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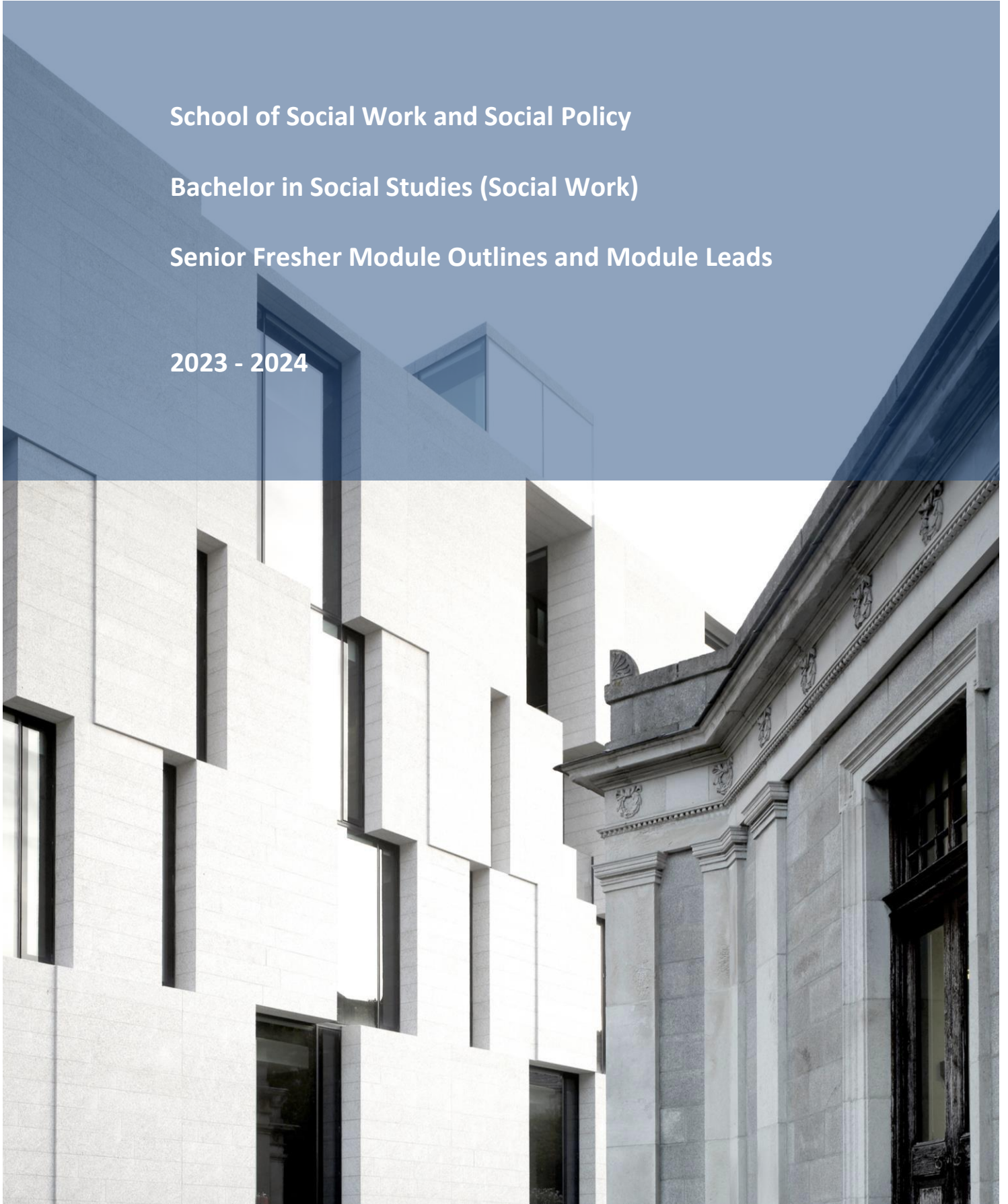## Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Work and Social Policy

Bachelor in Social Studies (Social Work)

Senior Fresher Module Outlines and Module Leads

2023 - 2024

Contents

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 (e.g. arrangements for students with disabilities and penalties for late submission);

(c) Ensure that the marking team provide helpful feedback to students highlighting how they can improve their submissions;

(d) Contribute to the programme examiners' meetings and examination processes.

Version 2023, as adapted from Houston, 2019.

Module Leads

Module	Course	Module Lead
SSU22041	Inclusive Disability	Dr Michael Feely mfeely@tcd.ie
SSU22091	Introduction to Family Law	Dr Susan Flynn sflynn7@tcd.ie
SSU22101	Introduction to Child Protection	Dr Stephanie Holt sholt@tcd.ie
SSU22111	Poverty, Welfare and Justice	Dr Joe Whelan jwhelan9@tcd.ie
SOU22011	Introduction to Social Research 1	Dr Jan Skopek skopekj@tcd.ie
SSU22052	Understanding Health Policy	Dr Catherine Elliott O'Dare elliot@tcd.ie
SSU22012	Social Work and Human Rights	Dr Simone McCaughren smccaugh@tcd.ie
SSU22070	Social Work Theory and Practice	Dr Leigh Ann Sweeney sweenele@tcd.ie
SSU22092	Psychology for Social Workers	Dr Shelia O'Flaherty oflahes1@tcd.ie
SSU22112	Senior Freshman Placement	Dr Erna O'Connor connorer@tcd.ie
SOU22012	Introduction to Social Research 2	Dr David Ralph ralphda@tcd.ie

Senior Freshers Module Outlines

SSU22041: Inclusive Disability: (5 ECTS)

Module code and name	SSU22041 Inclusive Disability
Module aims	This year's disability module will be co-taught by self-advocates with intellectual disabilities and by Dr Michael Feely. The aim of this module is to enable social work students to become more familiar with the perspectives of a variety of people with disabilities and to consider the best ways to support these people. The module will also introduce students to important concepts from disability studies as well as relevant legislation and policy. While the module will be taught by, and focus primarily on, people with intellectual disabilities, it shall also include presentations by other relevant stakeholders (for example, people with physical disabilities, carers, and social workers in disability services) **Module Content** - Disability awareness and etiquette - Self-advocate's experiences of and opinions on receiving support - Different models of disability (medical, social, human rights and poststructuralist) and how these can inform social work practice - Accessibility - Person-centred approaches - Rights, social inclusion and social justice - The concept of normalcy - Disability and sexuality - Presentations by other relevant stakeholders (for example, people with physical disabilities, carers and social workers in disability services) - Is there a role for social workers?
Module learning Outcomes	On successful completion of this module, students should be able to: 1. Have a greater understanding of the perspectives of people with disabilities and the kind of supports they would like (and would not like), including how to act in their best interests with regard to their will and preference. (SOP 1.3, 1.9) 2. Identify, comprehend, and critically assess various models of disability, such as a human rights approach, and understand

