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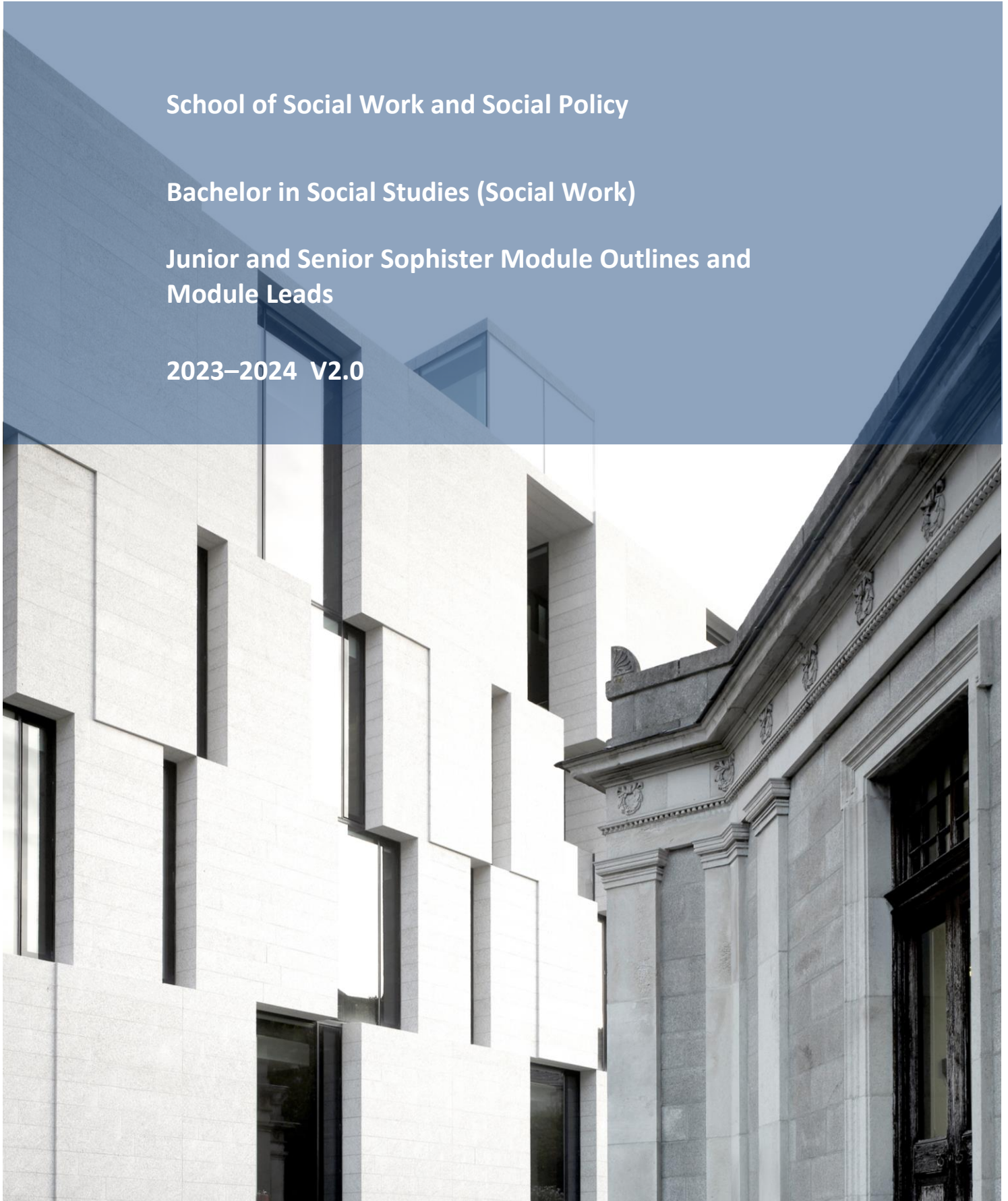Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Work and Social Policy

Bachelor in Social Studies (Social Work)

Junior and Senior Sophister Module Outlines and Module Leads

2023–2024 V2.0

Contents

Junior Sophister Module Outlines

SSU33202 Criminology (5 ECTS)

Module code and name	**SSU33202 Criminology**
Module aims	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).
Module learning outcomes	On successful completion of this module, students should be able to: 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)** 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)** 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)** 4. Analyse and present how the relevant theories, concepts and methods studied can be applied in practice **(SOP 5.22)**
Module content	• Overview of major criminological theories and their impact on punishment, rehabilitation and criminal justice • Defining crime • Measuring crime • Crime trends • Punishing crime (primarily community-based, and custodial sanctions) • Youth Justice

	• Drugs and criminal justice • An overview of the historical development of probation practice and the Probation Service in Ireland. • 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.
Standards of proficiency taught	5.1, 5.9, 5.22.
Standards of proficiency assessed	5.1, 5.9, 5.22.
Teaching and learning format	**Face to Face** This module will be delivered over ten, 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.
Assessment	**Essay:** • Word count: 2,000 words (LO 1-4) [100% weighting] Students must attempt and pass the assessment component. **Attendance Requirements** Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.
Reassessment	Students who fail the annual assessment component will be required to retake the failed component as follows: Essay word count: 2,000 words (LO 1-4) [100% weighting]
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the

	nature of the difficulties and the possible options available for example a short extension or a deferral.
Indicative bibliography (if available) 4-5 titles max.	- Andrews, D. A. & Bonta, J. (2017) *The Psychology of Criminal Conduct,* (Sixth Edition), London: Routledge. - Geiran, V. & McCarthy, S. (2022) *Probation and Parole in Ireland: Law and Practice*, Dublin: Clarus Press. - Healy, D., Hamilton, C., Daly, Y. and Butler, M (eds) (2016) *The Routledge Handbook of Irish Criminology.* London: Routledge. - McNeill, F., Durnescu, I., Butter, R., (eds) (2016) *Probation, 12 Essential Questions.* London: Palgrave. - Windle, J., Lynch, O., Sweeney, K., O'Neill, M., Donson, F. and Cuffe, J. (2023) *Criminology, Crime and Justice in Ireland: An Introduction*, Abingdon, Oxon: Routledge.
Useful web-based content	- Council of Europe Guidelines on Implementing Community Sanctions and Measures (Geiran, V. and Durnescu, I., 2019): https://edoc.coe.int/en/european-prison-reform/8271-implementing-community-sanctions-and-measures.html *Irish Probation Journal* – http://www.probation.ie/EN/PB/sectionpage?readform - Irish Probation Service website: www.probation.ie
Relevant Journals	*Irish Probation Journal.* *Probation Journal* (British)*.* *European Journal of Probation.*

SSU33012 Law for Social Workers (5 ECTS)

