



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

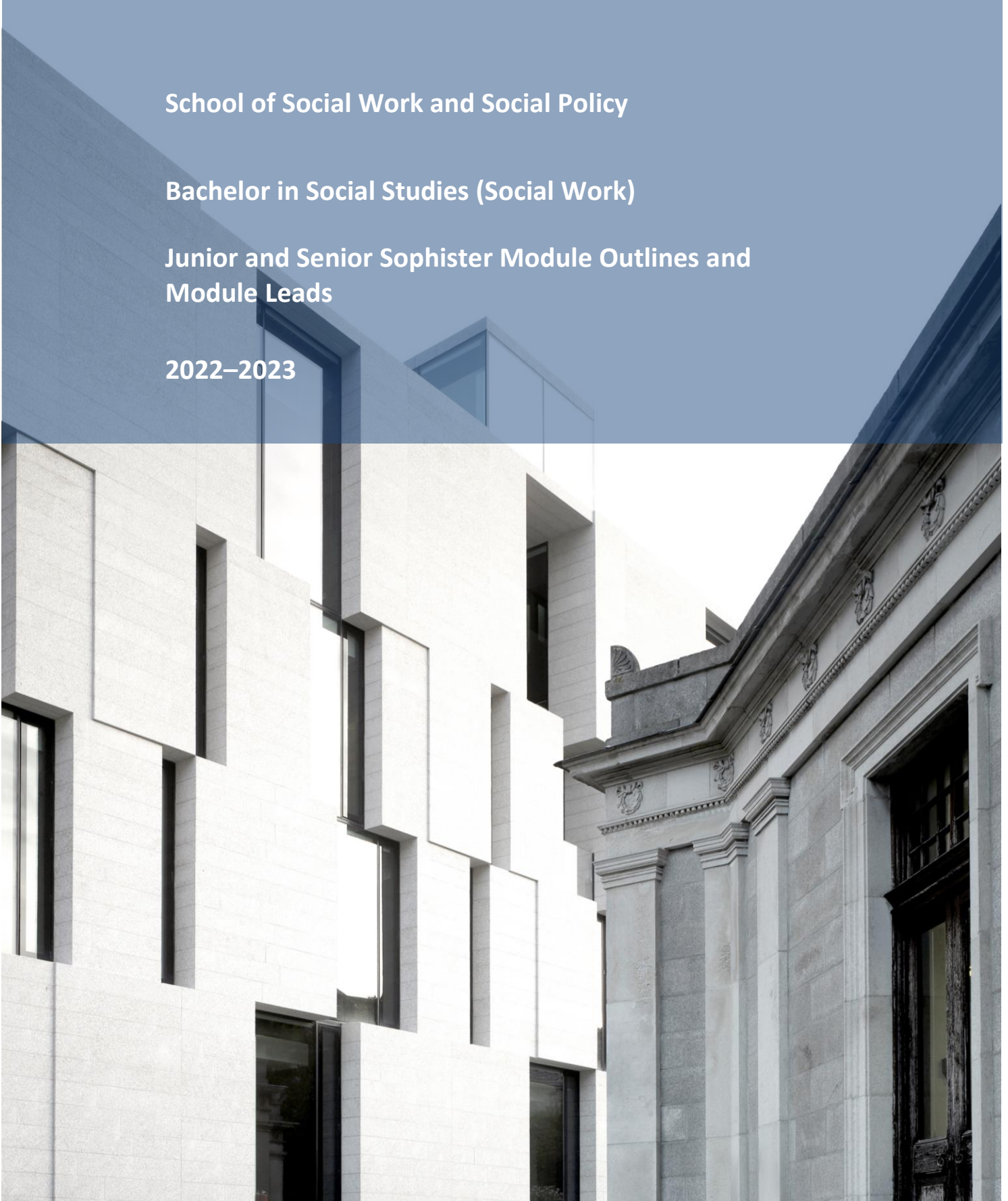
The University of Dublin

**School of Social Work and Social Policy**

**Bachelor in Social Studies (Social Work)**

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

**2022–2023**



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## Junior Sophister Module Outlines

### SSU33202 Criminology (5 ECTS)

<b>Module code and name</b>	<b>SSU33202 Criminology</b>
<b>Module aims</b>	The module will introduce students to criminological theory and critically examines crime and punishment in Ireland, particularly from a social work perspective. It will give a historical overview of the approaches of the state to criminal justice and explore trends, policies, key issues and discourses pertinent to considering pathways into and out of offending, and the practice of social work within the criminal justice context. It will facilitate students in gaining a broad understanding of the Irish criminal justice system, particularly the role of the Probation Service, along with considering critical debates on the challenge of delivering effective, equitable and humane criminal justice processes, to reduce reoffending and facilitate community reintegration, specifically in the context of criminal justice social work (probation).
<b>Module learning outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe, assess and analyse the historical development of criminological theories and societal approaches to crime and related issues, as well as key criminological concepts, theories and practices in criminal justice social work (SOP 5.1);</li> <li>2. Identify and describe the key legislative, regulatory, policy and research evidence and standards (national and international) relevant to criminal justice social work (SOP 5.9);</li> <li>3. Analyse and interpret the implications of the above for criminal justice social work in general, as well as in terms of specific approaches, with particular categories of individuals who have offended or different types of offending (SOP 5.9); and</li> <li>4. Analyse and present how the relevant theories, concepts and methods studied can be applied in practice (SOP 5.22).</li> </ol>
<b>Module content</b>	<ul style="list-style-type: none"> <li>• Overview of major criminological theories and their impact on punishment, rehabilitation and criminal justice</li> <li>• Defining crime</li> <li>• Measuring crime</li> <li>• Crime trends</li> <li>• Punishing crime (primarily community-based, and custodial sanctions)</li> <li>• Youth Justice</li> </ul>

	<ul style="list-style-type: none"> <li>• Drugs and criminal justice</li> <li>• An overview of the historical development of probation practice and the Probation Service in Ireland.</li> <li>• Key current and emerging practice issues impacting on social work including; a focus on offender risk and need assessment, offender supervision, victim issues, restorative justice, and responses to and with specific offender categories.</li> </ul>
<b>Standards of proficiency taught</b>	<p>5.1: Know, understand and apply the key concepts of the domains of knowledge which are relevant to the profession for individuals, groups and communities.</p> <p>5.9: Demonstrate an awareness and critical understanding of how social work practice is influenced by regulations, national guidelines and standards, findings of inquiries, investigations, associated reports; issues and trends in public and policy development; and be able to access new and emerging information which effects social work practice.</p> <p>5.22: Demonstrate skills in evidence informed practice, including translation of theory, concepts and methods to professional practice.</p>
<b>Standards of proficiency assessed</b>	<ul style="list-style-type: none"> <li>• 5.1.</li> <li>• 5.9.</li> <li>• 5.22.</li> </ul>
<b>Teaching and learning format</b>	<p><b>Face to Face</b></p> <p>This module will be delivered over eleven, weekly, face to face sessions, of two hours per session, in Hilary Term. Students will also be required to undertake independent study to support their learning each week and in preparation for their assessment for this module.</p>
<b>Assessment</b>	<p>This module has one assessment component:</p> <p><b>Essay:</b></p> <ul style="list-style-type: none"> <li>• Word count: 2,000 words.</li> <li>• Due: 13 April 2023</li> </ul> <p>Students must attempt and pass this component of assessment to pass the module overall.</p>
<b>Reassessment</b>	Resubmission of essay.
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Andrews, D. A. &amp; Bonta, J. (2017) <i>The Psychology of Criminal Conduct</i>, (Sixth Edition), London: Routledge.</li> <li>• Geiran, V. &amp; McCarthy, S. (2022) <i>Probation and Parole in Ireland: Law and Practice</i>, Dublin: Clarus Press.</li> </ul>

	<ul style="list-style-type: none"> <li>• Healy, D., Hamilton, C., Daly, Y. and Butler, M (eds) (2016) <a href="#"><i>The Routledge Handbook of Irish Criminology</i></a>. London: Routledge.</li> <li>• Liebling, A., Maruna, S. and McAra, L. (eds) (2017) <i>The Oxford Handbook of Criminology: Sixth Edition</i>. London: Oxford University Press.</li> <li>• McNeill, F., Durnescu, I., Butter, R., (eds) (2016) <i>Probation, 12 Essential Questions</i>. London: Palgrave.</li> </ul>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• Council of Europe Guidelines on Implementing Community Sanctions and Measures (Geiran, V. and Durnescu, I., 2019): <a href="https://edoc.coe.int/en/european-prison-reform/8271-implementing-community-sanctions-and-measures.html">https://edoc.coe.int/en/european-prison-reform/8271-implementing-community-sanctions-and-measures.html</a></li> <li>• <i>Irish Probation Journal</i> – <a href="http://www.probation.ie/EN/PB/sectionpage?readform">http://www.probation.ie/EN/PB/sectionpage?readform</a></li> <li>• Irish Probation Service website: <a href="http://www.probation.ie">www.probation.ie</a></li> </ul>
<b>Relevant Journals</b>	<ul style="list-style-type: none"> <li>• <i>Irish Probation Journal</i>.</li> <li>• <i>Probation Journal</i> (British).</li> <li>• <i>European Journal of Probation</i>.</li> </ul>

