



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

**Bachelor in Social Studies**

**Year 1 Junior Freshman**

**Course Handbook 2019-2020**

**V1.0**



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**Alternative formats of this handbook can be made available on request by emailing [Social.Studies@tcd.ie](mailto:Social.Studies@tcd.ie)**

## Introduction

A warm welcome to Trinity College, to the School of Social Work and Social Policy, and to the start of your BSS Social Work degree. We hope this year will mark the start of a very enjoyable and rewarding time for you in Trinity, both academically and socially.

Life in college can be confusing for the first few weeks, whether you have just left school or are returning to education. However, Trinity terminology will soon start to make sense; faces and places will become familiar; and queues will get shorter! Staff members in the School of Social Work and Social Policy are happy to meet you to offer information or advice; and there are many other people in college who can help you, including your College Tutor. Read the Handbook, handouts and student guides, check you TCD email account regularly, and look out for study skills courses and other options designed to ease your way into college life.

The Junior Freshman (first year) programme is a foundation for the rest of the BSS programme. It provides an introduction to the social sciences and to social work. Tutorials will be offered for most modules – these are smaller classes where module tutors discuss the material presented in lectures. Module tutors welcome your comments and questions and will encourage you to read critically and to develop your own ideas.

Full module outlines will be available at the start of each module, but the School of Social Work and Social Policy is your home base, and so we provide this Junior Freshman Year Handbook, with short module outlines, as a compilation of this year's programme. The Handbook<sup>1</sup> gives you the basic information you need to find your way about the programme and its arrangements, including:

- General information about the School
- Aims and objectives of the BSS degree
- Course expectations
- Module outlines
- Written requirements and assessment for the year
- Details about volunteer work and placements
- Format for your first placement, practice project, and assessment

Further information will be available in class and you should also check your student portal regularly for changes to the timetable, etc. The School website can also be found at <http://www.tcd.ie/swsp>. Your timetable can be found at <http://www.tcd.ie/swsp/timetables/>.

Please don't hesitate to contact us if you have any queries! Good luck and enjoy the year!

Dr Susan Flynn  
Head of BSS Junior Freshman Year

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

## General Information

### Emergency Procedure

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

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

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

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

### Data Protection for Student Data

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

### Student Feedback and Evaluation

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

### College Maps

The College Maps website is a great resource for finding your way around the Trinity campus. The website also includes information about gate access times, lecture theatres and computer rooms

**Web:** <https://www.tcd.ie/Maps/>

## Student Supports

### College Tutor

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

### Social Work Tutor

In Junior Sophister year (3<sup>rd</sup> year), you will be assigned an individual Social Work Tutor, who will act as your social work mentor for the rest of the BSS course. There are other sources of advice available to BSS students. Course- related matters can be discussed, as appropriate, with the BSS Course Director, Year Heads, individual Lecturers, Fieldwork Coordinators, Director of Undergraduate Teaching and Learning or Head of School, all of whom will arrange to meet with students. Another key support is your College Tutor.

### 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 develop their learning objectives through scheduled class seminars prior to placement.

### Trinity College Dublin Students Union (TCDSU)

The Students' Union is run for students by students. The Students' Union website is a vital resource for Trinity students, it has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare. **Web:** <https://www.tcdsu.org/aboutus>



## Student Counselling Services

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

**Phone:** (01) 8961407

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

## Support Provision for Students with Disabilities

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

## Examination accommodation and deadlines

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 (Michaelmas Term) assessments and Foundation Scholarship assessment: the last Friday in September (27th September 2019)
- Semester 2 (Hilary Term) assessments: the last Friday in January (24th January 2020)
- Reassessments: the last Friday in May (29th May 2020)

## Student responsibilities for departmental assessments/course tests

- Students are required to initiate contact with the School/Department and request reasonable accommodations as **per their LENS report, or email received following their needs assessment** for particular assessments for

School/ Department administered assessment. Students are advised to make contact **at least two weeks prior** to the assessment date to enable adjustments to be implemented.

### **Professional Learning Education Needs Summary - PLENS**

Students with disabilities on the BSS programme in receipt of reasonable accommodations 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>

### **Student Learning Development**

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

## **Library Facilities**

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

Office Location: Ground Floor, Berkeley Library

Telephone: +353 1 8961807

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

## **Financial Assistance**

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

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

## General Programme Information

### Course Directors

Title	Name	Email
Director of Bachelor in Social Studies (Michaelmas Term)	Dr. Stan Houston, Assistant Professor, Social Work	<a href="mailto:Shouston@tcd.ie">Shouston@tcd.ie</a> Tel (01) 8962065
Director of Bachelor in Social Studies (Hilary Term)	Dr. Michael Feely Assistant Professor, Social Work	<a href="mailto:mfeely@tcd.ie">mfeely@tcd.ie</a> Tel (01) 8964101

### Course Year Heads

Title	Name	Email
Head of Junior Freshman	Dr. Susan Flynn, Assistant Professor, Social Work	<a href="mailto:Sflynn7@tcd.ie">Sflynn7@tcd.ie</a> Tel (01) 8963241
Head of Senior Freshman	Robbie Gilligan, Professor of Social Work and Social Policy	<a href="mailto:Robbie.Gilligan@tcd.ie">Robbie.Gilligan@tcd.ie</a> Tel (01) 8961331
Head of Junior Sophister	BSS Course Directors	
Head of Senior Sophister	BSS Course Directors	

### Administration

Title	Name	Email
Senior Executive Officer Bachelor in Social Studies	Ms Mairead Pascoe	<a href="mailto:social.studies@tcd.ie">social.studies@tcd.ie</a> Tel (01) 8962347

### Head of School

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

### Director of Undergraduate and Learning (Undergraduate)

Title	Name	Email
Director of Teaching and Learning (Undergraduate)	Dr. Stan Houston, Assistant Professor, Social Work	<a href="mailto:Shouston@tcd.ie">Shouston@tcd.ie</a> Tel (01) 8962065

### School Fieldwork Team

Title	Name	Email
Practice Learning Development and Placement Co-ordination	Assistant Professor, Erna O'Connor	<a href="mailto:connorer@tcd.ie">connorer@tcd.ie</a> Tel (01) 8962627
	Ms Sinead Whiting	<a href="mailto:whitings@tcd.ie">whitings@tcd.ie</a>

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

To view a complete list of staff members in the School of Social Work and Social Policy please go to: <https://www.tcd.ie/swsp/people/>

### School Office Location and Opening Hours

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

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

- Chair, BSS Course Director, Dr Stan Houston (Michaelmas Term) Dr Michael Feely (Hilary Term)
- Head of School, Dr Stephanie Holt,
- Director of Teaching & Learning (Undergraduate), Dr Stan Houston

- Professor of Social Work , Robbie Gilligan
- Assistant Professor in Social Work & Fieldwork Officer, Dr Erna O Connor
- Assistant Professor, Social Policy, Dr Catherine Conlon
- Assistant Professor in Social Work, Ms. Eavan Brady
- Assistant Professor in Social Work, Dr Susan Flynn
- Part-time social work tutor representative
- Part-time lecturer representative
- Student representatives (BSS Years 1-4 )

### Staff – Student Liaison

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

### BSS Student Representatives

Position	Name
BSS Junior Freshman (Year 1)	Vacant
BSS Senior Freshman (Year 2)	Vacant
BSS Junior Sophister (Year 3)	Vacant
BSS Senior Sophister (Year 4)	Vacant
Undergraduate School Convenor	Ms Leah Keogh <a href="mailto:LEKEOGH@TCD.IE">LEKEOGH@TCD.IE</a>

TCDSU will facilitate elections for these posts in Michaelmas Term 2019.

## **Bachelor in Social Studies Practice Panel**

A Practice Panel exists, consisting of experienced practitioners with a commitment to, and interest in, practice teaching. The panel members review 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.

The Practice Panel 2019/20 members are:

- Ms Saragh McGarrigle, Probation Officer, The Probation Office (Chairperson)
- Ms Lavina Temple, TUSLA, Child Protection and Welfare
- Mr Noel O'Driscoll, Part time lecturer in Social Work, Ulster University a psychotherapist/ social worker in private practice
- Ms Karen Burke, Social Work Team Leader, TUSLA Child and Family Agency

## **External Examiner**

Dr Berni Kelly, Senior Lecturer, School of Social Sciences, Education and Social Work, Queen's University Belfast.

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

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

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

Domain 1: Professional autonomy and accountability

Domain 2: Interpersonal and professional relationships

Domain 3: Effective communication

Domain 4: Personal and professional development

Domain 5: Provision of quality services

Domain 6: Knowledge, understanding and skills

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

### Aims and Objectives

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

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

### Knowledge Base

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



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

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

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

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

### **Value Base**

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

### **Skills Base**

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

### **Challenges**

Social work practice challenges practitioners in many ways.

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

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

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

### **Programme Learning Outcomes**

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

On successful completion of this programme, students will have acquired and demonstrated the necessary knowledge, skills and ethical base for professional social work, and will have satisfied the requirements for an honours social science degree and for professional social work qualification in Ireland.

