



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

Master in Social Work / Postgraduate Diploma in Social Work

Course Handbook 2020-2021

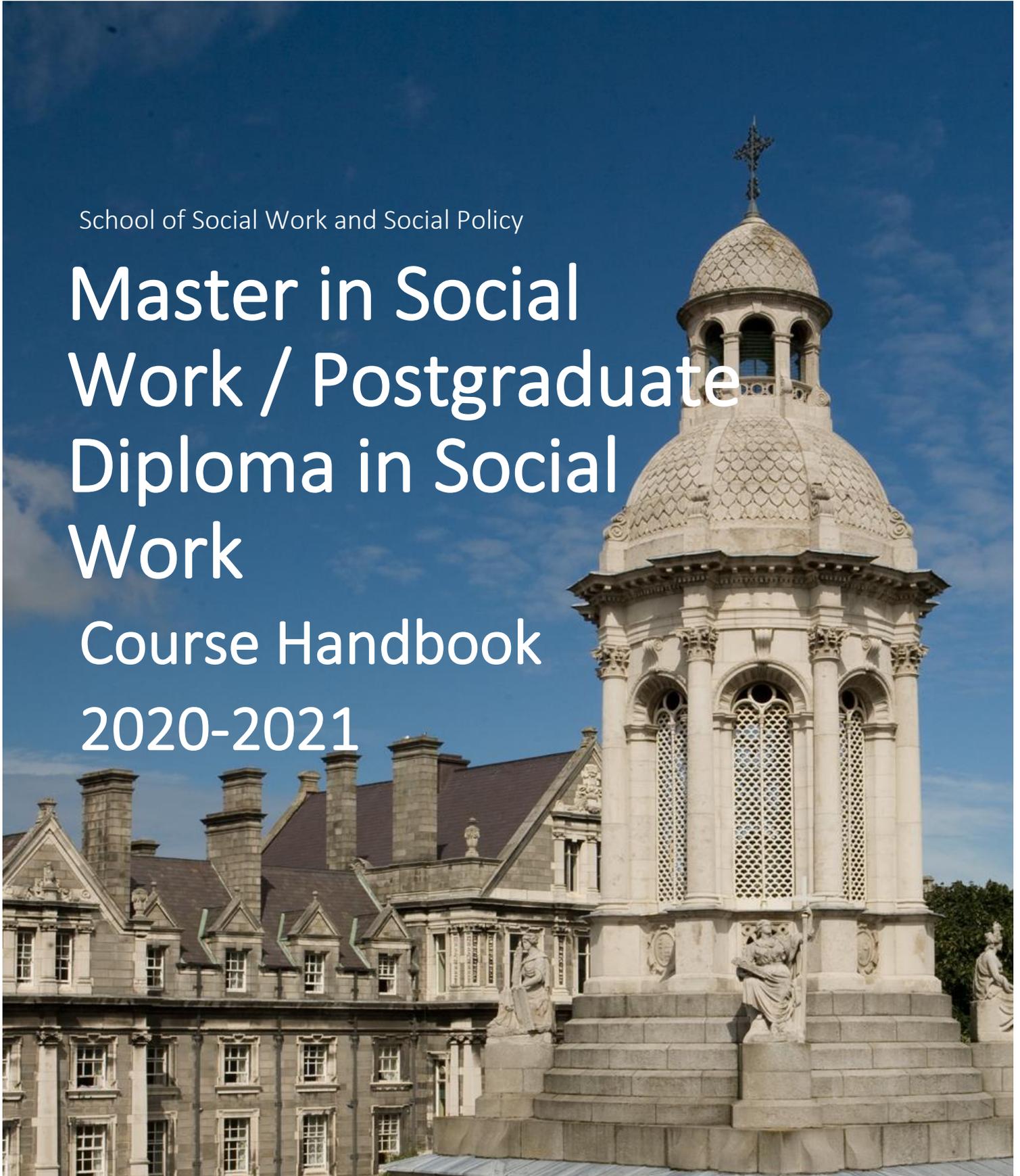


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Alternative versions of the handbook can be made available on request.

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

1. GENERAL COURSE INFORMATION

1.1 Welcome and Introduction

Dear students,

A warm welcome to the Master/Postgraduate Diploma in Social Work Programme 2020/21, at the School of Social Work and Social Policy, Trinity College, Dublin. We hope this will be an interesting and worthwhile year for you and that you enjoy your time with us at Trinity.

Through academic studies and practice-based learning the Master/ Postgraduate Diploma in Social Work Programme will provide you with opportunities to acquire and develop knowledge, skills and ethics integral to the social work profession. The curriculum is guided by the global definition of social work:

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing”.

(International Federation of Social Workers (IFSW), 2014)

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 domains:

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

This Handbook aims to provide information in relation to the academic content of years one and two of the MSW/PGD programme, placement processes and assessment of modules together with course expectations, regulations and processes of appeal.

Further information will be made available in class, by email and on Blackboard, throughout the year. Please see the [School of Social Work and Social Policy website](#) for information about the School, and links to sites of interest. This website should be checked regularly to access your timetable and receive information on seminars, new publications, scholarships, conferences and so on.

The MSW team is here to support you in your learning and we look forward to working with you to build a vibrant, inclusive learning community on the programme. This approach reflects a wider Trinity College ethos of [partnership with our students](#).

This year we will continue to have a system of 'Year Heads' for each of the MSW classes as follows:

MSW 1 Year Head: Calvin Swords (email swordsca@tcd.ie)

MSW 2 Year Head: Sinéad Whiting (email whitings@tcd.ie)

Calvin and Sinéad are very happy to respond to questions individual students may have or address issues impacting the wider class.

As Course Director I have an open-door policy and welcome your ideas and feedback in relation to all aspects of your student experience. Please contact me, Calvin, Sinéad - or any member of the course team - with questions and issues as they arise for you. As you commence this academic year, in the midst of a year like no other, I hope we can give you the support you need to engage fully in your studies and in other aspects of college life.

Wishing you every success on the Master/PGD in Social Work programme,



Eavan Brady, MSW, PhD,
 Assistant Professor in Social Work,
 Course Director
 Email bradye3@tcd.ie

2. CONTACT DETAILS

Staff Name	Role/Title	Contact 1	Contact 2
Dr Stephanie Holt	Head of School	Room 3059 Arts Building, Main Campus	Tel: +353 1 896 3908 Email: sholt@tcd.ie
Dr Paula Maycock	Director of Teaching and Learning, Postgraduate	Room 2.08 3-4 Foster Place	Tel: +353 1 896 2636
Dr Eavan Brady	MSW Course Director	Room 3066 Arts Building, Main Campus	Tel: +353 1 896 2009 Email: bradye3@tcd.ie
Ms Rebecca Brady	Administration	Room 3063 Arts Building, Main Campus Office Hours: Mon – Fri, 9.00am – 16.00pm	Tel: +353 1 896 4579 Email: Master.SocialWork@tcd.ie

MSW Teaching Team 2020/21	
Dr Eavan Brady	Assistant Professor
Dr Catherine Conlon	Assistant Professor
Dr Ayesah Émon	Teaching Fellow, School of Social Work and Social Policy

Dr Michael Feely	Assistant Professor
Dr Suzy Flynn	Assistant Professor
Prof. Robbie Gilligan	Professor of Social Work
Dr Stephanie Holt	Associate Professor & Head of School
Dr Stan Houston	Assistant Professor & Director of Teaching & Learning, Undergraduate
Dr Simone McCaughren	Assistant Professor
Ms Pam McEvoy	Assistant Professor P/T
Dr Erna O'Connor	Assistant Professor, Fieldwork Coordinator
Mr Calvin Swords	PhD Candidate, P/T Lecturer, MSW 1 Year Head
Prof. Trevor Spratt	Professor in Childhood Research
Prof. Virpi Timonen	Professor of Social Policy and Ageing
Ms Sinead Whiting	PhD Candidate, Assistant Professor & Fieldwork Coordinator P/T, MSW 2 Year Head
External Contributors	
Ms Sarah Anglim	Part-time Lecturer & Tutor
Ms Aisling Coffey	Part-time Lecturer
Ms Sonya Bruen	Part-time Lecturer
Ms Kirsten Byrne	Part-time Lecturer
Ms Siobhan Dunne	Subject Librarian
Ms Jeanne Forde	Part-time Lecturer
Ms Maeve Foreman	Part-time Lecturer
Ms Anne Marie Jones	Part-time Lecturer
Dr Mary Kelleher	Part-time Lecturer & Tutor

Ms Maura McCrudden	Part-time Lecturer
Mr Aidan McGivern	Part-time Lecturer
Ms. Margaret Markey	Part-time Lecturer
Mr Kieran McGrath	Part-time Lecturer
Ms Fiona McInerney	Part-time Tutor
Ms Ruth McLaughlin	Part-time Lecturer
Ms Breda O'Driscoll	Part-time Tutor
Mr Frank Mulville	Part-time Lecturer & Tutor
Ms Sandra Ratcliffe	Part-time Tutor
Mr. Vivian Gieran	Part-time Lecturer
Ms Michelle Richardson	Part-time Lecturer
Mr Kieran Stenson	Part-time Tutor
Dr Aileen Tierney	Part-time Lecturer

Course Committee

The MSW/PGD programme is overseen by a course committee composed as follows:

- Dr. Eavan Brady, Assistant Professor in Social Work & MSW Course Director (Chair)
- Dr. Catherine Conlon, Assistant Professor in Social Policy
- Dr Michael Feely, Assistant Professor of Social Work
- Dr Suzy Flynn, Assistant Professor of Social Work
- Professor Robbie Gilligan, Professor of Social Work
- Associate Professor Stephanie Holt, Head of School
- Dr Stan Houston, Assistant Professor & Director of Teaching and Learning, Undergraduate
- Assistant Professor Paula Mayock, Director of Teaching and Learning, Postgraduate
- Dr Erna O'Connor, Assistant Professor Social Work & Fieldwork Coordinator
- Ms Sinead Whiting, Lecturer in Social Work & Fieldwork Coordinator
- Part-time social work tutor representative
- Part-time lecturer representative
- Student representatives (MSW 1 & 2)

Staff – Student Liaison

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

Master in Social Work Practice Panel

A Practice Panel exists, consisting of experienced practitioners with a commitment to, and interest in, practice teaching. The panel members review placement 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 and on the quality of practice teaching and teacher's reports. Their annual report is made available to the External Examiner and to the Social Workers Registration Board review team as part of monitoring processes.

The Practice Panel 2020/21 members are:

- Ms Elizabeth Hamilton, Registered Social Worker, Child and Family Agency
- Ms Ciara O'Connor, Registered Social Worker, Probation Service
- Mr Ray Parkinson, Registered Social Worker
- Ms Lucy Sutton, Registered Social Worker, HSE Adult Mental Health Services

3. PROGRAMME-SPECIFIC LOCATIONS

Programme Office

The School Office is located in Room 3063, The Arts Building, Trinity College Dublin. The opening hours are Monday to Friday 09:00-13:00 and 14:00-16:00.

Online Learning Environment

Blackboard Learn, which is located at mymodule.tcd.ie, is the College's Virtual Learning Environment (VLE). You can use this to access lecture notes, online assignments and other activities through Blackboard. More information about Blackboard is available at <https://www.tcd.ie/CAPSL/resources/blackboard/>.

Berkeley, Lecky, Ussher (BLU) Library

The BLU Library can be accessed through the second floor of the Arts Building or from the Ussher Podium. Information about the opening hours is available at <https://www.tcd.ie/library/opening-hours/berkeley-lecky-ussher/>.

Academic Registry

The mission of the Academic Registry is to provide key centralised administrative services to students and staff supporting the best possible Trinity experience. AR provides administrative support during a student's time in the University. Their vision is to be an integrated, flexible team with a professional service ethos supporting all stages of the student lifecycle. More information about the Academic Registry can be found on their [website](#).

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 ICD (in Case of Emergency).

Data Protection for Student Data

Trinity College uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and have prepared a short guide at https://www.tcd.ie/info_compliance/data-protection/student-data/ to help you understand how we obtain, use and disclose student data in the course of performing University functions and services. This guidance is intended to supplement the University's Data Protection Policy which can be found at https://www.tcd.ie/info_compliance/data-protection/student-data/. For information on College Health and Safety please see the Estates and Facilities [website](#).

Support Provision for Students with Disabilities

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must applying for reasonable accommodations with the Disability Service in their student portal

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 prepares an Individual [Learning Educational Needs Summary \(LENS\)](#) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is 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. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments and Foundation Scholarship assessment: the last Friday in September
- Semester 2 assessments: the last Friday in January
- Reassessments: the last Friday in May

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 professional courses in receipt of reasonable accommodation provided by College the Disability Service will be issued a PLENS report and are provided with supports such as examination and academic reasonable accommodations. In the background section of the PLENS the following text is included:

Student is encouraged to discuss any disability supports required on professional course and placement with the Academic contact and/or Placement Co-ordinator of their course. Student can be referred back to Disability Service for placement planning supports - Level 2 - Placement Planning, if and when required.

Students are encouraged to speak with the placement co-ordinator if they are unsure of any needs for placement supports. Students can be referred back to Disability Service

for placement planning supports, if and when required. More Information on placement supports offered are linked [here](#).

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy.

More detailed text on placement planning and supports can be found at the following link:

<https://www.tcd.ie/disability/services/placement-planning.php>

Sources:

[Interactive College Map](#)

[Blackboard](#)

4. KEY DATES

Important dates

4.1 MSW: Year One 2020/2021

COURSE DATES 2019/20	
Teaching Weeks	07 September - 23 October 2020
Reading Week	26 October - 30 October 2020
Teaching Weeks	02 November - 04 December 2020
Christmas Period	07 December 2020 - 03 January 2021
Placement	04 January 2021 - 09 April 2021
Placement Call-In Day	04 February 2021
Teaching Weeks	14 April 2021 - 23 April 2021

4.2 MSW: Year Two 2020/2021

COURSE DATES 2019/20	
Teaching Weeks	07 September - 23 October 2020
Reading Week	26 October - 30 October 2020
Teaching Weeks	02 November - 04 December 2020

Dissertation Preparation & Submission	07 December - 02 January 2021
Christmas Period	07 December 2020 - 03 January 2021
Placement	04 January 2021 - 23 April 2021
Placement Call-In Day	11 February 2021
Teaching Weeks	29 April 2021 - 07 May 2021

Reference/Source:

[TCD General Academic Year Structure](#)

5. TIMETABLE

The 2020/21 timetable will be published on the School website:

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

This will also be available on your MYTCD portal:

my.tcd.ie

6. ACADEMIC WRITING

6.1 Plagiarism and Referencing Guide

What is plagiarism?

Plagiarism is viewed as a form of academic dishonesty and may be defined as stealing or borrowing from the writings or ideas of others and passing them off as your own.

Any failure to acknowledge other people's ideas and statements in an assessment is seen by the University as academic fraud. It is regarded as a major offence for which a student may be referred to the Disciplinary Committee of the University and may be expelled from the University.

Acts of plagiarism include copying parts of a document without acknowledging and providing the source for each quotation or piece of borrowed material. This applies whatever the source of the work, whether printed, stored on a compact disc or other medium, found on the World Wide Web or Internet.

Similarly, using or extracting another person's concepts, experimental results or conclusions, summarising another person's work or, where, there is collaborative

preparatory work, submitting substantially the same final version of any material as another student without due acknowledgement constitutes plagiarism.

Please note the information on plagiarism contained in the following extract from the College Calendar:

University of Dublin Calendar Part III, 66-73

Plagiarism

66. 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.

67. 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. 3*

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

68. 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. In order to avoid plagiarism in the context of collaboration and groupwork, it is particularly important to ensure that each student appropriately attributes work that is not their own.

69. 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.

70. 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 at: <http://tcd.ie.libguides.com/plagiarism>

71. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting. 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 (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).

If the Director of Teaching and Learning (Postgraduate) 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 noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) 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 set out in Section 5 (Other General Regulations).

72. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) 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.

Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) 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 Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under conduct and college.

Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

73. If the case cannot normally be dealt with under 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.'

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. A guide to referencing is available on the College Library website at <http://www.tcd.ie/Library/help/howtocite.php>. 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.

6.2 Guidelines for the Presentation of 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 Blackboard to check for plagiarism.

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

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.

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

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>

References/Sources:

[Calendar, Part III, General Regulations & Information, Section I 'Plagiarism'](#)

[Plagiarism Policy](#)

[Library Guides - Avoiding Plagiarism](#)

[Plagiarism Declaration](#)

7. TEACHING AND LEARNING

7.1 Course Structure

European Credit Transfer System (ECTS) - Credits and Modular Structures

The MSW programme is based upon a system of credits that is aligned with the European Credit Transfer System (ECTS). Students are required to achieve 60 credits in the first year of the programme and 75 credits in the second year, leading to a total of 135 credits (120 credits for Postgraduate Diploma in Social Work). The programme is divided into four distinct modules in each year, which each module carrying a credit value.

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

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 of verbally presented assessment exercise, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one year is 60 credits. 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, assessments and examinations.

ECTS credits are awarded to a student 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. Exceptions to this rule are one year and part-year visiting students, who are awarded credit for individual modules successfully completed.

Important information on COVID-19 restrictions and modes of teaching and learning

In order to offer taught programmes in line with government health and safety advice, teaching and learning in Semester 1 for your programme will follow a blended model that combines online and in-person elements to be attended on campus. This blended model will include offering online lectures for larger class groupings, as well as in-person classes for smaller

groups: the differing modes of teaching and learning for particular modules are determined by your home School. Information on the modes of teaching and learning in Semester 2 will be available closer to the time.

Trinity will be as flexible as possible in facilitating late arrivals due to travel restrictions, visa delays, and other challenges arising from the COVID-19 pandemic. If you expect to arrive later than 28th September, please alert your course coordinator as early as possible.

For those students not currently in Ireland, according to current Government health and safety guidelines, please note that these students are expected to allow for a 14-day period of restricted movement after arrival and prior to commencement of their studies, and therefore should factor this into their travel plans.

For those students currently on the island of Ireland, we remind you of the Irish Government's advice that all non-essential overseas travel should be avoided. If you do travel overseas, you are expected to restrict your movements for 14 days immediately from your return, during which time you will not be permitted to come to any Trinity campus.

Therefore, as you are required to be available to attend College from the beginning of the new teaching year on 28 September, **please ensure you do not return from travel overseas any later than 13 September.**

7.2 Online Student Code of Conduct

As a student in a post-graduate 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. While the standards set out below will not be onerous for the vast majority of 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 has to 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 of 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.

8. COURSE WORKLOAD

8.1 MSW Year One:

SS7012 Social Work Theory for Practice (10 credits)

- 1.1 Introduction to Social Work (24 hours)
- 1.2 Introduction to Reflective Practice & Use of Self in Social Work (12 hours)
- 1.3 Social Work & Counselling Practice Approaches (35 hours)
- 1.4 Groupwork (15 hours)
- 1.5 Community Development & Macro Social Work Practice (15 hours)

SS7016 Foundations for Social Work Across the Lifespan (10 credits)

- 2.1 Human Development in Social Contexts (24 hours)
- 2.2 Supporting Children and Families-Approaches to Prevention and Intervention (24 hours)
- 2.3 Child and Family Law (24 hours)
- 2.4 Equality, Diversity and Social Work Practice (18 Hours)

SS7014 Social Work Practice (30 credits)

- 3.1 Preparing for Practice (24 hours)
- 3.2 Placement (500 hours)

SS7017 Social Policy, Critical Theory and Social Work Research (10 credits)

- 4.1 Contemporary Discourses in Society (24 hours)
- 4.2 Understanding Social Policy for Social Work Practice (24 hours)
- 4.3 Introduction to Social Work Research and Evaluation (24 hours)

8.2 Year One Assessment

8.2.1 SS7012 Social Work Theory for Practice (10 credits)

Introduction to Social Work	Assignment 25%
Social Work & Counselling Practice Approaches	Assignment 25%
Groupwork	Group Assignment 15% Individual Assignment 10%
Introduction to Reflective Practice Use of Self in Social Work	Reflective Diary (not graded)
Community Development & Macro Social Work Practice	Assignment (25%)

8.2.2 SS7016 Foundations for Social Work Across the Lifespan (10 credits)

Human Development in Social Contexts	Child Observation study (65%)
Supporting Children and Families- Approaches to Prevention and Intervention	Full attendance & Class Participation
Child and Family Law	Assignment (35%)
Equality, Diversity and Social Work	Full attendance & Class Participation

8.2.3 SS7014 Social Work Practice (30 credits)

Preparing for Practice – A Reflective Practice Approach	Placement Project (100%) plus Pass Placement Grade.
Skills Workshops	
Placement	

8.2.4 SS7017 Social Policy, Critical Theory and Social Work Research (10 credits)

Contemporary Discourses in Society	Assignment (30%)
Understanding Social Policy for Social Work Practice	Assignment (30%)
Introduction to Social Work Research	Dissertation Proposal (40%) (<i>Concept Paper & Research Proposal</i>)

Year One Assessment Schedule	
Group work	Group project & individual assignment Monday 19 th October 2020
Child observation Study	Friday 30 th October 2020
Introduction to social work assignment	Friday 13 th November 2020
Contemporary discourses assignment	Monday 23 rd November 2020
Family and child law	Friday 11 th December 2020
Social work and counselling practice approaches assignment	Tuesday 15 th December 2020
Understanding social policy for social work	Continuous assessment: Blogs & Quizzes
Concept paper	Monday 4 th January 2021
Community development and macro social work practice assignment	Monday 5 th April 2021
Placement project	Wednesday 14 th April 2021
Research proposal	Monday 26 th April 2021

8.3 Module Descriptors & Compulsory Reading Lists

8.3.1 Year One:

SS7012: SOCIAL WORK THEORY FOR PRACTICE

Module Name	(1.1) Introduction to Social Work
Module Lecturer	Dr. Stan Houston
Module aims	This module provides an overview of the essential nature of social work and the characteristics which distinguish it from other caring professions. It explores contemporary social work in its many forms, and the influence of historical developments within the profession on current practice in Ireland and elsewhere. Students are introduced to the variety of social work roles, and the nature of social work process.
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Distinguish the role of social work from other disciplines within the range of health and social care professions; • Comprehend the profile of social work in Ireland including employment opportunities and fields of practice, professional accreditation, professional registration and distribution of social work posts across the different sectors of employment; • Identify core skills, theory and knowledge required by qualified social work practitioners; • Gain an initial understanding of the skills of reflexivity, reflection and critical thinking in social work; • Articulate the value base of social work and the key ethical concepts that inform practice in this field; • Understand the skills and knowledge to practice relationship-based social work effectively and ethically, including the application of psycho-dynamic theory to relationship; • Develop an understanding of social work process.
Module Content	<p>The syllabus will cover:</p> <ul style="list-style-type: none"> • The nature of social work. • Social work values, ethics and principles: an introductory overview.

