



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

**Bachelor in Social Studies**

**Year 4 Senior Sophister**

**Course Handbook 2022-2023**

**V1.0**



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**Alternative formats of this handbook can be made available on request to [pascoem@tcd.ie](mailto:pascoem@tcd.ie)**

## Welcome and Introduction

Welcome to the final year of your Bachelor in Social Studies (Hons) degree which is placed at level 8 on the National Framework of qualifications (NFQ). As you know, the recent public health crisis necessitated some changes in the format of placements and teaching but this year it is our hope that our approach to teaching and learning can fully return to pre-pandemic norms. We hope you will find this a very enjoyable and rewarding year and that it will equip you to feel ready and confident to begin your social work career.

Final year is distinctive in several ways. It is divided into two semesters, with almost all the first semester spent on placement, and most of the second semester devoted to teaching. All your courses this year are focused on social work theory, practice and policy and will be closely related to your practice experience. You will be encouraged to draw on academic and practice learning from all four years, but your current placement will be linked to most of your course-work projects.

The year is tightly structured, and because this is a professional course, we expect you to keep to deadlines, to attend all classes (online and in person) and to explain all necessary absences. Core themes will run across courses, but substantive issues may be addressed only once - hence the importance of attendance. We also hope you will participate actively and share your ideas in class, as, by final year, your combined experience is considerable and forms the testing ground for much of the teaching.

This Handbook<sup>[1]</sup> aims to provide the basic information you need to find your way about the Senior Sophister programme:

- Course content
- Written requirements
- Placement guidelines.

Further information will be available on Blackboard and in handouts, notices and emails throughout the year. Visit the School Web Page at <https://www.tcd.ie/swsp/> for information about the School and for Internet links to sites of interest. Also be sure to check your college TCD email account very regularly for information about timetable changes, assignments, meetings, jobs, post-graduate courses, scholarships, conferences and so on. Your feedback on any aspect of the course is, as always, very welcome.

Wishing you a rewarding and enjoyable year.

Dr Simone McCaughren , BSS Course Director and Head of Senior Sophister BSS

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<sup>[1]</sup> This Handbook aims to be as accurate as possible, but College Regulations always have primacy over the information contained here

## General Information

### Emergency Procedure

In the event of an emergency, dial Security Services on extension 1999.

Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency)

### Data Protection for Student Data

Trinity College Dublin uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and we have prepared a guidance note to ensure you understand how we obtain, use and disclose student data in the course of performing University functions and services. The guidance note is available to view via [https://www.tcd.ie/info\\_compliance/data-protection/student-data/](https://www.tcd.ie/info_compliance/data-protection/student-data/) and is intended to supplement the University's Data Protection Policy.

### Student Feedback and Evaluation

The feedback students provide about BSS course content and teaching methods are valuable in helping to continuously improve both the course and student experience. The School will request student feedback via in-class feedback forms and online surveys. We would strongly encourage students to participate in the evaluation surveys.

### College Maps

The College Maps website is a great resource for finding your way around the Trinity campus. The website also includes information about gate access times, lecture theatres and computer rooms **Web:** <https://www.tcd.ie/Maps/>

## **Student Supports**

### **Supports within School of Social Work and Social Policy**

If a student has an issue they should, in the first instance, bring this to the attention of their Year Head. The Year Head will then attempt to resolve the issue or if deemed necessary will bring this to the attention of the BSS course committee and all actions will be reviewed by Course Director(s).

There are many sources of support and advice available to BSS students. Course-related matters can be discussed, as appropriate, with the BSS Year Head, BSS Course Director, BSS Course Coordinator, individual Lecturers, Practice Education Coordinators, Director of Undergraduate Teaching and Learning or Head of School, all of whom will arrange to meet with students. Another key support is your College Tutor.

### **College Tutor**

All registered undergraduate students are allocated a College Tutor when starting in College. Your Tutor is a member of the academic staff who is appointed to look after the general welfare and developments of all students in his/her care. Your College Tutor can advise you on course choices, study skills, examinations, fees, represent you in academic appeals, in applications for 'time off books', readmission, course transfer applications, and any other matter which may require an official response from College. Your College Tutor can also advise you if personal matters impinge on your academic work, and tell you about relevant services and facilities in college. It is helpful to keep your College Tutor informed of any circumstances that may require his / her help at a later stage, especially in relation to examinations. Details of your tutor can be found on your TCD Portal.

### **Social Work Tutor**

In the Sophister years each BSS student is assigned an individual Social Work Tutor, who is the person primarily concerned with your professional development as a social work student and practitioner and who will maintain an ongoing, individual tutorial relationship with you throughout your placements. Your Social Work Tutor will work with you to clarify your learning needs, visit and monitor each placement, guide you in relation to your practice projects, review placement reports and can act as a referee for you in job applications.

Your Social Work Tutor will not act as a counsellor but will offer support, advice, and referral to other sources of help, if you so wish.

Your Social Work Tutor has a pivotal support role during placement. For example, if concerns are expressed for/about you by Practice Teachers, the Tutor will explore these



issues with you. If you are concerned about an aspect of placement, or your relationship with the Practice Teacher, your Tutor will support you to address the matter and/or arrange a meeting with your Practice Teacher. The Social Work Tutor is the key person to consult, promptly, if you have any concerns about your placement or your performance in social work courses. There are also other sources of advice available. Course related matters can be discussed, as appropriate, with the BSS Course Directors, individual lecturers, and the Practice Education Team, all of whom will readily arrange to meet with you. Another key support is your College Tutor.

### **Practice Education Team**

The Practice Education Team co-ordinates the provision and development of practice-based education for social work students. They manage the selection, training and support of practice teachers for both the Bachelor in Social Studies (BSS) and MSW/P.Dip.SW programmes. They deliver practice teacher initial training and CPD courses; they also offer guidance to tutors and develop initiatives to promote practice teaching at agency and team levels. Using a reflective learning approach they prepare students for placements and help them develop their learning objectives through scheduled class seminars prior to placement.

### **Trinity College Dublin Students Union (TCDSU)**

The Students' Union is run for students by students. The Students' Union website is a vital resource for Trinity students, it has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare.

**Web:** <https://www.tcdsu.org/>

### **Student Counselling Services**

The SCS offer free, confidential and non-judgmental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns.

**Phone:** (01) 8961407

**Email:** [student-counselling@tcd.ie](mailto:student-counselling@tcd.ie)

**Web:** [https://www.tcd.ie/Student\\_Counselling/](https://www.tcd.ie/Student_Counselling/)

## Support Provision for Students with Disabilities

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are implemented in Trinity. Any student seeking reasonable accommodations whilst studying in Trinity must apply for reasonable accommodations with the Disability Service via their student portal [my.tcd.ie](http://my.tcd.ie). Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer will prepare an Individual [Learning Educational Needs Summary \(LENS\)](#) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS will be communicated to the relevant School via the student record in SITS.

### Examination accommodation and deadlines

Students should make requests as early as possible in the academic year.

### Student responsibilities for departmental assessments/course tests

- Students are required to initiate contact with the School/Department and request reasonable accommodations as **per their LENS report, or email received following their needs assessment** for particular assessments for School/ Department administered assessment. Students are advised to make contact **at least two weeks prior** to the assessment date to enable adjustments to be implemented.

### Professional Learning Education Needs Summary - PLENS

Students with disabilities on the BSS programme, who are registered with the Disability Service and are in receipt of reasonable accommodations in College, should discuss implications for placement based learning with their Disability Officer. If required they will be issued with a

Professional Learning Education Needs Summary – PLENS with recommended reasonable accommodations for placement. This should be discussed with the Practice Education team as part of the placement planning process.

Further information on placement supports offered by Trinity College Disability Service is available [here](#)

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity [Reasonable Accommodation Policy](#).

## **Student Learning Development**

In addition to the guidance offered to students in lectures and tutorials, the college also provides additional student supports to any student who is in need of assistance with their written work, examinations and other course assessments. The webpages of SLD (Student Learning Development) list a variety of workshops and events on a range of academic skills to help you achieve your academic potential. Web: <http://student-learning.tcd.ie/>

## **Library Facilities**

Advice on how to find, borrow, reserve books, access periodicals and search computerised catalogues is provided by library staff. If your efforts to locate reading material fail, consult the Social Work Librarian Siobhán Dunne

Office Location: Ground Floor, Berkeley Library

Telephone: +353 1 8961807

Email: [dunnes22@tcd.ie](mailto:dunnes22@tcd.ie)

## **Financial Assistance**

All undergraduate students can apply for financial assistance once they are a registered student. The only exception is a student who enters through HEAR/TAP, as they will receive financial assistance from the Trinity Access Programme. There are a number of different financial assistance schemes which you may qualify for. Further information on these is available via

<https://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/>

## **Carol McIlwaine Fund**

This fund was established in 1979 in memory of Carol Elizabeth McIlwaine who read Social Studies in Trinity College from 1968-71. The income is available to assist financially needy BSS students in their Sophister years. Details of how to apply will be circulated to students during Semester 1.

## General Programme Information

### Staff Members in the School of Social Work and Social Policy

The Staff of the School of Social Work and Social Policy are available to meet with students face to face, online via MS Teams, by phone or by email. To view a complete list of staff members in the School of Social Work and Social Policy please go to:

<https://www.tcd.ie/swsp/people/>

### Course Directors

Title	Name	Email
Co Directors of Bachelor in Social Studies	Dr. Susan Flynn,	<a href="mailto:Sflyn7@tcd.ie">Sflyn7@tcd.ie</a> Tel (01) 8963241
	Dr. Simone McCaughren	<a href="mailto:Smccaugh@tcd.ie">Smccaugh@tcd.ie</a> Tel (01) 8962627

### Course Year Heads

Title	Name	Email
Head of Junior Freshman	Dr. Joe Whelan	<a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a> Tel (01) 8962065
Head of Senior Freshman	Dr. Ruth Elliffe	
Head of Junior Sophister	Dr. Michael Feely	<a href="mailto:mfeely@tcd.ie">mfeely@tcd.ie</a> Tel (01) 8964101
Head of Senior Sophister	Dr Simone McCaughren	<a href="mailto:Smccaugh@tcd.ie">Smccaugh@tcd.ie</a> Tel (01) 8962627

### Professional Staff

Title	Name	Email
Executive Officer BSS Years 1 & 2 i.e. Junior and Senior Freshman	Amanda Antunes	<a href="mailto:antunesa@tcd.ie">antunesa@tcd.ie</a>
Senior Executive Officer BSS Years 3 & 4 i.e. Junior and Senior Sophister	Mairead Pascoe	<a href="mailto:pascoem@tcd.ie">pascoem@tcd.ie</a>

## Head of School

Title	Name	Email
Head of School of Social Work and Social Policy	Dr. Stephanie Holt	<a href="mailto:sholt@tcd.ie">sholt@tcd.ie</a> Tel (01) 8963908

## Director of Undergraduate and Learning (Undergraduate)

Title	Name	Email
Director of Teaching and Learning (Undergraduate)	Dr. Julie Byrne	<a href="mailto:Byrnej18@tcd.ie">Byrnej18@tcd.ie</a> Tel (01) 8964648

## School Practice Education Team

Title	Name	Email
Practice Learning Development and Placement Co-ordinators	Dr. Erna O'Connor	<a href="mailto:Erna.OConnor@tcd.ie">Erna.OConnor@tcd.ie</a>
	Ms Sinead Whiting	<a href="mailto:Sinead.Whiting@tcd.ie">Sinead.Whiting@tcd.ie</a>
Executive Officer Practice Education	Ms Jen Kelly	<a href="mailto:swpractice.ed@tcd.ie">swpractice.ed@tcd.ie</a>

## School Office Location and Opening Hours

Address: School of Social Work & Social Policy Room 3063, Arts Building, Trinity College Dublin. Dublin 2	Opening Hours: Monday – Friday 9am – 4pm Closed 1pm – 2pm
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## Course Committee

The BSS Programme is overseen by a course committee composed as follows:

- BSS Co Course Directors Dr Susan Flynn and Dr Simone McCaughren (Chairpersons)
- Head of School, Dr Stephanie Holt,
- Director of Teaching & Learning (Undergraduate), Dr Julie Byrne
- Head of Junior Freshman, Dr Joe Whelan
- Head of Senior Freshman, Dr. Ruth Elliffe
- Head of Junior Sophister, Dr Michael Feely
- Head of Senior Sophister, Dr Simone McCaughren
- Assistant Professor in Social Work & Practice Education Coordinator, Dr Erna O Connor
- Assistant Professor in Social Work & Practice Education Coordinator, Ms. Sinead Whiting
- Social Work lecturing staff
- Social Policy lecturing representative
- Social Work tutor representative
- External lecturer representative
- Student representatives (BSS Years 1-4 )

## Staff – Student Liaison

In addition to student representation on course committees, there will be regular staff-student liaison through our open-door policy for all students, the class representative system and additional scheduled meetings as required to discuss matters of mutual interest or concern.

## BSS Student Representatives

Position	Name
BSS Junior Freshman (Year 1)	TBC
BSS Senior Freshman (Year 2)	TBC
BSS Junior Sophister (Year 3)	TBC
BSS Senior Sophister (Year 4)	TBC
Undergraduate School Convenor	TBC

## Bachelor in Social Studies Practice Panel

A Practice Panel exists, consisting of experienced practitioners with a commitment to, and interest in, practice teaching. The panel members review learning agreements, practice teacher reports and projects submitted by students with a view to providing advice to the course team both on the maintenance of standards in relation to placement performance with reference to the CORU Domains of Proficiency and on the quality of practice teaching and practice teachers' reports. Their annual report is made available to the External Examiner.

The Practice Panel 2022/23 members are:

- Lavina Temple,
- Karen Burke, Principal Social Worker, TUSLA Child and Family Agency
- Saragh McGarrigle,
- TBC

## External Examiner

Professor Michelle Lefevre, Department of Social Work & Social Care, University of Sussex. Bio available <https://profiles.sussex.ac.uk/p28733-michelle-lefevre>

## **Overview of the Bachelor in Social Studies Degree (BSS)**

### **Regulatory Body - Health and Social Care Professionals Council/ Social Workers Registration Board (CORU)**

In accordance with Irish statutory regulations this Bachelor in Social Studies Programme is reviewed and approved by the national regulatory body for health and social care professionals (CORU). The academic and practice curricula are designed and delivered in accordance with the CORU Criteria and Standards of Proficiency for Social Work Education and Training Programmes as specified in relation to the following standards of proficiency:

- 1: Professional Autonomy and Accountability
- 2: Communication, Collaborative Practice and Teamworking
- 3: Safety and Quality
- 4: Professional development
- 5: Professional Knowledge and Skills

([www.coru.ie](http://www.coru.ie))

### **Aims and Objectives**

The BSS programme aims to provide students with the necessary knowledge, skills and value base to enter social work as competent beginning practitioners, to work professionally and accountably with service users and colleagues in diverse settings, and to use the guidance and support of senior colleagues effectively.

BSS graduates are not finished social workers but rather - in the language of Trinity's conferring ceremony - at the commencement of their professional careers. New graduates begin a process of continuing education, and their professional development will depend on commitment to continuing practice, training, up-to-date reading, post-qualifying study and research.

Prior to completing the degree at the end of the SS Year, we aim to facilitate an integration of learning on the programme from the diverse, yet interconnected, strands that have contributed to the curriculum over the four years of study. Building on this important process, we will facilitate a reflection on 'endings, transitions and the management of change' as students prepare to leave the programme, say goodbye to staff and each other and prepare for their professional careers.



## **Knowledge Base**

Social workers need a knowledge base from which to formulate, practise and critically review a variety of social interventions into the lives of service users. Students need to understand multiple factors which may impact on service users, influencing their health, circumstances, behaviour, perceptions and resilience. Such understanding derives from social work and the social sciences.

In social work theory courses, skills workshops, placement experience and tutorials, students enhance their self-knowledge, gain understanding of the principles, theories and methods of social work intervention, and develop their practice competence.

In psychology, sociology and applied social work courses, students become familiar with theories of human growth and development, behaviour, cognition, responses to stress and to social support, social interaction and group processes.

Social policy, sociology, law, economics and politics courses provide frameworks for understanding social-structural forces acting on individuals, families, communities and welfare organisations and a grasp of their local and global impact and context. Students are also introduced to social research and supported to apply small-scale research methods in project work.

Social work practice requires this wide range of knowledge to be grounded in research evidence, well theorised and integrated, applied critically and sensitively, and to be informed by professional ethics and values.

## **Value Base**

Social work practice is inextricably bound up with ethical questions. Each intervention introduces a variety of possible tensions between personal and professional values, service users' values and the implicit and explicit agenda of the agency. Working ethically with such tensions requires the worker to demonstrate sensitivity, clarity, ability to question received wisdom, commitment to social justice and commitment to practise in an inclusive, anti-discriminatory and respectful manner. Students will have ongoing opportunities to address ethical questions in college and on placements.

## **Skills Base**

Professional training builds on students' communication, social and analytical skills to develop a firm base in counselling, groupwork and community work skills. These skills are developed through exercises, role-play, seminars and workshops in college, and through supervised practice on placement.

## **Challenges**

Social work practice challenges practitioners in many ways.

The knowledge, values and skills used in social work practice are not unique to social workers. Other practitioners subscribe to and use many of them. It is the combination of these elements - the ethical base, the social context, and the empowerment purposes for which they are used - which characterise the field of social work. The BSS programme aims to offer students a critical understanding of the scope of social work, a positive social work identity, and opportunities to practise creatively in a climate of social and professional change.

Social workers frequently work in multi-disciplinary agencies and must meet the challenge of maintaining their professional identity whilst actively helping to develop shared understandings and common purpose with colleagues from other disciplines.

Social workers face other challenges too, if they are to develop the highest standards of practice. These include the need to innovate and avoid stock responses to situations, to challenge institutionalised and internalised discrimination and inequality, to be reflective, open and explicit about their practice, to maintain professional integrity and confidence in the face of conflict and controversy, and to strive to work in genuine partnership with service users.

## **Programme Learning Outcomes**

In the context of the aims and objectives as well as the challenges outlined above, the BSS programme is designed around a set of Learning Outcomes which are key learning objectives that the BSS programme aims to offer students who undertake this degree.

On successful completion of all four years of this programme, students will have acquired and demonstrated the necessary knowledge, skills and ethical base for professional social work, and will have satisfied the requirements for an honours bachelor's degree in Social Studies placed at level 8 on the NFQ and for professional social work qualification in Ireland.

Specifically, graduates will be able to:

1. apply social science theories and social research evidence to the critical investigation, analysis and evaluation of contemporary social issues and social policies.
2. integrate social science and social work perspectives in the analysis of social work topics, debates and practice examples, and in the identification of best practice in these areas.
3. adopt a comparative, research-informed approach to academic project work.

4. practice at newly qualified level within all contemporary fields of social work practice, and work effectively as individual practitioners, as team members, and within multi-disciplinary settings.
5. employ effective interpersonal skills and communication skills in both academic and practice contexts.
6. demonstrate competence in social work assessment, counselling, groupwork, community work, advocacy, case management, practice evaluation, and other core social work skills and tasks.
7. use professional and peer supervision constructively and engage in critical reflection on their social work practice.
8. maintain personal accountability and professional behaviour in academic and practice contexts.
9. uphold high ethical standards in their social work practice, with reference to Irish and international codes of social work ethics.
10. engage in social work practice that promotes inclusivity, equality and social justice, and challenge practice that does not.
11. engage in continuing professional development including further study.

### **Timetable**

Your Semester 2 timetable will be published on your my.tcd.ie portal and on the School website at: <https://www.tcd.ie/swsp/timetables/>

The week numbers on the School timetable refer to academic calendar weeks which are shown on the copy of the Academic Year Structure within this handbook.

There may be occasions where lecturers will need to cancel or rearrange their lectures, students will be given as much notice as possible and will be notified via an email alert to their TCD email.

### **Bachelor in Social Studies Course Regulations and Conventions**

The BSS Examination Regulations and Conventions Booklet 2022 - 2023 contains information about the regulations governing examinations, as well as the conventions determining the award of grades in examinations, in the Bachelor in Social Studies degree programme.

This Booklet is available to download from the School of Social Work and Social Policy Website via : - **to follow soon**

## School of Social Work and Social Policy Marking Scale

### First class honors

I

70-100

First class honors in the School of Social Work & Social Policy is divided into grade bands which represent excellent, outstanding and extraordinary performances.

*A first class answer demonstrates a comprehensive and accurate answer to the question, which exhibits detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.*

70-76

**EXCELLENT**

First class answers (excellent) demonstrate a number of the following criteria:

- comprehensiveness and accuracy;
- clarity of argument and quality of expression;
- excellent structure and organization;
- integration of a range of relevant materials;
- evidence of wide reading;
- critical evaluation;
- lacks errors of any significant kind;
- shows some original connections of concepts and theories;
- contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding performance in terms of independence and originality.

77-84

**OUTSTANDING**

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality and creativity.

This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

----- o -----

**Second Class, First Division**

**II.1**

**60-69**

*An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors of omissions. Not necessarily excellent in any area.*

Upper second class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:

- accurate and well-informed;
- comprehensive;
- well-organised and structured;
- evidence of reading;
- a sound grasp of basic principles;
- understanding of the relevant details;
- succinct and cogent presentation; and
- evaluation of material although these evaluations may be derivative.

One essential aspect of an upper second class answer is that it must have completely dealt with the question asked by the examiner. In questions:

- i) all the major issues and most of the minor issues must have been identified;
- ii) the application of basic principles must be accurate and comprehensive; and
- iii) there should be a conclusion that weighs up the pros and cons of the arguments.

----- o -----

*A substantially correct answer which shows an understanding of the basic principles.*

Lower second class answers display an acceptable level of competence, as indicated by the following

qualities:

- generally accurate;
- an adequate answer to the question based largely on textbooks and lecture notes;
- clearly presentation; and
- no real development of arguments.

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### **Third Class Honors III 40-49**

*A basic understanding of the main issues if not necessarily coherently or correctly presented.*

Third class answers demonstrate some knowledge of understanding of the general area but a third

class answer tends to be weak in the following ways:

- descriptive only;
- does not answer the question directly;
- misses key points of information and interpretation
- contains serious inaccuracies;
- sparse coverage of material; and
- assertions not supported by argument or evidence.

