



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

Handbook 2022-2023

V1



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Alternative formats of this handbook can be made available on request

Introduction

A warm welcome to Trinity College, to the School of Social Work and Social Policy, and to the start of your Bachelor in Social Studies (Hons) degree which is placed at level 8 on the National Framework of Qualifications (NFQ). 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. The good news is that much of this confusion soon dissipates as Trinity terminology starts to make more sense and you acquire some routine and normality. The first year of the programme 2022-23 is also distinctive in that it will involve much more distance and online learning than has occurred in previous years. As such, teaching will be a mixture of online and face-to-face sessions.

Whilst there will be a lot to get used to in the coming weeks, it is very important that you keep to deadlines, attend all classes and explain any necessary absences as your attendance will be carefully monitored both online and in-person. Don't forget also to actively engage in your classes, as without the participation of students, the learning experience will be limited.

Staff members in the School of Social Work and Social Policy are happy to help you by offering information or advice; and there are many other people in college who can help you, including your College Tutor. Read the handbook, check your 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. 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 Handbook¹ 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.

The School website can be found at: <https://www.tcd.ie/swsp/>

Your timetable can be found at: <https://www.tcd.ie/swsp/timetables/>

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

Dr Joe Whelan

Head of BSS Junior Freshman Year

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

International Students

We are delighted to welcome International Students to the School of Social Work and Social Policy at Trinity College Dublin, the University of Dublin. As Ireland's leading university, ranked 98th in the world (QS World University Rankings 2022) and 12th most international university in the world (Times Higher Education Ranking 2022), we at Trinity pride ourselves on being a global research-led university with a diverse and vibrant university community. Trinity Global provide a Welcome Guide for all international students that includes useful information on how we will support you and guidance on visas, immigration, finance and accommodation which we hope you find useful. The Trinity Global Experience team invite you to email any questions you have to the Global Room team at TCDGlobalRoom@tcd.ie or visit the Global Room's Facebook and Instagram pages.

Within the School, Dr Catherine Conlon is the Director for Global Engagement and Erin Paullin is the Global Officer. We are both here for any queries you have and to help you settle in and navigate your way through your time in the School. Key resources for international students at Trinity we encourage you to connect with are:

- [The Global Room](#), a welcoming student support hub and event space on campus for all Trinity students, managed by the International Student Liaison Officer. We encourage you to visit the space and engage with the lively community there.
- The Global Room service is supported by a team of [Global Ambassadors](#), students trained to help students with a wide range of queries ranging from immigration and accommodation practicalities to the basics of settling into life in Dublin and at Trinity. Check out the [Student Ambassador Blog](#)
- New Undergraduate Students are encouraged to join the new undergraduates Facebook group at: www.facebook.com/groups/299368552050505/about

Our Vice President for Global Engagement invites you to view her welcome message to all international students at the links below:

Youtube: <https://www.youtube.com/watch?v=bfyDTM-OadY>

Bilibili (China): www.bilibili.com/video/BV1wq4y187U1

We wish you an enriching experience as an international student here in the School and look forward to engaging with you during your time with us.



Catherine Conlon



Erin Paullin

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/ 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, support an application for 'time off books', assist with re-admission and 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.

Supports within School of Social Work and Social Policy

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

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

Practice Education Team

The practice education team co-ordinates the provision and development of practice-based education for social work students. They manage the selection, training and support of practice teachers for both the Bachelor in Social Studies (BSS) and MSW/P.Dip.SW programmes. They 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/>

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

Web: https://www.tcd.ie/Student_Counselling/

Email: 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. Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer will prepare an Individual [Learning Educational Needs Summary \(LENS\)](#) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS will be communicated to the relevant School via the student record in SITS.

Examination accommodation and deadlines

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

Student responsibilities for departmental assessments/course tests

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

Professional Learning Education Needs Summary - PLENS

Students with disabilities on the BSS programme, who are registered with the Disability Service and are in receipt of reasonable accommodations in College, should discuss implications for placement based learning with their Disability Officer. If required, they will be issued with a Professional Learning Needs Summary (PLENS) with recommended reasonable accommodations for placement. This should be discussed with the Practice Education team as part of the placement planning process.

Further information on placement supports offered by Trinity College Disability Service is available here: <https://www.tcd.ie/disability/services/placement-planning.php>

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

Student Learning Development

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

Library Facilities

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

Office Location: Ground Floor, Berkeley Library

Telephone: +353 1 8961807

Email: siobhan.dunne@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

The Staff of the School of Social Work and Social Policy are available to meet with students online via MS Teams, by phone or by email. To view a complete list of staff members in the School of Social Work and Social Policy please go to: <https://www.tcd.ie/swsp/people/>

Course Directors

| Title | Name | Email |
|--|--|--|
| Co Directors of Bachelor in Social Studies | Dr. Susan Flynn (Years 1 & 2) | Sflynn7@tcd.ie Tel (01) 8963241 |
| | Dr. Simone McCaughren (Years 3 & 4) | Smccaugh@tcd.ie Tel (01) 8962627 |

Course Year Heads

| Title | Name | Email |
|--------------------------|-------------------|---|
| Head of Junior Freshman | Dr. Joe Whelan | jwhelan9@tcd.ie Tel (01) 896 2065 |
| Head of Senior Freshman | Dr. Ruth Elliffe | relliffe@tcd.ie |
| Head of Junior Sophister | Dr. Michael Feely | mfeely@tcd.ie Tel (01) 8964101 |
| Head of Senior Sophister | TBT | |

