School of Social Work & Social Policy

Master in Social Work / Postgraduate Diploma in Social Work

Year One & Year Two Module Outlines and Module Leads

2026-2027

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Year One Module Outlines

SS7012: Social Work Theory For Practice (10 ECTS)

Module aims	This module aims to address theories that inform and guide social work practice. While the emphasis of this module is on work with individuals, the theories and approaches covered can also be applied to couples, families and groups across a range of practice contexts.
Module learning Outcomes	After completing this module, students will be able to: LO1: Critically understand a range of core concepts and frameworks underpinning social work theory and practice approaches in working with individuals, groups and communities. (SoPs: 5.1; 5.2; 5.3; 5.14) LO2: Be able to identify and apply social work theory and research evidence to all aspects of the professional decision-making process with due regard for the best interest of the client. (SoPs: 1.1; 1.3; 1.20; 3.2, 3.4; 3.6; 5.22) LO3: Demonstrate a level of self-awareness and appreciation of the role of critical reflection in relation to their social work practice. (SoPs 1.9; 2.15; 4.3; 4.4; 5.11; 5.13) LO4: Identify and discuss key social issues and concepts related to macro social work practice. (SoPs: 1.20; 5.24) LO5: Demonstrate an understanding and ability to adapt communication styles to working with individuals, families and groups. (SoPs 2.1; 2.2; 2.3; 2.9; 2.11) LO6: Demonstrate a critical understanding of the value of maintaining positive relationships with service users and colleagues in carrying out the social work role. (SoPs: 2.12; 2.13; 2.15; 5.10; 5.11; 5.12) LO7: Present and write in English at a standard equivalent to C1 on the Common European Framework of Reference for Languages. [SoP: 5.27] LO8: Recognise risk factors and work collaboratively with service users to promote their safety and well-being taking into account cultural and broader societal factors. (SoPs: 3: 10, 5.6; 5.18)

	LO9: Develop a basic understanding and appreciation for the skills required in teaching and learning, mentoring and supervision. (SoP: 5.26) LO10: Be able to reflect on and evaluate the use of interventions and adapt approaches accordingly taking into account the individual needs and response of the service user(s) (SoP: 3.8) LO11: Understand the limits to confidentiality in professional social work practice and demonstrate an awareness of the process involved in gaining informed consent. (SoP: 1.12)
Module Content	This module addresses the following areas: 1.1) Introduction to Social Work 1.2) Introduction to Reflective Practice & Use of Self in Social Work 1.3) Social Work & Counselling Practice Approaches 1.4) Groupwork 1.5) Community Development & Macro Social Work Practice
Teaching and learning format	This module is taught using a range of approaches and methodologies. In class and online lectures, small group workshops, role plays, reflective exercises, and a fieldtrip are integrated into teaching across this module.
Standards of proficiency <u>taught</u> within this module	1.1; 1.2; 1.3; 1.5; 1.6; 1.8; 1.9; 1.12; 1.18; 1.20 2.1; 2.2; 2.3; 2.4; 2.9; 2.11; 2.12; 2.13; 2.15 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.12 4.1; 4.3; 4.4; 4.5 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; 5.10; 5.11; 5.12; 5.13; 5.14; 5.15; 5.17; 5.18; 5.19; 5.22; 5.23; 5.24; 5.26; 5.27
Standards of proficiency <u>assessed</u> within this module	1.1; 1.3; 1.9; 1.12; 1.20 2.1; 2.2; 2.3; 2.9; 2.12; 2.13; 2.15 3.2; 3.4; 3.6; 3.8; 3.10 4.3; 4.4 5.1; 5.2; 5.3; 5.6; 5.10; 5.11; 5.12; 5.13; 5.14; 5.18; 5.22; 5.24; 5.26; 5.27
Assessment	This module has 5 assessment components: A. Written Assignment (LO1, LO6) [Weighting 25%]

	B. Written Assignment & Recorded Role-Play (LO1, LO2, LO3, LO5, LO7, LO8, L10, LO11) [Weighting 25%] C. Group Role-Play Project (LO2, LO3, LO5, LO6, LO7, LO9, LO11) [Weighting 15%] D. Individual Reflective Written Assignment (LO3) [Weighting 10%] E. Placement Based Written Assignment (LO4) [Weighting 25%] Students must attempt and pass all components of assessment to pass the module overall.
Re-assessment	Students will be reassessed via written assignment (and recorded role play in the case of components B & C).

	1.1) Introduction to Social Work Dr Susan Flynn
Aims	Students are provided with an overview of the essential nature of social work and the characteristics which distinguish it from other caring professions. Students will explore contemporary social work in its many forms, and the influence of historical developments within the profession on current practice in Ireland and elsewhere. Students are introduced to the variety of social work roles, and the nature of social work process as well as a focus on relationship-based practice.
Content	- The nature of social work. - Social work values, ethics and principles: an introductory overview. - Social work process: an introductory overview. - The social work profession in Ireland: issues in current practice (including registration and regulation). - The essential nature of social work and its relationship to other caring professions. - Introduction to the knowledge and skills base of the social work profession. - Core concepts and theory underpinning relationship-based social work - Introduction to key theories of social work practice - An introduction to the skills of reflexivity, reflection and critical thinking in social work practice
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings will not be made available to students however some lecture summaries will be provided for this module. Lecture summaries are intended as a learning aid and do not replace the requirement for in-person attendance at lectures and tutorials, all students are expected to attend to meet the minimum 80% attendance requirements to pass the module. **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures**.**
Assessment Information	Exam (LO1, LO6)
Indicative bibliography	Lishman, J., Yuill, C., Brannan, J., & Gibson, A. (eds) (2020). *Social Work: An Introduction (2nd ed.).* London: Sage. Davies, M. (2013). *Blackwell Companion to Social Work*. John Wiley & Sons, Incorporated.

	Thompson, N. (2020). *Understanding social work*: *Preparing for Practice (5th ed.).* Basingstoke: Palgrave Macmillan. Payne, M. (2016). *Modern social work theory*. Palgrave Macmillan. Ruch, G., Turney, D., Ward, A. (2018). *Relationship-based social work: getting to the heart of practice (2nd ed.).* London: Jessica Kingsley.
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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module. For the assessment for this module, a level 1 'red' restriction is placed on the use of GenAI under the School's Traffic Light Model. What this means is that no GenAI may be used in the completion of assessments.

	1.2) Introduction to Reflective Practice & Use of Self in Social Work Mr Frank Mulville
Aims	Sensitively attuned 'use of self' is considered a key component of effective social work practice. Drawing on a reflective approach, this experiential model focuses on the self and how its use can impact social work practice. In small groups, students are offered a space to begin making links between personal and professional experiences and to support each other in this exploration. Active, open and thoughtful engagement is encouraged and facilitated. Students' developing awareness of the 'use of self' and capacity for reflective practice will be reviewed prior to, during and after placement in Year One; the process will be continued in Year Two. Material discussed is generally student generated and may be prompted by consideration of some of the following:
Recording of Lectures	Lecture recordings will **not** be made available to students however some lecture summaries will be provided for this module. Lecture summaries are intended as a learning aid and do not replace the requirement for in-person attendance at lectures and tutorials, all students are expected to attend to meet the minimum 80% attendance requirements to pass the module. **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures**.**
Content	- Reflective thinking - Reflective social work practice - Past work/placement experiences - Self as 'social work student' - Aspects of participant experience in a reflective group setting. - The impact on self as we respond personally and professionally to different work experiences. - Relationship based practice- a two way process. - Motivation and interest in social work - Self-reflection-reflective journaling
Indicative bibliography	Fook, J, 'Reflective Practice and Critical Reflection'. Chp.26 pp440-455 in Lishman, J (Editor) Handbook for Practice Learning in Social

	Work and Social Care. Knowledge and Theory. 2015,Third Edition, Jessica Kingsley Publishers. Trevithick, P.,(2018) The 'self' and 'use of self' in social work: A contribution to the development of a coherent theoretical framework. The British Journal of Social Work, 48 (7),pp 1836-1854.
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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module. For the assessment for this module, a level 1 'red' restriction is placed on the use of GenAI under the School's Traffic Light Model. What this means is that no GenAI may be used in the completion of assessments.

	1.3) Social Work and Counselling Practice Approaches Dr Sinéad Whiting Dr Ruth Elliffe Dr Leigh-Ann Sweeney Ms Aoife Shannon
Aims	This module explores key social work and counselling theories and approaches, including: • Person-Centred Approach • Solution-Focused Practice • Task-Centred Casework • Crisis Intervention • Motivational Interviewing • Working with Involuntary Clients • Assessment Skills • Use of technology in practice. Each week, students will engage in small-group workshops to practice core social work skills aligned with the theoretical approach introduced in the lecture. These workshops include structured role play exercises based on realistic vignettes, allowing students to apply theory to practice in a safe and supportive environment. Students will complete written reflective tasks both before and after each role play. These reflections are designed to enhance self-awareness, identify personal biases, and support the development of professional skills and learning goals. This process encourages critical thinking and helps students make meaningful connections between theory, practice, and personal development.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and***	Lecture recordings for this module will not be made available to students. However, lecture summaries in the form of PowerPoint Presentations will be uploaded to Blackboard. These summaries are intended as a learning aid and do not replace the requirements for in-person attendance at lectures, all students are expected to attend lectures to meet the attendance requirements to pass the module. **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf

are not a requirement.	Students with a reasonable accommodation stated within their LENS report may record lectures where appropriate and with the agreement of the lecturer
Assessment Information	Written Assignment & Recorded Role-Play (LO1, LO2, LO3, LO5, LO7, LO8, L10, LO11)
Generative Artificial Intelligence (GenAI) and assessment	• The use of GenAI should complement, rather than replace, conventional academic research methods, including literature searches. • GenAI can be used to make improvements to the clarity or quality of student created work to improve the final output for this assignment, but no new content can be created using AI. • Where specific words, sentences, quotations, or other content generated by a GenAI tool are included in the assignment, these must be clearly acknowledged and appropriately referenced in accordance with the required referencing style. • From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy. • Students are encouraged to use GenAI critically and transparently, recognising its limitations and verifying the accuracy, reliability, and suitability of any information or outputs it produces before incorporating them into their work • Students will be required to include a clear statement outlining if/ for what purposes Gen AI was used in completion of their essay. 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 [Link will be inserted when available]

	Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module. Note to Lecturer: Please state below if further restrictions in the use of GenAI are to be applied to students in relation to any assessment task and learning activities for this module.
Indicative bibliography	Adams, R., Dominelli, L. & Payne, M. (Eds.) (2002) Social Work: themes, issues and critical debate. 2nd Edition. Hampshire: Palgrave. Cameron, R. (2020). *Working with Difference and Diversity in Counselling and Psychotherapy*. SAGE Publications Limited. Coulshed, V., Orme, J. (1998) Social Work Practice: an introduction. 3rd Edition. Hampshire: Palgrave Loughran, H., (2019) Counselling Skills for Social Workers . Routledge

	1.4) Groupwork Dr Leigh-Ann Sweeney
Aims	The aims of this module are to provide an understanding of the major theories of groupwork, group dynamics and processes. In addition, the module aims to promote the development of groupwork leadership and facilitator skills in the classroom setting and an appreciation of the significant potential of groupwork practice within social work.
Content	The areas covered in this module will include: - Stage models of groupwork practice - The various roles which participants perform in groups and strategies for facilitating these roles. - Preparation and formulation of groupwork interventions in social work practice - The therapeutic potential of groupwork practice - The use of self in a groupwork context - Development of leadership and facilitation skills - Group roles and dynamics in a teamworking context - Models of evaluation of groupwork practice.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will 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**.**
Assessment Information	Group Project & Individual Reflective Written Assignment (LO2, LO3, LO5, LO6, LO7, LO9, LO11)
Generative Artificial Intelligence (GenAI) and assessment	Level 1 – No use of AI should be applied to the 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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Indicative bibliography	Crawford K, Price, B and Price, M. *Groupwork Practice for Social Workers,* SAGE, 2014. Doel, M. *Using Groupwork,* London: Routledge, 2005. Lindsay, T. and Orton, S. *Groupwork Practice in Social Work.* 2nd ed., Exeter: Learning Matters, 2011. Benson, Jarlaith. 2001. Working More Creatively with Groups. Psychology Press.