	<ul style="list-style-type: none"> • Social work process: an introductory overview. • The social work profession in Ireland: issues in current practice (including registration and regulation). • The essential nature of social work and its relationship to other caring professions. • Introduction to the knowledge and skills base of the social work profession. • Introduction to key theories of social work practice • An introduction to the skills of reflexivity, reflection and critical thinking in social work practice.
Teaching and learning format	<p>Fully Online</p> <p>There will be 8 pre-corded lectures of around 50 minutes each that students can watch in their own time.</p> <p>Each major theme in the syllabus (of which there are 4) is covered in two lectures (part (a) and a part (b)).</p> <p>Each of the themes will then be addressed through a scheduled online, live, real-time seminar.</p> <p>The pre-recorded lectures will introduce exercises and homework which can be discussed later in the seminars.</p> <p>Directed readings for discussion will also be provided.</p>
CORU domains of proficiency addressed	<p>1.1,1.2,1.3,1.5,1.6,1.8,1.9,1.18,1.20</p> <p>2.1,2.3,2.11,2.12</p> <p>3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.10,3.12</p> <p>4.1,4.3,4.4,4.5</p> <p>5.1,5.2,5.3,5.5,5.7,5.8,5.10,5.12,5.13,5.15,5.18,5.19</p>
Assessment	<p>The module will be assessed through a 3,000-3,500 word assignment.</p> <p>- Due: Friday 13th November 2020</p>
Re-assessment	<p>Students who fail the assignment will be reassessed through a repeat assignment.</p>

<p>Indicative bibliography (if available) 4-5 titles max.</p>	<ul style="list-style-type: none"> • Coulshed, V. & Orme. (2012). <i>Social work practice</i>. Red Globe. • Kirst-Ashman, K. (2017). <i>Introduction to social work and social welfare</i>. Cengage Learning. • Segal, E., Gerdes, K. & Steiner, S. (2013). <i>An introduction to the profession of social work</i>. Brook Cole. • Thompson, N. (2005). <i>Understanding social work</i>. Palgrave Macmillan. • Payne, M. (2016). <i>Modern social work theory</i>. Palgrave Macmillan.
<p>Useful web-based content</p>	<p>N/A</p>

Module Name	(1.2) Introduction to Reflective Practice & Use of Self in Social Work
Module Lecturer	Adjunct Assistant Professor Pamela McEvoy
Module aims	The use of self in social work is a key component of effective, sensitive social work practice. This module aims to promote self-exploration by students using a reflective approach to their practice. It is delivered in parallel with Preparation for Placement - A Reflective Practice Approach. Students' developing awareness of the 'use of self' and capacity for reflective practice will be reviewed prior to during and after placement in Year One, and the process will be continued in Year Two.
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Think reflectively about the interplay of use of self and professional social work practice. 2. Contribute to the development of a safe and respectful reflective learning group space. 3. Recognise the need to create and respect personal and professional boundaries in reflective groups and be able to engage in processes similar to the learning group in other professional settings. 4. Appreciate how reflective practice and critical reflection impacts social work practice. 5. Draw and build on the personal reflective log entries collected throughout the module. 6. Sit more comfortably with 'being' and 'reflecting' as part of the social work 'doing' process.
Module Content	This module focuses on the use of self in social work. The small group workshops offer a space for students to begin to make links between personal and professional experiences and to support each other in this exploration. Active, open and thoughtful student engagement is encouraged. Material discussed is generally student generated and may be prompted by consideration of some of the following:

	<ul style="list-style-type: none"> • Reflective thinking • Reflective social work practice • Past work/placement experiences • Self as 'social work student' • The impact on self as we respond personally and professionally to different work experiences. • Relationship based practice - a two way street. • Motivation and interest in social work • Self-reflection-reflective journal
Teaching and learning format	<p>Face to Face</p> <p>The class is divided into two small groups, in which participants will remain for the duration of the module. The classes are planned to be face to face on campus, running fortnightly for each group, with a check-in session mid-placement and at years end.</p> <p>The format is experiential in nature. Workshops aim to promote interactive and respectful conversational exchange between classmates centring on the use of self and reflective practice in social work. The facilitator will help each group to set and sustain a safe space for reflective exchange and learning. Clear expectations on the limits of confidentiality and boundary setting will be discussed and agreed.</p> <p>Students may be guided towards suggested readings relevant to areas of interest as they emerge in class. Students will also keep a reflective diary.</p>
CORU domains of proficiency addressed	<p>Domain 2-Interpersonal and professional relationships</p> <p>Domain 3- Effective communication</p> <p>Domain 4-Personal and Professional Development</p>
Assessment	<p>There is no formal assessment for this module, but attendance at and engagement in the group process is a course requirement. Students are also required to keep a reflective diary/log which they themselves will analyse at the end of term as part of their preparation for placement.</p>
Re-assessment	N/A

<p>Indicative bibliography (if available) 4-5 titles max.</p>	<ul style="list-style-type: none"> • Fook, J, 'Reflective Practice and Critical Reflection'. Chp.26 pp440-455 in Lishman, J (Editor) <i>Handbook for Practice Learning in Social Work and Social Care. Knowledge and Theory</i>. 2015, Third Edition, Jessica Kingsley Publishers. • 'Stumbling Through'? Relationship based social work practice in austere times Hingley Jones, H, and Ruch, G, <i>Journal of Social Work Practice</i> July 2016,30(3)235-248. • Ruch, G, Turney, D and Ward, A. 2018 2nd Edition, <i>Relationship based Social Work: Getting to the heart of practice</i>. Jessica Kingsley Publishers. • Wilson, K, Ruch, G, Lymbery, M and Cooper, A. 2011, <i>Social Work: An introduction to contemporary practice</i>, 2nd Edition, Harlow, Pearson Education. et al 2008
<p>Useful web-based content</p>	<p>N/A</p>

Module Name	(1.3) Social Work and Counselling Practice Approaches
Module Lecturer	Ms Sinéad Whiting & Dr Simone McCaughren
Module aims	The aim of this module is to introduce students to a range of social work theories and practice approaches. Students will practice these skills in weekly workshops. It is envisaged that these combined theory/skills workshops will provide the opportunity for students to build on existing interpersonal skills and previous work experience and crucially build a strong understanding of the link between theory and practice. Full class participation is essential, and students will be encouraged and supported to explore and develop skills in a safe learning environment.
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Explain and understand the link between social work theory and practice. 2. Identify the key values, knowledge and skills necessary for their social work practice 3. Recognise the philosophies, traditions and theories that underpin different counselling/practice methods. 4. Recognise and value the core conditions for engaging a client in casework or counselling. 5. Draw on at least five different counselling/practice methods when working in direct social work practice with individuals and families. 6. Critically consider and assess different counselling/practice methods as well as their suitability to different case scenarios. 7. Reflect upon their social work skills and practice and identify key learning objectives for placement. 8. Reflect on their use of self, their role as a social worker and begin to take responsibility for their own continuing professional development.

	9. Have identified areas of strength and areas for development within their communication skills
Module Content	<p>Introduction to key social work and counselling theories including:</p> <ul style="list-style-type: none"> • Person Centred Approach • Solution Focused • Task Centred Casework • Crisis Intervention • Relationship Based Practice • Person Centred Practice • Working with Involuntary Clients • Assessment Skills <p>Opportunities to practice social work skills in a safe classroom environment will be provided weekly. Students will be encouraged to reflect upon and learn from this practice experience, considering how skills learnt will impact their own social work practice, and identify skills in need to further practice while on placement.</p>
Teaching and learning format	<p>This module is delivered weekly throughout the first semester.</p> <p>There are both online and in person components each week.</p> <p>Weeks 1 and 2 will be entirely in person.</p> <p>Week 3 onwards weekly lectures will be uploaded on Blackboard and should be viewed prior to the live class.</p> <p>These lectures will inform the weekly skills workshops which will be held in-person.</p>
CORU domains of proficiency addressed	1.20: Understand the principles of professional decision-making and be able to make informed decisions within the

	<p>context of competing demands including those relating to ethical conflicts and available resources</p> <p>2.1 Be able to communicate diagnosis/assessment and/or treatment/management options in a way that can be understood by the service user including non-voluntary service users</p> <p>2.2 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>2.4 Understand the need to empower service users to manage their well-being where possible and recognise the need to provide advice to the service user on self-treatment, where appropriate</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>2.13 Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team</p> <p>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>3.6 Be able to demonstrate an evidence-informed approach to professional decision-making, adapting practice to the needs of the service user and draw on appropriate knowledge and skills in order to make professional judgments</p> <p>3.8 Be able to evaluate intervention plans using appropriate tools and recognised performance/ outcome measures along with service user responses to the interventions. Revise the plans as necessary and where appropriate, in conjunction with the service user</p> <p>3.9 Understand the need to monitor, evaluate and/or audit the quality of practice and be able to critically evaluate one's own practice against evidence-based standards and implement improvements based on the findings of these audits and reviews</p>
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	<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>5.1 Know, understand and apply the key concepts of the domains of knowledge which are relevant to the profession for individuals, groups and communities</p> <p>5.2 Demonstrate a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context</p> <p>5.4 Critically understand the importance of effective supervisory frameworks and be able to actively participate in same</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>5.11 Be able to maintain professional boundaries with service users within a variety of social work settings and be able to identify and manage any associated challenges</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> <p>5.14 Critically understand the concepts and frameworks that underpin a range of individual counselling theory and skills; theory and practice of working with children and families; community work theory and practice and group work theory and practice</p> <p>5.17 Recognise that service users have the right to self-determination including to take risks</p> <p>5.19 Critically understand the role of ethics in the use of digital and social media including maintaining confidentiality and professionalism</p>
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	<p>5.22 Demonstrate skills in evidence-informed practice, including translation of theory, concepts and methods to professional practice</p> <p>5.23 Demonstrate safe and effective implementation of practical, technical and clinical skills.</p>
Assessment	<p>Case study-based assignment</p> <ul style="list-style-type: none"> • Word-Count: 2,500-3,000 words. • Due: Tuesday 15th December 2020
Re-assessment	<p>Students who fail the assignment will be required to resubmit a new case study.</p>
Indicative bibliography (if available) 4-5 titles max.	<ul style="list-style-type: none"> • Adams, R., Dominelli, L. & Payne, M. (Eds.) (2002) <i>Social Work: themes, issues and critical debate</i>. 2nd Edition. Hampshire: Palgrave. • Cameron, R. (2020). <i>Working with Difference and Diversity in Counselling and Psychotherapy</i>. SAGE Publications Limited. • Coulshed, V., Orme, J. (1998) <i>Social Work Practice: an introduction</i>. 3rd Edition. Hampshire: Palgrave • Teater, B (2014) <i>An Introduction To Applying Social Work Theories And Methods</i>, OUP. • Trevithick, P. (2000) <i>Social Work Skills: a practice handbook</i>. Buckingham: Open University.
Useful web-based content	<p>See my entry in Myreadinglist (via library site) for access to readings, references, and web resources</p>

Module Name	(1.4) Groupwork
Module Lecturer	Dr. Mary Kelleher
Module aims	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.
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of group dynamics and processes, in particular as they relate to social work practice. 2. Recognise the potential of groupwork for effective social work practice. 3. Recognise typical stages of a group process and the various roles which group members perform. 4. Apply groupwork theory in practice 5. Recognise the rewards and challenges of collaborative teamwork in multidisciplinary, inter-professional, multi-service and inter-agency teams . 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. 7. Demonstrate a knowledge of culturally competent groupwork.
Module Content	<p>The areas covered in this module will include:</p> <ul style="list-style-type: none"> • Stage models of groupwork practice • The various roles which participants perform in groups and strategies for facilitating these roles. • Preparation and formulation of groupwork interventions in social work practice • The therapeutic potential of groupwork practice • The use of self in a groupwork context

	<ul style="list-style-type: none"> • Development of leadership and facilitation skills • Group roles and dynamics in a teamworking context • Models of evaluation of groupwork practice.
Teaching and learning format	Teaching will be face to face during five three-hour sessions. Teaching methods will include presentations, classroom discussions and role play. The focus of the module will on an experimental groupwork project which will be carried out in small groups in the classroom setting. Students will be expected to participate in the groupwork project and develop groupwork skills in the classroom setting.
CORU domains of proficiency addressed	<p>Domain 1.2: Professional autonomy and accountability.</p> <p>Domain 2.2: Interpersonal and professional relationships.</p> <p>Domain 3.1: Effective communication.</p> <p>Domain 4.1: Personal and professional development.</p> <p>Domain 5.1: Provision of Quality Services.</p> <p>Domain 6.1: Knowledge, understanding and skills.</p>
Assessment	<p>Group project and individual assignment</p> <ul style="list-style-type: none"> • Due: Monday 19th October 2020
Re-assessment	Students who fail the small group project will be reassessed by way of an individual written assignment.
Indicative bibliography (if available) 4-5 titles max.	<ol style="list-style-type: none"> 1. Crawford K, Price, B and Price, M. <i>Groupwork Practice for Social Workers</i>, SAGE, 2014. 2. Doel, M. <i>Using Groupwork</i>, London: Routledge, 2005. 3. Lindsay, T. and Orton, S. <i>Groupwork Practice in Social Work</i>. 2nd ed., Exeter: Learning Matters, 2011. 4. 4.. Benson, Jarlaith. 2001. Working More Creatively with Groups. Psychology Press.
Useful web-based content	To be provided.
Relevant Journals	Groupwork. Whiting and Birch.

Module Name	(1.5) Community Development & Macro Social Work Practice
Module Lecturer	Kirsten Byrne
Module aims	<p>The aims of this module are to introduce through participatory teaching methods:</p> <ul style="list-style-type: none"> • An appreciation of the importance of community work as a component of social work • To develop an understanding of the value base of community work and its relationship to social work values and principles • To encourage participants to consider the implementation of community initiatives in their own working lives • To provide students with an understanding of the core skills and principles of community work • To develop an understanding of the principles and practices of networking in the professional community • To equip students to carry out a needs assessment using a Community Work approach.
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Identify theoretical assumptions underlying community work • Identify principles and strategies for facilitating the participation of diverse minority and community groups in community work initiatives • Plan and undertake a needs assessment of a community or minority group • Illustrate the common values and ethical basis of community work as a social work method • Differentiate contrasting practice approaches of community work and other social work methods

<p>Module Content</p>	<p>The module is organised through a series of lectures and workshops under themes, including:</p> <ul style="list-style-type: none"> • Definitions of community work and macro social work. • What is community? • Profiling community and minority groups • Models and principles of community work. • Role of a community worker in a social work setting. • Community work skills • Community work and social work. • Community Networking • Community Fieldtrip
<p>Teaching and learning format</p>	<p>Face to face lectures with a workshop component and fieldtrip</p>
<p>CORU domains of proficiency addressed</p>	<p>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</p>
<p>Assessment</p>	<p>Students will undertake a placement-based written assignment (2,500 minimum to 3,500 maximum words) during which they identify a community or minority group that has specific relevance to their practice setting. The student will profile this community or minority group and outline how a social worker, or social work agency, would use a community work approach in working with this group. The student will also provide an overall assessment of the benefits and limits of a community work approach to social work in this setting.</p> <p>Students are expected to show a good understanding of their chosen community or minority group. Students</p>

	<p>should demonstrate knowledge of community work theory and be able to incorporate community work principles, values and methods into their assignment.</p> <p>- Due: Monday 5th April 2021</p>
Re-assessment	<p>In the event that a re-assessment is necessary students will be required to identify an alternative community or minority group and demonstrate that they have a working knowledge of this group. The student must then complete the above stated profile and social work intervention using a community work approach to working with this group along with an assessment of the benefits and limits of the approach.</p>
Indicative bibliography (if available) 4-5 titles max.	<ul style="list-style-type: none"> • Forde, C. and Lynch, L. (2015) Social Work and Community Development, Palgrave Macmillan • Jackson, A & O’ Doherty, C (2012) Community Development in Ireland: Theory, Policy and Practice. Gill and McMillan. Dublin • Twelvetrees, A. (2008) (4th Ed) Community work, Palgrave Macmillan • Mayo, M. (2009) (2nd Ed.) Community Work (Ch.11), In Critical Practice in Social work (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave, Basingstoke • Hawtin, M & Percy-Smith, J. (2007) (2nd Ed.) Community Profiling: A practical guide. Open University Press.
Useful web-based content	<p>www.communityworkireland.ie</p>

SS7016 FOUNDATIONS FOR SOCIAL WORK ACROSS THE LIFE SPAN

Module Name	(2.1) Human Development in Social Contexts
Module Lecturer	Dr. Eavan Brady
Module Overview	In this module, students will be introduced to a range of theories relevant to social workers engaging with children, young people, and adults experiencing developmental, emotional, behavioural, and mental health difficulties. These theories will look at development over the life course and help us to understand what constitutes “typical” development and will support students to consider what falls outside of this range of development. This knowledge base will form an important part of students’ ability to assess individuals at all stages in the life course. Students will be encouraged to critically engage with a range of perspectives on human development across the life course. These theories will be considered in terms of their application in social work practice from early infancy to older adulthood.
Module learning Outcomes	On successful completion of this module, students should: <ol style="list-style-type: none"> 1. Have developed a critical understanding of different theoretical approaches to human development and attachment relationships; 2. Be able to apply these ideas to support their understanding of difficulties experienced by people coming into contact with social workers in practice. 3. Have an awareness of “typical” developmental stages experienced by infants, children, adolescents, and adults; 4. Have an awareness of the evolving needs of children, young people, and adults over the life course; 5. Have gained experience of carrying out an observation of a child and writing up that observation with reference to theories of human development.
Module Content	<ol style="list-style-type: none"> 1. Perspectives on human development over the life course 2. Core aspects of individual development over the life course i.e. in infancy, early childhood, middle childhood, adolescence, and the various stages of adulthood 3. Attachment theory 4. Resilience theory 5. Observation skills

Teaching and learning format	<p>Fully Online</p> <p>This module will be delivered online over seven sessions in weeks 1-7 of Michaelmas Term.</p> <p>Each week students will be asked to:</p> <ol style="list-style-type: none"> 1. Watch 1-2 short pre-recorded lectures in their own time; 2. Complete 1-2 short written/reflective exercises in their own time; 3. Attend an online group tutorial to discuss the pre-recorded content, recommended readings, and exercises related to the weekly topic. <p>Students will also be required to undertake independent study in relation to their assessment for this module.</p>
CORU domains of proficiency addressed	<p>5.3 Have a critical understanding of sociology, psychology, human growth and development, health, law, economics and political science.</p>
Assessment	<p>Child observation study</p> <ul style="list-style-type: none"> - 65% of overall module SS7016 <i>Foundations for Social Work Across the Lifespan</i> - Word Count: 2,500-3,000 words - Due: Friday 30th October 2020
Re-assessment	<p>Students who fail the child observation study will be reassessed by way of an essay.</p>
Indicative bibliography (if available) 4-5 titles max.	<p>Beckett, C., & Taylor, H. (2016). <i>Human Growth and Development</i>. London: Sage Publications. (Available as E-Book)</p> <p>Crawford, K. & Walker, J. (2017). <i>Social Work and Human Development</i>. London: Sage Publications. (Available as E-book)</p> <p>O'Brien, E. Z. (2015). <i>Psychology for Social Work: A Comprehensive Guide to Human Growth and Development</i>. Basingstoke: Palgrave Macmillan. (Available as E-book)</p>

	Additional readings and resources will be provided on the module Blackboard page
Useful web-based content	<p>Beyond Blue (2017). Building Resilience in Children aged 0-12: A Practice Guide for Professionals. Retrieved from: https://www.beyondblue.org.au/who-does-it-affect/children/building-resilience-in-children-aged-0-12</p> <p>Centre on the Developing Child, Harvard University: https://developingchild.harvard.edu/</p> <p>Childhood Adversity and Lifetime Resilience Project: https://www.torch.ox.ac.uk/childhood-adversity-and-lifetime-resilience</p> <p>Harvard Study of Adult Development: www.adultdevelopmentstudy.org</p> <p>Institute for Research and Innovation in Social Services (IRISS) (2011). Attachment-informed Practice with Looked After Children and Young People. Glasgow: IRISS. Retrieved from: http://www.iriss.org.uk/node/1397</p> <p>Talking and Listening to Children (website): www.talkingandlisteningtochildren.co.uk</p> <p>The Irish Longitudinal Study on Ageing (TILDA): www.tilda.tcd.ie</p> <p>WHO (2012). Early Childhood Development and Disability: A discussion paper. Retrieved from: www.who.int/disabilities/publications/other/ECDD_final_word.doc</p>

Module Name	(2.2) Introduction to Social Work with Children and Families
Module Lecturer	Prof. Trevor Spratt
Module aims	This introduction to child protection and welfare social work provides an historical and cultural context to practice, outlines the various forms of abuse and neglect, including how social workers should recognise, assess and respond to these in practice, and examines research evidence linking experiences in childhood with later life outcomes.
Module learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> 1. Have an appreciation of the historical and cultural contexts of child and family social work. 2. Be able to recognise, assess and respond to the various forms of child abuse and neglect. 3. Have an understanding of the national guidelines concerning child protection and welfare. 4. Have information on current assessment frameworks. 5. Have an understanding of how experiences in childhood shape influence future life outcomes.
Module Content	Week 1: Introduction to child protection and welfare social work Week 2: Child physical abuse Week 3: Child sexual abuse Week 4: Emotional abuse and neglect Week 5: Childhood experiences and later life outcomes
Teaching and learning format	This module will be delivered using a blended approach. Each week a pre-recorded two-hour lecture and associated reading materials will be available on the module website. Students are expected to view this lecture and read the materials ahead of a weekly face to face seminar which will take place on campus. Students are expected to fully participate in these seminars.
CORU domains of proficiency addressed	These inputs cover the following domains:

	<p>Understanding how experiences in childhood influence our future life course (Domain 1, 2, 5,6);</p> <p>Understanding Child Protection and Welfare in accordance with the National Guidelines (Domain 1, 2, 3, 6);</p> <p>Understanding Families: Assessment Processes (Domain 1, 2, 3, 5, 6).</p>
Assessment	There is no formal assessment associated with this lecture sequence.
Re-assessment	N/A
Indicative bibliography (if available) 4-5 titles max.	Reading for each week’s lecture will be available on the module website. It is expected that students will read these in advance of the lectures.
Useful web-based content	<p>Children Acts Advisory Board www.caab.ie (Ireland)</p> <p>HSE Library www.lenus.ie (Ireland)</p> <p>Department of Children and Youth Affairs www.dcy.gov.ie (Ireland)</p> <p>With Scotland www.withscotland.org (Scotland)</p> <p>NSPCC www.nspcc.org.uk (England and Wales)</p> <p>Research in Practice www.rip.org.uk (UK)</p> <p>ISPCAN www.ispcan.org (USA/International)</p> <p>Social Care Institute for Excellence www.scie.org.uk (UK)</p> <p>The Cochrane Collaboration www.cochrane.org (UK/International)</p>

Module Name	(2.3) Child & Family Law
Module Lecturer	Ms. Sonya Bruen / MHC Solicitors
Module aims	<p>This module provides an analysis of key legislation together with practical legal training in preparation for a range of Social Work Practice settings.</p> <p>The module explores key aspects of Irish and International Child and Family Law relevant to Social Work Practitioners, with particular focus on Public Child Care Law and the statutory role of Social Work Practitioners. The module will also provide an overview of relevant aspects of Private Family Law, including marriage breakdown, domestic violence, custody and guardianship.</p> <p>Case examples from practice and group discussions will provide students with the opportunity to critically consider the role of a Social Work Practitioner within the wider context of the domestic and International Legislative framework.</p>
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Apply key legal principles to Social Work Practice in a wide range of settings; • Demonstrate a good understanding of the statutory role of Social Work Practitioners in a Child Protection and Welfare setting; • Develop skills to manage their Social Work File in preparation for court applications with particular focus on minutes of meetings, case notes, records of Social Work Assessment and Risk assessment; • Consider the inherent difficulty of balancing parent’s rights and children’s rights in Public Law matters; • Have a good understanding of fair procedures for parents and families, including issues such as informed consent and the rights of parents to access legal representation; • Apply key principles for effective report writing and communication in Child Care Proceedings.
Module Content	Week 1: Introduction to Child and Family Law in Ireland

	<p>Week 2: Child Protection Law, Part 1; Social Work Preparation for Court</p> <p>Week 3: Child Protection Law; Part 2; Emergency Care Orders and Interim Care Orders</p> <p>Week 4: Child Protection Law- Care Orders</p> <p>Week 5: Child Protection Law; Supervision Orders / alternatives to care</p> <p>Week 6: Private Family Law</p> <p>Week 7: Criminal Justice System</p> <p>Week 8: Accountability of Social Work Practitioners</p> <p>Week 9: Child Protection Law, Children in Care</p> <p>Week 10: EU / International Framework for Child Protection & Secure Care</p>
Teaching and learning format	Fully Online
CORU domains of proficiency addressed	<p>Domain 1: Professional Autonomy & Accountability</p> <p>Domain 2: Communication, Collaborative Practice and Teamworking</p> <p>Domain 5: Professional Knowledge and Skills</p>
Assessment	<p>Students are required to submit an assignment of between 2,500 and 3,500 words. Essay titles will be given in class.</p> <p>- Due: Friday 11th December 2020</p>
Re-assessment	<p>Supplemental assessment will be in the form of an essay assignment between 2,500 and 3,500 words, essay titles will be given in the event of a supplemental assessment being required.</p>
Indicative bibliography (if available) 4-5 titles max.	<p>Students shall be provided with one or two short relevant readings in advance of each session.</p>
Useful web-based content	To be circulated
Relevant Journals	To be circulated

Module Name	(2.4) Equality and Diversity in Social Work Practice
Module Lecturer	Dr. Michael Feely
Module aims	<p>This module aims to offer a critical introduction to issues of equality and diversity in social work practice. It will encourage students to critically analyse and discuss:</p> <ul style="list-style-type: none"> • the concept of equality; • radical and anti-oppressive approaches to social work practice; • cultural competence in social work practice; • social work as a form of social control <p>The module may also encompass presentations by guest speakers to allow for direct dialogue between social work students and representatives of marginalised groups (e.g. self-advocates with disabilities; travellers; members of the LGBTQ community and so on).</p>
Module learning Outcomes	<p>On successful completion of this module, students should:</p> <ul style="list-style-type: none"> • Have knowledge of a range of theories relating to in/equality, oppression, and diversity and understand their significance for social work practice • Be familiar with key principles, values and methods of anti-racist, anti-discriminatory, anti-oppressive and culturally sensitive practice in a social work context • Have increased knowledge of, and empathy with, a range of marginalized groups, developed through direct communication with representatives of these groups.
Module Content	<ul style="list-style-type: none"> • Theories of in/equality and their significance for social work • Anti-oppressive practice • A critical exploration of cultural competence • Social Work as a form of social control • Presentations by representatives of marginalised groups
Teaching and learning format	Fully Online

	Readings, recorded Panopto lectures, and exercises shall be made available in advance of live Blackboard Collaborate discussion sessions.
CORU domains of proficiency addressed	1.1, 1.9, 2.2, 2.12, 5.3, 5.5, 5.6, 5.7.
Assessment	Students are expected to attend and actively participate in all aspects of the module.
Re-assessment	N/A
Indicative bibliography (if available) 4-5 titles max.	Students shall be provided with one or two short relevant readings in advance of each session.
Useful web-based content	Irish Human Rights and Equality Commission https://www.ihrec.ie/ Harvard unconscious bias tests: https://implicit.harvard.edu/implicit/takeatest.html
Relevant Journals	N/A

SS7014 SOCIAL WORK PRACTICE

Module Name	(3.1) Preparing for Practice-A Reflective Practice Approach.
Module Lecturer	Dr Erna O'Connor, Sinead Whiting & Guest Lecturers.
Module aims	This module resources students to undertake two assessed, professional placements in accordance with the CORU SWRB Domains of Proficiency. The module is co-facilitated by experienced practice teachers who provide information on the scope and focus of contemporary social work across a range of sectors. Key tenets of Adult Learning Theory and Reflective Practice approaches are introduced to enable optimal learning from practice experience.
Module learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> 1. Understand the role of social work in a range of practice settings. 2. Demonstrate knowledge of the CORU SWRB Domains of Proficiency and understand how they underpin learning and assessment on placement. 3. Utilize a number of Reflective Practice approaches to achieve optimal learning from practice. 4. Proactively engage in professional supervision 5. Be aware of professional practice issues including professional boundaries, teamwork and use of technology.
Module Content	Briefly provide details of module syllabus. <ul style="list-style-type: none"> • IFSW Definition of Social Work • Overview of Practice Contexts in Irish Social Work • CORU SWRB Domains of Proficiency as the underpinning framework for learning and assessment on placement • Individual Placement Planning Consultations • Reflective Practice & Reflexivity • Approaches in Adult Learning & Learning Styles • Effective Use of Supervision • Issues in Professional Practice • Service User Perspectives

Teaching and learning format	Blended Learning Weeks 2-14 to include on campus lectures, practice teacher panel discussions, group work, reflective exercises and online individual placement consultations.
CORU domains of proficiency addressed	1. Professional Autonomy and Accountability 2. Communication, Collaborative Practice and Teamworking 3. Safety and Quality 4. Professional Development 5. Professional Knowledge and Skills
Assessment	Practice Project
Re-assessment	The Practice Project may be re-submitted. Marks for re-submitted work are capped at 50%
Indicative bibliography (if available) 4-5 titles max.	<ul style="list-style-type: none"> • Cleak H., and Wilson, J., (2019) Making the Most of Field Placement. 4th Ed. Australia: Cengage Learning. • Lomax, R., Jones, K., Leigh, S. and Gay, C. (2010) Surviving Your Social Work Placement. Basingstoke: Palgrave. • Doel, M. & Shardlow, S.M. (2005) Modern Social Work Practice: teaching and learning in practice settings. Aldershot: Ashgate • Green Lister, P. (2012) Integrating Social Work Theory and Practice, A practical skills guide. London: Routledge • Wilson G., O'Connor E., Walsh T., Kirby M., (2009) Reflections on practice learning in Northern Ireland and the Republic of Ireland: Lessons from student experiences., Social Work Education, 28, (6), 2009, p631 - 645
Useful web-based content	IFSW Global Definition of Social Work https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/

	CORU SWRB Standards of Proficiency for Social Workers https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf
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SS7017 SOCIAL POLICY, CRITICAL THEORY AND SOCIAL WORK RESEARCH

Module Name	(4.1) Contemporary Discourses in Society
Module Lecturer	Dr. Stan Houston
Module aims	<p>In this module, students will be introduced to historical and contemporary social discourses shaping societal trends and impacting on 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"> 1. Develop an understanding, through critical reflexivity, of how personal and social characteristics influence personal and professional development; 2. Examine the historical influence of changes in modernity over time on social justice movements such as feminism, anti-racism and radicalism and how they affected the development of social welfare and social work; 3. Identify and describe contemporary critical perspectives in social work and social welfare, including anti-oppressive practice, and their uses as frames of reference and analysis for social work interventions; 4. Develop an understanding of how critical social theory can shape knowledge, skills and values; 5. Explore the societal and organizational influences on practice; and 6. Understand the historical and current impact of neo-liberalism on social work and service users linking it with power and ideology.
Module learning outcomes	<p>After attending lectures and successfully completing the relevant assignment, a student will be able to:</p> <ul style="list-style-type: none"> • Describe the historical antecedents of at least two current critical, theoretical perspectives.

	<ul style="list-style-type: none"> • Describe the contribution of critical social theories to social welfare and social work practice. • Assess and critically evaluate one critical perspective in relation to both its benefits and disadvantages for practice. • Describe the meaning of critical reflexivity and apply it to their personal and professional development.
Module Content	<p>Lectures will cover the following themes:</p> <ol style="list-style-type: none"> 1. The nature of critical social theory and its importance for social work. 2. The historical development of critical social theory under modernity and post-modernity and how it shaped social work. 3. The nature and application of critical reflexivity for social work practice. 4. The contribution of a range of critical social theorists to social work practice. 5. How critical social theory contributes to critical social work. 6. The effects of neo-liberalism on service users and social welfare.
Teaching and learning format	<p>Pre-recorded lectures of around 50 minutes can be watched in the student's own time. Major lecture themes will be covered in two related lectures (part(a) and part(b)). The issues raised in the lectures will then be discussed through scheduled, live, on-line seminars. The pre-recorded lectures will introduce reflective exercises which can be discussed in the seminars. Directed readings will also be discussed.</p>
CORU domains of proficiency addressed	<p>1.3,1.5,1.9 2.4,2.12 4.1,4.3,4.4,4.5 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.12, 5.15, 5.24</p>
Assessment	<p>The module is assessed through a 3-3,500 words assignment.</p> <p>- Due: Monday 23rd November 2020</p>

Re-assessment	Through repeat assignment
Indicative bibliography (if available) 4-5 titles max.	<ul style="list-style-type: none"> • Jones, P., Bradbury, L. and Le Boutillier, S. (2011). <i>Introducing Social Theory</i>. (2nd ed.). Cambridge: Polity Press. • Elliott, A. (2009). <i>Contemporary Social Theory: An Introduction</i>. Oxon: Routledge. • Layder, D. (2004). <i>Understanding Social Theory</i>. London: Sage. • Stones, R. (1998). <i>Key Sociological Thinkers</i>. Basingstoke: Macmillan. • Gray, M. & Webb, S. (2013). <i>Social Work Theories and Methods</i> (2nd ed.). London: Sage. • Garrett, P.M. (2013). <i>Social Work and Social Theory: Making Connections</i>. Bristol: The Policy Press. • Cree, V. (2000). <i>Sociology for Social Workers and Probation Officers</i>. London: Routledge. • Payne, M. (2014). <i>Modern Social Work Theory</i> (4th ed.). London: Palgrave Macmillan. • Thorpe, C. (2018). <i>Social Theory for Social Work</i>. London: Routledge. • Best, S. (2002). <i>A Beginner's Guide to Social Theory</i>. London: Sage. • Webb, S. (2019). <i>The Routledge handbook of critical social work</i>. London: Routledge. • Payne, M. & Reith-Hall, E. (2019). <i>The Routledge handbook of social work theory</i>. London: Routledge.
Useful web-based content	The on-line journal, 'Critical and Radical Social Work', is highly recommended.

Module Name	(4.2) Understanding Social Policy for Social Work Practice
Module Lecturers	Dr Catherine Conlon & Dr Ayesah Emon
Module aims	<p>This module invites students to explore social policy principles and measures and apply them to social work practice. Any practice of social work is not complete without knowledge of social policy. Policy intersects with social work practice in numerous ways and further shapes and is shaped by the decisions of key actors in the public and private sector, which include not only policy makers, administrators, law enforcement officials and clinicians, but also social workers.</p> <p>We will focus on concepts, definitions and approaches shaping the field of social policy. The aim is to develop a critical knowledge and understanding of the principles that underpin social policy and affect all citizens' lives. We will consider the various political, ethical, theoretical and material influences that shape social policy-making and direct government and society, as well as the parameters and frameworks that guide social policy analysis, research and investigation. We will also consider the extent to which ideology, politics and values influence and shape social policy. Emphasis will be placed on examining patterns, assumptions, and normative concepts and constructs over multiple contexts that shape social policy across international, supra-national, national and local levels.</p>
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Identify key concepts, principles and approaches underlying the study of social policy and its inter-relationship with social work and other disciplines • Demonstrate a critical understanding of the welfare state in terms of its role, operation and financing, as well as the rationale for government intervention and subsequent impact on service users

	<ul style="list-style-type: none"> • Assess the different aspects of the governance of welfare such as management, service delivery and the role of service users in shaping welfare policy • Identify structural factors contributing to inequality, oppression and social marginalisation • Become aware of and engage with relevant social policies in their field of practice
Module Content	<ol style="list-style-type: none"> 1. The Field of Social Policy 2. The Remit of Social Policy 3. The Evolution of Social Policy 4. Founding Ideologies in Social Policy 5. Exploring a Social Policy Construct I: Poverty 6. Welfare States Explained and Conceptualised 7. Current Ideologies in Social Policy 8. Exploring a Social Policy Construct II: Family 9. The Process of Policy Formulation 10. Development of Evidence-Based Policy
Teaching and learning format	<p>Fully Online</p> <p>Each week students will be asked to:</p> <ul style="list-style-type: none"> - Watch 1 short pre-recorded lecture along with additional audio-visual clips in their own time - Write an online weekly blog (300-400 words) on Blackboard on a designated social policy related topic which will be discussed in class. <u>The post has to be completed by 12pm the day before the class discussion/seminar.</u> - Complete a graded online quiz based on the lecture in their own time. <u>Quiz must be completed by 12pm the day before the class discussion/seminar.</u> - Attend a one-hour live seminar to discuss the pre-recorded content, recommended readings, and blogs related to the weekly topic. Seminar will take place on Blackboard Collaborate on <u>Thursdays from 4-5pm.</u> - Each week, students will take turns leading discussion on the readings for the week

<p>CORU domains of proficiency addressed</p>	<p><u>1. Professional Autonomy and Accountability</u></p> <ul style="list-style-type: none"> • 10. Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers <p><u>2. Communication, Collaborative Practice and Teamworking</u></p> <ul style="list-style-type: none"> • 7. Be able to apply digital literacy skills and communication technologies appropriate to the profession <p><u>5. Professional Knowledge and Skills</u></p> <ul style="list-style-type: none"> • 2. Demonstrate a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context • 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. • 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 • 16. Critically understand the capacity of system-level change to improve outcomes, access to care, and delivery of services, particularly for marginalised groups • 27. Be able to communicate in English at a standard equivalent to C1 on the Common European Framework of Reference for Languages.
<p>Assessment</p>	<p>30% Quizzes</p> <p>70% Blogs (Weeks 2, 4, 6, 8 will be graded – 300-400 words)</p>
<p>Re-assessment</p>	<p>30% Quizzes</p> <p>70% Blogs x 4</p>

<p>Indicative bibliography (if available) 4-5 titles max.</p>	<p>The following books can be found on MyReadingList@TCD: https://tcdlibrary.rl.talis.com/index.html?lang=en&login=1 Type in your module number in the search engine and you will be led to your list. All books can be found in e-Book form on TCD's online library catalogue https://stella.catalogue.tcd.ie/iii/encore/?lang=eng unless otherwise indicated.</p> <ul style="list-style-type: none"> • Considine, M., and Dukelow, F., 2017 <i>Irish Social Policy. A Critical Introduction</i>. 2nd Ed. • Alcock, P., Haux, T., May, M. and Wright, S., (2012) <i>The Students Companion to Social Policy</i>, Chichester: John Wiley & Sons Ltd. • Dean, H. (2012) <i>Social Policy</i> (2nd Edition). Cambridge: Polity. (Physical copies only. Can be borrowed from the TCD library) • Green, L. and Clarke, K. (2016) <i>Social Policy for Social Work</i>. Oxford: Polity Press. • Cunningham J. and Cunningham S. (2012) <i>Social Policy and Social Work: An Introduction</i>. Los Angeles and London: SAGE. 2nd Edition. • Dickens, J. (2009) <i>Social Work and Social Policy: An Introduction</i>. Oxford and New York: Routledge. <p>Additional readings for each week will be assigned during term.</p>
<p>Useful web-based content</p>	<p>https://www.esri.ie/ https://www.hse.ie/eng/ https://www.oecd.org/ireland/ https://www.socialjustice.ie/content/taxonomy/tags/social-policy https://www.gov.ie/en/campaigns/a60069-budget-2020/ https://www.gov.ie/en/help/departments/ https://www.focusireland.ie/</p>

	<p> https://www.ihrec.ie/ https://www.parliament.uk/about/living-heritage/transformingsociety/livinglearning/coll-9-health1/coll-9-health/ https://www.gov.ie/en/organisation/department-of-employment-affairs-and-social-protection/ https://www.gov.ie/en/category/social-welfare/ http://www.justice.ie/en/JELR/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf/Files/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf http://www.travellerinclusion.ie/website/TravPolicy/travInclusionweb.nsf/page/index-en www.probation.ie https://www.tusla.ie/ https://www.education.ie/en/ https://ec.europa.eu/info/index_en https://www.worldbank.org/ https://www.who.int/ https://www.un.org/en/ </p>
<p>Relevant Journals</p>	<p> International Journal of Sociology and Social Policy Irish Journal of Applied Social Studies Journal of Social Policy Journal of European Social Policy Journal of International and Comparative Social Policy Social Policy & Administration Social Policy and Labor Studies Social Policy and Society: A Journal of the Social Policy Association </p> <p> <u>DATABASES</u> (can be accessed through TCD's search engine STELLA: http://stella.catalogue.tcd.ie/iii/encore/;jsessionid=D258E5580820239721CE917DFE88C6A6?lang=eng) </p> <p> JSTOR Applied Social Sciences Index and Abstracts (ASSIA) Web of Science Proquest National Criminal Justice Reference Service (NCJRS) Abstracts Database GenderWatch </p>

	Humanities & Social Sciences Index Project MUSE ScienceDirect Women's Studies International
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Module Name	(4.3) Introduction to Social Research & Evaluation
Module Lecturer	Dr. Eavan Brady
Module Overview	During this module students will be introduced to the theory, knowledge, and skills of social research. This module provides an introduction to the planning, design, and implementation of research projects. In doing so, it aims to equip students with knowledge of what each stage of the research process consists of and will support students in developing skills to undertake their own research projects. Students will produce a final report of their research project, in the form of a Master's dissertation in Year Two, which will document each stage of the research project and interweave findings with the established evidence base.
Module learning Outcomes	On successful completion of the module, students will be able to: <ol style="list-style-type: none"> 1. Undertake a critical appraisal of social research and evidence 2. Communicate a lucid understanding of the difference between evidence-informed and evidence-based practice 3. Convey an understanding of the debates and issues pertaining to the discourses of evidence-informed and evidence-based social work practice 4. Explain the key concepts of the research process 5. Demonstrate knowledge of a variety of data collection methods including interviewing and surveys 6. Appraise the suitability of employing different methodologies and data collection methods dependent on research needs 7. Develop a viable research proposal based on existing research literature 8. Apply fieldwork skills to undertake a small-scale research project 9. Undertake a literature review 10. Carry out an analysis of data gathered for a small-scale research project 11. Write-up the process, findings, and conclusions of this research project in the form of a Master's dissertation

<p>Module Content</p>	<ol style="list-style-type: none"> 1. Linking social work research to theory generation and evidence-informed practice 2. Exploring different research methods and designs appropriate for practitioner-research 3. Strategies for collecting data 4. Analysing, writing-up, and disseminating research findings
<p>Teaching and learning format</p>	<p>Fully Online</p> <p>This module will be delivered online over the 12 weeks of Michaelmas Term.</p> <p>Each week students will be asked to:</p> <ol style="list-style-type: none"> 1. Watch a pre-recorded online lecture in their own time; 2. Complete a short written/reflective exercise in their own time; 3. Attend an online group tutorial to discuss the pre-recorded content, recommended readings, and exercises related to the weekly topic. <p>Students will also be required to undertake independent study in relation to their assessment for this module.</p>
<p>CORU domains of proficiency addressed</p>	<p>5.2 Demonstrate a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context.</p> <p>5.21 Know and critically understand the principles, ethics and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence-informed practice.</p> <p>5.21 Demonstrate ability to participate in clinical, academic or practice-based research.</p>

