



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

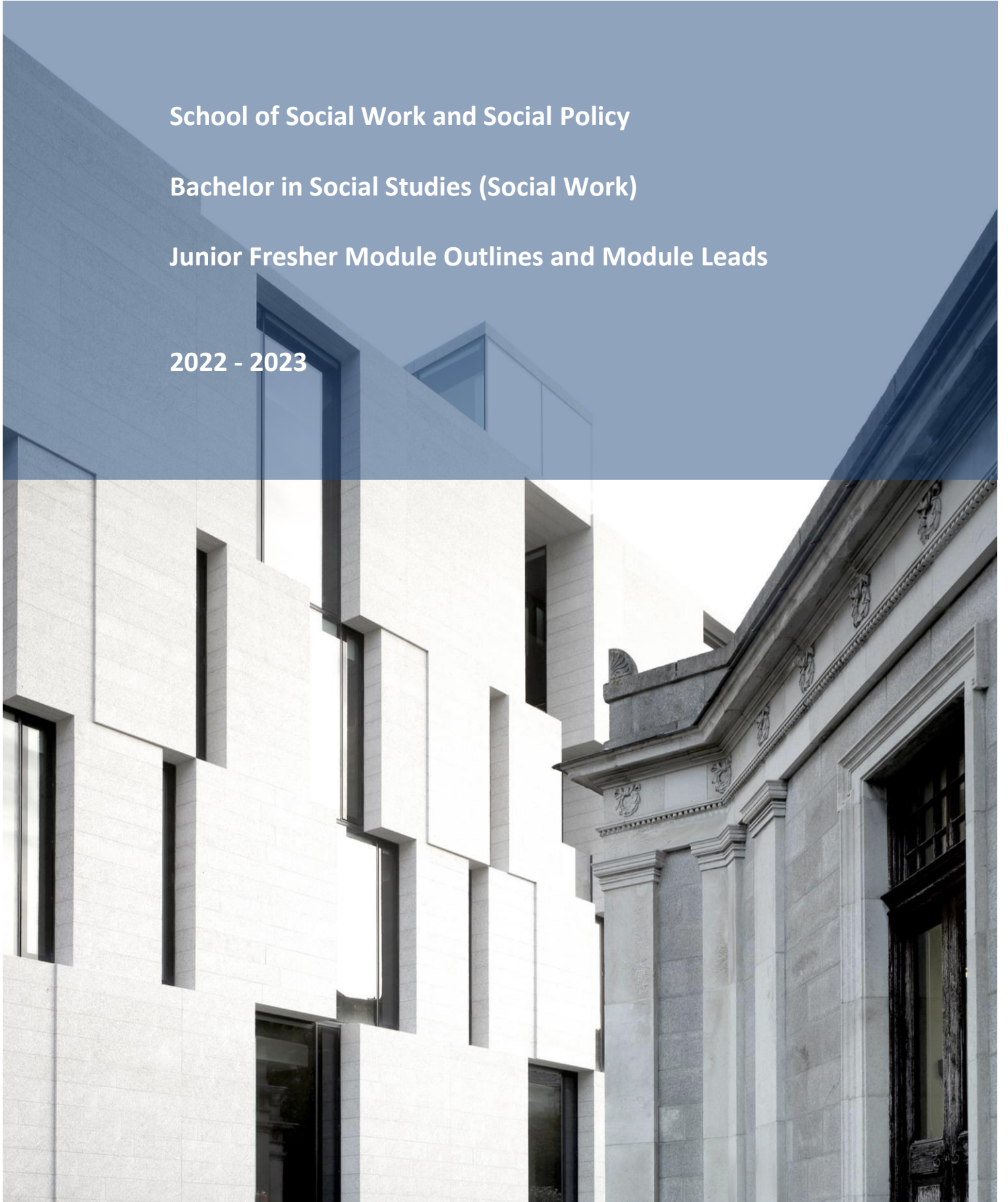
The University of Dublin

School of Social Work and Social Policy

Bachelor in Social Studies (Social Work)

Junior Fresher Module Outlines and Module Leads

2022 - 2023



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Role Description for Module Lead on the BSS

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

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

Module Design and Review

The module lead should:

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

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

Teaching and Supporting Learning

The module lead should:

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

Assessing and Giving Feedback to Students

The module lead should:

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

Marking, Feedback and Moderation

The module lead should:

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

Version 2023, as adapted from Houston, 2019.