	1.5) Community Development & Macro Social Work Practice Ms Deirdre Jacob
Aims	To introduce the importance of community work as a component of social work and develop an understanding of the value base of community work and its relationship to social work values and principles. To provide students with an understanding of the core skills and principles of community work. To develop an understanding of the principles and practices of networking in the professional community. To equip students to carry out a needs assessment using a Community Work approach.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will 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**.**
Content	- Definitions of community work and macro social work. - What is community? Social Determinants of Health - Profiling community and minority groups - Models and principles of community work. - Role of community work in the social work setting. - Community work skills - Community work and social work. - Community Networking - Community Fieldtrip
Assessment Information	Placement Based Written Assignment (LO4)
Indicative bibliography	Forde, C. and Lynch, L. (2015) Social Work and Community Development, Palgrave Macmillan Jackson, A & O' Doherty, C (2012) Community Development in Ireland: Theory, Policy and Practice. Gill and McMillan. Dublin Mayo, M. (2009) (2nd Ed.) Community Work (Ch.11), In Critical Practice in Social work (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave, Basingstoke

	GenAI will be permitted for use in the following ways in this module: UL Traffic Light Model adapted from Perkins et al (2024) Level 2 GenAI assisted idea generation and structuring 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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

SS7014: Social Work Practice (30 ECTS)
Preparation for Practice

Module aims	This module resources students to undertake two assessed, professional placements aligned to the CORU/SWRB Domains of Proficiency. It combines classroom-based learning with practice-based experience, recognising placements as a vital second site of learning and emphasising the integration of theoretical knowledge with practical application. The module includes input from experienced practice teachers who provide insights into the scope and focus of contemporary social work across a range of sectors. Service user and carer perspectives are integrated in the module to inform inclusive and service user centred practice . Key tenets of Adult Learning Theory and Reflective Practice approaches are introduced to enable optimal learning from practice experience. The module supports students to identify theirlearning needs aligned with the CORU Domains of Proficiency and facilitates individual placement planning in advance of placement allocation of placement. In addition, students are resourced to engage in continuous learning and development across the duration of their two 14-week professional placements. Topics include engaging in professional supervision, receiving and responding to feedback, reflective practice and ongoing assessment of learning, as aligned to the CORU Domains of Proficiency. . The assessment of learning outcomes in this module is based in the Student's Practice Project (submitted after the completion of placement) and the evidence presented by the Practice Teacher of student competence in the Practice Teacher Report.
Module learning Outcomes	After completing this module, students will be able to: LO1: Identify learning styles and learning needs for placement (SoPs: 5.4,5.13,5.26). LO2: Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement (All SoPs) LO3: Understand the role of social work in a range of practice settings including statutory and interprofessional practice contexts (SoPs: 2.9, 2.14, 2.15, 5.8, 5.9)

	LO4: Work collaboratively with service users and carers utilizing relationship-based practice, empowerment and human rights perspectives (SoPs: 1.3, 1.5, 1.9, 2.3, 2.4, 2.9, 2.12, 2.15, 5.5, 5.7) LO5: Articulate a rationale for their choice of theory and approach in response to a range of practice issues (SoPs: 5.1, 5.2, 5.14) LO6: Utilize models of reflective practice and other practice learning resources and supports (SoPs: 4.3, 4.4, 5.13, 5.26) LO7: Proactively engage in professional supervision to facilitate practice-based learning and ongoing professional development (SoPs: 1.21,3.9, 4.1,4.3, 4.4, 4.5, 5.4, 5.13, 5.26) LO8: Represent, theorise and reflect on practice-based learning in the Practice Project (SoPs: 1.18, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2. 5.3, 5.8, 5.9, 5.21, 5.22, 5.24, 5.26, 5.27) LO9: Work collaboratively on an inter-professional team and to demonstrate awareness of issues including professional boundaries, interprofessional practice, teamwork and use of technology. (SoPs: 1.4, 1.12, 1.20, 2.7, 2.10, 2.13, 2.14, 2.15, 5.12, LO10: Demonstrate capacity to successfully undertake case work, including managing competing demands and caseload prioritisation, while on placement and demonstrate progression and development of practice skills aligned with the CORU/SWRB Domains of Proficiency (SoPs: 1.1,1.2,1.3, 1.8, 1.12, 1.13, 1.18, 1.19, 1.20, 2.10, 2.11, 3.1, 3.2, 3.6, 3.7,3.8,3.9, 3.10, 3.11,3.12,3.13, 3.13,5.8, 5.10, 5.14, 5.17, 5.18, 5.19, 5.27) LO11: Demonstrate capacity for professional report writing and record keeping while on professional placement (SoPs: 1.7, 1.11,1.12, 1.13, 2.6,2.7, 3.11, 5.20,5.27) LO12: Demonstrate ability to work with a range of service users in different professional contexts (SoPs: 2.2, 2.5, 2.12, 3.1, 3.2, 5.6, 5.7, 5.8, 5.10, 5.12, 5.14, 5.17,5.18, 5.27) LO13: Identify strengths and limits of own practice and needs for further training and professional development (SoPs: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.3, 5.13, 5.14, 5.27)

Module Content	There are 5 main sections in this module as follows: - Preparation for Practice Classes - Preparation for Practice Student Consultations - Preparation for Practice Practitioner Workshops - Preparation for Practice Service user Workshops - Placement (14 weeks/500 hours)
Teaching and learning format	In-person lectures; practitioner, service user and service manager inputs; reflective experiences, class presentations and small group discussions.
Standards of proficiency <u>taught</u> within this module	1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16, 1.17,1.18,1.19,1.20,1.21 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15 3.1,3.2,3.3,3.4,3,5,3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.29, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27
Standards of proficiency <u>assessed</u> within this module	1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16, 1.17,1.18,1.19,1.20,1.21 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15 3.1,3.2,3.3,3.4,3,5,3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.29, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27
Assessment	This module is assessed through the MSW1 Placement and the associated Practice Project. Students must pass both their MSW1 Placement and Practice Project to progress to their MSW2 year. The Practice Project includes the following components: - Information regarding the placement agency and community context - Details of all work undertaken, identification of relevant theories and practice frameworks and student reflections on the work undertaken.

	- In-depth practice studies - Discussion and evidence of placement Learning including difficulties or dilemmas confronted and a critical assessment of overall learning and progress with reference to the CORU SWRB Standards of Proficiency
Re-assessment	If a student passes placement but fails their practice project they may re-submit the practice project to achieve a pass grade. If the student fails the placement the placement may be repeated, and a practice project related to the repeat placement may be re-submitted to achieve a pass grade Prior to undertaking a repeat placement, students are required to engage in reflective work and preparatory activities to support their readiness for the next placement. This process is designed to help students critically evaluate previous challenges, identify learning needs, and strengthen their capacity for successful engagement in practice. Only one attempt at a repeat placement is allowed. If a student has failed their placement and then undergoes a repeat placement, the practice project for the repeat placement is capped at 50% even though it may not be a resubmission.
Indicative bibliography	Cleak, H., O'Connor, E., & Roulston A., (2022) Integrating relational knowing and structured learning in social work placements – a framework for learning in practice *Social Work Education.* Doel, M. & Shardlow, S.M. (2017) *Modern Social Work Practice : teaching and learning in practice settings.* Aldershot: Ashgate Gould, N. & Taylor, I. (Eds) (2017) *Reflective Learning for Social Work.* Aldershot: Arena . Thompson, N. (2024) *Understanding Social Work: Preparing For Practice.* London: Palgrave. Wilson, K, Ruch G, Lymbery M, Cooper A. (2008) Relationship-based and reflective approaches for contemporary social work practice in Wilson, K, Ruch G, Lymbery M, Cooper A. (eds) *Social Work An introduction to contemporary practice* London: Pearson.

SS7016: Foundations for Social Work Across the Lifespan (10 ECTS)

Module aims	This module covers foundational topics of relevance to social work in multiple contexts and with clients at various life stages.
Module learning Outcomes	After completing this module, students will be able to: LO1: Understand key concepts, theories, policies, and assessment processes related to child protection social work [SoPs: 1.1; 1.3; 1.6; 2.9 3.2; 3.3; 3.4] LO2: Comprehend, apply, and critically engage with, key standards, policy and legislation relevant to social work [SoPs: 1.4; 1.5; 1.10; 1.11; 1.13; 1.14; 2.8, 3.13] LO3: Critically discuss of a range of theories relating to in/equality, oppression, and diversity and understand their significance for social work practice with minority or marginalized groups. [SoPs: 1.9; 5.7] LO4: Create accurate, concise, and objective documentation by applying literacy skills and communication technologies [SoP: 1.7; 2.6, 2.7] LO5: Demonstrate a critical understanding of different theoretical and practical approaches to examining human development (including one's own) throughout childhood and adulthood [SoPs: 4.4; 5.14; 5.22; 5.23] LO6: Communicate skills in translation of theory and concepts to practice and justify professional decisions made [SoP: 5.20; 5.21; 5.22]
Module Content	This module addresses the following aspects of social work: 2.1) Human Development in Social Contexts 2.2) Introduction to Social Work with Children and Families 2.3) Child & Family Law 2.4) Equality and Diversity in Social Work Practice
Teaching and learning format	In person and online lectures, small group discussions, case studies, service user contributors. Supporting resources are available on Blackboard.
Standards of proficiency <u>taught</u> within this module	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.12, 2.13, 2.14, 2.15 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13.

	4.1, 4.2, 4.3, 4.4, 4.5. 5.1, 5.2, 5.3, 5.5 5.6, 5.7, 5.8, 5.9, 5.11, 5.12, 5.13, 5.14, 5.15, 5.17, 5.18, 5.20, 5.21, 5.22, 5.23, 5.24
Standards of proficiency <u>assessed</u> within this module	1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 1.11, 1.13, 1.14. 2.6, 2.7, 2.8, 2.9 3.2, 3.3, 3.4, 3.13 4.4 5.7, 5.14, 5.20, 5.21, 5.22, 5.23
Assessment	This module has 2 assessment components: A. Child observation study (LO1, LO2, LO3, LO4, LO5, LO6) [Weighting 65%] B. Essay (LO1, LO2, LO3, LO4) [Weighting 35%] Students must attempt and pass all components of assessment to pass the module overall.
Re-assessment	Students will be reassessed via written assignment.
GenAI usage	GenAI usage in class and for assessment will be in line with the School Traffic Light Model, however the permitted use of varies dependent on the module component. Students should refer to the specifications detailed in each of the module component descriptors below to appraise themselves of the varying requirements across the module.
Recording of lectures	Permissions in relation to the recording of lectures will be in line with the College Recording of Lectures Policy https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf However, the specifications in relation to recording varies dependent on the module component. Students should refer to the specifications detailed in each of the module component descriptors below to appraise themselves of the varying requirements across the module.