	how these models can inform social work practice. (SOP 5.5, 5.7, 5.14, 5.22) 3. To understand how to respect and uphold the rights, dignity and autonomy of every service user with disability including their role in therapeutic, diagnostic, social work and social processes. (SOP 1.5) 4. Appreciate the importance of accessibility, social inclusion, and principles of social justice. (SOP 5.6, 5.7) 5. Develop awareness of current legislation and guidelines related to informed consent for individuals who lack capacity. (SOP 1.17) 6. To develop the capacity to modify and adapt communication methods and styles, including verbal and non-verbal methods, to suit individual service users. (SOP 2.1, 2.2) 7. To support service user communication including communicating their health and/or social care needs and recognizing where a professional translator may be required. (SOP 2.3, 2.5) 8. Understand some of the roles social workers can (or could) perform in the field of disability including empowering service users and advising them on self-treatment. (SOP 2.4) 9. Reflect on the knowledge acquired in the module and on their own attitudes towards disability including how to respect differences in beliefs and cultural practices of individuals and groups. (SOP 1.9)
Teaching and learning format	Mixture of online and in-person (depending on conditions)
Standards of proficiency taught:	1.3, 1.5, 1.9, 1.17, 2.1, 2.2, 2.3, 2.4, 5.5, 5.6, 5.7, 5.14, 5.22
Standards of proficiency assessed:	1.5, 1.9, 2.1, 2.2, 5.22
Assessment	This module has 2 assessment components: 1) A group essay (Learning outcomes 1,2,3,5,8,9) [Weighting 50%]. 2) An accessible group presentation (Learning Outcomes 4,6,7) based on the essay [Weighting 50%]. Essays will be marked by academics and accessible presentations by self-advocates with intellectual disabilities.
Re-assessment	Reassessment as above.
Indicative bibliography (if available) 4-5 titles max.	• Students shall be provided with one or two short relevant readings in advance of each session. • They shall also receive a recommended reading list for each of the

	essay/presentation titles
Useful web-based content	Relevant information will be provided if required during the module delivery.
Relevant Journals	Relevant information will be provided if required during the module delivery.

SSU22091 Introduction to Family Law (5 ECTS)

Module code and name	SSU22091 Introduction to Family Law
Module aims	This semester two module focuses on practical application of key legislation in preparation for practice in a range of social work practice settings, with a particular focus on the obligations and considerations of social work practitioners. The module will provide an overview of relevant aspects of private family law, including domestic violence, custody and guardianship; it will focus on child protection law, and the importance and challenge of balancing children and parental rights. It will also cover key legal considerations ranging from data protection law to how social work practice is influenced by regulations, legislation and policy, to understanding the legislative basis of actions within a service. In this way, it will present to students the relevance for social work practitioners, of understanding family law. How family law fits within, and links to, a wider domestic and international human rights law infrastructure will be a key focus also to inform a human rights-based approach. Discussion of legislation will be supported by looking at and reflecting on different case law examples, as well as findings of inquiries, national guidelines and standards, and other sources. Students will also be supported in understanding how to access emerging information such as legal changes which will affect their practice.
Module learning Outcomes	On successful completion of this module, students should be able to: 1. Apply key legal principles to social work practice in a wide range of settings so that students understand how to practice safely and effectively within the legal, ethical and practice boundaries of the profession. (SOP 1.1) 2. Demonstrate a critical understanding of the statutory role of social work practitioners in a child protection and welfare setting including understanding the legislative basis of actions within this service. (SOP 5.3, 5.8) 3. To be able to critically understand and apply a human-rights based approach including to consider the inherent difficulty of balancing parent's rights and children's rights in public law matters. (SOP 5.3, 5.7) 4. Have a good understanding of fair procedures for parents and families, including issues such as informed consent and the rights of parents to access legal representation.

	5. Apply key principles for effective report writing and communication in child care proceedings and in social work, including being aware of and able to comply with local/national documentation standards including terminology and signature requirements. (SOP 2.8, 5.9) 6. Consider the impact of the new adult safeguarding bill and the emerging role of social work within adult safeguarding, and within this, be aware of current guidelines and legislation related to informed consent, for individuals with lack of capacity. (SOP 1.17) 7. To understand key aspects of the law that social workers must account for in their practice. This includes understanding current guidelines and legislation relating to candour and disclosure and understanding current data protection and freedom of information law as well as being able to access new and emerging legislation. (SOP 1.4, 1.14)
Module Content	This module will cover key topics underpinning family law for social workers such as the Irish Constitution and the 2012 Children's Referendum; Balancing children's rights and parental rights; The Child Care Act and key provisions such as pertaining to Emergency Care Orders, Interim Care Orders, Care Orders, Voluntary Care, Supervision Orders and alternatives to care. The role of the guardian ad litem as well as an overview of the youth justice system will also be covered. Additionally, legal considerations around domestic violence and adult safeguarding will be explored. Finally, the way in which family law links to human rights law both domestically and internationally will be explored. Essay writing, accessing legal information and academic skills will also be a focus of the module.
Teaching and learning format	It is envisioned that all classes will be held in person, subject to government Covid-19 guidelines at the time. The 2-hour class will be divided into two halves, with the first half taking a traditional lecture format. Following a brief coffee break, the second half of the session will take a more interactive approach and consider real life case examples and the application of statutory social work functions.
Standards of proficiency taught	1.1, 1.4, 1.14, 1.17, 2.8, 5.3, 5.7, 5.8, 5.9
Standards of proficiency assessed	1.1., 1.14, 5.7, 5.8, 5.9
Assessment	100% for a written assessment (Learning outcomes 1,2,3,4,5,6,7)
Re-assessment	Reassessment as above.
Indicative bibliography (if available) 4-5 titles max.	Practice Handbook for Practitioners; definitions of child abuse and neglect. Hamilton, Claire. (2011). Irish Social Work & Social Care Law. Kilkelly, U. 'Child Protection and the European Convention on Human

	Rights, Irish Journal of Family Law (April 2000) 12-20. Paul Ward, The Child Care Act 1991, 3rd Edition, (Thomson Round Hall 2014)
Useful web-based content	www.childlawproject.ie; Child Care Reporting Project www.courts.ie Website of the Irish Courts Service www.bailli.org - Website of the British and Irish Legal Information
Relevant Journals	The Irish Journal of Family Law, Dublin: Sweet and Maxwell.