Module Leads

Module	Course	Module Lead
SSU11010	Introduction to Psychology	Mr Harvey McCone mccone@tcd.ie
SSU11030	Introduction to Social Work	Dr Susan Flynn sflynn7@tcd.ie
SSU11051	Introduction to Social Policy Concepts	Dr Catherine Conlon conlonce@tcd.ie Dr Kasia Wodniak kwodniak@tcd.ie Dr Julie Byrne byrnej18@tcd.ie
SSU11042	JF Placement	Ms Sinead Whiting sinead.whiting@tcd.ie
ECU11031	Introduction to Economic Policy A	Laura Muñoz Blanco muozblal@tcd.ie
ECU11032	Introduction to Economic Policy B	Dr Joseph Kopecky jkopecky@tcd.ie
POU11021	Politics and Irish Society A	Dr Johnny Lyons sssp@tcd.ie
POU11022	Politics and Irish Society B	Dr Lisa Keenan sssp@tcd.ie
SOU11013	Introduction to Sociology 1	Dr Richard Layte layter@tcd.ie
SOU11014	Introduction to Sociology 2	Dr Lisa Keenan Dr Pablo Gracia graciap@tcd.ie

Junior Freshers Module Outlines

SSU11010 Introduction to Psychology (10 ECTS)

Module Code and Name	SSU11010 Introduction to Psychology
Module Lecturer	Mr Harvey McCone mcconeh@tcd.ie
Module aims	<p>This module aims to provide students with an introduction to the scientific study of mind and behaviour, including the areas of social, cognitive, biological, and developmental psychology. Students will gain a foundation in major schools of psychological thought, including the humanistic, cognitive, and psychodynamic traditions. Mental health, including diagnostic and therapeutic elements, will be explored. Material will be discussed with an emphasis on critical analysis and the application of theory in real world situations.</p>
Module learning Outcomes	<p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none">• Understand key theories, concepts, and principles within the discipline of psychology• Appreciate the contributions and criticisms of the major schools of psychological thought• Understand the importance of evidence-based practice within psychology• Discuss the potential for applications of psychological theory and research within community settings
Module Content	<p>This module will include the following topics:</p> <ul style="list-style-type: none">• History of the development of psychology, including the main schools of psychology• Research and ethical principles in psychology• Developmental Psychology (from early childhood to late adulthood)• Individual Differences (theories and measurement of personality and intelligence)• Cognitive Psychology (including memory and attentional processes)

	<ul style="list-style-type: none"> • Abnormal Psychology (an overview of psychological disorder, including diagnostic and therapeutic approaches) • Social Psychology (the psychology of interpersonal and group processes)
Teaching and learning format	Weekly in-person lectures, as well as a number of additional tutorials spread across both semesters.
CORU domains of proficiency addressed	5.3: Have a critical understanding of sociology, psychology, human growth and development, health, law, economics and political science
Assessment	<p>Michaelmas Term: 5 quizzes (5%) and 1 essay (2000 words) (45%)</p> <p>Hilary Term: 5 quizzes (5%) and 1 essay (2000 words) (45%)</p>
Re-assessment	Students who fail the module overall will be reassessed by way of an additional essay.
Indicative bibliography (if available) 4-5 titles max.	<ul style="list-style-type: none"> • Biswas-Diener, R., & Diener, E. (Eds.). (2019). Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. • Kalat, J. W. (2017). <i>Introduction to Psychology</i>. Cengage Learning. • Marcus, G. (2006). <i>The Norton psychology reader</i>. WW Norton & Co.
Useful web-based content	<p>https://digest.bps.org.uk/</p> <p>https://www.psychologytoday.com/ie</p> <p>https://www.scientificamerican.com/mind/</p> <p>https://www.ted.com/playlists/173/fascinating_psych_experiments</p> <p>https://courses.lumenlearning.com/waymaker-psychology/</p> <p>https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf</p>

Relevant Journals	Useful databases for relevant journal articles include PsycINFO and PsycArticles.
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SSU11030 Introduction to Social Work (10 ECTS)

Module Code and Name	SSU11030 Introduction to Social Work
Module Lecturer(s)	Dr Susan Flynn SFLYNN7@tcd.ie
Module aims	This module, delivered across Michaelmas and Hilary Terms, aims to provide an introductory overview of the essential nature of social work. This includes the historical development of the profession in Ireland and its many contemporary forms and influences.
Module learning Outcomes	<p>On successful completion of this section of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an introductory understanding of approaches to relationship-based practice, reflective practice, reflexivity and critical reflection in social work. • Articulate core roles and responsibilities of social work, fields of practice, foundational competencies, and be able to distinguish social work from cognate disciplines such as social care. • Comprehend the historical genesis of the social work profession in Ireland and its relationship to contemporary practice. • Determine the role of values and core ethical principles in professional competency for social work practice. • Demonstrate an introductory awareness of core skills and competencies, theories, perspectives and knowledge that social work practitioners utilise in their work. • Critically evaluate the basic nature of supported living/ alternative care services in Ireland. • Illustrate an understanding of the implications of professional accreditation, regulation and statutory registration for qualified social work practitioners.