	2.1) Human Development in Social Contexts Dr Eavan Brady
Aims	Students will be introduced to a range of theories relevant to social workers engaging with children, young people, and adults. Student will be encouraged to critically engage with a range of psychological and sociological perspectives on human development and attachment relationships over the life course and to understand how their own development and unconscious bias impacts work with clients. There will be an opportunity to integrate theory with observation.
Content	- Introduction to perspectives on human development over the life course - Consideration of core aspects of individual development over the life course i.e. in infancy, early childhood, middle childhood, adolescence, and the various stages of adulthood - Exploration and critique of key theories from developmental psychology including attachment theory - Development of individual observation skills - Reflection on own personal development and potential impact of this on work with individuals and families
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture summaries in the form of lecture slides will be made for made available to students. **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 Information	Child observation study (LO1, LO2, LO3, LO4, LO5, LO6)
Generative Artificial Intelligence (GenAI) and assessment	GenAI will be permitted for use in the following ways in this module: 1. GenAI assisted idea generation and structuring 2. GenAI assisted editing 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 [Link will be inserted when available]

	Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Indicative bibliography	Beckett, C., & Taylor, H. (2019). *Human Growth and Development.* London: Sage Publications. (Available as E-Book) Crawford, K. & Walker, J. (2017). *Social Work and Human Development.* London: Sage Publications. O'Brien, E. Z. (2015). *Psychology for Social Work: A Comprehensive Guide to Human Growth and Development*. Basingstoke: Palgrave Macmillan. (Available as E-book) Sudbery, J. & Whittaker, A. (2019). *Human Growth and Development: An Introduction for Social Workers.* London: Routledge. (Available as E-book)

	2.2) Introduction to Work with Children and Families Ms Sinead Tobin
Aims	This introduction to social work with Children and Families will examine key areas of work in this field, with a particular focus on practice within Tusla, Ireland's dedicated Child and Family Agency. Students will learn about the day-to-day social work role in each of the key practice settings within Tusla, with a strong focus on child protection and welfare work. The module will examine key legislation, policies, and research evidence pertaining to, and shaping, social work practice. Throughout the lessons and in assigned homework, this knowledge will be applied to practice, considering, and drawing on core social work skills of assessment, decision making, intervention and communication, engagement and relationship building. Ultimately the aim of the module is to provide an overview of practice within Children and Families and to afford students with access to key knowledge, skills and theories relevant to support them in placement and in future social work practice in the field.

Content	▪ Introduction to child protection and welfare social work: past and present. ▪ Early intervention and prevention: spotlight on Welfare concerns ▪ Initial Assessment skills: screening referrals (spotlight child physical abuse and child sexual abuse) ▪ Ongoing Assessment & Intervention skills: assessment, planning and intervention with ongoing concerns (spotlight on neglect and emotional abuse) ▪ Impact & Decision-making: impact of abuse, trauma and adverse childhood experiences (ACES), and reception into care. ▪ Communication & Engagement Skills: Engaging Children and Families and Working as part of team **In addition to the above six sessions, it is recommended that students complete the Children First e-learning programme in advance of lectures. Children First E-Learning ProgrammeTusla - Child and Family Agency This is a 1.5hr online programme which introduces foundational concepts relevant to all social work placements including recognising and reporting child abuse. This programme is a pre- placement requirement, but is best completed in advance of these classes, particularly for those not yet familiar with the Irish system.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	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, with the permission of the lecturer, where case examples are not discussed, and delete data in line with college reasonable accommodation policy- https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Reasonable-Accommodations-Policy_April-2023.pd Additionally, when requested and where possible, lecture summaries in the form of PowerPoint slides will be made available to students.

Indicative bibliography	This list is indicative only. Core reading for each week's lecture will be available on the module website, as will signposting to relevant journals and websites. Berrick, J. D., Gilbert, N., & Skivenes, M. (Eds.). (2023). Oxford handbook of child protection systems. Oxford University Press. Davies, L. and Duckett, N. (2016). *Proactive Child Protection and Social Work* (Transforming Social Work Practice Series), Learning Matters. Munro, E. (2019). Effective child protection. Oates, F. (2022) *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*, Routledge. Wilkins, Shemmings and Pascoe (2019). *Child Abuse: An Evidence Base for Confident Practice Paperback*, Open University Press.
Generative Artificial Intelligence (GenAI) and assessment	While there is no formal assessment of this module, students may be requested to complete in-class or post-class learning activities. The permitted use of GenAI by students will be specific to the learning activities in question, will be communicated to the students when assigned, and will be in line with the Traffic Light Model, as adopted within the School framework. 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 Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates.

	2.3) Child & Family Law **Mr. James Rooney**
Aims	To analyse key legislation together with practical legal training in preparation for a range of Social Work Practice settings. To explore key aspects of Irish and International Child and Family Law relevant to Social Work Practitioners, with particular focus on Public Child Care Law and the statutory role of Social Work Practitioners. To provide an overview of relevant aspects of Private Family Law, including marriage breakdown, domestic violence, custody and guardianship. Case examples from practice and group discussions will provide students with the opportunity to critically consider the role of a Social Work Practitioner within the wider context of the domestic and International Legislative framework.
Content	- Introduction to Child and Family Law in Ireland - Child Protection Law, Part 1; Social Work Preparation for Court - Child Protection Law; Part 2; Emergency Care Orders and Interim Care Orders - Child Protection Law- Care Orders and Aftercare - Child Protection Law; Supervision Orders / alternatives to care - Private Family Law Part I: Domestic Violence and Adoption - Private Family Law Part II: Separation, Divorce, Custody and Guardianship - Criminal Justice System - Accountability of Social Work Practitioners - Child Protection Law, Children in Care - EU / International Framework for Child Protection & Secure Care
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will** be made available to students. **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures**.** 'These recordings are intended as a learning aid and do not replace the requirement for in-person attendance at lectures and tutorials, all students are expected to attend to meet the minimum 80% attendance requirements to pass the module.' -

Assessment Information	Essay (LO1, LO2, LO3, LO4)
Generative Artificial Intelligence (GenAI) and assessment	Generative AI content must not be used in the final assessment submission. Gen AI can used to generate ideas and brainstorm, and if it is used in this way, a statement acknowledging the use of Gen AI must be included in the assignment, detailing the level of Gen AI involvement. Gen AI can also be used to review grammar, punctuation, and spelling, and where this occurs again the level of reliance on Gen AI must be acknowledged by the student. 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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Indicative bibliography	Shannon G. (2020) Child and Family Law Third ed. Dublin: Thomas Reuters. Brennan, R., O'Mahony, C., Burns, K. (2021) 'The rights of the child in voluntary care in Ireland: A call for reform in law, policy and practice', Children and Youth Services Review, Vol. 125, 1-11. Reports of the Child Law Project https://www.childlawproject.ie/

	2.4) Equality and Diversity in Social Work Practice Dr Gloria Kirwan
Aims	To offer a critical introduction to issues of equality, social exclusion and diversity in social work practice and encourage students to critically analyse and discuss the concept of equality; intersectionality, radical and anti-oppressive approaches to social work practice; cultural competence in social work practice; and social work as a form of social control. This module component will address the current equality-related policy context in Ireland and the role of the Irish Human Rights and Equality Commission. It will also explore new inequalities that are emerging in today's society, alongside social work strategies for tackling inequality.
Content	- *Week 1: Dynamics of Inequality - Theories of equality and inequality and their significance for social work* - *Week 2: Social Class - Social Work as a form of social control* - *Week 3: Anti-Oppressive Practice and Positionality – A critical exploration of cultural competence* - *Weeks 4: a)Equality Policy in Ireland; b) The role of the Irish Human Rights and Equality Commission* - *Week 5: New forms of inequality* - *Week 6: Tackling inequality*
Recording of Lectures	Where possible, lecture summaries for this component of the module will be made available to students. **These summaries are intended as a learning aid and do not replace the requirement for in-person attendance at lectures and tutorials, all students are expected to meet the minimum 80% attendance requirements to pass the module.** Students with reasonable accommodation stated within their LENS report may record lectures**.** **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf
Indicative bibliography	**Session 1: Dynamics of Inequality - Theories of equality and inequality and their significance for social work** Blackburn, R. M. (2008). What is social inequality? *International Journal of Sociology and Social Policy*, 28(7-8), 250-259.

	Kirwan, G. (2020). Speaking truth to power: Mental health service users' experiences of participation in their diagnosis and treatment. *Social Work and Social Sciences Review*, 22(1), 137-156. Kronborg Bak, C. (2018). Definitions and measurement of social exclusion—A conceptual and methodological review. *Advances in Applied Sociology,* 8, 422-443. http://www.scirp.org/journal/aasoci **Session 2: Social Class - Social Work as a form of social control** Power, E.M. (1999) An Introduction to Pierre Bourdieu's Key Theoretical Concepts, *Journal for the Study of Food and Society*, 3:1, 48-52, DOI:10.2752/152897999786690753 Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work*, 6(1), 33-51. **Session 3: Anti-Oppressive Practice and Positionality – A critical exploration of cultural competence** Carroll, J. & Minkler, M. (2000) Freire's Message for Social Workers. *Journal of Community Practice,* 8**,** 21-36. Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia*, 29(1), 8-17. **Sessions 4: a)Equality Policy in Ireland; b) The role of the Irish Human Rights and Equality Commission** IHREC website: **https://www.ihrec.ie/** IHREC Strategy Statement 2025-27: **https://www.ihrec.ie/about/strategy-statement-2025-2027** **Session 5: New forms of inequality** ***The Technological Divide.*** Lopez Peláez, A, & Kirwan, G. (2023). Introduction: Digital social work–Reshaping social work practice in the 21st century. In, A. Lopez Peláez, & G. Kirwan, *The Routledge International Handbook of Digital Social Work* (pp. 1-10). Routledge.

	Session 6: Tackling inequality ***Practice.*** IHREC Policy Statement on a Just Transition: https://www.ihrec.ie/downloads/Policy-Statement-on-a-Just-Transition.pdf Jacob, D., & Kirwan, G. (2016). *The Tallaght Roma Integration Project: Working for inclusion in health care through a community development model.* TRIP & HSE. McCartan, C., Morrison, A., Bunting, L., Davidson, G., & McIlroy, J. (2018). Stripping the wallpaper of practice: Empowering social workers to tackle poverty. *Social Sciences*, 7(10), 193. Muldoon, P., & Kirwan, G. (2015). In safe hands: Empowering young people with disabilities who receive assistance with intimate personal care. *Social Work & Social Sciences Review*, 17(3), 94-107. ***Research*** Broderick, G., Kirwan, G., Melaugh, B., & Loughran, H. (2023). The lived experience of poverty in Ireland: a commentary on the 'Object Poverty' exhibition. *Journal of Social Work Practice*, 37(2), 199-212. Cattaneo, L. B., & Goodman, L. A. (2015). What is empowerment anyway? A model for domestic violence practice, research, and evaluation. Psychology of Violence, 5(1), 84. McGarry, K., Bradley, C., & Kirwan, G. (2024). Researching for social justice: an introduction. In, K. McGarry, C. Bradley & G. Kirwan (eds), *Rights and Social Justice in Research* (pp. 1-10). Policy Press. **Additional Reading:** Ryan, M. (2010) 'Queer theory' in Ritzer, G. (ed.) *Sociological Theory,* New York: McGraw-Hill, pp. 645-51 Thompson N. (2016) *Anti-discriminatory Practice*. 6th edition. Basingstoke: Palgrave Macmillan Wilson, A., & Beresford, P. (2000). "Anti-Oppressive Practice": Emancipation or Appropriation? *The British Journal of Social Work*, *30*(5), 553–573. http://www.jstor.org/stable/23716169
Generative Artificial	This component of the module is not directly assessed.