Module Name	SSU33012 Law for Social Workers
Module aims	This module aims to build on learning from Year 2 through further examination of the legal framework for child protection
Module learning outcomes	On successful completion of this module, students should be able to: 1. Apply their understanding of the Child Care Act 1991 to case examples in preparation for practice **(SOP 5.3, 5.8)** 2. Prepare for long term care applications **(SOP 1.1.)** 3.. Apply their learning on parental rights and children's rights to practice. **(SOP 1.1.)** 4. Explain more complex areas of child protection law, such as criminal proceedings , domestic violence, secure care and risk assessments.**(SOP 5.3)** 5. Explore and practice assessment skills in report writing with specific reference to presentation of evidence in court. **(SOP 5.20)**
Module Content	• Revision of Child Care Act 1991 with focus on the threshold for each application. Case examples • Preparation for long term care orders- special requirements • Exploration of fair process for parents in child protection. Case examples • Domestic violence Legislation and child protection • Secure care for minors – special legal considerations • Criminal proceedings and social work • After Care for young people, • Report writing for court • Moot Court / Workshop •
Teaching and learning format	Tutorials and seminars via online, learning journal, case examples
CORU standards of proficiency taught	1.1., 5.3, 5.8, 5.20
CORU domains of proficiency assessed	1.1., 5.3, 5.8, 5.20

Assessment	Case Study (LO1, 2, 3, 4 & 5) [100%] Students must attempt and pass the assessment component. **Attendance Requirements** Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.
Re assessment	Students who fail the annual assessment component will be required to retake the failed component as follows: Case Study (LO1, 2, 3, 4 & 5) [100%]
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.
Indicative bibliography (if available) 4-5 titles max.	Child Care Act 1991 Child Welfare Removals by the State, 2018 Further readings forwarded by MHC for each topic.
Useful web-based content	Child Law Reporting Project

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

Module code and name	SSU33402 Biography, Identity, Narrative & Professional Practice
Module aims	This module aims to provide students will skills to: • Reflect on and examine individual narratives and explore their impact on social work practice contexts. • Reflect on and examine both similarities and difference between the self and others • Experience the challenges of self-disclosure using reflective practice frameworks • Develop understandings of the broader structural challenges and human distress within its wider social context • Understand narrative as a research method and skill for social work practice
Module learning outcomes	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: 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 **(SOP 1.9)** 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 **(SOP 1.1)** 3. Understand the role of relationships with peers and the need to create professional and collegiate relationships based on mutual respect and trust **(SOP 2.15, 5.11)** 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 **(SOP 4.1 4.4)** 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 **(SOP 5.2)**

	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)**
Module content	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.
Standards of proficiency taught	1.1, 1.9, 2.15, 4.1, 4.4, 5.2, 5.3, 5.11
Standards of proficiency assessed	1.1, 1.9, 2.15, 4.1, 4.4, 5.2, 5.3, 5.11
Teaching and learning format	Teaching will consist of live lectures, in-class presentations and guided readings. Photography and art (as well as other creative means) will 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.
Assessment	Presentation (20% weighing) LO 1-6 1,500- 2,000 word essay (80% weighting) LO 1-6 Students must attempt and pass all assessment components to pass this module overall. **Attendance Requirements** Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module**.** Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.

Reassessment	Students who fail one or more of the annual assessment components will be required to retake the relevant failed component(s) as follows: Presentation (20% weighing) LO 1-6 (If a student is absent for their in-class presentation they will be required to submit a recorded presentation to the facilitator) 1,500- 2,000 word essay (80% weighting) LO 1-6
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.
Indicative bibliography (if available) 4-5 titles max.	Titles will be given in class.
Useful web-based content	Relevant resources will be shared in-class.
Relevant Journals	Relevant Journals will be shared in-class.

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

Module code and name	SSU33502 Child Protection and Disability: Perspectives and Practice
Module aims	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.
Module learning outcomes	On successful completion of this module, students should be able to: 1. Demonstrate understanding of the history of key disability, child welfare and child protection contexts, issues and practices. 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)** 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)** 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)** **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)** 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.
Module content	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.
Standards of proficiency taught	1.9, 1.18, 1.20, 3.4, 3.7, 3.14, 5.17, 5.18
Standards of proficiency assessed	1.18, 1.20, 3.4, 3.7
Teaching and learning format	Class-room learning will be supported by learning materials provided on Blackboard.
Assessment	Case-study based written assignment worth 100% of the overall grade which requires students to demonstrate assessment and decision-making skills and insights (LO 1,2,3,4,5,6) Students must attempt and pass the assessment component. **Attendance Requirements** Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module**.** Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.
Re-assessment	Students who fail the annual assessment component will be required to retake the failed component as follows: An alternative case study assessment worth 100%.
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of

	the difficulties and the possible options available for example a short extension or a deferral.
Indicative bibliography (if available) 4-5 titles max.	Flynn, S., & McGregor, C. (2017). Disabled children and child protection: Learning from the literature through a non-tragedy lens. *Child Care in Practice, 23*, 258-274. Flynn, S. (2020). Towards parity in protection: Barriers to effective child protection and welfare assessment with disabled children in the Republic of Ireland. *Child Care in Practice.* Jones, L., Bellis, M.A., Wood, S., Hughes, K., McCoy, E., Eckley, L., Bates, G., Mikton, C., Shakespeare, T., & Officer, A. (2012). Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies. *The Lancet.* Morgan, P. (2017). *Child Protection and Parents with a Learning Disability: Good Practice for Assessing and Working with Adults - Including Autism Spectrum Disorders and Borderline Learning Disability.* London: Jessica Kingsley Publishers. Vanderminden, J., Cameron, A., Fry, D., & Lannen, P. (2017). *Child protection and disability: Ethical, methodological and practical challenges for research.* Edinburgh: Dunedin Academic Press Ltd.
Useful web-based content	For this module, a reading list has been created through Trinity's 'myreadinglist' function.
Relevant Journals	Child Care in Practice Child Abuse Review Child Abuse & Neglect Child Maltreatment Child and Youth Services Review Disability and Society

SSU33072: Family and Child Care Studies (10 ECTS)

Module Name	**SSU33072 Family and Child Care Studies Social Work and Gender Based Violence: Theories, Interventions and Practice**
Module aims	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 *all* those who live with violence is explored (children, women and men), focused and specific attention is given to the child's experience, taking a systemic and child centred approach to understanding impact and informing practice responses in a holistic and community-based 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.
Module learning Outcomes	On successful completion of this section of the module, students should be able to: 1. Explain an array of concepts central to an understanding of GBV **(SOP 5.1, 5.13)** **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)** 3. Understand the impact of living with GBV for all family members **(SOP 3.10)** 4. Identify the issues and debates social work encounters when responding to domestic and gender-based violence **(SOP 3.6)** 5. Describe the elements of good practice when responding to domestic and gender-based violence **(SOP 3.6).**
Module Content	• Overview of the prevalence, dynamics and nature of domestic and gender-based violence (GBV); • Understanding impact across the life span; • Identifying the implications for parenting in the context of GBV;

