



**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 2 Senior Fresh**

**Course Handbook 2019-2020**

**V1.0**



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

## Introduction

Welcome to Senior Fresh year. We hope you will find it enjoyable and rewarding.

This year you will have more social work-related classes, a greater focus on social work skills and, at the end of the year, a 10-week, full-time placement, so the sense of being on a professional social work course should be stronger.

As the timetable is quite full, you will need to be well organised and to keep to deadlines for written work. As this is a professional course, you are required to attend all classes throughout the year. You should find that more of your classes are interactive this year, and the more you participate, the livelier the year will be for everyone.

There are no end-of-year examinations in SF year, and all courses will be assessed by coursework. This will enable you to begin your summer placement in late April and to complete it by July. Although you have no annual examinations, Senior Freshman year is the year in which you can sit Scholarship examinations and we encourage you to consider this option. In recent years, BSS students have been successful in achieving the distinction and rewards of a college scholarship.

This Handbook<sup>1</sup> aims to give you the basic information you need to find your way about the BSS course this year - for example:

- module content
- written requirements for the year and advice about format
- information about your summer placement
- placement guidelines

Further information will be available in class and on the School website.

You should also check your Student Portal regularly for changes to the timetable, etc. The School website can be found at: <http://www.socialwork-socialpolicy.tcd.ie/>

Your timetable can be found at: <http://socialwork-socialpolicy.tcd.ie/timetables/>

Your feedback on all aspects of the programme is, as always, very welcome.

Good luck and enjoy the year.

Professor Robbie Gilligan  
Head of BSS Senior Freshman Year

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

## General Information

### Emergency Procedure

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

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

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

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

### Data Protection for Student Data

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

### Student Feedback and Evaluation

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

### College Maps

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

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

## Student Supports

### College Tutor

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

### School Cluster Leaders

In your Senior Fresh year (2<sup>nd</sup> Year) you will be assigned a School Cluster Leader, who is the person primarily concerned with your progress during the Senior Freshman Placement. **Tutorial** meetings will be held with your School Cluster Leader and other members of your student group prior to and during the placement (if possible).

The Group tutorials aim to:

- promote and support your learning during placement.
- provide a link between practice & academic courses, placement & College
- afford you group support of fellow students.

### Social Work Tutor

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

### Fieldwork Education Team

The fieldwork team co-ordinates the provision and development of practice-based education for social work students. They manage the selection, training and support of practice teachers for both the Bachelor in Social Studies (BSS) and MSW/P.Dip.SW programmes. They provide practice teacher training and support courses; they also offer guidance to tutors and develop initiatives to promote practice teaching at agency and team levels. Using a reflective learning approach they prepare students for



placements and help them develop their learning objectives through scheduled class seminars prior to placement.

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

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

### **Student Counselling Services**

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

**Phone:** (01) 8961407

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

### **Support Provision for Students with Disabilities**

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

### **Examination accommodation and deadlines**

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

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

### **Student responsibilities for departmental assessments/course tests**

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

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

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

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

Students are encouraged to speak with the placement co-ordinator if they are unsure of any needs for placement supports. Students can be referred back to Disability Service for placement planning supports, if and when required. More Information on placement supports offered are linked [here](#)

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

**More detailed text on placement planning and supports can be found at the following link:** <https://www.tcd.ie/disability/services/placement-planning.php>

## **Student Learning Development**

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

## **Library Facilities**

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

Office Location: Ground Floor, Berkeley Library

Telephone: +353 1 8961807

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

## **Financial Assistance**

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

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

## General Programme Information

### Course Directors

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

### Course Year Heads

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

### Administration

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

### Head of School

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

### Director of Undergraduate and Learning (Undergraduate)

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

### School Fieldwork Team

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

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

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

### School Office Location and Opening Hours

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

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

- Chair, BSS Course Director, Dr Stan Houston (Michaelmas Term) Dr Michael Feely (Hilary Term)
- Head of School, Dr Stephanie Holt,
- Director of Teaching & Learning (Undergraduate), Dr Stan Houston
- Professor of Social Work , Robbie Gilligan
- Assistant Professor in Social Work & Fieldwork Officer, Dr Erna O Connor
- Assistant Professor, Social Policy, Dr Catherine Conlon
- Assistant Professor in Social Work, Ms. Eavan Brady
- Assistant Professor in Social Work, Dr Susan Flynn
- Part-time social work tutor representative
- Part-time lecturer representative
- Student representatives (BSS Years 1-4 )

## Staff – Student Liaison

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

## BSS Student Representatives

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

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

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

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

The Practice Panel 2019/20 members are:

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

### **External Examiner**

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

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

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

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

- Domain 1: Professional autonomy and accountability
- Domain 2: Interpersonal and professional relationships
- Domain 3: Effective communication
- Domain 4: Personal and professional development
- Domain 5: Provision of quality services
- Domain 6: Knowledge, understanding and skills

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

### Aims and Objectives

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

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

### Knowledge Base

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



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

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

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

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

### **Value Base**

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

### **Skills Base**

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

### **Challenges**

Social work practice challenges practitioners in many ways.

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

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

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

### **Programme Learning Outcomes**

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

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

Specifically, graduates will be able to:

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

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

### **Teaching and Learning Methods**

As the programme intake is restricted to 45 students, a range of teaching methods are used, which maximise the opportunities offered by the small class size. Methods will include lecture, seminar and workshop formats and the use of discussion, small group exercises, student presentations, and micro skills teaching involving video and role-play together with online modules. The different teaching methods to be used are identified in individual course outlines.

### **Timetable**

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

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

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

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

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

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

## School of Social Work and Social Policy Marking Scale

**First class honors**

**I**

**70-100**

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

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

**70-76**

**EXCELLENT**

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

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

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

**77-84**

**OUTSTANDING**

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

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

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

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

----- 0 -----

**Second Class, First Division**

**II.1**

**60-69**

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

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

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

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

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

----- 0 -----

**Second Class. Second Division**

**II.2**

**50-59**

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

qualities:

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

----- 0 -----

**Third Class Honors**

**III**

**40-49**

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

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

class answer tends to be weak in the following ways:

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

----- 0 -----

**Fail - 1st Division**

**F1**

**30-39**

*Answers in the range usually contain some appropriate material (poorly organised) and some 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.

----- 0 -----

**Fail – 2nd Division**

**F2**

**0-29**

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

## Course Expectations

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

The following are therefore course requirements:

### Attendance

**Students are expected to attend all components of the course consistently.** Full attendance is considered essential for both academic (including tutorial) and practice components, and is a requirement of both the College and the Health and Social Care Professionals Council (CORU). Any student who is unable to attend a lecture is obliged to contact the school by e-mailing [Social.Studies@tcd.ie](mailto:Social.Studies@tcd.ie) as early as possible on the first day of their absence and to give an estimate of its probable duration. In the case of sickness or exceptional personal circumstances, a limited amount of non-attendance may be allowed if the Course Committee (in consultation with tutor and practice teacher when on placement) is satisfied that the relevant course or practice work can be compensated. Attendance will be monitored in all social work modules, lecturers will also report to the Course Executive officer when attendance is low, students arrive late to class or leave early. A BSS Attendance Policy explains how attendance will be monitored and how poor attendance will be addressed. (See Appendix IV of this handbook).

### Punctuality

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

### Reliability

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

## Participation

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

## Peer Support and Respect

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

## Deadlines for Assignments

Students must observe all published deadline dates, which are final and have the status of examination dates. Course work submitted beyond the final deadline may be penalised at the rate of 5% marks per week or part thereof, past the submission date. The Course Director will make the final decision on such sanctions. All assignments for modules with a prefix of SS must be submitted to Blackboard as per instructions under the 'submission of Coursework' section below.

Course Regulations and the **Code conduct** required of course participants are outlined on page 103 - 107, as are disciplinary procedures.

## Submission of Coursework

All coursework must be submitted on Blackboard no later than the deadline set by the lecturer. No hard copies for module codes with a prefix of SSU (for example SSU22102) will be accepted by the School Office. All submissions made to blackboard must be in PDF format in order to retain the original format submitted by the student. Students are responsible for ensuring their coursework is submitted on time.

Any modules which do not belong to this School (i.e. Modules ECU22021 and SOU22011, SOU22012) are not subject to the above regulations and instead must be submitted in line with the advice from the relevant department.

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

**Word Count:** Where a maximum and minimum word count is provided students may receive a 5% penalty on the overall assignment mark if their word count is not within this range or the assignment may be returned to the student for a re-submission and capped at a mark of 40%.