<p>Module Content</p>	<p>The purpose of this module, delivered across Michaelmas and Hilary Terms, is to gain an introductory overview of the essential nature of social work. This includes the historical development of the profession in Ireland and its many contemporary forms and influences. The varying roles that social workers occupy and the regulatory system that supports the statutory registration of social workers in Ireland are introduced. Within this, the ethical imperative of satisfying standards of proficiency and upholding the code of conduct and ethics, and practicing in accordance with the best interests of service users is emphasised. Foundational practice competencies such as understanding legislation and responsibilities relating to candour, disclosure and confidentiality will be taught. Through reflection on the position of marginalised service users, a particular focus is given to the nature and form of supported living / alternative care in Ireland.</p> <p>Unique characteristics of social work are explored to gain insight into what distinguishes social work from cognate disciplines such as social care. Basic skills and competencies of social work, common tools such as the genogram, and elements of the social work process such as assessment and intervention are introduced. Students are also familiarised with the profession's traditional social justice mandate and approaches to support this such as anti-discriminatory practice. Core theories and perspectives in social work are explored including ecological systems theory, task centred practice, person-centred approaches, strengths-based and solution-focused perspectives, and feminism. An appreciation of the importance of the life-course in social work is also conveyed through exploration of relevant theory. Lastly, the role of values and ethics in social work for professional competency features. In this context, the module dwells upon the crucial nature of reflective practice, reflexivity and critical thinking for competent and collaborative social work. Here, emphasis is placed on the contribution these skills make to anti-oppressive practice and relationship-based practice.</p>

	<p>Module Topics include:</p> <ul style="list-style-type: none"> • An introduction to core values, moral reasoning and ethical principles in social work. • An examination of the historical development of social work, including social work education, to thereby contextualise major themes in contemporary practice. • An introduction to skills and competencies in social work, key aspects of the social work knowledge base, and the nature of the social work process. • An introduction to key theories and perspectives in social work such as strengths-based and solution-focused perspectives, ecological system theory, life-course perspectives and task centred practice. • An exploration of defining features of social work in the context of other occupations. • Consideration of the position of social work service users whereby a particular focus is given to the nature of residential / alternative care in Ireland, and the need for person-centred approaches. • Implications of statutory registration and regulation of the profession.
<p>Teaching and learning format</p>	<p>The module will be delivered through a mix of lectures and tutorial work. Students will also be asked to engage with learning resources provided on the relevant module Blackboard page. Vignettes will be used to encourage critical thinking about scenarios that could be encountered in practice.</p>
<p>CORU domains of proficiency addressed</p>	<p>1. Professional Autonomy and Accountability (Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17,1.18) 2. Communication, Collaborative Practice and Teamworking (Standards 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12, 2.13, 2.15) 3. Safety and Quality (3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.14) 4. Professional Development (4.2, 4.3, 4.4, 4.5) 5. Professional Knowledge and Skills (5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23, 5.24)</p>
<p>Assessment</p>	<p>Michaelmas Term: Essay (30%) Hilary Term: Exam (70%) The essay question for this module is:</p>

	<p>“Social work is variously defined” (Dominelli, 2009, p.7). In this context, discuss major influences on the essential nature of social work.</p>
Re-assessment	<p>Students who fail the assessment will be reassessed by way of a written assignment.</p>
Indicative bibliography (if available) 4-5 titles max.	<p>Skehill, C. (2011). <i>History of Social Work in the Republic of Ireland</i>. OUP.</p> <p>Davies, M. (ed) (2013) <i>The Blackwell Companion to Social Work</i>. 4th edn. Blackwell Publishers. Chapter 6.2.13, p.451; Chapter 6.2.24, p.492; and book 2, <i>The Human Life-Cycle</i>.</p> <p>Banks, S. (2012) <i>Ethics and Values in Social Work</i>. 4th edn. Macmillan International Higher Education.</p> <p>Wilson, K. (2011) <i>Social Work: An Introduction to Contemporary Practice</i>. 2nd edn. Prentice Hall.</p>
Useful web-based content	<p>For this module, a reading list has been created through Trinity’s ‘myreadinglist’ function. Please access this through the module blackboard page.</p>
Relevant Journals	<p>British Journal of Social Work Journal of Social Work Journal of Social Work Practice International Social Work European Journal of Social Work Child and Family Social Work Qualitative Social Work Child Care in Practice Child Abuse Review Child Abuse & Neglect Child Maltreatment Child and Youth Services Review Disability and Society</p>

