prompting and search strategy, and a brief discussion of how AI-generated outputs informed the development of the project. Students will also be expected to reflect on key learning gained through engagement with these tools.

	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: FINAL-BSS-Student-Handbook-2026_27.pdf 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. • 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 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.
Indicative Reading List (approx. 4-5 titles)	Yalom, D.I and Lescsz, M. (2005) <i>The Theory and Practice of Group Psychotherapy</i> New York: BasicBooks. Stock Whitaker, D. (1985) <i>Using Groups to Help People</i> London; Boston: Routledge & Kegan Paul. Doel, M. (2005) <i>Using Groupwork</i>, London: Routledge. Toseland, W. R. & Ravas, F. R. (2017) <i>An Introduction to Group Work Practice</i>, 8th ed. Harlow, Essex: Pearson.
Useful web-based content	To be provided in class.
Relevant Journals	Groupwork. Whiting & Birch

	Social Work with Groups. Routledge, Taylor& Francis Group. British Journal of Social Work. Oxford University Press International Social Work. Sage Journals.
Module Pre-requisite	
Module Co-requisite	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	

3.6 SSU22232 Psychology for Social Workers (10 ECTS)

Module Code	SSU22232		
Module Name	Psychology for Social Workers		
ECTS credit weighting	10 ECTS		
Semester taught	Semester 2		
Module Coordinator/s	Aoife Shannon		
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 will build on the range of theories students have been introduced to in the Junior Freshman year, with a focus on the application of these theories to social work practice with children, young people, and adults. Students will be encouraged to engage critically and reflexively with a range of psychological and sociological perspectives on human development and attachment relationships over the life course. There will be an opportunity to integrate theory with observation and students will practice observation skills. Students will be encouraged to critically reflect on their own characteristics and values to improve practice. A critical understanding of psychology, human growth and development, sociology, health and other subject matter will be formed.		
	Module Learning Outcome (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU Standard of Proficiency Taught (SOP)
	Demonstrate understanding of different theoretical approaches to human development and attachment Relationships	PLO1,PLO6	1.2,3.1,3.2
	Demonstrate ability to link attachment and human development theory to practice by using these theories when assessing service users difficulties and strengths. know when to refer to different professionals within the limits of their practice.	PLO6,PLO8	1.2,3.1,3.2
	Be able to describe the evolving needs of children, young	PLO6, PLO10	1.5

	people, and adults over the life course including how to respect their rights, dignity, and autonomy		
	Have a conceptual framework within which they can begin to identify common developmental, emotional, behavioural, and mental health difficulties in children, young people, and adults.	PLO6, PLO1, PLO10	3.4
	Have begun to develop a critical understanding of how their own characteristics, values, and personal, professional, and cultural contexts influence their understanding of theory and practice in this area.	PLO4, PLO10	2.6,5.3,5.13
	Be able to recognize the importance of practicing in a non- discriminatory and culturally sensitive way including respect for difference in work with individuals and groups.	PLO10	1.9
Module Overview and Content	This module will build on the range of theories students have been introduced to in the Junior Freshman year, with a focus on the application of these theories to social work practice with children, young people, and adults. Students will be encouraged to engage critically and reflexively with a range of psychological and sociological perspectives on human development and attachment relationships over the life course. There will be an opportunity to integrate theory with observation. Students will be encouraged to critically reflect on their own characteristics and values to improve practice. A critical understanding of psychology, human growth and development, sociology, health and other subject matters will be formed.		
Teaching and Learning Methods¹¹	Teaching strategies Multiple modes of teaching and learning which will be employed – include lectures, case studies and class discussions. Assessment design Observation Study 70%. Blackboard Discussion Post 15%		