## Student's expectations of staff

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

Should include the following:

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

## BSS Senior Fresh Academic Year Structure 2019/20

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

34	13-Apr-20	BSS SF Pre Placement Week (Teaching)	
35	20-Apr-20	Private Study	
36	27-Apr-20	BSS Senior Freshman Placement	
37	04-May-20		
38	11-May-20		
39	18-May-20		
40	25-May-20		
41	01-Jun-20		
42	08-Jun-20		
43	15-Jun-20		
44	22-Jun-20		
45	29-Jun-20	Research / Summer Break	
46	06-Jul-20		
47	13-Jul-20		
48	20-Jul-20		
49	27-Jul-20		
50	03-Aug-20		
51	10-Aug-20		
52	17-Aug-20		
53	24-Aug-20	Reassessment Contingency Days: 24 <sup>th</sup> – 28 <sup>th</sup> Aug inclusive)	
1*	31-Aug-20	Reassessment Week for Semesters 1 and 2 of Academic Year 2019/20	
<b>*Note: Calendar week 1 of Academic Year 2020/21</b>			
Assessment Dates listed : <a href="https://www.tcd.ie/academicregistry/exams/">https://www.tcd.ie/academicregistry/exams/</a>			

## BSS Senior Fresh Course Structure 2019/20

BSS Senior Fresh students must take the following modules totaling 80 ects

<b>Mandatory Modules (65 ects)</b>		
<b>Module</b>	<b>Course</b>	<b>ECTS</b>
SSU22070	Social Work Theory and Practice	10
SSU22082	Psychology for Social Workers	10
SOU22011	Introduction to Social Research 1	5
SOU22012	Introduction to Social Research 2	5
SSU22031	Crime and Irish Society	5
SS22091	Introduction to Family Law	5
SSU22102	Law for Social Workers	10
SSU22061	SF Social Policy Topics	5
SSU22112	Senior Freshman Placement	15
<b>Students must select 10 Credits from the following modules</b>		
SSU22042	European Refugee Policy	5
SSU22022	Housing Policy	5
TE	Trinity Elective	5
ECU22021	*Economy of Ireland A	5
ECU22022	*Economy of Ireland B	5
*Students wishing to enroll for Economy of Ireland <u>must</u> enroll for both ECU22021 and ECU22022		
<b>Total ECTS =</b>		<b>80</b>

BSS SF Students may be required to sit examinations at the end of Michaelmas Term however should not be required to sit examinations at the end of Hilary Term in the Hilary Term because the BSS SF Placement may overlap with the College Hilary Term Assessment Week. Instead, in the Hilary Term, SF BSS students should be assessed by written assessment. The end of year result is based on continuous assessment of coursework and examinations completed during the academic year and the outcome of the Practice Placement which is completed after the annual placement in the summer.

## **Module Choices – Change of Mind**

Students who wish to change their module choices may do so up until 5pm on Friday 13th September 2019. Students should note that module changes will be subject to availability of places and timetabling constraints. If you wish to change modules please email [Social.Studies@tcd.ie](mailto:Social.Studies@tcd.ie)

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

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

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

## **Workload related to ECTS**

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

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

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

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

<b>Mandatory Modules (65 ects)</b>		
<b>Module</b>	<b>Course</b>	<b>Assessment Type</b>
SSU22070	Social Work Theory and Practice All Year	50% - Project which takes the form of either a Community Area Profile or a Community Project Profile.  <b><i>Due dates: TBC</i></b>  50% Essay for Social Work Values, Theory and Skills  <b><i>Due dates: TBC</i></b>
SSU22082	Psychology for Social Workers Semester 2	Journal Assignment posting on Blackboard based on short video watched in class: 350-500 words (25%). <b><i>Due TBC</i></b>  Child observation study: Word count 2,000– 2,500 (75%). <b><i>Due TBC</i></b>
SOU22011	Introduction to Social Research 1 Semester 1	See Module Outline
SOU22012	Introduction to Social Research 2 Semester 2	See Module Outline
SSU22031	Crime and Irish Society Semester 1	Assessment is by four 500 word journals (100%)  <b><i>Due Date: TBC</i></b>
SSU22091	Introduction to Family Law Semester 1	Assessment is by one 2,500 – max 3,000 word essay (worth 100%)  <b><i>Due Date TBC</i></b>
SSU22102	Law for Social Workers Semester 2	Assessment is by one 2,500 – max 3,000 word essay (worth 100%)  <b><i>Due Date TBC</i></b>

SSU22061	Critical Analysis & Argument Development Semester 1	Development of two learning journal entries (90%) Complete 10 learning journal tasks (10%) <b>Due Date TBC</b>
SSU22112	Senior Freshman Placement Semester 2	Practice Project and Supervisors Report <b>Due Date: Monday 13<sup>th</sup> July 2019.</b>
<b>Optional Modules</b>		
SSU22042	European Refugee Policy Semester 2	The core assessment for this module is an analysis of four recent, major journal articles in the field of refugee studies. Students must discuss each article in tutorial and write a 500 analysis afterwards (i.e. 2,000 words in total). <b>Due dates: TBC</b>
SSU22022	Housing Policy Semester 2	One essay worth 100% <b>Due date: TBC</b>
TE	Trinity Elective	See Trinity Elective Website <a href="https://www.tcd.ie/trinity-electives/">https://www.tcd.ie/trinity-electives/</a>
ECU22021	*Economy of Ireland A Michaelmas Term	See Module Outline
ECU22022	*Economy of Ireland B Hilary Term	See Module Outline

**See individual module outlines for further detail on assessments.**

## Module Outlines (Mandatory Modules)

### SSU22070: Social Work Theory and Practice: (10 ECTS)

This full-year course comprises the following modules:

- (A) Community Work
- (B) Social Work Values, Theory and Skills
- (C) Preparation for Placement
- (D) Health Related Social Work
- (E) International Social Work 1
- (F) Introduction to Child Protection

<b>(A)Community Work</b>
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**Kirsten Byrne**

This section of the module commences in Semester 2

#### **Community Work**

This module introduces community work theories, models and approaches and seeks to provide students with an understanding of current trends and developments in the community and voluntary sector

#### **Aim**

To introduce through interactive teaching methods key principles of Community Work and Community Development

#### **Module Learning Objectives**

##### **By the end of the module students will:**

- Be familiar with various models and approaches to community work and community development and their application in a community based social work context
- Have gained an understanding of the value base of community work and its relationship to social work values and principles
- Have developed an understanding of community work skills and principles
- Have gained an understanding of the role of community work within the context of the Primary Health Care system as well as in a broader national context
- Students will have an understanding of group facilitation skills and will have gained knowledge of the factors that contribute to effective meetings



- Students will have gained an understanding of the dynamics of domestic violence and of the role of community work in responding to this issue
- Students will have gained an understanding of the history of community work in Ireland and will be familiar with current trends and developments in the sector
- Students will have an understanding of the manner in which community work can enable dissent and influence change
- Students will develop an understanding of the value of the community development approach in addressing the health and social care needs of ethnic minority groups e.g. the 'Roma' ethnic minority group.
- Students will gain an understanding of the 'inter-agency approach' to service provision from a 'social determinants of health perspective'.

### **Topics include**

- Definitions of community work
- What is community?
- The Primary Care Model and community participation
- Models, approaches and principles of community work
- Role of a community worker and the community based social worker
- Community work skills including group facilitation and effective meetings
- Profiling the community and community agencies

### **Teaching and Learning Methods will include**

Group Discussion

Small Group Exercises

Role Play

Case Studies

The first lecture will give a clear outline of the lecture themes for all planned lectures. Lectures will include a mix of learning methods and a class fieldtrip will also be incorporated into the lectures.

### **Assessment:**

The module is assessed by a Project (50% value of overall module result) which takes the form of **either** a Community Area Profile **or** a Community Project Profile.

The project is conducted in groups of 2 - 4 (no more than 4). It is designed to help you apply community work theory and to develop key community work skills such as data gathering, analysis, networking and collaboration. Class discussion of project work will form part of the learning context. Further information on the required format is available at the end of this module description.

## Essential Reading

Lynch, D., & Forde, C. (2016). 'Moral distress' and the beginning practitioner: preparing social work students for ethical and moral challenges in contemporary contexts. *Ethics and Social Welfare*, 10(2), 94-107.

Forde, C., & Lynch, D. (2013). Critical practice for challenging times: social workers' engagement with community work. *British Journal of Social Work*, TET091.

Lynch, D., & Forde, C. (2006). Social work within a community discourse: Challenges for teaching. *Social work education*, 25(8), 851-862.

Das, C., O'Neill, M., & Pinkerton, J. (2015). Re-engaging with community work as a method of practice in social work: A view from Northern Ireland. *Journal of Social Work*, 1468017315569644.

Jacob, D. & Kirwan, G., The Tallaght Roma Integration Project: Working for Inclusion in Health Care through a Community Development Model, Dublin, Tallaght Roma Integration Project, January, 2016, p1 - 38, Notes: [This publication was supported with funding from the Health Service Executive National Social Inclusion Office.], Report, PUBLISHED [TARA](#)

Kirwan, G. & Jacob, D., Addressing barriers to healthcare access for Roma: A community development approach, *Administration*, 64, (2), 2016, p157 - 177, Notes: [Special Edition on 'Reflections on the Provision, Organisation and Management of Social Care in Ireland'], *Journal Article*, PUBLISHED <http://www.degruyter.com/view/j/admin.2016.64.issue-2/admin-2016-0020/admin-2016-0020.xml>

## Reading List

Alinsky, Saul (1971) *Rules For Radicals: A Pragmatic Primer for Realistic Radicals*. Vintage Books.

Banks, S. (2011) 'Re-gilding the ghetto: Community Work and Community Development in 21<sup>st</sup> century Britain' (Chap. 10) in *Radical Social Work Today: Social Work at the crossroads* (Ed. Lavalette, M.) The Policy Press.