Specifically, graduates will be able to:

1. apply social science theories and social research evidence to the critical investigation, analysis and evaluation of contemporary social issues and social policies.
2. integrate social science and social work perspectives in the analysis of social work topics, debates and practice examples, and in the identification of best practice in these areas.
3. adopt a comparative, research-informed approach to academic project work.
4. practice at newly qualified level within all contemporary fields of social work practice, and work effectively as individual practitioners, as team members, and within multi-disciplinary settings.
5. employ effective interpersonal skills and communication skills in both academic and practice contexts.
6. demonstrate competence in social work assessment, counselling, groupwork, community work, advocacy, case management, practice evaluation, and other core social work skills and tasks.
7. use professional and peer supervision constructively and engage in critical reflection on their social work practice.
8. maintain personal accountability and professional behaviour in academic and practice contexts.
9. uphold high ethical standards in their social work practice, with reference to Irish and international codes of social work ethics.

10. engage in social work practice that promotes inclusivity, equality and social justice, and challenge practice that does not.
11. engage in continuing professional development including further study.

### **Teaching and Learning Methods**

As the programme intake is restricted to 45 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. The different teaching methods to be used are identified in individual course outlines.

### **Timetable**

Your timetable can be found on the School website at: <https://www.tcd.ie/swsp/timetables/> There are two timetables for Junior Freshman, a Semester 1 (Michaelmas Term) timetable which runs from 9<sup>th</sup> September – 29<sup>th</sup> November 2019 and a Semester 2 (Hilary Term) timetable which runs from 20<sup>th</sup> January – 10<sup>th</sup> April 2020.

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

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

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

The BSS Examination Regulations and Conventions Booklet 2019 - 2020 contains information about the regulations governing examinations, as well as the conventions determining the award of grades in examinations, in the Bachelor in Social Studies degree programme.

This Booklet is available to download from the School of Social Work and Social Policy Website via <https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php>

## School of Social Work and Social Policy Marking Scale

### First class honors

I

70-100

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

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

70-76

**EXCELLENT**

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

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

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

77-84

**OUTSTANDING**

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

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

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

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

----- 0 -----

**Second Class, First Division**

**II.1**

**60-69**

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

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

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

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

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

----- 0 -----

**Second Class. Second Division**

**II.2**

**50-59**

A substantially correct answer which shows an understanding of the basic principles. Lower second class answers display an acceptable level of competence, as indicated by the following

qualities:

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

----- 0 -----

**Third Class Honors**

**III**

**40-49**

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

Third class answers demonstrate some knowledge of understanding of the general area but a third class answer tends to be weak in the following ways:

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

----- 0 -----

**Fail - 1st Division**

**F1**

**30-39**

Answers in the range usually contain some appropriate material (poorly organised) and some evidence that the student has attended lectures and done a bare minimum of reading. The characteristics of a failgrade include:

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

----- 0 -----

**Fail – 2nd Division**

**F2**

**0-29**

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

## Course Expectations

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

The following are therefore course requirements:

### Attendance

**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 both the College and 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 [Social.Studies@tcd.ie](mailto:Social.Studies@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 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. A BSS Attendance Policy explains how attendance will be monitored and how poor attendance will be addressed. (See Appendix V of this handbook).

### Punctuality

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

### Reliability

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

## Participation

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

## Peer Support and Respect

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

## Deadlines for Assignments

Students must observe all published deadline dates, which are final and have the status of examination dates. 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 for modules with a prefix of SS must be submitted to Blackboard as per instructions under the 'submission of Coursework' section below.

Course Regulations and the **BSS code of conduct** required of course participants are outlined on page 68, as are disciplinary procedures.

## Submission of Coursework

Students are required to complete all assessment components for each module. The unexplained absence of an assessment for a module will result in exclusion from the course. To avoid this, students who are unable to complete or submit an assessment for a module or modules by the due date due to certified illness or other grave cause beyond their control must, through their College Tutor, inform the module lecturer of the absence and seek permission from the lecturer to submit at a later date within the relevant assessment semester(s) or if more appropriate, permission from the Senior Lecturer to defer the submission(s) to the reassessment session.

All coursework must be submitted on Blackboard no later than the deadline set by the lecturer. No hard copies for modules SSU11030, SSU11010, SSU11020 or SSU11042 will be accepted by the School Office. All submissions made to blackboard must be in PDF format in order to retain the original format submitted by the student. Students are responsible for ensuring their coursework is submitted on time.



Any modules which do not belong to this School (i.e. Modules ECU11011, ECU11012, POU11021, POU11022, SOU11013 and SOU11014,) are not subject to the above regulations and instead must be submitted in line with the advice from the relevant department.

Requests for extensions where they involve illness extenuating family circumstances and bereavements must come from your College Tutor and must be requested in advance of the deadline.

**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 re-submission and capped at a mark of 40%.

### Student's expectations of staff

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

Should include the following:

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

## BSS Junior Freshman Academic Year Structure 2019/20

Cal. Wk.	Dates 2019/20	2019/20 Academic Year Calendar	Term / Semester
	(Week Beginning)		
1	26-Aug-19		←Michaelmas term begins / Semester 1 begins
2	02-Sep-19	Orientation (Undergraduate) / Freshers Week	
3	09-Sep-19	Teaching and Learning	←Michaelmas teaching begins
4	16-Sep-19	Teaching and Learning	
5	23-Sep-19	Teaching and Learning	
6	30-Sep-19	Teaching and Learning	
7	07-Oct-19	Teaching and Learning	
8	14-Oct-19	Teaching and Learning	
9	21-Oct-19	Study / Review Week	
10	28-Oct-19	Teaching and Learning	
11	04-Nov-19	Teaching and Learning	
12	11-Nov-19	Teaching and Learning	
13	18-Nov-19	Teaching and Learning	
14	25-Nov-19	Teaching and Learning	
15	02-Dec-19	Revision Week	
16	09-Dec-19	Semester 1 Examination Week Semester 1 Examination Dates run from Monday 09 December to Tuesday 17 December	←Michaelmas term ends Sunday 15 December 2019 / Semester 1 ends
17	16-Dec-19	Christmas Period - College Closed 24th December 2019 to 1st January 2020 inclusive	
18	23-Dec-19		
19	30-Dec-19		
20	06-Jan-20	Scholarship Examinations (2nd year students)	
21	13-Jan-20	Marking / Results Week	← Hilary term begins / Semester 2 begins
22	20-Jan-20	Teaching and Learning	← Hilary teaching term begins
23	27-Jan-20	Teaching and Learning	
24	03-Feb-20	Teaching and Learning	
25	10-Feb-20	Teaching and Learning	
26	17-Feb-20	Teaching and Learning	
27	24-Feb-20	Teaching and Learning	
28	02-Mar-20	Study / Review Week	
29	09-Mar-20	Teaching and Learning	
30	16-Mar-20	Teaching and Learning	(Tuesday, Public Holiday)
31	23-Mar-20	Teaching and Learning	
32	30-Mar-20	Teaching and Learning	
33	06-Apr-20	Teaching and Learning	(Friday, Good Friday)
34	13-Apr-20	Revision Week (Monday, Easter Monday)	←Hilary term ends Sunday 19 April 2020 (Monday, Public Holiday)

35	20-Apr-20	Semester 2 Examination Session Semester 2 examinations may be scheduled on any of the following dates: Thursday 23 <sup>rd</sup> April - Sat 25 <sup>th</sup> April inclusive and Monday 27 <sup>th</sup> April - Friday 1 <sup>st</sup> May inclusive	←Trinity term begins
36	27-Apr-20		←Trinity Week
37	04-May-20	BSS Junior Freshman Placement	
38	11-May-20		
39	18-May-20		
40	25-May-20		←Trinity Term ends Sunday 31 May 2020 / Semester 2 ends.
41	01-Jun-20		
42	08-Jun-20		
43	15-Jun-20	Research / Summer Break	
44	22-Jun-20		
45	29-Jun-20		
46	06-Jul-20		
47	13-Jul-20		
48	20-Jul-20		
49	27-Jul-20		
50	03-Aug-20		
51	10-Aug-20		
52	17-Aug-20		
53	24-Aug-20	Reassessment Contingency Days: 24 <sup>th</sup> – 28 <sup>th</sup> Aug inclusive)	
1*	31-Aug-20	Reassessment Week for Semesters 1 and 2 of Academic Year 2019/20	
<b>*Note: Calendar week 1 of Academic Year 2020/21</b>			
Assessment Dates listed : <a href="https://www.tcd.ie/academicregistry/exams/">https://www.tcd.ie/academicregistry/exams/</a>			

## BSS Junior Freshman Course Structure 2019/20

BSS Junior Freshman students must take the following modules totaling 70 ects

<b>Module</b>	<b>Course</b>	<b>ECTS</b>
ECU11031	Introduction to Economic Policy A	5
ECU11032	Introduction to Economic Policy B	5
POU11021	Politics and Irish Society A	5
POU11022	Politics and Irish Society B	5
SOU11013	Introduction to Sociology 1	5
SOU11014	Introduction to Sociology 2	5
SSU11030	Introduction to Social Work	10
SSU11010	Introduction to Psychology	10
SSU11020	Introduction to Social Policy	10
SSU11042	JF Placement	10
<b>Total ECTS =</b>		<b>70</b>

### Building, Bonding and Bridging Groups (BBBGs)

The course will also offer JF students the experience of attending a building, bonding and bridging group: 2 in each of the Michaelmas and Hilary terms. Essentially, the aim of the BBBGs is to enable JF students to purposefully engage with the course and its curriculum, each other and the staff seeking to maximise their personal and professional development.