Intelligence (GenAI) and assessment	In this specific module component, students are permitted to use GenAI to assist with idea generation, brainstorming, exploring a wider range of ideas and structuring their contributions to class-based discussions and debates. This level of permission is in line with the Level 2 category of permission regarding the use of 'Gen AI-Assisted Idea Generation and Structuring'

SS7017: Social Policy, Critical Theory and Social Work Research (10 ECTS)

Module aims	This module will introduce students to critical social theory, social policy and social research.
Module learning Outcomes	After completing this module, students will be able to: LO1: Identify and discuss the role of policies and the welfare state in shaping systems and practice that protects the health, safety, welfare, equality and dignity of service users, staff and volunteers [SoP: 1.10] LO2: Demonstrate digital literacy skills and communication technologies that are relevant and appropriate to the social work profession [SoP: 2.7] LO3: Recognise the impact of life experience and personal values on social work practice and take responsibility for managing this appropriately [SoP: 4.4] LO4: Apply and discuss the relevance of sociology, social policy, social research, and social justice, and social theory to professional practice and their uses as frames of reference and analysis for social work interventions. [SoPs: 5.2; 5.3; 5.5] LO5: Apply knowledge and understanding of the role of relevant regulations, guidelines, standards, inquiries, and reports in social work practice. [SoP: 5.9] LO6: Explore the societal and organizational influences on practice and the need for system-level change in improving outcomes, access, and delivery of services for service users [5.16; 5.24] [SoPs: 5.16; 5.24] LO7: Apply and critically understand the principles and ethics of scientific inquiry including reviewing relevant literature, formulating research questions(s), and developing an appropriate research design. [SoP: 5.21] LO8: Present and write in English at a standard equivalent to C1 on the Common European Framework of Reference for Languages. [SoP: 5.27]
Module Content	This module addresses the following subject areas: 4.1) Contemporary Discourses for Social Work 4.2) Social Policy for Social Work Practitioners 4.3) Introduction to Social Research & Evaluation

Teaching and learning format	This module is taught using a mix of online and in person approaches. In class discussion, preparatory readings, engagement with audio-visual materials, music, film, poetry, and art will also be used to engage students and connect them to themes being explored. Formative (e.g. blog entries) and summative assessments are used to assess this module.
Standards of proficiency <u>taught</u> within this module	1.5, 1.9, 1.10 2.4, 2.7, 2.12 4.3, 4.4 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.9, 5.12, 5.15, 5.16, 5.21, 5.24, 5.27
Standards of proficiency <u>assessed</u> within this module	1.10 2.7 4.4 5.2, 5.3, 5.5, 5.9, 5.16, 5.21, 5.24, 5.27
Assessment	This module has four assessment components: A. Group Presentation [LO1, LO2, LO4, LO5, LO6, LO8] [Weighting 30%] B. Essay [LO3, LO4, LO6] [Weighting 30%] C. Concept Paper [LO2, LO4, LO8] [Weighting: 5%] D. Research Proposal [LO2, LO4, LO8] [Weighting: 35%] Students must attempt and pass all components of assessment to pass the module overall.
Re-assessment	Students will be reassessed via written assignment.

	4.1) Contemporary Discourses for Social Work Dr Joe Whelan
Aims	Students will be introduced to historical and contemporary sociological and philosophical discourses which can help to frame and think about social welfare and social work. Students will consider the relevance of these ideas and perspectives and their application to social work. This module will be built around the reading of a core text. See below.
Content	- The nature of critical social theory and its importance for social work. - The historical development of critical social theory under modernity and post-modernity and how it shaped social work. - The nature and application of critical reflexivity for social work practice. - The contribution of a range of critical social theorists to social work practice. - How critical social theory contributes to critical social work. - The effects of neo-liberalism on service users and social welfare.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will 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**.**
Assessment Information	Essay (LO3, LO4, LO6)
Generative Artificial Intelligence (GenAI) and assessment	In line with the UL 'Traffic Light' model for GenAI use (adapted from Perkins et al, 2024), GenAI may be used within this module for idea generation and structuring. Use of GenAI will be further discussed in class. 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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates.

	Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Indicative bibliography	Whelan, J. (2025) *Critical Theory for Social Work: a simple introduction*. Bristol: Policy Press. Available from the publisher here. Available in hardcopy from the library as follows: Lecky Lower LEN 361.3 S5 Lecky Lower LEN 361.3 S5;1 Lecky Lower LEN 361.3 S5;2 Lecky Lower LEN 361.3 S5;3 Available from the library as an eBook here. Further readings will be flagged in class and made available on Blackboard where possible.

	4.2) Social Policy for Social Workers Dr Kasia Wodniak
Aims	Students will critically explore social policy principles and objectives and relate them to the context and practice of social work. Social policy interconnects with social work at both professional and practice levels, while social policy shapes, and is shaped by social, professional, and political actors, directly and indirectly, involved in policy formation. This module will critically engage students in the ways in which social policy impacts upon and is impacted by social work practice.
Content	- What is Social Policy? - Equality, Rights and Justice - Ideological Perspectives on Social Welfare and Well-being - The (Social) Policy Making Process - Poverty and Social Exclusion - The Welfare State - Social Policy and Social Work
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will 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**.**
Assessment Information	Group Presentation (LO1, LO2, LO4, LO5, LO6, LO8)
Generative Artificial Intelligence (GenAI) and assessment	In this module, Level 2 (Gen AI-Assisted Idea Generation and Structuring) of Permitted Gen AI Use as per the School's Traffic Light Model are allowed. The School's Generative Artificial Intelligence (GenAI) Policy can be found in the MSW Handbook available to you on Blackboard. 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 bibliography	Alcock, P., Haux, T., McCall, V and May, M. (2022) The Students Companion to Social Policy, Chichester: John Wiley & Sons Ltd. Considine, M., and Dukelow, F. (2017) Irish Social Policy. A Critical Introduction. 2nd Ed. Cunningham J. and Cunningham S. (2012) Social Policy and Social Work: An Introduction. Los Angeles and London: SAGE. 2nd Edition. United Nations General Assembly Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979). Singh, Asmita and Shukla, Dr. Rohit, Globalization and Its Impact on Human Rights (March 23, 2023). Available at SSRN: https://ssrn.com/abstract=4398247 or http://dx.doi.org/10.2139/ssrn.4398247 Hoppe R. Heuristics for practitioners of policy design: Rules-of-thumb for structuring unstructured problems. Public Policy Adm. 2018 Oct;33(4):384-408. Townsend, P. (1962). The Meaning of Poverty. The British Journal of Sociology, 13(3), 210–227. Sen, A. (1985). A Sociological Approach to the Measurement of Poverty: A Reply to Professor Peter Townsend. Oxford Economic Papers, 37(4), 669–676. http://www.jstor.org/stable/2663049

	4.3) Introduction to Social Research & Evaluation Dr Eavan Brady
Aims	Students will be introduced to the theories, knowledge, and skills underpinning social research. The module provides an overview of the planning, design, and implementation of research projects, enabling students to understand each stage of the research process. Students will develop the practical skills required to design and conduct their own research project as part of their Master's Dissertation which is completed in Year Two.
Content	- Introduction to key research paradigms and the principles underpinning the design of social research studies. - Developing research questions, undertaking literature reviews, designing research proposals, addressing ethical considerations, and planning and managing a research project. - Exploration of selected data collection techniques, including surveys, interviews, and documentary analysis with consideration of their strengths and limitations. - Introduction to qualitative and quantitative data analysis techniques, interpretation of findings, and the presentation of research through academic writing, reporting, and dissemination of results.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture content for this module is pre-recorded and will be available to students. Lecture summaries in the form of lecture slides will also be made for made available to students. **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.** **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 Information	Concept Paper (LO2, LO4, LO8) Research Proposal (LO2, LO4, LO8)
Generative Artificial Intelligence (GenAI) and assessment	GenAI will be permitted for use in the following ways in this module: 1. GenAI assisted idea generation and structuring 2. GenAI assisted editing

	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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Indicative bibliography	Carey, M. (2013). *The Social Work Dissertation: Using Small-scale Qualitative Methodology*. Berkshire: Open University Press. (Available as E-book) Gray, D. E. (2014). *Doing Research in the Real World*. London: Sage Publications. (Available as E-book) Whittaker, A. (2012). *Research Skills for Social Work*. London: Sage Publications.

Year Two Module Outlines

SS8012/SS8022: Social Work in Diverse Settings (10 ECTS)

Module aims	This module aims to equip students with a critical overview of knowledge and skills in relation to specific social work practice contexts / issues which reflect the current practice and demands of the profession. The module involves exploration of relevant theory, Irish and international research evidence, policy, and legislation, and current debates in relation to each practice context / issue. Multiple perspectives within each context / issue are explored and students will be invited to examine the relevant issues at both a micro and a macro level.
Module learning Outcomes	After completing this module, students will be able to: LO1: Apply key concepts / theoretical approaches and knowledge including sociology, psychology, human growth and development, social theory, social policy, social research, social justice to practice in social work. [SoPs: 5.1; 5.2; 5.3; 5.5] LO2: Apply knowledge and understanding of different modes of communication (verbal / non-verbal) and the ways in which information can be communicated in ways that can be understood by services users. [SoPs: 2.1; 2.2] LO3: Identify the key role of service users as active participants in their lives and the associated importance of working in partnership with service users and other key actors in their lives (e.g. relatives, carers, other professionals). [SoPs: 2.3; 2.12] LO4: Discuss the challenges of interdisciplinary team working and the importance of relationships with professional colleagues in delivering services that meet service user needs. [SoPs: 2.13; 2.14; 2.15] LO5: Identify, analyse, and critically evaluate information relevant to service user needs as part of the assessment process. [SoPs: 3.1; 3.2; 3.4] LO6: Use appropriate reasoning and problem-solving skills, including an evidence-informed approach, to professional decision-making in response to assessed service user needs. [SoPs: 1.18; 3.5; 3.6] LO7: Apply knowledge and understanding of the role of relevant regulations, guidelines, standards, inquiries, and reports in social work practice. [SoP: 5.9] LO8: Identify and evaluate the role of their own experiences, values, beliefs, and practice in their engagement with service users - with a view to improving practice going forward. [SoP: 5.13]

	LO9: Identify the right to self-determination of service users and the role of advocacy in promoting service user needs and interests. [SoP: 5.15; 5.17] LO10: Understand the key role of research evidence and theory to inform perspectives and practice in social work. [SoP: 5.22]
Module Content	This module addresses the following contexts / issues: 1.1) Families and Children: Contemporary Perspectives in Alternative Care 1.2) Social Work and Gender-based Domestic Violence 1.3) Criminology, Probation, and Social Work 1.4) Applied Law 1.5) Mental Health 1.6) Addictions 1.7) Youth Mental Health 1.8) Health Related Social Work 1.9) Ageing 1.10) Disability
Standards of proficiency <u>taught</u> within this module	1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10; 1.11; 1.12; 1.15; 1.13; 1.16; 1.17; 1.18; 1.20; 1.21 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.9; 2.10; 2.11; 2.12; 2.13; 2.14; 2.15 3.1; 3.2; 3.4; 3.5; 3.6; 3.7; 3.10; 3.13 4.1; 4.3; 4.4; 4.5; 4.6 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; 5.9; 5.10; 5.11; 5.12; 5.13; 5.14; 5.15; 5.16; 5.17; 5.18; 5.19; 5.20; 5.22; 5.23; 5.24; 5.27
Standards of proficiency <u>assessed</u> within this module	1.18 2.1; 2.2; 2.3; 2.12; 2.13; 2.14; 2.15 3.1; 3.2; 3.4; 3.5; 3.6 5.1; 5.2; 5.3; 5.5; 5.9; 5.13;5.15; 5.17; 5.22
Teaching and learning	This module is taught using a range of approaches (lectures, in class discussions, case studies, preparatory readings) to support students to consider how the issues and theories discussed apply to various social work settings. Interprofessional practice is also addressed in this module with students learning how other professions intersect with social work in order to achieve service user outcomes. Formative (e.g. blog entries) and summative assessments are used to assess this module. Teaching, learning,

	and assessment of this module lay the groundwork for exploration of issues covered while on placement and that are assessed within the Practice Project.
Assessment	This module has 4 assessment components: A. Discussion paper (LO1; LO10) [Weighting 25%] B. Case Study and Essay (LO1; LO7; LO10) [Weighting 25%] C. Essay + Case study (LO1; LO2; LO3; LO4; LO5; LO6; LO8; LO9) [Weighting 25%] D. Reflective book review (LO1; LO3; LO8; LO10) [Weighting 25%] Students must attempt and pass all components of assessment to pass the module overall.
Re-assessment	Students will be reassessed via written assignment.