SSU22101 Introduction to Child Protection (5 ECTS)

Module code and name	SSU22101 Introduction to Child Protection
Module aims	This introduction to child protection examines child protection and welfare work in the context of social work practice in Ireland. Students will be provided with an overview of Children First guidelines and how they apply in practice, the structures of the Child and Family Agency (Tusla) and agency processes in day-to-day statutory child protection work. It also provides an historical and cultural context to practice, outlines the various forms of abuse and neglect, including how social workers should recognize, assess and respond to these issues in practice, and examines research evidence linking experiences in childhood with later life outcomes. The module will cover key practice skills and capacities in child protection and welfare including risk analysis and management, confidentiality, duty of care, decision-making and accountability. The overall responsibility for the management of this module and the teaching and assessment of its social work practice components, lies with Professor Stephanie Holt. Theory, research, and policy components will be taught and assessed by Professor Trevor Spratt.
Module learning outcomes	On successful completion of this module, students should be able to: 1. Have an appreciation of the historical and cultural contexts of child and family social work. (SOP 5.9) 2. Be able to recognise, gather information, critically assess (including undertaking and arranging for appropriate tests) and respond to the various forms of child abuse and neglect. (SOP 3.1, 3.3, 3.4) 3. Have an understanding of the national guidelines Children First and related legislation concerning child protection and welfare and in this context, professional decision-making and accountability (SOP 3.1, 5.8, 5.9, 1.18) 4. Have an understanding of how child protection work is undertaken in Ireland including prioritizing and maintaining safety and communicating risk. (SOP 3.10, 3.12, 3.14, 5.18) 5. Have an understanding of how experiences in childhood shape influence future life outcomes. (SOP 3.1)

	6. To understand the role of the social worker such as legal, ethical and practice boundaries, limits of the role in practice, confidentiality and duty of care. (SOP 1.1, 1.2, 1.6, 1.13) 7. To be able to recognise risk factors, implement risk management strategies and conduct risk analysis, make reasoned decisions and initiate, continue, modify or cease interventions and courses of action as needed. (SOP 3.10, 3.12, 3.14, 5.18, 5.20)
Module content	Lecture 1 Issues and challenges in statutory child protection work Lecture 2 Child protection work: A frontline perspective Lecture 3 Introduction to child protection and welfare social work Lecture 4 Child physical abuse Lecture 5 Child sexual abuse Lecture 6 Emotional abuse and neglect Lecture 7 Childhood experiences and later life outcomes
Standards of proficiency taught	1.1, 1.2, 1.6, 1.13, 1.18, 1.20, 3.1, 3.3, 3.4, 3.7, 3.10, 3.12, 3.14, 5.8, 5.9, 5.18
Standards of proficiency assessed	1.20, 3.1, 3.4, 3.7, 3.10, 5.18
Teaching and learning format	This is a lecture-based module. Each week a lecture will be delivered with associated reading materials made available on the module website.
Assessment	Assessment consists of a 2000-word assignment. The assignment is divided into two parts. One part focuses on the social work practice components of the module, and this will be assessed by Professor Stephanie Holt. The second part focuses on the theory, policy and research components and is assessed by Professor Trevor Spratt. The essay question for part one is: 'The effects of adversities experienced in childhood can last a lifetime.' Discuss this statement with respect to possible implications specifically for social work practice. Consider in your answer, among other things, the impact on social work decision-making, use of social work resources, risk management, and the safety and welfare of children and families. (Learning outcomes 1, 6) The essay question for part two is: 'The effects of adversities experienced in childhood can last a lifetime.' Discuss this statement with specific reference to theory, policy and research implications. (Learning outcomes 2,3,4,5)

Re-assessment	Reassessment as above.
Indicative bibliography	Reading for each week's lecture will be available on the module website. It is expected that students will read these in advance of the lectures.
Useful web-based content	Children Acts Advisory Board www.caab.ie Ireland HSE Library www.lenus.ie Ireland Department of Children and Youth Affairs www.dcya.gov.ie Ireland With Scotland www.withscotland.org Scotland NSPCC Nspcc.org.uk England and Wales Research in Practice www.rip.org.uk UK ISPCAN www.ispcan.org USA/International Social Care Institute for Excellence www.scie.org.uk/ UK The Cochrane Collaboration www.cochrane.org UK/International
Relevant journals	Child Abuse Review Child Abuse and Neglect Child Maltreatment

SSU22111 Poverty, Welfare and Justice (10 ECTS)

Module code and name	SSU22111 Poverty, Welfare and Justice
Module aims	Underpinned by the idea of the right to a 'basic minimum', welfare states are a major feature of many societies. Ostensibly a major role of the welfare state is to ensure redistributive justice, alleviate poverty and de-commodify basic needs from reliance on the labour market. Yet poverty as a global and local phenomenon persists. Over the course of this module, and focusing on both Irish and international examples, students will explore the concepts of poverty, welfare and justice and examine how they are related. The module begins with a focus on poverty, taking in histories, definitions, international comparisons and lived experiences. From here the focus shifts to welfare states as response to poverty by focusing on historical welfare state development, comparing welfare state models and exploring how welfare recipients experience the welfare state. The final part of the module will explore the concept of justice, focusing on the concept redistributive justice in-particular while also examining the role of welfare states in promoting environmental and ecological justice. The content in this module will be sociological, philosophical and policy-based and students will have the flexibility to take up one or more of these approaches when responding to the essay prompt. Learning for this module is encouraged using a variety of methods such as small group discussion to engage students in the topics and in-class exercises using online tools such as *Slido, Padlet* or *Mentimeter*. Music and art will also be employed to help explore and unpack key sociological, philosophical and policy-based concepts. PowerPoint presentations will be uploaded to Blackboard on a weekly basis as the module progresses and readings will be identified ahead of class and uploaded where available.
Module learning outcomes	On successful completion of this section of the module, students should be able to: 1. Assess and evaluate the variety of ways in which poverty is conceived of and understood from both contemporary and historical

	perspectives and apply this knowledge in social work practice where relevant to individuals, groups and communities. (SOP 5.1)
	2. Understand and evaluate how poverty is measured domestically and internationally and articulate how this knowledge might be relevant to the profession of social work for work with individuals, groups and communities.
	3. Demonstrate an appreciation of the sociology of the lived experience of poverty and evaluate the efficacy of research based on lived experience and testimony in general. (SOP 5.2, 5.3)
	4. Communicate a clear knowledge of the historical development of welfare states as a response to poverty.
	5. Communicate an understanding of different models of welfare state, what they offer and the ideologies that they are underpinned by, based on a knowledge of social policy and contemporary social research, which includes consideration in a global context.
	6. Analyse and evaluate the lived experiences of persons claiming and receiving welfare and, where appropriate, apply this knowledge in professional practice.
	7. Demonstrate an understanding of the concept of redistributive justice as part of a broad, critical understanding of sociology, psychology, human growth and development, health, law, economics and political science.
	8. Articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation as part of having a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context
Module content	1. Introductory session
	2. Absolute poverty: Historical and contemporary contexts
	3. Measuring poverty
	4. Poverty and lived experience
	5. Welfare as a response to poverty
	6. Welfare state models
	7. Lived experiences of welfare
	8. Conceptualising Justice: Collective responses to shared risk
	9. Redistributive, environmental and ecological justice
	10. Welfare futures: Alternative, progressive and sustainable social policy: A guest lecture by Colette Bennet of Social Justice Ireland (TBC)
	11. Recap: What do we know about poverty, welfare and justice?
Standards of proficiency taught	5.1, 5.2, 5.3, 5.7, 5.12, 5.24
Standards of proficiency assessed	5.1, 5.2, 5.3