The BBBGs will aim to:

1. *Build* confidence, a desire (and passion) for learning, and stimulate intellectual inquiry;
2. *Enhance* intellectual skills such as the application (of knowledge), critical analysis, capacity for synthesis, reasoning, problem-solving, reflection and concept formation;
3. Enable students to assimilate and *build* professional social work values and a commitment to intellectual standards including the purposeful engagement with the course's requirements and strictures (such as attendance);

4. Help students make meaningful connections or *bonds* with each other, and the staff seeking to support their intellectual and professional development, to effect group cohesion;
5. Empower students to identify with and comprehend a wider professional social work community outside of the College, as part of a *bridging* process from College to employment sectors;
6. Support the process of induction to college life, its demands, rhythms, assessment demands and procedures;
7. Assist students to draw or *build* connections between the diverse modules on year one and, as a result, advantageously enter year two of the course having made an optimal start to their personal and professional development;
8. Identify, nurture, and support student 'culture carriers' who can model and mould scholarly qualities and norms; and
9. *Build* the students' awareness of the **Trinity Graduate Attributes** and seek to apply them within academic and practice contexts. These attributes encourage students to:
  - *Think independently;*
  - *Act responsibly;*
  - *Communicate effectively; and*
  - *Develop continuously.*
10. Identify vulnerable students early on and take appropriate, pre-emptive action drawing, where necessary, on College services and resources.

## **Approach**

The intention is to hold 2/3 meetings (roughly lasting between 1-2 hours) with JF students in the Michaelmas and Hilary terms in year one. Students will be divided into four sub-groups each with an allocated BBBG tutor. The meetings can address a number of topics such as:

- 1) How to build connections with peers on and outside of the course;
- 2) The impact of the transition to College: what is working well, what has been challenging;

- 3) The nature of social work as a profession and how the curriculum in year one aims to cover essential knowledge, skills and values;
- 4) The core tenets of adult learning, different learning styles and how to integrate learning across the different modules;
- 5) The College's aims for student learning and development including the importance of assimilating the Trinity Graduate Attributes;
- 6) Students rights and responsibilities including the importance of attendance at designated classes;
- 7) The nature of social work outside the College as practiced and delivered in different contexts (including the possibility of field trips);
- 8) The challenge of independent study, and managing course assessment deadlines;
- 9) Introduce core, conceptual competencies including reflection, synthesis and critical thinking;
- 10)The resources offered by the College to help support and develop learning;
- 11)Taking care of oneself during the first year;
- 12)How student (and professional) conduct must fit into a normative framework of respect for others;
- 13)Exploring aspects of the taught curriculum that have been interesting or challenging; and
- 14)The challenges of written assessment and how to improve grammatical construction and written argument;
- 15)What has motivated the student to study social work and how can they sustain and enhance this orientation;
- 16)The nature of the CORU domains and their importance in shaping the curriculum and practice learning opportunities; and
- 17)Students' learning needs.

The above areas are illustrative. Other topics can be covered depending on the group and its needs.

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

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

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

## **Workload related to ECTS**

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

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

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

## BSS Junior Freshman Course Assessment & Written Assessment Due Dates

Module	Course	Assessment Type
ECU11011	Introduction to Economic Policy A	See Module Outline
ECU11012	Introduction to Economic Policy B	See Module Outline
POU11021	Politics and Irish Society A	See Module Outline
POU11022	Politics and Irish Society B	See Module Outline
SOU11013	Introduction to Sociology 1	See Module Outline
SOU11014	Introduction to Sociology 2	See Module Outline
SSU11030	Introduction to Social Work	Michaelmas Term: Essay (30%) Hilary Term: Examination (70%)
SSU11010	Introduction to Psychology	Michaelmas Term: Essay (40%) Hilary Term: Examination (60%)
SSU11020	Introduction to Social Policy	Michaelmas Term: Group Project (20%) Individual Assignment: (30%)  Hilary Term: Essay (40%) Tutorial Presentation and Contributions (10%)
SSU11042	JF Placement	<b>Volunteer Work :</b>  Certification of required number of hours of voluntary work.  <b>Residential Care Placement:</b>  Placement Project. (The Placement and Placement Project must be passed in order to pass the year overall)

See individual module outlines for further detail on assessments.

**Students may also take the module German 1 (GRU1150Y) 10 ECT or FRU11511 – BESS French Language & Civilisation (French Society) MT (5 credits) and FRU11512 – BESS French Language & Civilisation (French Society) HT (5 credits) in addition to the above compulsory modules, however, the overall year mark will be calculated only on the results of the above list of mandatory modules and not the language elective. Students wishing to be enrolled for either module should contact the School Office before 23<sup>rd</sup> September and enrolment is subject to spaces being available on the module and there being no timetable clashes.**



## Module Outlines

### SSU11030: Introduction to Social Work: (10 ECTS)

#### Part A: Assistant Professor Susan Flynn

The purpose of this module, delivered across Michaelmas and Hilary Terms, is to gain an introductory overview of the essential nature of social work. This includes the historical development of the profession in Ireland and its many contemporary forms and influences. The varying roles that social workers occupy and the regulatory system that supports the statutory registration of social workers in Ireland are introduced. Within this, the ethical imperative of upholding standards of proficiency, and practicing in accordance with the best interests of service users is emphasised. Through reflection on the position of marginalised service users, a particular focus is given to the nature and form of residential and group care in Ireland.

Unique characteristics of social work are explored to gain insight into what distinguishes social work from cognate disciplines such as social care. Basic skills and competencies of social work, common tools such as the genogram, and elements of the social work process such as assessment and intervention are introduced. Students are also familiarised with the profession's traditional social justice mandate and approaches to support this such as anti-discriminatory practice. Core theories and perspectives in social work are explored including ecological systems theory, task centred practice, person-centred approaches, strengths-based and solution-focused perspectives, and feminism. An appreciation of the importance of the life-course in social work is also conveyed through exploration of relevant theory. Lastly, the role of values and ethics in social work for professional competency features. In this context, the module dwells upon the crucial nature of reflective practice, reflexivity and critical thinking for competent and collaborative social work. Here, emphasis is placed on the contribution these skills make to anti-oppressive practice and relationship-based practice.

#### Learning Objectives

At the end of this module students will be able to:

- Demonstrate an introductory understanding of approaches to relationship-based practice, reflective practice, reflexivity and critical reflection in social work.
- Articulate core roles and responsibilities of social work and fields of practice, and distinguish social work from cognate disciplines such as social care.
- Comprehend the historical genesis of the social work profession in Ireland and its relationship to contemporary practice.

- Determine the role of values and core ethical principles in professional competency for social work practice.
- Demonstrate an introductory awareness of core skills and competencies, theories, perspectives and knowledge that social work practitioners utilise in their work.
- Critically evaluate the basic nature of residential and group care services in Ireland.
- Illustrate an understanding of the implications of professional accreditation, regulation and statutory registration for qualified social work practitioners.

### **Module Topics include:**

- An introduction to core values, moral reasoning and ethical principles in social work.
- An examination of the historical development of social work, including social work education, to thereby contextualise major themes in contemporary practice.
- An introduction to skills and competencies in social work, key aspects of the social work knowledge base, and the nature of the social work process.
- An introduction to key theories and perspectives in social work such as strengths-based and solution-focused perspectives, ecological system theory, life-course perspectives and task centred practice.
- An exploration of defining features of social work in the context of other occupations.
- Consideration of the position of social work service users whereby a particular focus is given to the nature of residential care and group care in Ireland, and the need for person-centred approaches.
- Implications of statutory registration and regulation of the profession.

### **Assessment**

The module will be assessed by essay (30%) in Michaelmas Term and examination (70%) at the end of Hilary Term.

### **The essay question for this module is:**

**“Social work is variously defined” (Dominelli, 2009, p.7). In this context, discuss major influences on the essential nature of social work.**

Compulsory attendance at all lectures is a feature of the module. Penalties are imposed on unjustified late submission of assignments.

## Key Reading

Banks, S. (2012) *Ethics and Values in Social Work*. 4<sup>th</sup> ed. Macmillan International Higher Education.

Banks, S. (2004) *Ethics, Accountability and the Social Professions*. Hampshire: Palgrave MacMillan.

Christie, A., Featherstone, B., Quin, S. and Walsh, T. (2015) *Social Work in Ireland: Changes and Continuities*. Palgrave

Chrisie, A. (2005) *Social Work Education in Ireland: Histories and Challenges*. Available at:

<http://rabida.uhu.es/dspace/bitstream/handle/10272/247/b15179813.pdf?sequence=1>

Coulshed, V. & Orme, J. (2012) *Social Work Practice: An Introduction*. 5<sup>th</sup> edn. Palgrave.