## SSU33012 Law for Social Workers (5 ECTS)

<b>Module Name</b>	<b>SSU33012 Law for Social Workers</b>
<b>Module aims</b>	This module aims to build on learning from Year 2 through further examination of the legal framework for child protection
<b>Module learning outcomes</b>	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> <li>1. Apply their understanding of the Child Care Act 1991 to case examples in preparation for practice (SoP 5.3, 5.8)</li> <li>2. Prepare for long term care applications (SoP 1.1.)</li> <li>3.. Apply their learning on parental rights and children’s rights to practice. (SoP 1.1.)</li> <li>4. Explain more complex areas of child protection law, such as criminal proceedings , domestic violence, secure care and risk assessments.(SoP 5.3)</li> <li>5. Explore and practice assessment skills in report writing with specific reference to presentation of evidence in court. (SoP 5.20)</li> </ol>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Revision of Child Care Act 1991 with focus on the threshold for each application. Case examples</li> <li>• Preparation for long term care orders- special requirements</li> <li>• Exploration of fair process for parents in child protection. Case examples</li> <li>• Domestic violence Legislation and child protection</li> <li>• Secure care for minors – special legal considerations</li> <li>• Criminal proceedings and social work</li> <li>• After Care for young people,</li> <li>• Report writing for court</li> <li>• Moot Court / Workshop</li> </ul>
<b>Teaching and learning format</b>	Tutorials and seminars via online, learning journal, case examples
<b>CORU standards of proficiency taught</b>	SoP 1.1., 5.3, 5.8, 5.20
<b>CORU domains of proficiency assessed</b>	SoP 1.1., 5.3, 5.8, 5.20
<b>Assessment</b>	Case Study (LO1, 2, 3, 4 & 5) [100%]  Students must attempt and pass this component of assessment to pass the module overall.

<b>Re assessment</b>	As above
<b>Indicative bibliography (if available) 4-5 titles max.</b>	Child Care Act 1991 Child Welfare Removals by the State, 2018 Further readings forwarded by MHC for each topic.
<b>Useful web-based content</b>	Child Law Reporting Project

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

<b>Module code and name</b>	<b>SSU33042 Biography, Identity, Narrative &amp; Professional Practice</b>
<b>Module aims</b>	<p>This module aims to provide students will skills to:</p> <ul style="list-style-type: none"> <li>• Reflect on and examine individual narratives and explore their impact on social work practice contexts.</li> <li>• Reflect on and examine both similarities and difference between the self and others</li> <li>• Experience the challenges of self-disclosure using reflective practice frameworks</li> <li>• Develop understandings of the broader structural challenges and human distress within its wider social context</li> <li>• Understand narrative as a research method and skill for social work practice</li> </ul>
<b>Module learning outcomes</b>	<p>After attending lectures, taking part in discussions and successfully completing the relevant assignment (both in-class presentation and written piece), students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and analyse how social context, power, culture and society shape and inform our identities respecting the differences in beliefs and cultural practices of peers <b>(SOP 1.9)</b></li> <li>2. Experience the challenges of self-disclosure using reflective practice frameworks and be able to participate in class in an ethical manner and demonstrate awareness of personal and professional boundaries <b>(SOP 1.1)</b></li> <li>3. Understand the role of relationships with peers and the need to create professional and collegiate relationships based on mutual respect and trust <b>(SOP 2.15)</b></li> <li>4. Through the use of critical reflection, understand and recognise the impact of personal values and life experience by examining the meaning of critical reflexivity and applying it to their personal and professional development <b>(SOP 4.1 4.4)</b></li> <li>5. Describe and apply at least two current sociological and critical theoretical perspectives thereby demonstrating a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context <b>(SOP 5.2)</b></li> </ol>



	<p><b>6. Understand and describe the potential contribution of critical social theories to social work practice thereby demonstrating a critical understanding of sociology, psychology, economics and political science (SOP 5.3)</b></p>
<b>Module content</b>	<p>Based on social constructionist perspective, this module encourages students to reflect on their own life histories and relationships in making the connection between the personal, the political and the professional. Students will have the opportunity to make public their autobiographies in creating awareness of where they come from and what they bring to the practice context. Students will have the opportunity to examine their own life histories and reflect on the relationship between self and society, including structures of social inequality. Students will have the opportunity, through creative teaching methods, to develop their self-awareness. As part of this module students will be required to keep a reflective journal.</p>
<b>Standards of proficiency taught</b>	SOP 1.1, 1.9, 2.15, 4.1, 4.4, 5.2, 5.3
<b>Standards of proficiency assessed</b>	SOP 1.1, 1.9, 2.15, 4.1, 4.4, 5.2, 5.3
<b>Teaching and learning format</b>	<p>Teaching will consist of live lectures, in-class presentations and guided readings. Photography and art (as well as other creative means) will be used to connect students to the themes being explored. Students will be divided into two groups (Group A and Group B), after the first lecture.</p>
<b>Assessment</b>	<p>Presentation (20% weighing) Learning outcomes 1-6</p> <p>1,500- 2,000 word essay (80% weighting) Learning outcomes 1-6</p> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Reassessment</b>	As above.
<b>Indicative bibliography (if available) 4-5 titles max.</b>	Titles will be given in class.
<b>Useful web-based content</b>	Relevant resources will be shared in-class.
<b>Relevant Journals</b>	Relevant Journals will be shared in-class.

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

<b>Module code and name</b>	<b>SSU33502 Child Protection and Disability: Perspectives and Practice</b>
<b>Module aims</b>	To provide students with an introductory understanding of key issues in the area of disability and child protection and welfare. Uptake of current best evidence, insights from seminal inquiry reports, innovations and insights from disability theory, research and activism as well as practice wisdom will be instrumental in achieving this.
<b>Module learning outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the history of key disability, child welfare and child protection contexts, issues and practices.</li> <li>2. Be able to apply key insights from research, literature and inquiry reports to inform social work child protection and welfare practice with children and adults with disabilities. (SOP 3.7)</li> <li>3. Have an awareness of unique strengths and risk factors associated with disability in a child protection context, and how to analyze and critically assess relevant information for accountability, assessment and reasoned decision-making. (SOP 1.18, 1.20, 3.4, 3.7)</li> <li>4. Have an awareness of the needs and rights of children and parents with disabilities in a child protection context, such as self-determination, and within this, be able to minimize risk and establish safe environments. (SOP 3.7)</li> <li>5. Be able to apply a theoretical framework to understand disability and child protection issues, and to practice in a non-discriminatory, culturally sensitive way including respect for differences in beliefs. (SOP 3.7)</li> <li>6. Be able to conduct risk management planning with service users with disability to maximize their own safety, the safety of others and societal safety across the lifespan and in a variety of child protection related contexts.</li> </ol>
<b>Module content</b>	The module will begin by introducing students to the historical context of disability and child protection in Ireland. This will involve exploring the history, legislation, policies and practices of child protection and welfare and disability. Rather than treating the historical development of disability

services and child protection services as distinct foci, these will be dealt with in an integrated manner, to reflect the historically complex, interwoven and sometimes hidden pathways to resolving matters pertaining to disability and child protection in Ireland, as alluded to in existing literature.

Following this, the module will engage with the strongest current research evidence, seminal inquiry reports, practice wisdom and contemporary understanding related to disability and child protection. This will support students gaining insight into how to analyze and critically evaluate information collected in a relevant assessment process. This will also support students in learning how to minimize risks, and prioritize and maintain the safety of service users with disability and those involved in their care, with respect to child protection. This includes insight into establishing safe environments for practice.

Provision of important foundational knowledge in the area of disability and child protection will complement the above, such as the different recognised kinds of abuse as well as the meaning of common terminology. Students will learn how to take personal responsibility and professional accountability for their actions in terms of justifying professional decisions made, with respect to disability and child protection. Within this, students will learn how to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources.

Within the module, predominant and focussed attention will be given to three areas. Specifically, central will be child protection and welfare practice for children with disabilities including extra-familial abuse and child victimisation, as well as parental disability and child protection, and perpetration of abuse by individuals labelled as having a disability. Particular concerns and challenges for social work practice in this field will be explored, such as conducting authoritative parenting capacity assessments, working well in multidisciplinary contexts and capturing credible accounts from individuals with verbal inarticulacy or intellectual disability. The needs and rights of people with disability, such as the right to self-determination including to take risks, will be considered.