Teaching and learning format	Teaching will consist of live lectures, in-class discussions and guided readings. 11x2hr lectures, guided readings and in-class exercises to be flagged during or ahead of class. Music, film, poetry and art will used to connect students to the themes being explored.
Assessment	Assignment: Essay Word Count: 2,500 words
Reassessment	Reassessment as above.
Indicative bibliography (if available) 4-5 titles max.	Readings will be flagged in-class on a weekly basis and made available in PDF form as much as possible. Some useful primer texts are listed below. • Powell, F. (2017) *The political economy of the Irish welfare state: Church, state and capital.* Bristol: Policy Press. • Dukelow, F. and Considine, M. (2017) *Irish Social Policy: A critical introduction*. Bristol: Policy Press. • Powell, F. W. (1992) *The politics of Irish social policy 1600-1900*. New York: Edwin Mellen Press. • Lister, R. (2021) *Poverty 2nd edition*. Cambridge: Polity. • Greve, B. (2020a) *Poverty: The basics*. London: Routledge. • Greve, B. (2020b) *Welfare and the Welfare State: Central issues Now and in the future* [part 3, chapter 9]. London: Routledge. • Whelan, J. (2022) *Hidden Voices: Lived experiences in the Irish welfare space.* Bristol: Policy Press.
Useful web-based content	https://www.socialjustice.ie/ https://www.atdireland.ie/wp/ https://www.cso.ie/en/ https://www.tasc.ie/ https://www.svp.ie/
Relevant Journals	Critical Social Policy; Social Policy and Society Journal of Poverty and Social Justice Irish Journal of Sociology

SOU22011 Introduction to Social Research 1 (5 ECTS)

Module code and name	SOU22011 Introduction to Social Research 1
Module aims	This module aims to introduce students to the principles and methods of quantitative research.
Module learning outcomes	Students successfully completing the module will be able to: 1. Acquire a firm understanding of the nature of quantitative research and various quantitative research designs. (SOP 5.2) 2. Get an overview of the range of methods and tools used in quantitative social research. (SOP 5.2) 3. Select and apply appropriate research methods for investigating social phenomena. (SOP 5.2) 4. Assess the strength and weaknesses of selected methodologies. (SOP 5.2) 5. Collect, analyse and report quantitative data appropriately. (SOP 5.2) 6. Summarise and critically discuss sociological research. (SOP 5.2)
Module content	This module is designed to introduce students to the principles and methods of quantitative research that, by adopting the scientific method, is concerned with acquiring and testing knowledge about the social through the collection and statistical analysis of measurement data. Good knowledge and training in quantitative research represent a cornerstone of an excellent training in Sociology. In this introductory module, we will learn what quantitative research is about, why it is essential for the scientific progress of our discipline, what are its core elements are, and how we can gather, interpret, and elaborate on evidence in quantitative research. Therefore, an overarching goal of the module is to familiarise students with the different elements and methods employed in the quantitative research process starting from formulating research questions and hypotheses, identifying and crafting a research design, sampling, principles of measurement, methods of data collection in particularly the survey method, the nature of quantitative data and basic tools of analysis. Moreover, students will learn to read and discuss work by quantitative researchers, especially focusing on the lessons they learned and the challenges they faced. The final goal is to help students understand how to move from project design to project implementation, to data analysis and reporting in quantitative research. Students will deepen their knowledge by attending practical tutorial sessions that are accompanying the weekly lectures.

Standards of proficiency taught	5.2
Standards of proficiency assessed	5.2
Teaching and learning format	Class teaching will be supported by the platform Blackboard.
Assessment	Coursework (100%). (Learning outcomes 1,2,3,4,5,6) Attendance at tutorials is compulsory. Failure to attend at least half of the tutorials will automatically result in a 10% deduction (one full grade) from the overall module grade. Without an authorised extension, the mark given will be lowered by one grade.
Reassessment	Reassessment details will be provided where required.
Indicative bibliography (if available) 4-5 titles max.	The main textbook recommended for purchase is: Bryman, A. (2016) Social Research Methods, Oxford: Oxford University Press (5th edition). Other key texts: de Vaus, D. A. (2002) Surveys in Social Research. Crows Nest: Allen & Unwin. Goldthorpe, J. H. (2016) Sociology as a population science, Cambridge: Cambridge University Press. O'Leary, Z. (2004) The Essential Guide to Doing Research, London: SAGE Publications. More literature and research papers will be provided via Blackboard.
Useful web-based content	This will be provided by module personnel where relevant.
Relevant Journals	This will be provided by module personnel where relevant.

SSU22070 Social Work Theory and Practice (10 ECTS)

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

	protecting the equality and dignity of people across international settings will be critically considered. Across the module overall, students will draw into consideration social work theory, methods and skills, social policy and social research as relevant to the global and domestic context of social work.
Module learning Outcomes	On successful completion of this module, students should be able to: 1. Critically understand the concepts and frameworks that underpin a range of individual counselling theory and skills, theory, and practice of working with children and families, community work theory and practice, and group work theory and practice. (SOP 5.14) 2. Be familiar with various models and approaches to community work and community development and their application in a community based social work context such as with relationship-based practice. (SOP 5.10) 3. Use a decision-making framework and theory to support ethical decision making in the context of competing demands such as ethical conflicts and available resources. (SOP 1.20) 4. Use core counselling skills (listening, using questions, demonstrating understanding, demonstrating empathy, summarizing and ending) to engage and communicate with individuals 5. Have developed an understanding of the role of social work in a medical setting including the importance of maintaining accurate up to date documentation as a social worker and how to manage information and confidentiality including its limits. (SOP 1.7, 1.11, 1.12, 1.13) 6. Understand how to complete psycho-social assessments and care planning meetings including working in partnership with service users, their relatives/carers and guardians in the context of concepts of power and authority. (SOP 2.12, 3.1) 7. Recognize service users as active participants in their health and social care and support them to communicate their needs and choices. (SOP 2.3) 8. Have developed an understanding of the need to empower service users to manage their own wellbeing and provide advice on self-treatment where appropriate. (SOP 2.4) 9. Understand how to manage risk such as communicating adverse events or near misses. (SOP 3.12) 10. Understand current legislation and guidelines around informed consent for individuals with lack of capacity. (SOP 1.17) 11. Understand challenges facing marginalised populations globally towards improving cultural competence and promoting social inclusion. (SOP 5.6) 12. Critically comprehend social work theory, methods and skills, social policy and social research, as considered in a global context with respect to international social work. (SOP 5.2)
Module Content	This module provides students with an overview of transferable social work theory and skills in varied practice contexts. The module challenges students to apply transferable theory and skills in the context of ethical challenges; across varied