Professional Staff

| Title | Name | Email |
|---|----------------|--|
| Executive Officer BSS Years 1 & 2 i.e. Junior and Senior Freshman | Amanda Antunes | antunesa@tcd.ie |
| Senior Executive Officer BSS Years 3 & 4 i.e. Junior and Senior Sophister | Mairead Pascoe | pascoem@tcd.ie |

Head of School

| Title | Name | Email |
|--|--|--|
| Head of School of Social Work and Social Policy | Dr. Stephanie Holt Professor of Social Work | sholt@tcd.ie Tel (01) 8963908 |

Director of Undergraduate and Learning (Undergraduate)

| Title | Name | Email |
|--|-----------------|---|
| Director of Teaching and Learning (Undergraduate) | Dr. Julie Byrne | Byrnej18@tcd.ie el (01) 8964648 |

Practice Education Team

| Title | Name | Email |
|---|--------------------|--|
| Practice Learning Development and Placement Co- ordination | Dr. Erna O'Connor | erna.oconnor@tcd.ie |
| | Ms. Sinead Whiting | sinead.whiting@tcd.ie |
| Executive Officer Practice Education | Ms Jen Kelly | swpractice.ed@tcd.ie |

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 |
|---|---|

Course Committee

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

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

Staff – Student Liaison

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

BSS Student Representatives

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

Bachelor in Social Studies Practice Panel

A Practice Panel exists, consisting of experienced practitioners with a commitment to, and interest in, practice teaching. The panel members review 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 2022/23 members are:

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

External Examiner

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

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: Communication, Collaborative Practice and Teamworking
- Domain 3: Safety and Quality
- Domain 4: Professional Development Domain
- Domain 5: Professional Knowledge and Skills

(www.coru.ie)

Aims and Objectives of BSS

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 of BSS

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 challenges practice that does not.
 11. engage in continuing professional development including further study.

Teaching and Learning Methods

We would ask all students to adhere to the safety protocols when on campus for in-person teaching activities or student club and society events, i.e., mask wearing, hand washing, cough etiquette and to maintain social distancing. Please do not congregate outside lecture or tutorial rooms after your classes; we would ask you to exit the building immediately after your event has finished. When term starts on 12th September (or 26th September for first years), students will be permitted on campus for any in-person events that they are involved in. Access to campus will be via a valid student ID card.

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 timetable which runs from 26th September – 18th December 2022 and a Semester 2 timetable which runs from 23rd January – 23rd April 2023.

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 2022 - 2023 contains information about the regulations governing examinations, as well as the conventions determining the award of grades in examinations, in the Bachelor in Social Studies degree programme.

This Booklet is available to download from the School of Social Work and Social Policy Website via <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.

85-100

EXTRAORDINARY

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

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

----- o -----

Second Class, First Division

II.1

60-69

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

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

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

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

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

----- o -----

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.

----- O -----

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.

----- O -----

Fail - 1st Division

F1

30-39

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

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

----- O -----

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 teaching (both online and in-person) and practice (whether in-person or remote). This is a requirement of both the College and the Health and Social Care Professionals Council (CORU). Any student who is unable to attend a lecture or tutorial (whether online or face-to-face) is obliged to explain the reason for his/her absence and likely duration within 48 hours of the first day of absence. If a student is absent from a face-to-face lecture or tutorial, they are obliged to record the reason via SEAtS. If a student is absent from an online lecture or tutorial, they are obliged to email antunesa@tcd.ie (Junior and Senior Freshman) or pascoem@tcd.ie (Junior and Senior Sophister) to explain the reason and likely duration. In the case of sickness or exceptional personal circumstances, a limited amount of non-attendance may be allowed if the Course Committee (in consultation with tutor and practice teacher when on placement) is satisfied that the relevant course or practice work can be compensated. Attendance – both online and in-person - will be monitored in all social work modules, lecturers will also report to the Year Head 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 IV of this handbook).

Punctuality Students are expected to attend online and face to face lectures, tutorials and placement days on time. While on placement, students should also be on time for appointments with clients and colleagues. If students are completing some aspects of their placement remotely due to the Covid-19 pandemic it is still necessary to maintain punctuality.

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 honored whether working remotely or in the office.

Participation

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

Peer Support and Respect

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

Deadlines for Assignments

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

Submission of Coursework

Students 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. 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 ECU11031, ECU11032, 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 practice – education 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.

Online Student Code of Conduct

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

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

Netiquette

Netiquette is a term coined to describe the commonly accepted norms and behaviours used

when communicating in online environments.

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

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

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

1. Typing in 'all caps' (all upper case letters) denotes anger when communicating online. A message delivered in all caps is likely to be read as if sent in an aggressive tone. When possible, refrain from using all caps, even when emphasising certain words in sentences (italics may be used as an alternative for emphasis).

2. Emoticons, also known as emojis, are commonly used in online communication to transmit the tone in which the message was sent. Emoticons/emojis can take the form of a series of characters or be little images of faces which aid in the transmission of the sender's facial expression when communicating. For example:

'I got a great result in my first assignment. Yay! 😊'

'I am unable to attend this evening due to work commitments, sorry. :-(

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

3. Be careful when using irony and sarcasm online. This can be easily misinterpreted by those receiving your message.

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

Other tips for effective online communication

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

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

Privacy considerations

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

Note that information presented or shared throughout the course, from the academics and fellow students, should not be used for any purpose other than the course itself. Do not present others' opinions as your own and also make sure not to present content shared on the course for any other purpose outside of the course. Those deemed to have transgressed these privacy measures are liable to be disciplined by the School.