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### **Fail - 1st Division F1 30-39**

*Answers in the range usually contain some appropriate material (poorly organised) and some evidencethat the student has attended lectures and done a bare minimum of reading.*

*The characteristics of a failgrade include:*

- misunderstanding of basic material;
- failure to answer the question set;
- totally inadequate information; and
- incoherent presentation.

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### **Fail – 2nd Division F2 0-29**

Answers in this range contain virtually no appropriate material and an inadequate understanding of basic concepts.

## Course Expectations

The Programme is a professional training course. Part of that training entails adopting standards of behaviour and practice that denote sound professional practice. *Reliability, punctuality, participation, peer support and respect for colleagues* are not only expectations of employers and colleagues in work settings but are also our expectations of students on this programme. Time management and organisational skills are also important survival skills in the field of social work that students are expected to develop and demonstrate on the course.

The following are therefore course requirements:

### Attendance

The School of Social Work and Social Policy are bound to comply with the following College Regulation:

For professional reasons lecture and tutorial attendance in all years is compulsory for the B.S.S in the School of Social Work and Social Policy' (Calendar 2022-23, P.32).

The School is also bound to comply with CORU the Regulating Health & Social Care Professionals Council requirements and guidelines which state 'the process of monitoring student attendance is declared, together with the implications of non-attendance'. The expectation in the first instance therefore is that students will attend **all** lectures and tutorials whether in person or online. If this is not achieved, there are processes in place to monitor and respond to attendance where non-attendance approaches problematic levels. Please ensure to read the The BSS Attendance Policy which can be found at Appendix 5 of this handbook.

### Punctuality

Students are expected to attend lectures, tutorials and placement days on time. While on placement, students should also be on time for appointments with clients and colleagues.

### Reliability

Students will be required to make class presentations or prepare material for specific classes and should ensure that they fulfill these commitments. Similarly on placement, commitments should be honoured.

### Participation

It is well established in educational research that members of a group learn a great deal from their peers. Participation in group discussions, sharing experiences, being proactive and taking responsibility for your own learning will enhance both your own and your class-group's learning.

## Peer Support and Respect

Along with academic staff, every student shares the responsibility to help create a supportive and respectful learning environment. This involves accepting that there will be different learning needs in every group, allowing peers to contribute and treating colleagues and lecturers with respect.

## Deadlines for Assignments

Students must observe all published deadline dates, which are final and have the status of examination dates. It is not acceptable to submit course work beyond the deadline without the permission of the examiner and course work submitted beyond the final deadline may be penalised at the rate of 5% marks per week or part thereof, past the submission date. The examiner in consultation with Year Head / Course Directors will make the final decision on such sanctions. All assignments for modules with a prefix of SS must be submitted to Blackboard as per instructions under the 'submission of Coursework' section below.

## Submission of Coursework

Students must complete and submit all assessment components for each module by the deadline set by the lecturer. Completion includes the submission of continuous assessment and attendance at examinations and other tests.

No hard copies will be accepted by the School Office. All submissions made to blackboard must be in PDF format in order to retain the original format submitted by the student. Students are responsible for ensuring their coursework is submitted on time and that the correct version is submitted.

Where a maximum and minimum word count is provided students may receive a 5% penalty on the overall assignment mark if their word count is not within this range.

Students who are experiencing difficulties that are affecting their ability to complete their assessment components should contact their College Tutor in advance of a deadline to discuss the nature of the difficulties and the possible options available in Trinity. Depending on the specific details of a case, options can range from a request for a short extension from a module coordinator to a formal request for a deferral made to the Senior Lecturer.

Where the difficulties are serious, a student may need to make a Student Case, through their College Tutor, to the Senior Lecturer. During teaching terms, requests for permission to defer to the reassessment period should be made through the Student Cases process. The unexplained absence of an assessment for a module will result in exclusion from the course.



## Student's expectations of staff

Likewise, the staff of the School have a role to play in maintaining a rewarding and ethical learning and working environment.

Should include the following:

- Providing an enriching learning environment which is stimulating, challenging and involves students as active participants in teaching and learning.
- Linking theory / research to real world /practice situations.
- Supporting practice-academic links.
- Providing timely, fair and constructive responses to students' work.
- Rewarding effort and encouraging students to achieve their potential.
- Being accessible to students and responsive to their concerns and feedback.
- Combining support for students in difficulty with fairness to other students.
- Transparency about rules and procedures.
- Returning individual feedback on assessed coursework no later than twenty working days after the assessment submission deadline or agreed extension. In cases where this is not logistically possible, or academically appropriate, the lecturer will inform the class in advance, and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay. This does not apply to the SSU44111 and SSU44200 Senior Sophister Placement practice project submission.

## Online Student Code of Conduct

As a student on a professional course in Trinity College, you are expected to behave appropriately when communicating and interacting with colleagues and staff. This expectation applies to all students, including those completing their courses via a blended model. That is, through online and face to face methods. As social workers, and social workers in training, online is just one more social context where we are all trying to learn to be social in respectful and sensitive ways. While the standards set out below will not be onerous for most students, those who exhibit inappropriate behaviours when interacting with colleagues and staff are liable to face disciplinary measures. For information about the College's Dignity and Respect Policy please see <https://www.tcd.ie/hr/assets/pdf/dignity-and-respect.pdf>.

Two key elements to keep in mind when studying online are netiquette and privacy.

### Netiquette

Netiquette is a term coined to describe the commonly accepted norms and behaviours used when communicating in online environments.

At one level, the same rules of regular communication apply when communicating online. By adopting the same respectful manner that you would expect in all communications, you are unlikely to encounter many issues.

That said, it should be recognised that the online environment lacks the face-to-face element of regular discussions and interactions, where people can rely on body language and tone of voice to capture the full meaning. In the online environment, without these visual cues, miscommunications and misunderstandings can occur and some extra care when interacting can be warranted. Netiquette has slowly developed into an informal standard that helps transmit tone and emphasis when online and helps to address many of these communication issues.

Keeping the few simple rules of netiquette in mind will help ensure that what you say will be better understood by those listening and reading.

1. Typing in 'all caps' (all upper case letters) denotes anger when communicating online. A message delivered in all caps is likely to be read as if sent in an aggressive tone. When possible, refrain from using all caps, even when emphasising certain words in sentences (italics may be used as an alternative for emphasis).
2. Emoticons, also known as emojis, are commonly used in online communication to transmit the tone in which the message was sent. Emoticons/emojis can take the form of a series of characters or be little images of faces which aid in the transmission of the sender's facial expression when communicating. For example:
  - 'I got a great result in my first assignment. Yay! 😊'
  - 'I am unable to attend this evening due to work commitments, sorry. :('

These can be more useful than it first seems to ensure messages are received in the spirit in which they were sent.

3. Be careful when using irony and sarcasm online. This can be easily misinterpreted by those receiving your message.
4. Conduct debates and discussions in a respectful manner. Do not attempt to provoke personal debates and remember that it's better to reply when calm should you ever feel provoked. If you feel angry it is often best to take a moment to think about what you are posting online. Keep all messages on the topic and aim never to get personal. Healthy disagreement can be very informative and lead to key learning but be constructive in any criticism you give and always aim to be respectful.

### **Other tips for effective online communication**

Some tips for engaging with other students online to have a healthy and engaging online classroom experience include:

- Turn on your microphone and camera during online sessions – this helps students to connect, helps the lecturer to get feedback and shape the session accordingly, and will enrich your learning experience.

- Participate! Interact with other students and don't just 'lurk' in the background. This helps create a community of learners and allows you to better get to know your class. This will be very useful in terms of support as you progress through your course.
- Thank other students for their comments. Be mindful of the time and effort that has gone into posting comments.
- Acknowledge other students before disagreeing with them.
- Help other students. Some students may not have as much experience in communicating online.
- Comment using your own perspective (i.e. It is my opinion) rather than being dogmatic ('it is a fact that').
- Quote other messages when replying to them. This helps other students follow the thread of conversation.
- Stay on topic. Don't post irrelevant links, comments or pictures.
- Read all the comments in the discussion before replying. This helps avoid the same questions or comments being repeated.
- Write full sentences with correct spelling and grammar when communicating with other students and lecturers.
- Remember that online comments will shape how other students and lecturers will perceive you. Think about what you are going to post before submitting.

### **Privacy considerations**

Considerations of privacy are critical when completing your course online. Remember the permanence of online communications. It is for that reason and your own protection that we employ a strict line on privacy and anonymity. It is best practice to anonymise all those who you mention in any tasks or assignments that you complete. Please do not mention any real company names or disclose the names of any real individuals in your course. Be mindful that you do not know the personal histories of all your classmates, and all your academics who may be in view of your communications.

Note that information presented or shared throughout the course, from the academics and fellow students, should not be used for any purpose other than the course itself. Do

not present others' opinions as your own and also make sure not to present content shared on the course for any other purpose outside of the course. Those deemed to have transgressed these privacy measures are liable to be disciplined by the School.

## BSS Senior Sophister Academic Year Structure 2022/23

Cal. Wk.	Dates 2022/23	2022/23 Academic Year Calendar	Term / Semester
	(Week Beginning)		
1	29-Aug-22	JS & SS Pre Placement Teaching Week	←Michaelmas Term begins / Semester 1 begins
2	05-Sep-22	BSS JS & SS Professional Placement	
3	12-Sep-22		
4	19-Sep-22		
5	26-Sep-22		
6	03-Oct-22		
7	10-Oct-22		
8	17-Oct-22		
9	24-Oct-22		
10	31-Oct-22		
11	07-Nov-22		
12	14-Nov-22		
13	21-Nov-22		
14	28-Nov-22		
15	05-Dec-22		
16	12-Dec-22	Submission of JS / SS Practice Project (Wednesday 14 <sup>th</sup> December)	←Michaelmas Term ends Sunday 18 December 2022/ Semester 1 ends
17	19-Dec-22	Christmas Period - College Closed 23 Dec 2022 to 2 Jan 2023 inclusive	
18	26-Dec-22		
19	02-Jan-23		
20	09-Jan-23	Study Period	
21	16-Jan-23		←Hilary term begins / Semester 2 begins
22	23-Jan-23	Teaching and Learning	←Hilary / Semester 2 teaching term begins
23	30-Jan-23	Teaching and Learning	
24	06-Feb-23	Teaching and Learning	
25	13-Feb-23	Teaching and Learning	
26	20-Feb-23	Teaching and Learning	
27	27-Feb-23	Teaching and Learning	
28	06-Mar-23	Study Week	
29	13-Mar-22	Teaching and Learning	(Friday, Public Holiday)
30	20-Mar-23	Teaching and Learning	
31	27-Mar-23	Teaching and Learning	
32	03-Apr-23	Teaching and Learning	(Friday, Good Friday)
33	10-Apr-23	Teaching and Learning	
34	17-Apr-23	Revision	←Hilary term ends Sunday 23 April
35	24-Apr-23	Revision	Trinity Week

36	01-May-23	Examination Week	(Monday, Public Holiday)
37	08-May-23	Marking / Results	
38	15-May-23	Marking / Results	
39	22-May-23	Marking / Results	
40	29-May-23	Summer Period^	
41	05-Jun-23		
42	12-Jun-23		
43	19-Jun-23		
44	26-Jun-23		
45	03-Jul-23		
46	10-Jul-23		
47	17-Jul-23		
48	24-Jul-23		
49	31-Jul-23		
50	07-Aug-23		
51	14-Aug-23		
52	21-Aug-23		
*Note: additional/contingency days may be required outside of the formal assessment / reassessment weeks.			
^Reassessment may be scheduled within the Summer Period			

## BSS Senior Sophister Course Structure 2022/23

BSS senior Sophister students must take the following modules totaling 75 ects

<b>Module</b>	<b>Course</b>	<b>ECTS</b>
SSU44042	Perspectives in Social Work (Contemporary Discourses in Social Work Practice)	5
SSU44052	Social Work and Social Systems A. Social Work Management and Organisations B. Professionalism and Practice Issues in Social Work C. Self in Social Work and Organisations-A Psycho-Dynamic Perspective	5
SSU44062	Social Work and Childcare a) Direct Work with Children b) Children in Care c) Children, Families and Social Support d) The Adoption Triangle	10
SSU44072	Social Work and Equality Issues	5
SSU44082	Social Work and Mental Health a) Mental Health b) Addictions c) Child and Adolescent Mental Health	5
SSU44092	Groupwork	5
SSU44200	Social Work Practice (Capstone) a) Skills Workshops b) Integrating Seminars c) Social Work Practice in an Inter-disciplinary context d) Practice Project	20
SSU44111	Senior Sophister Placement	20
<b>Total ECTS =</b>		<b>75</b>



## **European Credit Transfer System (ECTS)**

The BSS programme is based upon a system of credits that is aligned with the European Credit Transfer System (ECTS), an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable recognition for periods of study, to facilitate student mobility and credit transfer accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

BSS Students are required to achieve 70 credits in the first year of the programme, 80 credits in the second year, 75 in the third year, and 75 in the fourth year leading to a total of 300 credits. The programme is divided into distinct modules in each year, which each module carrying a credit value.

## **Workload related to ECTS**

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time and assessments.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain components.

## BSS Senior Sophister Course Assessment & Written Assessment Due Dates

<b>Module</b>	<b>Course</b>	<b>Assessment Type</b>
SSU44042	Perspectives in Social Work (Contemporary Discourses in Social Work Practice)	Essay (100% weighting)
SSU44052	Social Work and Social Systems A. Social Work Management and Organisations B. Professionalism and Practice Issues in Social Work C. Self in Social Work and Organisations-A Psycho-Dynamic Perspective	TBC
SSU44062	Social Work and Childcare A. Direct Work with Children B. Children in Care C. Children, Families and Social Support D. The Adoption Triangle	TBC
SSU44072	Social Work and Equality Issues	Essay (100% weighting)
SSU44082	Social Work and Mental Health A. Mental Health B. Addictions C. Child and Adolescent Mental Health	TBC
SSU44092	Groupwork	TBC
SSU44200	Social Work Practice (Capstone) A) Skills Workshops B) Integrating Seminars C) Social Work Practice in an Inter-disciplinary context D) Practice Project	Student Placement Report <b><i>Due date: Noon on Wednesday 14th December 2022.</i></b>
SSU44111	Senior Sophister Placement	Placement Performance & Practice Teacher Report PASS / FAIL

		<b><i>Due date: Noon on Wednesday 14th December 2022.</i></b>
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See individual module outlines for further detail on assessments.

## **Moderation**

All assessed Senior Sophister coursework will be moderated.

Moderation is a process separate from the marking of assessed coursework that ensures that an assessment outcome (eg mark or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and across time. Moderation occurs before the External Examiner reviews the operation of the marking and internal moderation processes. Moderation is required for all of the academic components of formative and summative assessment on year 4 of the degree, irrespective of the level of the work or the credit weighting of the assessments. The exception to moderation is the double marking arrangement of double marking that currently exists and applies to the assessment of SSU44200 student practice projects, where the student's tutor assesses the project first of all, and passes his/her views to an independent marker for consideration. In this case, the latter's view is binding.

### **Method of Moderation**

A minimum sample size of 20% of the total number of assignments will be moderated. The sample will include all fails and examples of work falling into each of the pass bands.

The moderator will review the first marker's marks and comments for the sample, and check that marking for the sample is consistent with the School's marking guidance and criteria including the university's conceptual grade indicators. If the moderator is not satisfied that the recommended mark or comments are fair, his/her view should be discussed with the first marker attempting to reach a consensual view, and then adjust the mark and feedback. If the first marker and moderator cannot reach a consensus on the mark and comments, the matter will be referred to the Course Directors, who will review the disputed assessment and reach a final determination. External examiners will not normally be asked to intervene to resolve individual cases of disagreement between the first marker and the moderator.

## Module Outlines

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

<b>Module Name</b>	<b>SSU44042 Perspectives in Social Work: <i>Contemporary Discourses in Society.</i></b>
<b>Module Lecturer</b>	Dr. Joe Whelan: <a href="mailto:JWHELAN9@tcd.ie">JWHELAN9@tcd.ie</a>
<b>Module aims</b>	<p>In this module, students will be introduced to historical and contemporary sociological and philosophical discourses which can help to frame and think about social welfare and social work. Through a combination of lectures, directed reading and class-based discussion, students will consider the relevance of these ideas and perspectives and their application to social work.</p> <p>The aims of the module are to enable students to:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of the ideas of a range of social scientific thinkers and consider the application of their ideas for social work.</li> <li>2. Examine social work as a product of modernity and explore post-modernist influences.</li> <li>3. Identify and describe contemporary critical perspectives in social work and social welfare, including anti-oppressive practice, and their uses as frames of reference and analysis for social work interventions;</li> <li>4. Develop an understanding of how critical social theory can shape knowledge, skills and values;</li> <li>5. Explore the societal and organizational influences on practice; and</li> <li>6. Understand the historical and current impact of neo-liberalism on social work and service users linking it with power and ideology.</li> <li>7. Consolidate learning from placement.</li> </ol>
<b>Module learning Outcomes</b>	After attending lectures, taking part in discussions and successfully completing the relevant assignment, a student will be able to:

	<ul style="list-style-type: none"> <li>•Describe the historical antecedents of at least two current critical, theoretical perspectives.</li> <li>•Describe the contribution of critical social theories to social welfare and social work practice.</li> <li>•Assess and critically evaluate one critical perspective in relation to both its benefits and disadvantages for practice.</li> <li>•Describe the meaning of critical reflexivity and apply it to their personal and professional development.</li> </ul>
<b>Module Content</b>	<p>Lectures will cover the following themes:</p> <ol style="list-style-type: none"> <li>1.The nature of critical social theory and its importance for social work.</li> <li>2.The historical development of critical social theory under modernity and post-modernity and how it shaped social work.</li> <li>3.The nature and application of critical reflexivity for social work practice.</li> <li>4.The contribution of a range of critical social theorists to social work practice.</li> <li>5.How critical social theory contributes to critical social work.</li> <li>6.The effects of neo-liberalism on service users and social welfare.</li> </ol> <p>The following themes will also be explored:</p> <ol style="list-style-type: none"> <li>a. Discrimination, oppression and inequality;</li> <li>b. Anti-discriminatory and anti-oppressive practice;</li> <li>c. Social class and social work;</li> <li>d. Shame, stigma and social work.</li> </ol>
<b>Teaching and learning format</b>	Teaching will consist of live lectures, in-class discussions and guided readings. 11x2hr lectures, guided readings and in-class exercises to be flagged during or ahead of class. Music, film, poetry and art will used to connect students to the themes being explored.
<b>CORU domains of proficiency addressed</b>	<p>1.3,1.5,1.9</p> <p>2.4,2.12</p> <p>4.1,4.3,4.4,4.5</p> <p>5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.12, 5.15, 5.24</p>
<b>Assessment</b>	Assignment: Essay Word Count: 2,500 words

<b>Re-assessment</b>	Assignment: Essay Word Count: 2,500 words
<b>Indicative bibliography (if available) 4-5 titles max.</b>	The core text for this module is:  Gray, M. & Webb, S. (2013). <i>Social Work Theories and Methods</i> . London: Sage.  This will be provided to students as a PDF. Additional readings will be identified during and after lectures.
<b>Useful web-based content</b>	Relevant Journals will be flagged in-class.

## SSU44052: Social Work and Social Systems: (5 ECTS)

This second semester module examines personal, professional and management related matters relevant to social workers in the context of their work organisations. It considers the organisational structures in which social work is conducted and through which social work services are delivered. Attention is given to how social work is planned, organised, managed and evaluated. From the viewpoint of soon to be qualified social workers, the module considers the professional standards expected of them and how these may be achieved, maintained and monitored. The importance of continued professional development and its connection to statutory registration and regulation is discussed. The realities of working in human service organisations where demands to respond to complex human need can produce stress and have personal impact is explored. Theories to help deepen understanding about personal and organisational responses to stress and ideas to manage it are shared.

The module comprises three complementary sections, focusing on different aspects of the topic:

- A) Social Work Management and Organisations.
- B) Professionalism and Practice Issues-Social Work in Organisations.
- C) Self in Social Work and Organisations- A Psycho-Dynamic perspective.

A module overview, outlining each part and how it fits overall will be provided online. Additionally, a wrap tutorial towards the modules end will allow for any remaining queries about the module and general questions about the assignment to be raised and addressed.

### Assessment

TBC

### Reassessment

TBC

<b>Module Name</b>	<b>SSU44052 Social Work and Management Systems Section A. Social Work and Management Organisations</b>
<b>Module Lecturer(s)</b>	<b>Martin McCormack <a href="mailto:Martin.McCormack@tcd.ie">Martin.McCormack@tcd.ie</a></b>
<b>Module aims</b>	Develop contextual awareness and understanding of how management practices in organisations can impact the practice of a professional social worker. Consider the organisational structures in which social work is conducted and through which social work services are delivered. Attention is given to how social work is planned, organised, managed and evaluated.