Exploration of key contemporary trends and perspectives on the subject matter of disability and child protection will include a strong focus on implications of disability theory and children's rights for social work. Here, students will be provided with a comprehensive introduction to one helpful theoretical framework for understanding disability and child protection. This framework is grounded heavily in an

	affirmative non-tragedy model of disability that draws upon and retains many important aspects of the well-known social model of disability. The intention is to help students recognise the importance of practising in a non-discriminatory, culturally sensitive way (with respect primarily to disability culture) and acknowledge and respect the differences in beliefs of individuals or groups.
<b>Standards of proficiency taught</b>	1.9, 1.18, 1.20, 3.4, 3.7, 3.14, 5.17, 5.18
<b>Standards of proficiency assessed</b>	1.18, 1.20, 3.4, 3.7
<b>Teaching and learning format</b>	Class-room learning will be supported by learning materials provided on Blackboard.
<b>Assessment</b>	<p>Case-study based written assignment worth 100% of the overall grade which requires students to demonstrate assessment and decision-making skills and insights (Learning outcomes 1,2,3,4,5,6)</p> <p>Students must attempt and pass this component of assessment to pass the module overall.</p>
<b>Re-assessment</b>	Students who fail the assessment will be reassessed by way of an alternative case study assessment.
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Flynn, S., &amp; McGregor, C. (2017). Disabled children and child protection: Learning from the literature through a non-tragedy lens. <i>Child Care in Practice</i>, 23, 258-274.</p> <p>Flynn, S. (2020). Towards parity in protection: Barriers to effective child protection and welfare assessment with disabled children in the Republic of Ireland. <i>Child Care in Practice</i>.</p> <p>Jones, L., Bellis, M.A., Wood, S., Hughes, K., McCoy, E., Eckley, L., Bates, G., Mikton, C., Shakespeare, T., &amp; Officer, A. (2012). Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies. <i>The Lancet</i>.</p> <p>Morgan, P. (2017). <i>Child Protection and Parents with a Learning Disability: Good Practice for Assessing and Working with Adults - Including Autism Spectrum Disorders and Borderline Learning Disability</i>. London: Jessica Kingsley Publishers.</p> <p>Vanderminden, J., Cameron, A., Fry, D., &amp; Lannen, P. (2017). <i>Child protection and disability: Ethical, methodological and practical challenges for research</i>. Edinburgh: Dunedin Academic Press Ltd.</p>
<b>Useful web-based content</b>	For this module, a reading list has been created through Trinity's 'myreadinglist' function.
<b>Relevant Journals</b>	Child Care in Practice

	Child Abuse Review Child Abuse & Neglect Child Maltreatment Child and Youth Services Review Disability and Society
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## SSU33072: Family and Child Care Studies (10 ECTS)

<b>Module Name</b>	<b>SSU33072 Family and Child Care Studies Social Work and Gender Based Violence: Theories, Interventions and Practice</b>
<b>Module aims</b>	This module explores the various contexts within which domestic and gender-based violence (GBV) occurs, locating this exploration against the backdrop of best social work practice. While the impact of this experience on <i>all</i> those who live with violence is explored (children, women and men), focused and specific attention is given to the child's experience, taking a systemic and child centred approach to understanding impact and informing practice responses in a holistic and community-based settings. The experience of male victims of domestic violence and of adults in in same sex relationships is also considered. Service user participation in classroom discussion is also facilitated and practitioner inputs enhance student understanding of the particular challenges and concerns for social work practice.
<b>Module learning Outcomes</b>	On successful completion of this section of the module, students should be able to: <ol style="list-style-type: none"> <li>1. Explain an array of concepts central to an understanding of GBV (SOP 5.1; 5.13)</li> <li>2. Apply an evidence informed and theoretical understanding of the prevalence, dynamics and nature of domestic and gender based violence to practice scenarios (SOP 3.6; 3.10; 5.22)</li> <li>3. Understand the impact of living with GBV for all family members (SOP 3.10);</li> <li>4. Identify the issues and debates social work encounters when responding to domestic and gender based violence (SOP 3.6;)</li> <li>5. Describe the elements of good practice when responding to domestic and gender based violence SOP (3.6).</li> </ol>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Overview of the prevalence, dynamics and nature of domestic and gender-based violence (GBV);</li> <li>• Understanding impact across the life span;</li> <li>• Identifying the implications for parenting in the context of GBV;</li> </ul>

	<ul style="list-style-type: none"> <li>• Exploring the intersectional nature of GBV, in particular the multiple adversities that families can experience and the culminative impact;</li> <li>• Understanding post-separation contact as a context for risk and lethality;</li> <li>• Exploring the issues and dilemmas facing social work practitioners in responding to these complex issues, with a particular focus on Coercive Control;</li> <li>• Appreciating of the broader relationships within which domestic abuse can occur including; child to parent violence, elder abuse and abuse within same-sex couples.</li> </ul>
<b>Teaching and learning format</b>	Online weekly lectures with required posts and learning journal entries; On campus face2face weekly two-hour tutorial classes.
<b>Standards of proficiency taught</b>	2.15; 3.6; 3.10; 3.12; 4.4; 5.1; 5.13; 5.17; 5.22
<b>Standards of proficiency assessed</b>	3.6; 3.10; 5.1; 5.13; 5.22
<b>Assessment</b>	<p>This module has two assessment components:</p> <ol style="list-style-type: none"> <li>1. Online Posts (10%) (LO1)</li> <li>2. Written Assignment (90%) (LO2, 3, 4, 5)</li> </ol> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Callaghan, J.E.M., Alexander, J.H., Sixsmith, J. &amp; Fellin, L.C. (2018) 'Beyond "Witnessing": Children's Experiences of Coercive Control in Domestic Violence and Abuse'. <i>Journal of Interpersonal Violence</i>, 33(10): 1551-1581.</p> <p>Holt, S., Elliffe, R., Gregory, S., &amp; Curry P. (2022). <a href="#">Social Workers Response to Domestic Violence and Abuse During the COVID-19 Pandemic</a>. <i>The British Journal of Social Work</i>.</p> <p>Holt, S., Overlien, C. &amp; Devaney, J. (2018)(eds) <i>Responding to Domestic Violence: Emerging Challenges for Policy, Practice and Research in Europe</i>, London: Jessica Kingsley.</p> <p>Lamb, K., Humphreys, C. &amp; Hegarty, K. (2018) "Your behaviour has consequences": Children and young people's perspectives on reparation with their fathers after domestic violence'. <i>Children and Youth Services Review</i>, 88: 164-169</p> <p>Stanley, N. &amp; Humphreys, C. (Eds)(2015) <i>Domestic Violence and Protecting Children: New Thinking and Approaches</i>. London: Jessica Kingsley Publications.</p>

<b>Useful web-based content</b>	To be advised in class
<b>Relevant Journals</b>	Journal of Family Violence Child Abuse and Neglect Child Abuse Review Child & Family Social Work Children & Youth Services Review



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

<b>Module Name</b>	<b>SSU33902 Global Social Policy and Comparative Welfare States</b>
<b>Module Aims</b>	This course will examine the issues of social policy from global as well as historical perspectives. It will also look at the welfare states, comparing welfare solutions, tools and policies across different times and places. Rather than trying to take a snapshot of certain “regimes”, this course will compare various systems to create a “library of solutions” from which one could “mix and match” depending on the specific social challenges and contexts. One of the main aims of this course is to go beyond the usual boundaries of our imagination and what we take for granted when we think about solutions to social issues. We will attempt to rethink social policies, break down the main discourses and redefine what is feasible.
<b>Module Learning Outcomes</b>	After taking this course students should be able to: <ol style="list-style-type: none"> <li>1. Think analytically and critically about the issues of social policy and the welfare state across different countries and historical periods. (SOP 5.2)</li> <li>2. Recognise the relationship of social policies and the welfare state with the economy, society and politics of the given period. (SOP 5.9)</li> <li>3. Recognise the importance of social policies, redistribution and the welfare state for addressing the main challenges of our time, especially inequality and climate change. (SOP 5.9)</li> <li>4. Critically assess academic and policy readings</li> </ol>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Pressing challenges, causes and discourses.</li> <li>• Connection between political ideas and the dominant economic model</li> <li>• Power dynamics among global actors and their consequences. Polycentricity as an approach to the social policy</li> <li>• Cooperativism and direct democracy in both political and economic contexts</li> <li>• Specific solutions to the challenges discussed.</li> </ul>
<b>Teaching and Learning Format</b>	Face to face lectures and tutorials. Classroom discussion based on pre-reading/watching of materials such as book chapters, journal articles, policy documents, documentary films and media content.
<b>CORU domains of proficiency taught</b>	2.2, 2.7, 5.2, 5.9, 5.16, 5.19, 5.24
<b>CORU domains of proficiency assessed</b>	5.2, 5.9

<b>Assessment</b>	<p>Group Project (40%) [LO1, LO2, LO4]  Group Presentations (10%) [LO1, LO2, LO4]  Individual Assignment (50%) [LO1, LO2, LO3, LO4]</p> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Reassessment</b>	TBC
<b>Indicative bibliography (if available) 4-5 titles max.</b>	See Blackboard.
<b>Useful web-based content</b>	See Blackboard.
<b>Relevant Journals</b>	See Blackboard.

## SSU33090: Social Work Practice (15 ECTS)

<b>Module code and name</b>	<b>SSU33090 Social Work Practice</b>
<b>Module aims</b>	<p>Social work practice is multi-faceted and involves advocacy, community work, groupwork, family and individual work. This module aims to address theories that inform and guide social work practice. While the emphasis of this module is on work with individuals, the theories and approaches covered can also be applied to couples, families and groups. There are four sections in this module</p> <ul style="list-style-type: none"> <li>• A. Bereavement, Loss and Trauma</li> <li>• B. Therapeutic Work with Families</li> <li>• C. Research Methods</li> <li>• D. Social Work Skills</li> </ul>
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Critically analyse and evaluate information collected in the assessment process when working with children and families. (SoP 3.4, 3.6).</li> <li>2. Identify, discuss, and apply key systemic concepts and skills in social work practice with children and families (SoP 5.10, 5.12).</li> <li>3. Be resourced to identify and respond to the needs of people experiencing bereavement, loss and trauma in social work practice. (SOP 2.4, 5.10, 5.14)</li> <li>4. Integrate social work theory to their practice experience. (SOP 5.1, 5.2, 5.14)</li> <li>5. Critically reflect on their own and others' direct practice with clients. (SOP 3.4, 3.8, 3.9, 5.5, 5.6)</li> <li>6. Give, receive and utilise constructive feedback. (SOP 1.2, 2.13, 2.14, 2.15, 3.5, 3.6, 3.10, 4.4, 4.5)</li> <li>7. Demonstrate a level of self-awareness. (SOP 1.2, 1.5, 1.9, 1.10, 2.15, 4.3, 4.4, 5.11)</li> <li>8. Identify areas of professional expertise in practice for further development. (SOP 4.1, 4.3)</li> </ol>
<b>Assessment</b>	<p>This module has two assessment components:</p> <ul style="list-style-type: none"> <li>• Essays (50%) [LO1, LO2, LO3]</li> <li>• Practice Project (50%) [LO4, LO5, LO6, LO7, LO8]</li> </ul> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Reassessment</b>	As above