BSS Junior Freshman Academic Year Structure 2022/23

| Cal. Wk. | Dates 2022/23 | 2022/23 Academic Year Calendar | Term / Semester |
|----------|------------------|---|---|
| | (Week Beginning) | | |
| 1 | 29-Aug-22 | | ←Michaelmas Term begins / Semester 1 begins |
| 2 | 06-Sep-22 | | |
| 3 | 13-Sep-21 | | |
| 4 | 19-Sep-22 | Orientation (UG new First Years) | |
| 5 | 26-Sep-22 | Teaching and Learning | |
| 6 | 03-Oct-22 | Teaching and Learning | |
| 7 | 10-Oct-22 | Teaching and Learning | |
| 8 | 17-Oct-22 | Teaching and Learning | |
| 9 | 24-Oct-22 | Study Week | |
| 10 | 31-Oct-22 | Teaching and Learning | (Monday, Public Holiday) |
| 11 | 07-Nov-22 | Teaching and Learning | |
| 12 | 14-Nov-22 | Teaching and Learning | |
| 13 | 21-Nov-22 | Teaching and Learning | |
| 14 | 28-Nov-22 | Teaching and Learning | |
| 15 | 05-Dec-22 | Teaching and Learning | |
| 16 | 12-Dec-22 | Assessment* | ←Michaelmas term ends Sunday 18 December 2022/Semester 1 ends |
| 17 | 19-Dec-22 | Christmas Period - College Closed 23 Dec 2022 to 2 Jan 2023 inclusive | |
| 18 | 26-Dec-22 | | |
| 19 | 02-Jan-23 | | |
| 20 | 09-Jan-23 | Assessment* | |
| 21 | 16-Jan-23 | Marking/Results | ←Hilary Term begins / Semester 2 begins |
| 22 | 23-Jan-23 | Teaching and Learning | |
| 23 | 30-Jan-23 | Teaching and Learning | |
| 24 | 06-Feb-23 | Teaching and Learning | (Monday, Public Holiday) |
| 25 | 13-Feb-23 | Teaching and Learning | |
| 26 | 20-Feb-23 | Teaching and Learning | |
| 27 | 27-Feb-23 | Teaching and Learning | |
| 28 | 06-Mar-23 | Study Week | |
| 29 | 13-Mar-23 | Teaching and Learning | (Friday, Public Holiday) |
| 30 | 20-Mar-23 | Teaching and Learning | |
| 31 | 27-Mar-23 | Teaching and Learning | |
| 32 | 03-Apr-23 | Teaching and Learning | (Friday, Good Friday) |
| 33 | 10-Apr-23 | Teaching and Learning | (Monday, Easter Monday) |
| 34 | 17-Apr-23 | Revision | ←Hilary Term ends Sunday 23 April 2023 |

| | | | |
|--|-----------|---|---|
| 35 | 24-Apr-23 | Trinity Week | ←Trinity Term begins |
| 36 | 01-May-23 | Assessment* | (Monday, Public Holiday) |
| 37 | 08-May-23 | Marking / Results | |
| 38 | 15-May-23 | Marking / Results | |
| 39 | 22-May-23 | JF Placement Starts Mon 22 nd May until Friday 30 th June. | |
| 40 | 29-May-23 | | ←Trinity Term ends Sunday 4 June 2023 / Semester 2 ends. |
| 41 | 05-Jun-23 | | |
| 42 | 12-Jun-23 | | |
| 43 | 19-Jun-23 | | |
| 44 | 26-Jun-23 | | |
| 45 | 03-Jul-23 | Summer Period^ | |
| 46 | 10-Jul-23 | | |
| 47 | 17-Jul-23 | | |
| 48 | 24-Jul-23 | | |
| 49 | 31-Jul-23 | | |
| 50 | 07-Aug-23 | | |
| 51 | 14-Aug-23 | | |
| 52 | 21-Aug-23 | | |
| *Note: additional/contingency days may be required outside of the formal assessment / reassessment weeks. | | | |
| ^Reassessment may be scheduled within the Summer Period | | | |

BSS Junior Freshman Course Structure 2022/23

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

| Module | Course | Semester | ECTS |
|---------------------|--|----------|-----------|
| ECU11031 | Introduction to Economic Policy A | 1 | 5 |
| ECU11032 | Introduction to Economic Policy B | 2 | 5 |
| POU11021 | Politics and Irish Society A | 1 | 5 |
| POU11022 | Politics and Irish Society B | 2 | 5 |
| SOU11013 | Introduction to Sociology 1 | 1 | 5 |
| SOU11014 | Introduction to Sociology 2 | 2 | 5 |
| SSU11030 | Introduction to Social Work | 1&2 | 10 |
| SSU11010 | Introduction to Psychology | 1&2 | 10 |
| SSU11051 | Introduction to Social Policy Concepts | 1 | 10 |
| SSU11042 | JF Placement | Summer | 10 |
| Total ECTS = | | | 70 |

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.

Building, Bonding and Bridging Groups (BBBGs)

The course will also offer JF students the experience of attending a building, bonding and bridging group: There will be four meetings of the BBBGs during term, three in semester 1 and two in semester 2. It is hoped that the meetings will be held face to face on campus. 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 a total of 4 meetings with Junior Freshman students in the Michaelmas and Hilary terms in year one. Students will be divided into 6 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 including any repercussions of the Covid-19 pandemic: 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.

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: Exam (70%) |
| SSU11010 | Introduction to Psychology | Michaelmas Term: 5 quizzes (5%) and 1 essay (2000 words) (45%) Hilary Term: 5 quizzes (5%) and 1 essay (2000 words) (45%) |
| SSU11051 | Introduction to Social Policy Concepts | Essay: 90% Presentation:10% |
| SSU11042 | JF Placement | Volunteer Work : Certification of 30 hours of volunteering. Placement within a supported living / alternative care setting: Both the Placement and the Placement Project must be passed in order to proceed to your Senior Freshman year. |

See individual module outlines for further detail on assessments.