<b>Module learning Outcomes</b>	<p>On successful completion of this section of the module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Have developed a critical understanding of quality management in the delivery of social services.</li> <li>2. Have an awareness of the importance of the role of leadership in social work and develop techniques to speed up your transition as a leader.</li> <li>3. Develop an understanding of good governance in social work and have an awareness of how to manage resilience at a strategic level in an organisation.</li> <li>4. Understand general information technology concepts as applied to social work and the elements of a leading a successful digital transformation.</li> <li>4. Gain knowledge of the strategic process used in organisation's to deliver value and growth for the organisation .</li> <li>5. Understand the factors involved in successful strategy implementation and leading organisation change.</li> </ol>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Understanding the organisational environment.</li> <li>• Public sector consumerism and its impact on social service provision.</li> <li>• Quality Management in the delivery of social services.</li> <li>• Relationships, structures and effective communication.</li> <li>• Strategic management, Service Planning and programme development.</li> <li>• Governance and the role of evaluation in organisations.</li> </ul>
<b>Teaching and learning format</b>	<p>In person on campus.</p>
<b>CORU domains of proficiency addressed</b>	<p>1.14 Be aware of current data protection, freedom of information and other legislation relevant to the profession and be able to access new and emerging legislation  2.15 Understand the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust  3. 11 Understand the principles of quality assurance and quality management.</p>
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Berends, L. &amp; Crinall, K. (2014) <i>Management and Practice in Health and Human Service Organisations</i>, Melbourne: Oxford University Press.  Brody, R. &amp; Nair, M. (2014) <i>Effectively Managing and Leading Human Service Organizations</i>, 4<sup>th</sup> edition, Los Angeles: Sage.  Hanford Letchfield, T and Lawler, J (2013) <i>Perspectives on Management and Leadership in Social Work</i>.  Huffington, C., Armstrong, D., Halton, W., Hoyle, L., Pooley, J., (Reprint 2004, 2005, 2007) <i>Working Below the Surface: the Emotional Life of Contemporary Organisations</i>, Chapters 2,5, 6 &amp; 7.</p>

	Langley GL, Moen R, Nolan KM, Nolan TW, Norman CL, Provost LP. <a href="#"><i>The Improvement Guide: A Practical Approach to Enhancing Organizational Performance</i></a> (2nd edition). San Francisco: Jossey-Bass Publishers; 2009.
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• <b>Quality improvement:</b> <a href="http://www.ihl.org/resources/Pages/HowtoImprove/default.aspx">http://www.ihl.org/resources/Pages/HowtoImprove/default.aspx</a> &amp; <a href="http://www.apweb.org">http://www.apweb.org</a></li> <li>• <b>Good governance- managing resilience at a strategic level:</b> <a href="https://www.lenus.ie/handle/10147/579790">https://www.lenus.ie/handle/10147/579790</a></li> <li>• <b>Quality and management :</b> <a href="https://www.eaq.ee/quality2013/sites/www.quality2013.eu/files/webform/full-papers/The%20illusion%20of%20quality%20management%20in%20social%20services.pdf">https://www.eaq.ee/quality2013/sites/www.quality2013.eu/files/webform/full-papers/The%20illusion%20of%20quality%20management%20in%20social%20services.pdf</a></li> <li>• Leadership V management <a href="https://hbr.org/2004/01/managers-and-leaders-are-they-different">https://hbr.org/2004/01/managers-and-leaders-are-they-different</a></li> </ul>
<b>Relevant Journals</b>	Harvard business review IASW journal

<b>Module Name</b>	<b>SSU44052: Social Work and Social Systems</b>  <b>Section B. Professionalism and Practice Issues in Social Work</b>
<b>Module Lecturer</b>	Anna Deneher, 6 hours Sonya Bruen, 2 hours <a href="mailto:anna.deneher@gmail.com">anna.deneher@gmail.com</a> , <a href="mailto:bruens@tcd.ie">bruens@tcd.ie</a>
<b>Module aims</b>	This 8 hour section of the module will address professionalism in social work practice within the context of professional regulation and expectations of accountability and transparent practice. It examines the expectations and challenges these various contexts can bring. The section pays particular attention to decision making in the context of a changing practice landscape where the law, the code of professional conduct and ethics and public expectations of accountability influence social work practice.
<b>Module learning Outcomes</b>	On successful completion of this section of the module, students should be able to: <ol style="list-style-type: none"> <li>1. Understand the purpose of statutory professional regulation and their obligations as registered social workers with particular reference to the Code of Professional Conduct and Ethics</li> </ol>

	<p>2. Understand the complexity of professional decision-making, autonomy and accountability in social work practice;</p> <p>3. Apply an understanding of the law in terms of confidentiality, data protection and freedom of information to their record keeping and data management practices.</p>
<b>Module Content</b>	<p>Briefly provide details of this section of module syllabus.</p> <ul style="list-style-type: none"> <li>• The regulatory context of practice – registration with CORU and the code of professional conduct and ethics - Anna Deneher</li> <li>• Record management, electronic communications and report writing- Anna Deneher</li> <li>• Professional role and identity; role autonomy and accountability; professional judgement and decision making - Anna Deneher</li> <li>• Confidentiality, data protection and freedom of information responsibilities - Sonya Bruen</li> </ul>
<b>Teaching and learning format</b>	In person on campus.
<b>CORU domains of proficiency addressed</b>	<p>CORU Domains addressed:</p> <ol style="list-style-type: none"> <li>1) Professional Autonomy and Accountability 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.20</li> <li>2) Communication, Collaborative Practice and Team working 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15</li> <li>3) Safety and Quality 3.1, 3.2, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.13</li> <li>4) Professional Development 4.1, 4.2, 4.3, 4.5, 4.6</li> <li>5) Professional Knowledge and Skills 5.1, 5.2, 5.3, 5.5, 5.8, 5.9, 5.11, 5.19, 5.20</li> </ol>
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Banks, S. (2004) Ethics, Accountability &amp; the Social Professions. Palgrave/MacMillan.</p> <p>Charleton, M. (2007) Ethics for Social Care in Ireland: Philosophy and Practice. Dublin: Gill &amp; MacMillan.</p> <p>Connolly, M. &amp; Ward, T. (2008) Morals, Rights and Practice in the Human Services: Effective and Fair Decision-Making in Health, Social Care and Criminal Justice. London: Jessica Kingsley.</p> <p>Halton, C., Powell, F. and Scanlon, M. (2015) Continuing Professional Development in Social Work. Bristol: Policy Press.</p> <p>Reamer, F.G. (2003) Social Work Malpractice and Liability: Strategies for Prevention. New York: Columbia Press.</p> <p>Taylor, B. (2010) Professional Decision Making in Social Work Practice. Exeter: Learning Matters.</p>

<b>Useful web-based content</b>	<p><b>CORU – Health and Social Care Professionals Council</b>  <a href="https://www.coru.ie">https://www.coru.ie</a>  <a href="https://coru.ie/files-recognition/standards-of-proficiency-for-social-workers.pdf">https://coru.ie/files-recognition/standards-of-proficiency-for-social-workers.pdf</a></p> <p><b>Office of the Data Protection Commissioner:</b>  <a href="https://www.dataprotection.ie/docs/Home/4.htm">https://www.dataprotection.ie/docs/Home/4.htm</a>  <b>Office of the Information Protection Commissioner:</b>  <a href="http://www.oic.gov.ie/en/">http://www.oic.gov.ie/en/</a></p>
<b>Relevant Journals</b>	<p>The Irish Social Worker  British Journal of Social Work  Journal of Social Work Ethics and Values</p>

<b>Module Name</b>	<b>SSU44052 Social Work and Management Systems Section C Self in Social Work and Organisations-A Psycho-Dynamic Perspective</b>
<b>Module Lecturer(s)</b>	Adjunct Assistant Professor Pamela McEvoy <a href="mailto:PMCEVOY@tcd.ie">PMCEVOY@tcd.ie</a>
<b>Module aims</b>	<p>This section of the module aims to consider the experience of self in professional social work within an organisational context. A psycho-dynamic lens will be used to explore questions such as:</p> <ul style="list-style-type: none"> <li>• What are the unconscious factors that might be at play as we take up the professional demands made of us human service work?</li> <li>• Are there hidden connections to be found between case dynamics and the way workers find themselves responding?</li> <li>• How might a psycho-analytic framework help us make sense of our actions/ inaction, decisions/ indecision in anxiety provoking work?</li> <li>• Is there a cost to caring? How can we mitigate the negative and embrace the positive in this challenging work?</li> </ul>
<b>Module learning Outcomes</b>	<p>On successful completion of this section of the module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and discuss some of the key psycho-analytic ideas on unconscious psycho-dynamics involved in working in organisations.</li> <li>2. Identify common defence mechanisms used by workers and social defences used by organisations in response to anxiety provoking situations in human service organisations.</li> </ol>

	<p>3. Draw on a psycho-dynamic theoretical base to help understand otherwise surprising or confusing aspects of their work-life interactions.</p> <p>4. Begin to understand how the complexities involved in the dynamic interactions of human service work can unwittingly activate personal default defence reactions, especially where anxieties and tensions are high.</p> <p>5. Be better prepared to recognise and address these dynamics when they occur.</p> <p>6. Appreciate the need to foster self-care practices to lend their work balance and to nourish both their personal and professional working lives.</p> <p>7. Appreciate the role reflective supervision plays in effectively managing the social work task and any personal impact issues arising in an organisational context.</p>
<b>Module Content</b>	<p>Each of us comes to social work with our own unique personal story, motivation, experience and preferred style of relating. Our training and practice experience help hone our nascent social work qualities into professional attributes. This, in turn, helps prepare us for the realities of working as social workers in organisations. Less expected for the newly qualified worker, can be the push and pull experienced on a personal level, as we engage in the social work task. In an ever changing human service environment, anxiety provoking situations and interactions are inevitable. At times and often unwittingly, stressful circumstances can activate our personal default coping mechanisms. These reflex like defences kick into automatic action as the anxiety involved threatens to overwhelm. Psycho-analytic writers have noticed that organisations behave similarly, developing social defences to defend against anxieties inherent in the organisational task. Through focused individual, small and large group study of key selected papers, these psychoanalytic concepts will be explored. We will look at how hidden dynamics, bubbling under the surface of the work can impact powerfully on the worker and the job at hand. Students are encouraged to consider how this might throw fresh understanding on previous work/practice placement experiences.</p>
<b>Teaching and learning format</b>	<p>A combination of synchronous and asynchronous learning. Includes pre-set key reading to study in advance of live timetabled in person class. Topics will be further explored in class through lecture input and small/large group discussion, where there will be a focus on identifying connections between the concepts being read about and practice experience.</p>
<b>CORU domains of</b>	<p>1) Professional Autonomy and Accountability 1.1,1.2,1.3,1.6,1.18,1.21</p>

<p><b>proficiency addressed</b></p>	<p>2) Communication, Collaborative Practice and Team Working 2.10, 2.11, 2.12, 2.13, 2.14, 2.15</p> <p>3) Safety and Quality 3.6, 3.7, 3.14</p> <p>4) Professional Development 4.1, 4.3, 4.4, 4.5</p> <p>5) Professional Knowledge and Skills 5.1, 5.4, 5.10, 5.11, 5.13, 5.14, 5.22, 5.24</p>
<p><b>General Reading:</b></p>	<p>Bower, M (Ed.) 2005 Psycho-analytic Theory for Social Work Practice: Thinking under Fire. Routledge</p> <p>Donnelan, H and Jack, G (2015) The Survival Guide for Newly Qualified Social Workers. Hitting the ground running. Second Edition, Jessica Kingsley Publishers.</p> <p>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.</p> <p>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 &amp; Francis Group.</p> <p>Menzies, I.E.P. (1960) A case-study in the functioning of social systems as a defence against anxiety: A report on a study of the nursing service of a general hospital. Human Relations 13: 95 – 121.</p> <p>Obholzer, A and Zagier Roberts V (Eds.) 2<sup>nd</sup> Edition (2019) The Unconscious at Work. Individual and Organisational Stress in the Human Services. By the members of the Tavistock clinic consulting to Institutions Workshop. Routledge</p> <p>Skovholt, T M. and Trotter-Mathison, M (2016) The Resilient Practitioner: Burnout and Compassion Fatigue Prevention and Self-Care Strategies for the Helping Professions. Routledge, Taylor &amp; Francis Group Third edition.</p>

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

This module aims to equip students for practice in child welfare.

The overall learning objectives of the module include:

- To stimulate conviction about the importance of child welfare as a field of practice, and the vital role of social work - in collaboration with other disciplines within it.
- To imbue enthusiasm, optimism and enjoyment for this field of practice.
- To build a secure knowledge base for practice: child development, child care law, new practice developments, theoretical debates and research evidence.
- To reflect on minimum standards for ethical practice.
- To formulate a set of practice values and feasible goals for personal practice.

The course comprises four related sections:

- A. Direct Work with Children
- B. Children in Care
- C. Children, Families and Social Support
- D. Adoption and Fostering

Assessment of the Module:

TBC

<b>Module Name</b>	<b>SSU44062 Social Work and Child Care Section A. Direct Work with Children</b>
<b>Module Lecturer</b>	Adjunct Assistant Professor Pamela McEvoy <a href="mailto:PMCEVOY@tcd.ie">PMCEVOY@tcd.ie</a>
<b>Module aims</b>	This section of the module aims to: <ul style="list-style-type: none"><li>• Introduce ideas, techniques and a clear rationale for direct work with children in varied situations.</li><li>• Provide an opportunity to consider the importance of communicating directly with children and how to plan for this in your social work practice.</li><li>• Make connections between theoretical and practice-based learning.</li><li>• Develop skills and confidence in helping children and young people communicate their needs, wishes distress and hopes.</li></ul>

	<ul style="list-style-type: none"> <li>• Explore issues from the child's perspective to help plan interventions that can make a genuinely helpful difference in their lives.</li> </ul>
<p><b>Module learning Outcomes</b></p>	<p>On successful completion of this section of the module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Appreciate the importance of communicating directly with children and teenagers.</li> <li>2. Identify some of the common unconscious dynamics that can influence the process in direct work.</li> <li>3. Draw on the general direct work pointers framework shared in class, to help plan and undertake direct work with a child/young person.</li> <li>4. Demonstrate an understanding of key factors to be considered when working directly with a child/young person and their parents/carers.</li> <li>5. Appreciate how prior learning around child development, trauma and relationship based practice is relevant and can be integrated into direct work practice.</li> <li>6. Source appropriate materials and resources to facilitate child focused work.</li> <li>7. Recognise and comprehend on a deeper level the various issues that can emerge for all involved in this work.</li> <li>8. Foster a reflective stance on the personal impact (both positive and negative) that can be experienced in working directly with children, young people and their families.</li> <li>9. Identify, organise and prioritise appropriate personal and professional supports as required, including reflective supervision, collegial back up and self-care strategies.</li> </ol>
<p><b>Module Content</b></p>	<p>While children and young people are often of key concern in social work practice, professional communications can tend to be about and around them, rather than with them directly.</p>



	<p>We will explore why this may be so and look at what we can do to address this. We will consider how effective direct work involves tuning into each child's unique situation and disposition. As such, it may require creative adaptations in our practice to help them express their needs, wishes and concerns. Our focus will be on developing an open and flexible direct work approach. We will identify previous relevant learning/experience and some key psycho-dynamic concepts relevant in helping to work sensitively with children in painful and difficult circumstances. As part of this, we will consider the demands such work can make on us personally and why self-care practice has come to be valued as an essential part of the process. A general direct work 'pointers' framework will be used to explore the broad factors that are important to be kept in mind. Direct work resources will be signposted and there will be opportunities to experience some of the ideas shared. Ultimately however, the module is designed to help you think deeply about direct work and the ways you might hope to work with children and young people in your future social work practice.</p>
<b>Teaching and learning format</b>	<p>This 12-hour section of the module is planned to be delivered face to face on campus, however it remains subject to public health advice and may move to online/blended delivery if required.</p> <p>While there will be formal input throughout with a series of lectures, the workshops are also experiential in nature. They will involve the use of creative exercises, small group discussion, individual reflection, DVDs and role play. Students are encouraged to bring examples from their own work/ practice experience to consider with the class. On occasion, professionals from agencies working directly with children may be invited to provide specific input on specialised areas of the work.</p>
<b>CORU domains of proficiency addressed</b>	<p>Domain1:1.1,1.2,1.3,1.5,1.6,1.9,1.11,1.12,1.13,1.16,1.18,1.21  Domain 2: 2.1,2.2,2.3,2.4,2.12,2.14,2.15  Domain 3: 3.1,3.4,3.6,3.7,3.8,3.14  Domain 4: 4.3,4.4,4.5  Domain 5: 5.1,5.10,5.11,5.13,5.14,5.17,5.18,5.22,5.23</p>
<b>Assessment</b>	TBC
<b>Re-assessment</b>	In same format as original assessment.

<p><b>Indicative bibliography (if available) 4-5 titles max.</b></p>	<p>Bower M. (Editor) (2005), Psychoanalytic Theory for Social Work Practice; Thinking Under Fire.</p> <p>Fahlberg, V. (2004) A Child's Journey through Placement. BAAF</p> <p>Music, G. (2017) Nurturing Nature's Attachment and Children's Emotional Sociocultural and Brain Development. Routledge.</p> <p>Tait, A. and Wash, H. Direct Work with Vulnerable Children: Playful Activities and Strategies for Communication. Jessica Kingsley Publishers. 2012</p> <p>Additional reading lists focusing on specific areas of direct work with children may also be provided in class.</p>
<p><b>Useful web-based content</b></p>	<p><a href="http://www.socialworkerstoolbox.com/childrens-participation-toolkit-for-social-workers/">http://www.socialworkerstoolbox.com/childrens-participation-toolkit-for-social-workers/</a></p> <p><a href="https://www.tusla.ie/services/family-community-support/resources-to-support/">https://www.tusla.ie/services/family-community-support/resources-to-support/</a></p>
<p><b>Relevant Journals</b></p>	

<p><b>Module Name</b></p>	<p><b>SSU44062 Social Work and Child Care Section B. Children in Care</b></p>
<p><b>Module Lecturer</b></p>	<p>Dr. Eavan Brady <a href="mailto:bradye3@tcd.ie">bradye3@tcd.ie</a></p>
<p><b>Module aims</b></p>	<p>This module offers an overview of critical issues in social work with children and young people in care, and care leavers. It draws on key messages from international research and selected theoretical concepts and their application to various practice challenges. There will be a strong focus on the role of social workers and carers in responding to the lived experience of children in care and their families. The issues to be explored include types of placement, care careers, relational permanence, family contact, and promoting positive outcomes for children in care and care leavers.</p>

<b>Module Learning Outcomes</b>	<p>On successful completion of this module, students should:</p> <ol style="list-style-type: none"> <li>1. Have developed a critical understanding of <i>the children in care system</i> – its key actors, ‘moving parts’ and broad policy principles</li> <li>2. Have gained an awareness of the lived experience of the different service user groups in the children in care system</li> <li>3. Have developed a critical understanding of key theoretical concepts relevant to work with children in care and care leavers;</li> <li>4. Have a critical understanding of the role of the social worker in serving the needs of children in care, their carers and biological families</li> <li>5. Have an awareness of key messages from international research evidence on provision for children in care, and care leavers</li> <li>6. Have gained experience in analysing relevant case scenarios and identifying evidence-informed responses</li> </ol>
<b>Module Content</b>	<p>Overview of care system  Lived experience of children in care and their families  Placement types and related evidence  Roles of carer and social workers in promoting positive outcomes for children in care  Managing family contact issues  Promoting positive transitions for care leavers  Key concepts in work with children in care: relational permanence, support networks, care identity and stigma, agency, narratives of failure and narratives of potential.</p>
<b>Teaching and learning format</b>	<p>TBC</p>
<b>CORU domains of proficiency addressed</b>	<p>1.5 Respect and uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process</p> <p>1.6, Be able to exercise a professional duty of care</p> <p>2.3, Recognise service users as active participants in their health and social care and be able to support service users in communicating their health and/or social care needs, choices and concerns</p> <p>2.12, Understand the need to work in partnership with service users, their relatives/carers, guardians and other professionals in planning and evaluating goals, treatments</p>

	<p>and interventions and be aware of the concepts of power and authority in relationships with service users</p> <p>5.5, Critically understand and be able to apply principles of social justice in one’s work including being able to appropriately challenge negative discrimination and unjust policies and practices</p> <p>5.10, Critically understand the role and purpose of relationship-based practice, including the importance of planning the withdrawal of services</p> <p>5.22 Demonstrate skills in evidence-informed practice, including translation of theory, concepts and methods to professional practice</p>
<b>Assessment</b>	TBC
<b>Re-assessment</b>	Students who fail the assignment will be reassessed by way of an essay
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Brady, E., &amp; Gilligan, R. (2020). The Role of Agency in Shaping the Educational Journeys of Care-experienced Adults: Insights from a Life Course Study of Education and Care. <i>Children &amp; Society</i>, 34(2), 121-135.</p> <p>Gilligan, R. (2019) ‘The family foster care system in Ireland – Advances and challenges’. <i>Children and Youth Services Review</i>, 100, 221-228.</p> <p>Gilligan, R. (2000) ‘The Key Role of Social Workers in Promoting the Well Being of Children in State Care – A Neglected Dimension of Reforming Policies’ <i>Children and Society</i> 14, 4, 267-276, 2000</p> <p>Iyer, P., Boddy, J., Hammelsbeck, R., and Lynch-Huggins, S. (2020). <i>Contact following placement in care, adoption, or special guardianship: implications for children and young people’s well-being. Evidence review</i>. London: Nuffield Family Justice Observatory.</p> <p>McSherry, D., &amp; Malet, M. F. (2018). The extent of stability and relational permanence achieved for young children in care in Northern Ireland. <i>Children Australia</i>, 43(2), 124.</p>
<b>Useful web-based content</b>	See the following padlets for full electronic access to actual key readings and web resources on these topic area

	<p>Parents of Children in Care  <a href="https://padlet.com/robbiegilligan1/b81fxygcfex77ik">https://padlet.com/robbiegilligan1/b81fxygcfex77ik</a></p> <p>Foster Care and Foster Carers  <a href="https://padlet.com/robbiegilligan1/dvtuguwr13x90cao">https://padlet.com/robbiegilligan1/dvtuguwr13x90cao</a></p> <p>Children and Young People in Care (including key legal and policy documents)  <a href="https://padlet.com/robbiegilligan1/9dw47a0feiiwdhv">https://padlet.com/robbiegilligan1/9dw47a0feiiwdhv</a></p> <p><u>Relative Care and Kinship Care</u>  <a href="https://padlet.com/robbiegilligan1/mlam2wqyq49y0nur">https://padlet.com/robbiegilligan1/mlam2wqyq49y0nur</a></p> <p><u>Leaving Care</u>  <a href="https://padlet.com/robbiegilligan1/zq24bu9iynuri4i">https://padlet.com/robbiegilligan1/zq24bu9iynuri4i</a></p>
<b>Relevant Journals</b>	<i>Child and Family Social Work,</i> <i>Children and Youth Services Review.</i>

<b>Module Name</b>	<b>SSU44062 Social Work and Child Care</b> <b>Section C. Children, Families and Social Support</b>
<b>Module Lecturer</b>	Dr. Eavan Brady <a href="mailto:bradye3@tcd.ie">bradye3@tcd.ie</a>
<b>Module aims</b>	This section of the module will help students develop an understanding of social support as a preventive and developmental measure in the lives of children and families. There will be attention to the different forms support may take, the potential support roles of different institutional actors such as schools the value of informal support, the implications of children's ages for the types of support relevant, the importance of support for parents as well as children, and the additional needs for children and families in special circumstances (children with disabilities, children from migrant / refugee backgrounds etc).
<b>Module learning Outcomes</b>	On successful completion of this section of the module, students should have: <ol style="list-style-type: none"> <li>1. a critical understanding of social support as it applies to children and families</li> <li>2. an appreciation of the significance of informal sources of support in children's lives</li> </ol>