¹¹ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

	Blackboard Discussion Post 15%																			
Recording of Lectures <i>Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</i>	Lecture recordings or lecture summaries 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. ‘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 Details¹² 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.	<table><tr><th>Annual Assessment Component</th><th>Programme Learning Outcome (PLO) Assessed</th><th>CORU Standard of Proficiency Taught (SOP)</th><th>% of total</th></tr><tr><td>Observation Study</td><td rowspan="3">PLO.1,PLO.2,PLO.3,PLO.4,PLO.5,PLO.6</td><td rowspan="3"></td><td>70%</td></tr><tr><td>Blackboard Discussion Post</td><td>15 %</td></tr><tr><td>Blackboard Discussion Post</td><td>15%</td></tr><tr><td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td></td><td></td><td>0%</td></tr></table>	Annual Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU Standard of Proficiency Taught (SOP)	% of total	Observation Study	PLO.1,PLO.2,PLO.3,PLO.4,PLO.5,PLO.6		70%	Blackboard Discussion Post	15 %	Blackboard Discussion Post	15%	*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.		
Annual Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU Standard of Proficiency Taught (SOP)	% of total																	
Observation Study	PLO.1,PLO.2,PLO.3,PLO.4,PLO.5,PLO.6		70%																	
Blackboard Discussion Post			15 %																	
Blackboard Discussion Post			15%																	
*Attendance Requirement Min 80% Attendance Pass / Fail			0%																	

¹² <https://www.tcd.ie/academicpractice/resources/assessment/>

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>Programme Learning Outcome (PLO) Assessed</th><th>CORU standard of proficiency (SOP) Assessed</th><th>% of total</th></tr><tr><td>Observation Study.</td><td>PLO.1,PLO.2,PLO.3,PLO.4,PLO.5,PLO.6</td><td></td><td>100%</td></tr></table>	Supplemental Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU standard of proficiency (SOP) Assessed	% of total	Observation Study.	PLO.1,PLO.2,PLO.3,PLO.4,PLO.5,PLO.6		100%
Supplemental Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU standard of proficiency (SOP) Assessed	% of total						
Observation Study.	PLO.1,PLO.2,PLO.3,PLO.4,PLO.5,PLO.6		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	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: FINAL-BSS-Student-Handbook-2026_27.pdf								

	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.
Indicative Reading List (approx. 4-5 titles)	Beckett, C., & Taylor, H. (2016). <i>Human Growth and Development</i>. London: Sage Publications. Crawford, K. & Walker, J. (2017). <i>Social Work and Human Development</i>. London: Sage Publications. O'Brien, E. Z. (2015). <i>Psychology for Social Work: A Comprehensive Guide to Human Growth and Development</i>. Basingstoke: Palgrave Macmillan. Additional readings and resources will be provided on the module Blackboard page.
Useful web-based content	Beyond Blue (2017). Building Resilience in Children aged 0-12: A Practice Guide for Professionals. Retrieved from: https://www.beyondblue.org.au/who-does-it-affect/children/building-resilience-in-children-aged-0-12 Centre on the Developing Child, Harvard University: https://developingchild.harvard.edu/ Childhood Adversity and Lifetime Resilience Project: https://www.torch.ox.ac.uk/childhood-adversity-and-lifetime-resilience Harvard Study of Adult Development: www.adultdevelopmentstudy.org Institute for Research and Innovation in Social Services (IRISS) (2011). Attachment-informed Practice with Looked After Children and Young People. Glasgow: IRISS. Retrieved from: http://www.iriss.org.uk/node/1397 Talking and Listening to Children (website): www.talkingandlisteningtochildren.co.uk The Irish Longitudinal Study on Ageing (TILDA): www.tilda.tcd.ie WHO (2012). Early Childhood Development and Disability: A discussion paper. Retrieved from: www.who.int/disabilities/publications/other/ECDD_final_word.doc
Relevant Journals	Child & Family Social Work Families in Society Child Care in Practice Youth & Society Children and Youth Services Review.
Module Pre-requisite	
Module Co-requisite	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	