<b>Module Content</b>	<b>Section A Bereavement, Loss and Trauma</b>
<b>Aims</b>	This module aims to explore the nature of bereavement, loss and trauma and consider the potential of relationship-based social work in responding to bereavement, loss and trauma. Students will examine a range of contemporary bereavement theories, critically review approaches in understanding and responding to trauma and explore how this informs social work practice in the context of adult grief. Students will consider the needs of children who are bereaved and how best to meet these needs.
<b>Content</b>	<ul style="list-style-type: none"> <li>• Bereavement and culture</li> <li>• Adult bereavement theories</li> <li>• Approaches in working with children who are bereaved</li> <li>• Perspectives on trauma and PTSD</li> <li>• Trauma-informed practice</li> <li>• Relationship-based social work in the context of bereavement, trauma and loss.</li> </ul>
<b>Teaching and learning format</b>	Face to Face
<b>CORU domains of proficiency taught</b>	2.4, 2.12, 5.1, 5.3, 5.10, 5.14
<b>CORU domains of proficiency assessed</b>	2.4, 5.10, 5.14
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Goldsworthy, K. (2005) Grief and Loss in Social Work Practice. Australian Social Worker 58:2:167-178</li> <li>• Johns, L., Blackburn, P., &amp; McAuliffe, D. (2020). COVID-19, prolonged grief disorder and the role of social work. International Social Work, 63(5), 660-664.</li> <li>• Stroebe M &amp; Schut, H (2010) The Dual Process Model of Coping with Bereavement: A Decade On. <i>OMEGA</i>, Vol. 61(4) 273-289</li> <li>• Wilson, K., Ruch, G., Lymbery, M., Cooper, A., 'Relationship-based and reflective approaches for contemporary social work practice' in Social Work, An introduction to contemporary practice in K. Wilson, G. Ruch, M Lymbery and A Cooper (eds) (2008) London: Pearson</li> <li>• Worden, J. W. (2018). Grief counseling and grief therapy: A handbook for the mental health practitioner. springer publishing Company.</li> </ul>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.childhoodbereavement.ie/">www.childhoodbereavement.ie/</a></li> <li>• <a href="http://www.hospicefoundation.ie">www.hospicefoundation.ie</a></li> <li>• <a href="https://anamcara.ie/">https://anamcara.ie/</a></li> </ul>
<b>Relevant Journals</b>	Bereavement Care Death Studies Grief Matters Illness, Crisis and Loss

	Journal of Social Work in End-of-Life & Palliative Care Mortality Omega: Journal of Death and Dying
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<b>Module Content</b>	<b>Section B Therapeutic Work with Families</b>
<b>Aims</b>	Systemic theory and practice is often used in the practice of social work to conceptualise, understand and address challenges for families. A systemically informed approach can help provide a fuller understanding of the complexities of people’s lives. This section of the module will introduce students to ideas from systemic family therapy, from its roots in cybernetics, through to postmodern practices such as narrative and dialogical therapy. Other complementary theories of therapeutic family work such as attachment theory and working with children will also be considered. Students will have an opportunity to engage with theories in an experiential way, and the focus throughout will be on the application of systemic ideas to social work practice with children, young people and families. The aim is to build a foundation of knowledge regarding family functioning and systemic approaches as well as understanding the origins of this approach.
<b>Content</b>	<ul style="list-style-type: none"> <li>• Systemic Theory explained – the history of systemic theory/where it came from how it developed &amp; how it came to be adapted into Social Work practice.</li> <li>• Key systemic concepts e.g. the family as a system/interdependence/patterns/circular causation/feedback/homeostasis/punctuation/change/family-life cycle &amp; family scripts.</li> <li>• Complementary theories – (of therapeutic family work). How systemic theory can work alongside other theories such as Bowlby’s attachment theory, Erikson’s theory of psychosocial development, David Epston &amp; Michael White’s narrative theory.</li> <li>• Integration of systemic approaches into Social Work practice</li> <li>• Genograms – how to develop one/their use in Social Work practice</li> <li>• Tools and applications of systemic theory when working with children and families.</li> </ul>
<b>Teaching and learning format</b>	Face to face approach will be utilised incorporating lectures, personal reflection exercises, case studies & feedback.
<b>CORU domains of proficiency taught</b>	1.3, 1.9, 2.1, 2.3, 2.11, 2.12, 3.4, 3.5, 3.6, 4.4, 5.2, 5.10, 5.12, 5.13, 5.24
<b>CORU domains of proficiency assessed</b>	3.4, 3.6, 5.10, 5.12
<b>Indicative bibliography (if</b>	<b>General Reading</b> Carr, A. (2000). Family Therapy, Concepts, Process and Practise. New York: Wiley & Sons.

<b>available) 4-5 titles max.</b>	Dallos, R & Draper, R., (2005). <i>An Introduction to Family Therapy, systemic theory and practise</i> . New York: Open University Press. <a href="#">Vetere, A. &amp; Dallos, R. (2003), <i>Working Systemically with Families – Formulation, Intervention &amp; Evaluation</i>, London: Karnac.</a>
<b>Web based content</b>	Family Therapy Association of Ireland <a href="http://www.familytherapyireland.com">www.familytherapyireland.com</a> Association for Family Therapy and Systemic Practice <a href="http://www.aft.org.uk">www.aft.org.uk</a> Irish Association of Social Workers <a href="http://www.iasw.ie">www.iasw.ie</a>
<b>Relevant Journals</b>	British Journal of Social Work Journal of Family Therapy Family Process

<b>Module Content</b>	<b>Section C Research Methods</b>
<b>Aims</b>	This section of the module aims to provide opportunities for students to develop an understanding of how research and theory are produced and how to approach a research project. In addition to developing their ability to critically understand social work theory, methods and skills, social policy and social research, including in a global context, students will be equipped with the skills needed to engage with and critically assess the research and theory underpinning practice.
<b>Content</b>	This module will provide students with basic knowledge and skills necessary to do and understand social research. The module will cover: <ul style="list-style-type: none"> <li>• Introducing social research</li> <li>• Doing a literature review</li> <li>• Ontology and epistemology</li> <li>• Understanding research ethics</li> <li>• Writing a research proposal</li> </ul>
<b>Teaching and learning format</b>	Face to face lectures
<b>CORU domains of proficiency taught</b>	5.2, 5.3, 5.9, 5.21, 5.25
<b>CORU domains of proficiency assessed</b>	Assessed as part of SSU44200
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Bryman, A. (2012) <i>Social Research Method</i>. Oxford: Oxford University Press.</li> <li>• Carey, M. (2009) <i>The Social Work Dissertation</i>, England: Open University Press</li> <li>• Gronmo, S. (2020) <i>Social Research Methods: Qualitative, Quantitative and Mixed Methods Approaches</i>. London: Sage.</li> <li>• Kara, H. (2020) <i>Creative Research Methods: A practical guide 2<sup>nd</sup> Ed</i>. Sage: London.</li> </ul>
<b>Useful web-based content</b>	<a href="#">Bryman (2012) Social Research Methods online resources</a> <a href="#">Gronmo, S. (2020) Social Research Methods online resources</a>

<b>Relevant Journals</b>	<a href="#">Sociological Research and Methods</a> <a href="#">Qualitative Social Work</a>
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<b>Module Content</b>	<b>Section D. Social Work Skills</b>
<b>Aims</b>	This section of the module builds on the social work skills component of the Social Work Theory, Values & Skills module in Senior Fresh year, and complements the Junior Sophister Counselling and Practice Approaches in Social Work module. It aims to explore placement practice and experience and provide a forum to explore and practice meta-skills in social work in a safe environment. By facilitating the further development of self-awareness and reflective practice skills, this section will help students to examine the relationship between social work theory and practice, refine, explore and develop professional identity and enhance their social work skills and understanding. This section of the module will emphasise the value of openness to different perspectives in social work and make use of student peer learning.
<b>Content</b>	<ul style="list-style-type: none"> <li>• Reflection on practice related experiences</li> <li>• Practice connections with social work theory, values and knowledge.</li> <li>• <a href="#">Professional issues / concerns for feedback / support</a></li> <li>• <a href="#">Learning needs and areas of interest for professional development</a></li> </ul>
<b>Teaching and learning format</b>	Face to face workshops utilizing small learning groups and student peer learning. Students will use <a href="#">practice examples from placement</a> .
<b>CORU domains of proficiency taught</b>	1.2, 1.5, 1.9, 1.10,1.11, 1.18, 2.4, 2.6,2.7,2.9, 2.12, 2.13,2.14,2.15, 3.4, 3.5,3.6, 3.8,3.9, 3.10, 4.1, 4.3, 4.4,4.5, 5.1,5.2, 5.5,5.6, 5.10, 5.11, 5.12, 5.14,5.22,5.25,5.26,5.27
<b>CORU domains of proficiency assessed</b>	1.2, 1.5, 1.9, 1.10, 2.13, 2.14, 2.15, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.5, 5.6, 5.11,5.14
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Adams, R., Dominelli, L. &amp; Payne, M. (Eds) (2009) <i>Social Work: themes, issues and critical debate</i>, 2<sup>nd</sup> Edition. Hampshire: Palgrave</li> <li>• Houston, S., <i>Engaging with complexity in Social Work: Four Essential Conceptual Skills, The Irish Social Worker</i>, 2020</li> <li>• Lishman, J. (ed) (2015) <i>Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory</i>. Jessica Kingsley.</li> <li>• Pages 1-7 of Kurtz, A. (2020) Chapter one: Introduction on how to run reflective practice groups. How to Run Reflective Practice Groups, in A. Kurtz, <i>How to Run Reflective Practice Groups: A Guide for Healthcare Professionals</i>, 1<sup>st</sup> Edition, pp.1-16.</li> </ul>