Language Options

It may be possible for students to take a French or German language module 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. If you are interested in taking a language module, please contact the School Office during week commencing Monday 26th September 2022. Enrolment will be subject to spaces being available on the module and there being no timetable clashes.

Module Outlines

SSU11030: Introduction to Social Work: (10 ECTS)

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|---------------------------------|--|
| Module Name | SSU11030: Introduction to Social Work |
| Module Lecturer(s) | Dr Susan Flynn SFLYNN7@tcd.ie |
| Module aims | This module, delivered across Michaelmas and Hilary Terms, aims to provide 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. |
| Module learning Outcomes | <p>On successful completion of this section of the module, students should be able to:</p> <ul style="list-style-type: none">• 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, fields of practice, foundational competencies, and be able to 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 supported living/ alternative care services in Ireland. |

| | |
|------------------------------|--|
| | <ul style="list-style-type: none"> • Illustrate an understanding of the implications of professional accreditation, regulation and statutory registration for qualified social work practitioners. |
| <p>Module Content</p> | <p>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 satisfying standards of proficiency and upholding the code of conduct and ethics, and practicing in accordance with the best interests of service users is emphasised. Foundational practice competencies such as understanding legislation and responsibilities relating to candour, disclosure and confidentiality will be taught. Through reflection on the position of marginalised service users, a particular focus is given to the nature and form of supported living / alternative care in Ireland.</p> <p>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.</p> |

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| | <p>Module Topics include:</p> <ul style="list-style-type: none"> • 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 / alternative care in Ireland, and the need for person-centred approaches. • Implications of statutory registration and regulation of the profession. |
| <p>Teaching and learning format</p> | <p>The module will be delivered through a mix of lectures and tutorial work. Students will also be asked to engage with learning resources provided on the relevant module Blackboard page. Vignettes will be used to encourage critical thinking about scenarios that could be encountered in practice.</p> |
| <p>CORU domains of proficiency addressed</p> | <p>1. Professional Autonomy and Accountability (Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17,1.18)</p> <p>2. Communication, Collaborative Practice and Teamworking (Standards 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12, 2.13, 2.15)</p> <p>3. Safety and Quality (3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.14)</p> <p>4. Professional Development (4.2, 4.3, 4.4, 4.5)</p> <p>5. Professional Knowledge and Skills (5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23, 5.24)</p> |
| <p>Assessment</p> | <p>Michaelmas Term: Essay (30%) Hilary Term: Exam (70%) 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</p> |

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| | work. |
| Re-assessment | Students who fail the assessment will be reassessed by way of a written assignment. |
| Indicative bibliography (if available) 4-5 titles max. | <p>Skehill, C. (2011). <i>History of Social Work in the Republic of Ireland</i>. OUP.</p> <p>Davies, M. (ed) (2013) <i>The Blackwell Companion to Social Work</i>. 4th edn. Blackwell Publishers. Chapter 6.2.13, p.451; Chapter 6.2.24, p.492; and book 2, The Human Life-Cycle.</p> <p>Banks, S. (2012) <i>Ethics and Values in Social Work</i>. 4th edn. Macmillan International Higher Education.</p> <p>Wilson, K. (2011) <i>Social Work: An Introduction to Contemporary Practice</i>. 2nd edn. Prentice Hall.</p> |
| Useful web-based content | For this module, a reading list has been created through Trinity's 'myreadinglist' function. Please access this through the module blackboard page. |
| Relevant Journals | <p>British Journal of Social Work</p> <p>Journal of Social Work</p> <p>Journal of Social Work Practice</p> <p>International Social Work</p> <p>European Journal of Social Work</p> <p>Child and Family Social Work</p> <p>Qualitative Social Work</p> <p>Child Care in Practice</p> <p>Child Abuse Review</p> <p>Child Abuse & Neglect</p> <p>Child Maltreatment</p> <p>Child and Youth Services Review</p> <p>Disability and Society</p> |

SSU11010: Introduction to Psychology: (10 ECTS)

| | |
|---------------------------------|---|
| Module Name | Introduction to Psychology (SSU11010) |
| Module Lecturer | Mr Harvey McCone mcconeh@tcd.ie |
| Module aims | <p>This module aims to 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. Material will be discussed with an emphasis on critical analysis and the application of theory in real world situations.</p> |
| Module learning Outcomes | <p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none">• 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 |
| Module Content | <p>This module will include the following topics:</p> <ul style="list-style-type: none">• History of the development of psychology, including the main schools of psychology• Research and ethical principles in psychology• 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) |

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| | <ul style="list-style-type: none"> • Social Psychology (the psychology of interpersonal and group processes) |
| Teaching and learning format | Weekly in-person lectures, as well as a number of additional tutorials spread across both semesters. |
| CORU domains of proficiency addressed | 5.3: Have a critical understanding of sociology, psychology, human growth and development, health, law, economics and political science |
| Assessment | <p>Michaelmas Term: 5 quizzes (5%) and 1 essay (2000 words) (45%)</p> <p>Hilary Term: 5 quizzes (5%) and 1 essay (2000 words) (45%)</p> |
| Re-assessment | Students who fail the module overall will be reassessed by way of an additional essay. |
| Indicative bibliography (if available) 4-5 titles max. | <ul style="list-style-type: none"> • Biswas-Diener, R., & Diener, E. (Eds.). (2019). Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. • Kalat, J. W. (2017). <i>Introduction to Psychology</i>. Cengage Learning. • Marcus, G. (2006). <i>The Norton psychology reader</i>. WW Norton & Co. |
| Useful web-based content | <p>https://digest.bps.org.uk/</p> <p>https://www.psychologytoday.com/ie</p> <p>https://www.scientificamerican.com/mind/</p> <p>https://www.ted.com/playlists/173/fascinating_psych_experiments</p> <p>https://courses.lumenlearning.com/waymaker-psychology/</p> <p>https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf</p> |
| Relevant Journals | Useful databases for relevant journal articles include PsycINFO and PsycArticles. |