SSU11051: Introduction to Social Policy Concepts: (10 ECTS)

Module Code and Name	SSU11051 Introduction to Social Policy Concepts
Semester Taught	Semester 1
Module Co-ordinator	Dr Catherine Conlon, Dr Kasia Wodniak, Dr Julie Byrne
<p>Module Content</p> <p>The Principles of Social Policy module introduces you to the dynamic field of Social Policy and is designed to provide you with a critical knowledge and understanding of the principles that underpin social policy affecting all citizens' lives.</p> <p>Throughout this module, you will develop an appreciation of the influences that have shaped the development of social policy to allow you understand directions being taken by diverse governments in relation to policies targeted at social welfare and well-being.</p> <p>You will learn to critically examine principles at work in diverse policy contexts and identify differences in approaches to social policy to facilitate a deeper appreciation of the breadth and hybrid nature of the subject area. A key focus will be to examine the interaction of state, market, family and individuals in providing for and enhancing welfare and well-being at the social level.</p> <p>This module equips students to recognise how ideology, politics and values influence and shape social policy and to question patterns, assumptions and normative concepts and constructs generated by social policy.</p> <p>You will explore multiple concepts shaping social policy across national and international contexts. The module is designed to provide learners with key foundational concepts to prepare you for deeper exploration of specific policy issues and debates throughout your studies of social policy.</p>	
<p>Module Learning Outcomes:</p> <p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand and conceptualise the remit of social policy 2. Identify the relationship and interface between historical, social and political developments and the evolution of social policy 3. Articulate the contested nature of rights, entitlements, welfare and social justice 4. Recognise the extent to which social policies are influenced by social and political values 5. Appreciate key ideological, social, cultural and political factors shaping contemporary social policy at national and international level. 6. Understand the extent to which history, ideology and politics come together to form normative concepts shaping social practices and policy measures. 	
Teaching and Learning	Lectures, tutorials, practical classes involving students analysing a policy initiative in groups

methods				
CORU domains of proficiency addressed	1. Professional Autonomy and Accountability (Standards 1.1, 1.2)			
Assessment details	Assessment Component	Assessment Description	% of total	Week due
	Presentation	Groups of 4 leading tutorial discussion on assigned reading.	10	6-8 & 10-14 (as per TCD academic year calendar)
	Essay	2000 word end of semester essay.	90	16 (TCD academic year calendar)
Reassessment requirements	Students who fail the module will be reassessed by an essay of 3000 words in the supplemental period. All supplemental assessments must be resubmitted during the college supplemental examination period.			
Contact Hours and Indicative Student Workload	<p>For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest:</p> <p>Class (lecture & tutorial) attendance and participation: 27 hours</p> <p>Time spent reviewing instructional material (notes & assigned readings): 20 hours</p> <p>Time spent on further recommended reading: 20 hours</p> <p>Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 20</p> <p>Researching current social policy issues to inform class discussion and written assessment: 10</p> <p>Preparation to lead class discussion for assessment: 3 hours</p> <p>Drafting and finalising writing of essay for written assessment: 20 hours</p> <p>TOTAL: 110</p>			
Recommended Reading list	<ul style="list-style-type: none"> Alcock, P., Haux, T., May, M. and Wright, S. (2016) <i>The Students Companion to Social Policy</i>. Chichester: Wiley. Considine, M., and Dukelow, F., (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2nd Edition. Bristol: Policy Press. 			