<p>Assessment</p>	<p><u>1. Concept Paper</u></p> <ul style="list-style-type: none"> - 5% of overall module SS7017 <i>Social Policy, Critical Theory and Social Work Research</i> - Word Count: 2,500-3,000 words - Due: Monday 4th January 2021 <p><u>2. Research Proposal</u></p> <ul style="list-style-type: none"> - 35% of overall module SS7017 <i>Social Policy, Critical Theory and Social Work Research</i> - Word Count: 2,500-3,000 words - Due: Monday 26th April 2021
<p>Re-assessment</p>	<p>1. Students who fail the concept paper will be required to resubmit a newly completed concept paper</p> <p>2. Students who fail the research proposal will be required to resubmit a newly completed research proposal</p>
<p>Indicative bibliography (if available) 4-5 titles max.</p>	<p>Campbell, A., Taylor, B. J., & McGlade, A. (2016). <i>Research Design in Social Work: Qualitative and Quantitative Methods</i>. London: Learning Matters. (Available as E-book)</p> <p>Carey, M. (2013). <i>The Social Work Dissertation: Using Small-scale Qualitative Methodology</i>. Berkshire: Open University Press. (Available as E-book)</p> <p>Gray, D. E. (2014). <i>Doing Research in the Real World</i>. London: Sage Publications. (Available as E-book)</p> <p>Hardwick, L., & Worsley, A. (2010). <i>Doing Social Work Research</i>. London: Sage Publications. (Available as E-book)</p> <p>Whittaker, A. (2012). <i>Research Skills for Social Work</i>. London: Sage Publications. (Available as E-book)</p> <p>Additional readings and resources will be provided on the module Blackboard page</p>

Useful web-based content	<p>Research in Practice: www.rip.org.uk</p> <p>Practice and Research Together: www.partcanada.org</p> <p>Ontario Centre of Excellence for Child and Youth Mental Health: www.excellenceforchildandyouth.ca</p> <p>Campbell Collaboration: www.campbellcollaboration.org</p> <p>Cochrane Collaboration: www.cochrane.org</p> <p>HRB National Drugs Library: www.drugsandalcohol.ie</p> <p>Evidence in Health and Social Care (NHS): www.evidence.nhs.uk</p> <p>Centre for Research on Families and Relationships: www.cfr.ac.uk</p>
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9. YEAR TWO ASSESSMENT

9.1 SS8012 Contexts for Social Work Practice A & B (10 credits)

9.1.1 Contexts for Social Work Practice A

Practicing in Child Welfare	Child Care Project (25%)
Social Work and Gender based Domestic Violence	Full Attendance & Class participation
Criminology and Probation	Assignment (25%)
Applied Law	Full attendance & Class Participation

9.1.2 Contexts for Social Work Practice B

Mental Health	Mental Health Project (25%)
Addictions	Full attendance & Class Participation
Youth Mental Health	Full attendance & Class Participation
Health Related Social Work	Assignment (25%)
Ageing	Full attendance & Class Participation
Disability	Full Attendance and Class Participation

9.1.3 SS8013 Social Work Practice & Perspectives (35 credits)

Placement Plus Placement Report	Pass or Fail on Placement Performance
Systemic and Social Constructionist Approaches with Children and Families	Performance on Placement and Application of Theory in Practice represented in the Placement Project (100%)
Reflective Practice & Use of Self	Full attendance and class participation

Special Seminars	Full attendance and class participation
Working in Human Service Organisations	Assessed within Placement Project
Social Work in a Global Context	Full attendance and class participation

9.1.4 SS8014 Social Work Research (30 credits)

Research Dissertation (MSW) (100%)

Or

9.1.5 SS8015 Personal Framework for Practice (15 credits)

Practice Framework (Dip. SW) (100%)

Year Two Assessment Schedule	
Mental health assignment	Friday 23 rd October 2020
Child welfare project	Monday 9 th November 2020
Health related social work	Friday 20 th November 2020
Criminology and probation assignment	Monday 30 th November 2020
Research dissertation OR	Saturday 2 nd January 2021
Personal framework for practice	Saturday 2 nd January 2021
Placement project	Wednesday 28 th April 2021

SS8012 Social Work in Diverse Settings A & B (10 credits)

Social Work in Diverse Settings (A)(5 Credits)

- 1.1 Families and Children: Practicing in a Child Welfare Context (18 hours)
- 1.2 Social Work and Gender-based Domestic Violence (12 hours)
- 1.3 Criminology and Probation (18 hours)
- 1.4 Applied Law (6 hours)

Social Work in Diverse Settings (B)(5 Credits)

- 1.5 Mental Health (16 hours)
- 1.6 Addictions (8 hours)
- 1.7 Youth Mental Health (9 hours)
- 1.8 Health Related Social Work (24 hours)
- 1.9 Ageing (9 hours)
- 1.10 Disability (9 hours)

SS8013 Social Work Practice and Perspectives (35 credits)

- 2.1 Placement
- 2.2 Systemic and Social Constructionist Approaches with Children and Families (30 hours)
- 2.3 Reflective Practice & Use of Self (12 hours)
- 2.4 Special Seminars (12 hours)
- 2.5 Working in Human Service Organisations (8 hours plus online)
- 2.6 Social Work in a Global Context (9 hours)

SS8014 Social Work Research (30 credits) (MSW Assignment)

Dissertation preparation under supervision of allocated supervisor.
Research classes (6 hours)

OR

SS8015 Personal Framework for 15 credits) (PGDip Assignment)

Personal Framework for Practice preparation under supervision of allocated supervisor Year
Two Assessment

9.1.6 Year Two

SS8012 SOCIAL WORK IN DIVERSE SETTINGS (A)

Module Name	(1.1) Families and Children: Practicing in a Child Welfare Context
Module Lecturer	Professor Robbie Gilligan
Module aims	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.
Module learning Outcomes	On successful completion of this module, students should: <ol style="list-style-type: none"> 1. Have developed a critical understanding of <i>the children in care system</i> – its key actors, ‘moving parts’ and broad policy principles 2. Have gained an awareness of the lived experience of the different service user groups in the children in care system 3. Have developed a critical understanding of key theoretical concepts relevant to work with children in care and care leavers; 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 5. Have an awareness of key messages from international research evidence on provision for children in care, and care leavers 6. Have gained experience in analysing relevant case scenarios and identifying evidence-informed responses
Module Content	<ul style="list-style-type: none"> • Overview of care system • Lived experience of children in care and their families • Placement types and related evidence

	<ul style="list-style-type: none"> • 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>Teaching and learning format</p>	<p>Fully Online</p> <p>Each week students will be asked to: - Watch 1-2 short pre-recorded lectures in their own time</p> <ul style="list-style-type: none"> - Complete short written/reflective exercises in their own time - Attend an online group tutorial to discuss the pre-recorded content, recommended readings, and exercises related to the weekly topic. Group tutorials may occasionally feature guest contributors - Students will also be required to undertake independent study in relation to their assessment for this module.
<p>CORU domains of proficiency addressed</p>	<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 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>

	5.22 Demonstrate skills in evidence-informed practice, including translation of theory, concepts and methods to professional practice
Assessment	Assignment: Case based scenario with practice-based questions requiring evidence informed answers <ul style="list-style-type: none"> - Word count: 3,000 - Due: Monday 9th November 2020
Re-assessment	Students who fail the assignment will be reassessed by way of an essay
Indicative bibliography (if available) 4-5 titles max.	<p>Brady, E., & 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 & 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., & 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>
Useful web-based content	See my entry in Myreadinglist (via library site) for access to readings, references, and web resources
Relevant Journals	<i>Child and Family Social Work</i> <i>Children and Youth Services Review</i>

Module Name	(1.2) Social Work & Gender-Based Violence
Module Lecturer	Dr. Stephanie Holt
Module aims	This module explores the various contexts within which domestic and gender-based violence (GBV) occurs, locating this exploration against the backdrop of best social work practice. While the impact of this experience on <i>all</i> those who live with violence is explored (children, women and men), focused and specific attention is given to the child's experience, taking a systemic and child centred approach to understanding impact and informing practice responses in a holistic and community based setting. The particular challenges and concerns for social work practice are also addressed.
Module learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> 1. Articulate a theoretical understanding of the prevalence, dynamics and nature of domestic and GBV; 2. Understand the relevance of domestic and GBV for social work practice in a child protection and welfare context; 3. Appreciate the issues and debates social work encounters when responding to domestic and GBV; 4. Describe the elements of good practice when responding to domestic and GBV.
Module Content	Briefly provide details of module syllabus. <ul style="list-style-type: none"> • Overview of prevalence, dynamics and nature GBV; • An appreciation of impact across the life span; • Understanding the intersectional nature of GBV, in particular the multiple adversities that families can experience and the culminative impact; • Exploring the issues and dilemmas facing social work practitioners in responding to these complex issues, with a particular focus on Coercive Control.
Teaching and learning format	This module is taught fully online, with lectures and exercises delivered and accessed through blackboard and

	<p>completed by the students individually I their own time and reviewed by the module leader. It is anticipated that student engagement in the online platform would involve approximately two hours per week. Weekly one-hour tutorials in real time will offer opportunities for debate and discussion, strengthening learning and promoting best practice.</p>
CORU domains of proficiency addressed	<ol style="list-style-type: none"> 1. Professional Autonomy and Accountability 2. Communication, Collaborative Practice and Teamworking 3. Safety and Quality 4. Professional Development 5. Professional Knowledge and Skills
Assessment	No formal assessment but full engagement with online exercises is expected.
Re-assessment	N/A
Indicative bibliography (if available) 4-5 titles max.	<p>Holt, S., Overlien, C. & Devaney, J. (2018)(eds) <i>Responding to Domestic Violence: Emerging Challenges for Policy, Practice and Research in Europe</i>, London: Jessica Kingsley.</p> <p>Callaghan, J.E.M., Alexander, J.H., Sixsmith, J. & Fellin, L.C. (2018) ‘Beyond “Witnessing”’: Children’s Experiences of Coercive Control in Domestic Violence and Abuse’. <i>Journal of Interpersonal Violence</i>, 33(10): 1551-1581.</p> <p>Stanley, N. & Humphreys, C. (Eds)(2015) <i>Domestic Violence and Protecting Children: New Thinking and Approaches</i>. London: Jessica Kingsley Publications.</p> <p>Heward-Belle, S. (2017) ‘Exploiting the ‘good mother’ as a tactic of coercive control: Domestically violent men’s assaults on women as mothers’. <i>Afflia</i>, 32(3): 374-389</p> <p>Lamb, K., Humphreys, C. & Hegarty, K. (2018) “Your behaviour has consequences”’: Children and young people’s perspectives on reparation with their fathers after domestic violence’. <i>Children and Youth Services Review</i>, 88: 164-169.</p>

Useful web-based content	To be advised in class
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Module Name	(1.3) Criminology and Probation
Module Lecturer	Vivian Geiran
Module aims	The module will introduce students to criminological theory. It will explore key issues and discourses pertinent to exploring pathways into and out of offending, and the practice of social work within the criminal justice context. It will facilitate the students in gaining a broad understanding of the Irish criminal justice system along with considering critical debates concerning the challenge of delivering effective, equitable and humane criminal justice processes and the role and position of the social worker within the criminal justice system.
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Have developed a critical understanding of theories of criminology and their relevance for social work; 2. Demonstrate knowledge of the historical development of social work in Probation along with the development of a range of sanctions in response to offending behaviour, with particular reference to the Irish context. 3. Critically evaluate some of the current trends in sentencing and offender management policy. 4. Understand and be able to describe current key areas of work within the Irish Probation Service. 5. Demonstrate an understanding of some key methods of effective practice with offenders. 6. Demonstrate an awareness of the relevance of concepts such as social inclusion, rehabilitation, restorative justice, partnership approaches and rights based/anti oppressive practice in criminal justice social work. 7. Critically evaluate the impact and place of social work values & principles in the context of Probation practice. 8. Demonstrate a cognizance of the links between material presented in the Criminology and Probation Module and

	<p>issues, concepts and discourses arising from learning from the rest of the course.</p>
<p>Module Content</p>	<p>This module explores current and emerging themes and key concepts in the area of Criminal Justice Social Work. It is designed to enhance and complement learning from other course modules including work with involuntary clients, legislation, courtroom skills, presentation skills, anti-oppressive practices, principles of effective interventions and social policy. Reference will be made to the major relevant social work theories along with drawing on practice experience. The module will cover the following areas:</p> <ul style="list-style-type: none"> • Overview of major criminological theories and their impact on ideas about punishment, rehabilitation and the development of social work in criminal justice. • An overview of the historical development of the Probation Service in Ireland and its development into a social work agency. • Areas of work of the Probation Service (community and custodial settings) and interagency partnerships. • Key current and emerging practice issues including a focus on offender risk and need assessment, Restorative Justice, work with high risk offenders including sex offenders and perpetrators of domestic violence and Young People’s Probation. • Principles of effective practice in Probation work, including effective approaches with involuntary clients and practice methodology within specialised work areas – e.g. Young People’s Probation, sex offenders, offenders with drug/alcohol related issues and women offenders, with specific reference to the Irish context. • Current debates informing and challenging social work in criminal justice including: Rehabilitation vs. Public

	protection, individual pathology vs. social analysis and 'corrections' vs rights-based approaches.
Teaching and learning format	<p>Fully Online</p> <p>This module will be delivered online over six sessions in Michaelmas Term.</p> <p>Each week, students will be asked to:</p> <ul style="list-style-type: none"> - Watch 1-2 short pre-recorded lectures in their own time - Complete short written/reflective exercises in their own time - Attend an online group tutorial to discuss the pre-recorded content, recommended readings, and exercises related to the weekly topic. <p>Students will also be required to undertake independent study in relation to their assessment for this module.</p>
CORU domains of proficiency addressed	<p>5.1: Know, understand and apply the key concepts of the domains of knowledge which are relevant to the profession for individuals, groups and communities.</p> <p>5.9: Demonstrate an awareness and critical understanding of how social work practice is influenced by regulations, national guidelines and standards, findings of inquiries, investigations, associated reports; issues and trends in public and policy development; and be able to access new and emerging information which effects social work practice.</p> <p>5.22: Demonstrate skills in evidence informed practice, including translation of theory, concepts and methods to professional practice.</p>
Assessment	<p>Essay:</p> <ul style="list-style-type: none"> • Word count: 2,500 to 3,000 words. • Due: Monday 30th November 2020.
Re-assessment	Resubmission of essay.
Indicative bibliography (if available) 4-5 titles max.	Andrews, D. A. & Bonta, J. (2017) <i>The Psychology of Criminal Conduct</i> , (Sixth Edition), London: Routledge.

	<p>Geiran, V. and Durnescu, I. (2019) <i>Implementing Community Sanctions and Measures: Guidelines</i>, Strasbourg: Council of Europe. (Available free online at: https://rm.coe.int/implementing-community-sanctions-and-measures/1680995098).</p> <p>McNeill, F., Durnescu, I., Butter, R., (eds) (2016) <i>Probation, 12 Essential Questions</i>. London: Palgrave.</p> <p>Trotter, C. (2009) <i>Working with Involuntary Clients: A Guide to Practice</i>. London: Sage.</p> <p>Ugwudike, P., Raynor, P. and Annison, J. (eds) <i>Evidence-Based Skills in Criminal Justice: International Research on Supporting Rehabilitation and Desistance</i>, Bristol: Policy Press.</p>
<p>Useful web-based content</p>	<ul style="list-style-type: none"> • The Probation Service: www.probation.ie • <i>Irish Probation Journal</i> (2019) – available from 2004: http://www.probation.ie/en/PB/Pages/WP19000041 • Dept. of Justice: www.justice.ie • Council of Europe – Council for Penological Cooperation (PC-CP): https://www.coe.int/en/web/prison/council-for-penological-co-operation • Confederation of European Probation (CEP): https://www.cep-probation.org/

Module Name	(1.4) Applied Law
Module Lecturer	Kieran McGrath
Module aims	On successful completion of this module students should be better able to function as professional social workers within the legal context. They will know the legal duties and responsibilities of social workers, as accountable professionals, and what is required in terms of report-writing and the giving of oral evidence. They should also, however, be able to apply a Social Work critique to the legal system, particularly its adversarial aspects and the ethical issues which it raises. They will also have had an introduction to the concept of Therapeutic Jurisprudence which, along with Social Work theory can be used a lens from through which the Law can be critically analysed.
Module learning Outcomes	On successful completion of this module students should be able to: <ol style="list-style-type: none"> 1. Demonstrate that they have a structured, reflexive approach to their role as social workers interacting with the legal system, including the relevance of Data Protection legislation. 2. Understanding of the use of the concept of Therapeutic Jurisprudence and how it can be applied to the adversarial legal system. 3. Understanding of the adversarial nature of the Irish legal system and how it impacts on court procedures. 4. Understanding of the importance of applying Natural Justice and Fair Procedure in all matters that have legal consequences for clients. 5. Apply a framework for preparing Court Reports 6. Show that they understand courtroom skills and the expectations of social workers in giving oral testimony when appearing as professional witnesses.
Module Content	Brief details of module syllabus: Specific issues addressed will include the nature of the

	<p>adversarial legal system within which social workers are required to work and the process of preparing court reports in a variety of different contexts. Giving oral evidence in court, as a professional witness, will also be a major element of the course. Special attention will be given to legal and practice issues of the Freedom of Information Acts 1997 & 2003. The cases of <i>M.Q. v Gleeson [1997] 1 IEHC 26</i> (“The Barr Judgment”), <i>Cooke v HSE (2010) IEHC 503</i> and <i>P.D.P. v HSE (2012) IEHC 591</i>, will also be considered in detail and their implications for Social Work practice in Ireland, especially with regard to the requirements of Natural Justice and Fair Procedure. The practice implications for Social Work and the ethical issues involved in interacting with the legal system will be examined within the context of the concept of Therapeutic Jurisprudence.</p>
<p>Teaching and learning format</p>	<p>Fully online Lecture format and small group work</p>
<p>CORU domains of proficiency addressed</p>	<ul style="list-style-type: none"> • Be able to practise safely and effectively within the legal, ethical and practice boundaries of the profession. • 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 • Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional • Be aware of current guidelines and legislation relating to candour and disclosure • Understand the limits of confidentiality in the context of a variety of team settings. • Recognise personal responsibility and professional accountability for one’s actions and be able to justify professional decisions made.
<p>Assessment</p>	<p>Full attendance and class participation</p>

Re-assessment	N/A
Indicative bibliography (if available) 4-5 titles max.	<p>Davis, L. (2007) <i>See You in Court – A Social Worker’s Guide to Presenting Evidence in Care Proceedings</i>. London: Jessica Kingsley Publishers.</p> <p>Mallon, D. and White, C. (1995) "The Social Worker in Court". In White, C. (Ed) <i>Law for Northern Ireland Social Workers</i>, Dublin: Gill & Macmillan</p> <p>McGrath, K. (2005) "Protecting Irish Children Better – The case for an Inquisitorial Approach in Child Care Proceedings". <i>Judicial Studies Institute Journal</i>. 5:1: 136-65.</p> <p>McGrath, K. (2016a) Natural Justice and Fair Procedure in Evaluating Allegations and Risk of Child Sexual Abuse in ‘Grey’ Areas. <i>NOTA News</i> (No. 78, March/April, 2016)</p> <p>McGrath, K. (2016b) Natural Justice and Fair Procedure in Evaluating Allegations and Risk of Child Sexual Abuse - Part 2. <i>NOTA News</i> (No. 79, July/August, 2016)</p>
Useful web-based content	https://intlji.com/

SS8012 Social Work in Diverse Settings (B)

Module Name	(1.5) Mental Health
Module Lecturer	Dr. Mary Kelleher
Module aims	<p>This module aims to provide an overview of the different theoretical perspectives on mental health and how these relate to social work practice.</p> <p>Students will be encouraged to develop a critical appreciation of changing trends in mental health policy and provision, in particular, the rise of the recovery model in mental health.</p> <p>Consideration will be given to what social work can contribute to formal mental health services <i>and</i> an understanding of how a mental health perspective may be applied in other social work settings, i.e. child protection and welfare</p>
Module learning Outcomes	<p>On completion of this module students should have gained:</p> <ul style="list-style-type: none"> • An understanding of 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; • Knowledge of the legal basis of involuntary detention in mental health treatment centres and the challenges involved in balancing individual liberties against personal / communal safety; • A knowledge of current Irish mental health policy and the challenges involved in delivering on its recovery-oriented agenda; • A knowledge of the signs and symptoms of the major illness categories, their putative causation and treatments of choice; • An understanding of the contribution which social work can make to specialist mental health services, and an

	<p>understanding of how social workers in generic settings can apply a mental health perspective in these settings;</p> <ul style="list-style-type: none"> • Understand the issues involved in supporting service users and those in ‘carer’ roles and the relevance of promoting the involvement of service users at every level in the design, delivery and evaluation of service systems; • Appreciate the value of applying a mental health perspective to issues of child welfare and protection.
Module Content	<ul style="list-style-type: none"> • Explanatory models of mental distress, biopsychosocial model of mental health. • Structure of mental health services in Ireland • Role of the Mental Health Social Worker • Irish Mental Health Law and Policy • Risk Assessment & Risk Management.
Teaching and learning format	<p>This module will be delivered over eight, two-hour sessions.</p> <p>The first three sessions will be two hours of face to face teaching with a mixture of presentations, class discussions and small group work.</p> <p>The following five sessions will be delivered online through a mixture of pre-recorded lectures (one hour) and interactive online teaching and discussion (one hour).</p>
CORU domains of proficiency addressed	<p>Domain 3: Safety and quality</p> <p>Domain 5: Professional knowledge and skills</p>
Assessment	<p>End of module written assignment.</p> <ul style="list-style-type: none"> - Due: Friday 23rd October 2020
Re-assessment	<p>Students who fail the assignment will be given another written assignment to complete.</p>
Indicative bibliography (if available) 4-5 titles max.	<ol style="list-style-type: none"> 1. Higgins, A. and McDaid, S. (Eds.) (2014). <i>Mental Health in Ireland: Policy, Practice and Law</i>. Dublin: Gill and Macmillan. 2. Golightley, M (2017). <i>Social Work and Mental Health, 6th Edition</i>. London: Sage

	<ol style="list-style-type: none"> 3. Davidson, G., Campbell, J., Shannon, C. and Mulholland, C. (2016). <i>Models of Mental Health</i>. London: Palgrave. 4. Rogers, A. and Pilgrim, D. (2014). <i>A Sociology of Mental Health and Illness</i>. (5th ed.). Buckingham: Open University Press. 5. Sharing the Vision (2020). Dublin: Stationery Office. https://www.gov.ie/en/publication/2e46f-sharing-the-vision-a-mental-health-policy-for-everyone/
Useful web-based content	To be provided.