	geographical and cultural settings internationally; in specialised settings with a focus on the example of medical social work; and in community work as an alternative to individualised case work approaches. The module teaches students about ethical decision making and the use of ethics and values in social work. This includes how values impact decision-making and the ethical issues and dilemmas that can arise in social work practice. The complexity of decision-making in the organisational context and the need for good decision-making processes is explored. Assessment in social work and the link to social work theories and practice approaches as well as communication theories and skills in social work are taught. Students go beyond applying theory and skills to individual cases, to explore community work, community participation, models, approaches and principles of community work and issue- based community work. Students are then challenged to apply transferable social work theory and skills to contexts in which alternative theoretical and practical approaches, such as the medical model, may dominate. Students will do this through exploring the practical application of theory and skills in the context of medical social work with a focus on psychosocial assessment, care planning meetings, motivational interviewing and issues such as addiction, homelessness, domestic abuse, older people, oncology and sexual health and infectious diseases. Finally, students are challenged to develop transferable theory and skills to use across international social work contexts. Social work and social development in relation to selected marginalised groups in selected countries are taught. Social work and human rights, social work as both global and local, and social work and social reform are explored here.
Standards of proficiency taught:	1.7, 1.11, 1.12, 1.13, 1.17, 1.20, 2.3, 2.4, 2.12, 3.1, 3.12, 5.2, 5.6, 5.10, 5.11, 5.14, 5.24
Standards of proficiency assessed:	1.7, 1.11, 1.12, 1.13, 1.17, 1.20, 2.3, 2.4, 2.12, 3.1, 3.12, 5.2, 5.6, 5.10, 5.14, 5.24
Teaching and learning format	The teaching and learning format of the module includes a mix of learning methods. Lectures, class discussion, case study, experiential learning exercises, role play, and online work will be included. Guest lecturers will contribute to the module to enrich learning and teach highly specialised content. There is the option to opt-in to an arranged hospital visit in an allocated Dublin based hospital.* *Please note: This will be dependent on Infection Control Measures at the time and may not be possible.
Assessment	**Semester 1:** Essay for Social Work Values, Theory and Skills (50%) 2000 words. The essay requires students to respond to a case study about a medical social work service user undergoing psycho-social assessment and care-planning work, where specific practice-based issues are encountered such as a near miss and capacity issues interfering with the service user's capacity for active engagement. Knowledge of

	counselling theory and skills will be required to respond to the service user who comes from a marginalized cultural background, having just been granted refugee status. The full essay brief and case study will be provided on Blackboard. Submission date 6th December 2021. (Learning outcomes 1, 4, 5, 6, 7, 8, 9, 10, 11, 12) **Semester 2:** A Project (50% value of overall module result) which takes the form of **either** a Community Area profile **or** a Community Project Profile. Within this, students will have to provide information on the cultural, racial and ethnic profile of the community toward considering social inclusion. The student will need to demonstrate a decision-making framework and ethical theory in the context of limited available community resources. Students will consider the value of group work theory and practice for promoting community well-being. (Learning outcomes 1, 2, 3, 11) The project is conducted in groups of 2 or 3. It is designed to help you apply community work theory, and to develop key community work skills such as data gathering, analysis, networking and collaboration. Counselling and groupwork theory will be incorporated here also. Class discussion of project work will form part of the learning context. Further information will be made available on Blackboard. Students must attempt and pass all components of assessment to pass the module overall.
Reassessment	Reassessment as above.
Indicative bibliography (if available) 4-5 titles max.	Teater, B (2020) *An Introduction to Applying Social Work Theories and Methods.* London: McGraw Hill/ Open University Press. Trevithick, P. (2012) *Social Work Skills: A Practice Handbook.* Maidenhead : McGraw Hill/ Open University Press. Forde, C. and Lynch, L. (2015) Social Work and Community Development, Palgrave Macmillan. Jackson, A & O' Doherty, C (2012) Community Development in Ireland: Theory, Policy and Practice. Gill and McMillan. Dublin. Twelvetrees, A. (2008) (4th Ed) Community work, Palgrave Macmillan. Mayo, M. (2009) (2nd Ed.) Community Work (Ch.11), In Critical Practice in Social work (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave, Basingstoke. Hawtin, M & Percy-Smith, J. (2007) (2nd Ed.) Community Profiling: A practical guide. Open University Press. Banks, S. (2012) Ethics and Values in Social Work. 4th Ed. Palgrave Macmillan. Beckett, C. and Maynard, A. (2012) *Values and Ethics in Social Work: An Introduction.*

	London: Sage. CORU (2019) Social Workers Code of Professional Conduct and Ethics https://coru.ie/files-codes-of-conduct/swrb-code-of-professional-conduct-and-ethics-for-social-workers.pdf Thompson, N. (2012) 5th Ed. Anti-Discriminatory Practice. UK . Palgrave Macmillan. Donnelly, S et al 'I'd prefer to stay at home but I don't have the choice' Meeting Older People's Preferences for Care: Policy but what about practice? https://www.ageaction.ie/sites/default/files/aa2c_asi2c_iasw_final_research_report-a4-report_lr_for_web_2.pdf Loughran, H. (2018) *Counselling Skills for Social Workers*, London: Routledge Hennessy, D. (2012) *How he gets into her head. The mind of the male abuser*, Cork: Atrium. Material also notified within session presentations.
Useful web-based content	www.communityworkireland.ie Students may be directed to web resources from time to time. https://www.stjames.ie/services/scope/medicalsocialwork/ https://www.hse.ie/eng/about/who/socialcare/safeguardingvulnerableadults/safeguardingvuladts.html https://www2.hse.ie/alcohol/ https://www.womensaid.ie/ https://hospicefoundation.ie/ Material also notified within session presentations.
Relevant Journals	Community Development Journal: https://academic.oup.com/cdj Students are referred to journal articles relating to specific issues during lectures. Two examples: *Community Development Journal* *International Social Work*