3.7 SSU22291 Social Policy in Action (10 ECTS)

Module Code	SSU22291
Module Name	Introduction to Social Policy In Action
ECTS credit weighting	10 ECTS
Semester taught	Senior Fresh, Semester 1, 2026 / 2027
Module Coordinator/s	Dr Carla Petautschnig
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	On successful completion of this module, students should be able to: 1. Explain the key components, actors and stages involved in the policy-making process. 2. Apply key analytical models and frameworks to the analysis of the policy-making process. 3. Assess how adequately frameworks offered within policy science capture social policy action. 4. Analyse and compare how the policy-making process unfolds in specific policy case studies. 5. Independently analyse specific policy initiatives to identify key aspects and approaches involved in policymaking. 6. Use the conventions of essay writing to analyse models and stages of policy making illustrated with reference to applied policy examples.
Module Content	This module aims to give students insight into basic frameworks and models for systematically analysing the policy-making process, which they will then apply to specific policy issues through a group project and an individual essay. This module looks at social policy <i>in action</i> and considers how it is devised and implemented, asking: How do issues come onto the agenda? Who are key policy actors? How do principles and ideologies that students learned in the first semester feature in policy responses? What are the key national and supra-national institutions framing policy, and how is policy reviewed and evaluated? To address these questions, the module uses specific Irish and international case studies to illustrate and analyse concepts, frameworks and models. This module will equip students for deeper exploration of further specific policy issues and debates as they progress in their study of social policy.

Teaching and Learning Methods¹³	The module is delivered through two lecture hours per week. Students are expected to engage in advance with the materials assigned for each lecture/topic and participate in class discussions. Materials and recommended readings are provided to expand on topics of interest after each class. Assignment preparation requires students to conduct independent research and source relevant publications. Alongside, weekly lectures, students will participate in a one-hour Tutorials where they will discuss and think with the reading materials. During tutorial students will come together in a group project to analyse a policy initiative through frameworks introduced in the module. Students will present their analysis in the tutorial classroom prompting peer discussion and learning. This work will be assessed for 20% of assessment of the module. For this module, the guidelines for student inputs are as follows - these represent the advised number of hours that students are expected to invest: - Class (lecture & tutorial) attendance and participation: 32 hours - Time spent reviewing instructional material (notes & assigned readings): 30 hours - Time spent on further recommended reading: 60 hours - Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 60 hours - Researching current social policy issues to inform class presentation and written assessment: 40 hours - Drafting and finalising writing of semester long project for written assessment: 50 hours TOTAL: 272 hours
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¹³ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

Assessment Details¹⁴ Please include the following: • Assessment Component • Assessment description • 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.				
	Assessment Component	Assessment Description	LO Addressed	% of total
	Group project and presentation on analysis of policy initiative. <i>Due Date: 20.10.2026</i> (All groups submit and upload their PowerPoint presentation). <i>Group presentations will start in Week 8</i> (Tutorials) and run for 3/4 weeks, depending on the number of groups.	Students will come together in tutorials to undertake a group project analysing a policy initiative through frameworks introduced in the module. Students will present their analysis in the classroom prompting peer discussion and learning.	1, 2, 4, 5	20%
	End of term Essay <i>Due Date: Week 15 Tuesday 08.12.26 @ 12 Noon</i>	2,500-word Policy Analysis Essay (excluding references)	1, 2, 3, 4, 5, 6	80%
Re-Assessment Details				
	Assessment Component	Assessment Description	LO Addressed	% of total
	Individual Presentation / video to be submitted.	Individual Presentation / video to be submitted.	1, 2, 3, 5	20%
	Essay	3,000-word essay	1, 2, 3, 4, 6	80%
Indicative Reading List (approx. 4-5 titles)	• Boaz, H. Davies, A. Fraser, and S. Nutley (2019) <i>What Works Now? Evidence-Informed Policy and Practice</i>. Bristol: Policy Press. • Considine, M., and Dukelow, F., (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2nd Edition. Bristol: Policy Press.			