	Please Note: Additional reading materials may be recommended throughout the course of the module in-keeping with student's developing learning needs.
<b>Useful web-based content</b>	Irish Association of Social Workers: <a href="https://www.iasw.ie/">https://www.iasw.ie/</a>
<b>Relevant Journals</b>	British Journal of Social Work Practice: Social Work in Action Journal of Social Work Journal of Social Work Practice International Social Work European Journal of Social Work Child and Family Social Work Qualitative Social Work

### **SSU33101 Junior Sophister Placement (15 ECTS)**

Information on this module is contained within the BSS Junior Sophister Course Handbook 2022 - 23



## Senior Sophister Module Outlines

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

<b>Module code and name</b>	<b>SSU44042 Perspectives in Social Work: Contemporary Discourses in Society.</b>
<b>Module aims</b>	<p>In this module, students will be introduced to historical and contemporary sociological and philosophical discourses which can help to frame and think about social welfare and social work. Through a combination of lectures, directed reading and class-based discussion, students will consider the relevance of these ideas and perspectives and their application to social work.</p> <p>The aims of the module are to enable students to:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of the ideas of a range of social scientific thinkers and consider the application of their ideas for social work.</li> <li>2. Examine social work as a product of modernity and explore post-modernist influences.</li> <li>3. Identify and describe contemporary critical perspectives in social work and social welfare, including anti-oppressive practice, and their uses as frames of reference and analysis for social work interventions;</li> <li>4. Develop an understanding of how critical social theory can shape knowledge, skills and values;</li> <li>5. Explore the societal and organizational influences on practice; and</li> <li>6. Understand the historical and current impact of neo-liberalism on social work and service users linking it with power and ideology.</li> <li>7. Consolidate learning from placement.</li> </ol>
<b>Module learning outcomes</b>	<p>After attending lectures, taking part in discussions and successfully completing the relevant assignment, a student will be able to:</p> <ol style="list-style-type: none"> <li>1. Through the use of critical reflection, understand and recognise the impact of personal values and life experience by examining the meaning of critical reflexivity and applying it to their personal and professional development <b>(SOP 4.4)</b></li> <li>2. Describe, evaluate and apply at least two current sociological and critical theoretical perspectives thereby demonstrating a critical understanding of social work theory, methods and skills,</li> </ol>

	<p>social policy and social research, including consideration in a global context <b>(SOP 5.2)</b></p> <p>3. Describe and assess the potential contribution of critical social theories to social work practice thereby demonstrating a critical understanding of sociology, psychology, economics and political science <b>(SOP 5.3)</b></p> <p>4. Assess and critically evaluate one critical perspective or social work theory and use this knowledge to identify and critically understand the impact of organisational, governmental, community and societal structures, systems and culture on health and social care <b>(SOP 5.24)</b></p>
<b>Module content</b>	<p>Lectures will cover the following themes:</p> <ol style="list-style-type: none"> <li>1.The nature of critical social theory and its importance for social work.</li> <li>2.The historical development of critical social theory under modernity and post-modernity and how it shaped social work.</li> <li>3.The nature and application of critical reflexivity for social work practice.</li> <li>4.The contribution of a range of critical social theorists to social work practice.</li> <li>5.How critical social theory contributes to critical social work.</li> <li>6.The effects of neo-liberalism on service users and social welfare.</li> </ol> <p>The following themes will also be explored:</p> <ol style="list-style-type: none"> <li>a. Discrimination, oppression and inequality;</li> <li>b. Anti-discriminatory and anti-oppressive practice;</li> <li>c. Social class and social work;</li> <li>d. Shame, stigma and social work.</li> </ol>
<b>Standards of proficiency taught</b>	<p>1.5,1.9</p> <p>2.4,2.12</p> <p>4.3,4.4</p> <p>5.1,5.2,5.3,5.5,5.6,5.7,5.12, 5.15, 5.24</p>
<b>Standards of proficiency assessed</b>	<p>4.4</p> <p>5.2, 5.3, 5.24</p>

<b>Teaching and learning format</b>	Teaching will consist of live lectures, in-class discussions and guided readings. 11x2hr lectures, guided readings and in-class exercises to be flagged during or ahead of class. Music, film, poetry and art will be used to connect students to the themes being explored.
<b>Assessment</b>	Assignment: Essay  Word Count: 2,500 words  Students must attempt and pass this component of assessment to pass the module overall.
<b>Reassessment</b>	Assignment: Essay  Word Count: 2,500 words
<b>Indicative bibliography (if available) 4-5 titles max.</b>	The core text for this module is:  Gray, M. & Webb, S. (2013). <i>Social Work Theories and Methods</i> . London: Sage.  This will be provided to students as a PDF. Additional readings will be identified during and after lectures.
<b>Useful web-based content</b>	Relevant resources will be flagged in-class.
<b>Relevant Journals</b>	Relevant Journals will be flagged in-class.

## SSU44132 The Professional in Context (5 ECTS)

<b>Module code and name</b>	<b>SSU44132 The Professional in Context</b>
<b>Module aims</b>	This module aims to explore the contexts within which professional work occurs and identify the impact and interplay between individual professionals and their contexts. The organisation, profession/regulatory and systems contexts will be discussed and linked to students' practice experiences. Students will also explore the complex dynamics at play in the professional's interactions with these contexts and use a psychodynamic lens to identify how to address these dynamics.
<b>Module learning outcomes</b>	<p>On successful completion of this section of the module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the objectives of organisational leadership and management and analyse their impact on the individual professional (SOP 2.10)</li> <li>2. Relate quality management and performance management to effective service delivery and analyse their impact on the individual professional (SOP 3.11, 4.6)</li> <li>3. Identify the impact of the regulatory context on their behaviour and demonstrate an understanding of the responsibilities associated with the Code of Professional Conduct and Ethics for their profession (SOP 1.8)</li> <li>4. Apply key systems thinking concepts and thinking tools to practice contexts (SOP 1.10, 5.16)</li> <li>5. Recognise how the complexities involved in the dynamic interactions inherent in human service work can unwittingly activate personal default defence reactions and identify how to address these dynamics when they occur taking into account an understanding of psycho-analytic concepts. (SOP 2.11 2.13, 4.3, 4.4)</li> </ol>
<b>Module content</b>	<p><b>Organisational Context</b></p> <ul style="list-style-type: none"> <li>• Understanding the organisational environment and the objectives of organisational leadership and management</li> <li>• Public sector consumerism and its impact on social service provision.</li> <li>• Digitalisation</li> <li>• Quality Management in the delivery of social services.</li> <li>• Performance Management in the delivery of social services.</li> <li>• Relationships, structures and effective communication.</li> <li>• Strategic management, Service Planning and programme development.</li> <li>• Governance and the role of evaluation in organisations.</li> </ul> <p><b>Regulatory Context</b></p>

	<ul style="list-style-type: none"> <li>• The purpose of professional regulation; protection of the public</li> <li>• Registration and the code of professional conduct and ethics</li> </ul> <p><b>Systems Context</b></p> <ul style="list-style-type: none"> <li>• Conceptualising systems: core systems concepts</li> <li>• Risk, uncertainty and defensive practice</li> <li>• Proceduralisation and expert judgement</li> <li>• Quality improvement in 'learning organisations</li> <li>• Modelling systems dynamics</li> </ul> <p><b>Self in Context: A Psycho-Dynamic Perspective</b></p> <ul style="list-style-type: none"> <li>• The individual professional – unique personal story, motivation, experience and preferred style of relating</li> <li>• Anxiety provoking situations and interactions in the human service context</li> <li>• Psycho- analytic concepts - personal default coping mechanisms and social defences</li> </ul>
<b>Standards of proficiency taught</b>	1.8, 1.10, 1.13, 1.14, 2.10, 2.11 2.13, 2.15, 3.11, 4.3, 4.4, 4.6, 5.1, 5.9, 5.16, 5.19
<b>Standards of proficiency assessed</b>	1.8, 1.10, 2.10, 2.11 2.13, 3.11, 4.3, 4.4, 4.6, 5.16
<b>Teaching and learning format</b>	In person synchronous learning in small and large group settings supported by asynchronous activities such as readings, reflection and application exercises.
<b>Assessment</b>	<p>This module has two assessment components:</p> <p>A: Case study analysis (LO1, 2, 3, 4) [60%]</p> <p>B: Self reflection analysis (LO5) [40%]</p> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Reassessment</b>	As above
<b>Indicative bibliography</b>	<p><b>Organisational Context</b></p> <p>Berends, L. &amp; Crinall, K. (2014) <i>Management and Practice in Health and Human Service Organisations</i>, Melbourne: Oxford University Press.</p> <p>Brody, R. &amp; Nair, M. (2014) <i>Effectively Managing and Leading Human Service Organizations</i>, 4<sup>th</sup> edition, Los Angeles: Sage.</p> <p>Hanford Letchfield, T and Lawler, J (2013) <i>Perspectives on Management and Leadership in Social Work</i>.</p> <p>Huffington, C., Armstrong, D., Halton, W., Hoyle, L., Pooley, J., (Reprint 2004, 2005, 2007) <i>Working Below the Surface: the Emotional Life of Contemporary Organisations</i>, Chapters 2,5, 6 &amp; 7.</p>

Langley GL, Moen R, Nolan KM, Nolan TW, Norman CL, Provost LP. [\*The Improvement Guide: A Practical Approach to Enhancing Organizational Performance\*](#) (2nd edition). San Francisco: Jossey-Bass Publishers; 2009.