	<ul style="list-style-type: none">• Dean, H. (2012) <i>Social Policy</i> (2nd Edition). Cambridge: Polity.• Dwyer, P., and Shaw, S. (2014) <i>An Introduction to Social Policy</i>. London: Sage.• Kennedy, P. (2013) <i>Key Themes in Social Policy</i>. London: Routledge.
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SSU11042 JF Practice Placement (10 ECTS)

Module code and name	SSU11042 Junior Fresh Placement: Preparation for Practiced Based Learning
Module aims	<p>This module introduces students to practice-based learning, focusing on the practice components of the Junior Fresh year including 30 hours volunteering experience commencing in term one and the 6-week Junior Fresh placement, undertaken in Alternative Care / Assisted Living settings, at the end of the JF academic year. The Junior Fresh placement, is the first of four assessed placements undertaken across the BSS (Social Work) programme.</p> <p>The module aims to resource students to undertake the required practice components of the JF year (volunteering and placement). Key tenets of reflective practice approaches and adult learning theory are introduced. This module incorporates identification of student learning needs for placement and facilitates individual placement planning. Professional practice issues are addressed, and practice learning resources are introduced.</p>
Module learning outcomes	<p>On successful completion of this section of the module and the placement, students should be able to:</p> <ol style="list-style-type: none"> 1. Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional. (SOP 1.2) 2. Recognise the importance of practicing in a non-discriminatory, culturally sensitive way and acknowledge and respect the differences in beliefs and cultural practices of individuals or groups. 3. Recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made 4. Be aware of and be able to take responsibility for managing one's own health and wellbeing. 5. Be able to modify and adapt communication methods and styles, including verbal and nonverbal methods to suit the individual service users considering issues of language, culture, beliefs and health and/or social care needs (SOP 1.17, 2.2, 2.7, 5.27) 6. Recognise service users as active participants in their health and social care and be able to support service users in communicating their health and/or social care needs, choices and concerns. 7. Be able to produce clear, concise, accurate and objective documentation.

	<ol style="list-style-type: none"> 8. Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team. 9. Understand the principles of quality assurance and quality improvement. 10. Be able to evaluate and reflect critically on own professional practice to identify learning and development needs; be able to select appropriate learning activities to achieve professional development goals and be able to integrate new knowledge and skills into professional practice (SOP 4.1, 4.3, 5.23). 11. Critically understand the importance of effective supervisory frameworks and be able to actively participate in same. 12. Understand the importance of and be able to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice (SOP 4.5) 13. Be able to maintain professional boundaries with service users within a variety of social work settings and be able to identify and manage any associated challenges. (SOP 5.11)
Module content	<p>This module provides students with an overview of the practice education requirements of the BSS programme with a specific focus on the requirements of the JF placement and volunteering requirements. Through weekly lectures and active engagement in small group work the students will be encouraged to think about making the transition from volunteer to student on placement in a health and social care setting, to identify learning needs for placement, examine reflective practice tools and develop an understanding of the value and importance of reflective practice in supporting the development of practice learning, and of working as part of the team, under supervision.</p> <p>Students will examine issues faced by service users and carers, consider how to deliver safe care that meets needs of the service user and the agency, and develop effective communication skills in a variety of contexts.</p> <p>Students will be challenged to consider their own personal attributes and previous life experiences and examine how these may impact upon themselves, upon services users and colleagues in practice. They will have opportunities to consider how best to mitigate potentially negative impacts of previous experiences through engagement in reflective practice and supervision.</p>
Standards of proficiency taught	1.1, 1.2, 1.3, 1.15, 1.17, 2.2, 2.3, 2.7, 2.10, 2.13, 2.15, 3.11, 4.1, 4.3, 4.5, 5.11, 5.13, 5.20, 5.22, 5.23, 5.26, 5.27
Standards of proficiency assessed	1.2, 1.17, 2.2, 2.7, 4.1, 4.3, 4.5, 5.11, 5.23, 5.27

Teaching and learning format	8X1 hour classes 1x 2 hours pre-placement class 1x half day placement call-in session during the JF placement
Assessment	This module is assessed via the Junior Fresher Alternative Care/Assisted Living Placement which takes place from 22 nd May-30 th June 2023. Both the practice placement and the associated practice project must be passed for students to pass the module overall.
Reassessment	<p>If a student passes their practice placement but fails their Practice Project, they are given the opportunity to submit a new Project, which they must pass.</p> <p>If a student fails both their practice placement and their practice project, they may be given the opportunity to undertake a repeat placement and practice project which they must pass in order to be eligible to progress to their second year.</p> <p>Students who fail their repeat placement will not be given permission to proceed to their Senior Fresh year.</p>
Indicative bibliography (if available) 4-5 titles max.	<p>Knott, C., & Scragg, T. (Eds.). (2016). Reflective practice in social work. Learning Matters.</p> <p>Loughran, H. (2018) Counselling Skills for Social Workers, London: Routledge</p> <p>Teater, B (2020) An Introduction to Applying Social Work Theories and Methods. London: McGraw Hill/ Open University Press.</p> <p>Trevithick, P. (2012) Social Work Skills: A Practice Handbook. Maidenhead: McGraw Hill/ Open University Press.</p> <p>Ward, A. (2006) Working in group care: Social work and social care in residential and day care settings. 2nd edition. Policy Press</p> <p>Wilson, G. (2011). Evidencing reflective practice in social work education: Theoretical uncertainties and practical challenges. British Journal of Social Work, 43(1), 154-172.</p>
Useful web-based content	Relevant materials may be provided by the course lecturer.