	1.1) Families and Children: Contemporary Perspectives in Alternative Care Dr Eavan Brady
Aims	To explore the Irish and global context in relation to children and young people living in alternative care (e.g. foster care, residential care). Current trends, discourses and debates will be discussed along with key messages from Irish and international research and relevant theories.
Content	This section will critically examine alternative care through a life course framework and explore key research evidence and theoretical ideas that inform policy and practice. There will be an emphasis on exploring and foregrounding the lived experiences of those involved in the alternative care system (e.g. children, young people, care leavers, foster carers, birth families).
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture summaries in the form of lecture slides will be made for made available to students. **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 Information	Discussion paper [LO1, LO10]
Generative Artificial Intelligence (GenAI) and assessment	GenAI will be permitted for use in the following ways in this module: 1. GenAI assisted idea generation and structuring 2. GenAI assisted editing 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 [Link will be inserted when available]

	Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module. Note to Lecturer: Please state below if further restrictions in the use of GenAI are to be applied to students in relation to any assessment task and learning activities for this module.
Indicative bibliography	Boddy, J. with Hanrahan, H. and Wheeler, B. (2023). *Thinking Through Family: Narratives of Care Experienced Lives*. Bristol: Bristol University Press. Brady, E., & Gilligan, R. (2018). The life course perspective: An integrative research paradigm for examining the educational experiences of adult care leavers? *Children and Youth Services Review, 87*, 69-77. Department of Children, Equality, Disability, Integration, and Youth (2023). Children in care and young adults leaving care: A literature review of Irish research. Department of Children, Equality, Disability, Integration and Youth. Gilligan, R. (2019). The family foster care system in Ireland – Advances and challenges. *Children and Youth Services Review, 100*, 221-228.

	1.2) Social Work and Gender-based Domestic Violence Dr Ruth Elliffe
Aims	To explore the various contexts within which domestic and gender-based violence (GBV) occurs, locating this exploration against the backdrop of best social work practice. While the impact of this experience on all those who live with violence is explored (children, women and men), focused and specific attention is given to the child's experience, taking a systemic and child-centred approach to understanding impact and informing practice responses in a holistic and community-based setting. The particular challenges and concerns for social work practice are also addressed.
Content	- Overview of prevalence, dynamics and nature GBV; - An appreciation of impact across the life span; - Understanding the intersectional nature of GBV, in particular the multiple adversities that families can experience and the culminative impact; - Exploring the issues and dilemmas facing social work practitioners in responding to these complex issues, with a particular focus on Coercive Control; - Understanding post-separation contact as a context for risk and lethality, including use of technology as a weapon of abuse.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will 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**.**
Indicative bibliography	Costello, Á, Holt, S. (2024). A Brief Report on Empowering Children and Young People through Participation: Giving Space and Voice to Childhood Experiences of Domestic Violence and Abuse. *Journal of Family Violence*. Published online June 2024. https://doi.org/10.1007/s10896-024-00701-3 Dekel, B., & Abrahams, N. (2023). 'I'm not the mother I wanted to be': Understanding the increased responsibility, decreased control, and double level of intentionality, experienced by abused

	mothers. *PloS one*, *18*(6), e0287749. https://doi.org/10.1371/journal.pone.0287749 Devaney, J., Bradbury-Jones, C., Macy, R., Øverlien, C. and Holt, S. (Editors) (2021) *The Routledge International Handbook of Domestic Violence and Abuse*. London, Routledge. Gregory, S., Elliffe, R., Holt, S., Donnellan, R. & Cahill, L. (2024). Post-separation Child Contact and Domestic Violence and Abuse: The Experiences of Children with a Disability. *Journal of Family Violence.* Published online 12 September 2024. https://doi.org/10.1007/s10896-024-00731-x Katz, E. (2022). *Coercive control in children's and mothers' lives* [doi:10.1093/oso/9780190922214.001.0001]. Oxford University Press. https://doi.org/10.1093/oso/9780190922214.001.0001 Kim, E. Y. Y., Nelson, L. E., Pereira, T. L.-B., & Shorey, S. (2024). Barriers to and Facilitators of Help-Seeking Among Men Who are Victims of Domestic Violence: A Mixed-Studies Systematic Review. *Trauma, Violence, & Abuse*, *25*(3), 2189-2203. https://doi.org/10.1177/15248380231209435 Lapierre, S., Sazgar, R., & Cardeal, C. (2025). Children's Experiences, Perspectives and Participation in the Context of Domestic Violence: A Scoping Review. *Journal of Family Violence*. https://doi.org/10.1007/s10896-025-00836-x
Generative Artificial Intelligence (GenAI) and assessment	In this module, Level 2 (Gen AI-Assisted Idea Generation and Structuring) of Permitted Gen AI Use as per the School's Traffic Light Model are allowed. The School's Generative Artificial Intelligence (GenAI) Policy can be found in the MSW Handbook available to you on Blackboard. 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.

	1.3) Criminology and Probation Mr Justin McCarthy; Ms Lena Canty; Ms Michelle Richardson
Aims	To introduce students to criminological theory and related issues. It will explore key issues and discourses pertinent to exploring pathways into and out of offending. The course explores the role, position and practice of social work within the criminal justice context. Students will be facilitated in gaining a broad understanding of the Irish criminal justice system, including the role of the Probation Service, along with considering critical debates concerning the challenge of delivering effective, equitable and humane criminal justice processes.
Content	The course content will examine current and emerging themes and key concepts in probation/criminal justice social work. It is designed to enhance and complement learning from other course modules including work with involuntary clients, legislation, courtroom skills, presentation skills, anti-oppressive practices, principles of effective interventions and social policy. Reference will be made to the major relevant social work theories along with drawing on practice experience
Recording of Lectures **Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.**	Lecture recordings or lecture summaries for this module will 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.
Assessment Information	Case Study and Essay (LO1, LO7, LO10)
Generative Artificial Intelligence (GenAI) and assessment	Level 3: Gen AI assisted editing. 3 | GEN AI-ASSISTED EDITING | **Gen AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using Gen AI.** Gen AI can be used, but your original work with no Gen AI content must be provided in an Appendix. | • Grammar, punctuation, and spelling: Students may use Gen AI to identify and rectify grammatical, punctuation, spelling, and syntactical errors in their work. • Word choice: Gen AI can suggest appropriate or synonymous terms to replace simpler words and phrases, helping clarify writing. | First year students will be submitting their very first essay in University. Their module lead is eager that students will not feel intimidated by the process of editing the submission for grammar and punctuation but will rather focus on the ideas they present within the essay. The module lead has therefore decided that they can use Gen AI for assisted editing. The module lead requests that students included several appendices with their assignment including: • The prompts that were inputted by the student. • The original essay before being amended by the Gen AI tool for comparison alongside AI-assisted content, thus ensuring the authenticity of their contributions. • A statement acknowledging the use of Gen AI in the assignment and the level of Gen AI involvement. • A checklist to ensure that they have included all elements required as part of the assignment and considered their approach to the use of Gen AI.

	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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Indicative bibliography	Canton, R. (2024) 'Probation as social work,' Probation Journal: https://journals.sagepub.com/doi/10.1177/02645505241241588 . Geiran, V. & McCarthy, S. (2022) Probation and Parole in Ireland: Law and Practice, Dublin: Clarus Press. Government of Ireland (2021) Youth Justice Strategy 2021 – 2027, Dublin: Government Publications. Youth Justice Strategy 2021 - 2027 Maruna, Shadd (2017) Desistance as a Social Movement, Irish Probation Journal, Volume 14, October 2017. ShaddMaruna_IPJarticle.pdf McNeill, F., Durnescu, I., Butter, R., (eds) (2016) Probation, 12 Essential Questions. London: Palgrave. McNeill, Fergus. (2009). What Works and What's Just?. European Journal of Probation. 1. 10.1177/206622030900100103. McNeill, Fergus. (2012). Four forms of 'offender' rehabilitation: Towards an interdisciplinary perspective. Legal and Criminological Psychology. 17. 18 - 36. 10.1111/j.2044-8333.2011.02039.x. Power, Christina (2021) Moving forward together: mental health among persons supervised by the Probation Service. Dublin: Probation Service. Probation Service (2021) Towards a 'Best Practice' approach to Working with Women who Offend, Dublin, Probation Service. Rooney, Louise (2021) Substance Misuse and Supervision: An Examination of Drug and Alcohol Misuse Among Probation Service Clients, Irish Probation Journal, Volume 18, October 2021.

	Rooney, Louise (2021) Informing and Supporting Change: Drug and Alcohol Misuse among People on Probation Supervision in Ireland, Dublin, Probation Service. Trotter, C. (2009) Working with Involuntary Clients: A Guide to Practice. London: Sage. Ugwudike, P., Raynor, P. and Annison, J. (eds) Evidence-Based Skills in Criminal Justice: International Research on Supporting Rehabilitation and Desistance, Bristol: Policy Press. Windle, J., Lynch, O., Sweeney, K., O'Neill, M., Donson, F. and Cuffe, J. (2023) Criminology, Crime and Justice in Ireland: An Introduction, Abingdon, Oxon: Routledge

	1.4) Applied Law Mr Kieran McGrath
Aims	To equip students to function as professional social workers within the legal context. They will know the legal duties and responsibilities of social workers, as accountable professionals, and what is required in terms of report-writing and the giving of oral evidence. They should also, however, be able to apply a social work critique to the legal system, particularly its adversarial aspects and the ethical issues which it raises. They will also have had an introduction to the concept of Therapeutic Jurisprudence which, along with Social Work theory can be used a lens from through which the Law can be critically analysed.
Content	Specific issues addressed will include the nature of the adversarial legal system within which social workers are required to work and the process of preparing court reports in a variety of different contexts. Giving oral evidence in court, as a professional witness, will also be a major element of the course. Special attention will be given to legal and practice issues of the Freedom of Information Acts 1997 & 2003. The cases of M.Q. v Gleeson [1997] 1 IEHC 26 ("The Barr Judgment"), Cooke v HSE (2010) IEHC 503 and P.D.P. v HSE (2012) IEHC 591, will also be considered in detail and their implications for Social Work practice in Ireland, especially with regard to the requirements of Natural Justice and Fair Procedure. The practice implications for Social Work and the ethical issues involved in interacting with the legal system will be examined through the lens of Therapeutic Jurisprudence.
Recording of Lectures ***Lecture recordings not allowed but lecture summaries will be made available.***	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
Indicative bibliography	Andrews, D. A. & Bonta, J. (2017) *The Psychology of Criminal Conduct*, (Sixth Edition), London: Routledge. Davis, L. *See You in Court – A Social Worker's Guide to Presenting Evidence in Care Proceedings.* London: Jessica Kingsley McGrath, K. (2005) "Protecting Irish Children Better – The case for an Inquisitorial Approach in Child Care Proceedings". *Judicial Studies Institute Journal*. 5:1: 136-65.