	• Exploring the intersectional nature of GBV, in particular the multiple adversities that families can experience and the culminative impact; • Understanding post-separation contact as a context for risk and lethality, including use of technology as a weapon of abuse; • Exploring the issues and dilemmas facing social work practitioners in responding to these complex issues, with a particular focus on Coercive Control; • Appreciating of the broader relationships within which domestic abuse can occur including; child to parent violence, elder abuse and abuse within same-sex couples.
Teaching and learning format	Online weekly lectures with required posts and learning journal entries; On campus face2face weekly two-hour tutorial classes.
Standards of proficiency taught	2.15; 3.6; 3.10; 3.12; 4.4; 5.1; 5.13; 5.17; 5.22
Standards of proficiency assessed	3.6; 3.10; 5.1; 5.13; 5.22
Assessment	This module has two assessment components: 1. Online Posts (10%) (LO1) 2. Written Assignment (90%) (LO2, 3, 4, 5) Students must attempt and pass all assessment components to pass this module overall. **Attendance Requirements** Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module**.** Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.
Re-assessment	Students fail one or more of the annual assessment components will be required to retake the relevant failed component(s) as follows: 1. Online Posts (10%) (LO1) 2. Written Assignment (90%) (LO2, 3, 4, 5)

Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.
Indicative bibliography (if available) 4-5 titles max.	Callaghan, J.E.M., Alexander, J.H., Sixsmith, J. & Fellin, L.C. (2018) 'Beyond "Witnessing": Children's Experiences of Coercive Control in Domestic Violence and Abuse'. *Journal of Interpersonal Violence, 33*(10): 1551-1581. Devaney, J., Bradbury-Jones, C., Macy, R., Øverlien, C. and **Holt, S.** (Editors) (2021) The Routledge International Handbook of Domestic Violence and Abuse. London, Routledge. Holt, S., Cahill, L. & Elliffe, R. (2023) 'The Interface between Technology and Domestic Violence and Abuse: Challenges and Opportunities for Social Work Practice', Chapter in *The Routledge International Handbook of Digital Social Work,* Antonio Lopez Pelaez & Gloria Kirwan eds, London, Routledge (2023), pp 263-275. Holt, S., Elliffe, R., Gregory, S., & Curry P. (2022). Social Workers Response to Domestic Violence and Abuse During the COVID-19 Pandemic. *The British Journal of Social Work.* Lamb, K., Humphreys, C. & Hegarty, K. (2018) "Your behaviour has consequences": Children and young people's perspectives on reparation with their fathers after domestic violence'. *Children and Youth Services Review, 88:* 164-169
Useful web-based content	To be advised in class
Relevant Journals	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)

Module Name	SSU33902 Global Social Policy and Comparative Welfare States
Module Aims	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.
Module Learning Outcomes	After taking this course students should be able to: 1. Think analytically and critically about the issues of social policy and the welfare state across different countries and historical periods **(SOP 5.2).** 2. Recognise the relationship of social policies and the welfare state with the economy, society and politics of the given period **(SOP 5.9).** 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).** 4. Critically assess academic and policy readings.
Module Content	• Pressing global challenges of climate change and inequalities, their causes and discourses surrounding them. • Connection between political ideas and the dominant economic model. • Power dynamics among global actors and their consequences. Polycentricity as an approach to the social policy. • Cooperativism and direct democracy in both political and economic contexts. • Specific solutions to the challenges discussed.

Teaching and Learning Format	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.
CORU domains of proficiency taught	2.2, 2.7, 5.2, 5.9, 5.16, 5.19, 5.24
CORU domains of proficiency assessed	5.2, 5.9
Assessment	Group Project (70%) [LO1, LO2, LO4] Individual Written Assignment (30%) [LO1, LO2, LO3, LO4) BSS students must attempt and pass all components of assessment in order to pass the module overall.
Reassessment	BSS students who fail one or more of the annual assessment components will be required to retake the relevant failed component(s) as follows: Individual Project (70%) [LO1, LO2, LO4] Individual Written Assignment (30%) [LO1, LO2, LO3, LO4)
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.

Indicative bibliography (if available) 4-5 titles max.	See Blackboard.
Useful web-based content	See Blackboard.
Relevant Journals	See Blackboard.

SSU33090: Social Work Practice (15 ECTS)

Module code and name	SSU33090 Social Work Practice
Module aims	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 three sections in this module • A. Bereavement, Loss and Trauma • B. Therapeutic Work with Families • C. Social Work Skills
Module Learning Outcomes	1. Critically analyse and evaluate information collected in the assessment process when working with children and families **(SOP 3.4, 3.6)** 2. Identify, discuss, and apply key systemic concepts and skills in social work practice with children and families **(SOP 5.10, 5.12)** 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)** 4. Integrate social work theory to their practice experience **(SOP 5.1, 5.2, 5.14**) 5. **Critically reflect on their own and others' direct practice with clients (SOP 3.4, 3.8, 3.9, 5.5, 5.6)** 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)** 7. **Demonstrate a level of self-awareness (SOP 1.2, 1.5,1.9, 1.10, 2.15, 4.3, 4.4, 5.11)** 8. Identify areas of professional expertise in practice for further development **(SOP 4.1,4.3)**
Assessment	This module has three assessment components: • Essay 1 (30%) [LO1, LO2, LO3] • Essay 2 (20%) [LO1, LO2, LO3] • Practice Project (50%) [LO4, LO5, LO6, LO7, LO8] Students must attempt and pass all assessment components to pass this module overall. **Attendance Requirements** Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-

	satisfactory for the term and may be required by the Senior Lecturer to repeat their year.
Reassessment	Students fail one or more of the annual assessment components will be required to retake the relevant failed component(s) as follows: • Essay 1 (30%) [LO1, LO2, LO3] • Essay 2 (20%) [LO1, LO2, LO3] • Practice Project (50%) [LO4, LO5, LO6, LO7, LO8]
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.

Module Content	**Section A Bereavement, Loss and Trauma**
Aims	This module aims to explore the nature of bereavement, loss and trauma and consider the potential of relationship-based social work in responding to the needs of people impacted by these experiences. 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.
Content	• Bereavement and culture • Adult bereavement theories • Approaches in working with children who are bereaved • Perspectives on trauma and PTSD • Trauma-informed practice • Relationship-based social work in the context of bereavement, trauma and loss.
Teaching and learning format	Face to Face
CORU domains of proficiency taught	2.4, 2.12, 5.1, 5.3, 5.10, 5.14

CORU domains of proficiency assessed	2.4, 5.10, 5.14
Indicative bibliography (if available) 4-5 titles max.	• Goldsworthy, K. (2005) Grief and Loss in Social Work Practice. Australian Social Worker 58:2:167-178 • Johns, L., Blackburn, P., & McAuliffe, D. (2020). COVID-19, prolonged grief disorder and the role of social work. International Social Work, 63(5), 660-664. • Stroebe M & Schut, H (2010) The Dual Process Model of Coping with Bereavement: A Decade On. *OMEGA,* Vol. 61(4) 273-289 • Wilson, K., Ruch, G., Lymbery, M., Cooper, A., (2008) '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) London: Pearson • Worden, J. W. (2018). Grief counselling and grief therapy: A handbook for the mental health practitioner. springer publishing Company.
Useful web-based content	• www.childhoodbereavement.ie/ • www.hospicefoundation.ie
Relevant Journals	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

Module Content	**Section B Therapeutic Work with Families**
Aims	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.
Content	• Systemic Theory explained – the history of systemic theory/where it came from how it developed & how it came to be adapted into Social Work practice.