	<ol style="list-style-type: none"> <li>3. a critical understanding of key related concepts and research evidence</li> <li>4. an awareness of the social work role in promoting social support for children and families in key community sites</li> <li>5. an awareness of key sources of social support for children and families at community level</li> <li>6. an awareness of the additional support needs of children who may experience challenging intersecting stressors/ vulnerabilities in their lives</li> </ol>
<b>Module Content</b>	<p>Social Support Types  Formal and Informal Social Support  Help-seeking  Adult and peer support for young people  Age related social support  Key relevant concepts and research evidence  Social support and marginalised / vulnerable groups  The role of schools and other community institutions</p>
<b>Teaching and learning format</b>	TBC
<b>CORU domains of proficiency addressed</b>	<p>2.15 Understand the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust.</p> <p>5.12 Critically understand and apply the principles of partnership, participation and power sharing within the social work context.</p>
<b>Assessment</b>	TBC
<b>Re-assessment</b>	TBC
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Axford, N. and Whear, R. (2008) 'Measuring and Meeting the Needs of Children and Families in the Community: Survey of Parents on a Housing Estate in Dublin, Ireland', <i>Child Care in Practice</i>, 14:4, 331 – 353</p> <hr/> <p>Gilligan, R. (2000) 'Adversity, Resilience and Young People: the Protective Value of Positive School and Spare Time Experiences' <i>Children and Society</i> 14, 1, 37-47.</p> <hr/>

	<p>Munford, R. and Sanders, J. (2016) Finding Meaningful Support: Young People's Experiences of "Risky" Environments, <i>Australian Social Work</i>, 69:2, 229-240, DOI: <a href="https://doi.org/10.1080/0312407X.2015.1133682">10.1080/0312407X.2015.1133682</a></p> <hr/> <p>National Scientific Council on the Developing Child (2015). <i>Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper No. 13</i>. Retrieved from <a href="http://www.developingchild.harvard.edu">www.developingchild.harvard.edu</a> from <a href="http://www.developingchild.harvard.edu">www.developingchild.harvard.edu</a>.</p> <hr/> <p>Thompson, R. A. (2015). Social support and child protection: Lessons learned and learning. <i>Child Abuse &amp; Neglect</i>, 41, 19-29.</p> <hr/>
<b>Useful web-based content</b>	<a href="http://www.developingchild.harvard.edu"><b>www.developingchild.harvard.edu</b></a>
<b>Relevant Journals</b>	<i>Child and Family Social Work</i> <i>Children and Youth Services Review</i>

<b>Module Name</b>	<b>SSU44062 Social Work and Child Care Section D. The Adoption Triangle</b>
<b>Module Lecturer</b>	Dr Simone McCaughren <a href="mailto:SMCCAUGH@tcd.ie">SMCCAUGH@tcd.ie</a>
<b>Module aims</b>	To explore the Irish context, current trends, legal developments, discourses and debates in adoption and fostering.
<b>Module learning Outcomes</b>	On successful completion of this section of the module, students should be able to: <ol style="list-style-type: none"> <li>1. Understand the historical context of Irish adoption policy and practice</li> <li>2. Have an awareness of Ireland's adoption legacy and critical understanding of its human impact</li> </ol>

	<p>3. Understand key legal frameworks that affect adoption policy and practice</p> <p>4. Have an awareness of the evolving needs of children, young people, and adults who have experienced adoption</p> <p>5. Develop a critical understanding of key theoretical approaches that inform adoption practice</p>
<b>Module Content</b>	<p>Module content will critically examine adoption through the children's rights lens and explore key theoretical ideas that inform adoption policy and practice. It will explore the historical development of adoption in Ireland and examine the reforms in Irish social policy, legislation and assessment practices in the adoption of children from state care.</p>
<b>Teaching and learning format</b>	
<b>CORU domains of proficiency addressed</b>	<p>5.3 Have a critical understanding of sociology, psychology, human growth and development, health, law, economics and political science</p> <p>5.5 Critically understand and be able to apply principles of social justice in one's work including being able to appropriately challenge negative discrimination and unjust policies and practices</p> <p>5.8 Critically understand the legislative basis of actions within a service</p>
<b>Assessment</b>	TBC
<b>Re-assessment</b>	In same format as original assessment.
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Burns, K. &amp; McCaughren, S. (2021) 'Adoptions of children from state care in Ireland in Skivenes, M., Pösö, T. &amp; Thoburn, J. (eds) <i>Adoption from Care International Perspectives on Children's Rights, Family Preservation and State Intervention</i>, Bristol: Bristol University Press</p> <p>McCaughren, S. &amp; Powell, F. (2016) <i>The Fate of the Illegitimate Child in Law and the Family</i>, Palgrave</p> <p>McCaughren, S. &amp; Ni Raghallaigh (2015), 'Adoption in Ireland: Exploring the Changing Context' in <i>Social Work in Ireland: Changes &amp; Continuities</i>, (eds.) Christie, A. et al., London, Palgrave</p> <p>Milotte, M. (1997) <i>Banished Babies</i>, Dublin, New Island Books.</p>



	O'Brien, V. & Palmer, A. (2015) Adoption and the Irish Care System: context and Drivers for Change? In <i>Irish Journal of Family Law</i> , Vol. 3, pp. 52-59
<b>Useful web-based content</b>	<a href="https://aai.gov.ie/en/">https://aai.gov.ie/en/</a> <a href="https://www.gov.ie/en/publication/d4b3d-final-report-of-the-commission-of-investigation-into-mother-and-baby-homes/">https://www.gov.ie/en/publication/d4b3d-final-report-of-the-commission-of-investigation-into-mother-and-baby-homes/</a>
<b>Relevant Journals</b>	Recommendations will be given in class & journal articles posted on Blackboard.

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

<b>Module Name</b>	<b>SSU44072 Social Work and Equality Issues</b>
<b>Module Lecturer</b>	Michael Feely <a href="mailto:MFEELY@tcd.ie">MFEELY@tcd.ie</a>
<b>Module aims</b>	<p>The module aims to allow students:</p> <ul style="list-style-type: none"> <li>• Explore ideas and theories concerning equality, oppression, and diversity and consider how these might influence social work practice</li> <li>• Examine some of the implications of culture, religion, ethnicity, race, gender, sexual orientation, socioeconomic class, age or disability for social work practice.</li> <li>• Critically reflect on social work as form of social control.</li> <li>• Provide an opportunity to reflect on our own biases and prejudices.</li> <li>• Consider possible social work interventions with groups in Irish society who have experienced discrimination or exclusion.</li> <li>• Provide an update on relevant legislation and public policies that relate to issues of equality, including the Equal Status Act.</li> <li>• Facilitate direct communication between social work students and representatives of minority groups to foster increased empathy and understanding.</li> </ul>
<b>Module learning Outcomes</b>	<p>On successful completion of this module, students should:</p> <ul style="list-style-type: none"> <li>• Have knowledge of a range of theories relating to in/equality, oppression, and diversity and understand their significance for social work practice</li> <li>• Be familiar with key principles, values and methods of anti-racist, anti-discriminatory, anti-oppressive and culturally sensitive practice in a social work context</li> <li>• Understand critiques of identity-based politics found within queer theory.</li> <li>• Have increased knowledge of, and empathy with, a range of marginalized groups, developed through direct communication with representatives of these groups.</li> </ul>

<b>Module Content</b>	Briefly provide details of module syllabus: <ul style="list-style-type: none"> <li>• Theories of in/equality and their significance for social work</li> <li>• Anti-oppressive practice</li> <li>• A critical exploration of cultural competence</li> <li>• Social Work as a form of social control</li> <li>• Queer theory and the limits of identity politics</li> <li>• Presentations by representatives of marginalised groups</li> </ul>
<b>Teaching and learning format</b>	Face to Face
<b>CORU domains of proficiency addressed</b>	1.1, 1.9, 2.2, 2.12, 5.3, 5.5, 5.6, 5.7.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• The module will be assessed by essay.</li> <li>• Students shall have a choice of approximately five essay titles.</li> </ul>
<b>Re-assessment</b>	<ul style="list-style-type: none"> <li>• Essay</li> </ul>
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Students shall be provided with one or two short relevant readings in advance of each session.</li> <li>• They shall also receive a recommended reading list for each of the five essay titles</li> </ul>
<b>Useful web-based content</b>	Irish Human Rights and Equality Commission <a href="https://www.ihrec.ie/">https://www.ihrec.ie/</a> Harvard unconscious bias tests: <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a>
<b>Relevant Journals</b>	

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

This module comprises three sections:

- A. Mental Health
- B. Addictions
- C. Child and Adolescent Mental Health

### Assessment

TBC

<b>Module Name</b>	<b>SSU44082 Social Work and Mental Health Section A. Mental Health</b>
<b>Module Lecturer</b>	TBC
<b>Module aims</b>	<ul style="list-style-type: none"><li>• Develop a critical appreciation of changing trends in mental health policy and provision.</li><li>• Sharpen student's understanding of the major common mental health issues and disorders that the service users they work with may experience; and the impact which these issues and disorders can have on the person experiencing them, their families, and the wider society.</li><li>• Gain an understanding of the social work process in mental health and how social workers can contribute to better individual and societal mental health as part of generic social work and formal mental health services.</li></ul>
<b>Module learning Outcomes</b>	<p>On successful completion of this section of the module, students should:</p> <ul style="list-style-type: none"><li>• Have knowledge of 1) the signs and symptoms of several common mental health issues and disorders, 2) their putative causes, and 3) what the most relevant evidence-based support interventions are for each issue and disorder.</li><li>• Understand 1) the social work process in mental health, and 2) the unique contribution which social work can make to specialist mental health services.</li><li>• Have an awareness of the complex practice issues that can manifest in mental health social work.</li><li>• Understand the contentious nature of 'mental illness' as a concept, and of the difficulties involved in multidisciplinary work where different professionals operate from different ideological perspectives.</li></ul>

	<ul style="list-style-type: none"> <li>• Have an awareness of 1) the ongoing stigmatisation and social exclusion of people labelled as 'mentally ill', and 2) how to work in an anti-oppressive manner with people experiencing mental health issues and disorders.</li> <li>• Have knowledge on how to support people who may be deemed 'mild to moderate risk' and those who may be deemed at 'high risk' of severe mental health issues.</li> <li>• Have knowledge of the legal basis of involuntary detention in mental treatment centres and the challenges involved in balancing individual liberties against personal / communal safety.</li> <li>• Have knowledge of the current national mental health policy and the challenges involved in delivering on its recovery-oriented agenda.</li> <li>• Understand how social workers in generic settings can apply a mental health perspective within these social work practice contexts.</li> <li>• Understand the relevance of promoting the involvement of service users at every level in the design, delivery, and evaluation of service systems.</li> </ul>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>- The historical development of mental health services in Ireland and how they function.</li> <li>- Irish mental health policy, including the most recent developments.</li> <li>- Introduction to different explanatory models of mental health distress.</li> <li>- The role of the social worker in a mental health context.</li> <li>- Risk, psychosocial assessment and support planning.</li> <li>- The significance of lived experiences of mental health issues and disorders.</li> <li>- Future developments in mental health social work.</li> </ul>
<b>Teaching and learning format</b>	TBC
<b>CORU domains of proficiency addressed</b>	<p><b>The proficiencies from each of the 5 CORU domains will be addressed during the lectures. The list below is not exhaustive, but provides some examples:</b></p> <p><b>1. Professional Autonomy and Accountability</b></p> <ul style="list-style-type: none"> <li>- 1.3 Be able to act in the best interest of service users at all times with due regard to their will and preference</li> <li>- 1.5 &amp; 1.20 also – see CORU domains document.</li> </ul> <p><b>2. Communication, Collaborative Practice and Teamworking</b></p>

	<ul style="list-style-type: none"> <li>- 2.3 Recognise service users as active participants in their health and social care and be able to support service users in communicating their health and/or social care needs, choices and concerns</li> <li>- 2.1, 2.9, 2.12 &amp; 2.14 other examples from Domain 2.</li> </ul> <p><b>3. Safety &amp; Quality</b></p> <ul style="list-style-type: none"> <li>- 3.4 Be able to analyse and critically evaluate the information collected in the assessment process.</li> </ul> <p><b>4. Professional Development</b></p> <ul style="list-style-type: none"> <li>- 4.4 Understand and recognise the impact of personal values and life experience on professional practice and be able to take responsibility and manage this appropriately</li> </ul> <p><b>5. Professional Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>- 5.2 Demonstrate a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context.</li> <li>- 5.1, 5.3 and 5.9.</li> </ul>
<b>Assessment</b>	TBC
<b>Re-assessment</b>	In same format as original assessment.
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>- Kelly, B. (2017) <i>Mental Health in Ireland – The Complete Guide for Patients, Families, Health Care Professionals and Everyone Who Wants to Be Well</i>. Dublin: The Liffey Press (Available through library)</li> <li>- Higgins, A. and McDaid, S. (Eds.) (2014). <i>Mental Health in Ireland: Policy, Practice and Law</i>. Dublin: Gill and Macmillan (Available through library)</li> <li>- HSE (2020) <i>Sharing the Vision: A Mental Health Policy for Everyone</i>. Dublin: Ireland (Available online)</li> <li>- WHO (2013). <i>Mental Health Action Plan 2013-2020</i>. Geneva, Switzerland: World Health Organisation (Available Online)</li> <li>- Rogers, A. &amp; Pilgrim, D. (2005) <i>A sociology of mental health and illness 3<sup>rd</sup> Ed</i>. Berkshire: Open University Press. (Available through library)</li> </ul> <p>Further titles will be given throughout the module.</p>

<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>- Mental Health Commission <a href="http://www.mhcirl.ie">www.mhcirl.ie</a></li> <li>- Shine Ireland <a href="http://www.shineonline">www.shineonline</a></li> <li>- Aware <a href="http://www.aware.ie">www.aware.ie</a></li> <li>- National Office for Suicide Prevention <a href="http://www.nosp.ie">www.nosp.ie</a></li> <li>- Department of Health <a href="http://www.health.gov.ie">www.health.gov.ie</a></li> <li>- Shaping Our Lives <a href="http://www.shapingourlives.org.uk/">http://www.shapingourlives.org.uk/</a></li> <li>- Wellness Recovery Action Plan <a href="https://copelandcenter.com/">https://copelandcenter.com/</a></li> </ul>
<b>Relevant Journals</b>	<ul style="list-style-type: none"> <li>- Swords, C., &amp; Houston, S. (2020). Exploring the Concept of Recovery in Irish Mental Health Services: A Case Study of Perspectives within an Inter-Professional Team, <i>Irish Journal of Applied Social Studies</i>, 20(1). (Available Online)</li> <li>- Ramon, S. (2018). The Place of Social Recovery in Mental Health and Related Services. <i>International Journal of Environmental Research and Public Health</i>, 15. (Available Online)</li> <li>- Maddock, A. (2015). Consensus or contention: an exploration of multidisciplinary functioning in an Irish mental health context, <i>European Journal of Social Work</i>, 18(2). (Available Online)</li> <li>- Pilgrim, D. (2008). 'Recovery' and current mental health policy. <i>Chronic Illness</i>, 4, pp. 295-304. (Available Online)</li> </ul>

<b>Module Name</b>	<b>SSU44082 Social Work and Mental Health Section B. Addictions</b>
<b>Module Lecturer</b>	Ms Margaret Markey, Senior Social Worker, Ms Deirdre Carey, Senior Social Worker & Ms Gemma Moran, Social Worker, National Drug Treatment Service, 30-31 Pearse Street, Dublin 2.
<b>Module aims</b>	The aims of this section of the module are to assist students to: <ol style="list-style-type: none"> <li>1. Gain an insight of the nature of addiction in its various forms.</li> <li>2. Learn about past and current drug policies and services available, both statutory and voluntary.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Increase awareness of current models of assessment, treatment, new initiatives and changing trends in addiction policy and provision.</li> <li>4. Develop a greater knowledge of the physical, psychological, and social impact of substance use on an individual, families and society.</li> <li>5. Familiarise students with the relevant social work skills, knowledge and values needed to work effectively with a person with a substance use issue.</li> <li>6. Develop a greater knowledge of the theories that inform effective social work practice with people with substance use issues.</li> <li>7. Learn the value of relevant evidence informed social work practice approaches when working with a person with a substance use issue.</li> <li>8. Develop a greater understanding of the term dual diagnosis and the reciprocal nature of the relationship between substance use and mental health issues.</li> <li>9. Highlight the contribution and role of social work when engaging with pregnant substance users and working with child welfare issues.</li> </ol>
<p><b>Module learning Outcomes</b></p>	<p>Students who attend, participate in the lectures and complete relevant readings on the themes covered will, at the end of the module, have acquired:</p> <ol style="list-style-type: none"> <li>1. An understanding of the contribution which social work can make to addiction services, and an understanding of how social workers in generic settings can be more involved with helping people suffering from an addiction in such settings.</li> <li>2. A critical understanding of the nature of addiction and mental health.</li> <li>3. A knowledge of the signs and symptoms of addiction and services and treatments available.</li> <li>4. A knowledge of the main issues which arise in alcohol and drug policy.</li> <li>5. A basic knowledge of addiction counselling models and skills.</li> <li>6. A knowledge of theories to inform social work practice with people with substance use issues.</li> <li>7. A critical understanding of evidence informed practice approaches when supporting a person with a substance use issue.</li> </ol>



	<p>8. An improved capacity to support a person with a substance use issue in an anti-oppressive manner.</p> <p>9. An understanding of how parental addiction and mental health problems impact on children and on how social workers can intervene effectively within this context.</p>
<b>Module Content</b>	<p>Themes of the four seminars</p> <ol style="list-style-type: none"> <li>1. Introduction to the National Drug Treatment Service and relevant drug policy and provisions.</li> <li>2. Evidence informed practice approaches and theories to inform practice.</li> <li>3. Maternal drug use and pregnancy.</li> <li>4. Dual diagnosis and anti-oppressive social work with people with substance use issues.</li> </ol>
<b>Teaching and learning format</b>	This module will be delivered through 4 live face to face teaching sessions. Each session will last for two hours in duration
<b>CORU domains of proficiency addressed</b>	<p>Domain 1: Professional Autonomy and Accountability – specifically 1.3, 1.5, 1.9.</p> <p>Domain 2: Communication, Collaborative Practice and Teamworking – specifically 2.3, 2.4, 2.9, 2.12, 2.13.</p> <p>Domain 3: Safety and quality – specifically 3.2, 3.4, 3.6.</p> <p>Domain 4: Professional Development – specifically 4.4.</p> <p>Domain 5: Professional knowledge and skills - specifically 5.1, 5.2, 5.5, 5.8, 5.10, 5.14, 5.15, 5.17, 5.22</p>
<b>Assessment</b>	TBC
<b>Re-assessment</b>	In same format as original assessment.
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Mekonnen, A., &amp; Lee, B. (2021): Social work in addiction: opportunities and alliances. <i>Journal of Social Work Practice</i>, DOI: 10.1080/02650533.2021.1964454</p> <p>Campbell et al. (2019). <i>Rapid Evidence Review: the relationship between alcohol and mental health problems</i>. Alcohol Change UK. Available at:  <a href="#">Rapid-Evidence-Review-The-relationship-between-alcohol-and-mental-health-problems.pdf (researchgate.net)</a></p> <p>Galvanni, S., &amp; Forrester, D. (2011) <i>Social Work Services and Recovery from Substance Misuse: A Review of the Evidence, Practitioner’s Guide</i>. Scottish Government Social Research.</p> <p>Whittaker, A. (2003) <i>Substance Misuse in Pregnancy: a resource pack for professionals in Lothian</i>, Edinburgh: NHS Lothian.</p>

	<p>Department of Health (2017). <i>National Drug Strategy 2017 – 2026 - Reducing Harm, Supporting Recovery</i>.  <a href="#">Department of Health - Reducing Harm, Supporting Recovery - A health-led response to drug and alcohol use in Ireland 2017-2025 (drugs.ie)</a></p>
<b>Useful web-based content</b>	<p>Harm Reduction Alliance (2010). <i>What is harm Reduction?</i> International Harm Reduction Alliance. Available at:  <a href="#">Briefing What is HR English.pdf (hri.global)</a></p> <p>European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) (2015). <i>Comorbidity of substance use and mental disorders in Europe</i>. Available at:  <a href="#">Comorbidity of substance use and mental disorders in Europe (idpc.net)</a></p>
<b>Relevant Journals</b>	<p>Mekonnen, A., &amp; Lee, B. (2021): Social work in addiction: opportunities and alliances. <i>Journal of Social Work Practice</i>, DOI: 10.1080/02650533.2021.1964454</p> <p>Campbell, A., Bailey, S. R., Hoffman, K. A., Ponce-Terashima, J., Fankhauser, K., Marino, M., &amp; McCarty, D. (2020). Associations between Psychiatric Disorders and Cannabis-Related Disorders Documented in Electronic Health Records. <i>Journal of psychoactive drugs</i>, 52(3), 228-236. <a href="https://doi.org/10.1080/02791072.2020.1747665">https://doi.org/10.1080/02791072.2020.1747665</a></p> <p>Prochaska, J., &amp; DiClemente, C. (1983). Stages and processes of self-change of smoking: toward an integrative model of change. <i>Journal of Consulting and Clinical Psychology</i>, 51(3), 390–395.</p>

<b>Module Name</b>	<b>SSU44082 Social Work and Mental Health Section C. Child and Adolescent Mental Health</b>
<b>Module Lecturer</b>	Sinéad Freeley
<b>Module aims</b>	The aim of this module is to provide students with the opportunity to consider the mental health issues experienced by children and young people in their complexity and to reflect upon the role of social work in child and adolescent mental health. The module looks at the vulnerability of children and young people and at their developmental needs and rights. A systems approach to assessment and intervention in child and adolescent mental health is explored. Students will learn to respond with best practice, appropriate to their role, to the mental health and wellbeing needs of the children, young

	people, and families they are working with. Self-care will be emphasised.
<b>Module learning Outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the complexity of the systemic prerequisites: economic, political, legislative, legal, social, and psychological, for mental health and wellbeing in children and young people.</li> <li>2. Understand the impact of prerequisites on attachment and resilience.</li> <li>3. Understand trauma in this context.</li> <li>4. Understand the key developmental milestones across the lifespan.</li> <li>5. Have a knowledge of key mental health difficulties in childhood and adolescence and of issues relating to the classification of mental health difficulties and be aware of the need to continually update knowledge and skills.</li> <li>6. Have the ability to recognise mental health difficulties, and appropriate to their role to respond, assess and intervene with a systems approach, and have the ability to refer to appropriate services and to advocate on behalf of service users.</li> <li>7. Understand the social work role in multi-disciplinary teamwork in child and adolescent mental health, the primacy of the social work relationship, and use in communication and engagement in assessment and intervention.</li> <li>8. Consider that social workers will be called upon to provide informed judgements in the course of their work, and to reflect on the preparation and presentation of verbal and written opinions in this area and to learn that communication concerning service users is protected by policy and legislation.</li> <li>9. Understand their duty of care and incorporate anti-discriminatory practice into their work. Work collaboratively with clients, including engaging with human needs and rights and with social justice.</li> <li>10. Have a knowledge of the structure of child and adolescent mental health services and be able to</li> </ol>