### **Regulatory Context**

Social Workers Registration Board (2019) *Code of Professional Conduct and Ethics*, accessed at <https://coru.ie/files-codes-of-conduct/swrb-code-of-professional-conduct-and-ethics-for-social-workers.pdf>

### **Systems Context**

Caffrey, L. (2020). How everyone's business can become no one's business: a systems study of interprofessional referral to child contact centres. *Children and youth services review*, 109.

Caffrey, L., & Munro, E. (2017). A systems approach to policy evaluation. *Evaluation*, 23(4), 463-478.

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

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

Reder, P., & Duncan, S. (2003). Understanding communication in child protection networks. *Child abuse review*, 12(2), 82-100.

### **Self in Context: A Psycho-Dynamic Perspective**

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

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

Emanuel, L (2002) Deprivation x 3: The contribution of organizational dynamics to the "triple deprivation" of looked-after children. *Academic Journal: Journal of Child Psychotherapy*. Aug 2002, Vol. 28 Issue 2, p163-179. 17p.

Ferguson, H (2018) How Social Workers reflect in action and when and why they don't: the possibilities and limits to reflective practice in social work. *Social Work Education DOI: 10.1080/02615479.2017.1413083* Informa UK limited, trading as Taylor & Francis Group.

	<p>Menzies, I.E.P. (1960) A case-study in the functioning of social systems as a defence against anxiety: A report on a study of the nursing service of a general hospital. Human Relations 13: 95 – 121.</p> <p>Obholzer, A and Zagier Roberts V (Eds.) 2<sup>nd</sup> Edition (2019) The Unconscious at Work. Individual and Organisational Stress in the Human Services. By the members of the Tavistock clinic consulting to Institutions Workshop. Routledge</p> <p>Skovholt, T M. and Trotter-Mathison, M (2016) The Resilient Practitioner: Burnout and Compassion Fatigue Prevention and Self-Care Strategies for the Helping Professions. Routledge, Taylor &amp; Francis Group Third edition.</p>
<p><b>Useful web-based content</b></p>	<ul style="list-style-type: none"> <li>• <b>Quality improvement:</b>  <a href="http://www.ihl.org/resources/Pages/HowtoImprove/default.aspx">http://www.ihl.org/resources/Pages/HowtoImprove/default.aspx</a> &amp; <a href="http://www.apiweb.org">http://www.apiweb.org</a></li> <li>• <b>Good governance- managing resilience at a strategic level:</b>  <a href="https://www.lenus.ie/handle/10147/579790">https://www.lenus.ie/handle/10147/579790</a></li> <li>• <b>Quality and management :</b>  <a href="https://www.eaq.ee/quality2013/sites/www.quality2013.eu/files/webform/full-papers/The%20illusion%20of%20quality%20management%20in%20social%20services.pdf">https://www.eaq.ee/quality2013/sites/www.quality2013.eu/files/webform/full-papers/The%20illusion%20of%20quality%20management%20in%20social%20services.pdf</a></li> <li>• Leadership V management <a href="https://hbr.org/2004/01/managers-and-leaders-are-they-different">https://hbr.org/2004/01/managers-and-leaders-are-they-different</a></li> <li>• Systems thinking: a cautionary tale (cats in Borneo):  <a href="https://www.youtube.com/watch?v=17BP9n6g1FO">https://www.youtube.com/watch?v=17BP9n6g1FO</a></li> </ul>
<p><b>Relevant Journals</b></p>	<p>Harvard Business Review  IASW journal  British Journal of Social Work  European Journal of Operational Research  Children and Youth Service Review</p>

## SSU44062 Social Work and Child Care (10 ECTS)

<b>Module Name</b>	<b>Social Work and Child Care: Contemporary Perspectives in Adoption &amp; Alternative Care</b>
<b>Module aims</b>	To explore the Irish and global context, current trends, legal developments, discourses and debates and the role of lived experience in adoption and alternative care. This module draws on key messages from international research and selected theoretical concepts and their application to various practice challenges.
<b>Module content</b>	This module will critically examine adoption and alternative care through a life course and human rights framework and explore key theoretical ideas that inform policy and practice. It will explore the historical development of alternative care in Ireland and examine the reforms in Irish social policy, legislation and assessment practices.
<b>Module learning outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the key role of research evidence and theory to inform perspectives and practice in relation to adoption and alternative care <b>(SOP 5.22)</b></li> <li>2. Develop a critical understanding of key theoretical approaches including sociology, psychology, human growth and development that inform adoption and alternative care practice <b>(SOP 5.3)</b></li> <li>3. Understand key developments in adoption/alternative care law, policy and practice <b>(SOP 5.8)</b></li> <li>4. Have a critical understanding of adoption law and policy and the legislative basis of actions within adoption practice <b>(SOP 5.8)</b></li> <li>5. Understand Ireland's adoption legacy and the development of alternative care apply a critical understanding of its human impact <b>(SOP 5.5)</b></li> <li>6. Demonstrate and apply a critical understanding of a human-rights based, culturally-sensitive and anti-discriminatory approach to adoption policy and practice <b>(SOP 1.9)</b></li> <li>7. Gain an awareness of the need to challenge 'narratives of failure' and promote 'narratives of success' in relation to care experience in the context of policy and practice <b>(SOP 5.5)</b></li> </ol>
<b>Standards of proficiency taught</b>	SOP 1.9, 5.3, 5.5, 5.8, 5.22
<b>Standards of proficiency assessed</b>	SOP 1.9, 5.3, 5.5, 5.8, 5.22



<b>Teaching and learning format</b>	Students will be taught in a large group and will undertake work in small groups.
<b>Assessment</b>	<p>There are <b>three assessment components</b>:</p> <ul style="list-style-type: none"> <li>(i) Student presentation (<b>LO 1, 2, 3, 4</b>) [35%]</li> <li>(ii) 500-word written reflective piece to support the presentation (<b>LO 4, 5</b>) [15%]</li> <li>(iii) 1,500 word written discussion paper based on a case study (<b>LO 1, 2, 7</b>) [50%]</li> </ul> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Re-assessment</b>	As above
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Burns, K. &amp; McCaughren, S. (2021) 'Adoptions of children from state care in Ireland in Skivenes, M., Pösö, T. &amp; Thoburn, J. (eds) Adoption from Care International Perspectives on Children's Rights, Family Preservation and State Intervention, Bristol: Bristol University Press</p> <p>Christie, A. et al., London, Palgrave Milotte, M. (1997) Banished Babies, Dublin, New Island Books.</p> <p>Funcheon, S. O. C., &amp; Brady, E. (2021). An exploration of professional and practice-based perspectives on reunification of children in out-of-home care in Ireland: The road less travelled?. <i>Child Abuse &amp; Neglect</i>, 122, 105366.</p> <p>Gilligan, R. (2019). The family foster care system in Ireland – Advances and challenges. <i>Children and Youth Services Review</i>, 100, 221-228.</p> <p>Gilligan, R., Brady, E., &amp; Cullen, L. (2022). <i>One More Adversity: The lived experience of care leavers in Ireland during the Covid-19 pandemic</i>. Dublin: School of Social Work &amp; Social Policy, Trinity College Dublin. DOI: <a href="https://doi.org/10.25546/98279">https://doi.org/10.25546/98279</a>.</p> <p>Iyer, P., Boddy, J., Hammelsbeck, R., and Lynch-Huggins, S. (2020). <i>Contact following placement in care, adoption, or special guardianship: implications for children and young people's well-being</i>. Evidence Review. London: Nuffield Family Justice Observatory.</p> <p>McCaughren, S. &amp; Powell, F. (2016) The Fate of the Illegitimate Child in Law and the Family, Palgrave</p>

	<p>McCaughren, S. &amp; Ni Raghallaigh (2015), 'Adoption in Ireland: Exploring the Changing Context' in Social Work in Ireland: Changes &amp; Continuities, (eds.)</p> <p><b>Additional readings and resources will be provided on Blackboard and in class.</b></p>
<b>Useful web-based content</b>	To be provided in class.
<b>Relevant Journals</b>	To be provided in class.