	McGrath, K. (2016) "Natural Justice and Fair Procedure in Evaluating Allegations and Risk of Child Sexual Abuse in 'Grey' Areas". *NOTA News* (No. 78, March/April) Trotter, C. (2009) *Working with Involuntary Clients: A Guide to Practice.* London: Sage
Generative Artificial Intelligence (GenAI) and assessment	Re Gen AI by students 'Traffic Light Model' adopted as School framework applies. 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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

	1.5) Mental Health Ms Elaine Donnelly
Aims	To provide an overview of the different theoretical perspectives on mental health and how these relate to social work practice. Students will be encouraged to develop a critical appreciation of changing and emergent trends in mental health policy and provision with a particular focus on the social determinants of mental health, co-production, trauma informed care and the recovery model. The distinct contribution of social work in formal mental health services will be considered, along with practical approaches to supporting those with mental health conditions in a variety of social work settings, i.e. child protection and welfare.
Content	- Explanatory models of mental distress, biopsychosocial model of mental health. - Structure of mental health services in Ireland - Role of the Mental Health Social Worker - Irish Mental Health Law and Policy - Risk Assessment & Risk Management
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will 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**.**
Assessment Information	Essay + Case study (LO1, LO2, LO3, LO4, LO5, LO6, LO8, LO9)
Generative Artificial Intelligence (GenAI) and assessment	This module permits Level 2 usage of GenAI only. This permits the usage of GenAI for idea generation and structuring. College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf School Generative Artificial Intelligence (GenAI) Policy can be found [Link will be inserted when available]

	Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Indicative bibliography	Bland, R., Drake, G., & Drayton, J. (2021). *Social work practice in mental health: An introduction*. Oxon: Routledge. Higgins, A. and McDaid, S. (Eds.) (2014). *Mental Health in Ireland: Policy, Practice and Law*. Dublin: Gill and Macmillan. Golightley, M (2017). *Social Work and Mental Health*, 6th Edition. London: Sage. Gould, N (2022). *Mental health social work in context*. Oxon: Routledge. Sharing the Vision (2020). Dublin: Stationery Office. https://www.gov.ie/en/publication/2e46f-sharing-the-vision-a-mental-health-policy-for-everyone/

	1.6) Addictions Dr Ruth Elliffe
Aims	This module introduces students to contemporary issues in addiction through a series of four two-hour guest lectures. Delivered by front-line practitioners and policy professionals, the module offers real-world insights into the complex nature of addiction, its impact on individuals and communities, and current practice responses. An intersectional lens will be applied to critically examine how experiences of addiction are shaped by overlapping identities. Students will explore key approaches to intervention including harm reduction and recovery, while critically examining the role of social work within addiction services.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will 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**.**
Content	On completion of this module students will be able to; - Define key concepts related to addiction and substance use; - Describe the biopsychosocial model of addiction; - Recognise the signs and symptoms of substance use disorders; - Discuss the impact of addiction on individuals, families and communities; - Examine the role of stigma in addiction and recovery; - Introduce key treatment and intervention approaches; - Explore the role of social workers in supporting individuals and families affected by addiction; - Reflect on personal values and attitudes towards addiction.
Indicative bibliography	Barber, J. G. (2002). *Social work with addictions*. Bloomsbury Publishing. Goodman, A. (2013). *Social work with drug, alcohol and substance misusers.* Sage. Maté, G. (2011). *Close encounters with addiction*. Central Recovery Press, LLC. McGivern, A. McDonnell, C (2015) Vulnerable families and Drug use: Examining care admissions of children of parents attending an Irish drug Treatment facility, *The Irish Social Worker,* Spring 2015, pp17-23. Mekonnen, A., & Lee, B. K. (2022). Social work in addiction: opportunities

	and alliances. *Journal of Social Work Practice*, *36*(3), 303-316. Rassool, G. H. (2024). *Alcohol and drug misuse: A guide for health and social care professionals*. Routledge. Information on Foetal Alcohol Spectrum Disorder – fasdireland.ie
Generative Artificial Intelligence (GenAI) and assessment	In this module, Level 2 (Gen AI-Assisted Idea Generation and Structuring) of Permitted Gen AI Use as per the School's Traffic Light Model are allowed. The School's Generative Artificial Intelligence (GenAI) Policy can be found in the MSW Handbook available to you on Blackboard. 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.

	1.7) Child & Youth Mental Health Mr Conor Boksberger
Aims	To introduce students to key theories and concepts in child and youth mental health and to provide a detailed outline of the legislative and policy context within which child and adolescent mental health services operate. Students will gain insight into the different types of mental health issues and disorders that can present in a child and youth mental health context. An introduction to / exploration of the different models of mental health that typically underpin multidisciplinary perspectives on child and youth mental health. Students will also be provided with a critical overview of a range of social work approaches that could be used when supporting children and young people in a mental health context.
Content	- An overview of mental health presentations and diagnoses. - Youth mental health issues and needs, with a focus on the Irish context. - The policy and legislative framework underpinning child and youth mental health Services. - Assessment and care planning frameworks in child and youth mental health services. - The role of social work in a transdisciplinary and multidisciplinary child and adolescent mental health context. - Clinical social work approaches to mental health.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will 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.
Indicative bibliography	· Arnett, J. (2000). Emerging adulthood. A theory of development from the late teens through the twenties. American Psychologist, 55(5), 469-480. · Bronfenbrenner, U. (1992). Ecological systems theory. In R. Vasta (Ed.), Six theories of child development: Revised formulations and current issues (187-249). London, England: Jessica Kingsley Publishers. ISBN-10: 9781853021374. · Brown, J. D. (2014). Self-esteem and self-evaluation:

	Feeling is believing. Psychological perspectives on the self, 4, 27-58.
Generative Artificial Intelligence (GenAI) and assessment	In this module, Level 2 (Gen AI-Assisted Idea Generation and Structuring) of Permitted Gen AI Use as per the School's Traffic Light Model are allowed. The School's Generative Artificial Intelligence (GenAI) Policy can be found in the MSW Handbook available to you on Blackboard. 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.
Indicative bibliography	Alcock, P., Haux, T., McCall, V and May, M. (2022) The Students Companion to Social Policy, Chichester: John Wiley & Sons Ltd. Considine, M., and Dukelow, F. (2017) Irish Social Policy. A Critical Introduction. 2nd Ed. Cunningham J. and Cunningham S. (2012) Social Policy and Social Work: An Introduction. Los Angeles and London: SAGE. 2nd Edition. United Nations General Assembly Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979). Singh, Asmita and Shukla, Dr. Rohit, Globalization and Its Impact on Human Rights (March 23, 2023). Available at SSRN: https://ssrn.com/abstract=4398247 or http://dx.doi.org/10.2139/ssrn.4398247 Hoppe R. Heuristics for practitioners of policy design: Rules-of-thumb for structuring unstructured problems. Public Policy Adm. 2018 Oct;33(4):384-408.

	Townsend, P. (1962). The Meaning of Poverty. The British Journal of Sociology, 13(3), 210–227. Sen, A. (1985). A Sociological Approach to the Measurement of Poverty: A Reply to Professor Peter Townsend. Oxford Economic Papers, 37(4), 669–676. http://www.jstor.org/stable/2663049

	1.8) Health-related Social Work Dr Sorcha O'Keeffe
Aims	To introduce students to the scope of health-related social work from primary care to acute hospital, rehabilitation and palliative care contexts. The lived experiences of people affected by illness and acquired injuries are considered and the elements of an effective social work response are examined. The module is underpinned by analysis of health inequalities, the social determinants of health and health inclusion.
Content	- Applications of social work theories including Relationship-based Social Work, Reflective Practice, Systems Theory, Ecological Theory & AOP in health contexts. - First person accounts of living with illness - Theories of Grief & Loss and Bereavement - Trauma Informed Practice - Models and theories relating to inter professional practice (IPP) - Factors which influence and hinder collaboration, the benefits, and challenges of IPP, while reflecting on experiences and observations from placement. - Profession-specific-skills and knowledge of each professional group and how that intersects with the social work role – this is addressed through detailed case examples. - Evidence-based practice addressing the Social Determinants of Health, Health Inequalities, Migrant Health and Inclusion Health.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module will 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**.** -
Assessment Information	Reflective book review (LO1, LO3, LO8, LO10)
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 students during the initial stages of assignment preparation to support the exploration of topics, the generation and refinement of ideas, and the development of the overall structure and design of the project. GenAI can be used to make improvements to the clarity or quality of student created work to improve the final output for this assignment, but no new content can be created using AI. At the beginning of the assignment, students are asked to include a statement outlining specific details of if / how GenAI was used in the completion of the submission. Where specific words, sentences, quotations, or other content generated by a GenAI tool are included in project materials, these must be clearly acknowledged and appropriately referenced in accordance with the required referencing style. From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy. Students are encouraged to use GenAI critically and transparently, recognising its limitations and verifying the accuracy, reliability, and suitability of any information or outputs it produces before incorporating them into their work.
Indicative bibliography	Cleak, H. & Turczynski, M. (2014) Hospital Social Work in Australia: Emerging Trends or More of the Same? *Social Work in Health Care, 53*:3, 199-213, DOI: 10.1080/00981389.2013.873516 Goldsworthy, K. (2005) Grief and Loss in Social Work Practice. *Australian Social Worker 58*:2:167-178 O'Connor, E. & Wilson, E. (2015) Responding to Psychosocial Aspects of Illness and Health: Challenges and Opportunities for Social Work in Christie, A., Featherstone, B., Quin, S., & Walsh, T. (Eds.). *Social Work in Ireland: changes and continuities*. Palgrave Macmillan. Thompson, N. (2011) *'Health and the Medicalization of Inequality' in Promoting Equality: Working with Diversity and Difference*. 3rd Edition. Palgrave MacMillan Muskat, B., Craig S.L. & Mathai B. (2017) Complex families, the social determinants of health and psychosocial interventions:

	Deconstruction of a day in the life of hospital social workers, *Social Work in Health Care, 56*:8, 765-778, DOI: 10.1080/00981389.2017.1339761

	1.9) Ageing Bernadette Casey
Aims	This module provides an introduction into the sociology and social policies of ageing societies (social gerontology) using the social construction of ageing as a lens to explore age inequality and intergenerational relations. Students will get to hear what older adults are telling us they want based on various consultations and engagements with older adults in codesigning our health and social care service. Students will be introduced to the concept of integrated Age-Friendly Ecosystems and consider how social work practice can ensure care is delivered based on "What Matters" most to Older Adults. Finally, students will have the opportunity to explore the social work role with older adults through case studies exploring frailty, dementia, safeguarding, future planning, comprehensive geriatric assessment and interdisciplinary processes.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will 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**.**
Content	- Demography – ageing societies - The social construction of ageing - Tackling ageism and intergenerational relations - Age Friendly Health Systems and Societies - Human development and ageing - The social determinants of health - Social work practice with older adults
Indicative bibliography	Age Action (2022) Reframing Ageing - The State of Ageing in Ireland. Available at https://www.ageaction.ie/reframing-ageing-state-ageing-ireland-2022-1 Knowledge and Skills Framework for Healthcare Professionals Working with the Older Persons Steering Group (2023). Knowledge and Skills Framework for Healthcare Professionals Working with the Older Persons. Dublin: University College Dublin.