¹⁴ <https://www.tcd.ie/academicpractice/resources/assessment/>

	• Dean, H. (2012) <i>Social Policy</i> (2nd Edition). Cambridge: Polity. • Dwyer, P., and Shaw, S. (2014) <i>An Introduction to Social Policy</i>. London: Sage. • Howlett, M. and Ramesh, M. (2003) <i>Studying Public Policy. Policy Cycles and Policy Subsystems</i> (2nd Edition). Oxford University Press. • Kennedy, P. (2013) <i>Key Themes in Social Policy</i>. London: Routledge.
Module Pre-requisite	None
Module Co-requisite	None
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	No

3.8 SSU22112 Senior Freshman Placement (15 ECTS)

Module Code	SSU22112		
Module Name	Senior Freshman Placement - Preparation for Practice		
ECTS credit weighting	15 ECTS		
Semester taught	Year-Long (Semester 1&2)		
Module Coordinator/s	Dr Erna O'Connor		
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 aims to resource students to achieve optimal learning from practice experience aligned to the CORU Domains of Proficiency. Particular emphasis is placed on the integration of knowledge, skills and values in practice and on reflective learning from practice experience. The module which includes teaching inputs from service users and providers, aims to foster collaborative practice and capacity to engage in teamwork and wider partnerships in delivering community-based services. It builds on the JF SSU11072 module and volunteering experience and provides a foundation for placement-related modules in the JS and SS years.		
	Module Learning Outcome (LO)	Relates to and Supports TCD Programme learning outcome (PLO)	CORU Standard of Proficiency Taught (SOP)
	Explore and identify learning styles and learning needs	PLO.7, PLO.11	5.4,5.13,5.26
	Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement	PLO.4, PLO.8	All
	Understand social work from the perspectives of service users and carers	PLO.6, PLO.10	1.3, 1.5, 2.3, 2.4, 2.12, 2.15, 5.5, 5.7
	Understand issues and approaches in a range of practice learning settings including trauma-informed and poverty- aware practice	PLO.1, PLO.2, PLO.10	2.3, 5.1, 5.5, 5.7
	Work collaboratively with service users and service providers	PLO.4, PLO.5, PLO.6	2.3, 2.4, 2.12, 5.12
	Utilize practice learning resources and supports	PLO.7, PLO.11	5.26
	Develop capacity to proactively engage in professional supervision to	PLO.7, PLO.8	3.9, 4.1,4.3, 4.4, 4.5, 5.4, 5.13, 5.26

	enable practice-based learning and maximise overall placement experience		
	Undertake a Practice Project	PLO.3, PLO.6, PLO.7, PLO.11	3.1, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.8, 5.9, 5.23, 5.26
Module Overview and Content	This module introduces students to placement in a community setting, where they begin to apply classroom learning in real-world settings. This placement is designed to foster a person-centred and collaborative approach to practice. It will help students understand how professional knowledge, skills, and values come together in practice, and support their development as reflective and ethical practitioners. Students explore key concepts such as reflective practice, reflexivity, and learning styles to help them identify how they learn best and how to optimize their placement experience. They are introduced to the international definition of social work and the professional standards that guide social work practice in Ireland, including the CORU Standards of Proficiency. These frameworks underpin both the learning and assessment processes on placement. The module includes presentations from service users, carers, and professionals working in a variety of community settings. Students also learn how to use supervision effectively to support their learning and professional development. A range of practical learning tools—such as reflective journals, process recordings, and critical incident analysis—are introduced to help students document and reflect on their experiences. Special attention is given to trauma-informed and poverty-aware approaches, which are essential for working sensitively and effectively with individuals and communities. The module concludes with guidance on assessment of learning on placement and on the Practice Project. • Topic 1 : Introduction to the aims and structure of the SF placement, and the processes underpinning practice learning including learning styles and reflective practice. • Topic 2 : Overview of the IFSW Definition of Social Work and CORU SWRB Domains of Proficiency as benchmarks for learning and assessment on placement. Introducing the Learning Agreement. • Topic 3 : Presentations by representatives from practice learning settings. • Topic 4 Introduction to professional Supervision. • Topic 5: Practice Learning Resources (e.g. Process Recording, Learning Logs, Critical Incidents, Reflective Journals and Direct Observation)		