	<p>navigate across services and within services to ensure effective teamwork, integration, and seamless working.</p> <p>11. Be aware of relevant National and International policy, legislation, and inquiries.</p> <p>12. Engage in supervision and in self-care.</p> <p>13. Consider the concept of best practice and its relationship to quality of service.</p>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Definition of Mental Health and the Prerequisites for Mental Health and Wellbeing and how to implement these for positive mental health.</li> <li>• Mental Health Difficulties.</li> <li>• The Structure of Child and Adolescent Mental Health Services.</li> <li>• National and International Policy, Systems, Legislation, and Inquiries.</li> <li>• The Role of Social Work, Integrated working, and Teamwork.</li> <li>• Child and Adolescent Mental Health: Systemic Assessment, Formulation, Intervention and Review, appropriate to the social work role with children and young people in the context of their families in a range of mental health presentations: <ul style="list-style-type: none"> <li>• Developmental formulations: ADD/ADHD. Autism.</li> <li>• Anxiety, Low mood, Depression.</li> <li>• Eating Disorder</li> <li>• Self-harm and Suicidal Ideation.</li> <li>• Psychosis</li> </ul> </li> </ul>
<b>Teaching and learning format</b>	<p>This module will be delivered online over five sessions in the Semester two.</p>
<b>CORU domains of proficiency addressed</b>	<p>The aim of this module is to incorporate the CORU 5 domains of the Standards of Proficiency into these lectures in Child and Adolescent Mental Health. See Learning Outcomes and Module Content above. Specific proficiencies addressed by this module are:</p> <p>1. Professional Autonomy and Accountability: 1.1; 1.2; 1.3; 1.4.; 1.5; 1.6; 1.7; 1.10; 1.12; 1.13; 1.14; 1.16; 1.17; 1.18; 1.20; 1.21</p> <p>2. Communication, Collaborative Practice and Teamworking: 2.1; 2.2; 2.3; 2.4; 2.6; 2.7; 2.8; 2.10; 2.11; 2.12; 2.13; 2.14; 2.15; 2.16</p> <p>3. Safety &amp; Quality: All proficiencies</p>

	<p>4. Professional Development: 4.1; 4.3; 4.5</p> <p>5. Professional Knowledge and Skills: 5.4; 5.5; 5.6; 5.7; 5.8; 5.9; 5.11; 5.12; 5.13; 5.15; 5.16; 5.17; 5.18; 5.19; 5.20; 5.22; 5.25; 5.26; 5.27</p>
<b>Assessment</b>	TBC
<b>Re-assessment</b>	In same format as original assessment.
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Sharing the Vision, A Mental Health Policy for Everyone (2020) health.gov.ie</p> <p>Walker, S. (2010) The Social Workers Guide to Child and Adolescent Mental Health Jessica Kingsley London</p> <p>Car, A. (2015) The Handbook of Child and Adolescent Clinical Psychology Taylor and Francis Ltd.</p> <p>Stern, D.N. (2002) The First Relationship Harvard (online)</p> <p>Bowlby J.(1958) The Nature of the Child's Tie to His Mother</p>
<b>Useful web-based content</b>	<p>Mental Health and Addiction Interventions for youth experiencing homelessness  <a href="https://www.homelesshub.ca/sites/default/files/attachments/COH-MentalHealthBook_0.pdf">https://www.homelesshub.ca/sites/default/files/attachments/COH-MentalHealthBook_0.pdf</a></p> <p>Anxiety Disorders: Risk and Prevention Dr. Pete Lawrence 2020 <a href="https://www.youtube.com/watch?v=2UYiP0o_UbQ">https://www.youtube.com/watch?v=2UYiP0o_UbQ</a></p> <p>John Bowlby and Attachment Theory  <a href="https://www.youtube.com/watch?v=Exf_rR1NnNs">https://www.youtube.com/watch?v=Exf_rR1NnNs</a></p> <p>Autism Spectrum  <a href="https://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds_4">https://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds_4</a>.</p> <p>Reflective Practice  <a href="https://www.ted.com/talks/brene_brown_the_power_of_vulnerability_5">https://www.ted.com/talks/brene_brown_the_power_of_vulnerability_5</a></p> <p>Clarke et al 2016 Origins of Happiness  <a href="https://voxeu.org/article/origins-happiness#">https://voxeu.org/article/origins-happiness#</a></p>

<b>Relevant Journals</b>	<p>Waddell C, McEwan K, Shepherd CA, Offord DR, Hua JM. A public health strategy to improve the mental health of Canadian children. Can J Psychiatry 2005;50:226-33. <a href="https://journals.sagepub.com/doi/pdf/10.1177/070674370505000406">https://journals.sagepub.com/doi/pdf/10.1177/070674370505000406</a></p> <p>Callaghan, J. (2016) Journal of Clinical Psychology and Psychiatry <a href="https://www.researchgate.net/publication/299988992_A_critical_analysis_of_Child_and_Adolescent_Mental_Health_Services_policy_in_England/link/5a633b814585158bca4d6da8/download">https://www.researchgate.net/publication/299988992_A_critical_analysis_of_Child_and_Adolescent_Mental_Health_Services_policy_in_England/link/5a633b814585158bca4d6da8/download</a></p>
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## SSU44092: Groupwork (5 ECTS)

<b>Module Name</b>	<b>SSU44092 Groupwork</b>
<b>Module Lecturer</b>	Dr Sorcha O'Keefe
<b>Module aims</b>	The aims of this module are to provide an understanding of the major theories of groupwork, group dynamics and processes. In addition, the module aims to promote the development of groupwork leadership and facilitator skills in the classroom setting and an appreciation of the significant potential of groupwork practice within social work.
<b>Module learning Outcomes</b>	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of group dynamics and processes, in particular as they relate to social work practice.</li> <li>2. Recognise the potential of groupwork for effective social work practice.</li> <li>3. Recognise typical stages of a group process and the various roles which group members perform.</li> <li>4. Apply groupwork theory in practice</li> <li>5. Recognise the rewards and challenges of collaborative teamwork in multidisciplinary, inter-professional, multi-service and inter-agency teams .</li> <li>6. Reflect on their own personal and previous work experiences of being in a group situation and how this may impact on their practice as a groupwork facilitator.</li> <li>7. Demonstrate a knowledge of culturally competent groupwork</li> </ol>
<b>Module Content</b>	The areas covered in this module will include: <ul style="list-style-type: none"> <li>• Stage models of groupwork practice</li> <li>• The various roles which participants perform in groups and strategies for facilitating these roles.</li> <li>• Preparation and formulation of groupwork interventions in social work practice</li> <li>• The therapeutic potential of groupwork practice</li> <li>• The use of self in a groupwork context</li> <li>• Development of leadership and facilitation skills</li> <li>• Group roles and dynamics in a teamworking context</li> <li>• Models of evaluation of groupwork practice.</li> </ul>

<b>Teaching and learning format</b>	Face to Face
<b>CORU domains of proficiency addressed</b>	<ul style="list-style-type: none"> <li>• Domain 5: Professional Knowledge and Skills. 5.13. 5.22, 5.12.</li> <li>• Domain 3: Safety and Quality. 3.8, 3.9, 3.14.</li> <li>• Domain 2: Communication, Collaborative Practice and Teamworking. 2.2, 2.11, 2.4.</li> <li>• Domain 4: Professional Development.4.1, 4.5.</li> <li>• Domain 1: Professional Autonomy and Accountability.1.2, 1.12, 1.16</li> </ul>
<b>Assessment</b>	TBC
<b>Re-assessment</b>	TBC
<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Crawford K, Price, B and Price, M <i>Groupwork Practice for Social Workers</i>, SAGE, 2014.</p> <p>Doel, M. <i>Using Groupwork</i>, London: Routledge, 2005.</p> <p>Lindsay, T. and Orton, S. <i>Groupwork Practice in Social Work</i>. 2nd ed., Exeter: Learning Matters, 2011.</p> <p>Benson, Jarlaith. 2001. <i>Working More Creatively with Groups</i>. Psychology Press.</p>
<b>Useful web-based content</b>	To be provided in class.
<b>Relevant Journals</b>	Groupwork. Whiting and Birch.



## SSU44200: Social Work Practice (Capstone) (20 ECTS)

This module is designed to support the continued development of students practice skills and social work knowledge. It builds on modules offered in the previous three years of the programme. It also focuses strongly on the skills and knowledge acquired or utilised during the Senior Sophister and earlier placement.

It has four components:

- A) Skills Workshops
- B) Integrating Seminars
- C) Social Work and Interprofessional Practice
- D) Practice Project

### Assessment

The assessment exercise related to this module is the Practice Project. It accounts for 100% of the marks awarded in this module.

<b>Module Name</b>	<b>SSU44200 Social Work Practice (Capstone) Section A. Skills Workshops</b>
<b>Module Lecturer</b>	Frank Mulville <a href="mailto:mulvillefrank@gmail.com">mulvillefrank@gmail.com</a> Simone McCaughren <a href="mailto:SMCCAUGH@tcd.ie">SMCCAUGH@tcd.ie</a> Sorcha O'Keefe <a href="mailto:okeeffso@tcd.ie">okeeffso@tcd.ie</a>
<b>Module aims</b>	<p>The aim of these workshops is to provide a forum for reflecting on your practice, exploring value issues, developing your counselling skills, and using your group as a 'learning group'. These aims require your learning in the workshops to be substantially student-led and experiential, combining role-play, exercises, student presentations and discussion.</p> <p>Skills workshops take place before, during and post placement, and the aim is for students to equip themselves with the skills required to complete placements successfully, as well as develop further the skills applied while on placement. The group can assist in brainstorming solutions to typical problems that may arise in practice and in placement relationships/situations. Throughout the post placement sessions students can raise issues which they themselves wish to reflect on or to develop further. Issues raised in previous years have included self-care/building resilience, dealing with hostile or aggressive clients, working in positive or negative environments, working effectively with colleagues and management, demonstrating confidence in MDT meetings , thinking on your feet , moving into role of professional, and particular issues which were emotionally hard to manage for example suicide. Student can develop the skills to continue to</p>

	<p>raise and address these kinds of issues effectively in their long-term future practice.</p> <p>Students can bring specific pieces of practice to sessions for reflective practice discussion such as identifying elements which impacted positively/negatively on work/student, the effect of particular skills or approaches, which skills and approaches were most effective, what could have been done differently, what student is happy to repeat etc peers may identify aspects which had not been considered and this usually leads to interesting and fruitful discussion. Students could gain a better understanding of areas they find difficult, personal likes /dislikes in practice situations, personal strengths etc enabling students to better develop self-evaluation (constructive criticism) and monitor their own performance in the role.</p>
<p><b>Module learning Outcomes</b></p>	<p>On successful completion of this section of the module, students should have:</p> <ol style="list-style-type: none"> <li>1. Advanced their level of personal and professional self-reflection in relation to their practice skills and knowledge.</li> <li>2. Enhanced their capacity to seek and receive appropriate support from colleagues.</li> <li>3. Have learned from the wide range of skills and experiences of the other students in their group, and developed a wider understanding of the possible approaches to the needs of clients etc.</li> <li>4. Explored their understanding of the importance of boundaries in relation to their own practice.</li> <li>5. Have further understood the importance of self-care and balance in their work.</li> </ol>
<p><b>Module Content</b></p>	<ul style="list-style-type: none"> <li>• Basic counselling skills for social work</li> <li>• Using relationships as a helping tool</li> <li>• Communication and interpersonal skills in social work</li> <li>• Anti-discriminatory practice.</li> <li>• Reflective practice and critical reflection</li> <li>• Self-care</li> </ul>
<p><b>Teaching and learning format</b></p>	<p>Practice workshops take place in Semester 2 and will be face to face sessions on campus. Workshops provide the opportunity to reflect on the work undertaken during the placement and to explore further the skills and methods developed, as well as to consider ethical, professional and value-based issues and responses to the needs of the people with whom you work. The class is divided into 3 groups of approximately 15 students in order to maximise your opportunity to participate actively. These</p>

	<p>sessions have a peer support element where common yet challenging issues which arise for students can be dealt with. Building on SF and JS skills workshops and on your practice experience, these workshops provide an opportunity to review and enhance your repertoire of social work skills in preparation for professional practice. The workshops are a combination of formal presentation, role play and reflection.</p>
<b>CORU domains of proficiency addressed</b>	<p>1.21 Be aware of and be able to take responsibility for managing one's own health and wellbeing.</p> <p>2.2 Be able to modify and adapt communication methods and styles, including verbal and non-verbal methods to suit the individual service users considering issues of language, culture, beliefs and health and/or social care needs.</p> <p>2.9 Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in varied practice settings and contexts and within the boundaries of confidentiality.</p> <p>2.15 Understand the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust.</p> <p>4.1 Be able to engage in and take responsibility for professional development.</p> <p>4.3 Be able to evaluate and reflect critically on own professional practice to identify learning and development needs; be able to select appropriate learning activities to achieve professional development goals and be able to integrate new knowledge and skills into professional practice.</p> <p>4.4 Understand and recognise the impact of personal values and life experience on professional practice and be able to take responsibility and manage this impact appropriately.</p> <p>4.5 Understand the importance of and be able to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice.</p> <p>5.13 Be able to evaluate the effect of their own characteristics, values and practice on interactions with service users and be able to critically reflect on this to improve practice.</p>
<b>Assessment</b>	N/A

<p><b>Indicative bibliography (if available) 4-5 titles max.</b></p>	<p><b>General Readings</b></p> <p>Loughran, H. (2019) <i>Counselling Skills for Social Workers</i>. London: Routledge.</p> <p>Koprowska, J. (2005) <i>Communication and Interpersonal Skills in Social Work</i>. Learning Matters.</p> <p>Sharpe, Meg Ed. (1995) <i>The Third Eye</i>. London: Routledge.</p> <p>Thompson, N. (1997) <i>Anti-discriminatory Practice</i>. 2<sup>nd</sup> ed. London: MacMillan.</p> <p>Knott, C. and Scragg, T. (2007) <i>Reflective Practice in Social Work</i>. Learning Matters.</p> <p>Lishman, J. (2007) 2<sup>nd</sup> edition <i>Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory</i>. Jessica Kingsley.</p>
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<p><b>Module Name</b></p>	<p><b>SSU44200 Social Work Practice (Capstone) Section B. Integrating Seminars</b></p>
<p><b>Module Lecturer</b></p>	<p>Dr Michael Feely <a href="mailto:mfeely@tcd.ie">mfeely@tcd.ie</a></p>
<p><b>Module aims</b></p>	<p>The section of the module aims to provide students with the reflective space to consider topics not covered elsewhere in the course, but which are important as part of their programme or which are focused on emerging issues in practice. The module will address issues relevant to students in making the transition from student to professional practitioner.</p>
<p><b>Module learning Outcomes</b></p>	<p>On successful completion of this section of the module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Reflect on their time in college and process their arrival at the end of the course.</li> <li>2. Develop their capacity to engage with issues related to their emerging professional selves</li> <li>3. Explore the significance of endings, transitions and beginnings in their own experience and develop a deeper awareness of the importance of attending to these phenomena in their future working relationships</li> <li>4. Gain practical information on employment and future supports available in their early careers.</li> </ol>

<b>Module Content</b>	A number of reflective and interactive seminars focusing on beginnings, transitions and endings will be facilitated. Particular attention will be given to considering matters relevant to being in the final stages of the course and aspects relating to early stage social work career. In addition to this, IASW, CPL and Tusla will provide input on future work and employment opportunities and support. The aim being to provide help in navigating the transition from final year social work student to newly qualified social worker.
<b>Teaching and learning format</b>	This section of the module is planned to be delivered face to face on campus, however it remains subject to public health advice and may move to online/blended delivery if required.
<b>CORU domains of proficiency addressed</b>	4.1 Be able to engage in and take responsibility for professional development  4.3 Be able to evaluate and reflect critically on own professional practice to identify learning and development needs; be able to select appropriate learning activities to achieve professional development goals and be able to integrate new knowledge and skills into professional practice.
<b>Assessment</b>	N/A
<b>Indicative bibliography (if available) 4-5 titles max.</b>	Donnellan, H and Jack, G. (2015) 2 <sup>nd</sup> Edition. The Survival Guide for Newly Qualified Social Workers: Hitting the Ground Running. Jessica Kingsley Publishers  Hatton, K. (2008) New Directions in Social Work Practice. Learning Matters.  Salzberger-Wittenberg, I. (2013), Experiencing Endings and Beginnings. Karnac Books Ltd.  Trotter-Mathison, M and Skovholt M.T. (2016), 3 <sup>rd</sup> Edition, The Resilient Practitioner. Burnout and Compassion, Fatigue Prevention and Self-Care strategies for the Helping Professions. Routledge.

<b>Module Name</b>	<b>SSU44200 Social Work Practice (Capstone) Section C. Social Work and Interprofessional Practice</b>
<b>Module Lecturer</b>	Dr Simone McCaughren <a href="mailto:SMCCAUGH@tcd.ie">SMCCAUGH@tcd.ie</a>
<b>Module aims</b>	This module aims to provide students with the space to reflect on their practice education placements and to consider aspects of their practice specifically related to inter-professional teamwork and practice. The module 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.
<b>Module learning Outcomes</b>	On successful completion of this section of the module, students should be able to: 1. Reflect on their experiences of inter-professional teamwork in placement-related work. 2. Broaden their understanding of the distinct role of social work within inter-professional teams 3. Develop and strengthen their awareness of building a strong professional identity. 4. Explore and advance the skills necessary for effective participation in inter-professional teams.
<b>Module Content</b>	This module 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 inter-professional collaborative practice.
<b>Teaching and learning format</b>	A blend of face to face on campus and online.
<b>CORU domains of proficiency addressed</b>	Domain 1. (1) Be able to practise safely and effectively within the legal, ethical and practice boundaries of the profession. Domain 1. (2) Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional Domain 1. (3) Be able to act in the best interest of service users at all times with due regard to their will and preference Domain 1. (5) Respect and uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process Domain 1. (6) Be able to exercise a professional duty of care Domain 1. (12) Understand the limits of confidentiality in the context of a variety of team settings

	<p>Domain 1. (18) Recognise personal responsibility and professional accountability for one’s actions and be able to justify professional decisions made</p> <p>Domain 2. (3) Recognise service users as active participants in their health and social care and be able to support service users in communicating their health and/or social care needs, choices and concerns</p> <p>Domain 2. (9) Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in varied practice settings and contexts and within the boundaries of confidentiality</p> <p>Domain 2 (10) Understand and be able to recognise the impact and importance of effective leadership and management on practice</p> <p>Domain 2 (13) Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team</p> <p>Domain 2 (14) Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team setting</p> <p>Domain 2 (15) Understand the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust</p> <p>Domain 4 (1) Be able to engage in and take responsibility for professional development</p> <p>Domain 5 (10) Critically understand the role and purpose of relationship based practice, including the importance of planning the withdrawal of services.</p>
<b>Assessment</b>	N/A
<b>Indicative bibliography (if available) 4-5 titles max.</b>	To be provided in class.
<b>Useful web-based content</b>	To be provided in class.
<b>Relevant Journals</b>	To be provided in class.

## **SSU44200 Social Work Practice (Capstone) Section D. Senior Sophister Practice Project**

The practice project must be passed in order to pass your placement. It combines a summary of your practice and learning on placement with a focused analysis of one piece of work.

It should aim to:

- Provide evidence of competent and reflective practice, knowledge gained, skills developed, and key learning from your practice experience.
- Integrate relevant theory with practice in a detailed analysis of one piece of work
- Demonstrate the capacity to integrate research in social work practice

### **Project Format:**

#### **Introduction (word count guide 400 words)**

Provide a brief introduction summarizing previous experience and learning goals for this placement. Please specify if the placement was fully on site or followed The Hybrid Placement Model.

#### **Section A Placement Context and Learning (word count guide 4000 words)**

##### **Agency and Community Context**

**In this section you should:**

- Provide a brief profile of community in which the agency is based: e.g. relevant current geographic / demographic / socio-economic indicators; diversity; community supports.
- Provide a brief profile of agency e.g. status, structure, funding, aims, personnel; impact of resourcing and practices on service users and service delivery.
- Discuss the role of social work in the agency: eg: status, legal base, roles & relationships; main pressures on social workers.
- Outline your role and how typical it was of social work in the agency.



## Placement Learning

- Provide a brief table of all work undertaken, and length of involvement in each intervention. The table should include headings for Client name/age/gender; Reason for Referral and Key Issues; Work Undertaken/Intervention; Relevant Evidence Base/Social Work Theory/Frameworks used; Frequency/duration of involvement and Outcome; Reflection/Main Learning. An example of this table is in Appendix 2. ***Please state at the start of this section that all names have been changed in order to protect the confidentiality of service users.***
- Discuss your overall learning from this placement with respect to each of the following CORU / The Social Workers Registration Board Domains of Proficiency. Please specify a minimum of two proficiencies under each domain, as per the learning goals documented in the Learning Agreement. Drawing on selected practice examples please provide evidence of your learning. The Domains of Proficiency are:
  - Domain 1 Professional Autonomy and Accountability
  - Domain 2 Communication, Collaborative Practice and Teamworking
  - Domain 3 Safety and Quality
  - Domain 4 Professional Development
  - Domain 5 Professional Knowledge and Skills
- Discuss your experience of supervision. Outline the supervision model used and if/how this supported you as you progressed your learning, your understanding of the work and your capacity to reflect and be reflexive.