	- Key systemic concepts e.g. the family as a system/interdependence/patterns/circular causation/feedback/homeostasis/punctuation/change/family-life cycle & family scripts. - 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 & Michael White's narrative theory. - Integration of systemic approaches into Social Work practice - Genograms – how to develop one/their use in Social Work practice - Tools and applications of systemic theory when working with children and families.
Teaching and learning format	Face to face approach will be utilised incorporating lectures, personal reflection exercises, case studies & feedback.
CORU domains of proficiency taught	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
CORU domains of proficiency assessed	3.4, 3.6, 5.10, 5.12
Indicative bibliography (if available) 4-5 titles max.	**General Reading** Carr, A. (2000). Family Therapy, Concepts, Process and Practise. New York: Wiley & Sons. Dallos, R & Draper, R., (2005). An Introduction to Family Therapy, systemic theory and practise. New York: Open University Press. Vetere, A. & Dallos, R. (2003), *Working Systemically with Families – Formulation, Intervention & Evaluation*, London: Karnac.
Web based content	Family Therapy Association of Ireland www.familytherapyireland.com Association for Family Therapy and Systemic Practice www.aft.org.uk Irish Association of Social Workers www.iasw.ie
Relevant Journals	British Journal of Social Work Journal of Family Therapy Family Process

Module Content	Section C. Social Work Skills
Aims	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.
Content	• Reflection on practice related experiences • Practice connections with social work theory, values and knowledge. • Professional issues / concerns for feedback / support • Learning needs and areas of interest for professional development
Teaching and learning format	Face to face workshops utilizing small learning groups and student peer learning. Students will use practice examples from placement.
CORU domains of proficiency taught	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
CORU domains of proficiency assessed	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
Indicative bibliography (if available) 4-5 titles max.	• Adams, R., Dominelli, L. & Payne, M. (Eds) (2009) *Social Work: themes, issues and critical debate,* 2nd Edition. Hampshire: Palgrave • Houston, S., *Engaging with complexity in Social Work: Four Essential Conceptual Skills, The Irish Social Worker*, 2020 • Lishman, J. (ed) (2015) *Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory.* Jessica Kingsley. • 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, *How to Run Reflective Practice Groups: A Guide for Healthcare Professionals*, 1st Edition, pp.1-16. Please Note: Additional reading materials may be recommended throughout the course of the module in-keeping with student's developing learning needs.
Useful web-based content	Irish Association of Social Workers: hhttps://www.iasw.ie/
Relevant Journals	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 also contained within the BSS Junior Sophister Course Handbook 2023 – 24.

Module code and name	SSU33101 JS Placement Learning Module
Module aims	Building on JF SSU11042 and SF SSU22112 placement related teaching, this JS module resources students to achieve optimal learning aligned to the CORU Domains of Proficiency, in their JS professional placement. The module includes a pre-placement teaching week; mid placement call-in day and post placement learning integration classes. Particular emphasis is placed on the integration of knowledge and skills in practice, capacity for critical analysis and reflective learning from practice experience. The module aims to bridge between academic and practice-based learning with inputs from practice teachers, service users, social work managers and core course lecturers.
Module learning outcomes	On successful completion of module, students should be able to: 1. Identify their learning styles and learning needs **(SOP 1.2, 4.1, 4.3, 5.13)** 2. Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement (SOP All) 3. Work collaboratively with service users and carers utilizing relationship-based practice, empowerment and human rights perspectives **(SOP 1.3, 1.5, 2.3, 2.4, 2.9, 2.12, 5.5, 5.7, 5.12)** 4. Demonstrate a critical understanding of cultural competence in practice and capacity to work towards social inclusion **(SOP 1.9, 5.6)** 5. Understand the role of social work in a range of practice settings including statutory and interprofessional practice contexts **(SOP 2.9, 2.14, 2.15, 5.8, 5.9)** 6. Articulate a rationale for their choice of theory and approach in response to a range of practice issues **(SOP 5.1, 5.2, 5.14)** 7. Utilize models of reflective practice and other practice learning resources and supports **(SOP 4.3, 4.4, 5.13, 5.26)** 8. Proactively engage in professional supervision to facilitate practice-based learning and ongoing professional development **(SOP 3.9, 4.1, 4.3, 4.4, 4.5, 5.4, 5.13, 5.23, 5.26)** 9. Represent, theorise and reflect on practice-based learning in the Practice Project **(SOP 1.18, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2. 5.3, 5.8, 5.9, 5.26, 5.27)**

Module content	• Reviewing 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. • Consolidation of prior practice learning and specification of learning needs for the allocated JS placement. • Introduction to Placement Documents (Learning Agreement, Student Placement Log, Direct Observation Report, Student Practice Project, Practice Teacher Report) • Review of Reflective Practice Models and other Learning Resources (e.g. Process Recording, Learning Logs, Critical Incidents, Reflective Journals and Direct Observation) • Overview of aims and approaches in Supervision in professional social work contexts. • Integrating Theory and Skills in Practice. • Practitioner led session: Working with Children and Families • Practitioner led session: Using the Signs of Safety Framework • Practice Teacher Panel: Presentations and Q&A • Tutor led session: Role of the Tutor • Service User Led Session: Poverty Aware Practice • Service User & Provider Led Session: Cultural Competence • Critical Theory in Action • CORU SWRB Domains of Proficiency Student Self Assessment • Approaching your Practice Project • Sector based learning: Student presentations
Standards of proficiency taught	1.2, 1.3, 1.5, 1.9, 1.18, 2.3, 2.4, 2.9, 2.12, 2.14, 2.15, 3.1, 3.2, 3.4, 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, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.23, 5.26
Standards of proficiency assessed	1.2, 1.3, 1.5, 1.9, 1.18, 2.3, 2.4, 2.9, 2.12, 2.14, 2.15, 3.1, 3.2, 3.4, 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, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.23, 5.26
Teaching and learning format	In person lectures, practitioner, service user and service manager presentations, group work, reflective exercises and class presentations.
Assessment	This module is assessed through the JS Placement and Practice Project Students must meet placement related attendance requirements and pass both the JS Placement and Practice Project to progress to their SS year.
Reassessment	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	• British Journal of Social Work • Journal of Practice Teaching & Learning • Social Work Education