Darling, V. (1971) 'Social Work in the Republic of Ireland', *Social Studies*, 1.1, pp. 24-37.

Davies, M. (ed) (2013) *The Blackwell Companion to Social Work*. 4<sup>th</sup> edn. Oxford: Blackwell Publishers. Chapter 6.2.13, p.451; Chapter 6.2.24, p.492; and book 2, The Human Life-Cycle.

Dominelli, L. (2009) *Introducing Social Work*. Cambridge: Polity Press.

Dominelli, L. (2002) *Anti-Oppressive Social Work Theory and Practice*. Red Globe Press.

Fook, J. and Gardner, F. (2007) *Practising Critical Reflection: A Resource Handbook: A Handbook*. McGraw-Hill Education (UK).

Fook, J. (2015) Reflective Practice and Critical Reflection. In J., Lishman (ed) *Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory*. 3<sup>rd</sup> edn. p.440.

Hare, I. (2004) 'Defining social work for the 21<sup>st</sup> century: The International Federation of Social Worker's revised definition of social work' in *International Social Work*, 47(3) pp. 407-424.

Howe, D. (2014). *The Compleat Social Worker*. Palgrave, Macmillan.

Kearney, N. (1987) *Social Work and Social Work Training in Ireland: Yesterday and Tomorrow. Occasional Papers Series 1*. Dublin: Dept of Social Studies, TCD.

Kearney, N. and Skehill, C. (2005) *Social Work in Ireland: Historical Perspectives*. Dublin: IPA

Koprowska, J. (2010) *Communication and Interpersonal Skills in Social Work*. Learning Matters. 3<sup>rd</sup> edition

NDA (2005) *Guidelines on Person Centred Planning in the Provision of Services for People with Disabilities in Ireland*. Dublin: NDA.

Parris, M. (2012). *An Introduction to Social Work*. OUP.

Payne, M. (2014). *Modern Social Work Theory*. Basingstoke.

Ruch, G., Turney, D. & Ward, A. (2010). *Relationship-Based Social Work: Getting to the Heart of the Matter*. Polity.

Skehill, C. (1999) *The Nature of Social Work in Ireland*. NY: Edwin Mellon.

Skehill, C. (2011). *History of Social Work in the Republic of Ireland*. OUP.

Thompson, N. (2015). *Understanding Social Work: Preparing for Practice*. 4<sup>th</sup> edn. Palgrave.

Thompson, N. (2016) *Anti-Discriminatory Practice: Equality, Diversity and Social Justice*. 6<sup>th</sup> edn. Macmillan International Higher Education.

Trevithick, P. (2012) *Social Work Skills and Knowledge: A Practice Handbook*. 3<sup>rd</sup> edn. UK: Open University Press.

Walker, H. (2011) *Studying for Your Social Work Degree*. 2<sup>nd</sup> edn. Exeter: Learning Matters.

Wilson, K., Ruch, G., Lymbery, M. and Cooper, A. (2008) *Social Work: An Introduction to Contemporary Practice*. Pearson. (Chapter. 5 on social work knowledge and practice; Chapter 21 on contemporary challenges to social work).

**Additional reading recommendations will be provided in class.**

### **Part B (Preparation for Placement): Sinead Whiting [whitings@tcd.ie](mailto:whitings@tcd.ie)**

This section of the module, delivered in Hilary Term, is about direct practice. Its aim is both to resource students for JF placement and prepare students to achieve optimal learning from their direct practice experience. As such, it is a beginning step to reach the standards of proficiency required by CORU of social workers.

#### **Learning Objectives**

At the end of this section of the module students will be resourced to undertake & learn from a placement in a residential setting.

**Teaching methods:** Presentations, reflective exercises, case studies & group process.

Themes addressed are, 1) reflective learning, 2) beginning practice skills for residential care and 3) the placement process.

- 1) The difference between class room learning and learning in a live practice situation.
- 2) Reflective skills for practice.
- 3) Listening skills.
- 4) Personal and Professional Boundaries.
- 5) Protection of children and vulnerable adults.
- 6) HIQA standards for residential services.
- 7) Placement Support documentation, (Learning Agreement, Supervisor Evaluation Report, Student Placement Report)

**Assessment:**

The module is not assessed directly, however students must pass placement, for which this module prepares, in order to proceed into SF year.

**Readings**

Joyce Lishman (2007) *Handbook for practice learning in social work and social care: knowledge and theory*. E-Book | 2015

Lalor, K. & Share, P. (2013). *Understanding social care*.

Lalor, K & Share, P (Eds.), *Applied social care: An introduction for students in Ireland* (3rd edition, pp. 3-18). Dublin: Gill and Macmillan.

Additional reading recommendations will be provided in class.

**Websites** [www.hiqa.ie](http://www.hiqa.ie)

## **SSU11010: Introduction to Psychology: (10 ECTS)**

**Lecturer:** Jessica Dully [jdully@tcd.ie](mailto:jdully@tcd.ie)

**Timetable:** One 2-hour lecture per week

### **Module Overview:**

This module will provide students with an introduction to the scientific study of mind and behaviour, including the areas of social, cognitive, biological, and developmental psychology. Students will gain a foundation in major schools of psychological thought, including the humanistic, cognitive, and psychodynamic traditions. Mental health, including diagnostic and therapeutic elements, will be explored. Throughout the module, particular emphasis will be given to how psychological theories, principles, and research can be applied to real world situations.

### **Learning Objectives:**

Upon completion of this module, students should be able to:

- Understand key theories, concepts, and principles within the discipline of psychology
- Appreciate the contributions and criticisms of the major schools of psychological thought
- Understand the importance of evidence-based practice within psychology
- Discuss the potential for applications of psychological theory and research within community settings

### **Assessment:**

Michaelmas Term: One 2000 word essay (40% of overall grade)

Hilary Term: One 2-hour essay-based exam (60% of overall grade)

### **Module Outline:**

This module will include the following topics:

- History of the development of psychology, including the main schools of psychology
- Research and ethical principles in psychology

- An introduction to the neural basis of cognition
- Developmental Psychology (from early childhood to late adulthood)
- Individual Differences (theories and measurement of personality and intelligence)
- Cognitive Psychology (including memory and attentional processes)
- Abnormal Psychology (an overview of psychological disorder, including diagnostic and therapeutic approaches)
- Social Psychology (the psychology of interpersonal and group processes)

**Required Reading:**

Biswas-Diener, R., & Diener, E. (Eds.). (2019). Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers.

## SSU11020: Introduction to Social Policy: (10 ECTS)

### Lecturers:

Dr. Ayesah Émon [emona@tcd.ie](mailto:emona@tcd.ie)

Dr Catherine Conlon [conlonce@tcd.ie](mailto:conlonce@tcd.ie)

**Timetable:** Two 1 hour lectures per week plus one tutorial per week

### Overview:

This introductory module will run in both Michaelmas and Hilary term.

Michaelmas Term – Setting the Foundations. We will focus on concepts and constructs shaping the field of Social Policy. (Dr Ayesah Émon)

Hilary Term – Will introduce students to a range of social policy issues allowing students appreciate how these concepts and constructs manifest when applied to current social concerns and contexts such as ageing, crime, housing, families, youth among others. (Dr Catherine Conlon)

### Module Aims:

The *Introduction to Key Concepts in Social Policy* in the Michaelmas Term is a foundational course introducing students to the field of social policy, its origins, historical trajectory, connection with and presence in key aspects of our daily lives, as well as the way socio-political ideologies inform our values, beliefs and decisions about social life and social justice. Through an analysis of major theories and empirical developments in welfare state and social policy, we will address relevant contemporary issues such as globalisation and global politics, poverty, immigration, citizenship, health care, social justice, individual vs. state responsibility and so on. While the course focuses on Euro American models of social policy, comparative international perspectives will also be discussed. This module will equip students for deeper exploration of specific policy issues and debates as they progress in their study of social policy.

*Introduction to Key Issues in Social Policy* in the Hilary term looks at social policy *in action*. It considers how social policy is devised and implemented, asking how do issues come onto the agenda? Who are key policy actors? How do principles and ideologies encountered in the first semester feature in policy responses? What are the key national and supra-national institutions framing policy, and how is policy reviewed and evaluated? Students gain an insight into models for analysing the policy making process. They are introduced to a range of current social policy issues and instruments in place within the Irish, EU or international context addressing these issues to which they can apply this analytical model.



This module will equip students for deeper exploration of specific policy issues and debates as they progress in their study of social policy

### **Learning Outcomes:**

After this module you should be able to:

- Identify key principles and constructs influencing contemporary social policy in (post) welfare state contexts.
- Evaluate the architecture framing social policy and how local policy instruments and principles derive from international and supra-national frameworks as well as local frameworks and conditions.
- Assess with the help of basic conceptual tools, the premises and outcomes of social policy instruments.
- Recognise how social policy frames and responds to a range of contemporary social issues.

### **Key Readings:**

Alcock, P., May, M. and Wright, S. (2012) *The Students Companion to Social Policy*. Chichester: Wiley.