Module Name	(1.6) Addictions
Module Lecturer	Ms Margaret Markey, Senior Social Worker, Mr. Aidan Mc Givern, Principal Social Worker, Ms Deirdre Carey, Senior Social Worker & Ms Gemma Moran, Social Worker, National Drug Treatment Service, 30-31 Pearse Street, Dublin 2. Dr. Brian Melaugh
Module aims	The aims of this 8-hour module are to assist students to: <ul style="list-style-type: none"> - Gain an insight of the nature of addiction in its various forms and the emergence of new psychoactive substances - Develop an understanding of the term dual diagnosis (addiction and mental health) - Learn about past and current drug policies and services available both statutory and voluntary - Increase awareness of current models of treatment, new initiatives and changing trends in addiction policy and provision - Develop a greater knowledge of the physical and psychological impact of drug misuse on an individual, families and society - Familiarise students with skills used in practice when working with clients with addiction - Highlight the contribution and role of social work when engaging with pregnant drug users and working with child welfare issues - Learn the value of relationship building and counselling skills and gain a deeper knowledge of social work theories utilised in practice in addiction. -
Module learning Outcomes	Students who attend and participate in these seminars and who do some reading on the themes covered will, at the end of the module, have acquired: <ul style="list-style-type: none"> - 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

	<p>involved with helping people suffering from addiction in such settings</p> <ul style="list-style-type: none"> - A critical understanding of the nature of 'addiction' and 'mental health' - A knowledge of the signs and symptoms of addiction and treatments of services and treatment available - A knowledge of the main issues which arise in alcohol and drug policy; - A basic knowledge of addiction counselling models and skills; - An understanding of how parental addiction and mental health problems impact on children and on how social workers can intervene in such problems.
Module Content	<p>Themes of the four seminars</p> <ol style="list-style-type: none"> 1. Introduction to service and summary of drug policies. 2. Methods of intervention with illicit drug users and Crisis pregnancies. 3. G clinic and psycho active substances. 4. Child welfare within a treatment setting.
Teaching and learning format	<p>This module will be delivered over four sessions taking place both online and in person.</p>
CORU domains of proficiency addressed	<p>Domain 3: Safety and quality Domain 5: Professional knowledge and skills</p>
Assessment	<p>Full attendance and participation in this module is compulsory</p>
Re-assessment	<p>N/A</p>
Indicative bibliography (if available) 4-5 titles max.	<p>Readings and resources will be provided in class</p>
Useful web-based content	<p>To be provided.</p>

Module Name	(1.7) Child and Youth Mental Health
Module Lecturer	Jeanne Forde
Module Overview	<p>Child and Adolescent Mental Health Services (CAMHS) is the latest terminology for services, which over the twentieth century have been variously known by terms such as child and adolescent psychiatry, paediatric psychiatry, family psychiatry, and child guidance. The changing terminology is important, as the term CAMHS seemingly denotes a change from the medically-focused psychiatric field into a broader health-focused 'service'.</p> <p>There are an increasing number of services internationally aimed at young people developing in a somewhat distinctive direction: towards community-based services, practicing from a public health, outreach perspective. The development of a new youth mental health paradigm has challenged the structure of traditional psychiatry services and this will be explored as part of the course.</p>
Module learning outcomes	<p>On successful completion of this module students should be able:</p> <ol style="list-style-type: none"> (1) To explore the nature and extent of child and adolescent mental health problems and illnesses, drawing on different theoretical and professional perspectives. (2) To critically examine the policy and practice responses, with particular reference to the role of social work. (3) To consider how the new youth mental health paradigm is challenging the structure of traditional CAMHS and adult mental health services. (4) To explore different assessment, care planning and intervention approaches that can be used by social workers working with child and adolescent mental health issues.
Module Content	In three classes, each of three hours' duration, the following topics will be covered:

	<ul style="list-style-type: none"> • An Overview of Mental Health Presentations and Diagnoses • Youth Mental Health Issues and Needs, with a focus on the Irish Context • Child and Youth Mental Health Service Structures • The Policy and Legislative Framework underpinning Child and Youth Mental Health Services • Assessment and Care Planning Frameworks in Child and Youth Mental Health Services • The Role of Social Work in a Trans disciplinary and Multidisciplinary Child and Adolescent Mental Health context • Clinical Social Work Approaches to Mental Health • Social Work Values in Child and Adolescent Mental Health
<p>Teaching and learning format</p>	<p>Fully Online</p> <p>This module will be delivered online over three sessions across weeks 12-14 of Michaelmas Term.</p> <p>Each week students will be asked to:</p> <ul style="list-style-type: none"> - Watch short pre-recorded lectures in their own time - Complete short written/reflective exercises in their own time - Attend an online group tutorial to discuss the pre-recorded content, recommended readings, and exercises related to the weekly topic. <p>Students will also be required to undertake independent study in relation to their assessment for this module.</p>
<p>CORU domains of proficiency addressed</p>	<p>By the end of this module, the student should:</p> <ul style="list-style-type: none"> • Have an understanding of mental health issues which children and young people may experience (Domain 5). • Be aware of the debates and issues relating to the provision of child and youth mental health services and the classification of child and youth mental health problems (Domain 1; Domain 4).

	<ul style="list-style-type: none"> • Be knowledgeable about the various causation theories and treatment modalities offered within CAMHS and youth mental health services (Domain 5). • Understand how multi-disciplinary approaches work in child and youth mental health services, and the specific contribution that social work makes (Domain 2; Domain 3; Domain 4).
Assessment	Full attendance, reading of required materials and participation in class discussions in online group tutorials.
Re-assessment	N/A
Indicative bibliography (if available) 4-5 titles max.	<p>Arnett, J. (2000). Emerging Adulthood. A Theory of Development from The Late Teens Through the Twenties. <i>American Psychologist</i>, 55(5), 469-480.</p> <p>Bronfenbrenner, U. (1992). Ecological Systems Theory. In R. Vasta (Ed.), <i>Six Theories of Child Development: Revised Formulations and Current Issues</i> (187-249). London, England: Jessica Kingsley Publishers. ISBN-10: 9781853021374.</p> <p>Pilgrim, D. (2005). <i>Key Concepts in Mental Health</i> London: Sage</p> <p>Karben, K. (2011). <i>Social work and Mental Health</i>. London: Polity.</p> <p>Rogers, A., & Pilgrim, D. (2005). <i>Sociology of Mental Health and Illness</i> (3rd ed.). Maidenhead: Open University Press.</p>
Useful web-based content	<p>Cannon, M. et. Al (2019). The Mental Health of Young People in Ireland: A report of the Psychiatric Epidemiology Research across the Lifespan (PERL) Group. Available at https://repository.rcsi.com/articles/The_Mental_Health_of_Young_People_in_Ireland_A_report_of_the_Psychiatric_Epidemiology_Research_across_the_Lifespan_PERL_Group/10796129/1</p> <p>10.</p> <p>Dooley, B.A., & Fitzgerald, A. (2012). <i>My World Survey: National Study of Youth Mental Health in Ireland</i>. Headstrong and UCD School of Psychology. Available at</p>

https://www.jigsaw.ie/content/images/News_Events_/Research/MWS_Full_Report_PDF.pdf

Dooley, B.A. et al (2019). *My World Survey 2: The National Study of Youth Mental Health in Ireland*. Jigsaw and UCD School of Psychology. Available at <http://myworldsurvey.ie/>

Module Name	(1.8) Health Related Social Work
Module Lecturer	Dr Erna O'Connor & Guest Lecturers
Module aims	The module will introduce students to the scope of health-related social work from primary care to acute hospital, rehabilitation and palliative care contexts. The lived experiences of people affected by illness and acquired injuries are considered and the elements of an effective social work response are examined. The module is underpinned by analysis of health inequalities, the social determinants of health and health inclusion.
Module learning Outcomes	On successful completion of this module students should be able to: <ul style="list-style-type: none"> • Describe the role of the social work in healthcare including hospital, primary care and palliative care contexts. • Understand and respond to the lived experience of service users and carers. • Demonstrate critical understanding of the policy context and theoretical approaches that inform health related social work. • Apply these approaches in the delivery of social work services to people affected by illness or/and acquired injuries. • Engage in effective inter-professional practice and work with service user groups in health care contexts.
Module Content	<ul style="list-style-type: none"> • Applications of social work theories including Relationship-based Social Work, Reflective Practice, Systems Theory, Ecological Theory & AOP in health contexts. • First person accounts of living with illness • Theories of Grief & Loss • Trauma Informed Practice • Inter Professional Practice • Evidence-based practice addressing the Social Determinants of Health, Health Inequalities and Inclusion Health.
Teaching and learning format	<p>Fully Online</p> <p>This module will be delivered online over eight sessions in weeks 6-14 of Michaelmas Term.</p> <p>Each week students will be asked to:</p> <ul style="list-style-type: none"> • Watch 1-2 short pre-recorded lectures in their own time

	<ul style="list-style-type: none"> • Complete short written/reflective exercises in their own time • Participate in a weekly small group, online book-club in their own time, to discuss a prescribed text authored by someone living with illness. This forms part of the assessment. • Attend an online group tutorial to discuss the pre-recorded content, recommended readings, and exercises related to the weekly topic. <p>Students will also be required to undertake independent study in relation to their assessment for this module.</p>
CORU domains of proficiency addressed	<p>1. Professional Autonomy and Accountability 1,2,3,4,5,6,9,11,12,13,14,16,17,18,20,21</p> <p>2. Communication, Collaborative Practice and Teamworking 1,2,3,4,5,6,7,9,12,13,14,15</p> <p>3. Safety and Quality 1,2,3,4,5,6,7,10,12,14</p> <p>4. Professional Development 3,4,5</p> <p>5. Professional Knowledge and Skills 1,2,3,5,6,7,8,9,10,11,12,13,15,17,18,20,22,23,24</p>
Assessment	<p>Students will be required to complete a book review of a prescribed text written from the perspective of someone with lived experience of illness and discussed at the class book-club. Students are required to discuss their responses to the text, including insights from book-club discussions. The implications of the author’s account for social work practice in health care should be addressed with reference to the health-related social work literature.</p> <ul style="list-style-type: none"> • Word Count 2,000 - 2,500 words • Due Friday 20th November 2020
Re-assessment	<p>Students who fail the assignment will be given an opportunity to re-submit the assignment. The grade for re-submitted work is capped at 50%.</p>

<p>Indicative bibliography (if available) 4-5 titles max.</p>	<ul style="list-style-type: none"> • Cleak, H. & Turczynski, M. (2014) Hospital Social Work in Australia: Emerging Trends or More of the Same?, <i>Social Work in Health Care</i>, 53:3, 199-213, DOI: 10.1080/00981389.2013.873516 • Goldsworthy, K. (2005) Grief and Loss in Social Work Practice. <i>Australian Social Worker</i> 58:2:167-178 • O'Connor, E. & Wilson, E. (2015) <u>Responding to Psychosocial Aspects of Illness and Health: Challenges and Opportunities for Social Work</u> in Christie, A., Featherstone, B., Quin, S., & Walsh, T. (Eds.). <i>Social Work in Ireland: changes and continuities</i>. Palgrave Macmillan. • Thompson, N. (2011) 'Health and the Medicalization of Inequality' in <i>Promoting Equality: Working with Diversity and Difference</i> 3rd Edition. Palgrave MacMillan • Muskat, B., Craig S.L. & Mathai B. (2017) Complex families, the social determinants of health and psychosocial interventions: Deconstruction of a day in the life of hospital social workers, <i>Social Work in Health Care</i>, 56:8, 765-778, DOI: 10.1080/00981389.2017.1339761
<p>Useful web-based content</p>	<p>E-Journals</p> <p>British Journal of Social Work, Journal of Social Work Practice Social Work Health and Social Work Social Work in Health Care Social Work in Public Health Clinical Social Work Journal</p> <p>Fleming, T. Flood, S., Gumulka, S., Jacob, D., Parkinson, R., & Reilly, P. (2011) <i>The Role of Social Work in Primary Care in Ireland</i>. Paper by IASW Special Interest Group in Primary Care https://iasw.ie/attachments/5df208bc-f91e-4ec3-9f29-bf966336819a.PDF</p>

Module Name	(1.9) Ageing
Module Lecturer	Introduction to ageing (Prof. Virpi Timonen) Social Work with Older People (Aishling Coffey) Issues in Safeguarding & Working with Vulnerable Adults (Maura McCrudden)
Module aims	<p>The purpose of the module is to provide an initial foray into the sociology and social policies of ageing societies (social gerontology) and to consider relations between generations from this perspective.</p> <p>The module will provide students with an opportunity to discuss a range of substantive topics that are relevant to both individual and population ageing, and to both 'young' and 'older' people. The contributions of older adults to their families and society through multiple channels such as grandparenting and volunteering are highlighted.</p> <p>Among care-related questions, the module probes developments in both institutional and home care, and students are challenged to re-think approaches to care, including the use of technologies in care.</p>
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> - Outline some of the key contributions of older people to families, societies and economies; - Demonstrate an awareness of how diversity among older people arises from their social positionalities (e.g. gender, social class, ethnicity) and life histories; - Critically examine prevailing views on population ageing and the implications they have for both social policy design and older people themselves
Module Content	<ul style="list-style-type: none"> - Essential demographics - Representations of ageing and older people - Intergenerational relations - Long-term care policies

Teaching and learning format	This module will be delivered via both online and face to face sessions
CORU domains of proficiency addressed	5.1 Know, understand and apply the key concepts of the domains of knowledge which are relevant to the profession for individuals, groups and communities 5.2. Demonstrate a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context 5.3. Have a critical understanding of sociology, psychology, human growth and development, health, law, economics and political science
Assessment	Attendance and active participation.
Re-assessment	N/A
Indicative bibliography (if available) 4-5 titles max.	De Medeiros, K. (2016) <i>The short guide to aging and gerontology</i> . Bristol and Chicago: Policy Press / University of Chicago Press.
Useful web-based content	Excerpts from a Trinity MOOC on ageing: <ul style="list-style-type: none"> * Why staying socially engaged is important: https://www.futurelearn.com/courses/successful-ageing/1/steps/64899 * The powerful effect of your social environment: https://www.futurelearn.com/courses/successful-ageing/1/steps/59602 'Strategies for being engaged' (infographic): https://www.futurelearn.com/courses/successful-ageing/1/steps/57604 * Volunteering: https://www.futurelearn.com/courses/successful-ageing/1/steps/57612 * Case study: men's sheds: https://www.futurelearn.com/courses/successful-ageing/1/steps/73834

Module Name	(1.10) Disability and social work practice
Module Lecturer(s)	Dr Michael Feely
Module aims	This module aims to introduce students to some important ideas from the field of disability studies and to consider how these ideas might affect social work practice. It will also explore the various roles social workers can, or could, play in disability service provision. Finally, it will encompass presentations by a variety of people who have a disability, care for someone with a disability, or work with people with disabilities.
Module learning Outcomes	<p>On successful completion of this section of the module, students should be able to:</p> <ul style="list-style-type: none"> • Be familiar with important ideas from disability studies and relevant disability policy documents and be cognisant of how these might affect social work practice • Recognize some of the roles social workers can or could perform within disability settings • Be more aware of – and, ideally, be able to empathise with – the perspective of people with disabilities and their supporters. • Ascertain whether this is an area they would like to work in
Module Content	<ul style="list-style-type: none"> • Models of disability and their implications for social work • The history of disability studies including eugenics • The importance of accessibility and how to make information accessible • External speakers (e.g. disability social workers or parents of people with disabilities) •
Teaching and learning format	<p>Fully online</p> <ul style="list-style-type: none"> • This module will be taught online. • Readings, recorded Panopto lectures, and exercises shall be made available in advance of live Blackboard Collaborate discussion sessions.
CORU domains of proficiency addressed	1.3, 1.5, 1.9, 1.17, 2.1, 2.2, 2.3, 2.4, 5.5, 5.6, 5.7

Assessment	Students are expected to attend and actively participate in all aspects of the module.
Re-assessment	N/A
Indicative bibliography (if available) 4-5 titles max.	<ul style="list-style-type: none"> • Students shall be provided with one or two short relevant readings in advance of each session.
Useful web-based content	<ul style="list-style-type: none"> • Documentary on eugenics: https://www.pbs.org/wgbh/americanexperience/films/eugenics-crusade/
Relevant Journals	<ul style="list-style-type: none"> • Disability and Society: https://www.tandfonline.com/loi/cdso20

SS8013 SOCIAL WORK PRACTICE AND PERSPECTIVES

<p>Module Name</p>	<p>(2.2) Relationship Based Practice and Perspectives with Children and Families</p> <p>Part A) Psycho-Dynamic Informed Practice in Direct Work with Children, Young People and their Parents/Carers. Part B) Systemic and Social Constructionist Approaches with Individuals, Couples and Families.</p> <p>This module compliments the social work and counselling approaches module from year 1. The broad focus this year being on relationship-based practice examined from the perspectives outlined above. As both parts run concurrently, students will have an opportunity to think about their learning across the module and how the various approaches may relate to each other.</p>
<p>Module Lecturer</p>	<p>Part A: Asst. Professor Pamela McEvoy Part B: Dr Aileen Tierney and Asst. Professor Susan Flynn</p>
<p>Module aims</p>	<p><u>Part A 'Psycho-dynamic informed practice in direct work with children, young people and their parents/carers.'</u></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. This module aims to deepen our understanding as to why this may be so and to further consider what we, as practitioners can do to address this. Engaging with children in painful situations can be daunting, both for the child and the practitioner. The module focus aims at fostering an open, flexible and creative approach to allow for meaningful work to unfold. We will identify previous relevant learning and experience and explore key psycho-dynamic concepts to support your increasing confidence and ability to work sensitively in direct work situations. As part of this, we will consider the emotional demands such work can make on us and why self-care practice has come to be valued as an essential part of the process. Direct work resources will be signposted for ease of access in future practice and there will be opportunities during the module to try out some of the ideas shared. Ultimately however, the module aims at helping you to think deeply about how you might help children and young people's voices to be truly heard,</p>

	<p>understood and respectfully attended to in your future social work practice.</p> <p><u>Part B 'Relationship-based, Systemic and Social Constructionist Approaches with Individuals, Couples and Families':</u> This module addresses CORU domains 1, 2, 4 and 5. A key aim of this module is to build on the foundation year one practice theory and skills course by providing students, through a combination of presentations, lectures and skills workshops, with a working knowledge of:</p> <p>The philosophical ideas underpinning social constructionist and systemic approaches.</p> <ul style="list-style-type: none"> - Family Life Cycle - Systemic Theory, skills and approaches for understanding family dynamics and patterns. - Using a reflective approach in practice. - Social GRRAAACCEES and the Development of anti-discriminatory practice. - Integration of Systemic Theory into therapeutic work, using systemic collaborative and dialogical approaches. - Understanding context and relational practice with different service user groups.
<p>Module learning Outcomes</p>	<p>On successful completion of this module, students will be in a position to:</p> <p>PART A:</p> <ol style="list-style-type: none"> 1. Appreciate the importance of engaging directly with child/young people and be able to recognise and work with some of the more common hidden/unconscious dynamics that can influence its progress. 2. Draw on the direct work pointers framework shared in class to help plan direct work with a child/young person. (Domain 3. Identify key psychodynamic concepts associated with relationship based direct work with children, young people and their carers and understand their clinical relevance and application. (Domain 4. Incorporate previous learning around child development, trauma, social work values and other core aspects of the

	<p>helping-relationship into future direct work practice with children and young people. (Domain</p> <ol style="list-style-type: none"> 5. Source and select age appropriate materials and resources to facilitate a tailored approach in future child focused intervention. (Domain 6. Recognise and comprehend on a deeper level the various issues that can emerge for all involved in this work. (Domain 7. Develop a personal reflective stance on the impact (both positive and negative) that can be experienced in working directly with children, young people and their carers.(Domain 8. Identify, organise and prioritise appropriate supports as required, including reflective supervision, collegial back up and self-care planning. (Domain <p>PART B:</p> <p>After attending all lectures and skills workshops and applying relevant knowledge and skills in their Year Two placement, a student will be able to: -</p> <ol style="list-style-type: none"> 1. Describe the philosophies and theories that underpin Systemic /Social constructionist and dialogical collaborative practices and how they apply to social work practice, as evidence in their placement project (Domain 5.10, 2.11, 2.12, 1.3) 2. Implement the core conditions for relationship-based practice, engaging clients in direct work with an appropriate therapeutic focus, depending on the context as evidenced by their participation in skills workshops. (Domain 5.10, 2.1, 2.2.) 3. Name, describe and apply key techniques from each of these approaches and applied models, as evidenced by their participation in skills workshops and placement projects (Domain 5.14) 4. Demonstrate the ability to review and critically consider clinical histories and identify critical themes and patterns, as evidenced by their completion of in-class exercises. (Domain 5.14) 5. Describe their use and understanding of social work skills and practice approaches as evidenced by their case studies in the placement project. (Domain 5.11, 5.14, 1.11, 1.18)
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	<p>6. Appraise their own use of theory, method and skill as they prepare for qualification as evidenced by their self-reflection in their placement project. (Domain 5.13, 4.1, 4.4)</p> <p>7. Demonstrate and articulate their application of social constructionist /systemic ideas in clinical practice and show an ability to demonstrate ethical and reflexive engagement with their work. (Domain 5.4, 5.6, 5.14, 1.9)</p>
<p>Module Content</p>	<p>PART A: Part A consists of a set of four, two-hour classroom-based workshops accompanied by four, one-hour asynchronous online input facilitated by Pamela McEvoy.</p> <p>The module content invites students to enter the world of the child, to consider issues from a child's perspective and from there, find ways to make a genuinely helpful difference in their lives. It will explore direct work relationship-based practice using a mainly psycho-dynamic/ psychoanalytic lens. In particular, consideration will be given to the significance of primary relationship experiences in infancy and the possible implications for future patterns of relating into childhood, adolescence and beyond. Key psychodynamic concepts drawn primarily from psychoanalytic schools of thought (e.g. Freud, Winnicott, Bion, Klein, Lanyado and Horne) will be outlined and explored. You will be encouraged to make links between these concepts, other relevant theoretical knowledge and your own practice/life experience. Having established this grounding, a framework highlighting general preparation and planning pointers for direct work practice will be outlined. Some practical ideas and examples of direct work practice with children, teenagers and their carers will be shared and tried out. Managing the emotional demands of this work and self-care matters will also be considered.</p> <p>PART B: In module Part B, systemically informed approach affords an understanding of the relational and contextual complexities of people's lives. It provides frameworks to make sense of and to engage with complex relationship, family, agency and societal systems.</p>

Social work theory and practice has been influenced by social constructionist and poststructuralist ideas. Social work knowledge has moved away from certainty and embraced uncertainty and collaborative dialogical practices. Assessment based Social work practices have begun to consider collaborative accountability and relational approaches to risk. Systemic and social constructionist ideas build on a relational ethic and emphasise contextual and relational understandings of how people live their lives.