	• Topic 6 : Collaborative Practice: Poverty Aware Practice • Topic 7 : Collaborative Practice: Trauma Informed Practice • Topic 8 : : Assessment on Placement & the Practice Project.
Teaching and Learning Methods¹⁵	This module integrates a range of teaching and learning approaches designed to support students in achieving learning outcomes in preparation for their first placement. Strategies include in-person lectures, presentations from practitioners and service users, group work, reflective exercises, and class presentations. These approaches are selected to promote active engagement, critical thinking, collaborative practice and the integration of theory with practice. Lectures provide foundational knowledge and introduce key frameworks such as the CORU Standards of Proficiency and the IFSW definition of social work. Presentations from professionals and service users offer real-world perspectives that help students understand the diversity of practice settings and the importance of collaborative, person-centred and trauma-informed work. Group work and reflective exercises encourage students to explore their learning styles, engage in peer learning, and begin developing reflective practice skills. These activities support the development of self-awareness and the ability to critically evaluate their approach to practice—key competencies for social work. Class presentations and discussions help students articulate their understanding of practice concepts and prepare for the Practice Project, which is a core assessment component. The use of varied learning tools (e.g. process recordings, learning logs, critical incident analysis) ensures that students can engage with content in multiple ways, supporting different learning preferences and promoting inclusivity. These strategies are well-aligned with the module’s in-person delivery and the balance of contact and independent study hours. They are designed to scaffold students’ learning across the academic year and ensure they are well-prepared to engage meaningfully with their placement experience and demonstrate their learning through assessment. Assessment in this module is designed to support and evaluate students’ learning across both academic and practice-based components. It includes two key elements: performance on placement and completion of a Practice Project. Both are assessed on a pass/fail basis and must be successfully completed to pass the module overall. The placement performance assesses students’ ability to apply professional knowledge, skills, and values in real-world settings. It is informed by the CORU Standards of Proficiency and evaluates students’ direct practice with service users and carers, teamwork, engagement with supervision, and their capacity for ethical and reflective practice. This component supports learning outcomes related to professional development, communication, and collaborative practice. The Practice Project provides students with an opportunity to critically reflect on their placement experience, demonstrate integration of theory and practice, and articulate their learning in relation to the CORU domains. It encourages students to engage with reflective tools, analyse their work using relevant frameworks, and identify areas for future development. This supports learning outcomes related to reflective practice, supervision, and professional accountability.

¹⁵ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

	The assessment methods are aligned with the module’s teaching strategies, which include lectures, practitioner inputs, group work, student presentations and reflective exercises. These strategies prepare students to engage meaningfully with their placement and to complete the Practice Project with insight and rigour. The pass/fail format ensures that students focus on learning and development rather than numerical grading, while the attendance requirement reinforces the importance of consistent engagement. Together, these assessments ensure that students are supported in achieving the module learning outcomes and progressing with their professional development.																
Recording of Lectures <i>Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</i>	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. 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 in consultation with the lecturer.																
Assessment Details¹⁶ 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.	<table><tr><th>Annual Assessment Component</th><th>Programme Learning Outcome (PLO) Assessed</th><th>CORU Standard of Proficiency Taught (SOP)</th><th>% of total</th></tr><tr><td>Senior Fresh Placement Performance</td><td>PLO.4, PLO.6, PLO.8, PLO.9, PLO.10</td><td>SOPs: 1.1–1.21, 2.1–2.15, 3.1–3.14, 4.1–4.6, 5.1–5.27</td><td>Pass/Fail</td></tr><tr><td>Senior Fresh Practice Project</td><td>PLO.1, PLO.2, PLO.3, PLO.5, PLO.6, PLO.7, PLO.11</td><td>SOPs: 3.1, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.8, 5.9, 5.23, 5.26</td><td>Pass/Fail</td></tr><tr><td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td>PLO.8</td><td>SOP: 1.21</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.	Annual Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU Standard of Proficiency Taught (SOP)	% of total	Senior Fresh Placement Performance	PLO.4, PLO.6, PLO.8, PLO.9, PLO.10	SOPs: 1.1–1.21, 2.1–2.15, 3.1–3.14, 4.1–4.6, 5.1–5.27	Pass/Fail	Senior Fresh Practice Project	PLO.1, PLO.2, PLO.3, PLO.5, PLO.6, PLO.7, PLO.11	SOPs: 3.1, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.8, 5.9, 5.23, 5.26	Pass/Fail	*Attendance Requirement Min 80% Attendance Pass / Fail	PLO.8	SOP: 1.21	0%
Annual Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU Standard of Proficiency Taught (SOP)	% of total														
Senior Fresh Placement Performance	PLO.4, PLO.6, PLO.8, PLO.9, PLO.10	SOPs: 1.1–1.21, 2.1–2.15, 3.1–3.14, 4.1–4.6, 5.1–5.27	Pass/Fail														
Senior Fresh Practice Project	PLO.1, PLO.2, PLO.3, PLO.5, PLO.6, PLO.7, PLO.11	SOPs: 3.1, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.8, 5.9, 5.23, 5.26	Pass/Fail														
*Attendance Requirement Min 80% Attendance Pass / Fail	PLO.8	SOP: 1.21	0%														