Relevant Journals	Relevant materials may be provided by the course lecturer.
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ECU11031: Introduction to Economic Policy A

Module code and name	ECU11031: Introduction to Economic Policy A
Module aims	This module aims to provide students with a comprehensive outline of some of the core elements of micro economics and their applications. By the end of the first half of the module it is hoped that students will be able to use their knowledge of economic theory and policy so as to have a better understanding of the drivers of demand and supply and of the decision making processes of individuals and businesses. Students will have an understanding of market systems. Students should also have an understanding of how governments can sometimes improve market outcomes.
Module learning outcomes	On successful completion of this module, you will be able to: <ol style="list-style-type: none"> 1. Explain in detail the concepts of demand, supply, prices and equilibrium and illustrate shifts and movements in demand and supply curves (SOP 5.3) 2. Discuss the concepts of price floors, price ceilings and elasticity 3. Explain the causes of market failure and understand the role for government (SOP 5.3) 4. Understand how income inequality and poverty are defined, measured and addressed in an economic context (SOP 5.3) 5. Evaluate market structures including monopoly, oligopoly and monopolistic competition Outline the role of competition policy and regulation (SOP 5.3)
Module content	<p>A. Introduction to economics: how markets work Introduction to the subject of Economics The characteristics of different demand and supply curves, equilibrium Elasticity, price ceilings and price floors</p> <p>B. Market failure Externalities Public goods Information asymmetry</p> <p>C. Income inequality and poverty Poverty and income distribution Global development and inequality</p> <p>D. Market structures Perfect competition Monopoly Oligopoly & monopolistic competition</p>

Standards of proficiency taught	5.3
Standards of proficiency assessed	5.3
Teaching and learning format	Class teaching will be supported by the Blackboard platform.
Assessment	The assessment for this module comprises a group work project 30% and an end-of-term examination 70%. (Learning outcomes 1,2,3,4,5)
Reassessment	Reassessment details will be provided where required.
Indicative bibliography (if available) 4-5 titles max.	The core textbook is Gregory Mankiw and Mark P. Taylor's Economics 3rd Edition (South-western: Cengage learning).
Useful web-based content	This will be provided by module personnel where relevant.
Relevant Journals	This will be provided by module personnel where relevant.

ECU11032: Introduction to Economic Policy B

Module code and name	ECU11032: Introduction to Economic Policy B
Module aims	This module aims to provide students with a comprehensive outline of some of the core elements of macroeconomics and their applications. By the end of the module it is hoped that students will be able to read and understand macroeconomic data, as well as use their knowledge of economic theory and policy so as to have a better understanding of how an economy functions.
Module learning outcomes	On successful completion of this course, you will be able to: <ol style="list-style-type: none"> 1. Understand the basic structure of the economy (SOP 5.3) 2. Explain fiscal and monetary policy (SOP 5.3) 3. Understand and interpret macroeconomic data (SOP 5.3) 4. Understand employment and unemployment (SOP 5.3) 5. Apply economic thinking to everyday topics (SOP 5.3)
Module content	<p>The module is ten topics divided into three sections.</p> <p>A. Macroeconomics: first steps National Accounts: GDP and GNP Economic Growth Business Cycles</p> <p>B. Government Policy Money and banking Case studies Fiscal policy International Competitiveness</p> <p>C. Macroeconomics in your life Labour market and unemployment The economics of migration The Economics of Aging Economics of the Housing Market</p>
Standards of proficiency taught	5.3
Standards of proficiency assessed	5.3
Teaching and learning format	Class teaching will be supported by the Blackboard platform.