Senior Sophister Module Outlines

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

Module code and name	SSU44042 Perspectives in Social Work: Contemporary Discourses in Society.
Module aims	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. The aims of the module are to enable students to: 1.Develop an understanding of the ideas of a range of social scientific thinkers and consider the application of their ideas for social work. 2.Examine social work as a product of modernity and explore post-modernist influences. 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; 4.Develop an understanding of how critical social theory can shape knowledge, skills and values; 5.Explore the societal and organizational influences on practice; and 6.Understand the historical and current impact of neo-liberalism on social work and service users linking it with power and ideology. 7.Consolidate learning from placement.
Module learning outcomes	After attending lectures, taking part in discussions and successfully completing the relevant assignment, a student will be able to: 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 **(SOP 4.4)** 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,

	social policy and social research, including consideration in a global context **(SOP 5.2)**
	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 **(SOP 5.3)**
	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 **(SOP 5.24)**
Module content	Lectures will cover the following themes: 1.The nature of critical social theory and its importance for social work. 2.The historical development of critical social theory under modernity and post-modernity and how it shaped social work. 3.The nature and application of critical reflexivity for social work practice. 4.The contribution of a range of critical social theorists to social work practice. 5.How critical social theory contributes to critical social work. 6.The effects of neo-liberalism on service users and social welfare. The following themes will also be explored: a. Discrimination, oppression and inequality; b. Anti-discriminatory and anti-oppressive practice; c. Social class and social work; d. Shame, stigma and social work.
Standards of proficiency taught	1.5,1.9 2.4, 2.12 4.3, 4.4 5.1 ,5.2, 5.3, 5.5, 5.6, 5.7, 5.12, 5.15, 5.24
Standards of proficiency assessed	4.4 5.2, 5.3, 5.24

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 (100% weighting) Word Count: 2,000 words Students must attempt and pass the assessment component to pass this module overall. **Attendance Requirements** Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module**.** Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.
Reassessment	Students who fail the annual assessment component will be required to retake the failed component as follows: Assignment: Essay (100% weighting) Word Count: 2,000 words
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.
Indicative bibliography (if available) 4-5 titles max.	The core text for this module is: Gray, M. & Webb, S. (2013). *Social Work Theories and Methods*. London: Sage. This will be provided to students as a PDF. Additional readings will be identified during and after lectures.
Useful web-based content	Relevant resources will be flagged in-class.
Relevant Journals	Relevant Journals will be flagged in-class.

SSU44132 The Professional in Context (5 ECTS)

Module code and name	SSU44132 The Professional in Context
Module aims	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.
Module learning outcomes	On successful completion of this section of the module, students should be able to: 1. Explain the objectives of organisational leadership and management and analyse their impact on the individual professional **(SOP 2.10)** 2. Relate quality management and performance management to effective service delivery and analyse their impact on the individual professional **(SOP 3.11, 4.6)** 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)** 4. Apply key systems thinking concepts and thinking tools to practice contexts **(SOP 1.10, 5.16)** 5. Recognise how complex dynamic interactions in human service work can unwittingly activate personal defence reactions. Use key psycho-analytic concepts to deepen understanding into the processes involved and its potential for impact in your working life. **(SOP 2.11 2.13, 4.3, 4.4)**
Module content	**Organisational Context** • Understanding the organisational environment and the objectives of organisational leadership and management • Public sector consumerism and its impact on social service provision. • Digitalisation • Quality Management in the delivery of social services. • Performance Management in the delivery of social services. • Relationships, structures and effective communication. • Strategic management, Service Planning and programme development. • Governance and the role of evaluation in organisations.

	Regulatory Context • The purpose of professional regulation; protection of the public • Registration and the Code of Professional Conduct and Ethics • Record management, electronic communications and report writing • Professional role and identity; role autonomy and accountability; professional judgement and decision making **Systems Context** • Defining systems thinking • Conceptualising systems • Risk, uncertainty and defensive practice • Proceduralisation and expert judgement • Modelling systems dynamics **Self in Context: A Psycho-Dynamic Perspective** • Self as professional: considering the interplay of personal story, experience, self-awareness and impact in professional practice • Anxiety provoking situations: exploring professional interactions, personal responses, and self-reflective capacities in the human service context. • Introduction to some key psychoanalytic concepts relevant to human service work.
Standards of proficiency taught	1.8, 1.10, 1.13, 1.14, 2.10, 2.11 2.13, 2.15, 3.11, 4.2, 4.3, 4.4, 4.6, 5.1, 5.9, 5.16, 5.19
Standards of proficiency assessed	1.8, 1.10, 2.10, 2.11 2.13, 3.11, 4.3, 4.4, 4.6, 5.16
Teaching and learning format	In person synchronous learning in small and large group settings supported by asynchronous activities such as readings, reflection and application exercises.
Assessment	This module has four assessment components: Part A: reflective analysis (Self in context) 1000 words (40% of grade) (LO1, 2, 3, 4) Part B: case studies (60% of grade) 1500 words total (LO5) Part B1: The organisational context (500 words) (20% of grade) Part B2: The regulatory context (500 words) (20% of grade) Part B3: The systems context (500 words) (20% of grade) Students must attempt and pass all components of assessment to pass the module overall.

	Attendance Requirements Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module**.** Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.
Reassessment	Students who fail one or more of the annual assessment components will be required to retake the relevant failed component(s) as follows: Part A: reflective analysis (Self in context) 1000 words (40% of grade) (LO1, 2, 3, 4) Part B1: The organisational context (500 words) (20% of grade) Part B2: The regulatory context (500 words) (20% of grade) Part B3: The systems context (500 words) (20% of grade)
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.
Indicative bibliography	**Organisational Context** Berends, L. & Crinall, K. (2014) *Management and Practice in Health and Human Service Organisations*, Melbourne: Oxford University Press. Brody, R. & Nair, M. (2014) *Effectively Managing and Leading Human Service Organizations,* 4th edition, Los Angeles: Sage. Hanford Letchfield, T and Lawler, J (2013) Perspectives on Management and Leadership in Social Work. Huffington, C., Armstrong, D., Halton, W., Hoyle, L., Pooley, J., (Reprint 2004, 2005, 2007) *Working Below the Surface: the Emotional Life of Contemporary Organisations*, Chapters 2,5, 6 & 7. 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.

US Institute of Medicine. (2000). *To err is human: building a safer health system*. Washington DC: National Academy Press. Available at: https://pubmed.ncbi.nlm.nih.gov/25077248/

Wulczyn, F., Daro, D., Fluke, J., Feldman, S., Glodek, C., & Lifanda, K. (2010). Adapting a Systems Approach to Child Protection: Key Concepts and Considerations. In. New York: UNICEF.