Carroll, M. and Lee, A. (2005) *Community Work: A Specialism of Social Work?* In *Social work in Ireland: historical perspectives* (Eds, Kearney, N. and Skehill, C.) Institute of Public Administration, Dublin, pp. ix, 236.

Community Workers Co-operative (2008). *Towards Standards for Quality Community Work*. (Online) Available at [www.cwc.ie](http://www.cwc.ie)

Coulshed, V. and Orme, J. (2012) *Social work practice: an introduction* (Ch. 13 – working with communities), Palgrave Macmillan, Basingstoke.

Ferguson, I. and Woodward, R. (2009) *Radical Social Work in Practice*, The Policy Press, Bristol. Ch. 7

- Fook, J. (2002) *Social Work: Critical Theory and Practice*. London: Sage.
- Freire, P. (2004) *Pedagogy of hope: reliving Pedagogy of the oppressed*, Continuum, London.
- Gilchrist, A. (2009) (2nd ed.) *The Well-Connected Community: A networking approach to community development*, The Policy press, Bristol
- Hardcastle, D. et al. (2011) *Community Practice: Theories and Skills for Social Workers*. Oxford University Press.
- Hawtin, M & Percy-Smith, J. (2007) (2<sup>nd</sup> Ed.) *Community Profiling: A practical guide*. Open University Press.
- Jackson, A & O' Doherty, C (2012) *Community Development in Ireland: Theory, Policy and Practice*. Gill and McMillan. Dublin.
- Lavalette, M. (2011) *Radical Social Work Today: Social Work at the crossroads*.
- Ledwith, M. (2005) *Community development: a critical approach*, Policy Press, Bristol.
- Lee, A. (2003) *Community development in Ireland*, *Community Development Journal* 38, 48-58.
- Mayo, M. (2009) (2<sup>nd</sup> Ed.) *Community Work (Ch.11)*, In *Critical Practice in Social work* (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave, Basingstoke.
- Payne, M. (2014) (4<sup>th</sup> Ed.) *Modern Social Work Theory*, Chapter 8: 'Macro Practice, Social Development and Social Pedagogy'. Palgrave Macmillan.
- Popple, K. (1995) *Analysing community work: its theory and practice*, Open University Press, Buckingham.
- Prendiville, Patricia (2008)(3<sup>rd</sup> Edition) *Developing Facilitation Skills*. Dublin: CPA
- Pyles, L. (2009) *Progressive Community organizing: A critical approach for a globalizing world*, Routledge, Oxford.
- Reed, B. G. (2005) *Theorizing in Community Practice*, In *The Handbook of community practice* (Eds, Weil, M. and Reisch, M.) Sage Publications, Thousand Oaks, Calif. ; London, pp. xvi, 708.
- Reisch, M. (2005) *Radical community organizing*, In *The Handbook of community practice* (Eds, Weil, M. and Reisch, M.) Sage Publications, Thousand Oaks, Calif. ; London, pp. xvi, 708.
- Rothman, J. (2001) *Approaches to community intervention*, In *Strategies of community intervention* (Eds, Rothman, J., Erlich, J. and Tropman, J. E.) F.E. Peacock Publishers, Itasca, Ill., pp. xiv, 497 p.
- Rubin, H. J. and Rubin, I. (2005) *The practice of community organizing*, In *The Handbook of community practice* (Eds, Weil, M. and Reisch, M.) Sage Publications, Thousand Oaks, Calif. ; London, pp. xvi, 708.

Saleebey, Dennis (2013) *The Strengths Perspective in Social Work Practice* 3rd Edition, Chapter 13

Stepney, P., Popple, K. (2008) *Social Work and the Community: A critical context for practice*, Palgrave: Houndmills, Basingstoke.

Twelvetrees, A. (2008) (4th Ed) *Community work*, Palgrave Macmillan.

## (B) Social Work Values, Theory and Skills

**Fidelma Beirne and Therese Gaynor**

### **Overview**

This section of the module is taught over 2 semesters in lecture and workshop formats. The theory and practice part of the course is forty hours in duration. The first semester is devoted to the practice approaches and the relevant theories. There will be some experiential learning here also. The second semester is almost entirely experiential and students will be offered the opportunity to try out their skills and also discuss scenarios and case examples based on real-world social work practice. Students are encouraged to get a very real sense of what it is like to be a social worker, to step into this role and to practice their skills. This part of the module is seeking to add to the preparation of students going out on placement.

The ethics component is delivered in the first semester. This section explores the theoretical underpinnings of ethical decision making and its application to social work practice. Students are invited to consider the importance of values, context and self in ethical decision making, with specific focus on key ethical issues in social work.

### **Module Content**

- The role of the social worker in practice
- Assessment in social work
- Communication in social work
- Social work values
- Ethical decision-making in social work
- File recording skills
- Report- and letter-writing skills
- Key social work practice approaches and their application

## Learning Outcomes:

On completion of this module students will be able to:

- Identify core aspects of the assessment process in social work practice
- Name types and levels of communication used in direct social work practice
- Identify core and transferable engagement and counselling skills
- Use core counselling skills to engage and communicate with individuals
- Demonstrate use of the following core skills: listening, using questions, demonstrating understanding, demonstrating empathy, summarizing and ending
- Understand the link between social work theory and practice
- Recognise the philosophies, traditions and theories that underpin different counselling and practice approaches
- Identify key techniques used in different counselling and practice approaches
- Undertake a process of planning for social work intervention with an individual or case
- Demonstrate ethical awareness and name core ethical principles that influence and guide social work practice
- Understand the importance of context in ethical decision making
- Make informed ethical decisions
- Understand the different forms of social work practice and the relationships between these forms (e.g. individual work, macro-practice,)
- Understand what is meant in social work terminology by the following terms: advocacy; empowerment; self-determination; anti-oppressive practice; reflexive practice and service-user perspective.

## Assessment

This section B of the module will be assessed by means of one essay (50% value of overall module result).

## Essential Reading

Banks, S. (2012) *Ethics and Values in Social Work* 4<sup>th</sup> Ed. Palgrave Macmillan

CORU (2019) Code of Professional Conduct and Ethics for Social Workers available at <https://www.coru.ie/files-codes-of-conduct/swrb-code-of-professional-conduct-and-ethics-for-social-workers.pdf> (accessed 12/8/19)

Hepworth, D.H., Rooney, R.H., Rooney, G.W., Strom-Gottfried, K. & Larsen, J. (2009) *Direct Social Work Practice: Theory and Skills*. CA: Brooks Cole.

- Horner N (2006) *What is Social Work? Context & Perspectives*. Exeter: Learning Matters.
- Journal of Social Work Values and Ethics available at <http://jswve.org/> (accessed 12/8/19)
- Koprowska, J. (2005) *Communication and Interpersonal Skills in Social Work*. Exeter: Learning Matters.
- Payne, M. (2014) *Modern Social Work Theory*. 4<sup>th</sup> Edition. London: Macmillan.
- Shera, W. and Wells, L.M. (eds) (1999) *Empowerment Practice in Social Work: Developing Richer Conceptual Foundations*. Ontario: Canadian Scholars' Press.
- Skidmore, R.A. and Thackeray, M.G. (2000) *Introduction to Social Work*. Pearson.
- Thompson, N. (2005) *Understanding Social Work: preparing for practice*. Basingstoke: Palgrave. 2<sup>nd</sup> Edition
- Thompson, N. (2012) 5<sup>th</sup> Ed. *Anti-Discriminatory Practice*. UK .Palgrave Macmillan
- Thompson, N. (2005) *People Skills*. 4<sup>th</sup> Edition. Hampshire: Palgrave.
- Trevithick, P. (2000) *Social Work Skills: a practice handbook*. Open University Press.

## **Additional Reading**

### **Social Work Skills**

- Brandon, D. and Brandon, T. (2001) *Advocacy in Social Work*. Birmingham: Venture Press.
- Cournoyer, B. (2000) *The Social Work Skills Workbook*. Belmont, CA: Brooks/Cole.
- Howe, D. (1993) *On Being a Client*. London: Sage.
- Fine, S.F. & Glasser, P. H. (1996) *The First Helping Interview: Engaging the Client and Building Trust*. CA: Sage.
- Lishman, J. (1994) *Communication in Social Work*. Hampshire: Palgrave.
- Little, P. (1995) 'Records and record keeping' in Carter, P., Jeffs, T. & Smith, M.K. (eds) *Social Working*. Hampshire: MacMillan. Ch. 3, pp. 32-48.
- Milner, J. and O'Byrne, P. (1998) *Assessment in Social Work*. Hampshire: Palgrave.
- Parker, J. and Bradley, G. (2003) *Social Work Practice: Assessment, Planning, Intervention and Review*. Exeter: Learning Matters.
- Seden, J. (1999) *Counselling Skills in Social Work Practice*. Open University Press.

## **Counselling and Counselling Approaches**

- Brearly, J. (1995) *Counselling and Social Work*. Buckingham: Open University Press.
- Corey, G. (2001) *Case Approach to Counselling and Psychotherapy*. 8th Edition. Belmont CA: Brooks/Cole-Thompson Learning.
- Hill, M., Ford, J. and Meadows, F. (1990) 'The Place of Counselling in Social Work' in *Practice*, vol. 4, no. 3, pp.156-172.
- Hough, M. (1996) *Counselling Skills*. Essex: Longman. Ch. 1.
- Huntley, M. (2002) 'Relationship based social work – how do endings impact on the client?' *Practice*, vol 14, no. 2, pp. 59-66.