Considine, M., Dukelow, F. (2017) *Irish Social Policy: A Critical Introduction*, 2<sup>nd</sup> Edition. Bristol: Policy Press.

Dean, H. (2012) *Social Policy* (2<sup>nd</sup> Edition). Cambridge: Polity.

Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy*. London: Sage.

Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.

Blakemore, K., and Warwick-Booth, L. (2013) *Social Policy: An Introduction*. Fourth Ed. New York: McGraw Hill.

### **Assessment:**

#### **Michaelmas Term:**

Group project (20%)

Individual assignment (30%)

**Hilary Term:**

Essay (40%)

Presentation and contributions in tutorials (10%)

**Late Assignment Penalty:**

A penalty of 10% will be applied to students who submit essays late without an authorised extension.

### **ECU11011: Introduction to Economic Policy A (5ECTS)**

Module Description available via:

[https://www.tcd.ie/Economics/undergraduate/jf/intro-economic-policy\\_a/index.php](https://www.tcd.ie/Economics/undergraduate/jf/intro-economic-policy_a/index.php)

### **ECU11012: Introduction to Economic Policy B (5 ECTS)**

Module Description available via:

[https://www.tcd.ie/Economics/undergraduate/jf/intro-economic-policy\\_b/index.php](https://www.tcd.ie/Economics/undergraduate/jf/intro-economic-policy_b/index.php)

### **POU11021 Politics and Irish Society A (5 ECTS)**

Module Description available via:

[https://www.tcd.ie/Political\\_Science/undergraduate/module-outlines/jf/intro/politicsirishsociety-a-1920.php](https://www.tcd.ie/Political_Science/undergraduate/module-outlines/jf/intro/politicsirishsociety-a-1920.php)

### **POU11022 Politics and Irish Society B (5 ECTS)**

Module Description available via:

[https://www.tcd.ie/Political\\_Science/undergraduate/module-outlines/jf/intro/politicsirishsociety-b-1920.php](https://www.tcd.ie/Political_Science/undergraduate/module-outlines/jf/intro/politicsirishsociety-b-1920.php)

### **SOU11013: Introduction to Sociology 1 (5 ECTS)**

Module Description available via:

<https://www.tcd.ie/sociology/undergraduate/modules/jf/intro/index.php>

### **SOU11014: Introduction to Sociology 2 (5 ECTS)**

Module Description available via:

<https://www.tcd.ie/sociology/undergraduate/modules/jf/intro/index.php>

### **Optional Language Module GRU1150Y: BESS German 1 (10 ECTS)**

GRU1150Y Module Description is available upon request from Germanic Studies via [https://www.tcd.ie/Germanic\\_Studies/](https://www.tcd.ie/Germanic_Studies/) (Minimum entry requirement H4 Honours Leaving Certificate or C at A- Level)

### **Optional Language Module FRU11511 – BESS French Language & Civilisation (French Society) MT (5 credits) and FRU11512 – BESS French Language & Civilisation (French Society) HT (5 credits)**

Description is available via: <https://www.tcd.ie/French/about/>

Minimum entry requirement H4 Honours Leaving Certificate or C at A- Level

## **SSU11042 JF Practice Placement (10 ECTS)**

### **Aims of Placements in general**

- To develop social work practice skills.
- To integrate social work theory and practice.
- To acquire a working knowledge of services and community resources.
- To understand the tasks of social work and allied disciplines.
- To develop professional and ethical standards of practice.

### **Aims of the Junior Freshman Residential Summer Placement**

At the end of this placement, students will have gained:

- An experience of a total living situation where residents live in a cared-for environment.
- An insight into the daily experience of residents
- An opportunity to observe developmental behaviour and group interaction in residential care settings
- An understanding of residential care-work and of the role of care-workers
- An opportunity to identify care needs and how these are met in residential services.
- An opportunity to work as a team member under supervision.
- An opportunity to develop your communication and social-care skills.

### **Nature and Duration of the Junior Freshman Placement**

This placement is in an agency which provides full-time care for its residents. Although this is largely an observation placement, it provides an opportunity for you to share activities with residents and staff.

The aim is not for you to work as 'unpaid labour' doing only physical care or nursing tasks for which you are untrained, but rather to shadow or work alongside experienced care staff and to engage in social activities which increase your understanding of the experience and needs of residents and the work carried out by staff in residential care settings.

You should aim to work normal care-worker shifts and be supervised by a care-worker or social worker in the agency. You should have regular supervision sessions with your supervisor, or a senior colleague, to plan your work and to process your learning.

The placement lasts 6 weeks (30 working days or equivalent) *en bloc*, in the summer following JF annual examinations. The placement cannot be split or shortened.

## **Choice of Placement**

Placements are available in a variety of settings and locations, in Ireland or abroad. When arranging placements, the Fieldwork Coordinators take account of your wishes and special circumstances, and are always glad to hear of new agencies willing to accept students, but the ultimate responsibility for agreeing and arranging placements lies with the Fieldwork Unit acting on behalf of the School.

## **Preparation for Placement**

In preparation for the summer placement, you should:

- complete a Placement Request Form for the Fieldwork Coordinators
- prepare a Curriculum Vitae which can be sent to the placement, including:
  - Name, home / term address, phone-number, email
  - Date and place of birth, your stage in college
  - Summary of your education and employment record
  - Summary of your relevant voluntary or paid work experience
  - Summary of your interests, skills and achievements

## **Reading Time whilst on Placement**

As the Placement Project is designed to support your placement learning and to link theory and practice, time should be set aside on placement days to read and plan for the project. The recommended time is one half-day per week. The project is an assignment for college and, while supervisors and colleagues may help you with advice and information, the responsibility for data gathering and presentation is yours.

## Assessment of SSU11042 JF Placement

A Placement Project must be completed in order for students to satisfactorily pass this placement. Detailed guidelines on the content of this project are contained in the earlier section of this handbook entitled Placement Project.

### Student Placement Project Format

#### A. Introduction

- Briefly introduce the placement agency, its location and type of service it provides.
- State why you were interested in undertaking a placement in this agency and what you hoped to gain from it
- Briefly outline the structure of this project.

#### B. The Residential Unit

Describe the following:

- Type of unit. General location. Who owns / operates it. How long is it in operation?
- Physical facilities - very brief description of service objectives: People for whom unit caters; service it aims to provide
- Model of care: How the unit operates to achieve these aims.
- Finances: Who pays for service and how much it costs; Do residents get grants to offset costs and, if so, from whom? Are people admitted to the unit reliant on social welfare pension / benefits? How much of their pension is paid to the unit? Do parents subsidise the cost of care of their children?
- Residents: Age range. Needs catered for by this unit. How residents are referred to the unit and the extent to which they are involved in this decision? How long they can expect to stay. Do many move on / out? If so, where?
- Daily life for residents: Routines & activities. Involvement of families & friends. Going out / participation in the community. Do residents have care-plans and reviews?
- Staffing: Staff-resident ratios. Staff training. What staff regard as their major role. What they see as the major problem(s) in fulfilling that role.
- Would you like to live in the unit / send a loved one there? Explain why / why not. Assess quality of care in the unit from the perspective of residents and families.
- Assume that each resident will be assigned a key worker (care worker or social worker) and outline what her / his role would be.

### C. Profile of a Resident

Illustrate the discussion in Section B by **briefly** profiling an individual resident with whom you have had contact during placement:

- Your contact / relationship with the resident
- Source/s of information about the resident that you have used for the profile
- Age and social circumstances of resident (if known to you)
- Reasons for resident being in the unit
- Service offered to the resident in the unit
- Resident's perceptions of and response to care in the unit
- Future plans for / of resident

### D. Assessment of your work and learning

- Your role and responsibilities on placement
- Workload : the main work you did - on your own or with colleagues
- Other learning opportunities (eg: meetings, case conferences, observation visits)
- Supervision : frequency; main issues discussed and key learning points.
- Assessment of your learning - about yourself, residents, residential care, and the effectiveness of this placement as a learning experience.

### E. Bibliography

#### Guidelines for the Placement Project

- Section B should draw on your observations, discussion with staff and residents, and on your reading and lecture notes.
- Section C should draw on observation and conversation with resident or staff. However, be careful not to pry or to ask inappropriate, intrusive questions. If residents choose to talk with you about their personal circumstances or background to help you with your project, thank them and assure them that you will preserve their anonymity in anything you write.
- **When referring to individual residents, or their families, or to staff, change their names and disguise all identifying information to preserve their anonymity, and state in the report that you have done so. (See also section note on 'access to confidential information').**
- Recommended word-length: 2,500-3,000 words.
- Submit an electronic copy via Blackboard of the Project by Monday 29<sup>th</sup> June 2020.

## **Supervisor's Assessment of Student's Placement Performance**

Supervisors' reports should be completed on the report form included in Appendix III which is circulated to supervisors in advance of placement. Reports should be discussed with students before they are finalised and should be signed by both student and supervisor. The report from the placement supervisor will be stored on the student's file and may be shared with future placement supervisors and with future social work tutors.