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. 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. Obholzer, A and Zagier Roberts V (Eds.) 2nd 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 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 & Francis Group Third edition.
Useful web-based content	• **Quality improvement:** http://www.ihi.org/resources/Pages/HowtoImprove/default.aspx & http://www.apiweb.org • **Good governance- managing resilience at a strategic level:** **https://www.lenus.ie/handle/10147/579790** • **Quality and management :** https://www.eaq.ee/quality2013/sites/www.quality2013.eu/files/webform/full-papers/The%20illusion%20of%20quality%20management%20in%20social%20services.pdf • Leadership V management https://hbr.org/2004/01/managers-and-leaders-are-they-different • Systems thinking: a cautionary tale (cats in Borneo): https://www.youtube.com/watch?v=17BP9n6g1F0
Relevant Journals	Harvard Business Review IASW journal British Journal of Social Work European Journal of Operational Research Children and Youth Service Review

SSU44062 Social Work and Child Care (10 ECTS)

Module code and name	SSU44062 Social Work and Child Care: Contemporary Perspectives in Adoption & Alternative Care
Module aims	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.
Module content	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.
Module learning outcomes	On successful completion of this module, students should be able to: 1. Understand the key role of research evidence and theory to inform perspectives and practice in relation to adoption and alternative care **(SOP 5.22)** 2. Develop a critical understanding of key theoretical approaches including sociology, psychology, human growth and development that inform adoption and alternative care practice **(SOP 5.3)** 3. Understand key developments in adoption/alternative care law, policy and practice **(SOP 5.8)** 4. Have a critical understanding of adoption law and policy and the legislative basis of actions within adoption practice **(SOP 5.8)** 5. Understand Ireland's adoption legacy and the development of alternative care apply a critical understanding of its human impact **(SOP 5.5)** 6. Demonstrate and apply a critical understanding of a human-rights based, culturally-sensitive and anti-discriminatory approach to adoption policy and practice **(SOP 1.9)** 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 **(SOP 5.5)**
Standards of proficiency taught	1.9, 5.3, 5.5, 5.8, 5.22

Standards of proficiency assessed	1.9, 5.3, 5.5, 5.8, 5.22
Teaching and learning format	Students will be taught in a large group and will undertake work in small groups.
Assessment	There are *two assessment components:* (i) Group presentation (LO 1, 2, 3, 4, 5) [50%] (ii) 1,500 word written discussion paper based on a case study (LO 1, 2, 7) [50%] Students must attempt and pass all assessment components to pass this module overall. **Attendance Requirements** Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module**.** Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.
Re-assessment	Students who fail one or more of the annual assessment components will be required to retake the relevant failed component(s) as follows: (i) Presentation (LO 1, 2, 3, 4, 5) [50%] For the group presentation part of the assessment, students who are granted permission to defer or are being reassessed will be asked to submit a 2- 3-minute voice-recording of their contribution to the group project within a timeframe provided. (ii) 1,500 word written discussion paper based on a case study (LO 1, 2, 7) [50%]
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.

Indicative bibliography (if available) 4-5 titles max.	Burns, K. & McCaughren, S. (2021) 'Adoptions of children from state care in Ireland in Skivenes, M., Pösö, T. & Thoburn, J. (eds) Adoption from Care International Perspectives on Children's Rights, Family Preservation and State Intervention, Bristol: Bristol University Press Christie, A. et al., London, Palgrave Milotte, M. (1997) Banished Babies, Dublin, New Island Books. Funcheon, S. O. C., & 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?. *Child Abuse & Neglect, 122*, 105366. Gilligan, R. (2019). The family foster care system in Ireland – Advances and challenges. *Children and Youth Services Review, 100*, 221-228. Gilligan, R., Brady, E., & Cullen, L. (2022). *One More Adversity: The lived experience of care leavers in Ireland during the Covid-19 pandemic.* Dublin: School of Social Work & Social Policy, Trinity College Dublin. DOI: https://doi.org/10.25546/98279. Iyer, P., Boddy, J., Hammelsbeck, R., and Lynch-Huggins, S. (2020). *Contact following placement in care, adoption, or special guardianship: implications for children and young people's well-being. Evidence Review*. London: Nuffield Family Justice Observatory. McCaughren, S. & Powell, F. (2016) The Fate of the Illegitimate Child in Law and the Family, Palgrave McCaughren, S. & Ni Raghallaigh (2015), 'Adoption in Ireland: Exploring the Changing Context' in Social Work in Ireland: Changes & Continuities, (eds.) McGregor, C., Devaney, C. & Buckley, S (2023) Language, Terminology and Representation, Language-&-Terminology-Report--Web.pdf (universityofgalway.ie), UNESCO Child and Family Research Centre, University of Galway **Additional readings and resources will be provided on Blackboard and in class.**
Useful web-based content	To be provided in class.
Relevant Journals	To be provided in class.

SSU44072: Social Work and Equality Issues (5 ECTS)

Module code and name	SSU44072 Social Work and Equality Issues
Module aims	- To explore ideas, theories, policy, and legislation concerning equality, oppression, and diversity and to consider how these might influence social work practice - To facilitate direct communication between social work students and representatives of minority groups to foster increased empathy and understanding
Module learning outcomes	On successful completion of this section of the module, students should be able to: 1. 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**) 2. Understand Irish legislation and policy concerning equality and human rights **(SOP 1.5; 5.7; 5.8; 5.9)** **3.** 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)** 4. Analyze critiques of identity-based politics found within queer theory **(SOP 5.3)** 5. Demonstrate increased knowledge of, and empathy with, a range of marginalized groups, developed through direct communication with representatives of these groups **(SOP 5.6)**
Module content	- Theories of in/equality and their significance for social work - Equality legislation and anti-oppressive practice - A critical exploration of cultural competence - Social Work as a form of social control - Queer theory and the limits of identity politics - Presentations by representatives of marginalised groups
Standards of proficiency taught	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
Standards of proficiency assessed	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
Teaching and learning format	Face to face lectures

Assessment	Essay (LOs 1,2,3,4,5) [Weighting 100%] Students must attempt and pass assessment component to pass this module overall. **Attendance Requirements** Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module**.** Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.
Reassessment	Students who fail the annual assessment component will be required to retake the failed component as follows: Essay (LOs 1,2,3,4,5) [Weighting 100%]
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.
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 titles
Useful web-based content	• Irish Human Rights and Equality Commission https://www.ihrec.ie/ • Harvard unconscious bias tests: https://implicit.harvard.edu/implicit/takeatest.html
Relevant Journals	

SSU44082: Social Work and Mental Health (5 ECTS)

Module code and name	SSU44082 Social Work and Mental Health
Module aims	This module aims to provide students with the following: • 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. • A critical appreciation of changing trends in mental health policy and provision with a particular focus on the social determinants of mental health, co-production and trauma informed care. • An understanding of the legislation underpinning current mental health service delivery in Ireland. • 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.
Module learning Outcomes	On successful completion of this module, students will be able to: • 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)** • 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)** • 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)** • 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 **(SOP 1.1, 5.8, 5.17)** • Interpret the role of the mental health social worker and

	the addiction services social worker with reference to the current national policy and legislative provisions which surround these roles (**SOP 1.3, 1.5, 1.17**)

Module Content	There are three main sections in this module as follows: 1. Adult Mental Health Social Work 2. Mental Health Social Work with Children and Young People 3. Social Work in Addiction Services -
Teaching and learning format	In person lectures supported by online resources on Blackboard.
Standards of proficiency taught within this module	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.
Standards of proficiency taught within this module	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.
Teaching and Learning Format	**1.** Live in class teaching **2.** Live in class guest speakers **3.** Provision of online materials on Blackboard to complement in-class teaching and assist self-directed learning by students