## **Social Work Practice Approaches**

- Adams, R., Dominelli, L. and Payne, M. (eds) (2002) *Social Work: themes, issues and critical debate*. 2<sup>nd</sup> Edition. Hampshire: Palgrave
- Coulshed, V. and Orme, J. (1998) *Social Work Practice: an introduction*. 3<sup>rd</sup> Edition. Hampshire: Palgrave.
- Craig, Y.J. (ed) (1998) *Advocacy, Counselling and Mediation in Casework*. London: Jessica Kingsley.
- Davies, M. (ed) (2002) *The Blackwell Companion to Social Work*. 2<sup>nd</sup> Ed. Oxford: Blackwell.
- Doel, M. and Marsh, P. (1992) *Task-Centred Social Work*. Aldershot: Ashgate. ch. 7.
- Hough, M. (1996) *Counselling Skills*. Essex: Longman. Ch. 7.
- O'Hagan, K. (1986) *Crisis Intervention in Social Services*. Hampshire: Macmillan
- Saleebey D. (ed) (1997) *The Strengths Perspective in Social Work Practice*. NY: Longman
- Stepney, P. & Ford, D. (eds) (2000) *Social Work Models, Methods and Theories: A Framework for Practice*. Dorset: Russell House Publishing.
- Trevithick, P. (2000) *Social Work Skills: a practice handbook*. Open University Press.

Trotter, C. (1999) *Working with Involuntary Clients*. London: Sage.

### **Social Work Values and Ethics**

Adams, R. (2003) *Social Work and Empowerment*. 3<sup>rd</sup> Edition. Palgrave/MacMillan.

Banks, S. (2012) *Ethics and Values in Social Work*. 4<sup>th</sup> Ed Basingstoke: MacMillan

Banks, S. (2004) *Ethics, Accountability & the Social Professions*. Palgrave/MacMillan.

Beckett, C. and Maynard, A. (2012) *Values and Ethics in Social Work: An Introduction*. London: Sage.

Charleton, M. (2007) *Ethics for Social Care in Ireland: Philosophy and Practice*. Dublin: Gill & MacMillan.

Cheetham, G and Chivers, G. (2005) *Professions, Competence and Informal Learning*. Northampton, MA: Edward Elgar.

Congress, E. P. (1999) *Social Work Values and Ethics: identifying and resolving professional dilemmas*. Wadsworth.

Congress, E.P. (2000) What Social Workers Should Know About Ethics: Understanding and Resolving Practice Dilemmas. *Advances in Social Work*, vol 1 no. 1 Spring 2000

Connolly, M. and Ward, T. (2008) *Morals, Rights and Practice in the Human Services: Effective and Fair Decision-Making in Health, Social Care and Criminal Justice*. London: Jessica Kingsley.

Dominelli, L. (2004) *Social Work: Theory and Practice for a Changing Profession*. Cambridge: Polity Press.

Dybicz, P. (2012) The Ethic of Care: Recapturing Social Work's First Voice. *Social Work*. Vol 57 (3) pp271-280

Gil, D. (1998) *Confronting Injustice and Oppression: concepts and strategies for social workers*. NY: Columbia University Press.

Healy, T.C. (2003) 'Ethical Decision Making: pressure and uncertainty as complicating factors' in *Health & Social Work*, 28(4), Nov, pp. 293-301.

Hugman, R. and Smith, D. (1995) *Ethical Issues in Social Work*. London: Routledge.

Manning, S.S. (1997) The Social Worker as Moral Citizen: Ethics in Action. *Social Work*. Vol 42 (3) pp223-230

McAuliffe, D. & Chenoweth, L. (2008) Leave Non Stone Unturned: The Inclusive Model of Ethical Decision Making. *Ethics and Social Welfare* vol. 2 (1)



McBeath, G. and Webb, S.A. (2002) 'Virtue Ethics and Social Work: Being Lucky, Realistic and not doing one's duty' in *BJSW*, vol. 32, pp. 1015-1036.

Osmo, R. and Landau, R. (2001) 'The need for Explicit Argumentation in Ethical Decision-Making in Social Work' in *Social Work Education*, vol. 20, no. 4, pp 483-492

Reamer, F. (2006) *Social Work Values and Ethics*. 3rd Edition New York: Columbia University Press

Reamer, F. (2013) Social Work in a Digital Age: Ethical and Risk Management Challenges. *Social Work* vol 58, (2)

Rhodes, M. (1986) *Ethical Dilemmas in Social Work Practice*. London: RKP

### **Service-User and Carer Perspectives**

Beresford, P. (2003) *It's Our Lives: A short theory of knowledge, distance and experience*. London: OSP for Citizens Press, in association with Shaping Our Lives

Beresford, P. (2003) *A Straight Talking Introduction to Being a Mental Health Service User*. Herefordshire: PCCS Books.

Corrigan, P.J. (1993) 'There Are None So Blind as Those That Cannot See', *Irish Social Worker*, Spring/Summer 1993, Vol 11 (3), p. 14.

Lomax, R., Jones, K., Leigh, S. and Gay, C. (2010) 'Keeping service users central to your learning and practice', *Surviving Your Social Work Placement*, Chapter 4, pp 51-66. Basingstoke: Palgrave Macmillan

McPhail, M. (ed) (2008) *Service User and Carer Involvement: Beyond Good Intentions*. Edinburgh: Dunedin Academic Press.

Warren, J. (2007) *Service User and Carer Participation in Social Work*. Exeter: Learning Matters.

<b>(C) Preparation For Placement</b>
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**Assistant Professor Erna O'Connor [connorer@tcd.ie](mailto:connorer@tcd.ie)**

This section of the module is an integral part of the process of allocating placements. It aims to prepare students to achieve optimal learning from practice experience. It offers an opportunity to develop reflective learning skills and to become an active participant in professional supervision. Students are encouraged to explore expectations of

themselves and others in relation to their forthcoming roles of student, service provider and team member. The content of the module pertains to CORU domains 1-6.

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

**Topics include:**

- Introduction to fieldwork education: exploring the processes of practice learning vis-a-vis classroom learning; overview of social work sectors and possible placement sites.
- Presentations by representatives from a number of areas of community based practice including community development, youth work, and disability and drug/HIV services.
- Models of Supervision: reflective, solution focused and developmental approaches. Learning Styles and their application to placement.
- Introduction to a range of Learning Tools (e.g. Process Recording, Learning Logs, Critical Incidents, Reflective Journals and Direct Observation)
- Professional Practice (e.g. Teamwork, Accountability, Ethical Issues, Boundaries). Learning needs, learning opportunities and the Learning Agreement.
- Processes in Assessment / Evaluation. Compiling the Practice Project.

**Essential Reading**

Doel, M. (2009) *Social Work Placements A traveller's guide*. London: Routledge

Domakin, A., (2014) *Are We Making the Most of Learning From the Practice Placement?*  
*Social Work Education*, Vol. 33, No. 6, 718–730

Healy, K. (2005) *Social Work Theories in Context, Creating Frameworks for Practice*. Basingstoke: Palgrave Macmillan.

Collingwood, P. (2005) *Integrating Theory and practice: the three stage theory framework*, in *Practice* Vol. 6 No. 1 pp6-23

Sieminski, S & Seden, J (2011) *An Exploration of How Some Tutors Use Learning Materials to Enable Student Social Workers to Link Theory to Practice While Learning in the Workplace* *Social Work Education* Vol. 30, No. 7, , pp. 797–810

Wilson, K., Ruch, G., Lymbery, M., Cooper, A., 'Relationship-based and reflective approaches for contemporary social work practice' in *Social Work An introduction to contemporary practice* in K. Wilson, G. Ruch, M Lymbery and A Cooper (eds) (2008) London: Pearson

## **Further Reading**

### **Placements – An Overview**

Cleak H., and Wilson, J., (2007) *Making the Most of Field Placement*. Australia: Cengage Learning.

Lomax, R., Jones, K., Leigh, S. and Gay, C. (2010) *Surviving Your Social Work Placement*. Basingstoke: Palgrave.

### **Learning in Practice**

Collingwood, P. (2005) Integrating Theory and practice: the three stage theory framework, in *Practice* Vol. 6 No. 1 pp6-23

Doel M. and Shardlow S, M. (eds), (2009) *Educating Professionals: Practice Learning in Health and Social Care*, Farnham, Ashgate, Green Lister, P. (2012) *Integrating Social Work Theory and Practice, A practical skills guide*. London: Routledge

Trevithick P., (2000) *Social Work Skills: A Practice Handbook*. Open University Press, Buckingham: Philadelphia

Watson D., & West J.,(2006) *Social work process and practice : approaches, knowledge and skills*. Palgrave Macmillan: Basingstoke

Wilson G., O'Connor E., Walsh T., Kirby M., (2009) Reflections on practice learning in Northern Ireland and the Republic of Ireland: Lessons from student experiences., *Social Work Education*, 28, (6), 2009, p631 - 645

### **Reflective Learning and Practice**

Bassot, B. (2013) *The Reflective Journal*. Basingstoke: Palgrave Macmillian

Gould, N. & Taylor, I. (Eds) (1996) *Reflective Learning for Social Work*. Aldershot: Arena.