SSU22012 Social Work and Human Rights (5 ECTS)

Module name and code	SSU22012 Social Work and Human Rights
Module aims	Social work is closely aligned to human rights. This module will analyse social work's relationship to human rights and explore the basis of social work as a human-rights profession. A focus on rights-based social work allows us to focus not only on the needs of service users but also on the rights of services users as members of civil society. A human rights perspective gives consideration not only to individual rights but those of the collective. The module will critically consider service user rights from self-determination and risk-taking, to ways to uphold the rights, including dignity and autonomy, of the service user in the diagnostic, therapeutic and social work process. This module will explore areas of social work practice through the lens of human rights (including the rights of children) and social justice including how to challenge negative discrimination. It will allow students to engage with the difficult challenges that practice presents in working towards human rights-based social work.
Module learning Outcomes	On successful completion of this module, students should be able to: 1. Understand the value base of social work and its relationship to theories of human rights toward practicing within legal, ethical and practice boundaries of the profession 2. Critically understand and know how to apply a human-rights based approach (SOP 5.7) 3. Understand how to respect and uphold the rights, dignity and autonomy of service users including their rights within the diagnostic, therapeutic and social care process 4. Critically analyse human rights discourses and international human rights frameworks. 5. Critically consider service user rights such as the right to self-determination including to take risks 6. Understand the relationship between human rights and social justice and social work including upholding service user's will and preference 7. Integrate the principles of social justice and human rights into contemporary social work practice including challenging negative discrimination and unjust policies and practices (SOP 5.5)

	8. To recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made from a human rights perspective (SOP 1.18)
Standards of proficiency taught	1.1, 1.3, 1.5, 1.18, 5.5, 5.7, 5.15, 5.17
Standards of proficiency assessed	1.18, 5.5, 5.7
Teaching and learning format	Classes will be interactive and use small group work/group discussion. Case studies will be worked through in class.
Assessment	2000-word essay (Learning outcomes: 1,2,3,4,5,6,7,8)
Re-assessment	Reassessment as above.
Indicative bibliography (if available) 4-5 titles max.	*Please note that the lecturer will post articles and recommended readings online* Ife, J., Soldatic, K. & Briskman, L. (2022) Human Rights & Social Work Towards Rights-based Practice, UK: Cambridge University Press Ife, J. (2016) Human Rights and Social Work: Beyond Conservative Law, *Journal of Human Rights and Social Work*, 3-8 Mapp, S., McPherson, J., Androff, D. and Gatenio Gabel, S. (2019) Social Work Is a Human Rights Profession in *Social Work,* Volume 64, Number 3 Parkes, A. (2013) Children and International Human Rights Law The Right of the Child to be Heard, UK: Routledge UN Convention on the Rights of the Child (CRC) (1989) United Nations General Assembly, Geneva, Switzerland, 20 November 1989; 1577 U.N.T.S. 3. Available online at: http://www2.ohchr.org/english/law/crc.htm UN Universal Declaration of Human Rights (1948) United Nations General Assembly Resolution 217A, at 71, UN GAOR, 3rd Session, UN Documents A/RES/217 (III), 8 December 1948. Available online at: http://www.un.org/en/documents/udhr
Useful web-based content	Where relevant, materials will be provided by the course lecturer.
Relevant Journals	Where relevant, materials will be provided by the course lecturer.

SSU22052 Understanding Health Policy (10 ECTS)

Module code and name	SSU22052 Understanding Health Policy
Module aims	Health care provision is fundamental to societal wellbeing. Health policy defines health goals at the international, national, or local level and stipulates the decisions, plans and actions to drive and achieve these goals (World Health Organisation). Universally, health care provision is conceived and experienced as being in crises and a 'problem' as governments, policy makers and practitioners grabble with issues of funding and provision. Students taking this module will be introduced to health policy and health care provision in the context of the broader social policy landscape by exploring the social determinants of health. The main concepts underpinning health care policy and provision will then be interrogated i.e., equality, equity, needs and rights and how these concepts figure in healthcare provision in Ireland and beyond. The evolution of the Irish healthcare system and policy solutions will then be explored – addressing such questions as why Ireland does not have an NHS (universal) healthcare system? Moving on then to interrogate contemporary Irish health policy developments, students will become conversant with the two-tier Irish health system and outcomes through engaging with literature and empirical evidence. Finally, students will critically engage with the current policy solutions designed to achieve an equitable and efficient health care system and deliver universal healthcare for all Irish citizens. Throughout students will develop and ultimately demonstrate an awareness and critical understanding of how social work practice in the context of health policy is influenced by many forces. These include findings of inquiries, investigations, associated reports as well as regulations, national guidelines and standards as well as issues and trends in public and policy development. Students will be supported in accessing new and emerging information which affects social work practice in the context of health policy.
Module learning Outcomes	On successful completion of this module, students should be able to: 1. Demonstrate a critical understanding of the structural and social determinants of health, and how they contribute to health disparities and inequities. 2. Identify key influences, principles and approaches contributing to the formation and evolution of Irish health policy. 3. Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers (SOP 1.10, 5.9)

	4. Understand and apply a needs and equality/equity based 'lens' to contemporary Irish Health policy responses and preferences (SOP 5.16).
	5. Frame and analyse the two-tiered Irish health system, policy developments and outcomes.
	6. Learn to apply digital literacy skills and communication technologies appropriate to the profession. (SOP 2.7)
	7. Interrogate the current health policy solution for achieving universal health care in Ireland for all citizens.
	8. Apply a social justice lens to challenge negative discrimination and unjust health policies and practices. (SOP 5.5)
Module Content	1. Social Determinants of Health
	2. Health Policy concepts- inequality, equity, needs and rights
	3. Health care systems – models, trends, and issues
	4. Irish Health systems and policy – historical context
	5. Evolution of Irish Health care; 1920s – 1990s
	6. Irish Health Policy reform; 1990s onwards
	7. Irish Health Policy solutions - addressing inequality, access, and a two-tier health care system
	8. Sláintecare – a 21st century pathway to universal health care provision in Ireland?
	9. Evaluating progress towards universal healthcare provision in Ireland in a global context.
Standards of proficiency taught	1.10, 2.7, 5.5, 5.9, 5.16
Standards of proficiency assessed	1.10, 2.7, 5.5, 5.9, 5.16
Teaching and learning format	Two one-hour in-class lectures will take place per week. Students will be encouraged to participate in peer-learning and in-class interactive exercises.
Assessment	This module has 3 assessment components. This includes 2 x online peer-reviewed Blog posts [Weighting 10% each] = 20%
	Blog 1. Topic:
	"Health gaps are striking between rich and poor; between rural and urban and between the advantaged and marginalized groups of society." (WHO, 2008, vi)
	What are the Social Determinants of Health? Briefly discuss (drawing on empirical evidence) the SDH in the Irish context in relation to health inequalities. How can using a social justice lens facilitate social workers in challenging structural health inequalities in their practice?