Reports will address the following:

### **Personal Organisation**

- Reliability and good judgement when given responsibility
- Punctuality and personal organisation
- Constructive use of time in the agency
- Ability to perform routine tasks without close supervision
- Ability to tolerate, and work under, pressure

### **Relating to Service Users**

- Sensitivity towards residents
- Respect shown for residents' feelings and privacy
- Avoidance of discriminatory language or behaviour
- Clear and positive communication skills.
- Accurate listening and observation ability
- Constructive approach to activities with residents

### **Understanding Residential work**

- Recognition of factors influencing residents' mood or behaviour
- Awareness of when residents need help or attention
- Respect for confidentiality
- Understanding of the Unit's aims and procedures

### **Relating to Staff**

- Cooperation with staff; behaviour as a team-member
- Asking for help / advice when needed
- Accuracy in reporting back



### Competence at Specific Tasks:

- Please illustrate with reference to 2 or 3 examples

### Summary and Recommendation

- Student's strengths displayed on this placement.
- Any particular difficulties shown by the student on placement
- On the basis of placement performance, would you recommend this student as suitable for, and ready to continue, social work training?
- The Report must make a clear recommendation by the supervisor of Pass or Fail.

One electronic copy of the Supervisor's Report should be sent to the Field Unit [Fieldwork.Unit@tcd.ie](mailto:Fieldwork.Unit@tcd.ie) within a fortnight after the end of placement. NO HARD COPIES ARE REQUIRED.

### Exemption from residential placement by virtue of prior residential work.

Students with sufficient prior residential care work experience may be exempted from the JF summer placement. To gain exemption, complete the Placement Exemption Application Form in the Appendix I of this handbook and give details of the following:

- List of your residential care work experience with dates and hours worked.
- Line manager's reference from most recent residential care employment.
- These must be submitted to the Fieldwork Unit by **February 3<sup>rd</sup> 2020**.
- Practice Project: as above, but adapted to fit your work experience.
- Submission date: **Monday 29<sup>th</sup> June 2020**.

## **Volunteer Work: Gaining Practice Experience**

If you have no previous voluntary or paid social service experience, you are requested to undertake approximately 30 hours volunteer work during the year. Induction to volunteering and volunteering information packs will be provided in class during Michaelmas Term. Certification of required number of hours of voluntary work must be submitted to the School.

### **Examples**

**Examples** of volunteer work include:

- helping in a youth club or after school group; visiting older people living alone;
- befriending people with disabilities / people who are homeless or lonely;
- helping in a drop-in-centre; working on a crisis telephone line, etc.

### **Aims**

**Aims** of this requirement are to:-

- give you 'hands-on' experience of working with people in a befriending or support capacity
- help you learn at first-hand about the provision of a personal social service
- help you identify the basic ingredients of good practice
- help you draw links between your experience and issues discussed in class.

### **Choice**

A list of possibilities and contact people for volunteer work, both in college and outside, will be provided, but you can also use your own contacts.

### **Duration**

30 hours is a guideline and you are, of course, free to do more.

In order to gain the most from this volunteer experience, it should be **ongoing** - for example a regular weekly commitment of 2 - 3 hours - so that you have a chance to build relationships and to develop knowledge and skills over time. If you have the opportunity to do some work in holidays or at weekends that will be a bonus, but aim to maintain your involvement over a few months.

Aim to start by Study Week in Michaelmas Term.

## **Advice**

The Fieldwork Unit will advise you as needed. At the end of your involvement, ask a worker in the agency to complete the relevant form (which will be provided in the Volunteering Information pack early in Michaelmas term), confirming your activity and its duration, and submit this to the Fieldwork Unit in Trinity Term.

## **Guidelines for Volunteer work**

**Commitment** When you become a volunteer, you are making a commitment to turn up regularly and to act responsibly. So check out the nature of the work and the time involved, and be sure that you are able to make and keep that commitment. If you feel the work does not suit you, choose a different area of work that interests you more, that you will enjoy and maintain.

## **Preparation and Support**

Some agencies provide training and support meetings for volunteers and this is very valuable, as it will help you to learn and work more effectively. In all cases, check out whom in the agency you can consult when you need advice. Ensure you have someone to report to about what you are doing, so that you get the necessary feedback, advice and support.

## **Ethical Practice**

Volunteers, like professional workers, must act responsibly:

- **Reliability:** Turn up when you have promised to do so, and if unavoidably absent, make sure to let those involved know. Letting people down disrupts their arrangements and conveys a lack of interest in or concern for them.
- **Confidentiality:** You are likely to learn personal information about people you are befriending, and should not disclose this to others without permission, and even then only with discretion. But if you learn something that causes you concern for the welfare or safety of any individual, or for yourself, get advice from the person in the agency to whom you report, as soon as possible.
- **Maintaining appropriate boundaries:** A befriending relationship is friendly and informal and involves getting to know one another. But your involvement is time-

limited - you are not likely to become a friend for life, so be cautious about giving your address or phone number, or making commitments that you cannot keep.

- **Respecting difference:** Volunteer work involves working with fellow-volunteers, organisers and service users, any of whom may have very different backgrounds, beliefs and experiences from your own. Use the opportunity to learn about these differences in a respectful way.

Volunteering can often be rewarding and challenging at the same time. It should give you new ideas and experiences that you can bring for discussion in your social work classes. We hope that you will find it enjoyable, stimulating and confidence-building.

## **Health and safety**

### **Health Screening:**

Health screening requirements must be completed by all new students in the Bachelor in Social Studies.

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/students/orientation/assets/pdf/TCDHealthScreeningVaccinationBooklet201920.pdf>

### **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 also protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).

Hepatitis B vaccination will be arranged *en bloc* with College Health Service for Junior Freshman students. Students of other BSS years may arrange vaccination through their own GP or with College Health Service. Costs must be met by the students.

This year the Hepatitis B vaccination will take place on the following dates arranged by the Fieldwork Team and the College Health Service

**1st Vaccine- Monday the 14th October, 2-4 pm**

**2nd Vaccine- Tuesday the 12th November, 9.30 am-12.30**

**3rd Vaccine- Friday 10th April @ 2.00pm**

Those students, who have previously had Hep vaccine or have arrangements made for that vaccination elsewhere, must attend and bring written evidence of same. Cost is approximately €110 - €120 and free to those with medical cards.

A record must be submitted to the Field Work Team, prior to commencing placements.

The School reserves the right to refuse permission for a student to proceed to placement if there are concerns about immunization or any other relevant health-related issue.

### **Critical incidents**

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

### **Health Concerns**

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

### **Garda Vetting**

Agencies serving children and vulnerable people require staff and students to have Garda clearance. College will request the Garda Vetting Bureau to vet all students for criminal convictions and your Clearance should be available in time for your summer placement, though possibly not for your Volunteer Work.

If clearance is required for your Volunteer work, the agency may need to apply for Garda Clearance on your behalf. Be aware that this process takes time and may delay the start of your volunteering.

If you have lived in a different jurisdiction at any time, remember to request, well in advance, police clearance from the relevant police authority to cover that period as the Garda Vetting Bureau does not cover other jurisdictions. Police clearance certificates

from other jurisdictions should be submitted to the Admissions Office. Please remember to keep a copy for your records.

The School reserves the right to refuse permission for any student to proceed to placement where the Garda Vetting process is incomplete or where the Garda Vetting report raises concerns about the student's suitability for placement. In such circumstances, permission for the student to proceed to placement will be considered in the first instance by the Course Director in consultation with the Course Advisory Committee.

### **Access to Agency Held Information**

On placement, you may have access to confidential information about residents.

**Do not** take notes containing confidential or identifying information out of the unit, as the risk of losing this material can have serious implications for residents, for their families, and for unit staff. Your project should preserve **absolute confidentiality and anonymity** by disguising all identifying information about staff or residents, and will be treated as a confidential document by the School.

If you write about a resident or family member in your project use a pseudonym for them and do not reveal information such as their address.