Gowdy, E. A. (1994). 'From technical rationality to participating consciousness', *Social Work*, 39(4), pp 362-370.

Ixer, G. (1999) 'There's no such thing as reflection', *British Journal of Social Work*, 29: 513-527.

Kolb, D. A. (1984) *Experiential Learning as the Source of Learning and Development*. NJ: Prentice Hall.

Payne, M. (1998) 'Social work theories and reflective practice', in: R. Adams, L. Dominelli, & M. Payne, (Eds.) *Social Work: Themes, Issues & Critical Debates*. London: Macmillan.

Ruch, G. (2000) 'Self in social work: towards an integrated model of learning' *Journal of Social Work Practice*, 14(2), pp 99-112.

Ruch, G. (2002) 'From triangle to spiral:reflective practice in social work education, practice and research.' *Social Work Education* 21(2):199-216.

Ruch, G. (2005) 'Relationship-based practice and reflective practice: holistic approaches to contemporary child care social work', *Child and Family Social Work*. 10(2): 111-123.

Schon, D.A. (1983) *The Reflective Practitioner* . London: Taylor Smith.

Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. *Reflective practice*, 13(2), 311-325.

Quinn, F.M. (2000) 'Reflection and Reflective Practice', in C.Davies, L. Finlay and A.Bullman (eds) *Changing Practice in Health and Social Care*, London : Sage.

### **Supervision**

Davys A & Beddoe L (2010) *Best Practice in Supervision A guide for the Helping Professions* London: Jessica Kingsley

Hawkins, P. & Shohet, R. (2007) *Supervision in the Helping Professions: an individual, group and organisational approach*. OUP, McGraw-Hill Education, Maidenhead:Berkshire

Morrison, T. (2001) *Staff supervision in social care : making a real difference for staff and service users* London:Pavilion

### **Practice Contexts**

Alston, M & McKinnon J. (Eds) (2005) Second Edition, '*Social Work, Fields of Practice*'. Oxford :University Press.

Horner N., (2003) *What is Social Work? Context and Perspectives*. Exeter: Learning Matters.

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

Thompson, N. (2000) *Understanding Social Work: Preparing For Practice*. London: Palgrave

### **Perspectives on Practice**

Fook, J. (2000) Deconstructing and Reconstructing Professional Expertise in B. Fawcett, B. Featherstone, J. Fook and A Rossiter (Eds) *Practice and research in social work: postmodern feminist perspectives*. London: Routledge

Howe, D (1996) Surface and depth in social work practice in N Parton (Ed) *Social Theory, Social Work and Social Change*. London: Routledge

Jones, K., Cooper, B & Ferguson, H. (Eds) (2008) *Best Practice in Social Work, Critical Perspectives*. Basingstoke: Palgrave Macmillan

Wilson, K., Ruch, G., Lymbery, M. & Cooper, A (2008) *Social Work : An Introduction to Contemporary Practice*. London : Pearson

## (D ) Health-Related Social Work

**Neans Ní Rathaille et al**

### **Overview**

The aim of the component of the module is to give students an introduction to the role of social work in the medical setting

Seven x 2-hour workshops plus a field visit to a Hospital Social Work Dept.

### **Content**

- Working in a Multi-Disciplinary setting;
- Coping with illness.
- Working within specialisms eg oncology, medicine for the elderly, homelessness etc
- Bereavement issues.
- Preparation for and feedback from field visit

### **Learning Outcomes:**

On completion of this component of the module students will understand and be able to articulate an explanation of the role of social work in a medical setting.

### **Reading**

Bor, R., Miller, R., Latz, M. and Salt, H. (1998) *Counselling in health care settings*. London: Cassell

Bor, R., Miller, R. and Goldman, E. (1992) *Theory and Practice of HIV Counselling*. London: Cassell  
Cameron Parsell (2011) Responding to People Sleeping Rough: Dilemmas and Opportunities for Social Work, *Australian Social Work* , Vol. 64, No. 3, September 2011

Case Management Guidebook (2009-2010), Homeless Agency & Progression Routes Initiative, [www.casemanagementguidebook.ie](http://www.casemanagementguidebook.ie)

- Craig, G. M., Booth, H., Hall, J., Story, A., Hayward, A., Goodburn, A. and Zumla, A. (2007), 'Establishing a New Service Role in Tuberculosis Care: the Tuberculosis Link Worker', *Journal of Advanced Nursing*, 61: 413–424
- Department of Health. (1994) *Shaping a Healthier Future*. Dublin: The Stationery Office.
- Donnelly, S et al 'I'd prefer to stay at home but I don't have the choice' Meeting Older People's Preferences for Care: Policy but what about practice? [https://www.ageaction.ie/sites/default/files/aa2c\\_asi2c\\_iasw\\_final\\_research\\_report-a4-report\\_lr\\_for\\_web\\_2.pdf](https://www.ageaction.ie/sites/default/files/aa2c_asi2c_iasw_final_research_report-a4-report_lr_for_web_2.pdf)
- Eldemann, Robert J. (2000) *Psycho-Social Aspects of the Health Care Process*. New York: Prentice hall.
- Forman, M & Hawthorne, H (2007) 'Learning from the Experiences of Ethnic Minorities Accessing HIV Services In Ireland', *British Journal of Social Work*, 37 pp1153-1172
- Hyde, A., Lohan, M. and Mc Donnell, O. (2004) *Sociology for Health Professionals in Ireland*. Dublin: IPA.
- Irish Hospice Foundation Quality Standards for End of Life Care in Hospitals [2012] Kearney, N. and Skehill, C. (eds) (2005) *Social Work in Ireland, Historical perspectives* IPA.
- Keogh et al. BMC Health Services Research (2015) 15:58 "Health and use of health services of people who are homeless and at risk of homelessness who receive free primary health care in Dublin" <http://epubs.rcsi.ie/cgi/viewcontent.cgi?article=1079&context=gpart>
- Kubler Ross, E. (1997) *On Death & Dying*. New York: ScribnerJudd, R & Sheffield, S (2010) Hospital Social Work: 'Contemporary Roles and Professional Activities', *Social Work in Health Care*, 49:9,856-871
- McMahon S & Armstrong D.Y(2012) Intimate partner violence during pregnancy: best practices for social workers, *Health Social Work*. 2012 Feb; 37(1):9-17
- Miller, W.R & Rollnick, S (2002) *Motivational Interviewing: preparing people for change*, Guildford Press London
- Torode, R., Walsh, T. and Woods, M. (2001) *Working with refugees and asylum seekers: a social work resource book*. Dublin: TCD
- Timonen, V., Doyle, M. and Prendergast, D. (2006) *No Place like Home. Domiciliary care services for Older People in Ireland*. Dublin: Liffey Press.
- Walsh, K (2011) Simon Snapshot Report impact of Homelessness on Health outcomes from Simon Community and Safetynet doctors: <http://www.simon.ie/Portals/1/Simon's%20National%20Health%20Snapshot%20Study%20Report%202011.pdf>

## **Journals.**

Irish Social Worker (1995) Health Related Social work. special ed, IASW 13.2

Irish Social Worker (2002) Special Edition on Social Work with Older people, IASW 20:1-2

Irish Social Worker (2002) Special edition on bereavement and social work. IASW 20:3

<b>(E ) International Social Work 1</b>
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**Professor Robbie Gilligan** [rgilligan@tcd.ie](mailto:rgilligan@tcd.ie)

This short module course aims to

- familiarise students with some of the key issues of social development in developing (majority world) countries,
- explore the relevance of different models of social work (Western and non-Western) to such issues, and
- consider the learning for Ireland and other 'developed' countries from social development and social work in widely differing contexts.

These issues will be explored mainly through the themes of poverty, disability and vulnerable populations, and mostly with reference to developments in Ethiopia, South Africa and Vietnam, as well as China and Eastern Europe.

A short series of lectures is supplemented by guiding reading plans to reflect student interests and priorities. These are prepared in consultation with Professor Gilligan.

<b>(F ) Introduction to Child Protection</b>
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**Ms Eimear Gilchrist**

### **Aims:**

This short series takes place towards the end of Hilary Term and will provide students with a short introduction to the subject of child protection policy and practice. This series will be built on in third year within 'Child Protection: Perspectives and Practice', which is part of a larger module on Child and Family Welfare.

**Content:**

Students will be introduced to concepts of child abuse and neglect. They will also be provided with an outline of Children First guidelines, the structures of the Child & Family Agency TUSLA, and TUSLA's best practice guidelines in child protection and family welfare.

**Learning Outcomes:**

By the end of this short series of lectures students will be able to:

1. Articulate what is meant by child abuse and neglect
2. Demonstrate an understanding of Children First guidelines
3. Demonstrate an understanding of the structures of TUSLA Child & Family agency and its responsibilities
4. Demonstrate an understanding of TUSLA's best practice guidelines for child protection and family welfare social workers.

**Teaching and Learning Methods**

Three two hour sessions, totaling six hours, will be held in seminar format with class discussion welcomed and encouraged.