## SSU44072: Social Work and Equality Issues (5 ECTS)

<b>Module code and name</b>	<b>SSU44072 Social Work and Equality Issues</b>
<b>Module aims</b>	<ul style="list-style-type: none"> <li>To explore ideas, theories, policy, and legislation concerning equality, oppression, and diversity and to consider how these might influence social work practice</li> <li>To facilitate direct communication between social work students and representatives of minority groups to foster increased empathy and understanding</li> </ul>
<b>Module learning outcomes</b>	<p>On successful completion of this section of the module, students should be able to:</p> <ol style="list-style-type: none"> <li>Evaluate a range of theories relating to in/equality, oppression, and diversity and understand their significance for social work practice (SOP 5.1; 5.5; 5.6; 5.22)</li> <li>Understand Irish legislation and policy concerning equality and human rights (SOP 1.5; 5.7; 5.8; 5.9)</li> <li>Discuss the key principles, values and methods of anti-racist, anti-discriminatory, anti-oppressive and culturally sensitive practice in a social work context (SOP 1.9; 2.2; 2.4; 2.12; 4.4; 5.6; 5.13)</li> <li>Analyze critiques of identity-based politics found within queer theory (SOP 5.3)</li> <li>Demonstrate increased knowledge of, and empathy with, a range of marginalized groups, developed through direct communication with representatives of these groups. (SOP 5.6)</li> </ol>
<b>Module content</b>	<ul style="list-style-type: none"> <li>Theories of in/equality and their significance for social work</li> <li>Equality legislation and anti-oppressive practice</li> <li>A critical exploration of cultural competence</li> <li>Social Work as a form of social control</li> <li>Queer theory and the limits of identity politics</li> <li>Presentations by representatives of marginalised groups</li> </ul>
<b>Standards of proficiency taught</b>	SOPs 1.5; 1.9; 2.2; 2.4; 2.12; 4.4; 5.1; 5.5; 5.6; 5.7; 5.8; 5.9; 5.13; 5.22
<b>Standards of proficiency assessed</b>	SOPs 1.5; 1.9; 2.2; 2.4; 2.12; 4.4; 5.1; 5.5; 5.6; 5.7; 5.8; 5.9; 5.13; 5.22
<b>Teaching and learning format</b>	Face to face lectures
<b>Assessment</b>	<p>Essay (LOs 1,2,3,4,5) [Weighting 100%]</p> <p>Students must attempt and pass this assessment to pass the module overall.</p>

<b>Reassessment</b>	Essay
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Students shall be provided with one or two short relevant readings in advance of each session.</li> <li>• They shall also receive a recommended reading list for each of the essay titles</li> </ul>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• Irish Human Rights and Equality Commission <a href="https://www.ihrec.ie/">https://www.ihrec.ie/</a></li> <li>• Harvard unconscious bias tests: <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a></li> </ul>
<b>Relevant Journals</b>	

**SSU44082: Social Work and Mental Health (5 ECTS)**

<b>Module Name</b>	<b>SSU44082 Social Work and Mental Health</b>
<b>Module aims</b>	<p>This module aims to provide students with the following:</p> <ul style="list-style-type: none"> <li>• An understanding of the major common mental health issues and disorders that the service users they work with may experience; and the impact which these issues and disorders can have on the person experiencing them, their families, and the wider society.</li> <li>• A critical appreciation of changing trends in mental health policy and provision.</li> <li>• An understanding of the legislation underpinning current mental health service delivery in Ireland.</li> <li>• An understanding of the role of social work in multidisciplinary mental health services and how social workers can contribute to better individual and societal mental health as part of generic social work and formal mental health services.</li> </ul>
<b>Module learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of 1) the signs and symptoms of the main mental health issues and disorders, and of addiction 2) their putative causes, and 3) what the most relevant evidence-based support interventions are for each issue and disorder. [SOP 3.6, 3.10, 5,1]</li> <li>• Identify the contrasting theoretical paradigms through which mental illness and addiction are understood and interpreted with particular reference to how this influences the different perspectives in multi-professional and multi-stakeholder contexts. [SOP 5.2]</li> <li>• Describe and critique the social work role in mental health services and/or addiction services, including the limitations of their practice role. [SOP 1.2, 2.3, 2.12 ]</li> <li>• Critically appraise the complex practice issues that can manifest in mental health social work and in addiction services in order to be able to practice effectively within the legal, ethical and professional context in which these services are delivered. [SOP1.1, 5.8, 5.17]</li> <li>• Interpret the role of the mental health social worker and the addiction services social worker with reference to the</li> </ul>

	current national policy and legislative provisions which surround these roles. [SOP 1.3, 1.5, 1.17]
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<b>Module Content</b>	There are three main sections in this module as follows:  <ol style="list-style-type: none"> <li>1. Adult Mental Health Social Work</li> <li>2. Mental Health Social Work with Children and Young People</li> <li>3. Social Work in Addiction Services</li> </ol> <p style="text-align: center;">-</p>
<b>Teaching and learning format</b>	In person lectures supported by online resources on Blackboard.
<b>Standards of proficiency taught within this module</b>	1.1, 1.2, 1.3, 1.5, 1.17, 2.3, 2.12, 3.6, 3.10, 5.1, 5.2, 5.8, 5.17.
<b>Standards of proficiency taught within this module</b>	1.1, 1.2, 1.3, 1.5, 1.17, 2.3, 2.12, 3.6, 3.10, 5.1, 5.2, 5.8, 5.17.
<b>Teaching and Learning Format</b>	<ol style="list-style-type: none"> <li>1. Live in class teaching</li> <li>2. Live in class guest speakers</li> <li>3. Provision of online materials on Blackboard to complement in-class teaching and assist self-directed learning by students</li> </ol>

<b>Assessment</b>	This module is assessed by a two-part written assignment (100% of grade for this module).  Students must attempt and pass this assessment component to pass the module overall.
<b>Re-assessment</b>	This module will be re-assessed by a two-part written assignment (100% of grade for this module).

<p><b>Indicative bibliography (if available) 4-5 titles max.</b></p>	<ul style="list-style-type: none"> <li>- Golightley, M., &amp; Kirwan, G. (Eds.). (2018). <i>International Reflections on Approaches to Mental Health Social Work</i>. Routledge.</li>   <li>- Golightley, M. and Kirwan, G. (2019). Social Work and Mental Health. In R. Munford and K. O’Donoghue (Eds.), <i>New Theories for Social Work Practice: Ethical Practice for Working with Individuals, Families and Communities</i>. London: Jessica Kingsley, ch. 5, pp. 100-116</li>   <li>- Higgins, A. and McDaid, S. (Eds.) (2014). <i>Mental Health in Ireland: Policy, Practice and Law</i>. Dublin: Gill and Macmillan</li>   <li>- HSE (2020) <i>Sharing the Vision: A Mental Health Policy for Everyone</i>. Dublin: Ireland (Available online)</li>   <li>- Kelly, B. (2017) <i>Mental Health in Ireland – The Complete Guide for Patients, Families, Health Care Professionals and Everyone Who Wants to Be Well</i>. Dublin: The Liffey Press</li>   <li>- Kirwan, G. (2020). Speaking truth to power: Mental health service users’ experiences of participation in their diagnosis and treatment. <i>Social Work and Social Sciences Review</i> 22(1): 137-156.</li>   <li>- Leamy, M., Bird, V., LeBoutillier, C., Williams, J., and Slade, M. (2011). Conceptual Framework for personal recovery in mental health: a systemic review and narrative synthesis. <i>British Journal of Psychiatry</i>, 199(6): 445-452.</li>   <li>- Pilgrim, D., &amp; McCranie, A. (2013). <i>Recovery And Mental Health: A Critical Sociological Account</i>. (1st Edition). Palgrave Macmillan.</li>   <li>- Rogers, A. &amp; Pilgrim, D. (2005) <i>A sociology of mental health and illness</i>. Berkshire: Open University Press.</li> </ul> <p>Further titles will be given throughout the module.</p>
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<p><b>Useful web-based content</b></p>	<ul style="list-style-type: none"> <li>- Mental Health Commission <a href="http://www.mhcirl.ie">www.mhcirl.ie</a></li> <li>- Shine Ireland <a href="http://www.shineonline">www.shineonline</a></li> <li>- Aware <a href="http://www.aware.ie">www.aware.ie</a></li> <li>- National Office for Suicide Prevention <a href="http://www.nosp.ie">www.nosp.ie</a></li> <li>- Department of Health <a href="http://www.health.gov.ie">www.health.gov.ie</a></li> <li>- Shaping Our Lives <a href="http://www.shapingourlives.org.uk/">http://www.shapingourlives.org.uk/</a></li> <li>- Wellness Recovery Action Plan <a href="https://copelandcenter.com/">https://copelandcenter.com/</a></li> </ul>
<p><b>Relevant Journals</b></p>	<ul style="list-style-type: none"> <li>- <i>International Journal of Mental Health</i></li> <li>- <i>Journal of Mental Health Training, Education and Practice</i></li> </ul>



## SSU44092 Groupwork (5 ECTS)

<b>Module Name</b>	<b>SSU44092 Groupwork</b>
<b>Module aims:</b>	<p>The aim of this module is to provide an understanding of the role and function of groups in two aspects of social work practice:</p> <ul style="list-style-type: none"> <li>A) Groupwork as an intervention in social work practice</li> <li>B) Working with other professionals in teams as part of interprofessional practice</li> </ul> <p>Topic A will explore the role of groupwork in social work and demonstrate its effectiveness as a means of intervention in a variety of settings. This section will provide students with an understanding of the influencing theory, knowledge and practice skills which are required for effective groupwork facilitation and practice. It will explore the role that group psychology, psychotherapy and counselling have played in our understanding of groupwork while demonstrating social work's unique contribution to groupwork practice. It will also provide a reflective space for students to explore their own experiences and roles in group settings. Students will be encouraged to think creatively about the manner in which groupwork is facilitated while considering the benefits of the creation of a group in settings in which they have previously practiced.</p> <p>Topic B will provide students with opportunities for inter-professional interaction and reflective discourse. The aim is to provide space to reflect on their practice education placements and to consider aspects of their practice specifically related to inter-professional teamwork and practice. The interactions in this topic will assist students in learning from each other's practice education experience. It aims to provide students with a forum for teasing out the challenges of and opportunities for working with other professions in their professional practice. Students will have the opportunity to meet and work with students and professionals from other disciplines.</p>
<b>Module Content</b>	<p><b>A. Groupwork Practice</b></p> <p>This section will include a review of the major theories of groupwork, group dynamics and processes. It will promote the development of groupwork leadership and facilitator skills in the classroom setting and an</p>