¹⁶ <https://www.tcd.ie/academicpractice/resources/assessment/>

Re-Assessment Details	Students who meet the attendance requirements but achieve a fail mark in any assessed component of this module will be reassessed as follows:			
	Supplemental Assessment Component	Programme Learning Outcome (PLO) Assessed	CORU standard of proficiency (SOP) Assessed	% of total
	Senior Fresh Placement Performance	PLO.4, PLO.6, PLO.8, PLO.9, PLO.10	SOPs: 1.1–1.21, 2.1–2.15, 3.1–3.14, 4.1–4.6, 5.1–5.27	Pass/Fail
	Senior Fresh Practice Project	PLO.1, PLO.2, PLO.3, PLO.5, PLO.6, PLO.7, PLO.11	SOPs: 3.1, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.8, 5.9, 5.23, 5.26	Pass/Fail
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	• 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. • 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 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 • No placement-related information including service-user information should be uploaded to AI chatbots or platforms. <u>College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research</u> 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: FINAL-BSS-Student-Handbook-2026_27.pdf 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.
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 <i>Social Work Education</i> • Doel, M. & Shardlow, S.M. (2017) <i>Modern Social Work Practice : teaching and learning in practice settings</i>. Aldershot: Ashgate

	- Gould, N. & Taylor, I. (Eds) (2017) <i>Reflective Learning for Social Work</i>. Aldershot: Arena . - Thompson, N. (2024) <i>Understanding Social Work: Preparing For Practice</i>. London: Palgrave. - Wilson, K, Ruch G, Lymbery M, Cooper A. (2008) Relationship- based and reflective approaches for contemporary social work practice in Wilson, K, Ruch G, Lymbery M, Cooper A. (eds) <i>Social Work An introduction to contemporary practice</i> London: Pearson.
Useful web-based content	IFSW Global Definition of Social Work https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/ CORU SWRB Standards of Proficiency for Social Workers https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf
Relevant Journals	Practice <i>Social Work in Action</i> Journal of Social Work Practice Social Work Education
Module Pre-requisite	
Module Co-requisite	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	No

Section 4: Module Links to School outside of Social Work and Social Policy

Below are modules taken by BSS Senior Freshman students outside of the School of Social Work and Social Policy. For information on the module outlines listed below, the links below will take you to that school's website.

4.1 School of Sociology

Module	Link
SOU22011 Introduction to Social Research 1 (5 ECTS)	SOU22011 Introduction-to-Social-Research-1 2627-(1).pdf
SOU22012 Introduction to Social Research 2 (5 ECTS)	SOU22012-Introduction-to-Social-Research-2-2627.pdf