SSU11051: Introduction to Social Policy Concepts: (10 ECTS)

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| Module Code | SSU11051 |
| Module Name | Introduction to Social Policy Concepts |
| ECTS Weighting | 10 ECTS |
| Semester Taught | Semester 1 |
| Module Co-ordinator | Dr Catherine Conlon conlonce@tcd.ie |
| Module Content | |
| <p>The Principles of Social Policy module introduces you to the dynamic field of Social Policy and is designed to provide you with a critical knowledge and understanding of the principles that underpin social policy affecting all citizens' lives.</p> <p>Throughout this module, you will develop an appreciation of the influences that have shaped the development of social policy to allow you understand directions being taken by diverse governments in relation to policies targeted at social welfare and well-being.</p> <p>You will learn to critically examine principles at work in diverse policy contexts and identify differences in approaches to social policy to facilitate a deeper appreciation of the breadth and hybrid nature of the subject area. A key focus will be to examine the interaction of state, market, family and individuals in providing for and enhancing welfare and well-being at the social level.</p> <p>This module equips students to recognise how ideology, politics and values influence and shape social policy and to question patterns, assumptions and normative concepts and constructs generated by social policy.</p> <p>You will explore multiple concepts shaping social policy across national and international contexts. The module is designed to provide learners with key foundational concepts to prepare you for deeper exploration of specific policy issues and debates throughout your studies of social policy.</p> | |
| Module Learning Outcomes: | |
| <p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand and conceptualise the remit of social policy 2. Identify the relationship and interface between historical, social and political developments and the evolution of social policy 3. Articulate the contested nature of rights, entitlements, welfare and social justice 4. Recognise the extent to which social policies are influenced by social and political values 5. Appreciate key ideological, social, cultural and political factors shaping contemporary social policy at national and international level. 6. Understand the extent to which history, ideology and politics come together to form normative concepts shaping social practices and policy measures. | |
| Teaching and Learning | Lectures, tutorials, practical classes involving students |

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| methods | analysing a policy initiative in groups | | | |
| CORU domains of proficiency addressed | 1. Professional Autonomy and Accountability (Standards 1.1, 1.2) | | | |
| Assessment details | Assessment Component | Assessment Description | % of total | Week due |
| | Presentation | Groups of 4 leading tutorial discussion on assigned reading. | 10 | 6-8 & 10-14 (as per TCD academic year calendar) |
| | Essay | 2000 word end of semester essay. | 90 | 16 (TCD academic year calendar) |
| Reassessment requirements | Students who fail the module will be reassessed by an essay of 3000 words in the supplemental period. All supplemental assessments must be resubmitted during the college supplemental examination period. | | | |
| Contact Hours and Indicative Student Workload | <p>For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest:</p> <p>Class (lecture & tutorial) attendance and participation: 27 hours</p> <p>Time spent reviewing instructional material (notes & assigned readings): 20 hours</p> <p>Time spent on further recommended reading: 20 hours</p> <p>Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 20</p> <p>Researching current social policy issues to inform class discussion and written assessment: 10</p> <p>Preparation to lead class discussion for assessment: 3 hours</p> <p>Drafting and finalising writing of essay for written assessment: 20 hours</p> <p>TOTAL: 110</p> | | | |
| Recommended Reading list | <ul style="list-style-type: none"> Alcock, P., Haux, T., May, M. and Wright, S. (2016) <i>The Students Companion to Social Policy</i>. Chichester: Wiley. Considine, M., and Dukelow, F., (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2nd Edition. Bristol: Policy Press. | | | |

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| | <ul style="list-style-type: none">• Dean, H. (2012) <i>Social Policy</i> (2nd Edition). Cambridge: Polity.• Dwyer, P., and Shaw, S. (2014) <i>An Introduction to Social Policy</i>. London: Sage.• Kennedy, P. (2013) <i>Key Themes in Social Policy</i>. London: Routledge. |
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ECU11031: Introduction to Economic Policy A (5ECTS)

Module Description available via: https://www.tcd.ie/Economics/undergraduate/jf/intro-economic-policy_a/index.php

ECU11032: Introduction to Economic Policy B (5 ECTS)

Module Description available via: 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-2021.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-2021.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>

SSU11042 JF Practice Placement (10 ECTS)

Introduction

Practice-based education is an integral part of the Bachelor in Social Studies programme.

The coordination of student placements is the responsibility of the school's Practice Education team. Decisions regarding allocation of placements is taken on the basis of the student's learning needs, prior experience and areas of interest. By the end of the four-year degree programme students should have gained experience working in a range of settings and with a range of clients. Placements in the Junior and Senior Freshman years are pre-professional placements that provide an essential foundation in the development of key skills prior to undertaking professional social work placement in the Junior and Senior Sophister years of the programme.

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 Placement in a Supported Living / Alternative Care Setting

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 setting
- An understanding of residential care-work and of the role of care-workers
- An opportunity to identify care needs and how these are met within the service.
- 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 supported living / alternative 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 and some students may opt to take their placement abroad. When arranging placements, the Practice Education Coordinators take account of your wishes and any special circumstances. The Practice Education Coordinators are always glad to hear of new agencies willing to accept students, but the ultimate responsibility for agreeing and arranging placements lies with the Practice Education Unit acting on behalf of the School.