	Blog 2. Topic: Define the concepts of needs, equality and equity in the health policy context. In the context of social work practice, briefly discuss (drawing on literature and empirical evidence) what an equitable health care system would 'look' like with the health, safety, welfare, dignity of service users as a priority. (Learning outcomes 3,4,6) Written assignment (1,500 words incl references) [Weighting 80%] (Learning outcomes 2,5,6,7) Q1. Ireland does not provide universal access to GP care for its citizens. Outline and discuss the historical reasons, and the actors involved, for the failure to reform Irish health policy (up until and including 1950's). Q2. Explain what is meant by the term 'two-tier' healthcare system as it applies to Ireland. Discuss the key advantages and disadvantages of moving towards universal healthcare as proposed by Sláintecare? Q3. Briefly critically discuss how social work practice is influenced by health policy and health care provision. Does an understanding of health policy assist social workers in advocating for service users in relation to health and wellbeing?
Re-assessment	Reassessment covering the same learning outcomes.
Key Texts.	• Bonner, A. (2018) Social determinants of health: an interdisciplinary approach to social inequality and wellbeing. Bristol: Policy Press. • Burke, S. (2009) *Irish apartheid: Healthcare inequality in Ireland*. Dublin: New Island. • Considine, M., and Dukelow, F (2017) *Irish Social Policy. A Critical Introduction.* 2nd Ed. • Wall, A., and Owen., B (2020) Health Policy. London and New York: Routledge. 2nd Ed. • Wren, M-A (2003) Unhealthy state: Anatomy of a sick society. Dublin: New Island. **The above books are available electronically or in print at Trinity Library. Additional readings for each week will be assigned during term.**
Useful web-based content	https://www.esri.ie/ https://www.hse.ie/eng/ https://www.lenus.ie https://www.oecd.org/ireland/ https://www.who.int/ https://www.hrb.ie/publications/ https://www.socialjustice.ie/content/taxonomy/tags/social-policy https://www.gov.ie/en/campaigns/a60069-budget-2020/ https://www.gov.ie/en/help/departments/

	https://www.ihrec.ie/ health1/coll-9-health/
Relevant Journals	Health Policy International Journal of Health Policy Journal of Social Policy Journal of European Social Policy Irish Journal of Applied Social Studies Journal of International and Comparative Social Policy Social Policy & Administration Social Policy and Society DATABASES (accessed through TCD's search engine STELLA): http://stella.catalogue.tcd.ie/iii/encore/;jsessionid=D258E558082023 9721CE917DFE88C6A6?lang=eng) JSTOR Applied Social Sciences Index and Abstracts (ASSIA) Web of Science Proquest Abstracts Database Humanities & Social Sciences Index ScienceDirect

SSU22092 Psychology for Social Workers (5 ECTS)

Module code and name	SSU22092 Psychology for Social Workers
Module aims	This module will build on the range of theories students have been introduced to in the Junior Freshman year, with a focus on the application of these theories to social work practice with children, young people, and adults. Students will be encouraged to engage critically and reflexively with a range of psychological and sociological perspectives on human development and attachment relationships over the life course. There will be an opportunity to integrate theory with observation. Students will be encouraged to critically reflect on their own characteristics and values to improve practice. A critical understanding of psychology, human growth and development, sociology, health and other subject matter will be formed.
Module learning Outcomes	On completion of this module, students should: 1. Have further developed their critical understanding of different theoretical approaches to human development and attachment relationships 2. Be able to apply these ideas to support their understanding of difficulties experienced by people coming in contact with social workers in practice and know when to refer to different professionals within the limits of their practice. (SOP 1.2, 3.1, 3.2) 3. Have an awareness of the evolving needs of children, young people, and adults over the life course including how to respect their rights, dignity, and autonomy (SOP 1.5) 4. Have a conceptual framework within which they can begin to identify common developmental, emotional, behavioural, and mental health difficulties in children, young people, and adults. (SOP 3.4) 5. Have begun to develop a critical understanding of how their own characteristics, values, and personal, professional, and cultural contexts influence their understanding of theory and practice in this area. (SOP 2.6, 5.3, 5.13) 6. Be able to recognize the importance of practicing in a non-discriminatory and culturally sensitive way including respect for difference in work with individuals and groups. (SOP 1.9)
Module Content	- Introduction to perspectives on human development over the life course. - Revisiting key theories from developmental psychology, and further exploration of attachment theory. - Observation skills.

	- The application of perspectives and theories on human development to social work practice with:
	    o Infants and young children
	    o Older children
	    o Adolescents
	    o Adults
	    o Older adults
	- Introduction to recognising, understanding, and responding to psychological problems.

Standards of proficiency taught	1.2, 1.5, 1.9, 2.6, 3.1, 3.2, 3.4, 5.3, 5.13
Standards of proficiency assessed	2.6, 3.1, 3.2, 3.4
Teaching and learning format	It is envisaged that this module will be delivered face to face in Semester 2, 2023.
Assessment	Observation Study (100%). In this observation study, students will be required to demonstrate the ability to gather all appropriate background information relevant to the service user's needs; to analyze and critically evaluate the information collected; to show evidence of justifying the selection of appropriate assessment techniques and to provide clear, concise, accurate and objective documentation related to the observation study. (Learning Outcomes 1,2,3,4,5,6)
Re-assessment	Reassessment as above.
Indicative bibliography (if available) 4-5 titles max.	Beckett, C., & Taylor, H. (2016). *Human Growth and Development*. London: Sage Publications. Crawford, K. & Walker, J. (2017). *Social Work and Human Development. London*: Sage Publications. O'Brien, E. Z. (2015). *Psychology for Social Work: A Comprehensive Guide to Human Growth and Development.* Basingstoke: Palgrave Macmillan. Additional readings and resources will be provided on the module Blackboard page
Useful web-based content	Beyond Blue (2017). Building Resilience in Children aged 0-12: A Practice Guide for Professionals. Retrieved from: https://www.beyondblue.org.au/who-does-it-affect/children/building-resilience-in-children-aged-0-12 Centre on the Developing Child, Harvard University: https://developingchild.harvard.edu/ Childhood Adversity and Lifetime Resilience Project: https://www.torch.ox.ac.uk/childhood-adversity-and-lifetime-resilience Harvard Study of Adult Development: www.adultdevelopmentstudy.org Institute for Research and Innovation in Social Services (IRISS) (2011). Attachment-informed Practice with Looked After Children and Young People. Glasgow: IRISS. Retrieved from: http://www.iriss.org.uk/node/1397