## Section B Practice Study (word count guide 4000 words)

Describe and analyse one piece of work (e.g. work with an individual / group work), in the following terms, though not necessarily in this order:

- Social history and profile of service user/s; personal, interpersonal, social networks;
- Background to intervention; agency perspective; initial aims;
- The account of your work should:
  - Discuss relevant social work practice theories and demonstrate how they guided your interventions.
  - Outline your use of a specific reflective framework/ supervision model to demonstrate how you progressed your learning and understanding in this case.

- Apply a social policy perspective/framework (e.g. accountability, equality or rights) to this case. (Guidance on Social Policy Analysis set out below)
- Identify the key practice issue (e.g domestic violence) and discuss relevant key social science research evidence and how it informs your understanding of the issue.
- Illustrate how you negotiated key ethical or professional issues.
- Consider issues of anti-oppressive practice and how these are relevant to this case.
- Evaluate and reflect on the outcome of your involvement – lessons learnt for future practice whether the outcome is judged successful or not.

### **Section C Practice based Research Proposal (word count guide 1000 words)**

Students should demonstrate their understanding of the importance of research for social work practice. For this section of the practice project students should plan a research project and write a short research proposal. Chose a topic of interest from your placement. The proposal should include the following:

- some background to the topic
- relevant literature,
- rationale for undertaking the research
- overall aims and objectives
- research questions and a short overview of the proposed methods.

### **Section D Summary of Key Learning (word count guide 600 words)**

- Critically reflect on your placement learning;
- Identify the special features of the placement which contributed to or limited your learning;
- Critically assess overall learning and progress from start of placement and identify areas for future learning.

### **Guidelines for completion of practice project**

- Observe overall word-length, though length of individual sections may be varied. Overall word-length excludes cover & contents page, tables, diagrams, bibliography & appendices.
- Your workload table is not included in your wordcount, but it should not be excessively long. Points made should be succinct and the use of bullet points is permissible within the workload table.

- Electronic copies of the project and Learning Agreement must be submitted to Blackboard, instructions on how to do so will be provided.
- Include a Contents page and a comprehensive Bibliography.
- A copy of the Placement Learning Agreement must be submitted with the Practice Project. Please ensure progress in relation to the learning goals identified in your Learning Agreement is addressed within your Practice Project.
- A copy of your Student log must be submitted as an appendix to the Practice Project.
- Ensure the project reads as an integrated whole (eg: introduction and conclusion).
- Anonymity: Change all names and identifying information relating to service users and colleagues, and state in the text that you have done so. Give people fictitious names rather than numbers or initials, as this humanises the narrative. Please state at the start of Section B that all names have been changed in order to protect the confidentiality of service users.
- Use clear, precise language throughout. Avoid jargon and slang except in direct quotations. Explain any technical terms or abbreviations you use.
- Reference correctly all texts cited in the Project. Aim to use recent publications. BE CAREFUL NOT TO PLAGIARISE. Also, ensure that you only submit original work that you have produced yourself. Unacknowledged reproduction of your own work is unacceptable. This means that you are not permitted to submit text that you previously submitted in other essays or projects.
- Appendices should be brief, self-explanatory, relevant, but not essential to the main text. (eg: agency diagrams; key extracts from process recordings). Do not include lengthy reports, case-notes, or letters.
- Explain any tables, diagrams, genograms, or eco-maps and, preferably, insert them at the relevant point in the text rather than in appendices.
- Give your Practice Teacher a copy of the Project to sign as a fair account of your work.

## **Guidance on Social Policy Analysis**

Students are asked to apply a social policy perspective/framework to the case discussed in their practice study. You should begin by outlining the perspective/framework you have chosen and why you have chosen it. You should then discuss how this perspective/framework could be applied to the piece of work in question. References drawn on can include social policy theory and agency or government policy documents. Ultimately the aim of this small section is to indicate your ability to integrate social policy theory and analysis covered in earlier years in the BSS degree programme with placement experience and knowledge. This is in keeping with CORU's Domain 5: Professional Knowledge and Skills which states that on completion of the BSS students will:

5.2: Demonstrate a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context

5.9: Demonstrate an awareness and critical understanding of how social work practice is influenced by regulations, national guidelines and standards, findings of inquiries, investigations, associated reports; issues and trends in public and policy development; and be able to access new and emerging information which affects social work practice

**Maximum project word count = 10,000 words**

**The word allowance per section is a guide and therefore a 10% over or under allowance will be allowed within sections. However, students must observe the overall maximum word length. Projects over this word length will be penalised in the final mark given (-1% per 200 words over)**

**The Practice Project and Practice Teacher's Report should be signed by both parties and submitted, as separate documents.**

**The Practice Teachers Report by Wednesday 14<sup>th</sup> December 2022  
Practice Project by Noon on Wednesday 14<sup>th</sup> December 2022.**

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

Co-ordination of student placements is the responsibility of the School's Practice Education Team.

Decisions regarding the allocation of placements are taken on the basis of the student's learning needs, prior experience and areas of interest and with reference to CORU guidelines. Placement planning is carried out in consultation with students, tutors and the Course Team and in the context of available placement opportunities. As a result of demands on social work services nationally, a student's preferred placement sector or/and location will not always be possible, and the priority will be ensuring that each student has a placement that meets their identified learning needs.

Students must demonstrate readiness for placement. Relevant issues such as health and wellbeing, attendance in college and completion of coursework will be taken into account before a decision is made to permit a student to proceed to placement.

Students must ensure that they notify the Practice Education Team and the Course Director of any health and safety issues which may compromise their ability to undertake their placement. It is expected that students will have received any necessary vaccinations in earlier years of their course for placements in health and social care settings. As of the academic year 2022/23 it is a requirement that students attending clinical placement receive the Flu vaccine. It is expected that all students will make arrangements to have this vaccine once it becomes available. It is expected that students will be vaccinated against Covid-19 in line with public health recommendations. Many placement sites require proof of vaccination in order for students to progress to placement. If you do not intend to have a Covid-19 vaccine you should contact the course director and placement coordinators to discuss the implications of this. Students must complete a Health and Safety declaration at the commencement of placement. The College Health Service is available to students, if they have any queries or concerns about their health or preventative health measures such as vaccinations.

Garda vetting is carried out by the college when students enter the BSS programme. Some placements sites also request that students complete a further Garda vetting.

The college will request a student to renew their Garda vetting if they have taken time off from their studies or for other operational reasons.

### **Assessment**

Students are assessed in this module on their placement performance aligned to the CORU/SWRB Domains of Proficiency. Placement performance is graded as either Pass or Fail. The Practice Teacher recommends the placement grade to the college and provides evidence to support their recommendation in relation to each of the five Domains of Proficiency, in the Practice Teacher Report.

## Senior Sophister Practice Placement

### Placement Overview

Practice-based education is an integral part of Bachelor in Social Studies programme. The Practice Education Team acts as the interface between the School of Social Work and Social Policy and social work professionals in generating and supporting social work placements. Placements are offered in partnership with agencies providing social work services in Ireland and abroad. We have strong and active links with social work practitioners, managers and employers within every social work sector to facilitate the required range of placement opportunities for our students annually. Most placements are provided within state agencies for example Tusla Child and Family Agency, Probation Service, HSE Mental Health Services, Health-related Social Work, (Hospital and Primary Care), Adult Safeguarding, Disability Services and Local Authorities. We also work in partnership with social workers in the Not for Profit and the emerging private sector. In general, all social work sectors are represented in the cohorts of placements, secured each year.

Practice teachers are CORU/SWRB registered social workers who have a minimum of two years post qualifying social work experience and have successfully completed Practice Teacher training.

All placements are undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.) Students are required to successfully complete **1000 professional social work placement hours** over the Sophister years of the programme. This builds on **560 foundation level placement hours undertaken across the first and second years of the BSS programme.**

The Senior Sophister placement (500 hours) is generally undertaken from September - December of the Senior Sophister year.

Students must pass the placement to the satisfaction of the BSS Court of Examiners in order to be awarded the Bachelor in Social Studies (Hons) degree. The practice teacher holds a key role in ensuring standards of professional social work practice in accordance with the CORU/SWRB Domains of Proficiency are attained and upheld by the student. The practice teacher's evaluation of the student's performance constitutes a key recommendation to the Court of Examiners, though other material may also be taken into account.

Satisfactory completion is contingent on two criteria being met:

- (i) the first is a recommendation by the designated practice teacher that the student has reached required standards for the course; and
- (ii) the second is the submission by the student of a practice project which is deemed to be satisfactory both by an initial examiner and the external examiner.

As already outlined, the responsibility for the arrangement and approval of suitable practice education placements rests with the Practice Education Team, in consultation with the Course Directors and Course Team. The Practice Education Team and course team seek to develop students' range of knowledge and skills through contrasting placement settings (e.g child and family, adult, statutory (a setting where practice is set within statutory frameworks), non-statutory, structured and less structured settings, drawing from the full range of available social work sectors. Decisions regarding placement allocation are taken on the basis of the student's learning needs, prior experience and areas of interest. Placement planning is carried out in consultation with students, tutors and the course team and in the context of available placement opportunities.

The Practice Education Team in conjunction with the designated tutor play an active role in maintaining communication with the student on placement, whether it be in Dublin or elsewhere. Each student is allocated a Social Work Tutor who undertakes liaison, mentoring and quality assurance roles. The Social Work Tutor provides information and support to both the student and practice teacher and liaises with the Practice Education Team and the Course Team for the duration of each placement. Students should maintain regular contact with their tutor throughout placement. In addition, they should meet their tutor in advance of each placement, participate with their tutor and practice teacher in three placement reviews and have a post placement meeting with their tutor to review learning achieved and clarify continuing learning needs. Ideally these meetings should be held in person, however, should Covid-19 or other circumstances preclude an in-person meeting, it can take place using a video platform such as Zoom or MS Teams. When placements are undertaken abroad, liaison is maintained through email, Zoom and/ telephone and a CORU registered external/long-arm practice teacher is appointed. Where possible the student is also linked to a local university School of Social Work.

There is no automatic right to a practice education placement for registered students, as the college has a responsibility to placement providers and service users to ensure a student's fitness to practice/learn before sanctioning the placement.

### **Placement Structure**

The Senior Sophister placement is the final placement of the four years of the BSS degree programme. It comprises of a full-time block placement of 14 weeks (70 days / 500 hours). Before students set out on placement, they are provided with a week-long Pre Placement Programme in college. Full attendance is mandatory.

Placement begins on Monday 5th September 2022 and continues 5 days per week (Monday-Friday) to the end of Semester 1 (Friday 9th December 2022).

### **Academic Requirements**

Placement related lectures and workshops take place in college during the Preparation for Placement Week (29<sup>th</sup> August to 2<sup>nd</sup> September 2022)

Successful completion of Social Work Practice modules SSU44200 and SSU44111, and therefore the final year as a whole, depends on students passing both the Placement and the Practice Project.

In order to concentrate on academic work in the second semester, **students must complete their Practice Project by the end of placement - which must be submitted by noon on Wednesday 14<sup>th</sup> December 2022.**

### Practice Teaching and Learning Curriculum

The curriculum for practice teaching and learning is informed by the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates. These domains are reflected in the college Learning Agreement to be completed at the beginning of placement by the student, practice teacher and tutor.

The individual learning needs of each student should also be established in the Learning Agreement and addressed throughout the placement. The Learning Agreement should be reviewed at regular intervals throughout the placement and reviewed formally at placement review meetings. It is submitted to college at the end of placement in conjunction with the student's placement project and the practice teacher's report.

Teaching and learning are ongoing processes throughout each placement. Supervision should include formal teaching and learning, critical reflection and case management. Arrangements for Supervision are agreed as part of the Learning Agreement and should be discussed at all placement meetings.

### Placement Hours

Students are required to undertake 37.5 practice learning hours per week - but precise hours in the agency are negotiated by student and Practice Teacher to suit their needs and those of the agency. If students work over-time, they should receive time-off-in-lieu, and are entitled to Bank Holidays in the normal way.

### Hybrid Placement Model

Due to Covid-19 it may not be possible for all students to be on site each day of placement. To ensure that student learning on placement is not compromised the School has produced a Hybrid Placement Model to support practice learning which will be made available to all students. This is aimed at ensuring that learning opportunities through on-site practice, off-site practice, on-line practice and reflective practice are maximized. This model will not be a part of all placements, but it will be relevant in many cases.



Most students will have to engage in off-site practice including working from home and off-site meetings and visits. All students must maintain a daily log (see Appendix 3) outlining the work undertaken each day, including the weekly reading half day. This log which also includes calculation of placement hours undertaken each week, must be included as an appendix to the student's Practice Project.

### **Reading Time**

Students should reserve regular time for placement-related reading, reflective writing and completion of the Practice Project. The time recommended is a half-day per week throughout the placement.

The allocated Reading Time is not time off. Reading time should support specific placement learning, and may be taken on or off-site. Reading time allocation is a guideline - how it is scheduled should be negotiated with Practice Teachers and must accommodate student workload and agency requirements. Reading Time also introduces some flexibility into an otherwise tight timetable, for example, if students are ill and have days to make up, Reading Time may be used, and students must then use their own time for placement reading and completion of their placement project.

### **Absences whilst on placement**

If students are ill or need compassionate leave, their Practice Teacher must be notified as early as possible on the first day of absence to explain the reason for his / her absence and to give an estimate of its probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor (or college). Absences of 2 or more days must be made up in a purposeful manner negotiated with the Practice Teacher. If necessary, students may use some of their Reading Time allotment (see above) to compensate for time missed. If an absence seems likely to be prolonged, the student, Practice Teacher and Social Work Tutor should discuss the implications at the earliest possible time.

Students must follow all Covid-19 protocols while on placement. Students also complete a college Health and Safety declaration on commencement of placement. Failure to adhere to either TCD or placement agency Covid-19 protocols constitutes a serious breach of placement contract and will result in a disciplinary process.

### **Needing more time**

Placements are due to be completed by Friday 9<sup>th</sup> December 2022. If a student needs to compensate for time missed during placement, the arrangement put in place must be agreed in advance of the scheduled finishing date by the student, Practice Teacher and

Social Work Tutor. This agreed plan must be notified to the Practice Education Team and the Course Director.

### **Attendance Record and Log of Hours on Placement**

A **record of attendance** and log of hours undertaken on placement (including Reading Time) must be kept by the student and Practice Teacher and appended to the Student's Project and the Practice Teacher's Evaluation Report.

### **Placement meetings/reviews**

Placement meetings/reviews are facilitated by the student's social work tutor, or other person nominated by the Course Director and attended by the student and their practice teacher(s). It is preferable that these meetings are held in person but where this is not possible an online video platform can be used. The aims of these meetings are:

#### **For the Tutor/Course Staff**

- To monitor the practice experience offered to students and ensure it is a fit with their learning needs and stage in training.
- To ensure that students have sufficient opportunities to gain necessary experience and to establish their competence aligned to the CORU Domains of Proficiency.
- To assess students' learning needs for any future placements.
- To obtain feedback from practice teachers on the fit between the academic course and its arrangements, and the requirements of practice teaching.

#### **For Practice Teachers**

- To discuss students' performance aligned to the CORU Domains of Proficiency: to acknowledge progress and strengths, and to discuss any difficulties in time to identify any action to be taken.
- To discuss the final assessment and future learning needs.
- To discuss links between teaching on placement and in college.
- To obtain feedback on the placement as a learning environment, and avail of the college's support for practice teaching offered on placement.

#### **For Students**

- To review their learning aligned to the CORU Domains of Proficiency
- To discuss experiences on placement and the learning opportunities offered.
- To receive and discuss constructive feedback on their performance.
- To discuss difficulties or needs revealed on placement and ways to address them.
- To discuss future learning goals or, where relevant, additional placement needs.

### **For all three parties**

- To allow material previously discussed by two of the parties to be raised and discussed by all three in a safe and constructive manner.
- To establish the outcome (Pass / Fail) of the placement.

### **Guidelines for Placement meetings/reviews**

It is helpful to agree a broad agenda at the beginning of each visit, although this does not preclude discussion of other issues arising. In advance of the review meeting, the student should submit a summary of work in progress to their tutor. The Learning Agreement should be referred to throughout the meeting.

### **Initial Meeting/Review**

- Link previous experience and/or experience on last placement to current one
- Establish the student's learning needs and expectations of all three parties
- Agree learning goals in accordance with the 5 CORU domains.
- Draft the Learning Agreement to include: facilities for the student; ways to meet learning needs; workload size & content; opportunities to try out methods of intervention; access to meetings and other learning opportunities; supervision arrangements, criteria for assessment and evaluation of student learning; methods of assessment to be used and if relevant how the student's placement will be structured in relation to the Hybrid Placement Model.

### **Mid-Placement Meeting/Review**

- Review the learning goals aligned to the CORU Domains of Proficiency, as documented in the Learning Agreement and progress achieved in relation to each goal
- Review workload and agree any adjustment needed
- Review how the Hybrid Placement Model if relevant is impacting placement and agree any adjustments that are required.
- Identify what has been achieved so far and areas to be worked on
- Establish whether the student is on track to pass the placement

### **Final Meeting/Review**

- Establish whether the student has passed the placement
- Check that Placement Report and Practice Project are in preparation
- Identify the student's strengths, progress and learning needs yet to be met
- Review what will best meet learning needs in subsequent placement /academic learning/ professional practice.

## Contact with College

In addition to the three-way placement reviews:

- Students should contact their Social Work Tutor fortnightly - by email or phone - to let them know how the placement is going and submit their Student Placement Logs.
- Students should review their placement experience with their Social Work Tutor before the Mid-Way Placement Review.
- Social Work Tutors should review placements with Practice Teachers before the Mid-Way Review.

These contacts are intended to ensure that any concerns are raised early and can be discussed in a considered way at the Placement Review.

Additional Placement Review Meetings may be arranged as needed.

## Evidence for passing the placement

In order to facilitate student learning and an accurate all-round evaluation of student progress aligned to the CORU SWRB Domains of Proficiency it is important that a number of different forms of evidence are discussed in supervision, at placement meetings and cited in the Practice Teacher's Evaluation Report. These may include: self-reports, process recordings, reflective writing, engagement in supervision, direct observation of student work by practice teacher or colleagues, audio or video recordings, service-user feedback, feedback from team/agency colleagues, and written or other materials produced by students in the course of their practice.

## Practice Teacher Input: Student Practice Project

The Practice Project is designed to demonstrate the student's professional competence and reflective integration of theory and practice. Practice Teachers can guide students' work on their project through, discussion, suggested references and signposting to other resources. They are asked to read and sign the project to confirm it is a fair account of the student's work while on placement. The Project, however, remains the student's responsibility, and is graded by college staff. Practice Teachers are not responsible for directing or editing students' projects.

## Supplementary placements

Situations may arise in which students are required to undertake a supplementary placement: for example, where:-

- For health or other pressing reasons, students start placement late or take time out of placement and are unable to complete the full number of placement days.
- A student's performance at the end of placement is judged to be marginal or has not clearly reached a passing standard by the end of placement.

In the case where a student is unable to complete the full number of placement days, for health or other extenuating reasons, they will be required to apply to the Senior Lecturer, with assistance from the Practice Education Unit and College Tutor, for permission to defer completion of their first attempt until after the summer examinations and a supplementary examination board will be held at the end of August / beginning of September.

Students who fail a placement and subsequently provide evidence of readiness for practice, may be permitted to repeat the placement and the related practice project after the summer examinations and a supplementary examination board will be held at the end of August / beginning of September.

**Only one attempt to repeat a failed placement is permitted. The repeat placement and the related practice project must be passed in order for students to progress within their programme.**

## Health and safety

**Covid 19 Coronavirus:** Students must sign a Health and Safety declaration on commencement of placement and adhere to all agency protocols and public health advice at all times.

**Vaccination Policy:** The School of Social Work and Social Policy is obliged to exercise responsibility to the health of individual students and our duty of care to the public, with whom students are in close contact on placement. With this in mind:

- It is expected that students will be vaccinated against Covid-19 in line with public health recommendations. Many placement sites require students to be vaccinated against Covid-19 and failure to have a Covid-19 vaccination may impact upon your ability to undertake mandatory professional placements at this time. If you do not intend to have a Covid-19 vaccine you should contact the course director and placement coordinators to discuss the implications of this.
- The School will **require** Hepatitis B vaccination, after College Registration. The School recommends that students are protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).

- It is a requirement for the academic year 2022/23 that all students receive the Flu vaccine, when it becomes available. This is in response to public health advice in relation to the current pandemic. Students should arrange to have this vaccine when it becomes available.
- A record must be submitted to the Practice Education Administrator, prior to commencing placements.
- BSS students must arrange vaccination for Hepatitis B through their own GP or with College Health Service. Costs must be met by the students.

### Critical incidents

If any incident occurs on placement which affects a student's health or well-being, the Student and Practice Teacher should notify the Social Work Tutor, Practice Education Team and the Director of the BSS programme as soon as possible. The primary concern will be to ensure the student's safety and welfare and access to any necessary services.

### Health Concerns

If students have personal or health difficulties which impact negatively on their placement practice and / or professional behaviour, they may be required to submit a medical / psychological report certifying their fitness to continue or repeat placement.

### Garda Vetting

Agencies require students to undergo Garda vetting prior to commencing placement. Garda vetting is obtained by Trinity College on the student's behalf in the first year of the BSS programme. Students sign consent forms and provide background information to enable the Garda vetting process.

Information arising from the Garda vetting process is treated with the utmost confidentiality. Only details relevant to placement are forwarded to Practice Teachers.

Students will not be allowed to commence placement until they have submitted the signed consent form to College and Garda vetting has been completed.

### Access to Agency Held Information

On placement, students have access to and write highly confidential information about service users and others.

**Students must not take confidential material in electronic or hardcopy out of the placement agency - either to write up records or to prepare written assignments -**

**as the risk of losing this material has serious implications for service users and agency staff.**

Instead they must set time aside to write up reports in the agency. If preparing process-recordings or project work outside the agency, students must omit or disguise names and identifying data. Effective time-management and data-protection are crucial aspects of professional accountability.

**The identities of service users and any of their details should not be shared with anyone who has no reason to have access to such information. This includes casual conversations or sharing of information through any social media. Information about service users that students work with should only be shared with others on a need-to-know basis. If a student is in any doubt about sharing information with other professionals, service agencies or extended family of the service user, they are advised to check in the first instance with their Practice Teacher.**

## **Assessment of Social Work Practice: Guidelines for Placement Evaluation**

Placement evaluation comprises three elements:

- Learning Agreement
- Practice Teacher's Evaluation Report.
- Student's Practice Project

Students should be evaluated in relation to the learning objectives agreed at the beginning of the placement and set out in the Learning Agreement, both in relation to the individual student's learning needs and the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates.