The initial sessions aim to introduce students to the philosophical ideas underpinning social constructionist and systemic approaches as they relate to social work.

Systemic Theory

The systemic view emphasises the contextual and relational aspects of human experience as systems. It sees the person as embedded in a social world which s/he is constantly influencing and being influenced by. This approach enables the practitioner to take account of the multi-layered complexity of the many systems within which we live.

Social Constructionism

A Social constructionist perspective regards all meaning (and thus identity and problem descriptions) as generated in language between people. Thus, it is through the medium of language that new meanings and resources may be accessed, and new relationship configurations achieved.

Reflexivity and Ethics

Ethics is an integral part of social work practice there are no neutral stances and all social workers are challenged to reflect on their own biases and cultural conditioning and how they influence their positions in practice.

Overall, Part B of the module includes exploration of:

- Central ideas underpinning systemic approaches
- Introducing Foucault: discourse, power/knowledge and the reconfiguration of agency.

	<ul style="list-style-type: none"> - The implications of these ideas for social work (how social constructionism has challenged traditional scientific approaches; postmodern social work and postmodern social work values) - Part B will introduce the concept of integration. This will be kept in mind throughout teaching and focus on the unique manner in which students integrate their practice experiences and skills with their knowledge of research and policy in the light of their developing theoretical perspectives and understanding. - Within module Part B, groups within the class, will present and reflect on cases taking into account the above. - The module section will focus on providing students with an overview of systemic/social constructionist ideas and approaches. It will provide students with an opportunity to practice skills in order to develop a working knowledge of their application in social work practice. - This module section proceeds from Year one methods and skills course, to further develop students' understanding of, and skills in, applying systemic and social constructionist approaches in social work practice. - The module section will also provide input on using systemic approaches with children and talking with children in accessible ways. <p>Broad topics in the module section include:</p> <ul style="list-style-type: none"> - Family constructions and family life stages, using genograms and family maps. - The conceptual basis for social constructionist approaches to practice. - Dialogical and Collaborative Approaches in social work practice. - Social work practice with couples and families: working relationally. - Working with non-voluntary service users. - Understanding context and relational practice with different service user groups.
<p>Teaching and learning format</p>	<p>PART A: (12-hour module)</p> <p>A blended delivery and learning format is planned for this 12 hour module - including four, two- hour workshops with the full class on campus, accompanied by four interspersed one-hour asynchronous</p>

	<p>guided learning inputs online. (Please see Blackboard for specific details).</p> <p>In addition to the asynchronous material online, the workshops will include lecture input and some participatory experiential learning. Art materials, exercises, small group discussion, related reading discussion, individual reflection, DVDs and role play may be drawn on during the course. Students are asked to actively consider their own work/ practice experience and to share them as illustrative examples.</p> <p>PART B: Students will be required to engage in interactive online lectures. Students will also be required to participate in face to face tutorial sessions to apply skills and learning developed from lectures.</p> <p>The teaching methodology will build on students' experiences on placement and related work settings. Class participation in tutorials is essential and students will be encouraged to explore and develop skills in a safe learning environment. Teaching Methods include class discussion; presentations; role play; review; reflecting processes; feedback and discussion.</p> <p>There will be a pre-placement revision workshop in February, a mid-placement integration workshop, followed by a review of practice methods in the final weeks of the course.</p>
CORU domains of proficiency addressed	<p>Part A: Domain1:1.1.1,1.2,1.5,1.6,1.7,1.9,1.11,1.12,1.13,1.16,1.18,1.19,1.21. Domain2: 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> <p>Part B: Domain 1 ,2, 4 and 5 (as detailed in learning outcomes section above)</p>
Assessment	This course will be assessed by class participation, clinical abilities and skills on placement and practice project.
Re-assessment	N/A

<p>Useful Readings</p>	<p><u>PART A:</u></p> <ul style="list-style-type: none"> • Bower, M. (Editor) (2005) <i>Psychoanalytic Theory for Social Work Practice: Thinking Under Fire</i>. London: Routledge. • Fahlberg, V. (2004) <u>A Childs Journey through Placement</u>. Britain: BAAF • Ferguson, H. (2017) How Children Become Invisible in Child Protection Work: Findings from Research into Day-to-Day Social Work Practice. <i>The British Journal of Social Work</i>, Volume 47, Issue 4, Pages 1007–1023. • 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. <i>International Journal Social Work Education</i>, Volume 37, Issue 4, Pages 415-427 • Music, G. (2017) <i>Nurturing Natures Attachment and Children's Emotional Sociocultural and Brain Development</i>. London: Routledge. • Waddell, M. (2002) (2nd Edition) <i>Inside Lives: Psychoanalysis and the Growth of the Personality. The Tavistock Clinic Series</i>. Canada: The Studio Publishing Services. • Winnicott, D. (2000) (International Edition) <i>The Child, the Family and the Outside World</i>. London: Routledge. <p><u>PART B:</u></p> <ul style="list-style-type: none"> • Walsh, T. (2010) <i>The Solution-Focused Helper: Ethics and Practice in Health and Social Care</i>. Basingstoke: Open University Press. • White, M. & Epston, D. (1990) <i>Narrative Means to Therapeutic Ends</i>. New York: Norton. • Anderson, H. & Gehart, D. (Editors) (2007) <i>Collaborative Therapy: Relationships and Conversations that Make a Difference</i>. New York: Routledge. • Witkin, S. (Editor) (2012) <i>Social Construction and Social Work Practice</i>. New York: Columbia University Press. • Ruch, G., Turney, D. & Ward, A. (Editors) (2010) <i>Relationship-Based Social Work: Getting to the Heart of Practice</i>. London: Jessica Kingsley.
<p>Useful web-based content</p>	<p><u>PART A</u></p>

<http://www.socialworkerstoolbox.com/childrens-participation-toolkit-for-social-workers/>

<https://www.tusla.ie/services/family-community-support/resources-to-support/>

PART B

The Pink Practice <https://www.pinkpractice.co.uk/quaire.htm>

Burnham, J., Diane, A.P., Whitehouse, L.R. (2008)
Learning as a context for differences and differences as a context
for learning.

Journal of Family Therapy

<https://www.semanticscholar.org/paper/Learning-as-a-context-for-differences-and-as-a-for-Burnham-Palma/0cd3374a3db6086ef98303166df2ab5e0c6842ad>

Module Name	(2.3) Reflective Practice & Use of Self
Module Lecturer	Frank Mulville
Module aims	This module builds on the MSW 1 Reflective Practice & Use of Self module and focuses on capacity for reflexivity in the context of continuing professional development.
Module learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> 1. Reconnect with their motivation to be a social worker and reflect on their professional and personal development and identity. 2. Develop capacity for reflection in practice situations and awareness of their own impact on the social work process. 3. Develop personal and organisational strategies to ensure sound professional practice and self-care at work
Module Content	Briefly provide details of module syllabus. Topics addressed will include <ul style="list-style-type: none"> • Reflection in Social Work • Developing Social Work Identity • The Social Work Relationship • The Supervision Relationship • Teamwork • Self-Care
Teaching and learning format	Class members will work in groups with an external group facilitator. Classes are experiential and face to face. Students are encouraged to keep a reflective diary.
CORU domains of proficiency addressed	D.2-Interpersonal and professional relationships D.3- Effective communication D.4- Personal and professional development
Assessment	Full attendance & Class Participation
Re-assessment	N/A
Indicative bibliography (if available) 4-5 titles max.	Hough, M. (1998) Counselling Skills and Theory. Hodder and Staunton. London.

	Sharpe, Meg Ed. (1995) The Third Eye. Routledge (London)
Useful web-based content	Following classes these will be recommended where relevant.

Module Name	(2.4) Special Seminars
Module Lecturer	Various presenters
Module aims	<p>These seminars or workshops address areas of interest identified in consultation with students. Previous topics have included:</p> <ul style="list-style-type: none"> - Living with Drug Dependency: Service User Perspectives - Working with Refugees - Children’s Rights - Responding to Sexual Abuse - Internet & Communication Technologies in Social Work
Module learning Outcomes	Learning outcomes will vary depending on seminar content/topic
Module Content	Students will have an opportunity to learn from practitioners in the field, non- governmental organisations and service users and to develop an awareness of different structures, services and intervention strategies useful to their professional development and practice as a beginning social worker.
Teaching and learning format	Special seminars will take place online and face to face
CORU domains of proficiency addressed	CORU domains addressed will vary depending on seminar content/topic
Assessment	Full attendance & Class Participation
Re-assessment	N/A
Indicative bibliography (if available) 4-5 titles max.	Relevant readings and resources will be provided for each seminar
Useful web-based content	Following classes these will be recommended where relevant.

Module Name	(2.5) Working in Human Service Organisations
Module Lecturer	Dr Julie Byrne
Module Aims	Human service organisations are the primary context for social work practice and these organisations themselves operate within a complex context of social, economic and political pressures to provide effective services. The aim of this module component is to develop students' understanding of human service organisations and their context. Through a consideration of theory and their own experience on placement, students will appreciate how leadership and management of key functions such as quality improvement performance management and conflict management can impact on the social worker's practice.
Module Learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> 1. Explain the nature of human service organisations and their economic and social context 2. Discuss the nature of conflict among stakeholders in human service organisations and options for managing conflict 3. Analyse the impact of leadership and management on social work practice 4. Explain the role of social workers in organisational efforts to improve quality and performance
Module Content	<p>Human service organisations</p> <ul style="list-style-type: none"> • Purpose, distinctiveness and context of human service organisations • Stakeholders and scope for conflict, conflict types and management <p>Leadership and management</p> <ul style="list-style-type: none"> • Key functions of leaders and managers • Impact on social workers and their practice <p>Quality assurance and improvement</p> <ul style="list-style-type: none"> • Understanding organisational quality assurance and improvement • Role of QA and QI in service delivery <p>Performance management</p> <ul style="list-style-type: none"> • Understanding organisational performance management • Role of performance management in service delivery

Teaching and learning format	<p>The learning outcomes are supported by recorded lectures, readings and videos as well as online live sessions where lecturer and students will discuss responses to exercises and reflections. The module will commence with an introduction and live session in September and students will then be given a series of online materials and exercises to work on. These materials should be completed in advance of the next live sessions in November so that students can engage fully as active learners in the live sessions.</p>
CORU domains of proficiency addressed	<p>Domains Addressed 2, 3, 4, 5 Standards of Proficiency Addressed 2.7; 2.10; 2.11; 3.11; 4.6 and 5.24</p>
Assessment	<p>Practice Project</p>
Re-assessment	<p>Practice Project</p>
Indicative bibliography (if available) 4-5 titles max.	<p>Berends, L. & Crinall, K. (2014) <i>Management and Practice in Health and Human Service Organisations</i>, Melbourne: Oxford University Press.</p> <p>Brody, R. & Nair, M. (2014) <i>Effectively Managing and Leading Human Service Organizations</i>, 4th edition, Los Angeles: Sage.</p> <p>Hafford-Letchfield, T. & Lawler, J. (2013) <i>Perspectives on Management and Leadership in Social Work</i>, Whiting and Birch.</p> <p>Tiernan, S. and Morley, M. (2013) <i>Modern management: theory and practice for students in Ireland</i>, Dublin : Gill & Macmillan.</p>
Useful web-based content	<p>Van Beek, G. (2013) <i>New trends in quality and management – need for a paradigm shift?</i> European Quality in Social Services. Accessed at https://www.eaq.ee/quality2013/sites/www.quality2013.eu/files/webform/full-papers/The%20illusion%20of%20quality%20management%20in%20social%20services.pdf</p> <p>Haworth, S., Miller, R. & Schaub, J. (2018) <i>Leadership in Social Work</i>, University of Birmingham. Accessed at https://www.birmingham.ac.uk/Documents/college-social-sciences/social-policy/Misc/leadership-in-social-work.pdf</p> <p>Elizabeth A. Fisher (2009) Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies, <i>Administration</i></p>

	<p><i>in Social Work</i>, 33:4, 347-367, Accessed at https://www.tandfonline.com/doi/pdf/10.1080/03643100902769160</p>
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Module Name	(2.6) Social Work in Global Contexts
Module Lecturer	Prof. Robbie Gilligan
Module aims	<p>The module aims to:</p> <ul style="list-style-type: none"> - Familiarise students with some of the key issues of social development in developing (majority world) countries, - Explore the relevance of different models of social work (Western and non-Western) to such issues, and - Consider the learning for Ireland and other 'developed' countries from social development and social work in widely differing contexts. <p>These issues will be explored mainly through case studies (from Africa and South East Asia) of the lived experience of young people in relation to the issues of migration and disability. There will be a strong emphasis on the impact of poverty and marginalization.</p> <p>Students can seek advice on additional sources relevant to their specific interests.</p>
Module learning Outcomes	<p>On successful completion of this section of the module, students should have:</p> <ul style="list-style-type: none"> • A critical understanding of influences impeding and supporting the progress of policy and service reform for vulnerable • An enhanced appreciation of the lessons that can be drawn from other contexts for practice and policy development in Ireland in relation to marginalised and vulnerable populations • A deeper awareness of differing models of social work in supporting selected vulnerable populations: indigenous minorities; people living with disabilities and their families; long term residents in institutions • An awareness of the long-term challenges in achieving de-institutionalisation in service provision for vulnerable populations • A deeper awareness of the interaction of social work and human rights
Module Content	<p>Social policy and social development in relation to indigenous minorities in selected countries</p> <p>The challenges of achieving reform in line with the UN Convention on Rights of Person with Disabilities</p>

	<p>The challenges of institutionalisation and de-institutionalisation of marginalised populations in majority world and (Western) minority world countries</p> <p>The strong links to poverty in processes of marginalisation and institutionalisation</p>
Teaching and learning format	<p>Fully Online</p> <p>Each week, students will be asked to:</p> <ul style="list-style-type: none"> • Watch 1-2 short pre-recorded lectures in their own time, and occasionally related resources from the web • Complete short written/reflective exercises in their own time • Attend an online group tutorial to discuss the pre-recorded content, recommended readings, and exercises related to the weekly topic. One or more of these sessions may include a contribution from an international guest speaker • Students will also be required to undertake independent study in relation to their assessment for this module.
CORU domains of proficiency addressed	<p>1.10 Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers</p> <p>5.2 Demonstrate a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context</p> <p>5.7 Critically understand and apply a human rights-based approach</p> <p>5.16 Critically understand the capacity of system-level change to improve outcomes, access to care, and delivery of services, particularly for marginalised groups</p>
Assessment	Full attendance & Class Participation
Re-assessment	N/A
Indicative bibliography (if available) 4-5 titles max.	To be circulated

Useful web-based content	To be circulated
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10.1.1 SS8014 Dissertation / SS8015 Personal Framework for Practice

Students who have obtained a pass mark of at least 50% in each of their academic assignments in Year One, and who have passed their Year One placement (or completed a repeat placement which was passed) are permitted to submit a dissertation at the end of Year Two, for consideration for the award of Masters in Social Work.

The Master in Social Work dissertation is a piece of independent work of between 15,000 (minimum) and 17,000 (maximum) words length submitted during Year Two. The dissertation should demonstrate the student's ability to effectively carry out a piece of research on a social work subject, or on a policy issue with direct application to and explicitly applied to social work practice. This research study should be presented clearly and succinctly in the accepted written format.

Personal Framework for Practice Project

Students who have obtained a pass mark of at least 40% in each of their academic assignments in Year One and who have passed their Year One placement (or completed a repeat placement which was passed) are permitted to submit a lesser dissertation at the end of Year Two in the form of a Personal Framework for Practice, for consideration for the award of a Diploma in Social Work.

The Diploma project is a written project of between 8,000 – 10,000 words which is submitted during Year Two. It takes the form of a Personal Framework for Practice, in which the student will draw on both personal and professional experience to construct their own individual map for practice, and will analyse the implications of their map for their professional practice contrasting this with relevant research studies into the practice of social work. Further guidelines for this project will be issued to students at the beginning of Year Two. Projects are submitted electronically through Blackboard by 5pm on Saturday 2nd January 2021 Projects are graded as follows: pass with distinction; pass; fail.

Dissertation

The overall aim of the dissertation exercise is to provide social work students with the opportunity to develop an understanding of, and familiarity with, the knowledge, methods and skills necessary to conduct research and/or evaluation in the social work field.

Learning Outcomes of Dissertation

On successful completion of the dissertation, the student will be able to demonstrate:

- An understanding of, and ability to analyse the relevant literature relating to a specific policy, practice or theory which provides a rationale for the research/evaluation.
- A capacity to formulate a relevant and realistic research/evaluation question(s).
- A capacity to apply and defend a relevant research/evaluation methodology or methodologies to the research question(s)
- A capacity to undertake rigorous and ethical data gathering.
- A capacity to discuss the findings from the research/evaluation in the context of the literature and limits of the research exercise.
- A capacity to analyse the findings from this research/evaluation exercise and relate it to social work practice, service delivery and policy.
- An ability to reflect appropriately on the research/evaluation exercise and identify key learning from it in an integrated way.
- A capacity to present a coherent, readable and academically acceptable piece of work which is relevant to social work theory, policy or practice.

Choice of Topic and Focus for Dissertation

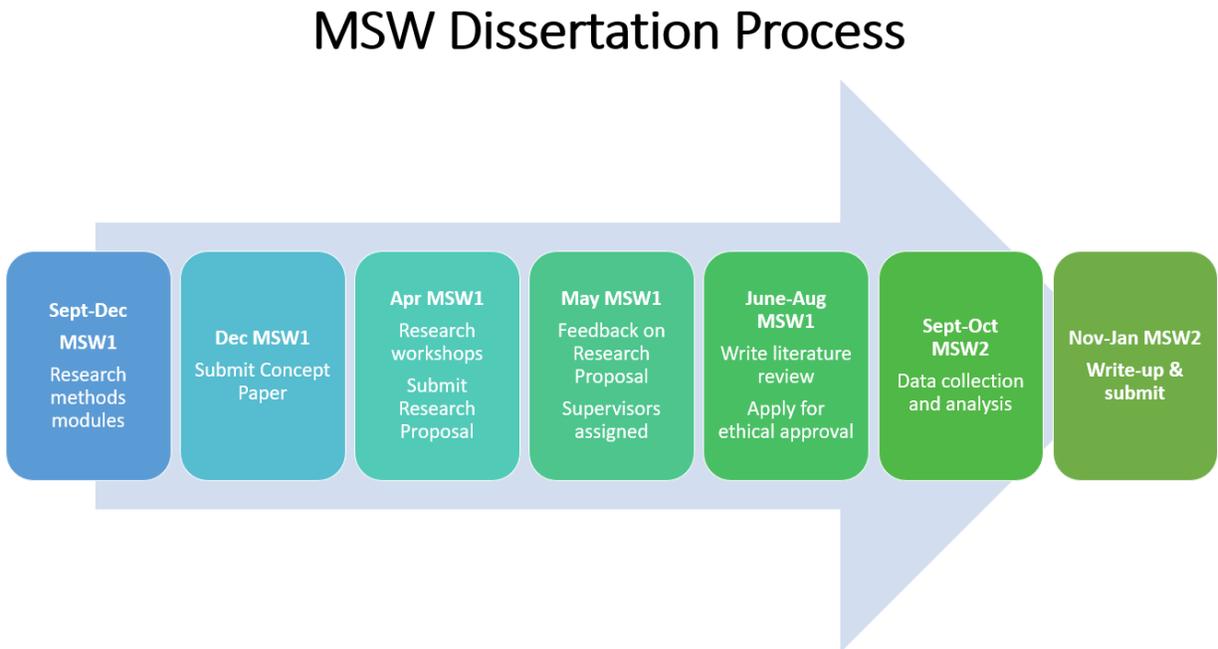
In Year One, the student will submit a dissertation proposal as an assessed piece of work, in which they will outline the proposed topic and focus, the specific research question and methods, the rationale for this piece of work, and a short review of some of the most relevant literature to be reviewed. Provided that the proposal is, in the estimation of the assessor, a valid and appropriate proposal, the student can apply to the School Ethics Committee for approval to carry out their proposed study. If a refinement of topic, focus or research question is required, this will be done under guidance with the assigned dissertation supervisor.