## Guidelines for the Presentation of Written Work

### General Points

The following advice refers to *essay-type assignments*:

- Presentation of academic work is very important and affects grades. Good presentation includes clarity in meaning, argument and structure, and accuracy in terms used, numbers, spelling, grammar and referencing. Use feedback on your written work to help you improve presentation. Look out for study skills courses that are provided to all students free of charge in college and, if you need it, approach the College Learning Support Service for assessment and tuition.
- Blackboard module ACADEMIC SKILLS FOR SUCCESSFUL LEARNING is an online resource designed by Student Learning Development available to all students from <http://mymodule.tcd.ie/> It is highly recommended that you visit this website and use the resources that are available there when you are preparing written work and assignments.
- **Plan:** Answer the question and address a specific topic. Don't put down everything you know, unless it is clearly relevant. A good outline plan is vital. If you want to take a specific approach, say so, but show you are aware of other angles too.
- **Structure:** Structure your answer clearly, so that an argument emerges. Introductions and conclusions are important to outline and pull your argument together. New points or topics should be marked by a new paragraph. Avoid long paragraphs. Use sub-headings to signpost your argument.
- **Plagiarism** of any kind is unacceptable in academic work and is penalised (see next section for more details). Acknowledge every author or source that you quote or paraphrase, including text that is unpublished or from the internet. Signal quotations with quotation marks, page references, and indentation. Don't quote long passages. When paraphrasing, give the precise source and page reference.
- Each piece of work that you submit for marking must be original. You are not permitted to repeatedly submit the same piece of work for different assignments. **Unacknowledged reproduction of your own personal work is unacceptable so please avoid it.**
- Enjoy and benefit from working together in study groups, but do not produce 'clone like' essays. **All work must be your own.**

- In an effort to ensure that students are submitting their own work and that they are appropriately referencing the work of other authors, students will be required to submit all assignments through **Blackboard** which has software that detects plagiarism by comparing the work that is being submitted to previously submitted work and to internet-published material. Failure to submit through Blackboard will result in your assignment not being corrected or marked.
- Evidence: Be specific. Avoid vague generalisations such as "research shows". Refer to a named author or source to back up your statements.
- Reference carefully. Give each author's name, publication date, and page numbers which refer to the specific point or quotation, either in brackets after the reference eg: (Davies, 2002: 3) or in a numbered footnote.
- Bibliography: List all authors you have cited in a comprehensive bibliography. Do not include books you have read but not mentioned in your main text. The bibliography should be in alphabetical order by first author's name and in a consistent format which includes: author's name, year of publication, title of book, or title of article and journal, place of publication, and publisher - for example:
  - Davies, M. (ed) (2002). *The Blackwell Companion to Social Work*. Oxford:Blackwell.
  - Carroll, J. (2002). Play Therapy: the children's views. *Child and Family Social Work*, 7(3): 177-187.
- Presentation: Keep to recommended word lengths and state your word count on the front page of your assignment submission.
- Word-process all written work, print on one side of the page, and use margins that allow for the lecturer to insert short comments if they need to do so when marking.
- Proof-Read: Always check your work before handing it in, so you can correct mistakes in spelling, grammar and referencing. Run a spell-check and grammar-check. Careless presentation can spoil the impact of what you have written and lose you marks.
- Put your name on all pages, unless specifically told to do otherwise.



- Number the pages.
- State word count on front page of submission.
- Deadlines: Hand work in on time. If you are ill, tell the lecturer or your college tutor, and arrange an agreed extension. Mark penalties will be applied if work is submitted late without an agreed extension.
- Keep copies of all course work.

### **Referencing Guidelines**

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

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

### **Citations in the Text**

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

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

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

### **Quotes in the Text**

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

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

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

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

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

## **Reference Lists**

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

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

### **Journal article:**

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

### **Electronic information:**

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

Book with multiple authors

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

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

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

### **Chapter in an edited book**

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

#### Journal article - print

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

#### Conference Proceedings

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

#### Report/Government Reports

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

#### Thesis/Dissertation

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

#### Lecture

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

#### Electronic article

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

#### Newspaper article

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

## **Website**

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

## **Use of EndNote**

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

## **Guidelines for Essay- Type Examinations**

- Allow time to answer the required number of questions. Leaving one out loses you many marks.
- Base your answers on a clear plan and structure them with sub-headings.
- Include specific references to literature, not just the author's name.
- Avoid writing in note form, but if you are short of time, make your notes as full and explicit as possible, and remember to write a brief conclusion.
- Do not bring any material into the examination that is forbidden. Cheating in examinations is a serious offence in Trinity College.
- Be informed about and adhere to rules regarding the use of mobile phones or other electronic devices during examinations.
- If you feel unwell during an examination alert the invigilator.
- If you are unable to attend on the date and time of a scheduled examination, contact your college tutor immediately.
- If you are unable to attend an examination due to illness or health-related issues you will be required to produce a medical certificate to certify that you were not fit to attend the examination.

## Guidelines on Plagiarism

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

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> You should also familiarize yourself with the 2019-20 Calendar entry on plagiarism and the sanctions which are applied which is located at <http://tcd-ie.libguides.com/plagiarism/calendar> (also set out below)
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write> Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the coversheet declaration that you will be asked to sign at <http://tcd-ie.libguides.com/plagiarism/declaration>;
- (iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

## Coversheet Declaration

In line with the University policy on plagiarism, all Social Studies students are required to sign a coursework declaration form and return it to the School. Rather than asking you to add the declaration form to every assignment, essay, project or dissertation you submit, we ask that you complete the appended declaration form once at the beginning of the year and return a hard copy to the School drop box. **The deadline to return the form is noon on Tuesday October 1st, 2019.**

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

## Detection of Plagiarism

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

## College Regulations on Plagiarism

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

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

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

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

### ***University of Dublin Calendar Part II, 82 - 91***

#### ***“Calendar Statement on Plagiarism for Undergraduates - Part II, 82-91***

##### *82 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.*

##### *83 Examples of Plagiarism*

*Plagiarism can arise from actions such as:*

- (a) Copying another student's work;*

- (b) *Enlisting another person or persons to complete an assignment on the student's behalf;*
- (c) *Procuring, whether with payment or otherwise, the work or ideas of another;*
- (d) *quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;*
- (e) *Paraphrasing, without acknowledgement, the writings of other authors.*

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

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

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

#### *84 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.*

#### *85 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.*

#### *86 Avoiding plagiarism*

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



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

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

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

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

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

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

When using the work of others you must either

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

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

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

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

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

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

### **Resources for Students**

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

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

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

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

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

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

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

### **Resources for Academic Staff**

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

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

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

### **'Ready, Steady, Write'**

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

## **BSS Course Code of Conduct**

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

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

#### **Introduction**

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

#### **Expectations of Students**

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

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

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

The Bachelor in Social Studies course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. Students must e-

mail [Social.Studies@tcd.ie](mailto:Social.Studies@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 different context. This includes dress codes and appearance, for example, when appearing in court it would generally be the expectation that more formal attire is worn such as trousers with jackets, suits or skirts and jackets.
- Seek to promote policies and practices which are anti-oppressive.

A student whose behaviour does not meet the standards outlined above will be advised by the Course 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 a Student's place on the Bachelor of Social Studies Course**

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

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

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

### **Unacceptable Behaviours or Activities**

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

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

Professional and ethical practice requires that social workers and social work students respect the confidentiality of service users, carers, family members, colleagues and

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

### **Disciplinary Procedures**

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

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

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

In such situations, the following procedures will be followed:

The student's behaviour is brought to the attention of the Course 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 II, will apply. Students should seek support from their College Tutor.

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

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

### **Fitness to Practice**

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



## **BSS Prizes**

### **Pauline McGinley Prize**

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

**Value: c €100**

### **Marian Lynch Medal**

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

### **Anne Williams Memorial Prize**

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

**Value: c €172**

### **Mary Lynch Prize**

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

**Value: c €381**

### **Vivienne Darling Prize**

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

**Value: c €127**

# Appendix I: BSS Junior Freshman Residential Placement Exemption Application Form

## BSS Junior Freshman Residential Placement Exemption application

**Name of Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Email:** \_\_\_\_\_

I wish to be exempt from the JF residential placement, because of my previous substantial experience in residential care work as detailed below:

**Experience Details 1:**

<b>Dates From - To:</b>	<b>Agency Name and Location:</b>	
<b>Job Title:</b>	<b>Supervisor:</b>	
	<b>Hours per week:</b>	