Assessment	A mid-term test (multiple choice) worth 30% and an end-of-term exam worth 70%. (Learning outcomes 1,2,3,4,5)
Reassessment	Reassessment details will be provided where required.
Indicative bibliography (if available) 4-5 titles max.	Gregory Mankiw and Mark P. Taylor's Economics (South-western: Cengage learning) 4th Edition is recommended. Further readings may be assigned and posted via blackboard throughout the term.
Useful web-based content	This will be provided by module personnel where relevant.
Relevant Journals	This will be provided by module personnel where relevant.

POU11021 Politics and Irish Society A

Module code and name	POU11021 Politics and Irish Society A
Module aims	<p>This course has three aims:</p> <p>First, it seeks to equip students with a basic theoretical knowledge of the key political questions and policy problems the world of politics experiences today.</p> <p>Second, it will furnish students with the fundamental conceptual and analytical tools used in the discipline of political science in the consideration of such questions.</p> <p>Third, it seeks to enable students to critically analyse the major political questions in Irish society and beyond.</p>
Module learning outcomes	<p>1. Students should be able to identify the core issues and debates at the heart of political discourse. Students will be able to use a variety of different theoretical and practical approaches to analysing political questions. (SOP 5.3)</p>
Module content	<p>There are three main sections in the course.</p> <p>The first section considers the basic principles of politics and political philosophy, including different conceptions of the nature of power, and basic theories of political analysis. It focuses on questions such as how differing ideas about the nature of human motivation, liberty, equality and justice inform political decision-making. In this section key concepts such as the state, nation, and political system are explored. We look at differing conceptions of the state and explore ideas about what purpose the state serves.</p> <p>The second section examines key elements of a political system including the role of political institutions such as constitutions and electoral systems in shaping how society and government functions. We examine the idea and role of the separation of powers, representation, the executive, and the judiciary.</p> <p>Focusing on democratic theory, this final section explores the conditions that promote and constrain the emergence of democracy and examine authoritarian resilience and re-emergence in various parts of the world.</p>

Standards of proficiency taught	5.3
Standards of proficiency assessed	5.3
Teaching and learning format	Class teaching will be supported by learning materials.
Assessment	<p>Essay weighted 25% (Learning outcome 1)</p> <p>Seminar attendance weighted 10%</p> <p>90 minute end of term exam weighted 65 % (Learning outcome 1)</p>
Reassessment	Reassessment details will be provided where required.
Indicative bibliography (if available) 4-5 titles max.	<p>The main textbook is: Andrew Heywood, Politics, 4th edition (London: Palgrave 2013).</p> <p>Other useful texts are: Andrew Heywood, Political Ideologies: An Introduction, 4th edition (London: Palgrave 2012) Steven Lukes, Power: A Radical View, (Macmillan: London, 1974) (2nd edition 2005) Gallagher M., M. Laver, and P. Mair, Representative Government in Modern Europe, (McGraw-Hill: 2011)</p>
Useful web-based content	This will be provided by module personnel where relevant.
Relevant Journals	This will be provided by module personnel where relevant.

POU11022 Politics and Irish Society B

Module code and name	POU11022 Politics and Irish Society B
Module aims	<p>The course has two core learning aims:</p> <p>A. To provide students with the tools to critically evaluate key topics in political science</p> <p>B. To enable students to engage with major political issues in Ireland today</p>
Module learning outcomes	<p>1. By the end of the module, students should be able to identify the core issues and debates at the heart of political discourse. Students will be able to use a variety of different theoretical and practical approaches to analysing political questions. (SOP 5.3)</p>
Module content	<p>There are three main sections in the course.</p> <ul style="list-style-type: none"> • In section one, theories of international relations are introduced and the impact of globalization on the sovereignty of states is assessed. Issues such as the use of terror by sub-state actors and questions about the key cleavages in international politics are discussed. • Section two examines how citizens and social scientists interrogate the world around them. Is it ever possible for human beings to be completely objective? The role of the media in framing political discourse and setting agendas is explored with particular attention focusing on the media in Ireland. We also examine the claim that research by political scientists is 'scientific'. • In the final part of the course we focus on Irish public policy. In particular we will look at key issues such as housing, public and private debt as well as the debates around economic policy and fiscal management. The many challenges posed to Ireland in the context of Brexit will underpin the content of this part of the course.
Standards of proficiency taught	5.3
Standards of proficiency assessed	5.3

Teaching and learning format	Class teaching will be supported by learning materials.
Assessment	<p>Essay weighted 25% (Learning outcome 1)</p> <p>Seminar attendance weighted 10%</p> <p>90 minute end of term exam weighted 65 % (Learning outcome 1)</p>
Reassessment	Reassessment details will be provided where required.
Indicative bibliography (if available) 4-5 titles max.	Heywood, A. (2013). Politics. London: Palgrave.
Useful web-based content	This will be provided by module personnel where relevant.
Relevant Journals	This will be provided by module personnel where relevant.