	National Integrated Care Programme for Older Persons (2017) Getting Started in Integrated Care for Older Persons. Torres, S., & Donnelly, S. (Eds.). (2022). Critical Gerontology for Social Workers (1st ed.). Bristol University Press. https://doi.org/10.2307/j.ctv2fjwq1s
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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

	1.10) Disability Dr Rose Doolan Maher
Aims	To introduce students to important ideas from the field of disability studies, to help them consider how these might affect social work practice and to work in an inclusive and ethical way with disabled people. It explores different models of disability and their relevance, the history and achievements of disability rights movements, and current approaches in making social and built environments more accessible.
Content	• Models of disability (including medical and social models) and their implications. • The history of disability rights and disability arts movements. • The importance of inclusive design and accessibility, and how to make information accessible to a range of disabled people.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will not** be made available to students. Students with a reasonable accommodation stated within their LENS report may record lectures**.**
Indicative bibliography	Barnes, C. (2012). 'Understanding the social model: past, present, and future' in Watson, N., Roulstone, A, and Thomas, C. (eds), *Routledge Handbook of Disability Studies*, Oxon: Routledge. 'Introduction: Global Disability Studies' in Goodley, D. (2011) *Disability Studies: An Interdisciplinary Introduction*. London: SAGE. Goodley, D. (2013) 'Dis/entangling critical disability studies', *Disability & Society*, 28(5), pp. 631–644. Sabatello, M. (2014) 'A Short History of the International Disability Rights Movement', in *Human Rights and Disability Advocacy*. University of Pennsylvania Press, pp. 13–24. Introduction' in Hendren, S. (2020) *What Can a Body Do? How We Meet the Built World*. London: Penguin. Guffey, E. (ed.) (2023) *After Universal Design: The Disability Design Revolution*. London: Bloomsbury.
Generative Artificial Intelligence (GenAI) and assessment	There is no assessment attached to this module. Learning activities during lectures do not permit the use of GenAI (level 1)

	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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

SS8013/SS8023: Social Work Practice & Perspectives (35 ECTS)

Module aims	Social work practice is a key pedagogy in social work education and academic and practice-based learning are integrated throughout the programme. Building on the MSW 1 module SS7014 Social Work Practice, module SS8013 combines the MSW final assessed placement (500 hours), and placement planning and integration sessions with related academic and experiential content that resources, upskills and supports students in undertaking professional practice with children, young people and adults across a range of human service organisations.
Module learning Outcomes	After completing this module, students will be able to: LO1: Self-evaluate, reflect, identify and evidence progress across all CORU/SWRB standards of proficiency, achieved through both academic and practice-based learning. This process is facilitated through use of the CORU SWRB Domains of Proficiency Self-Audit Tool (All SoPs). LO2: Integrate previous practice-based and academic learning including child development, trauma informed practice, teamwork, interprofessional practice and social work ethics and values in practice with children, young people and adults (SoPs: 1.5, 1.6. 1.7, 1.11, 1.13, 1.16, 1.19, 2.14, 2.15, 5.17,5.18) LO3: Engage in relationship-based practice, with an appropriate therapeutic focus, depending on the practice context (SoPs: 2.1, 2.2, 2.3, 2.4, 2.12, 3.6, 5.10) LO4: Identify key psychodynamic concepts underpinning a relationship-based approach to work with children, young people and their carers and understand the relevance and application of these concepts in social work practice (SoPs: 2.12, 5.1, 5.22) LO5: Source and select age-appropriate materials and resources to facilitate future child-focused intervention ensuring the voice of the child is understood and responded to (SoPs: 1.3) LO6: Articulate and evaluate their use of theory, social work skills and practice approaches across practice contexts (SoPs: 1.11, 1.18, 4.1, 4.4, 5.1, 5.13, 5.11, 5.14) LO7: Describe the philosophies and theories that underpin Systemic /Social Constructionist and Dialogical collaborative practices and

	articulate how they apply to social work practice (SoPs: 1.3, 2.11, 2.12, 5.1, 5.10, 5.14, 5.22) LO8: Articulate their application of social constructionist /systemic ideas in practice and demonstrate ethical and reflexive engagement with their work (SoPs: 1.9, 5.1, 5.4, 5.6, 5.14,) LO9: Develop capacity for reflection in practice situations and awareness of their own impact on the social work process and the impact (both positive and negative) that they in turn may experience in working directly with children, young people and adults (SoPs 4.4, 5.13) L10: Reconnect with their motivation to become a social worker and reflect on their professional and personal development, ongoing learning needs and their evolving professional identity (SoPs: 4.3) LO11: Develop personal and organisational strategies to ensure sound professional practice, supports and self-care at work (SoPs: 1.1, 1.2, 1.21, 3.14, 4.5, 5.11, 5.23) LO12: Explain the nature of human service organisations (SoP: 5.24) LO13: Describe the context within which human service organisations operate considering political, economic, social and technological factors (SoP: 5.24) LO14: Analyze the impact of organisational leadership and management on social work practice (SoPs: 2.10; 3.11; 5.11; 5.19) LO15: Understand and be able to discuss the importance of effective conflict management (SoPs: 2.11)
Module Content	There are five components in this module: 2.1) Placement (500 hours) 2.2) Relationship based Practice & Perspectives with Children & Families 2.3) Reflective Practice & Use of Self 2.4) Special Seminars 2.5) Working in Human Service Organisations
Teaching and learning format	In person lectures, groupwork, skills sessions and presentations. Online resources are made available on Blackboard. MSW Placement.
Recording of Lectures ***Lecture recordings or lecture summaries may***	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.

be made available for this module at the lecturer's discretion and are not a requirement.	These recordings are intended as a learning aid and do not replace the requirement for in-person attendance at lectures. Students are expected to attend 100% of this module. *The School has responsibility to ensure that all students embarking on placement have acquired knowledge, skills and values aligned with the Standards of Proficiency necessary for public protection as set by the Social Work Registration Board and monitored by CORU* Students are required to meet a minimum 80% attendance requirement to pass the module. **The College Recording of Lectures Policy can be viewed via this link** https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures where appropriate and with the agreement of the lecturer.
Standards of proficiency <u>taught</u> within this module	1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16, 1.17,1.18,1.19,1.20,1.21 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15 3.1,3.2,3.3,3.4,3,5,3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.29, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27
Standards of proficiency <u>assessed</u> within this module	1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16, 1.17,1.18,1.19,1.20,1.21 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15 3.1,3.2,3.3,3.4,3,5,3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.29, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27 All SoPs are assessed through the Placement and the Student Practice Project.

Assessment	The module is assessed through the Student's Practice Project, which is an academic assignment which includes the following components: • A critical analysis of social work practice in organisations • Comprehensive practice studies including social history and profile of service user(s) initial aims, relevant legislation, policies, and research evidence, assessment and analysis, chosen approaches/ frameworks & rationale for choice, nature & impact of co-working / inter-disciplinary / inter-agency collaboration, key ethical, equality or professional issues raised and how you approached them, outcome of involvement, indications for the future, and an evaluation of the case / intervention. • A discussion of placement learning including the student's personal framework for practice, a critically reflective summary of gains from this placement with respect to each of the CORU Standards of Proficiency, and a discussion of the use of digital technology while on placement. (LOs 1-15)
Re-assessment	If a student passes placement but fails their practice project they may re-submit the practice project to achieve a pass grade. If the student fails the placement, and the fail grade is not appealed, no practice project is submitted in relation to the failed placement. The placement may be repeated, and a practice project related to the repeat placement may be submitted to achieve a pass grade Only one attempt at a repeat placement is allowed. If a student has failed their placement and then undergoes a repeat placement, the practice project for the repeat placement is capped at 50% even though it may not be a resubmission. Students may undertake a repeat placement only after engaging in a process of critical reflection. The Practice Education Team, in consultation with the Course Director, must be satisfied that the student has demonstrated readiness to undertake a repeat placement. (LO 1-15)
Generative Artificial Intelligence (GenAI) and assessment	**Levels of Permitted Gen AI Use for this Module as per the UL Traffic Light Model adapted from Perkins et al (2024):** **Level 2 GEN AI: ASSISTED IDEA GENERATION AND STRUCTURING**

	• **To ensure confidentiality of services and service users, placement-related information including service-user information even if anonymized must never be uploaded to any AI tools or platforms. Failure to adhere to this will be considered a serious breach of ethics.** • For this module, GenAI may be used by students during the initial stages of assignment preparation to support the exploration of topics, the generation and refinement of ideas, and the development of the overall structure and design of the project. The use of GenAI should complement, rather than replace, conventional academic research methods, including literature searches. • Where specific words, sentences, quotations, or other content generated by a GenAI tool are included in project materials, these must be clearly acknowledged and appropriately referenced in accordance with the required referencing style. • From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy. • Students are encouraged to use GenAI critically and transparently, recognising its limitations and verifying the accuracy, reliability, and suitability of any information or outputs it produces before incorporating them into their work • Students will be required to include a clear statement outlining if/ for what purposes Gen AI was used in completion of their practice project. College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf School Generative Artificial Intelligence (GenAI) Policy can be found [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates.

	Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Indicative bibliography	Lefevre, M. (2018) Communicating and engaging with children and young people: making a difference. Social Work in Practice. Policy Press, Bristol. Ruch, G, Turney, D and Ward, A. Relationship-Based Social Work: Getting to the Heart of Practice. 2018 (2nd Ed) Jessica Kingsley Publishers Hafford-Letchfield, T. & Lawler, J. (2013) *Perspectives on Management and Leadership in Social Work*, Whiting and Birch

	2.1) Placement
Aims	*The primary aim of the second year social work placement is to support students in developing and refining their social work practice skills, knowledge and capacity aligned with CORU/SWRB Domains of Proficiency.* *Throughout the 14 week placement students will gain a deeper understanding of the role, mandate, and policies of their placement agency, and the responsibilities of social workers within that context. In addition students will:* • *Develop skills in working collaboratively, creatively and effectively with service users.* • *Develop their capacity to work effectively as part of a social work team and in the context of interprofessional practice.* • *Make connections allowing them to apply relevant research, theories & approaches in practice and in turn to learn from practice experiences.* • *Develop skills supporting them to work in partnership with community-based agencies to access and develop resources for service users.* • *Become sensitised to ethical and professional issues and to apply ethical principles in practice.* • *Develop self-awareness and utilise reflective practice and supervision to ensure best practice.*
Content	*The Practice Learning Curriculum is informed by the* - *CORU/SWRB Domains of Proficiency* - *The Learning Needs of the Student* - *The Role, Mandate and Specialism(s) of the Placement Organisation*
Indicative bibliography	*Cleak, H.. O'Connor, E, and Roulston A. (2022): Integrating relational knowing and structured learning in social work placements – a framework for learning in practice, Social Work Education, DOI: 10.1080/02615479.2022.2075337* *Fook, J, (2015) 'Reflective Practice and Critical Reflection'. Ch.26 Pp 440-455 in Lishman, J (Ed) Handbook for Practice Learning in Social Work and Social Care. Knowledge and Theory. Third Edition, Jessica Kingsley Publishers.* *Ruch, G, Turney, D and Ward, A. (2018) 2nd Edition, Relationship based Social Work: Getting to the heart of practice. Jessica Kingsley Publishers.*

	Tedam, P., 2016. The MANDELA model of practice learning. The Journal of Practice Teaching and Learning 11(2), pp.60-76. DOI: 10.1921/ 175951511X661219 *Trevithick, P.,(2018) The 'self' and 'use of self' in social work: A contribution to the development of a coherent theoretical framework. The British Journal of Social Work, 48 (7),pp 1836-1854.*

	2.2) Relationship Based Practice and Perspectives with Children and Families Frank Mulville & Ms Emma Fitzgerald
Aims	To enhance students' knowledge and skills in relationship-based practice drawing on both psychodynamic and systemic / constructionist traditions in relational practice.
Content	Exploring psychodynamic perspectives in direct work with children, young people and their parents/carers, the module aims to help students think deeply about how they can help children and young people to be truly heard, understood and respectfully attended to in their future social work practice. In parallel, the philosophical ideas underpinning social constructionist and systemic approaches are explored and integrated in practice using systemic, collaborative and dialogical approaches. The significance of the practice context is emphasized.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will 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**.**
Indicative bibliography	Bower, M. (Editor) (2005) *Psychoanalytic Theory for Social Work Practice: Thinking Under Fire.* London: Routledge. Carr, A. (2012). Family therapy: Concepts, process and practice. John Wiley & Sons. Ferguson, H. (2017) How Children Become Invisible in Child Protection Work: Findings from Research into Day-to-Day Social Work Practice. *The British Journal of Social Work,* Volume 47, Issue 4, Pages 1007–1023. Wasu, H., Tait, A. and Daniel, B., (2012) Direct Work with Vulnerable Children: Playful Activities and Strategies for Communication.

	2.3) Reflective Practice & Use of Self Frank Mulville
Aims	To build on the MSW 1 Reflective Practice & Use of Self module and focus on capacity for reflexivity in the context of continuing professional development.
Content	- Reflection in Social Work - Developing Social Work Identity - The Social Work Relationship - The Supervision Relationship - Teamwork - Self-Care
Indicative bibliography	Hough, M. (1998) Counselling Skills and Theory. Hodder and Staunton: London. Sharpe, M. (1995) The Third Eye. Routledge: London.