**Essential Reading:**

Buckley, H., Carr, N. And Whelan, S. (2011) 'Like walking on eggshells' - Service users' expectations and experience of the child protection system, *Child and Family Social Work*, 16 (1) pp.101-106

Dept. of Children & Youth Affairs (2011) *Children First: National Guidelines for the Protection and Welfare of Children*

<http://www.dcy.gov.ie/documents/Publications/ChildrenFirst.pdf>

HSE (2011) *Child Protection And Welfare Practice Handbook*

[http://www.tusla.ie/uploads/content/CF\\_WelfarePracticehandbook.pdf](http://www.tusla.ie/uploads/content/CF_WelfarePracticehandbook.pdf)

**Additional Reading:**

Daniel B., Taylor, J. & Scott, J. (2012) *Recognising and Helping the Neglected Child*, London, Jessica Kingsley

Buckley et al. (2006) *Framework for the Assessment of Vulnerable Children and Their Families – assessment tool and practice guidance*. Children's Research Centre

<https://www.tcd.ie/childrensresearchcentre/assets/pdf/Publications/Framework.pdf>

Dept. of Children & Youth Affairs (2014) Better Outcomes, Brighter Futures: [The National Policy Framework for Children and Young People 2014 – 2020](http://www.dcy.gov.ie/documents/cypp_framework/BetterOutcomesBetterFutureReport.pdf)  
[http://www.dcy.gov.ie/documents/cypp\\_framework/BetterOutcomesBetterFutureReport.pdf](http://www.dcy.gov.ie/documents/cypp_framework/BetterOutcomesBetterFutureReport.pdf)

Horwath, J. (ed) (2010) *The Child's World: assessing children in need*. London: Jessica Kingsley



Howe, D. (2005) *Child Abuse & Neglect: Attachment, Development & Intervention*, London: Palgrave

NHS (2000) *Framework for the Assessment of Children in Need and Their Families* – [http://www.londoncp.co.uk/chapters/appendix\\_4.html](http://www.londoncp.co.uk/chapters/appendix_4.html)

NHS (2000) *Framework for the Assessment of Children in Need and Their Families* <http://www.bettercarenetwork.org/sites/default/files/Framework%20for%20the%20Assessment%20of%20Children%20in%20Need%20and%20Their%20Families%20-%20Guidance%20Notes%20and%20Glossary.pdf>

HIQA (2012) *National Standards for the Protection and Welfare of Children, 2012* [http://www.tusla.ie/uploads/content/Publications\\_Child-Protection-Welfare-Standards.pdf](http://www.tusla.ie/uploads/content/Publications_Child-Protection-Welfare-Standards.pdf)

TUSLA (2015) *Interim Guide for the Development of Child Protection and Welfare Policy* [http://www.tusla.ie/uploads/content/Tusla\\_Interim\\_Guide\\_for\\_the\\_Development\\_of\\_Child\\_Protection\\_and\\_Welfare\\_Policy\\_16-04-15nt\\_\(2\).pdf](http://www.tusla.ie/uploads/content/Tusla_Interim_Guide_for_the_Development_of_Child_Protection_and_Welfare_Policy_16-04-15nt_(2).pdf)

TUSLA (2015) *Meitheal – A National Practice Model for all agencies working with Children, Young People and their Families* [http://www.tusla.ie/uploads/content/Tusla\\_Meitheal\\_A\\_National\\_Practice\\_Model.pdf](http://www.tusla.ie/uploads/content/Tusla_Meitheal_A_National_Practice_Model.pdf)

TUSLA (2015) *Meitheal Toolkit - for use by practitioners using Meitheal* [http://www.tusla.ie/uploads/content/TUSLA-Meitheal\\_Toolkit\\_July16.pdf](http://www.tusla.ie/uploads/content/TUSLA-Meitheal_Toolkit_July16.pdf)

## SSU22070 Assessment Community Work Project or Community Area Profile

### Community Work Project

This assignment requires you to profile and analyse:

- either           (a) a Community Area Profile  
or               (b) a Community Development Project.

### Community Area Profile

**Aim** To compile a profile of a neighbourhood / area, its networks & community structure; and to analyse this profile from the perspective of a community worker.

#### Format:

#### Profile: present information on the following

- Demography: age-range, social class, household structures etc. of residents
- Geography: physical environment
- History of the area
- Perceptions of the area from within and without
- Community networks
- Values and traditions
- Services
- Power and leadership in the area
- Community involvement

#### Analysis - based on the data collected, discuss the following issues:

- The priorities a community worker might have in this area.
- Identify principles implicit in using a community development approach, & comment on how they could be applied to address priority needs in this area
- The community development skills which would be necessary to respond to the the identified priority needs.
- Comment on the levels of integration between voluntary, community & statutory organisations in the area.
- Discuss one key issue that impacts on the community & set it in national context.
- Critically assess the process of your group in undertaking this project.

## **Community Project Profile**

**Aim** To compile a profile of a Community Project in its local context, and to analyse this profile from the perspective of a community worker.

### **Format**

#### **Profile: present information on the following**

- Demography: ages, social class, household structures of residents / participants
- Physical environment; history of the area; local & external perceptions of the area
- Origin of the Project; identification of needs it was intended to meet
- Key stakeholders in the Project
- Development of aims and objectives
- Values / ethos of the Project
- Development of management structures
- Resources
- Development of a programme of action
- Levels of community involvement
- Monitoring / evaluation of the Project

#### **Analysis : based on the data you have collected, discuss the following**

- The opportunities & challenges a community worker might face in this area.
- Identify principles implicit in using a community development approach, & comment on their presence or absence in this Project.
- The community development skills required to develop the Project.
- Outline the level of integration of the Project with voluntary, community & statutory organisations - at either local, regional or national level.
- Discuss one key issue that impacts on the Project & set it in national context.
- Critically assess the process of your group in undertaking this project.

### **Guidelines**

- Recommended word-length: 4000-5000 words
- Researched and written up in groups of 2 – 3 people.
- In addition to the factual and analytic content of the project, credit will be given for:
  - efforts made to establish the relevant information

- attempts made to involve local people / groups / agencies in compiling the profile
- presentation.

**Value**

50% of marks for Social Work Theory and Practice module.

## **SSU22082: Psychology for Social Workers: (10 ECTS)**

**Mr Calvin Swords** [swordsca@tcd.ie](mailto:swordsca@tcd.ie)

Module SSU22082 is a 10 ECTS module which requires 200 - 250 hours of student input including class contact time (lectures), assessments, and personal study.

Approximate module learning workload for SSU22082 is as follows:

Lectures: 22 hrs;

Assessments: 90 hrs;

Self-study: 88 hrs;

Total: 200 hours.

### **Module Overview**

This semester 2 module will build on the range of theories students have been introduced to in the Junior Freshman year, with a focus on the application of these theories to social work practice with children, young people, and adults. Students will be encouraged to engage critically and reflexively with a range of psychological and sociological perspectives on human development and attachment relationships over the life course. There will be an opportunity to integrate theory with observation.

### **Module Content**

- Introduction to perspectives on human development over the life course.
- Revisiting key theories from developmental psychology, and further exploration of attachment theory.
- Observation skills.
- The application of perspectives and theories on human development to social work practice with:
  - Infants and young children
  - Older children
  - Adolescents
  - Adults
  - Older adults
- Introduction to recognising, understanding, and responding to psychological problems.

## **Learning Outcomes**

On completion of this module, students should:

- Have further developed their critical understanding of different theoretical approaches to human development and attachment relationships.
- Be able to apply these ideas to support their understanding of difficulties experienced by people coming in contact with social workers in practice.
- Have an awareness of the evolving needs of children, young people, and adults over the life course.
- Have a conceptual framework within which they can begin to identify common developmental, emotional, behavioural, and mental health difficulties in children, young people, and adults.
- Have developed an understanding of how their own personal, professional, and cultural contexts influence their understanding of theory and practice in this area.

## **Teaching Method**

Teaching methods will include lectures, small and large group discussions, and reflective exercises. Students are expected to complete pre-class preparatory readings and to participate in class discussions.

## **Module Assessment**

Journal Assignment posting on Blackboard based on short video watched in class: 350-500 words (25%).

Child observation study: Word count 2,000– 2,500 (75%).

Further details of both assessments will be provided in class.

## **Key Reading**

Beckett, C., & Taylor, H. (2016). *Human Growth and Development*. London: Sage Publications. (Available as E-Book)

Crawford, K. & Walker, J. (2017). *Social Work and Human*. London: Sage Publications.  
O'Brien, E. Z. (2015). *Psychology for Social Work: A Comprehensive Guide to Human Growth and Development*. Basingstoke: Palgrave Macmillan. (Available as E-book)

## Recommended Reading

Bee, H. & Boyd, D. (2012). *The Developing Child* (13th ed). New Jersey: Pearson.

British Association for Early Childhood Education (2012). *Development Matters in the Early Years Foundation Stage (EYFS)*. London: Early Education. Retrieved from: <http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Carr, A. (2006). *The Handbook of Child & Adolescent Clinical Psychology (2nd ed)*. London: Routledge Publications. (Section 1: Frameworks for Practice, pp. 1-78)

Cassidy, J. & Shaver P. R. (Eds.) (1999). *Handbook of Attachment: Theory, Research and Clinical Applications*. New York: The Guilford Press.