Preparation for Placement

The Practice Education Coordinators deliver Preparation for Practice-Based Learning classes to help prepare you for your placement. These classes take place in both the first and second semester of your Junior Freshman year. You are also required to complete a Placement Planning Form in advance of placement allocation where you have the opportunity to identify your learning needs and indicate your preferences in relation to the sector where you would like to undertake your placement.

In preparation for the Junior Freshman supported living/alternative Care placement:

- Attend all preparation for placement lectures for module SSU11042.
- Complete a Placement Planning Form. This form is used to guide the Practice Education Coordinators in allocating an appropriate placement for each student. Decisions regarding placement allocation are taken on the basis of the student's learning needs, prior experience and areas of interest. Placement planning is carried out in consultation with students and the course team and in the context of available placement opportunities.
- Prepare a Curriculum Vitae which can be sent to the placement, including:
 - Name, home / term address, phone-number, tcd email
 - 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

Please follow the guidance for completing your Curriculum Vitae which is provided here: <https://www.tcd.ie/Careers/students/applying/cv.php>

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 below.
- Recommended word length: 2,500-3,000 words maximum.

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. Supported Living / Alternative Care Setting.

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 Service User

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

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

D. Assessment of your work and learning

- Your role and responsibilities on placement
- Workload : the main work you engaged with- 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, service users, supported living / alternative 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 **TBC**.

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 Care Practices in Supported Living / Alternative Care

- 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 Practice Education team via swpractice.ed@tcd.ie within a week after the end of

placement. NO HARD COPIES ARE REQUIRED

Grading Placement Performance: Pass/Fail

Placement Supervisors are asked to indicate clearly in their Evaluation whether or not they are recommending a Pass. This recommendation carries great weight with the Court of Examiners. Confirmation or modification of the recommendation by the Court of Examiners is based primarily on evidence provided by supervisor and student in their reports but may also draw on evidence from the Practice Education team, JF year head and other relevant sources.

Pass Grade

- Pass is merited when the student has accomplished agreed placement tasks to a satisfactory standard for the relevant stage of training.
- Borderline Pass: If a student only just reaches a satisfactory standard, special note should be made of difficulties demonstrated, to ensure that the next placement enables the student to progress in these areas.

Fail Grade

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

F1 applies in the following situations:

- The student has not clearly reached required standards, but has demonstrated the capacity to improve, and needs additional time to progress.
- The student has displayed personal or health problems which impacted negatively on their practice and / or professional behaviour
- The placement did not afford the student sufficient opportunity to demonstrate the required skills.
- Performance has been deemed satisfactory, but the student's placement project has failed or has not been submitted.

F2 applies where:

- The student has not reached a satisfactory standard (e.g. has displayed serious difficulty in accomplishing agreed placement tasks or has acted in a seriously non-professional manner)
- and
- has demonstrated no obvious signs of being able to do so in the short-term.

Placement Supervisors may recommend F1 or F2, but the Court of Examiners must ratify it.

Regulations for 'Failed' Placements

- Students receiving an F.1 are normally allowed a repeat placement, providing they are fit to proceed.

- Students receiving an F.2 may be allowed a repeat placement if they have approached the failed placement in a serious manner and are willing to work on the identified difficulties before and / or during the repeat placement.
- If the referred (repeat) placement is failed (F.1 or F.2), permission to proceed to the Senior Fresh year and Senior Fresh placement, will not be granted.
- The School Fitness to Practise and / or Fitness to Study procedures may apply in cases where there is concern about the student's fitness to proceed to a further placement.
- Normal College Appeals Procedures apply.

Learning Agreement

Learning Agreements are drafted and agreed by student and placement supervisor . They set the initial agenda for placements and the baseline for reviewing progress at the end.

The Learning Agreement which is included in Appendix I should be attached to the placement report.

It includes:

- Names of Student and Placement Supervisor
- Name of Agency and address of placement
- Name of Group Tutor / Cluster Leader
- Placement dates
- Working hours / days for student and time-in-lieu arrangements
- Transport, travel, expenses, accommodation, dress code etc
- Student's skills and experience to date
- Learning Objectives: personal, professional and agency specific goals.
- Learning opportunities on this placement
- Workload
- Induction arrangements and recommended preparatory reading
- Supervision frequency and duration; preparation required
- Student assessment (direct and indirect evidence)
- Any personal issues that might impact on the placement

The Learning Agreement (appendix I) and Student Placement Log (appendix V) should also accompany the Placement Supervisor's Evaluation.

Volunteer Work: Gaining Practice Experience

If you have no significant previous voluntary or paid social service experience, you are requested to undertake a minimum of 30 hours of volunteer work during the year. Students who already have significant previous experience can apply for an exemption to this requirement. Volunteering undertaken during your transition year in school is not sufficient to allow for an exemption. Induction to volunteering and volunteering information packs will be provided in class during Semester 1.

Details of where you intend to undertake your volunteering and the days and times you will attend for volunteering must be submitted to the Practice Education team by reading week of Semester 1.

Certification of required number of hours of voluntary work must be submitted to the School prior to commencing your JF placement.

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.

Some **examples** of suitable 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 of this requirement are to:-

- give you an opportunity to engage in 'hands-on' experience of working with people in a befriending or support capacity
- help you learn first-hand about the value of building positive relationships when working with people
- 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.

Minimum Requirement

30 hours is a minimum 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 you should aim to maintain your involvement over a few months.

Aim to start by Reading Week in Michaelmas Term.