### **Assessment of Students**

Students should be able to integrate knowledge, skills and values pertaining to each domain of proficiency in their practice. They should recognize and respond appropriately to complexities arising in practice and be aware of their ongoing continuing professional development needs. At the end of a final year placement students must be deemed to be ready for professional practice.

The student's Practice Project is graded separately, but forms part of the overall placement evaluation. It should therefore be drafted *before* the Practice Teacher's Report, to enable the practice teacher to cite specific examples of practice that illustrate student progress.

**The Practice Project and Practice Teacher's Report should be signed by both parties and submitted, as separate documents.**

**The Practice Teachers Report by Wednesday 14<sup>th</sup> December 2022  
Practice Project by Noon on Wednesday 14<sup>th</sup> December 2022**

## **1. Learning Agreement (see Appendix 1)**

As already discussed the Learning Agreement sets the initial agenda for placements and the baseline for reviewing progress at the end. It should be attached to the placement project.

## **2. Practice Teacher's Evaluation Report**

The structure of the Practice Teacher's Evaluation Report is based on the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates. A template is provided please see Appendix 7

**The report opens with a Pass or Fail recommendation.**

The standard of work displayed towards the end of a final placement should be that expected of a newly qualified social worker.

The report should then read as evidence for this recommendation.

The Practice Teacher is asked to discuss the student's learning, knowledge, skills and ethical awareness as applicable in relation to each of the five domains of proficiency:

Domain 1 Professional Autonomy and Accountability

Domain 2 Communication, Collaborative Practice and Teamworking

Domain 3 Safety and Quality

Domain 4 Professional Development

Domain 5 Professional Knowledge and Skills

[A document listing the domains and proficiencies can be found here](#)

Evidence of the student's performance, in relation to each domain, with examples from more than one source is required. Reference should be made to specific proficiencies identified under each domain in the student's Learning Agreement.

**The report concludes with a summary to include:**

- Review of Learning Agreement and any issues arising from previous placement.
- Areas where progress has been made and skills acquired or consolidated.



- Any special strengths, gaps or weaknesses in student's performance.
- Priority learning goals for the student's next placement/continuing professional development as appropriate

### **Grading Placement Performance: Pass / Fail**

Practice teachers should state whether a Pass or Fail is recommended. This recommendation carries great weight with the Court of Examiners. Confirmation or modification of the recommendation will be based on evidence provided by practice teacher and student in their reports but may also draw on evidence from the tutor and other relevant sources.

Reports and Projects may be read by a Practice Panel, and are also available to the External Examiner, who may interview any student about whose performance there is doubt and who may also meet with Practice Teacher and Social Work Tutor. The final responsibility for confirming the overall result for the student belongs to the Court of Examiners after consultation with the External Examiner.

### **Pass Grade**

Pass applies when a student has accomplished agreed placement tasks aligned to the CORU Domains of Proficiency to a satisfactory standard for the relevant stage of training. **On the Final Placement, Pass indicates fitness to practice as a professional social worker.**

### **Fail Grade**

There are two divisions in the fail grade: F1 & F2.

*F1 applies in any of the following situations:*

1. Student has not *clearly* reached the required standard, but has demonstrated willingness and capacity to improve, and needs additional time to progress.
2. Placement did not afford the student sufficient opportunity to achieve and demonstrate the required standard of practice.
3. Performance has been deemed satisfactory, but the student's practice project has either not been submitted or has been failed.

*F2 applies in the following situation:*

1. The student has not reached a satisfactory standard, (for example has displayed major difficulties in completing agreed social work tasks or has acted in a seriously non-professional manner) AND
2. Has demonstrated no obvious signs of being able to do so in the short-term.

Practice teachers may recommend either an F1 or an F2, but the Court of Examiners must ratify it.

### **Regulations for 'Failed' Placements**

- If F1 is obtained, a supplementary placement will be offered as already outlined.
- If F2 is obtained, a supplementary placement is not automatic and will be subject to further in-depth assessment and adjudication processes.
- Normal College Appeals procedures apply, as outlined in the College Calendar Part Two for Undergraduate Studies.
- The supplementary placement and project must be completed successfully in order to progress on the BSS programme.

### **3. Student's Practice Project**

The student's Practice Project is assessed and graded by the college but forms part of the overall placement evaluation. It should be drafted, therefore, before the Practice Teacher's Report, to enable the Practice Teacher to cite specific examples of practice which illustrate student progress.

**The Practice Project and Practice Teacher's Report should be signed by both parties and submitted, as separate documents.**

**The Practice Teachers Report by Wednesday 14<sup>th</sup> December 2022  
Practice Project by Noon on Wednesday 14<sup>th</sup> December 2022.**

## Guidelines for the Presentation of all Written Work

### General Points

- Structure all written work, with Introduction and Conclusion framing your argument, separate paragraphs for new themes, and subheadings for sections.
- Use practice examples, where relevant, to illustrate arguments. This demonstrates your ability to integrate theory and practice and gains credit. Credit will also be given for work that shows breadth as well as depth, by drawing on relevant material addressed in other courses.
- Disguise all names and identifying information concerning service users and colleagues when using practice examples, and state that you have done so.
- Avoid vague generalisations such as "research shows". Refer to specific authors or sources to support your statements.
- Reference carefully. For direct quote, cite author's name, publication date and page number [e.g. (Skehill 1999: 37) in brackets in the text. For general reference (Skehill 1999). Multiple references cited in the text should be referenced either chronologically or alphabetically and done so consistently.
- Detail all authors cited in your text in a comprehensive bibliography. Omit references not cited in the text. The bibliography should be presented alphabetically and in a consistent format, which includes: author's name, year of publication, title of book, or of article with its source book / journal, place of publication, and publisher. [e.g. Skehill, C. (1999) *The Nature of Social Work in Ireland: a Historical Perspective*. Lewiston, New York: Edwin Mellen Press.] Where available, primary source of your reference should always be used.
- Acknowledge any author or source, including unpublished and internet sources, whose ideas you cite or paraphrase. Plagiarism is unacceptable in academic work and is penalised. Please see further information on plagiarism in handbook. Mark quotations with quotation marks, page references, and appropriate indentation. Avoid using long or multiple quotations from any text.
- Use Appendices judiciously and sparingly.
- Observe word lengths and include word count on cover page. Work that is very short or exceeds the recommended length may be returned for resubmission, penalized or both.
- Word-process all written work - in 1.5 or double spacing - on one side of the page - with adequate margins on each side.
- Number your pages.
- Proof-read carefully before submitting work. Careless spelling, grammar and referencing errors will lower your grade or result in resubmission and penalties.
- Observe published deadline dates, which have the status of examination dates.

- Keep electronic copies of all written work as it is retained by the School for the External Examiner.
- You are required to submit every written assignment to TURNITIN to check for plagiarism and to Blackboard .

### **Referencing Guidelines**

In general all assignment at third-level must be referenced. Some lecturers may request that you use a particular style of referencing; however different versions of the Harvard Reference style are commonly used in college. A Study skill Web Seminar on referencing is available to students on the Trinity Website:

[http://www.tcd.ie/Student\\_Counselling/Seminar/Referencing/rdf2.shtml](http://www.tcd.ie/Student_Counselling/Seminar/Referencing/rdf2.shtml)

### **Citations in the Text**

References should include the author, (by surname only) followed by year of publication in brackets in the text. e.g. Butler (2002) states that .... “

Citations contain the name of the author and the year the information was published after the quote or paraphrase i.e. (Lucena & Fuks, 2000) or (Torode *et al.*, 2001).

If a point has been made by several authors then they should be listed either alphabetically or chronologically i.e. (Clarke, 2000; Holt, 2002; Torode *et al.*, 2001) or (Holt, 2002; Torode *et al.*, 2001; Clarke, 2000).

### **Quotes in the Text**

Direct quotes of less than three lines can be included as part of the text as above but if direct quotes are three lines or longer, they must be indented

e.g. One such text (Torode *et al* 2001) notes that:

‘It is one thing to promote ethical principles of equality and inclusiveness but quite another to test and implement these principles in complex practice situations, where there are conflicts of interest, and where the information and resources needed for good practice may be lacking’ (p.5).

Where there are more than two authors, the reference within the text should be cited as (Torode *et al* 2001), but include all the authors in the reference list:

Torode, R., Walsh, T. & Woods, M. (2001) *Working with Refugees and Asylum-seekers: Social Work Resource Book*. Dublin: Department of Social Studies Trinity College.

## Reference Lists

A reference list should appear at the end of the piece of work and should include **only** those references cited in the text. References should be double-spaced, arranged alphabetically by author, and chronologically for each other. Publications for the same author appearing in a single year should use a, b, etc. To create a reference list you will need, for each item you include, the following information:

Book: author or editor; year of publication; title; edition; place of publication and publisher

### Journal article:

Author; year of publication; title of article; journal title; volume/issue number; page numbers of the article

### Electronic information:

Author/editor; year of publication; article title; journal title; web URL,/name of database; date accessed

Book with multiple authors

Buckley, H., Skehill, C. & O'Sullivan, E. (1997) *Child Protection Practices in Ireland: A Case Study*. Dublin: Oak Tree Press.

### Book with an editor and a revised edition:

Fook, J. (ed) (1996) *The Reflective Researcher 2nd ed*. Sydney: Allen & Unwin.

### Chapter in an edited book

Gilligan, R. (2000) 'The importance of listening to the child in foster care', chapter ? in G. Kelly and R. Gilligan (eds) *Issues in Foster Care*. London: Jessica Kingsley. Give page numbers.

Journal article - print

Carter-Anand, J. & Clarke, K. (2009) 'Crossing borders through cyberspace: A discussion of a social work education electronic exchange pilot project across the Atlantic' *Social Work Education*, 28(6): 584-597

### Conference Proceedings

Donnelly, S. (2009) 'Participation of older people in family meetings in a hospital' Proceedings of the sixth International Conference on Social Work in Health and Mental Health Conference, Dublin, Ireland, pp. 152-168.

## **Report/Government Reports**

*A Vision for Change: Report of the Expert Group on Mental Health Policy* (2006) Dublin: Stationary Office.

## **Thesis/Dissertation**

May, S. (2008) 'Cocaine use and homelessness' Unpublished MSW Dissertation, University of Dublin.

## **Lecture**

Foreman, M. (2009) Lecture presented on (state date) to Equality Studies, Master in Social Work Course, Trinity College, Dublin, Ireland.

## **Electronic article**

Foreman, M. (2009) 'HIV and Direct Provision – Learning from the Experiences of Asylum Seekers in Ireland' *Translocations, Migration and Social Change* (online), 4(1) pp.67-85 Available :<http://www.translocations.ie/volume 4 issue 1/index.html> (Accessed 14 Sept 2009)

## **Newspaper article**

O'Brien, C. (2009) 'Social workers unsure of children rights' *Irish Times*, 5th May, p.16.

## **Website**

'Research Ethics' (2009) School of Social Work and Social Policy, Trinity College (online). Available at URL: <http://www.socialwork-socialpolicy.tcd.ie/rsarch/ethics.php> (Accessed 8 Feb 2010).

## **Use of EndNote**

EndNote is a widely used bibliographic reference software tool for publishing and managing bibliographies. EndNote allows users to: create a personalised database of references; type the references or import them from a database; and create a bibliography for a thesis, assignment or journal article in the reference style required, and easily change the reference style. Trinity College Dublin has a site license for EndNote and current staff and students are permitted to install a copy of the software on College-owned machines. EndNote is also installed on PCs in College Computer Rooms. Staff and students who wish to use EndNote on non-College-owned PCs may register to use the free EndNote Web version or purchase the full version at a substantial discount. Tutorials on the use of Endnote are available to post graduate students.

## Guidelines on Plagiarism

Plagiarism of any kind is unacceptable in academic work and is penalised. To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <http://tcd-ie.libguides.com/plagiarism>

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> You should also familiarize yourself with the 2022-23 Calendar entry on plagiarism and the sanctions which are applied which is located at <http://tcd-ie.libguides.com/plagiarism/calendar> (also set out below)
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write> Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the coversheet declaration that you will be asked to sign at <http://tcd-ie.libguides.com/plagiarism/declaration>;
- (iv) Contact your College Tutor, your Course Directors, or your Lecturer if you are unsure about any aspect of plagiarism.

## Coversheet Declaration

In line with the University policy on plagiarism, all Social Studies students are required to complete a coursework declaration form and return it to the School. Rather than asking you to add the declaration form to every assignment, essay, project or dissertation you submit, we ask that you complete the appended declaration form once at the beginning of the year and return a soft copy to [pascoem@tcd.ie](mailto:pascoem@tcd.ie) **The deadline to return the form is noon on Thursday December 1<sup>st</sup> 2022.**

The Coursework Declaration Form can be found In Appendix 4 of this handbook.

## Detection of Plagiarism

In an effort to ensure that students are submitting their own work and that they are appropriately referencing the work of other authors, students will be required to submit some assignments electronically, such as through Blackboard. For further information see <http://tcd-ie.libguides.com/plagiarism/detecting-plagiarism>

## College Regulations on Plagiarism

The college regulations on plagiarism are clearly set out in the official College Calendar. The School of Social Work and Social Policy follows the college policies on dealing with plagiarism as set out in the College Calendar.

All students are required to familiarise themselves with these regulations. Any query regarding the regulations or any query regarding how to avoid plagiarism in one's work may be directed to the BSS Course Directors by written email.

The following is a direct extract from the General Regulations section of the College Calendar regarding the issue of plagiarism and the college response to an act of plagiarism. (Please note that the College Calendar regulations will always take precedence over any information contained in this handbook).

You are asked to read and familiarise yourself with the college regulations on plagiarism and to take all necessary steps to avoid any act of plagiarism in your academic work.

### ***University of Dublin Calendar Part II, 96 - 105***

#### ***“Calendar Statement on Plagiarism for Undergraduates - Part II, 96-105***

##### *96 General*

*It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.*

*Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.*

*Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.*

*It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.*

*Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.*

##### *97 Examples of Plagiarism*

*Plagiarism can arise from actions such as:*

- (a) Copying another student's work;*
- (b) Enlisting another person or persons to complete an assignment on the student's behalf;*



- (c) *Procuring, whether with payment or otherwise, the work or ideas of another;*
- (d) *quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;*
- (e) *Paraphrasing, without acknowledgement, the writings of other authors.*

*Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:*

- (i) *fail to distinguish between their own ideas and those of others;*
- (ii) *Fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;*
- (iii) *Fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;*
- (iv) *Come across a distinctive methodology or idea and fail to record its source.*

*All the above serve only as examples and are not exhaustive.*

#### *98 Plagiarism in the context of group work*

*Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.*

*When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised.*

#### *99 Self plagiarism*

*No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.*

#### *100 Avoiding plagiarism*

*Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on <http://tcd-ie.libguides.com/plagiarism>.*

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

101 If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

102 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

- (a) *Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;*
- (b) *Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;*
- (c) *Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.*

103 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under conduct and college regulations §2.

*91 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.”*

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When using the work of others you must either

- i) quote their words directly in quotation marks and provide page numbers, or
- ii) paraphrase them.

Either way, an explicit citation of the work being referred to must be given. To fail to do this is to risk being accused of plagiarism. In order to support students in understanding what plagiarism is and how they can avoid it, the University has created an **online central repository** to consolidate all information and resources on plagiarism. Up to now, information has been spread across many sites, which can lead to confusion. Through the provision of a central repository, it is hoped to communicate this information to students in a clearer and more coherent manner. The central repository is being hosted by the Library and is located at <http://tcd-ie.libguides.com/plagiarism> .

Proceed on the general assumption that any work to be submitted for assessment should in fact be your own work. It ought not to be the result of collaboration with others unless your lecturer gives clear indication that, for that assignment, joint work or collaborative work is required or acceptable. In this latter situation, you should specify the nature and extent of the collaboration and the identity of your co-workers.

It is important to understand that stating that your intention was not to cheat and that you did not understand what constituted plagiarism will not be accepted as a defense. It is the action and not the intention that constitutes plagiarism.

The University has established regulations in relation to suspected cases of plagiarism and other forms of cheating. The University's full statement on Plagiarism is set out in The University of Dublin Calendar, Part 1 and Part 2. Students are strongly advised to read these documents carefully and follow all conventions described.

The Student Counselling Service provides seminars to help students in referencing, using information ethically, avoiding plagiarism and time management.

### **Resources for Students**

<http://www.cite.auckland.ac.nz/>

<http://www.coventry.ac.uk/caw>

[http://cad.auckland.ac.nz/index.php?p=quoting\\_and\\_paraphrasing](http://cad.auckland.ac.nz/index.php?p=quoting_and_paraphrasing)

**Websites that help with English and grammar include**

<http://owl.english.purdue.edu>

<http://unilearning.uow.edu.au/main.html>

<http://www.hull.ac.uk/awe>

**Resources for Academic Staff**

<http://www.learnhigher.ac.uk/learningareas/referencing/resourcesforstaff.htm>

Angelil-Carter, S. (2000). *Stolen Language? Plagiarism in Writing*. Harlow: Person education

Neville, C. (2007). *The Complete Guide to Referencing and Avoiding Plagiarism*

**'Ready, Steady, Write'**

All students **must** complete the online tutorial on avoiding plagiarism , located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

## **BSS Course Code of Conduct**

### **Code of Conduct and Disciplinary Procedures**

*In the event of any conflict or inconsistency between the general regulations (of the College) and school handbooks (such as this one), the provisions of the general regulations shall prevail.*

#### **Introduction**

It is rarely the case that codes of conduct on professional courses need to be invoked on a formal basis. The code and related disciplinary procedures are outlined here as a measure of extreme last resort. In virtually all instances where there is a concern about a student's behaviour, informal approaches, premised on a desire to help a student through difficulties are seen as the most appropriate to the situation. The priority of the course team and the teaching staff is to enable any student experiencing difficulty or coming into conflict with this code of conduct to be helped in a manner which overcomes the difficulty successfully while remaining on the course. It is only as a last resort that formal procedures would be invoked.

#### **Expectations of Students**

In order to protect the interests of service users and carers and to assume sound professional relationships with colleagues, students are required to conduct themselves in accordance with established professional standards.

Students are assessed in relation to professional values (as outlined by the Health and Social Care Professionals Council - CORU) as part of their practice. However, students need to demonstrate their value base consistently not just in face-to-face contact with service users/carers.

This document therefore sets out the course's expectations of students' conduct in college and on placement in relation to colleagues, academic staff, managers and fellow students.

The Bachelor in Social Studies course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. See Appendix 5.

- Contribute to group discussions, practice simulations, supervision, tutorials, self and peer evaluations and any other group activity deemed appropriate by the programme.
- Take responsibility for their own learning. This includes seeking appropriate support from tutors, practice teachers, dissertation supervisors and colleagues;
- Take responsibility for contributing to a climate of adult learning by offering support to and sharing learning resources with other students
- Handle information about others (including peers, agency and university staff) in a sensitive and confidential manner;
- Treat every person as a unique human being. This should include
  - Respecting the privacy and dignity of others;
  - Being open and honest in learning and working with others;
  - Demonstrating personal qualities of warmth, genuineness and trustworthiness
  - Behaving in an anti-oppressive manner
- Present themselves in a manner appropriate to the specific professional different context. This includes dress codes and appearance, for example, when appearing in court it would generally be the expectation that more formal attire is worn such as trousers with jackets, suits or skirts and jackets.
- Seek to promote policies and practices which are anti-oppressive.

A student whose behaviour does not meet the standards outlined above will be advised by the Course Directors in the first instance of these concerns and given support and guidance in addressing them to a satisfactory standard. Should these concerns persist, the Course Committee will be consulted with a view to invoking internal disciplinary procedures.

### **Termination of a Student's place on the Bachelor of Social Studies Course**

Social Studies students are expected to uphold the value base of social work throughout the course. The diversity of experiences and beliefs which students bring with them to the course is to be welcomed, but recognition also needs to be given to the fact that students are likely to face tensions and dilemmas between personal values, social work values and organisational values. This is part of becoming a professional social worker.

However, there are certain kinds of behaviours or activities which are not acceptable within the social work profession. In circumstances where students are found to have engaged in such behaviour or activities, the course committee reserves the right to terminate the students study for the Bachelor in Social Studies or to introduce penalties, e.g. require the student to repeat a complete year.

In order to safeguard both the student and the social work profession, the Bachelor in Social Studies course has defined a list of behaviours/activities, which could warrant investigation if initial informal action does not successfully deal with the situation. Outlined below are the procedures to be followed if such behaviours/activities are formally alleged.

### **Unacceptable Behaviours or Activities**

The list below is not exhaustive and may apply to behaviour/activities within both the University/College and Agency.

- Willful negligence or neglect of duty which endangers others.
- Incapacity for duty/study through alcohol/drugs
- Harassment, assault or bullying on the placement or in college
- Defiance of reasonable instructions/orders
- Dishonesty (including the belated disclosure of criminal offences)
- Deceit e.g. failure to disclose personal relevant or material facts
- Fraud or corruption, including the deliberate falsification of travel claims and/or theft of money
- Unprofessional conduct or action which would bring the profession into disrepute
- Violent or threatening behaviour (including outstanding charges of a violent or sexual nature)
- Serious breach of confidentiality
- Conviction of a sexual offence or an offence of violence whilst undertaking the programme
- Public expression of hostile and demeaning behaviour to a service user, carer, fellow student or member of University/College or Agency staff

Professional and ethical practice requires that social workers and social work students respect the confidentiality of service users, carers, family members, colleagues and anyone encountered in the course of their work. Students are instructed not to upload any confidential material, comments or remarks about anyone connected with their placement work onto social media such as Facebook, Twitter or any other electronic media. It is necessary for students to understand that breaching the confidentiality of others or remarking (in conversation, on social media or in any other format) in any way about people you meet in the course of your work is unacceptable whether it happens during placement hours or in your spare time.

## **Disciplinary Procedures**

University Regulations as outlined in the Trinity College Calendar, Part II (Undergraduate Studies) make reference to students' behaviour and discipline in Part B 'Conduct and College Regulations'. . In cases where students are alleged to be in breach of these regulations the College can institute disciplinary procedures through the offices of the Junior Dean.

The Bachelor in Social Studies Course Committee reserves the right to report a student to the Junior Dean and to invoke such regulations, if it is deemed necessary to do so.