Center on the Developing Child at Harvard University (2016). *Applying the Science of Child Development in Child Welfare Systems*. Retrieved from: [http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2016/10/HCDC\\_ChildWelfareSystems.pdf](http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2016/10/HCDC_ChildWelfareSystems.pdf)

Clarke, P. & McDowel, G. (2006). *The Developing Child Observation Guidebook*. Glencoe: McGraw-Hill. Retrieved from: [higher.ed.mheducation.com/sites/dl/free/0078883601/.../DC\\_ObsGuideBook.pdf](http://higher.ed.mheducation.com/sites/dl/free/0078883601/.../DC_ObsGuideBook.pdf)

Daniel, B., Wassell, S., & Gilligan, R. (2011). *Child Development for Child Care and Protection Workers*. London: Jessica Kingsley Publishers. (Available as E-book)

Howe, D. (2011). *Attachment across the Lifecourse*. Basingstoke: Palgrave Macmillan.

Ingleby, E. (2006). *Applied Psychology for Social Work*. Exeter: Learning Matters.

McEvoy, O. (2009). *Teenage Mental Health: What Helps and What Hurts. Report on the Outcome of Consultations with Teenagers on Mental Health*. Dublin: The Stationery Office. [www.omc.gov.ie](http://www.omc.gov.ie).

Nicolson, P., & Bayne, R. (2014). *Psychology for Social Work Theory and Practice*. Basingstoke: Palgrave Macmillan.

O'Loughlin, M. & O'Loughlin, S. (eds.) (2015). *Effective Observation in Social Work Practice*. London: Sage Publications. (Available as E-book)

Packer, M.J. (2017). *Child Development: Understanding A Cultural Perspective*. London: Sage Publications. (Available as E-book)

Wilson, K. (2008). *Social Work: An Introduction to Contemporary Practice*. Essex: Pearson Education. (Chapter 6)

## **SSU22031: Crime and Irish Society: (5 ECTS)**

**Lecturer Ms Courtney Marsh [cmarsh@tcd.ie](mailto:cmarsh@tcd.ie)**

### **Module Overview and Content**

This module critically examines crime and punishment in Ireland under the lens of social policy. It gives a historical overview of the approaches of the state to criminal justice, and explores trends and policies in crime and punishment in Ireland. There is an emphasis on international examples to provide a comparative context and broaden the applicability of Irish social policy to a wider arena. Module topics include: defining crime, theoretical approaches to crime and criminality, the impact of media on public perceptions of crime, measuring crime, crime trends, punishing crime with and without the use of prison, coercive confinement, youth justice, and drug legislation and approaches.

### **Teaching Strategy**

Lectures (online) / Seminars

Online lectures posted weekly to be viewed before the seminar and one one-hour seminar per week.

### **Learning Outcomes**

On completion of the module you will be able to:

- Critically appraise the implications of using official crime statistics to represent the 'crime problem'.
- Describe the major trends in official crime in Ireland since 1922 and analyse explanations for these trends.
- Discuss ways in which the effectiveness of punishment can be measured.
- Examine the effectiveness of custodial versus non-custodial sanctions in Ireland
- Critique Irish policy approaches to illicit drugs, youth justice and penal policy broadly.
- Examine and discuss whether or not Ireland has become more punitive over time.

### **Module Assessment**

Assessment is by four 500 word journals assessing readings and questions (worth 10%)  
**All four journals must be submitted.**

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



## Reading

Please note a full reading list will accompany each individual session and the following supplementary list is indicative only.

### Core readings:

Healy, D., Hamilton, C., Daly, Y. and Butler, M (eds) (2016) *The Routledge Handbook of Irish Criminology*. London: Routledge.

Liebling, A., Maruna, S. and McAra, L. (eds) (2017) *The Oxford Handbook of Criminology: Sixth Edition*. London: Oxford University Press.

### Supplementary readings:

O'Sullivan, E. and O'Donnell, I. (2007) Coercive Confinement in the Republic of Ireland: The Waning of a Culture of Control. *Punishment and Society*, 9 (1): 27-48.

Kilkelly, U. (2008) Youth Courts and Children's Rights: The Irish Experience. *Youth Justice*, 8(1): 39-56.

O'Donnell, I., Teljeur, C., Hughes, N., Baumer, E. and Kelly, A. (2007) When Prisoners go Home: Punishment, Social Deprivation and the Geography of Reintegration. *Irish Criminal Law Journal*, 17, 4, 3-9.

O'Donnell, I. (2008) 'Stagnation and Change in Irish Penal Policy' *The Howard Journal of Criminal Justice* 47(2): 121-133.

Rogan, M. (2011) *Prison Policy in Ireland: Politics, Penal-Welfarism and Political Imprisonment*. London: Routledge.

Irish Probation Journal available at <http://www.probation.ie>

## SSU22091: Introduction to Family Law (5 ECTS)

Module Lecturers: MHC Solicitors / Sonya Bruen [bruens@tcd.ie](mailto:bruens@tcd.ie)

Module Tutor Laura: Cullen [cullenla@tcd.ie](mailto:cullenla@tcd.ie)

### Module Aims & Content

This module provides an analysis of key legislation together with practical legal training in preparation for a range of professional settings.

The module explores relevant aspects of Irish and International Child and Family Law, with particular focus on Public Child Care Law. The module will also provide an overview of relevant aspects of Private Family Law, including domestic violence, custody and guardianship.

Case examples from practice and group discussions will provide students with the opportunity to critically consider the role of the state in child protection and family matters.

***\*\* Slides & additional links / references will be provided in advance of each session- please check your module online before attendance.***

### Assessment

This module will be assessed by 2,500 word essay (100%). Essay title(s) will be given in class at beginning of Semester 1.

### Lecture Content

#### **Lecture 1: Introduction to Child and Family Law in Ireland - 9 September 2019**

##### **Sonya Bruen**

- Overview of relevant aspects of Irish Child and Family Law; including key domestic legislation, statutory instruments / regulations, EU / International Law.
- Practical knowledge of the Irish Court Service.
- Introduction to the main provisions of the Child Care Act 1991; main functions and responsibilities of the Child and Family Agency.

##### **Group Discussion;**

- Statutory role of Social Work Practitioner in Child Protection and Welfare; understanding the wider context of practice within a legislative framework.

##### **Required Reading:**

Claire Hamilton, 'Irish Social Work and Social Care Law' 1<sup>st</sup> ed., (Gill and Macmillan, 2012) Part I

Geoffrey Shannon, Child Law, 2nd ed., (Thomson Round Hall), Chapters 1 and 2.

## **Lecture 2; Children's Rights & Parental Rights - 16 September 2019**

### **Sonya Bruen**

- Irish Constitutional Amendment on Children's Rights.
- United Nations Convention on Rights of the Child (UNCRC).
- European Convention on Human Rights (ECHR).
- Children and Family Relationships Act 2015; recognition of rights of children in Child and Family Law matters.
- Section 24 of the Child Care Act 1991; Voice of the child in Child Care Proceedings.

### **Required Reading:**

Claire Hamilton, 'Irish Social Work and Social Care Law' 1<sup>st</sup> ed., (Gill and Macmillan, 2012) Part I

"Children's Rights Alliance; Making Rights Real for Children"; Children's Alliance, July 2015

Kilkelly, Ursula. (1998) Children's Rights in Ireland: Law, Policy and Practice, (Tottel Publishing) Chapters 8 and 9.

Shannon, Geoffrey (2015), Children and Family Relationships Law in Ireland, Practice and Procedure, Chapter 1.

HSE v DK, 2007 – Judge McMenamin examines the role of the Guardian ad Litem (High court; [www.courts.ie](http://www.courts.ie))

K & T v Finland 2001 – European Court of Human Rights examines the balance of parental / children rights in child care / public proceedings.

SMCG & anor -v- The Child and Family Agency, High Court, Baker J., 17<sup>th</sup> November 2015, [2015] IEHC 733 Childcare – applicants challenging detention of minor children – whether order was made without jurisdiction - right to fair process. ([www.courts.ie](http://www.courts.ie))

### **Group Discussion;**

- Balance of Parents Constitutional Rights with Children's Rights; case examples.
- Constitutional Protection of the Family; State Intervention and the child.

## **Lecture 3; Child Protection Law; Emergency Care Orders – 23 September 2019**

### **Sonya Bruen**

Detailed analysis of grounds for Emergency Care Order applications; (Sections 12, 13 of the Child Care Act 1991)

- Thresholds /evidence required for each application.

### **Group Discussion;**

- Review of practice examples of Emergency Care Order applications – case studies to be circulated in advance to students for consideration.

- Common mistakes in Emergency Care Order applications; lessons for practice.

### **Required Reading:**

Paul Ward, *The Child Care Act 1991*, 3<sup>rd</sup> Edition, (Thomson Round Hall 2014), Part II; Section 3; Functions of the Child and Family Agency.

Children's First Guidelines, 2011 and Practice Handbook for Practitioners; definitions of child abuse and neglect.

Child Care Reporting Project, [www.childlawproject.ie](http://www.childlawproject.ie); Case examples.

Clare Hamilton, *'Irish Social Work and Social Care Law'* 1<sup>st</sup> ed., (Gill and Macmillan, 2012), Chapter 7.