At the end of your involvement, you should ask a worker in the agency to complete the relevant form (which will be provided in the Volunteering Information pack early in Semester 1), confirming your activity and its duration. This form needs to be submitted to the Practice Education team in Semester 2, before your JF placement commences.

Guidelines for Volunteer work

Commitment When you become a volunteer, you are making a commitment to turn up regularly and to act responsibly. You should check out the nature of the work and the time commitment involved, so that you can be certain that you are able to make and keep that commitment. It is helpful to volunteer in an area that interests you, where you will enjoy the work and are more likely to maintain your commitment.

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.

However, 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.

The volunteering requirement will be discussed in your preparation for practice classes in Semester 1. Should you need any additional advice about volunteering the Practice Education team will be happy to advise you as needed.

Health and safety

Students should adhere to the health and safety guidance of the agency where they are on placement. Students will be required to submit a signed declaration in advance of placement confirming that they will adhere to the college policies and guidance while on placement. All students MUST adhere to all TCD and local agency Covid-19 protocols. Failure to do so will be taken very seriously and will result in disciplinary procedure.

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/Health%20Screening%20Form%202022%202023%20.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.

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

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

With this in mind:

- It is expected that students will be vaccinated against Covid-19 in line with public health recommendations. Many placement sites require students to be vaccinated against Covid-19 and failure to have a Covid-19 vaccination may impact upon your ability to undertake placements, including mandatory professional placements at this

time. If you do not intend to have a Covid-19 vaccine you should contact the course directors and placement coordinators to discuss the implications of this

- The School will require Hepatitis B vaccination, after College Registration.
- The School recommends that students are 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 Practice Education Team and the College Health Service:

1st Vaccine, 2nd November 2022 9.30-12.30pm (all appointment based)

2nd Vaccine, 2nd December 2022 9.30-12.30pm (all appointment based)

3rd Vaccine, 4th April 2023 14.00-16.30pm (all appointment based)

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 Practice Education 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 Practice Education team and the Junior Fresher Year Head 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 Head of Junior Freshman and Course Directors 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

Citations in the Text

References should include the author, (by surname only) followed by year of publication in brackets in the text. e.g. Whelan (202) 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; Whelan, 2021; Dukelow and Considine, 2017) or (Holt, 2002; Torode *et al.*, 2001; Clarke, 2000).

Quotes in the Text

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

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

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

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

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

Reference Lists

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

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

Journal article:

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

Electronic information:

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

Book with multiple authors

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

Book with an editor and a revised edition:

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

Chapter in an edited book

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

Journal article - print

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

Conference Proceedings

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

Report/Government Reports

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

Thesis/Dissertation

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

Lecture

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

Electronic article

Foreman, M. (2009) 'HIV and Direct Provision – Learning from the Experiences of Asylum Seekers in Ireland' *Translocations, Migration and Social Change* (online), 4(1) pp.67-85 Available :http://www.translocations.ie/volume_4_issue_1/index.html (Accessed 14 Sept 2009)

Newspaper article

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

Website

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

Use of EndNote

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

Guidelines on Plagiarism

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

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism>. You should also familiarize yourself with the 2022-23 Calendar entry on plagiarism and the sanctions which are applied which is located at <http://tcd-ie.libguides.com/plagiarism/calendar> (also set out below)
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the coversheet declaration that you will be asked to sign at <http://tcd-ie.libguides.com/plagiarism/declaration>;
- (iv) Contact your College Tutor, Junior Freshman Head of Year, 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 and return a soft copy **to the School Office via antunesa@tcd.ie**. **The deadline to return the form is noon on Monday 10th October 2022.** The Coursework Declaration Form can be found in Appendix III 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 Junior Freshman Head of Year 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](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 **Websites**

that help with English and grammar include <http://owl.english.purdue.edu>

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

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

Resources for Academic Staff

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

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

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

'Ready, Steady, Write'

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

BSS Course Code of Conduct

Code of Conduct and Disciplinary Procedures

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

Introduction

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

Expectations of Students

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

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

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

Bachelor in Social Studies course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. See Appendix IV.
- 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. The Course Coordinator may also assist in handling the matter. 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 / Appeals Procedures

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

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

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

Fitness to Practice

The full text of the Fitness to Practice Policy can be found on the College website and can be accessed here

<https://www.tcd.ie/about/policies/fitness-to-practice-policy.php>

All students are expected to read the College policy as it applies to matters relating to students' fitness to practice trades or professions during their courses of student and after graduation, and in particular, applies to matters relating to students' fitness to participate in clinical or other placements which are an essential component of their course of study.

Fitness to Study

The full text of the Fitness to Study Policy can be found on the College website and can be accessed here

[https://www.tcd.ie/about/policies/assets/pdf/Fitness to Study Policy 2018.pdf](https://www.tcd.ie/about/policies/assets/pdf/Fitness_to_Study_Policy_2018.pdf)

All students are expected to read the College policy as it applies to matters relating to students' fitness to perform activities associated with attending and participating in College; this includes students' ability to function in College, to perform activities associated with attending College, to proceed with their courses of study (including placements), and to participate in their courses (including placements) to the standards required by the College.