In addition, the Course Committee may feel it is necessary to invoke internal disciplinary procedures if a student's behaviour is considered to be unethical or to be damaging or dangerous to service-users, colleagues, students or lecturers, or to create an unacceptable risk to themselves or others.

In such situations, the following procedures will be followed:

The student's behaviour is brought to the attention of the Course Directors, normally by the practice teacher, social work tutor or lecturer.

The Course Directors, in consultation with the Head of School, will instigate a formal review process by appointing a Review Team to investigate the allegation. The Review Team shall number at least three and consist of at least two members of staff from the School of Social Work and Social Policy, and at least one experienced practice teacher or Practice Education Unit representative.

The Course Directors shall advise the student in writing of the allegations relating to their behaviour.

A formal review meeting will be convened and the student's attendance will be requested in writing. The notice to the student shall give a brief statement of the alleged offence. The student will be entitled to bring a representative to the meeting.

The review team will consider all relevant evidence and will interview the student. The student will be able to respond to any allegation both in writing and in person at the meeting.

Following the investigation, the review team will consider the following options:

If serious threat or indication of professional misconduct is established, immediate suspension from the programme will follow, leading to termination of the student's place on the course. A formal report of this will be entered on the student's file and will be included in any reference requested from the School.

If the student's behaviour is considered to be of concern but not deemed to be such that termination of the student's place is necessary, possible consequences to be considered



may include: the student being required to undertake additional studies (for example, repeat a year), to withdraw from the programme for a specified period of time, or a formal warning is issued. Students whose behaviour has led to disciplinary proceedings may be prevented from or delayed from going on their practice placement. A formal report of the complaint will be entered on the student's records and will be included in any reference requested from the School.

If it is decided that there is no case to answer, the matter will be dismissed, no further action will be taken and no formal record will be entered on the student's file.

The student shall be informed in writing of the outcome of the review meeting.

### **Appeals Procedures**

The normal appeals procedures, as outlined in the College Calendar Part II, will apply. Students should seek support from their College Tutor.

### **Termination of a Student's Place on the Bachelor in Social Studies course**

It may be possible for a student excluded from the Bachelor in Social Studies programme to apply for admission to another academic course within the College. It is the student's responsibility to investigate such possibilities and make any necessary applications.

### **Fitness to Practice**

The full text of the Fitness to Practice Policy can be found on the College website and can be accessed here <https://www.tcd.ie/about/policies/fitness-to-practice-policy.php> All students are expected to read the College policy as it applies to matters relating to students' fitness to practice trades or professions during their courses of student and after graduation, and in particular, applies to matters relating to students' fitness to participate in clinical or other placements which are an essential component of their course of study.

### **Fitness to Study**

The full text of the Fitness to Study Policy can be found on the College website and can be accessed here [https://www.tcd.ie/about/policies/assets/pdf/Fitness\\_to\\_Study\\_Policy\\_2018.pdf](https://www.tcd.ie/about/policies/assets/pdf/Fitness_to_Study_Policy_2018.pdf) All students are expected to read the College policy as it applies to matters relating to students' fitness to perform activities associated with attending and participating in College; this includes students' ability to function in College, to perform activities associated with attending College, to proceed with their courses of study (including placements), and to participate in their courses (including placements) to the standards required by the College.

## **BSS Prizes**

### **Pauline McGinley Prize**

This prize was instituted in 2013 to honour the memory of Pauline McGinley, Bachelor in Social Studies graduate of 1996 who died in 2012. The prize is to be awarded, on the recommendation of the Director of the BSS programme, to the BSS Student in the Sophister years who achieves the highest mark in Mental Health Social Work.

**Value: c €100**

### **Marian Lynch Medal**

This plaque was commissioned in 2006 by classmates of Marian Lynch, a Junior Sophister BSS student who died in May of that year. Marian greatly enjoyed her course, in particular the Community Work module which reflected her deep affection for and commitment to her own community, the Liberties. This plaque will be presented annually at the start of Junior Sophister year to the group who achieved the highest mark in the Senior Freshman Community Work project.

### **Anne Williams Memorial Prize**

This prize was instituted in 1988, to honour the memory of Anne Williams, a BSS student who graduated in 1987 and died in the same year. It is awarded to the Junior Sophister BSS student who achieves the highest aggregate mark over all written assignments and examinations during the year.

**Value: c €172**

### **Mary Lynch Prize**

This prize was instituted in 1983, by friends and colleagues of the late Mary Lynch to commemorate her outstanding work in the development of this Department and its courses and of social work generally in Ireland. It is awarded to the Senior Sophister BSS student who achieves the highest aggregate mark over all written assignments and examinations during the year.

**Value: c €381**

### **Vivienne Darling Prize**

This prize was instituted in 1992-3, by friends, colleagues and students of Vivienne Darling to mark her retirement after 41 years in College. During that time, Vivienne steered and supported dynamic developments in Social Studies, and made a major contribution to Irish childcare policy and practice in the field of adoption. The prize is awarded to the Senior Sophister BSS student who achieves the highest mark, over 65%, for the final placement Practice Study.

**Value: c €127**

## Appendix 1: Learning Agreement For Placement

# BSS Learning Agreement

Placement Coordinators:

Dr Erna O'Connor: [erna.oconnor@tcd.ie](mailto:erna.oconnor@tcd.ie)

Sinéad Whiting: [sinead.whiting@tcd.ie](mailto:sinead.whiting@tcd.ie)

Placement Start Date:	Placement End Date:
Agency Name and Postal Address:	

Contact Details	Telephone	Email
Student		
Practice Teacher		
Tutor		

Working days/ hours	
TOIL Arrangements	
Sick Leave Protocol	
Study Time:	

Placement Arrangements	
On-Site Working	
Off-Site Working	
Online Working	

<b>Covid Health and Safety Procedures</b>
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## SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

(as identified through previous work / life / placement experience)

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## Learning Recommended from Previous Placement/Past Practice Experience

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## Practice Learning Plan

Student, practice teacher and tutor should agree learning goals that are appropriate to meet the student's learning needs and that can be met within the agency context. The learning goals are based upon the Criteria and Standards of Proficiency for Social Work Education and Training Programmes as outlined by the CORU Social Work Registration Board.

(for a more in-depth discussion of the 5 Domains of proficiency follow this link:

<https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf> )

Students should select two or more proficiencies under each domain. Additional learning goals can be added as the placement progresses. The learning goals selected should target a range of learning needs and duplication of learning goals should be avoided. As each learning goal is identified a plan for how learning will be achieved should be outlined below and indicators of competence in relation to the goal should be clarified.

## Domain 1 Professional Autonomy and Accountability

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
<p>Identify two or more goals in relation to this proficiency</p>	<p>Identify areas of practice or other opportunities that will enable learning in relation to each goal</p>	<p>At the end of the placement, the student will be able to.....</p>

## Domain 2 Communication, Collaborative Practice and Teamworking

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
<p>Identify two or more goals in relation to this proficiency</p>	<p>Identify areas of practice or other opportunities that will enable learning in relation to each goal</p>	<p>At the end of placement the student will be able to.....</p>

## Domain 3. Safety and Quality

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
<p>Identify two or more goals in relation to this proficiency</p>	<p>Identify areas of practice or other opportunities that will enable learning in relation to each goal</p>	<p>At the end of placement the student will be able to.....</p>

## Domain 4. Professional Development

LEARNING GOALS  Identify two or more goals in relation to this proficiency	LEARNING PLAN IN RELATION TO THIS PROFICIENCY  Identify areas of practice or other opportunities that will enable learning in relation to each goal	INDICATORS/EVIDENCE OF PROFICIENCY  At the end of placement the student will be able to.....

## Domain 5. Professional Knowledge and Skills

LEARNING GOALS  Identify two or more goals in relation to this proficiency	LEARNING PLAN IN RELATION TO THIS PROFICIENCY  Identify areas of practice or other opportunities that will enable learning in relation to each goal	INDICATORS/EVIDENCE OF PROFICIENCY  At the end of placement the student will be able to.....

## Additional Key Personal Learning Goals

Identified in relation to previous experience, feedback, and current areas of interest

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY

## Workload

--

## Key Theories and Practice Approaches, Policies & Legislation Relevant to the work

This should be discussed at the first placement meeting and the student should familiarise themselves with key theories, approaches, and frameworks in the initial weeks of placement.

--



## Student Supervision

It is a course requirement that formal supervision of 90 minutes duration takes place weekly.

Components of supervision include reflective learning and practice, support, case management and organizational and policy issues.

Note learning styles of student and practice teacher:		
<b>Supervision Arrangements:</b>	<b>Day:</b>	
	<b>Time:</b>	
<b>Other Student Supports</b>		

## Student Assessment/Sources of Evidence

Discuss and note the methods of assessment used by Practice Teacher and evidence of learning, skill development and practice required.

Sources of evidence may include direct observation, self-reports by student (verbal, written, process recording); feedback from colleagues, feedback from service users, preparation for supervision by student, recorded samples of work (audio/video), written reports/records by student on behalf of agency.

--

## Personal Issues

Are there any personal issues that may have an impact on the placement? Discuss and note if appropriate:

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## College Related Issues

Are there any college related issues that may have an impact on the placement? Discuss and note if appropriate:

## Agency-Related Issues

Are there any agency-related issues that may have an impact on the placement? Discuss and note if appropriate:

## Safety Statement

By accepting a student on placement, the placement provider is committed to providing a healthy and safe workplace for employees, contractors, students on placement, and visitors to their sites and premises while also meeting the duties and obligations of clients. It is the obligation of the placement provider to protect employees from accident or ill health at work. The placement provider will ensure that all their systems do not constitute a risk to the Health & Safety of employees and will comply with all relevant legislation, codes of practice and regulations.

The responsibility for the provision of a safe place of work rests with the Placement Provider. Specifically, these responsibilities are:

- To maintain a safe and healthy work environment for students, in addition to conforming to all current statutory requirements.
- To provide the appropriate type and level of training to enable students perform their work safely and efficiently.
- To maintain a vigilant and continuing interest in all Health & Safety matters relevant to both the company and staff including students on placement.
- Students undertaking placements must:
- Strictly adhere to School Social Work and Social Policy, placement agency and Public Health Protocols in relation to the COVID-19 Pandemic.
- Co-Operate with the placement provider in maintaining a safe workplace.
- Report any potential risks to management and not work in any conditions they deem to be a risk to themselves, the company or the client.
- Never interfere with or misuse anything provided by the company in the interests of Health & Safety.

### Signatures

We agree that this placement will be undertaken in compliance with the above safety requirements and in accordance with the Code of Professional Conduct and Ethics for Social Workers (Social Workers Registration Board, CORU.) and Code of Conduct of the Bachelor Social Studies (Social Work) programme.

Student: \_\_\_\_\_

Practice Teacher \_\_\_\_\_

Tutor: \_\_\_\_\_

Date: \_\_\_\_\_

### Mid Placement Meeting Arrangements

Please Note the student should provide their tutor with a summary of work in advance of the mid placement meeting.

**Date of Mid Placement Meeting:**

**Time:**

## BSS Placement Learning Agreement Part 2

### Mid Placement Meeting

#### Review Learning and Capacity in Relation to the CORU SWRB Standards Of Proficiency:

<b>1. Professional Autonomy and Accountability</b>
<b>2. Communication, Collaborative Practice and Teamworking</b>
<b>3. Safety and Quality</b>
<b>4. Professional Development</b>
<b>5. Professional Knowledge and Skills</b>
<b>Additional Personal Learning Goals</b>
<b>Supervision:</b> <b>Discuss supervision arrangements and issues arising in relation to the key objective of supervision (support, teaching and learning, case management and supporting student engagement in the service).</b>
<b>Establish whether student is likely to pass the placement and outline very clearly what objectives are set for the second half of placement.</b>

**Objectives / Plan for remainder of placement**

**Student Issues/Concerns**

**Practice Teacher Issues/Concerns**

## Signatures

Student: \_\_\_\_\_

Practice Teacher \_\_\_\_\_

Tutor: \_\_\_\_\_

Date: \_\_\_\_\_

## Placement Learning Agreement Part 3: Final Placement Meeting

**Date of Meeting:**

### Review Learning and Capacity in Relation to the Social Work Registration Board Standards of Proficiency:

<b>1. Professional Autonomy and Accountability</b>
<b>2. Communication, Collaborative Practice and Teamworking</b>
<b>3. Safety and Quality</b>
<b>4. Professional Development</b>
<b>5. Professional Knowledge and Skills</b>
<b>Additional Personal Learning Goals</b>
<b>Other Issues Discussed</b>
<b>Areas of Strength identified</b>
<b>Recommendations for learning in next placement/ongoing professional development</b>

Student: \_\_\_\_\_

Practice Teacher \_\_\_\_\_

Tutor: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 2 : Workload Table Template

<b>Service User Details</b>	<b>Aims and Purpose of Referral</b>	<b>Work Undertaken</b>	<b>Length of Involvement</b>	<b>Theories</b>	<b>Reflections</b>
Name Age Gender	Why was referral made and what was the primary issue you were asked to address when the case was allocated to you.	What were the primary individual pieces of work undertaken? Include direct work, planning, inter agency/professional work	Number of meetings Duration of involvement	Name the theory and how it helped you understand the situation or How it helped you plan your intervention .	What are your reflections about the work and how you managed the work and any issues or challenges that arose .



### Appendix 3 : Placement Log

All students must complete this log each day of placement, including reading/study days.

You should specify hours on placement each day and the total number of placement hours completed that week. Please provide a brief outline of the work undertaken, indicating if the work was undertaken on-site or off-site.

Students should share this log with their practice teacher at each supervision session and with the tutor at placement meetings. It should be attached as an appendix to your Practice Project.

It is recommended that during supervision you plan your on-site and off-site work for the week ahead.

### Weekly Placement Log

Student Name	Practice Teacher	Placement	Tutor	Total Placement Hours

	Date	Hours on Placement	Location Morning	Location Afternoon	Tasks & Outcomes
Monday					<ul style="list-style-type: none"> <li>● ...</li> <li>● ...</li> <li>● ...</li> </ul>
Tuesday					<ul style="list-style-type: none"> <li>● ...</li> <li>● ...</li> <li>● ...</li> </ul>
Wednesday					<ul style="list-style-type: none"> <li>● ...</li> <li>● ...</li> <li>● ...</li> </ul>
Thursday					<ul style="list-style-type: none"> <li>● ...</li> <li>● ...</li> <li>● ...</li> </ul>
Friday					<ul style="list-style-type: none"> <li>● ...</li> <li>● ...</li> <li>● ...</li> </ul>

**Student Signature:**

**Practice Teacher Signature:**

**Date:**

## Appendix 4 : Coursework Declaration Form



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

### UG DECLARATION

- I hereby declare that all submissions that I will submit during the academic year 2022/23 will be entirely my own work, free from plagiarism and will not have been submitted as an exercise towards a degree at this or any other university
- I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>
- I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

---

Student Name

Date

---

Student Number

---

Course

---

#### **Note to Students**

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <http://tcd-ie.libguides.com/plagiarism>

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> . You should also familiarize yourself with the 2022-23 Calendar entry on plagiarism located on this website and the sanctions which are applied;
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>;
- (iv) Contact your College Tutor, your Course Directors, or your Lecturer if you are unsure about any aspect of plagiarism.

## Appendix 5 : BSS Attendance Policy

This policy explains the attendance requirements for the BSS, how attendance is monitored, and how poor attendance is addressed.

### Requirements and expectations

The School of Social Work and Social Policy are bound to comply with the following College Regulation:

For professional reasons lecture and tutorial attendance in all years is compulsory for the B.S.S in the School of Social Work and Social Policy' (Calendar 2022-23, P.32).

The School is also bound to comply with CORU the Regulating Health & Social Care Professionals Council requirements and guidelines which state 'the process of monitoring student attendance is declared, together with the implications of non-attendance'. The expectation in the first instance therefore is that students will attend **all** lectures and tutorials whether in person or online. If this is not achieved, there are processes in place to monitor and respond to attendance where non-attendance approaches problematic levels.

### How Attendance is Monitored and Procedure where Students at Risk of Unsatisfactory Attendance

Attendance is monitored by the School of Social Work and Social Policy using the SEAtS software application (see below). This requires students to log their attendance at each lecture or tutorial. If students cannot attend, the expectation is that they will inform the relevant lecturer, tutor, or administrator. Students are expected to do this for all absences whatever the reason.

Year heads will review the attendance records of all students at **week 4** and **week 8** each term via a report generated through the SEAtS application. Where a student has missed more than **25%** of required lectures or tutorials at either of these points in the term, the Year head will contact them to arrange a meeting to discuss the absences and to inform the student that their absence is approaching the unsatisfactory mark. The student will be encouraged to improve attendance and to discuss any issues impacting attendance so that any relevant supports can be signposted. The student will also be encouraged to link-in with their College Tutor.

### SEAtS software

As noted above, the school utilises SEAtS software to monitor student attendance at face-to-face social work lectures. A blue tooth signal device called an iBeacon has been installed in all teaching venues. Students are required to download the SEAtS app on their phone and check in on arrival at social work lecture and tutorial. A separate SEAtS user guide is available to all BSS students.

## **Reporting Absences**

Any student who is unable to attend a lecture or tutorial (whether online or face-to-face) is obliged to explain the reason for his/her absence and, if the absence is likely to continue beyond the initial absence, provide a sense of the likely duration. Students should seek to do this within 48 hours of the first day of absence. If a student is absent from a face-to-face lecture or tutorial, they are obliged to record the reason for this absence via the SEAtS application. If a student is absent from an online lecture or tutorial, they are obliged to email: antunesa@tcd.ie (Junior and Senior Freshman) or pascoem@tcd.ie (Junior and Senior Sophister) to explain the reason and likely duration where absences are likely to continue beyond the initial absence. In the event students foresee a difficulty with further attendance, they should contact their College Tutor and/or their Year Head to discuss options and supports.

## **Unsatisfactory Attendance and Consequence**

Where students miss more than a third of a module in any term, the student and the student's tutor will be contacted and informed that because the student has fallen below the level for satisfactory attendance the Senior Lecturer will be informed. This effectively means that the student will be returned to the Senior Lecturer as 'non-satisfactory'. Non-satisfactory attendance, as defined in the College calendar (page 32-33) is where students miss more than a third of their course of study in any term and can have very serious consequences. Students who are reported as 'non-satisfactory' to the Senior Lecturer for Semester 1 & 2 of the same academic year may have permission to take annual examinations withdrawn. Furthermore, students should note that attendance records form part of any reference they will receive from the programme directors.

## **Absences on placement**

Absences can also occur when students are on practice placement. If the need for an absence from placement arises, the student's first obligation is to their Practice Teacher who must be notified as early as possible on the first day of absence to explain the reason for his/her absence and, if absences are likely to continue beyond the initial absence, to give an estimate of probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor. Absences of 2 or more days must be made up in a purposeful manner and will be negotiated with the Practice Teacher and the Social Work Tutor. If necessary, students may use some of their Reading Time allotment. If absence seems likely to be prolonged the student, their practice teacher and their social work tutor should discuss the implications for the continuation of the placement at the earliest possible time.

## **Appendix 6 : Student Consent Protocol when Acting as a Service User in Learning Activities**

### **Student Consent Protocol when Acting as a Service User in Learning Activities**

#### **Purpose**

This document sets out the protocol for obtaining student consent to participate in learning activities where students act as service users on the professional education programme, Bachelor in Social Studies (BSS).

#### **Scope**

The document applies to all students and academic staff on the programme

#### **Background**

Participation in learning activities, such as role plays, are proven to be an effective learning method for social work students as a means of preparing for social work practice. Academic staff are encouraged to use appropriate learning activities which support the achievement of learning outcomes and students are encouraged to participate in such activities. Consent to participate in such activities is sought from students at the beginning of each academic year and will apply to all learning activities, both in class and practice based, in a given academic year. Students will be supported to fully partake in all learning and assessment activities.

#### **Procedure**

- Each student's consent to participate in such activities is sought in writing at the beginning of each academic year.
- The student consent form should be submitted to the Course Administrator (link to Consent Form).
- A class list indicating each student's consent decision is collated by the Course Administrator and shared with the Year Head and relevant academic staff.
- The Year Head will ensure that students are aware of this protocol and explain the reasons for using such learning activities and seeking their consent. The Year Head will encourage students to contact them if they wish to discuss any aspect of consent and may connect the student with support services where relevant.
- If students choose to either not give consent or withdraw consent, this may have implications for their learning progression.
- Lecturers and course staff will explore the issues impacting on a student's reluctance to engage with the particular learning activity.
- Lecturers and course staff may consider referrals to student supports such as Disability Services, Counselling and or Teaching and Learning supports.

## **Appendix 7 : Practice Teacher Evaluation Report**

Trinity College Dublin

School of Social Work and Social Policy Bachelor of Social Studies

Practice Teacher Report

Name of Practice Teacher:

Name of Placement Site:

Name of Student:

Year of Study:

Dates of Placement:

Date of the Report:

Practice Education Coordinators:

Dr Erna O'Connor: [erna.oconnor@tcd.ie](mailto:erna.oconnor@tcd.ie)

Sinead Whiting: [sinead.whiting@tcd.ie](mailto:sinead.whiting@tcd.ie)

**Recommendation of pass/fail:**

I recommend that [student name] pass/fail their [year and course e.g. MSW 2/BSS Senior Sophister] placement.

**Introduction:**

Please include

a short introduction to the work of the placement agency

a brief overview of the student's prior experience and state

the key learning objectives for this placement (as documented in the Learning Agreement)

the learning plan (please specify range of work allocated, supervision arrangements & other learning opportunities)

**Evidence of Student Learning and Progress**

Please comment on the student's approach to learning and their engagement in supervision and discuss the student's learning and development in relation to the following 5 CORU Domains of Proficiency. Please refer to the learning goals set out in the Learning Agreement and provide practice-based evidence of the student's development in relation to two or more proficiencies within each of the 5 Domains

Overview of student's approach to learning and their engagement in supervision.

Professional Autonomy and Accountability



Communication Collaborative Practice and Teamworking

Safety and Quality

Professional Development

Professional Knowledge and Skills

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**Summary**

Please summarise key learning on placement and comment on the student's strengths and areas for continuing development.

--

**Confirmation of Recommendation:**

I confirm that [student name] has passed/failed this placement.

--

**Signatures**

Practice Teacher

Student

Date