Dissertation Supervisors and their Role

At the end of Year One, dissertation supervisors will be allocated to each student. The student will contract with the supervisor to meet for a specific number of sessions (a minimum of eight) during which the supervisor will act as guide and support for the student. ***It is the student's responsibility to submit draft chapters as recommended by their supervisor.*** As the dissertation preparation period in Year Two is limited to the months May through to December, students will have to be disciplined and focused in their use of time and supervision during this period.

Stages in the Dissertation/Project Preparation Process

It can be useful to consider the preparation of your final project as a process which takes place in distinct stages as represented in the below flow chart.



Research Ethics Committee Approval

Students will require School of Social Work and Social Policy Research Ethics Committee Approval prior to commencing any data collection. Guidelines and application form can be obtained from the School website. The School Ethics Committee meets in June and September, October and November.

Submission for Examination

The completed dissertation/project must be submitted electronically through Blackboard by 5pm on Saturday 2nd 2021.

Examination of Dissertations

Dissertations will be examined and marked according to College and School guidelines ([Trinity College Calendar Part III – Graduate Studies and Higher Degrees](#)) Dissertations will be marked according to prescribed criteria and students will receive written feedback sheet from examiners. Dissertations are marked and graded accordingly: pass with distinction; pass; or fail. Where a fail grade is being considered, students are entitled to an oral examination. Students whose dissertations have been awarded a fail grade have two options: re-register on

the course as a continuing student to resubmit a dissertation for consideration for the award of Master in Social Work; or re-register on the course and submit a Personal Framework for Practice for consideration for the award of a Post Graduate Diploma in Social Work.

11. YEAR 1 & 2 PROFESSIONAL PLACEMENTS

11.1 Fieldwork Placements

Each student is required to successfully complete two fieldwork placements of at least 500 hours each in order to fulfil the requirements of the Programme. The fieldwork education co-ordinators, in conjunction with the rest of the course team, take responsibility for identifying, co-ordinating and allocating placements to individual students. The primary criterion used for the allocation of available placements is the individual's learning needs. While every effort will be made to provide placements in the sectors and locations which students have indicated a preference for, it cannot be guaranteed that student preferences can or will be catered for. Placements may be in Dublin or other parts of Ireland. Alternatively, placements abroad may be facilitated. In the case of a student who undertakes one placement outside Ireland, it is a course regulation that the other placement be undertaken in Ireland. Students' first placement will usually be in Ireland.

11.2 Fieldwork Education Team

The fieldwork 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 provide practice teacher training and support 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 to develop their learning objectives through scheduled class seminars prior to placement.

Practice-based education is an integral part of Masters/Postgraduate diploma in Social Work programmes. 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, Adult

Safeguarding, Health-related Social Work, (Hospitals and Primary Care), 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. In the 2020/21 academic year the range of placements may be impacted by the prevalence of Covid-19. Practice teachers are CORU/SWRB registered social workers who have a minimum of two years post qualifying social work experience, have been in post for a minimum of a year 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 will be required to successfully complete two professional placements, of at least 1,000 hours duration combined, in order to fulfil the fieldwork requirements for the Master in Social Work or Postgraduate Diploma in Social Work courses.

In the 2020/21 academic year, as a result of Covid-19 and social distancing restrictions it will 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. This is aimed at ensuring optimal learning through on-site practice, off-site practice, on-line practice and reflective practice. This model will not be a part of all placements, but it will be relevant in the many cases. Guidance on the Hybrid Placement Model will be provided in Preparation for Placement classes.

Most students will engage in off-site practice including working from home and off-site meetings and risk assessed home visits. All students must maintain a daily log (see Appendix Two) outlining the work undertaken each day, including your half day study time. This log must be included as an appendix to the student's Practice Project.

Students must pass the placement to the satisfaction of the College's Court of Examiners to be awarded their MSW/PgDipSW. The practice teacher holds a key role in ensuring standards of professional social work practice 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 in accordance with the CORU SWRB Domains of Proficiency, confirmed by the external examiner 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 professional placements rests with the Practice Education team, in consultation with the Course Director 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, clinical/ /community settings, drawing from the 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 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 Covid-19 and implications for social work services nationally accommodation of 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 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.

The course team in conjunction with the designated tutor play an active role in the monitoring of and communication with the student while on placement. Each student is allocated a tutor who undertakes liaison, mentoring and quality assurance roles. The tutor provides information and support to both the student and practice teacher and liaises with 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 formally 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. When placements are undertaken abroad, liaison is maintained through email, telephone and video-calls and where possible the student is also linked to a local university School of Social Work.

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

11.3 Objectives of Placement meetings/reviews

Placement meetings/reviews are undertaken by the student's social work tutor, or other person nominated by the Course Director. . Ideally at least two of these three reviews should be held in person, however, should Covid-19 related restrictions or Covid-19 agency guidelines not allow for this reviews can take place using a video platform such as Zoom or MS Teams. The aims of these meetings are:

For the Tutor/Course Staff

- To support and resource practice teachers and students engaged in practice-based teaching and learning. To monitor the practice experience offered to students and its fit with their learning needs and stage in their professional education.
- To ensure that students have sufficient opportunities to gain necessary experience and to establish their competence.
- 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.

11.4 For Practice Teachers

- To discuss students' performance: to acknowledge progress and strengths, and to discuss any difficulties in time to identify any targeted learning or other remedial action required.
- To discuss the final assessment and any future learning needs.
- To discuss links between academic and practice-based teaching and learning.
- To obtain feedback on the placement as a learning environment, and avail of the college's support for practice teaching.

11.5 For Students

- To review their learning
- To discuss experiences on placement and the learning opportunities gained.
- To receive and discuss constructive feedback on their performance.
- To discuss difficulties or needs revealed on placement and ways they will be addressed.
- To discuss future learning goals or, where relevant, additional placement needs.

11.5.1 For all three parties

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

11.5.2 Guidelines for Placement meetings/reviews

It is helpful to agree a broad agenda based on the Learning Agreement at the beginning of each meeting/review, although this does not preclude discussion of other issues. The student should prepare and supply a list of work in progress with anonymised case summaries, process recordings, reflective logs or other relevant material to their tutor *before* the meeting/review.

These materials may be used as a guide for reviewing progress. All participants should have the Learning Agreement and assessment guidelines to hand during meetings/reviews as a point of reference.

11.5.3 Pre-placement / 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 SWRB domains.
- Draft the Learning Agreement to include: facilities for the student; learning goals in relation to each of the CORU SWRB Domains, the Learning Plan to meet these goals and Indicators of Proficiency in relation to each goal. Personal learning goals should also be set. ; Workload size & content; supervision arrangements and methods of evaluation and assessment Should also be specified.

11.5.4 Mid-Placement Meeting/Review

- Review the learning goals and progress in relation to each learning goal
- Establish whether the student is on track to pass the placement at the mid-point
- Review workload and agree any adjustment needed
- Identify what has been achieved so far and the focus for the second part of the placement.

11.5.5 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
- Discuss how learning needs may be met in subsequent placement / professional practice.

Practice Teaching and Learning Curriculum

The curriculum for practice teaching and learning is informed by the CORU/Social Workers Registration Board's 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 Standards of Proficiency also underpin the student Practice Project and the Practice Teacher's Report.

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. However, it is a requirement of placement that each student receives 90 minutes per week of formal Supervision with their Practice Teacher. Supervision should include formal teaching and learning, critical reflection and case management. Arrangements for Supervision are agreed as part of the Learning Agreement.

11.5.6 Evidence for passing the placement

In order to facilitate student learning and an accurate all-round evaluation of student progress by practice teachers, it is important that a number of different forms of 'evidence' are both used in supervision and cited in the Practice Teacher's Report. These may include: self-reports by the student in supervision, process recordings, direct observation of student work by practice teacher and/or colleagues, audio or video recordings, client feedback, feedback from team/agency colleagues, and written or other materials produced by students in the course of their practice.

11.5.7 Supplementary placements

The regulations for Passing or Failing the Placement can be found in the following section: *Assessment of Social Work Practice*.

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 has not clearly reached a passing standard by the end of placement (F1).

In these situations, students will normally finish the placement at the scheduled time and undertake a supplementary 14-week block placement either in the summer of Year One (in order to proceed to Year Two) or after end of term in Year Two. In the case of students who need to complete an additional placement after the Summer Examination Board, a supplementary examination board will be held in the autumn.

11.6 Health and safety

Students must ensure that they notify the Practice Education Coordinators and the Course Director of any health and safety issues which may compromise their ability to undertake placement.

Covid 19 Coronavirus: A detailed health and safety document has been prepared by the Practice Education Team. All students must read and sign this document to indicate they have understood the content, will adhere to all agency protocols and public health advice and that there is no reason why the student should not undertake a placement at this time. All protocols are subject to change depending on the most up-to-date public health guidance. It is the student's responsibility to remain aware of public health advice and to follow this at all times.

Students must follow all Covid-19 protocols while on placement. Students should complete a daily covid-19 questionnaire online and submit it to the Practice Education team by 8 am each day of placement. All students should read the Student Placement Information on Placement during the Covid 19 (Health and Safety) document which will be circulated in advance of placement and be familiar with all of the relevant protocols, paying particular attention to the symptoms of Covid-19 and what you should do, should you have any symptoms of Covid-19 or be a close contact of anyone who has received a positive test result.

Immunisation: The policy and practice of some agencies may require staff and students to be tested for, or immunised against, specific infectious diseases (e.g.: Hepatitis B or TB). In advance of placement, students are advised to seek medical advice, from their GP or the Student Health Service in college, on immunisation requirements. The Student Health Service offers both an information and immunization service to students.

Health Screening: Health screening requirements must be completed by all new students in the Masters in Social Work . Students must make an appointment with either the [College Health Centre](#) or registered GP to conduct the necessary screenings. As the process will take some time, it is important that you make this appointment immediately after accepting a place on the course. The Health Screening Booklet can be downloaded via the following link: <https://www.tcd.ie/swsp/postgraduate/social-work/Health%20Screening.php>

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:

- 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).
- A record must be submitted to the Course Executive, prior to commencing placements.
- MSW students must arrange vaccination for Hepatitis B through their own GP or with College Health Service. Costs must be met by the students.
- As of the academic year 2020/21 it is a requirement that students attending placement receive the Flu vaccine. It is expected that all students will make arrangements to have this vaccine once it becomes available.
- Students must complete all Covid-19 related documentation and submit a signed Health and Safety Declaration prior to being allowed to go on placement. As discussed above, students must also complete the daily Covid questionnaire each day throughout placement. This must be completed by 8am, including days when you are working from home and study days.
- 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.

Critical incidents

If any incident occurs on placement which affects a student's health or well-being, Student and Practice Teacher should notify the Social Work Tutor, Fieldwork Unit and the Director of the MSW 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.

11.7 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 some months in advance of placement. 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.

11.7.1 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 Year One Students

Year one students should demonstrate awareness of and capacity to apply knowledge, skills and values pertaining to each domain of proficiency in their practice. They should be able to evaluate their learning and identify areas for further development.

Assessment of Year Two Students

Year two 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 Year Two 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.

Both Practice Project and Practice Teacher's Report should be signed by both parties and submitted electronically, to the Course Executive Officer by the date students return to college following placement.

1. Learning Agreement (see Appendix One)

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

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. Please start by indicating recommendation:

Pass / Fail

The report should then read as evidence for this recommendation. B. Please discuss your student's learning, knowledge, skills and ethical awareness as applicable in relation to each of the five domains of proficiency and with particular reference to the student's learning goals set out in the Learning Agreement.

A link to the CORU SWRB document detailing the proficiencies can be found here:

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

Please illustrate and provide evidence of the student's progress and performance, in relation to the relevant proficiencies under each of the five domains, with examples from more than one source.

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

5: Professional Knowledge and Skills

C. Summary

- Review of Learning Agreement and any issues arising from previous placement.
- Summarize areas where progress has been made and skills acquired or consolidated.
- Discuss any special strengths, gaps or weaknesses in student's performance.
- Please comment on priority learning goals for the student's next placement/continuing professional development as appropriate

D. Confirming Recommendation

Please state whether the student's performance merits a Pass or Fail.

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.

Placement reports are read by a Practice Panel, and are also available to the Extern Examiner, who may interview any student about whose performance there is doubt. The final responsibility for recommending social work qualification belongs to the Court of Examiners, after consultation with the Practice Panel and External Examiner.

Pass Grade

Pass applies when a student has accomplished agreed placement tasks to a satisfactory standard for the relevant stage of their social work education. **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, 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 will not be offered.
- Normal College Appeals procedures apply in both instances, as outlined in the College Calendar for graduate students

3. Student's Practice Project

This project must be passed in order to pass the placement. A mark of 50% or above is required in the Year One Project in order to continue on the Master in Social Work Programme. 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.
- Apply relevant theory and research evidence to practice in a detailed analysis of one piece of work and demonstrate linkage between theory, research and practice in a selection of pieces of work)

Please note that the format for the Year One and Year Two project outlines are different.

MSW YEAR ONE PRACTICE PROJECT

12. YEAR ONE PRACTICE PROJECT

Section A: Agency and Community Context

The assignment for the Community Work module is integrated with the Year One Practice Project. Please attach this assignment as an appendix to the project.

- Provide a brief profile of agency / e.g. structure, funding, aims, personnel; impact of resourcing and practices on service users and service delivery.
- Discuss the role of social work in agency
- Outline how Covid-19 has impacted social work practices within the agency and how this has had an impact on the community the agency serves

Section B: Workload

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. ***Please state at the start of this section that all names have been changed in order to protect the confidentiality of service users.***

Section C: Practice Study

- a) Describe and analyse one piece of work, in the following terms, though not necessarily in this order:
- Social history and profile of service user(s)
 - Background to intervention, initial aims and rationale
 - Relevant Legislation and Policies
 - Relevant Research Evidence
 - Assessment and analysis: describe what data you collected and why; also say which issues you focus on and why
 - Chosen approaches / frameworks & rationale for your choice
 - Other relevant theory and knowledge used to analyse problems / issues
 - Content and process of involvement, including examples of skills used

- Nature & impact of co-work / inter-disciplinary / inter-agency collaboration
- Key ethical, equality or professional issues raised and how you approached them.
- Outcome of involvement and indications for the future
- Evaluation: what was / not achieved; what you might have done differently & why; what you learnt from this intervention, from reading, from your client(s) and others about social work processes, interventions, inter-disciplinary work, and yourself as a practising student social worker.

b) Taking one piece of work from your workload section (B. above) as a contrast to your practice study above, briefly describe the content and nature of your work demonstrating the different skills and approaches used, and evaluate the effectiveness of this intervention, drawing on relevant theoretical perspectives.

Section D: Placement Learning

Please provide a reflective summary of your learning from this placement (examples in bullet points below)

- understanding of social work within this setting, its potential and limits
- skills and practice approaches you are using more confidently or in a new way
- difficulties or dilemmas confronted and how you see them now
- critical assessment of your overall learning and progress, bearing in mind your
- starting point on this placement with reference to each of the CORU SWRB Standards of Proficiency

CORU 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

Focusing on reflective practice under domain , please complete the following:

- a) Reflection on a Critical Incident¹ that occurred on placement, relating either to direct contact with a client or agency colleague or a colleague from another agency.
- b) Example of Reflective Learning: Log of one day on placement and reflective learning from the day's events.

Word Count: Minimum 6,000 – Maximum 7,000 words

¹ A 'Critical Incident' does not have to be a controversial or highly unusual event. It can be an ordinary, non-crisis situation. It can be either: 'a) an incident in which the student's intervention really made a difference in client outcome either directly or indirectly (eg: by helping other staff), b) an incident that went unusually well; c) an incident in which things did not go as planned; d) an incident which was very ordinary or typical; e) an incident that captured the essential nature of what social work is all about; f) an incident that was particularly demanding' (Fook et al, 1994, p. 9).

MSW YEAR TWO PRACTICE PROJECT

13. YEAR TWO PRACTICE PROJECT

Section A: Social Work Practice in Organisations

The aim of this section which draws on the teaching and learning in the 'Working in Human Service Organisations' module, is to undertake a critical analysis of the organisational context in which you are currently undertaking your placement. It will require you to reflect on how the organisation impacts on the social work role and your professional practice. Further guidance on this will be provided in class.

Please also outline how Covid-19 has impacted social work practices within the organisation and how this has had an impact on the community the organization serves

Section B: Workload

Provide a table of all work undertaken, length of involvement/number and types of contacts in each intervention and an indication of the social work approaches and skills used in each piece of work. This should be in a chart or table form, using a standardized template.

Section C: Practice Study

- a) Describe and analyse one piece of work, in the following terms, though not necessarily in this order:
- Social history and profile of service user(s)
 - Background to intervention, initial aims and rationale
 - Relevant Legislation and Policies
 - Relevant Research Evidence
 - Assessment and analysis: describe what data you collected and why; also say which issues you focus on and why
 - Chosen approaches/ frameworks & rationale for your choice
 - Other relevant theory and knowledge used to analyse problems / issues
 - Content and process of involvement, including examples of skills used
 - Nature & impact of co-work / inter-disciplinary / inter-agency collaboration
 - Key ethical, equality or professional issues raised and how you approached them.
 - Outcome of involvement and indications for the future
 - Evaluation: what was / not achieved; what you might have done differently & why; what you learnt from this intervention, from reading, from your client(s) and others

about social work processes, interventions, inter-disciplinary work, and yourself as a practising student social worker.

- b) Taking one piece of work from your workload section (B. above) as a contrast to your practice study above, briefly describe the content and nature of your work demonstrating the different skills and approaches used and evaluate the effectiveness of this intervention, drawing on relevant theoretical perspectives.

Section D: Placement Learning

1. Personal Framework for Practice: Please reflect critically on the theories and approaches you are most drawn to using in practice. Describe the experiences (both personal and professional) that have influenced your choice.

2. Reflective summary of your gains from this placement with respect to each of the following CORU Standards of Proficiency. Please give a practice example in relation to each domain.
 - 1: Professional Autonomy and Accountability
 - 2: Communication, Collaborative Practice and Teamworking
 - 3: Safety and Quality
 - 4: Professional development

- 5: Professional Knowledge and Skills

The use of technology, including electronic recording and referral systems, use of email, video calls, text messaging and social network sites in direct client work is reflected in domain. Please make observations on both the advantages and possible ethical dilemmas associated with the use of technology in this practice context.

Word Count: Minimum 8, 000 – Maximum 9,000 words

14. GENERAL GUIDELINES FOR COMPLETION OF PRACTICE PROJECTS

- Observe overall word-length. Overall word-length excludes contents page, tables, diagrams & appendices.
- Include a Contents page.
- Include a Bibliography.
- Ensure the project reads as an integrated whole (e.g.: include an introduction & 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 humanizes the narrative.
- Use clear, precise language throughout. Avoid jargon and slang except in direct quotes. Explain any technical terms or abbreviations you use.
- Reference correctly all texts cited in the Project. Aim to use recent publications.
- When Appendices are included, they should be brief, self-explanatory, relevant but not essential to the main text. (e.g.: agency diagrams; key extracts from process recordings). Do not include lengthy reports, case-notes, or letters.
- Explain with a key or notes any tables, diagrams, genograms or eco-maps and, if possible, insert them at the relevant point in the text rather than in appendices.
- The student is responsible for checking that the practice teacher's report which must be signed by both practice teacher and student is submitted. The student must also give the Practice Teacher a copy of their Project to sign as a fair account of their work.
- Practice projects are submitted electronically through Blackboard.

15. LEARNING OUTCOMES

Programme Level Learning Outcomes Master in Social Work

Upon completion of the Master in Social Work/Postgraduate Diploma in Social Work successful candidates will have demonstrated that they have acquired the level of knowledge, skills, values, ethical awareness and understanding of social work necessary for the competent practice of social work in accordance with the CORU Criteria and Standards of Proficiency for Social Work Education and Training Programmes and will have met the required standards to apply for professional registration.

Specifically, graduates will be able to:-

1. Integrate social science and social work perspectives in the critical analysis of social work topics, debates and practice issues.
2. Practice at newly qualified level as professional social workers within a range of contemporary fields of social work practice.
3. Work effectively within organisations as individual practitioners, team members, and contributors to inter/multi-disciplinary service provision.
4. Employ clear fluent and effective written and oral communication, interpersonal and presentation skills in both academic and practice contexts.
5. Demonstrate competence in social work assessment, counselling, group work, community work, advocacy, case management, practice evaluation, policy analysis and other core social work skills and tasks.
6. Use supervision constructively and engage in critical reflection on their social work practice
7. Maintain professional standards of behaviour and accountability across a range of practice areas.
8. Uphold high ethical standards in their social work practice with reference to Irish and international codes of social work ethics
9. Engage in social work practice that promotes inclusivity, equality and social justice, and challenge practice that does not uphold these standards.
10. Engage in continuing professional development including supervision, critical self-reflection and further training/study.
11. Engage in evidence-informed practice through critical analysis and application of research findings.
12. Undertake research or evaluation on social work or related social policy issues (MSW students).

Postgraduate Diploma in Social Work

Having achieved at least 40% in each graded assignment and in addition to learning outcomes one to eleven above, students will be able to demonstrate sufficient critical reflective skills to be a competent social worker, and identify and synthesise relevant literature and theories to aid this process.

Teaching and Learning Methods

As the programme intake is restricted to 25 students, a range of teaching methods are used, which maximise the opportunities offered by the small class size. Methods will include lecture, seminar and workshop formats and the use of discussion, small group exercises, student presentations, and micro skills teaching involving video and role-play together with online modules. For skills workshops, the class group will be divided to allow for small group teaching and learning. The different teaching methods to be used are identified in individual course outlines.

16. COURSEWORK REGULATIONS

Coursework

Students in the first instance will register for the Master in Social Work programme. To remain on the Master's pathway, a pass mark of 50% and above in all written work in both Year One and Year Two is required. Those students who, having had one opportunity to resubmit written work as a second attempt and still have not obtained a standard of at least 50% in all written work in Year One and passed their placement, will not be permitted to remain on the Master pathway (and to submit a dissertation for examination for the Master in Social Work at the end of Year Two). Instead, those who have obtained a pass mark of 40% in all written work and passed their placement and have therefore passed Year One, will be permitted to proceed to Year Two as a Postgraduate Diploma in Social Work student, and submit a Postgraduate Diploma Project for examination for this award.