BSS Prizes

Pauline McGinley Prize

This prize was instituted in 2013 to honour the memory of Pauline McGinley, Bachelor in Social Studies graduate of 1996 who died in 2012. The prize is to be awarded, on the recommendation of the Sophister Year Heads, 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: Learning Agreement for BSS JF Students



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

School of Social Work
and Social Policy

BSS Junior Fresh Learning Agreement

Supported Living/ Alternative Care Placement

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

| | | |
|---------------------------------|--------------|--|
| Placement dates: (From – To) | | |
| Agency name and postal address: | | |
| Contact Details | Telephone | Email |
| Student | | |
| Practice Teacher | | |
| College Contact | | |
| Sinéad Whiting Erna O'Connor | 086 067 9563 | sinead.whiting@tcd.ie erna.oconnor@tcd.ie |

| | |
|------------------------|--|
| Placement Arrangements | Students should complete approximately 225 hours on placement over 6 weeks. This usually consists of 4.5 days on site and 0.5 days reading time that students conduct off site. Students usually work the shift patterns of paid staff. Where agencies routinely roster staff on for overnights, or 12 hour shifts, students can meet their 225 hours requirement in this way. |
|------------------------|--|

| | |
|-----------------------------|--|
| Working Days | |
| Daily Hours | |
| Study time | |
| Sick Leave | |
| TOIL arrangements | |
| Dress code | |
| Health and Safety protocols | |

| | |
|---|--|
| Learning Goals | Students should identify learning goals under each of the headings below and with their supervisor identify learning opportunities that can help them address these learning goals |
| Understanding of agency setting | |
| Understanding of experiences of service users | |
| Communication skills | |
| Organisational skills | |
| Teamwork | |

| | |
|---|--|
| Other learning goals appropriate to the setting and the students learning needs | |
|---|--|

| | |
|----------------------------|--|
| Student Supervision | It is a preference of the course that supervision takes place weekly |
| 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 |
| | |

| | |
|-------------------|--|
| Signatures | |
| Student | |
| Supervisor | |
| Date | |

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



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

School of Social Work
and Social Policy

SUPERVISOR'S REPORT ON JUNIOR FRESH 30 DAY BLOCK SUPPORTED LIVING/ALTERNATIVE CARE PLACEMENT

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

Name of Student:

Name of Supervisor:

Job Title:

Name of Service:

Address:

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 students' first, largely observational, placement, the standard of performance to be expected of the students is of someone untrained, but who shows by their behaviour and approach to learning that they are 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 the completed form to fieldwork.unit@tcd.ie within 14 days of placement completion

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: | | | | | | |

Relating to Service Users

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

Understanding Supported Living/Alternative Care Work

Recognition of factors influencing service users' mood or behaviour
Awareness of when service users need assistance
Respect for confidentiality
Understanding of the service's aims and procedures
Comments/ Examples:

| VG | G | OK | W | VW | NA |
|----|---|----|---|----|----|
| | | | | | |
| | | | | | |
| | | | | | |

Relating to Staff

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

| VG | G | OK | W | VW | NA |
|----|---|----|---|----|----|
| | | | | | |
| | | | | | |
| | | | | | |

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

Recommendation:

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

Signed:

Date:

Supervisor

Comment by Student

I have discussed this report with my supervisor

Yes

No

Signed:

Date:

Student

Please email the completed form to fieldwork.unit@tcd.ie

[Thank You.](#)

Appendix III : Coursework Declaration Form

UG DECLARATION

- I hereby declare that all submissions that I will submit during the academic year 2022/2 will be entirely my own work, free from plagiarism and will not have been submitted as an exercise towards a degree at this or any other university
- I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>
- I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

Student Name

Date

Student Number

Course

Note to Students

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

We ask you to take the following steps:

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

Appendix IV : BSS Attendance Policy 2022/23

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

Requirements and expectations

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

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

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

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

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

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

SEAtS software

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

Reporting Absences

Any student who is unable to attend a lecture or tutorial (whether online or face-to-face) is obliged to explain the reason for his/her absence and, if the absence is likely to continue beyond the initial absence, provide a sense of the likely duration. Students should seek to do this within 48 hours of the first day of absence. If a student is absent from a face-to-face

lecture or tutorial, they are obliged to record the reason for this absence via the SEAtS application. If a student is absent from an online lecture or tutorial, they are obliged to email: antunesa@tcd.ie (Junior and Senior Freshman) or pascoem@tcd.ie (Junior and Senior Sophister) to explain the reason and likely duration where absences are likely to continue beyond the initial absence. In the event students foresee a difficulty with further attendance, they should contact their College Tutor and/or their Year Head to discuss options and supports.

Unsatisfactory Attendance and Consequence

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

Absences on placement

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

Appendix V: Placement Log

All students must complete this log each day of placement, including reading/study days. You should specify hours on placement each day and the total number of placement hours completed that week. Please provide a brief outline of the work undertaken, indicating if the work was undertaken on-site or off-site.

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

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

Weekly Placement Log

| Student Name | Practice Teacher | Placement | Tutor | Total Placement Hours |
|--------------|------------------|-----------|-------|-----------------------|
| | | | | |

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

Student Signature:

Practice Teacher Signature:

Date:

Appendix VI: Student Consent Protocol when Acting as a Service User in Learning Activities

Purpose

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

Scope

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

Background

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

Procedure

Each student's consent to participate in such activities is sought in writing at the beginning of each academic year.

The student consent form should be submitted to the Course Administrator ([link to Consent Form](#)). A class list indicating each student's consent decision is collated by the Course Administrator and shared with the Year Head and relevant academic staff.

The Year Head will ensure that students are aware of this protocol and explain the reasons for using such learning activities and seeking their consent. The Year Head will encourage students to contact them if they wish to discuss any aspect of consent and may connect the student with support services where relevant.

If students choose to either not give consent or withdraw consent, this may have implications for their learning progression.

Lecturers and course staff will explore the issues impacting on a student's reluctance to engage with the particular learning activity.

Lecturers and course staff may consider referrals to student supports such as Disability Services, Counselling and or Teaching and Learning supports.