Assessment	Written assignment (100% weighting)
Re-assessment	Written assignment (100% weighting)
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to

	discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.
Indicative bibliography (if available) 4-5 titles max.	Bland, R., Drake, G., & Drayton, J. (2021). *Social work practice in mental health: An introduction*. Routledge. Campbell, J., Cuskelly, K., & Walsh, J. (2022). Radical approaches to mental health social work. In *The Routledge Handbook of International Critical Social Work* (pp. 328-340). Routledge. Daya, I., Maylea, C., Raven, M., Hamilton, B., & Jureidini, J. (2020). Defensive rhetoric in psychiatry: An obstacle to health and human rights. *The Lancet Psychiatry*, *7*(3), 231. Golightley, M., & Goemans, R. (2020). *Social work and mental health*. Sage. Gould, N. (2022). *Mental health social work in context*. Taylor & Francis. Khoury, E., & Rodriguez del Barrio, L. (2015). Recovery-oriented mental health practice: A social work perspective. *British Journal of Social Work*, *45*(suppl_1), i27-i44. Watson, J. (2019). *Drop the disorder!: Challenging the culture of psychiatric diagnosis*. PCCS Books Ltd. Further titles will be given throughout the module.

Useful web-based content	- Mental Health Commission www.mhcirl.ie - Emerging Minds https://www.copmi.net.au - Shine Ireland www.shineonline - Aware www.aware.ie - National Office for Suicide Prevention www.nosp.ie - Department of Health www.health.gov.ie - Wellness Recovery Action Plan https://copelandcenter.com/
Relevant Journals	- *International Journal of Mental Health* - *Journal of Mental Health Training, Education and Practice*

SSU44092 Groupwork (5 ECTS)

Module Name	**SSU44092 Groupwork**
Module aims:	The aim of this module is to provide an understanding of the role and function of groups in two aspects of social work practice: A) Groupwork as an intervention in social work practice B) Working with other professionals in teams as part of interprofessional practice 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. 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.
Module Content	**A. Groupwork Practice** 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 appreciation of the significant potential of groupwork practice within social work. **B. Interprofessional Practice** 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.
Module learning Outcomes	On successful completion of this module, students should be able to: 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 (**SOP 2.13**) 2. Explore and advance the skills necessary for effective participation in interprofessional teams **(SOP 2.2)** 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 **(SOP 5.1, 5.2)** 4. Through class-based team-work and interprofessional interaction (where possible), case studies, understand the limits of confidentiality in the context of a variety of team settings **(SOP 1.12)** 5. Demonstrate critical understanding of the concepts and frameworks that underpin groupwork functions, dynamics and processes as they relate to social work practice **(SOP 5.14)** 6. Through interprofessional interaction (where possible) and class activities practise being able to communicate and express professional, informed and considered opinions to a variety of professionals **(SOP 2.9)**

	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 **(SOP 2.14, 5.10)**
Teaching and learning format	In person
Standards of proficiency taught	1.12 2.2, 2.7, 2.9, 2.13, 2.14 5.1, 5.2, 5.10, 5.14
Standards of proficiency assessed	1.12 2.2, 2.9 2.13, 2.14 5.1, 5.2, 5.10, 5.14

Assessment	There are two assessment components:
	
	   1. A group presentation (60% weighting) LO 1, 3, 5
	   2. Journal (40% weighting) LO 2, 4, 6, 7
	
	Students must attempt and pass all assessment components to pass this module overall.
	
	Attendance Requirements
	Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module**.** Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.

Re-assessment	Students who fail one or more of the annual assessment components will be required to retake the relevant failed component(s) as follows:
	
	   1. A presentation (60% weighting) LO 1, 3, 5
	For the group presentation part of the assessment, students who are granted permission to defer or are being reassessed will be asked to submit a 2- 3-minute voice-recording of their contribution to the group project within a timeframe provided.
	
	   2. Journal (40% weighting) LO 2, 4, 6, 7

Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.
Indicative bibliography (if available) 4-5 titles max.	Ambrose-Miller, W., & Ashcroft, R. (2016) Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams. Health & Social Work, 41(2): 101–109, DOI: 10.1093/hsw/hlw006. Yalom, D.I and Lescsz, M. (2005) *The Theory and Practice of Group Psychotherapy* New York: BasicBooks. Stock Whitaker, D. (1985) *Using Groups to Help People* London; Boston: Routledge & Kegan Paul. Doel, M. (2005) *Using Groupwork*, London: Routledge. Toseland, W. R. & Ravas, F. R. (2017) *An Introduction to Group Work Practice,* 8th ed. Harlow, Essex: Pearson.
Useful web-based content	To be provided in class.
Relevant Journals	Groupwork. Whiting & Birch Social Work with Groups. Routlege, Taylor& Francis Group. British Journal of Social Work. Oxford University Press International Social Work. Sage Journals

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

Module Name	Social Work Practice (Capstone)
Module aims	The aim of this module is to facilitate students towards self-directed learning in examining key practice and research issues arising from their placement contexts. The will module will encourage the development of each individual student's professional practices. A) Practice Issues in Practice Contexts B) Research in Practice 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 This module will allow students the space to reflect on placement themes in developing their knowledge and skills to undertake a social research proposal.
Module content	Topic A will: • Provide small reflective spaces to enable students to share and discuss personal/professional dilemmas arising from their professional practice placements. • Facilitate students in consolidating learning from practice placements. • Facilitate students to revisit and re-evaluate the role of social work values and ethics. • Provide an engaging space for students to demonstrate knowledge, understanding and integration of theory and skills with their placement experience. Topic B will: • Introduce social research • Provide students with basic knowledge and skills necessary to do and understand social research. • Facilitate students with the knowledge and skills for undertaking a literature review.

	• Introduce the key qualitative and quantitative methods and engage in debate about their application to social work research. • Provide a discursive context for exploring and understanding research ethics and integrity. • Be able to produce a clear, concise research proposal.
Module learning Outcomes	On successful completion of this module, students should be able to: 1. Reflect on personal and previous practice experiences and consider how this may impact on their role as future social work practitioners **(SOP 1.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.13)** 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 **(SOP 1.1, 3.14)** 3. Demonstrate knowledge, understanding and integration of theory with their placement experience **(SOP 5.22)** 4. Recognise and explore the different models of practice and social work skills and research in a variety of practice contexts **(SOP 5.2)** 5**.** Demonstrate an ability to participate in or undertake clinical, academic or practice-based research **(SOP 5.21, SOP 5.25)**
Standards of proficiency taught	1.1 3.14 4.1, 4.2, 4.3, 4.4, 4.5 5.2, 5.13, 5.21, 5.22, 5.25
Standards of proficiency assessed	1.1 3.14 4.1, 4.2, 4.3, 4.4, 4.5 5.2, 5.13, 5.21, 5.22, 5.25
Teaching and learning format	In person: For Topic A students will be divided into two groups; Group A and Group B. For Topic B students will be taught in one group.