SOU11013 Introduction to Sociology 1

Module code and name	SOU11013 Introduction to Sociology 1
Module aims	This module aims to provide students with an introduction to the discipline of sociology.
Module learning outcomes	Have a critical understanding of sociology where students would be facilitated to critically explore the social world in which we live. (SOP 5.3)
Module content	<p>This module introduces students to the discipline of Sociology. Sociology enables us to understand and critically explore the social world in which we live. The module introduces students to the distinctive questions that sociologists ask about human society and the theories, concepts and analytical tools used in the search for answers. Students are encouraged to develop a 'sociological imagination' in order to understand the inter-relationships and dependencies between the individual, society and wider global processes.</p> <p>The first term of the module explores why we need a sociological approach to the explanation of human behaviour and the historical emergence of sociology as a way of understanding key issues in social life. It then examines core sociological processes such as how social norms shape behaviour, the structure of social networks and the roles of social capital, social conformism and group identity. The module also examines issues of social stratification and inequality and the role of educational reproduction in this plus the dynamics of social movements and collective action. The module provides an introduction</p> <p>to the nature of explanation in sociology as well as the methods which sociologists use to gather data and analyse their data.</p> <p>The second term of the module applies different sociological concepts to empirical research using both qualitative and quantitative methodologies. Topics covered include patterns of migration, demographic transformation and its relationship to change in the nature of occupations, family form and gender roles. The module will also examine the consequences of these changes for social inequalities. In addition, the module will examine some of the policy responses to these changes and how they vary across different countries in Europe and North America. Special attention is given to the rapid social, demographic and cultural changes that have occurred in the Irish society in recent decades.</p>

Standards of proficiency taught	5.3
Standards of proficiency assessed	5.3
Teaching and learning format	Class teaching will be supported by learning materials.
Assessment	MCQ Term Test
Reassessment	Reassessment details will be provided where required.
Indicative bibliography (if available) 4-5 titles max.	This will be provided by module personnel where relevant.
Useful web-based content	This will be provided by module personnel where relevant.
Relevant Journals	This will be provided by module personnel where relevant.

SOU11014 Introduction to Sociology 2

Module code and name	SOU11014 Introduction to Sociology 2
Module aims	This module aims to provide students with an introduction to the discipline of sociology.
Module learning outcomes	Have a critical understanding of sociology where students would be facilitated to critically explore the social world in which we live. (SOP 5.3)
Module content	<p>This module introduces students to the discipline of Sociology. Sociology enables us to understand and critically explore the social world in which we live. The module introduces students to the distinctive questions that sociologists ask about human society and the theories, concepts and analytical tools used in the search for answers. Students are encouraged to develop a 'sociological imagination' in order to understand the inter-relationships and dependencies between the individual, society and wider global processes.</p> <p>The first term of the module explores why we need a sociological approach to the explanation of human behaviour and the historical emergence of sociology as a way of understanding key issues in social life. It then examines core sociological processes such as how social norms shape behaviour, the structure of social networks and the roles of social capital, social conformism and group identity. The module also examines issues of social stratification and inequality and the role of educational reproduction in this plus the dynamics of social movements and collective action. The module provides an introduction</p> <p>to the nature of explanation in sociology as well as the methods which sociologists use to gather data and analyse their data.</p> <p>The second term of the module applies different sociological concepts to empirical research using both qualitative and quantitative methodologies. Topics covered include patterns of migration, demographic transformation and its relationship to change in the nature of occupations, family form and gender roles. The module will also examine the consequences of these changes for social inequalities. In addition, the module will examine some of the policy responses to these changes and how they vary across different countries in Europe and North America. Special attention is given to the rapid social, demographic and cultural changes that have occurred in the Irish society in recent decades.</p>

Standards of proficiency taught	5.3
Standards of proficiency assessed	5.3
Teaching and learning format	Class teaching will be supported by learning materials.
Assessment	1500 word essay (100%)
Reassessment	Reassessment details will be provided where required.
Indicative bibliography (if available) 4-5 titles max.	This will be provided by module personnel where relevant.
Useful web-based content	This will be provided by module personnel where relevant.
Relevant Journals	This will be provided by module personnel where relevant.