	<p>appreciation of the significant potential of groupwork practice within social work.</p> <p><b>B. Interprofessional Practice</b>  This section will be interactive in nature and will facilitate students to reflect on their own experiences of working as part of inter-professional teams while on placement. Students will have the opportunity to learn from the experiences of others and to reflect on the importance of creating a culture of collaboration in social work practice. Students will get the opportunity to review and enhance their skills required for successful interprofessional collaborative practice.</p>
<p><b>Module learning Outcomes</b></p>	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Reflect on their experiences of group work and interprofessional teamwork in placement-related work and understand the importance of establishing professional relationships as both an independent practitioner and collaboratively as a member of a team <b>(SOP 2.13)</b></li> <li>2. Explore and advance the skills necessary for effective participation in interprofessional teams <b>(SOP 2.2)</b></li> <li>3. Know, understand and apply the key concepts of groupwork and groupwork facilitation for individuals, groups and communities and demonstrate a critical understanding of their role in effective social work practice <b>(SOP 5.1, 5.2)</b></li> <li>4. Through class-based team-work and interprofessional interaction, case studies, understand the limits of confidentiality in the context of a variety of team settings <b>(SOP 1.12)</b></li> <li>5. Demonstrate critical understanding of the concepts and frameworks that underpin groupwork functions, dynamics and processes as they relate to social work practice <b>(SOP 5.14)</b></li> <li>6. Through interprofessional interaction and class activities practise being able to communicate and express professional, informed and considered opinions to a variety of professionals <b>(SOP 2.9)</b></li> <li>7. Understand the role and impact of effective group work and interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team setting <b>(SOP 2.14)</b></li> </ol>

<b>Teaching and learning format</b>	In person
<b>Standards of proficiency taught</b>	1.12 2.2, 2.7, 2.9, 2.13, 2.14 5.1, 5.2, 5.14
<b>Standards of proficiency assessed</b>	<ul style="list-style-type: none"> <li>• 1.12</li> <li>• 2.2, 2.9 2.13, 2.14</li> <li>• 5.1, 5.2, 5.14</li> </ul>
<b>Assessment</b>	<p>There are <i>three</i> assessment components</p> <p>A short group presentation 20 marks Learning outcomes 1, 3, 5</p> <p>Written group assignment 40 marks Learning outcomes 1, 3, 5</p> <p>Journal 40 marks Learning outcomes: 2, 4, 6, 7</p> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Re-assessment</b>	As above.
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Ambrose-Miller, W., &amp; Ashcroft, R. (2016) Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams. <i>Health &amp; Social Work</i>, 41(2): 101–109, DOI: 10.1093/hsw/hlw006.</p> <p>Yalom, D.I and Lescsz, M. (2005) <i>The Theory and Practice of Group Psychotherapy</i> New York: BasicBooks.</p> <p>Stock Whitaker, D. (1985) <i>Using Groups to Help People</i> London; Boston: Routledge &amp; Kegan Paul.</p> <p>Doel, M. (2005) <i>Using Groupwork</i>, London: Routledge.</p> <p>Toseland, W. R. &amp; Ravas, F. R. (2017) <i>An Introduction to Group Work Practice</i>, 8th ed. Harlow, Essex: Pearson.</p>
<b>Useful web-based content</b>	To be provided in class.
<b>Relevant Journals</b>	<p>Groupwork. Whiting &amp; Birch</p> <p>Social Work with Groups. Routledge, Taylor &amp; Francis Group.</p> <p>British Journal of Social Work. Oxford University Press</p> <p>International Social Work. Sage Journals</p>

**SSU44200: Social Work Practice (Capstone) Practice Issues in Practice Contexts (20 ECTS)**

<b>Module Name</b>	<b>Social Work Practice (Capstone): Practice Issues in Practice Contexts</b>
<b>Module aims</b>	The aim of this module is to facilitate students towards self-directed learning in examining key practice issues arising from their placement contexts. It is designed to support the continued development of students' practice skills and social work knowledge. Students will work in small groups and will work towards presenting pertinent themes that arose for them in their journey towards professional development during the course of their placement.
<b>Module content</b>	This module will: <ul style="list-style-type: none"> <li>• Provide small reflective spaces to enable students to share and discuss personal/professional dilemmas arising from their professional practice placements.</li> <li>• Facilitate students in consolidating learning from practice placements.</li> <li>• Facilitate students to revisit and re-evaluate the role of social work values and ethics.</li> <li>• Provide an engaging space for students to demonstrate knowledge, understanding and integration of theory and skills with their placement experience.</li> </ul>
<b>Module learning Outcomes</b>	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> <li>1. Reflect on personal and previous practice experiences and consider how this may impact on their role as future social work practitioners (<b>SOP 1.1, 4.1, 4.3, 4.4, 4.5, 5.13</b>)</li> <li>2. Critically analyse the range of contextual and personal challenges that arise in a variety of practice contexts and relate these to contemporary professional codes of conduct and ethics (<b>SOP 1.1, 3.14</b>)</li> <li>3. Demonstrate knowledge, understanding and integration of theory with their placement experience (<b>SOP 5.22</b>)</li> </ol>

	<p>4. Recognise and explore the different models of practice, social work skills and research in a variety of practice contexts <b>(SOP 5.2)</b></p> <p>5. Demonstrate an ability to participate in or undertake clinical, academic or practice-based research <b>(SOP 5.21, SOP 5.25)</b></p>
<b>Standards of proficiency taught</b>	<p>1.1 3.14 4.1, 4.3, 4.4, 4.5 5.2, 5.13, 5.21, 5.22</p>
<b>Standards of proficiency assessed</b>	<p>1.1 3.14 4.1, 4.3, 4.4, 4.5 5.2, 5.13, 5.21, 5.22</p>
<b>Teaching and learning format</b>	In person: students will be divided into two groups; Group A and Group B.
<b>Assessment</b>	<p>Practice Project Capstone 100%</p> <p>Learning outcomes 1-5</p> <p>Students must attempt and pass this assessment to pass the module overall.</p>
<b>Re-assessment</b>	As above
<b>Indicative bibliography (if available) 4-5 titles max.</b>	To be provided in class.
<b>Useful web-based content</b>	To be provided in class.
<b>Relevant Journals</b>	To be provided in class.

### **SSU44111 Senior Sophister Placement (20 ECTS)**

Information on this module is contained within the BSS Senior Sophister Course Handbook 2022 - 23

## Module Leads

### Junior Sophister

Module	Course	Module Lead
SSU33502	Child Protection and Disability: Perspectives and Practice	Dr Susan Flynn <a href="mailto:sflynn7@tcd.ie">sflynn7@tcd.ie</a>
SSU33012	Law for Social Workers	Sonya Bruen <a href="mailto:bruens@tcd.ie">bruens@tcd.ie</a>
SSU33202	Criminology: Crime, Punishment, and Irish Society	Vivian Geiran <a href="mailto:geiranv@tcd.ie">geiranv@tcd.ie</a>
SSU33902	Global Social Policy and Comparative Welfare States	Dr Kasia Wodniak <a href="mailto:kwodniak@tcd.ie">kwodniak@tcd.ie</a>
SSU33072	Family and Child Care Studies	Dr Stephanie Holt <a href="mailto:sholt@tcd.ie">sholt@tcd.ie</a>
SSU33402	Biographies of Social Work	Dr Simone McCaughren <a href="mailto:smccaugh@tcd.ie">smccaugh@tcd.ie</a>
SSU33090	Social Work Practice	Dr Leigh-Ann Sweeney <a href="mailto:sweenele@tcd.ie">sweenele@tcd.ie</a>
SSU33101	Junior Sophister Placement	Dr Erna O'Connor and Sinead Whiting <a href="mailto:connorer@tcd.ie">connorer@tcd.ie</a> and <a href="mailto:sinead.whiting@tcd.ie">sinead.whiting@tcd.ie</a>

### Senior Sophister

Module	Course	Module Lead
SSU44042	Perspectives in Social Work (Contemporary Discourses in Social Work Practice)	Dr Joe Whelan <a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a>
SSU44132	The Professional in Context	Dr Louise Caffrey <a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a>
SSU44062	Social Work and Childcare	Dr Simone McCaughren <a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a>
SSU44072	Social Work and Equality Issues	Dr Michael Feely <a href="mailto:mfeely@tcd.ie">mfeely@tcd.ie</a>
SSU44082	Social Work and Mental Health	Dr Gloria Kirwan <a href="mailto:kirwangm@tcd.ie">kirwangm@tcd.ie</a>
SSU44092	Groupwork	Dr Simone McCaughren <a href="mailto:smccaugh@tcd.ie">smccaugh@tcd.ie</a>
SSU44200	Social Work Practice (Capstone)	Dr Leigh Ann Sweeney <a href="mailto:sweenele@tcd.ie">sweenele@tcd.ie</a>
SSU44111	Senior Sophister Placement	Dr Erna O'Connor and Sinead Whiting <a href="mailto:connorer@tcd.ie">connorer@tcd.ie</a> and <a href="mailto:sinead.whiting@tcd.ie">sinead.whiting@tcd.ie</a>

## 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.