Assessment	There are two assessment components: 1. Practice Project Capstone (80% weighting) LO 1-5 2. 1500-word Research Proposal (20% weighting) LO 5.2, 5.21, 5.22, 5.25 Students must attempt and pass all assessment components to pass this module overall. **Attendance Requirements** Students are expected to attend 100% of this module. A minimum attendance of 80% is required to pass this module**.** Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.
Re-assessment	Students who fail one or more of the annual assessment components will be required to retake the relevant failed component(s) as follows: 1. Practice Project Capstone (80% weighting) LO 1-5 2. 1500-word Research Proposal (20% weighting) LO 5.2, 5.21, 5.22, 5.25
Assessment Deadlines and Extensions	There are penalties for late submission of written work without an agreed extension. • Up to one week's lateness incurs a penalty of 5 marks; • One to two week's lateness incurs a penalty of 10 marks. • After 2 weeks a mark of 0 will be awarded. Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.
Indicative bibliography (if available) 4-5 titles max.	• Bryman, A. (2012) *Social Research Method.* Oxford: Oxford University Press. • Carey, M. (2009) The Social Work Dissertation, England: Open University Press • Gronmo, S. (2020) *Social Research Methods: Qualitative, Quantitative and Mixed Methods Approaches*. London: Sage.

	• Kara, H. (2020) *Creative Research Methods: A practical guide 2nd Ed*. Sage: London.
Useful web-based content	Bryman (2012) Social Research Methods online resources Gronmo, S. (2020) Social Research Methods online resources
Relevant Journals	Sociological Research and Methods Qualitative Social Work

SSU44111 Senior Sophister Placement (20 ECTS)

**Information on this module is also contained within the BSS Senior Sophister
Course Handbook 2023 – 24**

Module code and name	SSU44111 SS Placement Learning Module
Module aims	Building on JF SSU11042, SF SSU22112 and JS SSU33101 placement related teaching, this SS module resources students to achieve optimal learning aligned to the CORU Domains of Proficiency, in their final professional placement. The module includes a pre-placement teaching week; mid placement call-in day and post placement learning integration classes. Particular emphasis is placed on progression from previous practice learning and developing complementary and contrasting skills and knowledge. There is an ongoing focus on capacity for critical analysis and reflexivity. The module aims to bridge between academic and practice-based learning with inputs from practice teachers, service users, social work managers and core course lecturers.
Module learning outcomes	On successful completion of module, students should be able to: 10. Identify their evolving learning needs aligned to CORU Domains of Proficiency and with reference to feedback from their JS placement **(SOP 1.2, 4.1, 4.2, 4.3, 4.4, 5.13)** 11. Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement (SOP All) **12.** Work collaboratively with service users and carers utilizing relationship-based practice, empowerment and human rights perspectives with an emphasis on complexity and competing needs of service users, carers and services **(SOP 1.3, 1.5, 1.20, 2.3, 2.4, 2.9, 2.12, 5.5, 5.7, 5.12)** **13.** Demonstrate a critical understanding of cultural competence in practice and capacity to work towards social inclusion **(SOP 1.9, 5.6)** **14.** Understand the role of social work in a practice setting with a focus that differs from the student's JS placement context including interprofessional and statutory contexts **(SOP 2.9, 2.14, 2.15, 5.8, 5.9)** 15. Articulate a rationale for their choice of theory and approach in response to a range of practice issues **(SOP 5.1, 5.2, 5.14)** 16. Utilize more complex models of reflective practice and reflexivity **(SOP 4.3, 4.4, 5.13, 5.26)**

	17. Proactively engage in professional supervision to facilitate practice-based learning and ongoing professional development **(SOP 3.9, 4.1,4.3, 4.4, 4.5, 5.4, 5.13, 5.23, 5.26)**
	18. Recognise the importance of appropriate self-care in social work practice **(SOP 1.21)**
	19. Represent, theorise and critically reflect on practice-based learning in the Practice Project **(SOP 1.18, 3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2. 5.3, 5,4, 5.8, 5.9, 5.26, 5.27)**
Module content	• Reviewing IFSW Definition of Social Work and CORU SWRB Domains of Proficiency as the underpinning frameworks for learning and assessment on placement. Reviewing the Learning Agreement with an emphasis on cumulative learning across placements. • Consolidation of prior practice learning and specification of learning needs for the allocated SS placement. • Review of Placement Documents (Learning Agreement, Student Placement Log, Direct Observation Report, Student Practice Project, Practice Teacher Report) • Reflexivity in Social Work. • Consolidating engagement in Supervision in professional social work contexts. • Reconnecting with Practice. • Practitioner led session: Self Care in Social Work • Practitioner led session: Working with Children and Families • Practitioner led session: Using the Signs of Safety Framework • Practice Teacher Panel: Presentations and Q&A • Social policy in practice. • CORU SWRB Domains of Proficiency Student Self Assessment • Approaching your Practice Project • Sector based learning: Student presentations • From placement to practice-building on key learning: Student presentations
Standards of proficiency taught	1.2, 1.3, 1.5, 1.9, 1.18, 1.20, 1,21, 2.3, 2.4, 2.9, 2.12, 2.14, 2.15, 3.1, 3.2, 3.4, 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, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.23, 5.26
Standards of proficiency assessed	1.2, 1.3, 1.5, 1.9, 1.18, 1.20, 1,21, 2.3, 2.4, 2.9, 2.12, 2.14, 2.15, 3.1, 3.2, 3.4, 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, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.23, 5.26
Teaching and learning format	In person lectures, practitioner, service user and service manager presentations, group work, reflective exercises and class presentations.

Assessment	This module is assessed through the SS Placement and Practice Project Students must meet placement related attendance requirements and pass both the SS Placement and Practice Project to pass their SS year.
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 Houston, S and Marshall, G (2020) "Developing Anti-Oppressive Practice with the Person-in-Society: Reflexivity and Social Work," Irish Journal of Applied Social Studies: Vol. 20: Issue. 1, Article 2. Trevithick, P. (2008). Revisiting the Knowledge Base of Social Work: A Framework for Practice. The British Journal of Social Work, 38(6), 1212–1237. http://www.jstor.org/stable/23724056 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	- British Journal of Social Work - Journal of Practice Teaching & Learning - Social Work Education

Module Leads

Junior Sophister

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

Senior Sophister

Module	Course	Module Lead
SSU44042	Perspectives in Social Work (Contemporary Discourses in Social Work Practice)	Dr Joe Whelan jwhelan9@tcd.ie
SSU44132	The Professional in Context	Dr Louise Caffrey louise.caffrey@tcd.ie
SSU44062	Social Work and Childcare	Dr Simone McCaughren smccaugh@tcd.ie
SSU44072	Social Work and Equality Issues	Dr Michael Feely mfeely@tcd.ie
SSU44082	Social Work and Mental Health	Elaine Donnelly donnele6@tcd.ie
SSU44092	Groupwork	Dr Simone McCaughren smccaugh@tcd.ie
SSU44200	Social Work Practice (Capstone)	Dr Leigh Ann Sweeney sweenele@tcd.ie
SSU44111	Senior Sophister Placement	Dr Erna O'Connor and Sinead Whiting connorer@tcd.ie and sinead.whiting@tcd.ie

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.