	2.4) Special Seminars Dr Simone Mc Caughren
Aims	To inform students of current practice issues. These seminars or workshops are organized around key areas of interest to contemporary social work practice in Ireland.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.***	Lecture recordings or lecture summaries for this module **will 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**.**
Content	The seminars are delivered by guest lecturers and focus on current issues and approaches in their specialist area of practice.
Indicative bibliography	Relevant readings and resources are provided for each seminar
Generative Artificial Intelligence (GenAI) and assessment	GenAI will be permitted for use in the following ways in this module: UL Traffic Light Model adapted from Perkins et al (2024) Level 2 GenAI assisted idea generation and structuring 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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module. Note to Lecturer:

	Please state below if further restrictions in the use of GenAI are to be applied to students in relation to any assessment task and learning activities for this module.

	2.5) Working in Human Service Organisations
Lecturer	Dr Martin McCormack
Aims	Human service organisations provide the context for most social work practice, therefore the context of these organisations and how they are led and managed, impacts on professional practice. Human services organisations operate within a complex context of social, economic, political and technological factors creating tensions which are transferred to the individual social worker. Through consideration of theory and their own experience on placement, students will examine how organisational leadership and management impact on the social worker's practice.
Learning Outcomes	On successful completion of this module component, students should be able to: 1. Identify the context within which human service organisations operate considering political, economic, social and technological factors (SoP 5.24) 2. Analyse the impact of organisational management practices on social work practice (SoP 2.10; 3.11; 5.11; 5.19)
Indicative Content	**A. Human service organisations** • Purpose, distinctiveness, and stakeholders • Context – economic, social, political, technological factors • Role of regulated professionals in organisations • Managerialism and potential for role conflict: risk management, efficiency vs effectiveness in services **B. Organisational management practices & their impact on practice** • Quality assurance and improvement • Performance management
Teaching and learning format	Classroom based lectures and group discussion supported by online resources.
Recording of Lectures ***Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion***	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**.**

and are not a requirement.	
CORU domains of proficiency addressed	Standards of Proficiency 2.10; 3.11; 5.11; 5.19 and 5.24
Assessment	Practice Project As part of the practice project, students will consider the impact of organisational practices on their own social practice during placement. (LO1. 2, 3, 4)
Re-assessment	Practice Project As part of the practice project, students will consider the impact of organisational practices on their own social practice during placement. (LO1. 2)
Generative Artificial Intelligence (GenAI) and assessment	GenAI will be permitted for use in the following ways in this module: UL Traffic Light Model adapted from Perkins et al (2024) **Level 1 GenAI** 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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module. 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 [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module. Note to Lecturer:

	Please state below if further restrictions in the use of GenAI are to be applied to students in relation to any assessment task and learning activities for this module.
Indicative bibliography (if available) 4-5 titles max.	Berends, L. & Crinall, K. (2014) *Management and Practice in Health and Human Service Organisations*, Melbourne: Oxford University Press. Brody, R. & Nair, M. (2014) *Effectively Managing and Leading Human Service Organizations,* 4th edition, Los Angeles: Sage. Hafford-Letchfield, T. & Lawler, J. (2013) *Perspectives on Management and Leadership in Social Work*, Whiting and Birch. Gardner, F. (2016) *Working with human service organisations: creating connections for practice*, Oxford: Oxford University Press.
Useful web-based content	Van Beek, G. (2013) *New trends in quality and management – need for a paradigm shift*? European Quality in Social Services. Accessed at https://www.eaq.ee/quality2013/sites/www.quality2013.eu/files/webform/full-papers/The%20illusion%20of%20quality%20management%20in%20social%20services.pdf Haworth, S., Miller, R. & Schaub, J. (2018) *Leadership in Social Work*, University of Birmingham. Accessed at https://www.birmingham.ac.uk/Documents/college-social-sciences/social-policy/Misc/leadership-in-social-work.pdf Elizabeth A. Fisher (2009) Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies, *Administration in Social Work*, 33:4, 347-367, Accessed at https://www.tandfonline.com/doi/pdf/10.1080/03643100902769160

SS8014: Research Dissertation (30 ECTS)

Module aims	The aim of this module and the dissertation exercise is to provide students with the opportunity to apply their knowledge of the principles of scientific inquiry and to carry out academic research.
Module learning Outcomes	After completing this module, students will be able to: LO1: Apply and critically understand the principles and ethics of scientific inquiry including reviewing relevant literature, formulating research questions(s), and apply a relevant research methodology. [SoP: 5.21] LO2: Design and complete a research project related to the field of social work. [SoP: 5.21; 5.25] LO3: Present a coherent, readable and academically acceptable piece of work which is relevant to social work theory, policy or practice. [SoP: 5.25]
Module Content	- Review of research methods and designs - Strategies for data collection - Approaches to data analysis - Writing-up, and disseminating research findings
Teaching and learning format	In person lectures supported by online resources on Blackboard. One-to-one supervision with a research supervisor + independent study and work on the student's own research project.
Standards of proficiency <u>taught</u> within this module	5.21; 5.25
Standards of proficiency <u>assessed</u> within this module	5.21; 5.25
Assessment	This module is assessed via the research dissertation [LO1; LO2; LO3]
Indicative bibliography	Campbell, A., Taylor, B. J., & McGlade, A. (2016). *Research Design in Social Work: Qualitative and Quantitative Methods*. London: Learning Matters. (Available as E-book) Carey, M. (2013). *The Social Work Dissertation: Using Small-scale Qualitative Methodology*. Berkshire: Open University Press. (Available as E-book) Whittaker, A. (2012). *Research Skills for Social Work*. London: Sage Publications.

SS8015: Personal Framework for Practice (15 ECTS)

Module aims	To support students in writing their personal framework for practice which requires the student to draw on both personal and professional experience to construct their own individual map for practice and analyse the implications of their map for their professional practice contrasting this with relevant research studies into the practice of social work. In this module students are supported to develop their individual personal framework for practice. They are supported to identify the foundational social work concepts and theories that drive their personal approach to social work practice, as well as their personal and practice experiences and to critically reflect upon these and how they impact their practice. Students are guided and supported in constructing, developing and writing their Personal Framework for Practice through individual supervision. They are further encouraged to draw on learning from across all aspects of the PGDSW programme and their practice placement experiences.
Module learning Outcomes	After completing this module, students will be able to: LO1: Critically reflect on the impact of selected personal values, life experience, and practice experience to date on their developing framework for practice (SoP: 5.13). LO2: Communicate and critically evaluate their individual map for professional practice identifying their personal and professional experiences that have shaped this map (SoP: 4.3; 4.4) LO3: Identify and discuss relevant theory and research evidence and how this has shaped / relates to your personal framework for practice (SoP: 5.7; 5.22) LO4: Demonstrate/Acknowledge/Understand/identify(??) that their Personal Framework for Practice is flexible and will and should evolve over time (SoP: 5.13).
Module Content	Independent study and one-to-one meetings with a Personal Framework for Practice supervisor.
Teaching and learning format	One-to-one supervision with a Personal Framework for Practice supervisor + independent study and work on the student's own Personal Framework for Practice.
Standards of proficiency <u>taught</u>	4.3, 4.4

within this module	5.7, 5.13, 5.22
Standards of proficiency <u>assessed</u> within this module	4.3, 4.4 5.7, 5.13, 5.22
Assessment	This module is assessed via the Personal Framework for Practice [LO1; LO2; LO3; LO4]
Indicative bibliography	Houston, S. (2015). *Reflective Practice: A Model for Supervision and Practice in Social Work: Booklet Version*. Northern Ireland Social Care Council. Ingram, R., Fenton, J., Hodson, A., & Jindal-Snape D. (2014) *Reflective Social Work Practice*. Basingstoke: Palgrave Rogers, M., Whitaker, D., Edmondson, D., & Peach, D. (2016). *Developing skills for social work practice*. London: Sage. Trevithick, P., (2008) Revisiting the Knowledge Base of Social Work: A Framework for Practice *British Journal of Social Work* 38, 1212–1237 Wilson, K, Ruch G, Lymbery M, Cooper A. (2008) Relationship-based and reflective approaches for contemporary social work practice in Wilson, K, Ruch G, Lymbery M, Cooper A. (eds) *Social Work An introduction to contemporary practice* London: Pearson

Module Leads

Year One

Module Code	Module Name	Module Lead
SS7012	Social Work Theory for Practice	Dr Susan Flynn (SFLYNN7@tcd.ie)
SS7014	Social Work Practice	Dr Sinéad Whiting (sinead.whiting@tcd.ie)
SS7016	Foundations for Social Work Across the Lifespan	Ms Sinead Tobin (tobins7@tcd.ie)
SS7017	Social Policy, Critical Theory and Social Work Research	Dr Joe Whelan (jwhelan9@tcd.ie)

Year Two

Module Code	Module Name	Module Lead
SS8012	Social Work in Diverse Settings	Dr Simone Mc Caughren (SMCCAUGH@tcd.ie)
SS8013	Social Work Practice and Perspectives	Dr Erna O'Connor (connorer@tcd.ie)
SS8014	Research Dissertation (Masters Pathway)	Dr Susan Flynn (SFLYNN7@tcd.ie)
SS8015	Personal Framework for Practice (Postgraduate Diploma Pathway)	Dr Sinéad Whiting (sinead.whiting@tcd.ie)

Role Description for Module Lead on the MSW/PGDSW

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

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

Module Design and Review

The module lead should:

a) Review the module aims and learning outcomes to ensure that the module is aligned with programme-level learning outcomes, CORU Standards of Proficiency and the College's (list of) Graduate Attributes;
b) Ensure that the teaching and learning methods (including contact time and guided independent study) are planned to facilitate the achievement of the module learning outcomes, and actively engage students in their learning;
c) Keep abreast with developments within the Trinity Educational Project (TEP) and apply relevant strictures or innovations from it to the module;
d) Consider resource issues and the cost effectiveness of module delivery;
e) Review and amend as necessary appropriate formative and summative assessment methods that allow students to demonstrate achievement of the module learning outcomes and progression towards programme-level learning outcomes;
f) Take proactive account of the needs of different learners in the module learning outcomes, delivery and assessment methods;
g) Consider how service-user perspectives can be embraced within the module;
h) Take account of evidence-informed, inter-disciplinary and international perspectives when reviewing the content of the module curriculum;

i) Ensure that the notional hours of learning (including contact time, guided independent study and completion of the assessments) are commensurate with the credit weighting of the module;
j) Prepare and review module descriptions in line with established School and College deadlines for programme management; and
k) Ensure that module evidences the teaching and assessment of appropriate CORU Standards of Proficiency and where there are multiple contributors, that a coherent, integrated and effective approach to covering standards of proficiency occurs.

Teaching and Supporting Learning

The module lead should:

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

Assessing and Giving Feedback to Students

The module lead should:

a) Ensure that assessment guidance includes clear criteria and hand-in dates and, where appropriate, confirm that they are internally and externally moderated before distribution to students;
b) Ensure that the assessment e-submission points are set up in Blackboard, unless there is an agreed exception;
c) In line with the College's established deadlines and specifications, and the Course Director's and External Examiner's comments, ratify the appropriateness of examination questions and papers;
d) Liaise with the School and College Disability Officers (where appropriate) regarding any special examination arrangements that may be required;
e) Ensure that markers for the module provide helpful feedback on assessed work with advice to students on how to improve the submission; and
f) Ensure that feedback on assessed work is congruent with the College's conceptual equivalents on degree classifications.

Marking, Feedback and Moderation

The module lead should:

a) Provide opportunities, if required, for the marking team to discuss how the assessment criteria should be applied to ensure standards and consistency;
b) Ensure that relevant School and College policies and procedures are applied (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.