**Role/ Main Tasks:**

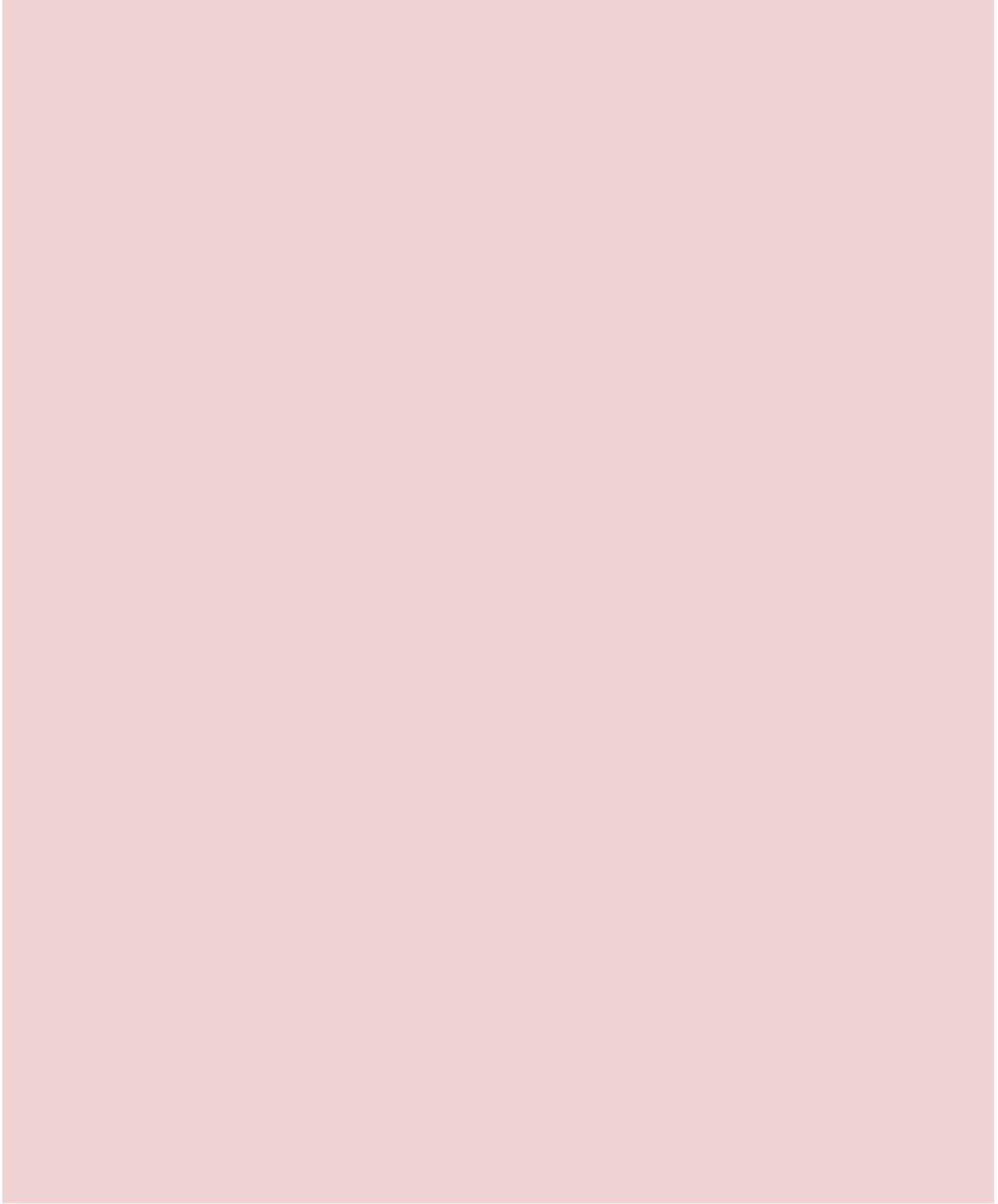
**Experience Details 2:**

<b>Dates From - To:</b>	<b>Agency Name and Location:</b>	
<b>Job Title:</b>	<b>Supervisor:</b>	
	<b>Hours per week:</b>	

**Role/ Main Tasks:**

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**Any Additional Residential Experience:**



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Please Submit to [Fieldwork.Unit@tcd.ie](mailto:Fieldwork.Unit@tcd.ie)

## Appendix II: Learning Agreement for BSS JF Students

### LEARNING AGREEMENT FOR BSS JF STUDENTS.

#### GENERAL INFORMATION

The aim of this placement is to sensitise social work students to the needs of service users, to best practice in residential care and to the challenges facing care staff. Social work students should gain an understanding of the world of residential care and their tasks should be primarily social, relational and observational.

Student:	Telephone:
Supervisor	Telephone:
Agency:	Telephone:
College Liaison Erna O'Connor/ Sinead Whiting	Telephone: (01) 8962627/8962991 Email <a href="mailto:erna.oconnor@tcd.ie">erna.oconnor@tcd.ie</a> / <a href="mailto:whitings@tcd.ie">whitings@tcd.ie</a>
Working Days:	
TOIL Arrangements:	
Sick Leave:	
Study Time:	
Dress Code:	
Health & Safety:	

#### LEARNING GOALS

Learning goals should be

Understanding of the Agency Setting

Understanding Experiences of Service Users

Communication Skills

Organisational Skills

Teamwork

Other learning goals appropriate to the setting and the student's learning needs:

#### STUDENT SUPERVISION

It is a preference of the course that supervision takes place weekly.

Supervision Arrangements:

Day:

Time:

Other Student Supports:

**STUDENT ASSESSMENT (please refer to Supervisor Report)**

Discuss and note the methods of assessment used by Supervisor and evidence of learning, skill development and work required.

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**Signatures**

Student:

Supervisor:

Date:

## Appendix III: Supervisor's Report on Junior Freshman 30 Day Block

### SCHOOL OF SOCIAL WORK AND SOCIAL POLICY

### SUPERVISOR'S REPORT ON JUNIOR FRESHMAN 30 DAY BLOCK

#### RESIDENTIAL PLACEMENT

The aim of this placement is to sensitise social work students to the needs of service users, to best practice in residential care and to the challenges facing care staff. Social work students should gain an understanding of the world of residential care and their tasks should be primarily social, relational and observational.

**Name of Student:**

**Name of Supervisor:**

**Job Title:**

**Name of Residential Unit:**

**Address of Unit:**

**Tel:**

**Email:**

**Dates of Placement:**

**Date for Submission of this report:**

Please Note:

This report form is completed by the person who supervises the student's work and the student should have an opportunity to discuss the content of the report before the end of placement.

As this is the student's first, largely observational, placement, the standard of performance to be expected of the student is of someone untrained, but who shows by his/her behaviour and approach to learning that she/he is ready for professional training.

The form uses a 6 point scale for most items:

*VG = very good*

*W = weak/inconsistent*

*G = good*

*VW = very weak/unacceptable;*

*OK = acceptable*

*A = not applicable/don't know*

Please email completed form to the Fieldwork Team via [Fieldwork.Unit@tcd.ie](mailto:Fieldwork.Unit@tcd.ie)

School of Social Work & Social Policy,

Room 3063, Arts & Social Science Building, Trinity College, Dublin 2 Tel: 01 8964579

**THANK YOU**

### Personal Organisation

	VG	G	OK	W	VW	NA
Reliability and good judgement when given responsibility						
Punctuality and personal organisation						
Constructive use of time in the agency						
Ability to perform routine tasks without close supervision						
Ability to tolerate and work under pressure						

Comments/ Examples:

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### Relating to Service Users

	VG	G	OK	W	VW	NA
Good-humour and sensitivity towards residents						
Respect shown for residents' feelings and privacy						
Avoidance of discriminatory language or behaviour						
Clear and positive communication skills						
Accurate listening and observation ability						
Constructive approach to activities with residents						

Comments/ Examples:

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### Understanding Residential Work

	VG	G	OK	W	VW	NA
Recognition of factors influencing residents' mood or behaviour						
Awareness of when residents need help or attention						
Respect for confidentiality						
Understanding of the Unit's aims and procedures						

Comments/ Examples:

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### Relating to Staff

	VG	G	OK	W	VW	NA
Cooperation with staff; behaviour as a team-member						
Asking for help/advice when needed						
Accuracy in reporting back						

Comments/ Examples:

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**Competence at Specific Tasks**

Please give specific examples:

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Student's approach to learning

Comments/ Examples:

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**Summary of Student's Strengths and Any Difficulties That Emerged on Placement:**

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**Recommendation:**

On the basis of placement performance, would you recommend  
\_\_\_\_\_ as suitable for and ready to continue social work training?  
\_\_\_\_\_

Signed:  
Supervisor

Date:

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**Comment by Student**

I have discussed this report with my supervisor

Yes

No

Signed:  
Student

Date:

## Appendix IV : Coursework Declaration Form



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

### UG DECLARATION

- I hereby declare that all submissions made during the academic year 2019/20 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>

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Student Name

Date

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Student Number

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Course

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#### **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 2019-20 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.

## **Appendix V : BSS Attendance Policy 2019/20**

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

'For professional reasons lecture and tutorial attendance in all years is compulsory for the B.S.S in the School of Social Work and Social Policy' (Calendar 2019-20, P.31)'

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'

This policy explains how attendance will be monitored and how poor attendance will be addressed.

### **Practice & Escalation Procedures - Lectures and Tutorials**

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

The BSS Course Director, Year Heads 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).

### **Reporting Absences During Teaching Term:**

Any student who is unable to attend a lecture or tutorial is obliged to contact the School by emailing [Social.Studies@tcd.ie](mailto:Social.Studies@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.

### **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 of 2 or more days must be made up in a purposeful manner negotiated with the Practice Teacher. If necessary, students may use some of their Reading Time allotment. If absence seems likely to be prolonged student, practice teacher and social work tutor should discuss the implications at the earliest possible time.

### **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 record with the B.S.S Course Director and Director of Teaching & Learning. Where students miss more than a third of a module in any term or fail to submit a third of the required course work in any term, the student's tutor will be contacted and will result in the student being returned to the Senior Lecturer as 'non-satisfactory'.

Students who are reported as 'non-satisfactory' will have this noted on their University record and transcripts. Students who are reported as 'non-satisfactory' to the Senior Lecturer for Michaelmas & Hilary terms of the same academic year may have permission to take annual examinations withdrawn.

### **Other Offences**

**It is the student's responsibility to sign the attendance sheet at each lecture / tutorial they attend. Attendance forms will not be updated by lecturers or school office staff at the request of students who forget to sign the attendance sheet during a lecture.**

**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 Director of Teaching & Learning and may be referred to the Fitness to Practice Panel or Junior Dean on disciplinary grounds.**

### **Notes**

\* This policy does not apply to lectures and tutorials delivered by the Departments of Economics, Sociology, Political Science, Social Policy.

\* Individual lecturers may implement their own attendance monitoring system if attendance forms part of an overall module mark.