All successful graduates of the Master in Social Work and the Postgraduate Diploma in Social Work will be eligible to apply to CORU (the Health and Social Care Professionals Council) for registration as a professionally qualified social worker.

Assessment of Coursework

Students will be permitted to resubmit written work that either fails, or does not reach the 50% standard, provided that they do so within two months of having received their mark on the original work, or as directed by the Course Director. Such resubmitted work will be marked out of a range of 0-50%. Failure to meet the 50% pass mark in written coursework at the Annual session will automatically bring the student to the Supplemental session of that Academic Year. Supplemental examination papers will be set for students who do not reach the necessary grade in an examination paper. Supplemental examination papers will be marked out of a range of 0-50%. A student will have one opportunity to re-sit an examination paper, resubmit an assignment or proceed to a supplemental placement.

If a student fails to achieve the 50% grade necessary to remain on the MSW pathway, he or she will be required to transfer to the Postgraduate Diploma register. If a student fails to achieve, with supplemental examination, the 40% mark necessary to remain on the programme, then his or her place on the course may be terminated. In exceptional circumstances, a student may be allowed the opportunity to repeat the academic year once but must apply to do so within one month of publication of examination results.

The Court of Examiners takes place in May and August of each academic year. In the case of students who need to either repeat an examination, or re-submit a piece of academic work, the Court of Examiners held in September may consider these results. Students must confirm in writing their intention to re-sit a supplemental examination and/or to re-submit assignments and/or to undertake a supplemental placement before August 1st of the year in question.

Both the Master's dissertation and Diploma project in Year Two need to be submitted by the specified date in order to be considered by the Court of Examiners that year.

Practice Placement Coursework Assessment

Fieldwork placements must be passed for students to proceed from Year One to Year Two and to proceed to commencement in Year Two. There is no compensation between academic and practice performance. Guidance on the assessment of practice is contained in a later section.

The External Examiner reviews practice assessment reports, as well as academic assessments.

The Master in Social Work cannot be awarded to students who do not successfully complete all programme requirements. A student becomes eligible to apply to CORU to register as a professional social worker at the point when the student has graduated (either in person or in

abstentia). As per CORU requirements, a list of graduated students is sent from the College (Academic Registry) to CORU.

In the case of students who are unable to complete the required supplemental placement over the summer months, they must go “off-books” for the following academic year during which time they must complete the supplemental placement. Students will not normally be permitted to take more than one year “off-books”.

Appeal Mechanisms

In the first instance, a student who is dissatisfied with published results may discuss this with the relevant lecturer and/or the Course Director. In the second instance, a student may avail of the College Appeals Procedures for postgraduate students, details of which, including grounds for appeal are contained within the Graduate Students Handbook ([Calendar Part III](#) page 17) furnished to all students upon registration.

Students engaged in appeals or disputed outcomes are strongly advised to seek the advice and support of the Postgraduate Advisor in the Senior Tutors office and/or the Graduate Students Union.

Final Award

Having secured over 50% on all written work and successfully completed the two practice placements, students are eligible for the award of Master in Social Work. The award of a Master in Social Work with Distinction requires the achievement in Year Two of a distinction (over 70%) in the Dissertation, the Practice Project and an overall aggregate of over 70% across all assessed work. Alternatively, if pursuing the Postgraduate Diploma pathway, having secured over 40% on all written work and successfully completed the two practice placements, students are eligible for the award of Postgraduate Diploma in Social Work.

Reference/Source:

[Student Learning Development](#)

17. 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: Students are expected to attend all components of the course consistently. Full attendance is required for both academic (including tutorial) and practice components, and is an expectation of the Health and Social Care Professionals Council (CORU). Any student who is unable to attend a lecture is obliged to contact the school by e-mailing Master.Socialwork@tcd.ie as early as possible on the first day of their absence and to give an estimate of its probable duration. In the case of sickness or exceptional personal circumstances, a limited amount of nonattendance may be allowed if the Course Committee (in consultation with tutor and practice teacher when on placement) is satisfied that the relevant course or practice work can be compensated. Attendance will be visually monitored in all modules and sign-in sheets circulated, lecturers will feedback to the Course Executive officer if attendance is low, students arrive late to class or leave early. An MSW Attendance Policy explains how attendance will be monitored and how poor attendance will be addressed (please see Appendix Four).

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, especially regarding adult learners, 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. 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 Course Director will make the final decision on such sanctions. All assignments must be submitted to Blackboard as per instructions under the 'submission of Coursework' section on the following page. Course Regulations and the **code of conduct** required of course participants are outlined on page 188-192, as are disciplinary procedures.

Submission of Coursework: All coursework must be submitted on Blackboard no later than the deadline set by the lecturer. 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.

Word Count: 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 or the assignment may be returned to the student for a resubmission and capped at a mark of 50%.

18. COURSE REGULATIONS AND 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 Master in Social Work/Post Graduate Diploma in Social Work course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. Students must e-mail Master.Socialwork@tcd.ie as early as possible on the first day of absence to explain the reason for the absence and to give an estimate of its probable duration.
- 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 contexts. This includes dress codes and appearance, for example, when appearing in court it would generally be the expectation that more formal clothes are worn.
- 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 Director 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 Student's place on the Master/Diploma in Social Work Course

Social Work 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 Masters/Post Graduate Diploma in Social Work 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 Master in Social Work 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.

- Wilful 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 III (Regulations for Professional Higher and Other Degrees) make reference to students' behaviour and discipline in Section 5.2. 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 and Senior Deans.

The Master in Social Work Course Committee reserves the right to report a student to the Dean of Graduate Studies 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 Director, normally by the practice teacher, social work tutor or lecturer.

The Course Director, 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 fieldwork representative.

The Course Director 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 III, will apply. Students should seek support from the college Postgraduate Advisory Service and/or the Graduate Student Union.

Termination of a Student's Place on the Master/ Diploma in Social Work course

It may be possible for a student excluded from the Masters/Diploma in Social Work 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.

19. 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 in 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.

20. UNIVERSITY REGULATIONS

Academic Policies

Information about the Universities Academic Policies can be found [here](#).

Student Complaints Procedure

Trinity College Dublin, the University of Dublin, is committed to excellence in teaching, research and service provision. The University aims for the highest standards of quality in all its activities. It takes legitimate student complaints seriously and aims to resolve them in a clear, fair and timely manner. Information about the Student Complaints Procedure can be found at https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf.

Dignity and Respect Policy

Trinity is committed to supporting a collegiate environment in which staff, students and other community members are treated with dignity and respect. Bullying and harassment (including sexual and racial harassment) are not tolerated in Trinity. Information about the Dignity and Respect Policy can be found at <https://www.tcd.ie/equality/policy/dignity-respect-policy/>.

21. STUDENT SUPPORTS

Students can see a full range of the services available to them at www.tcd.ie/students/supports-services/. More detailed information about these services can be found [here](#).

22. TUTORIAL SYSTEM

Each student will be allocated a social work tutor to support the student's professional development across both placements. Tutors will be allocated towards the end of the first academic term and will meet with students during the academic terms. Group tutorials may also take place. They will in addition participate in placement meetings in both Years One and Two.

Tutors aim to:

- Offer support and mentoring to students
- Promote continuity of learning from academic to practice-based learning settings.
- Monitor the student's progress, and jointly plan ways to meet educational needs.
- Act as the college representative in the placement, resourcing both student and practice teacher and ensuring quality of practice learning.
- Inform decision-making regarding future placement allocation.

23. POSTGRADUATE ADVISORY SERVICE

The Senior Tutor's office in college provides a post-graduate advisory service that is separate to the MSW's tutorial system. The PAS is a unique and confidential service available to all registered postgraduate students at Trinity College. It offers a comprehensive range of academic, pastoral, and professional supports dedicated to enhancing your student experience.

If you require specific advice, or would like to arrange a confidential meeting with the dedicated Student Support Officer, you can make an appointment by phoning 353 1 896 1417, or by e-mail at pgsupp@tcd.ie. For details of further sources of support and help in the College please go to <http://www.tcdlife.ie/>

24. GRADUATE STUDENTS UNION

Located on the second floor of House Six, in Front Square, the Graduate Students' Union is an independent body within College that represents postgraduate students throughout College. Upon registration, all postgraduates are automatically members. It is run by two full-time sabbatical officers; who are responsible for strategy and policy formulation and advise students on matters such as academic appeals and supervisor relationships. They are also there to help on more personal matters, such as financial concerns, illness and bereavement. Any discussions about such concerns are treated with the strictest confidentiality. Contact them at either president@gsu.tcd.ie or vicepresident@gsu.tcd.ie.

25. CAREER ADVISORY SERVICES

The Career Advisory Service is one of the most comprehensive and beneficial resources available to Trinity students. They offer weekly, year round workshops, events, seminars, talks, career fairs, and employer events and presentations. Events are updated regularly on their website and are free to all Trinity students. Examples of some popular on-going workshops include preparing a CV, practice interviews on video with feedback, finding postgraduate funding, and working in Ireland for non-EU students. In addition, they offer one-on-one career advice and counselling. Their website also features a comprehensive list of resources including job openings, funding

opportunities, voluntary work, networking events, and podcasts. More information is available at <http://www.tcd.ie/Careers/>.

26. IT SERVICES

IT Services is the main provider of computing facilities and services to students at Trinity. They aim to enhance learning and research activities within the College. In addition to providing one-on-one technical support to students at the IT Services Helpdesk, they also run a series of software workshops and tutorials and basic computer courses. They also offer a range of software for sale at discounted rates. A full list of available software and workshops are available on their [website](#).

27. TCD LIBRARY

The Library's history dates back to the establishment of the College in 1592 and it is the largest library in Ireland. Today it has over 6 million printed volumes with extensive collections of journals, manuscripts, maps and music reflecting over 400 years of academic development. The most famous of its manuscripts, the [Book of Kells](#) and the Book of Durrow, were presented by Henry Jones, Bishop of Meath and former vice-chancellor of the University, in the 1660s. The Library was endowed with Legal Deposit privilege in 1801 and continues to receive copies of material published in the United Kingdom and Ireland.

The Library supports the learning and research needs across all disciplines of the College; it is a major research library of international repute; it provides services to a wide range of external users and institutions. More information about the Library can be found at <https://www.tcd.ie/library/>

28. COLLEGE HEALTH CENTRE

The TCD Health Centre provides a wide range of health services for all students on campus. In addition to offering primary health care, the centre also runs a series of specialised clinics for students including travel vaccinations, sexual health, sports medicine, and antenatal care. Fees and opening hours are listed on their [website](#).

29. STUDENTS COUNSELLING SERVICE

The Student Counselling Service provides free support to those who are experiencing personal and/or academic concerns. Available services include one-to-one counselling, peer mentors, on-

line support programs, meditation groups, Niteline helpline, and group support. All services are free and confidential. Contact information can be found on their [website](#).

30. CENTRAL SOCIETIES COMMITTEE

The Central Societies Committee (CSC) is the sole body on campus with the power to grant recognition to societies. As the governing body of societies the CSC represents their interests in dealings with College authorities. More information about College Societies and the CSC can be found at <http://trinitysocieties.ie/>.

31. DUBLIN UNIVERSITY CENTRAL ATHLETICS CLUB

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. DUCAC is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. More information about DUCAC can be found at http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs

Reference/Source:

[Calendar, Part III, General Regulations and Information, Section I 'Attendance and Off-Books'; Section III 'Attendance, Registration, Extensions'; Section IV 'Attendance and Examinations'](#)

32. ABSENCE FROM EXAMINATIONS

Please see the below extract from the college calendar:

10 Postgraduate students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student's Programme Co-ordinator/Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available in programme handbooks or from Programme Co-ordinators/Directors.

11 Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) must consult and inform

their Programme Co-ordinator/Director. The Programme Coordinator/Director will then make representations to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.

12 The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the [Student Health Service](#). The report will be strictly confidential to the Dean of Graduate Studies.

Reference/Source:

[Calendar, Part III, Section III 'Examinations, Assessment and Progression' and Section IV 'Attendance and Examinations'](#)

33. MARKING SCALE

The following general guidelines are given to lecturers marking assessed work on the MSW. Lecturers may also have their own set of assessment criteria for their particular subject.

Marks for each assessment component are returned to the Court of Examiners and the final award for final year students will either be Pass, Fail or Pass with Distinction. To be awarded a 'Pass with Distinction' the student must have achieved over 70% on their dissertation and their practice project as well as an overall aggregate mark of over 70% in year 2. All graduates are provided with a transcript that details their results for each module. The university's marking conventions are as follows:

Fail 2	0 - 29%
Fail 1	30 - 39%
Third	40 - 49%
Lower Second	50 - 59%
Upper Second	60 - 69%
First	70 - 100%
70 +	First Class

Expectation: an excellent piece of work on all/almost all counts

Theoretically sophisticated, based on extensive reading/sources; very well-developed discussion. Critical and reflective, issues explored in depth, with some appropriate originality. Stylistically

polished and well presented (less important for exam scripts). Implications for practice explored. Analytical and theoretical skills.

60-69 Upper Second Class

Expectation: a polished piece of work with evidence of independent, critical thinking

Theoretically sound, solidly based on relevant readings, clear and developed discussion. Good content, accurate and well-illustrated. Implications for practice explored. Stylistically good and fluent.

50-59 Lower Second Class – good average

Expectation: competent work, though not necessarily with much sparkle or originality. Theoretically reasonable although discussion could be more developed. Evidence of relevant reading and effort made to discuss implications for practice. Relevant content which is reasonably organised and stylistically acceptable.

40-49 Pass (students need 50% to remain on Masters Route)

Expectation: passable but weak. Theoretically thin with no developed argument. Evidence of some or a little relevant reading but not much done with it or implications for practice included. Style and presentation may be weak, content thin or badly organised.

Below 40 Fail

34. PROGRESSION REGULATIONS

[Click or tap here to enter text.](#)

References/Sources:

[Calendar, Part III, Section III 'Examinations, Assessment and Progression' and 'Assessment and Progression Regulations'](#)

[National Framework for Qualifications](#)

[Trinity Courses](#)

35. REGULATORY BODY

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

In accordance with Irish statutory regulations this Master in Social Work/PGD 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 domains:

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

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

36. EXTERNAL EXAMINER

Dr. Ruth Emond, Associate Professor, Faculty of Social Science, University of Stirling

Reference/Source:

[Procedure for the transfer of students assessed work to external examiners](#)

37. STUDENT FEEDBACK AND EVALUATION

References/Sources:

[Student Evaluation and Feedback](#)

[Student Partnership Policy](#)

[Procedure for the conduct of Focus Groups](#)

38. APPENDICES

38.1 Appendix One

MSW PLACEMENT LEARNING AGREEMENT PART 1		
Placement Start Date:	End Date:	
Student:	Telephone:	Email:
Practice Teacher:	Telephone:	Email:
Agency Name & Postal Address:		
Tutor:	Telephone:	Email:
Working Days/Hours:		
TOIL Arrangements:		
Sick Leave:		
Study Time:		
Placement Arrangements:		
On-site Working		
Off-site Working		
Online		
Covid Health & Safety Procedures:		

SUMMARY OF STUDENT’S RELEVANT SKILLS AND EXPERIENCE TO DATE
(as identified through previous work/life/ placement experience)

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

Domain 2 Communication, Collaborative Practice and Teamworking

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

Domain 3. Safety and Quality

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

Domain 4. Professional Development

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

Domain 5. Professional Knowledge and Skills

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	Identify areas of practice or other opportunities that will enable learning in relation to each goal	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 GOAL	LEARNING PLAN TO MEET THIS STANDARD	INDICATORS/EVIDENCE OF PROFICIENCY

WORKLOAD

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 organisational and policy issues.

Note learning styles of student and practice teacher:

Supervision Arrangements:

Day:	Time:
-------------	--------------

Other Student Supports:

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:

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 providers 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 employees, in addition to conforming to all current statutory requirements.
- To provide the appropriate type and level of training to enable employees 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.

Students undertaking placements must:

- **Strictly adhere to School Social Work and Social Policy and HSE Protocols in relation to the COVID-19 Pandemic**
- Co-Operate with the placement provider in maintaining a safe work place.
- 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.)

Student:

Practice Teacher:

Tutor:

Date:

MID PLACEMENT MEETING ARRANGEMENTS

Date of Mid Placement Meeting:

Time:

Student will provide the Tutor with a short summary of work in advance of the mid placement meeting.

MSW PLACEMENT LEARNING AGREEMENT PART 2

MID PLACEMENT MEETING

Review Learning & Capacity In Relation to The CORU SWRB 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

-
- Additional Personal Learning Goals

Establish whether student is likely to pass the placement and outline very clearly what objectives are set for the second half of placement.

Objectives / Plan for remainder of placement

Student Issues/Concerns

Practice Teacher Issues/Concerns

PLACEMENT LEARNING AGREEMENT PART 3 FINAL PLACEMENT MEETING

Date:

Review Learning & Capacity in Relation to The Social Workers Registration Board Standards of Proficiency:

- **Professional Autonomy and Accountability**

- **Communication, Collaborative Practice and Teamworking**

-
- **Safety and Quality**

-
- **Professional Development**

-
- **Professional Knowledge and Skills**

-
- **Additional Personal Learning Goals**

Other Issues Discussed:

Areas of strength identified and recommendations for future development:

Signed:

Student

Practice Teacher

Tutor

Date

38.2 Appendix Two

Practice Placement Log

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

You should 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

	Date	Location Morning	Location Afternoon	Tasks & Outcomes
Monday				<ul style="list-style-type: none"> ● .. ● .. ● .. ● ..
Tuesday				<ul style="list-style-type: none"> ● .. ● .. ● .. ● ..
Wednesday				<ul style="list-style-type: none"> ● .. ● .. ● .. ● ..

Thursday				<ul style="list-style-type: none"> • .. • .. • .. • ..
Friday				<ul style="list-style-type: none"> • .. • .. • .. • ..

38.3 Appendix Three



PGT & PGR DECLARATION

- I hereby declare that all submissions made for the duration of the programme I am undertaking is entirely my own work, free from plagiarism and has not 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

Student Number

Course

Date

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 2015-16 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 Director, or your Lecturer if you are unsure about any aspect of plagiarism.

38.4 Appendix Four

SW Attendance Policy 2020/21

The Master in Social Work Handbook states that *'Students are expected to attend all components of the course consistently. Full attendance is considered essential for both academic (including tutorial) and practice components, and is a requirement of the Health and Social Care Professionals Council (CORU).'*

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'

While 2020-21 will see a move to blended learning and a hybrid placement model, students are still expected to attend all components of the course consistently. Full attendance is essential for both teaching (both online and in-person) and practice (whether in-person or remote). This is a requirement of both the College and the Health and Social Care Professionals Council (CORU). Any student who is unable to attend a teaching session (whether online or offline) is obliged to contact the school by e-mailing MasterSW@tcd.ie as early as possible on the first day of their absence and to give an estimate of its probable duration. In the case of sickness or exceptional personal circumstances, a limited amount of non-attendance may be allowed if the Course Committee (in consultation with tutor and practice teacher when on placement) is satisfied that the relevant course or practice work can be compensated. Attendance - both online and in-person - will be monitored in all social work modules, lecturers will also report to the Course Executive officer when attendance is low, students arrive late to class or leave early.

Practice & Escalation Procedures

Group and individual attendance will be formally monitored in social work modules*

The MSW Course Director and Module Co-Ordinators will monitor group and individual attendance in lectures and tutorials using a formal attendance monitoring system whereby students are required to sign an attendance sheet at each lecture or tutorial. If group or individual attendance is unsatisfactory, the BSS Course Director will meet with the student to discuss and address issues that may be affecting attendance. If non-attendance persists the course director will escalate matters as appropriate (see section on Persistent Excused /Unexcused Absences).

Process for Poor Attendance at Lectures and Tutorials



Reporting Absences During Teaching Term:

Any student who is unable to attend a lecture or tutorial is obliged to contact the School by emailing Master.SocialWork@tcd.ie 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. In the case of sickness or exceptional personal circumstances, a limited amount of non-attendance may be allowed if the Course Committee (in consultation with tutor and practice teacher when on placement) is satisfied that the relevant course or practice work can be compensated for in other ways.

Excused Absences During Teaching Term:

In certain circumstances, absences may be unavoidable due to illness or unforeseen events. In the case of absence due to medical reasons, If absent for 3 or more consecutive days, students must provide original medical certificate from a registered General Practitioner or from College Health, to be submitted to the School Office, as soon as possible after illness, ideally within 3 days.

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 must be made up in a purposeful manner negotiated with the Practice Teacher. If absence seems likely to be prolonged, student, practice teacher and social work tutor should discuss the implications at the earliest possible time. The fieldwork Unit should then be notified as this may have an impact on the submission of the Practice Project.

Absence from examinations – Calendar, Part III, Section 3.5

Postgraduate students who consider that illness may prevent them from attending an examination (or part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student's Course Co-ordinator/ Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance;

where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available in course handbooks or from Course Co-ordinators/ Directors.

Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (of part thereof) must consult and inform their Course Co-ordinator/ Director. The Course Co-ordinator/ Director will then make representation to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.

The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

Persistent Excused /Unexcused Absences

Individual students with a number of absences (both excused and unexcused) will be contacted and will be required to discuss their attendance with the MSW Course Director. Where a student misses more than a third of a module in any term the students attendance will be deemed as 'non-satisfactory'.

Students who are reported as 'non-satisfactory' will have this noted on their University record and transcripts.

If, during formal monitoring, a student is detected as signing in classmates or participating in 'sign and go' practices, they will be referred immediately to the Course Director and may be referred to the Fitness to Practice Panel.

- Individual lecturers may implement their own attendance monitoring system if attendance forms part of an overall module mark.
- Random attendance checks may be undertaken at regular intervals during the teaching year.