	Talking and Listening to Children (website): www.talkingandlisteningtochildren.co.uk The Irish Longitudinal Study on Ageing (TILDA): www.tilda.tcd.ie WHO (2012). Early Childhood Development and Disability: A discussion paper. Retrieved from: www.who.int/disabilities/publications/other/ECDD_final_word.doc
Relevant Journals	Child & Family Social Work Families in Society Child Care in Practice Youth & Society Children and Youth Services Review

SSU22112 Senior Freshman Placement (15 ECTS)

Module code and name	SSU22112 Preparation for Placement – A Reflective Practice Approach
Module aims	The module aims to resource students to achieve optimal learning from practice experience aligned to the CORU Domains of Proficiency. Particular emphasis is placed the integration of knowledge and skills in practice and on reflective learning from practice experience. The module further aims to foster collaborative practice and capacity to work in partnership with service users and service providers. It builds on the JF SSU11042 Junior Fresher Placement module and provides a foundation for Preparation for Placement classes in the JS and SS years.
Module learning outcomes	On successful completion of this module and placement, students should be able to: 1. Identify their learning styles and learning needs (SOP 5,4, 5.13, 5.26) 2. Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement (SOP All) 3. Understand social work from the perspectives of service users and carers (SOP 1.3, 1.5, 2.3, 2.4, 2.12, 2.15, 5.5, 5.7,) 4. Understand issues and approaches in a range of practice learning settings including trauma-informed and poverty-aware practice (SOP 2.3, 5.1, 5.5, 5.7) 5. Work collaboratively with service users and service providers (SOP 2.3, 2.4, 2.12, 5.12) 6. Utilize practice learning resources and supports (SOP 5.26) 7. Proactively engage in professional supervision to facilitate their practice-based learning and maximise their overall placement experience (SOP 3.9, 4.1,4.3, 4.4, 4.5, 5.4, 5.13, 5.26) 8. Undertake a Practice Project (SOP 3.1, 3.5, 3.6, 3.9, 3,13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2. 5.3, 5.8, 5.9. 5.23, 5.26)
Module content	• **Topic 1** : Introduction to the aims and structure of the SF placement, exploring the processes in practice learning including Reflective Practice. Introduction to Learning Styles and their application to placement. • **Topic 2** : IFSW Definition of Social Work and CORU SWRB Domains of Proficiency as the underpinning frameworks for learning and assessment on placement. Introducing the Learning Agreement. • **Topic 3** : Presentations by representatives from practice learning settings. • **Topic 4** Overview of aims and approaches in Supervision including reflective practice and developmental models.

	• **Topic 5** :. Introduction to a range of Learning Tools (e.g. Process Recording, Learning Logs, Critical Incidents, Reflective Journals and Direct Observation) • **Topic 6** : Collaborative Practice: Poverty Aware Practice • **Topic 7 :** Collaborative Practice: Trauma Informed Practice • **Topic 8:** : Assessment / Evaluation & the Practice Project.
Standards of proficiency taught	1.3, 1.5, 2.3, 2.4, 2.12, 2.15, 3.1, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2. 5.3, 5.4, 5.5, 5.7, 5.8, 5.9, 5.12, 5.13, 5.23, 5.26
Standards of proficiency assessed	1.3, 1.5, 2.3, 2.4, 2.12, 2.15, 3.1, 3.5, 3.6, 3.9, 3.13, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2. 5.3, 5.4, 5.5, 5.7, 5.8, 5.9, 5.12, 5.13, 5.23, 5.26
Teaching and learning format	In person lectures, practitioner, service user and carer presentations, group work, reflective exercises, and class presentations.
Assessment	This module is assessed through the SF Placement and Practice Project Students must pass both the SF Placement and Practice Project.
Reassessment	The Placement may be repeated and the Practice Project may be re-submitted to achieve a pass grade.
Indicative bibliography (if available) 4-5 titles max.	• Cleak, H., O'Connor, E., & Roulston A., (2022) Integrating relational knowing and structured learning in social work placements – a framework for learning in practice *Social Work Education* • Doel, M. & Shardlow, S.M. (2005) *Modern Social Work Practice : teaching and learning in practice settings.* Aldershot: Ashgate • Gould, N. & Taylor, I. (Eds) (2017) *Reflective Learning for Social Work.* Aldershot: Arena . • Thompson, N. (2015) *Understanding Social Work: Preparing For Practice.* London: Palgrave. • Wilson, K, Ruch G, Lymbery M, Cooper A. (2008) Relationship-based and reflective approaches for contemporary social work practice in Wilson, K, Ruch G, Lymbery M, Cooper A. (eds) *Social Work An introduction to contemporary practice* London:Pearson
Useful web-based content	IFSW Global Definition of Social Work https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/ CORU SWRB Standards of Proficiency for Social Workers https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf
Relevant Journals	• *Social Work Education*

SOU22012 Introduction to Social Research 2 (5 ECTS)

Module code and name	**SOU22012 Introduction to Social Research 2**
Module aims	This module aims to introduce students to what quantitative research is about, and why it is essential for the scientific progress of our discipline.
Module learning outcomes	1. This module is designed to introduce students to the principles and methods of quantitative research that, by adopting the scientific method, is concerned with acquiring and testing knowledge about the social through the collection and statistical analysis of measurement data. Good knowledge and training in quantitative research represent a cornerstone of an excellent training in sociology. (SOP 5.2)
Module content	In this introductory module, we will learn what quantitative research is about, why it is essential for the scientific progress of our discipline, what are its core elements are, and how we can gather, interpret, and elaborate on evidence in quantitative research. Therefore, an overarching goal of the module is to familiarise students with the different elements and methods employed in the quantitative research process starting from formulating research questions and hypotheses, identifying and crafting a research design, sampling, principles of measurement, methods of data collection in particularly the survey method, the nature of quantitative data and basic tools of analysis. Moreover, students will learn to read and discuss work by quantitative researchers, especially focusing on the lessons they learned and the challenges they faced. The final goal is to help students understand how to move from project design to project implementation, to data analysis and reporting in quantitative research. Students will deepen their knowledge by attending practical tutorial sessions that are accompanying the weekly lectures.
Standards of proficiency taught	5.2
Standards of proficiency assessed	5.2
Teaching and learning format	Class teaching will be supported by the platform Blackboard.

Assessment	Coursework (online tests and presentation) (100%). (Learning outcomes 1)
	Attendance at tutorials is compulsory. Failure to attend at least half of the tutorials will automatically result in a 10% deduction (one full grade) from the overall module grade.
	Without an authorised extension, the mark given will be lowered by one grade.
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.