## **Lecture 4; Child Protection Law; Care Orders– 30 September 2019**

### **Sonya Bruen**

- Detailed analysis of grounds for Care Order (Section 18 of the Child Care Act 1991) - review of thresholds to be met for these applications.
- Practical preparation & evidence required for applications under Section 18.
- Social Work Report for Care Order applications.
- Proportionality in Care Order applications – duration of a Care Order.
- Reference to relevant research in Social Work Reports, with particular reference to Care Order Reports / booklets.
- Booklet of documents required from Social Work File for Care Order hearings.

### **Group Discussion;**

- Review of practice examples of Care Order applications – case studies to be circulated in advance to students for consideration.
- Common mistakes in Care Order applications; lessons for practice.

### **Required Reading:**

Paul Ward, *The Child Care Act 1991*, 3<sup>rd</sup> Edition, (Thomson Round Hall 2014), Part II; Section 3; Functions of the Child and Family Agency.

Children's First Guidelines, 2017 and Practice Handbook for Practitioners; definitions of child abuse and neglect.

Child Care Reporting Project, [www.childlawproject.ie](http://www.childlawproject.ie); Case examples

Claire Hamilton, *'Irish Social Work and Social Care Law'* 1<sup>st</sup> ed., (Gill and Macmillan, 2012), Chapter 7

[Child and Family Agency v E.S. & A.J. \(Interim Care Order - Refused\)](#), District Court, Horgan P, 29<sup>th</sup> July 2015, [2015] IEDC 08 Childcare – application by the Child and Family Agency for an interim care order in respect of two children – mother diagnosed with paranoid schizophrenia – risk of emotional harm to the children – expert evidence – whether children were at risk on the basis of mental illness alone – evidence of the

allocated social worker – threshold criteria of s. 17 of the Child Care Act 1991 – Article 42A of the Constitution ( [www.courts.ie](http://www.courts.ie))

LON -v- District Court Judge Daly, High Court, Twomey J, 30<sup>th</sup> May 2016, [2016] IEHC 285  
Child protection – child care – care orders – validity of care orders – Child and Family Agency a notice party – applicant claims the care orders are of disproportionate length – whether decision of the District Court judge is amenable to judicial review( [www.courts.ie](http://www.courts.ie);)

## **Lecture 5 Child Protection Law; Supervision Orders / alternatives to care – 7 October 2019**

### **Sonya Bruen/ MHC representative**

- Proportionality in child protection
- What is the difference between family support / private family arrangement and placement in care
- What is the threshold for a supervision order and what is the benefit of this with comparison to care order?
- Case examples – details to be provided in advance of lecture and explored further in tutorial.

## **Lecture 6; Private Family Law - 14 October 2019**

### **Sonya Bruen/ MHC representative**

- State involvement in private family law matters; Section 20 Child Care Act 1991.
- Role of state in respect of Domestic Violence.
- Guardianship of children; important considerations for practice.

### **Group Discussion;**

- Distinction between private and public law proceedings ;
- Child's parentage and guardianship – DNA testing and related issues for Child and Family Law.

### **Required Reading:**

Jim Nestor, An Introduction to Irish Family Law, 3rd ed., (Gill and Macmillan, 2007), Chapters 3, 4 and 5 and 6.

Claire Hamilton, 'Irish Social Work and Social Care Law' 1st ed., (Gill and Macmillan, 2012) Part II

Alan Shatter, Shatter's Family Law 4th ed., \*Butterworths, 1997), Chapters 5, 8 and 9.

Louise Crowley, 'Family Law'. 2013

Children and Family Relationships Act 2015

## **Mid-term break –week of 21 October + bank holiday 28 October 2019**

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## **Lecture 7: Criminal Justice System, 4 November 2019**

### **Shane Reynolds**

- Overview of the Irish Criminal Justice System.
- Framework for the Irish Juvenile Justice System and relevant legislation.
- Juvenile offences, detention and community sanctions.
- Child and Family Agency role in respect of Juvenile criminal Justice.
- Criminal Charges against a Child in Care / Probation Services.
- Interaction of Civil Law and Criminal Law relating to children.
- Interagency co-operation between Child and Family Agency and Gardaí.
- Management of cases of child abuse; issues for special consideration.
- Relevant Aspects of Children's First Guidelines.
- Disclosure of Social Work Files in criminal trials.

### **Required Reading:**

Claire Hamilton, 'Irish Social Work and Social Care Law' 1<sup>st</sup> ed., (Gill and Macmillan, 2012)

Chapter 16.

(2005) 23 Irish Law Times 90: 'Child Abuse, the United Nations Convention on the Rights of the

Child and the Criminal Law': Claire Hamilton.

Children First Practice Handbook; Interagency Co-operation in criminal matters.

## **Lecture 8; Role of the Guardian ad Litem in Court Proceedings (11 November 2019). There will be no lecture on 18<sup>th</sup> November but there will be an additional tutorial during week of 18 November 2019**

### **Sonya Bruen and guest lecturer – experienced GAL.**

- Section 26 of the Child Care Act 1991; Appointment of the Guardian ad Litem
- Role of the Guardian ad litem / Court in Child Care Proceedings.
- Hearing children's views in Child Care Proceedings

### **Group Discussion**

- How the Child's views are taken into account in practice.
- Children's meetings with Judges.
- Child Centred practice in court proceedings; international comparisons.

Case example for tutorial to be provided in advance

### **Required Reading:**

Claire Hamilton, 'Irish Social Work and Social Care Law' 1<sup>st</sup> ed., (Gill and Macmillan, 2012) Part I

Paul Ward, The Child Care Act 1991, 3<sup>rd</sup> Edition, (Thomson Round Hall 2014), Part II; Section 3; Functions of the Child and Family Agency.

Can Anybody Hear Me? The Duty to Promote the Voice, Wishes and Interests of Children,' Meg MacMahon, Irish Journal of Family Law 2014, 17(1), 4-8

'Limited Guidance: the Provision of Guardian ad Litem Services in Ireland,' Aoife Daly, Irish Journal of Family Law 2010 13(1), 8-11

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### **General Recommended Reading**

Paul Ward, The Child Care Act 1991, 3<sup>rd</sup> Edition, (Thomson Round Hall 2014), Part II; Section 3; Functions of the Child and Family Agency.

Children's First Guidelines, 2017 and Practice Handbook for Practitioners; definitions of child abuse and neglect.

Child Care Reporting Project, [www.childlawproject.ie](http://www.childlawproject.ie); Case examples

Claire Hamilton, 'Irish Social Work and Social Care Law' 1<sup>st</sup> ed., (Gill and Macmillan, 2012), Chapter 7

[Child and Family Agency v M.C. \(Care Order\)](#), District Court, Horgan P, 4<sup>th</sup> November 2015, [2015] IEDC 10– application by the Child and Family Agency for a care order in respect of two children – voluntary care – mother has mental health issues - mother and children represented by guardian ad litem – effect on the children of the delay in seeking a formal care order – s. 47 of the Child Care Act 1991( [www.courts.ie](http://www.courts.ie))

**Lecture 9 – Revision of material, case study & discussion re assignment (25 November 2019) Sonya Bruen**

## SSU22102: Law for Social Workers: (10 ECTS)

This module comprises two sections

- A. Law for Social Workers
- B. Probation

<b>A Law for Social Workers</b>
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**Module Lecturers:** MHC Solicitors / Sonya Bruen [bruens@tcd.ie](mailto:bruens@tcd.ie)

**Module Tutor Laura:** Cullen [cullenla@tcd.ie](mailto:cullenla@tcd.ie)

### Module Aims & Content

This semester 2 module focuses on practical application of key legislation in preparation for practice in a range of Social Work Practice settings.

Case examples from practice and group discussions will provide students with the opportunity to critically consider the role of a Social Work Practitioner within the wider context of the domestic and International Legislative framework.

### Learning Outcomes

This module specifically addresses CORU domains 1, 3 and 6. On successful completion of this module, students will be able to:

- Apply key legal principles to Social Work Practice in a wide range of settings;
- Demonstrate a good understanding of the statutory role of Social Work Practitioners in a Child Protection and Welfare setting;
- Develop skills to manage their Social Work File in preparation for court applications with particular focus on minutes of meetings, case notes, records of Social Work Assessment and Risk assessment;
- Consider the inherent difficulty of balancing parent's rights and children's rights in Public Law matters;
- Have a good understanding of fair procedures for parents and families, including issues such as informed consent and the rights of parents to access legal representation;
- Apply key principles for effective report writing and communication in Child Care Proceedings;



**\*\* Slides & additional links / references will be provided in advance of each session- please check your module online via Blackboard before attendance.**

## **Assessment**

Min 2,500 – max 3,000 word essay worth 100%

*Students must observe the minimum and maximum word length. Projects over or under this range will be penalised in the final mark given (-1% per 200 words over / under). There is NO allowance either way on word count as this assignment at the maximum and minimum word count is clearly stipulated.*

## **Law for Social Workers - Tutorials**

Tutorials will take a case study approach in which students will get an opportunity to explore in small groups multi-faceted and often complex legal issues. They will have an opportunity to question and discuss with their peers how the law is applied in real-life settings and will be facilitated in drawing insights from their discussions which aims to enhance understanding, inform future professional practice or guide further learning and development.

Cases will be drawn from the Child Care Law Reporting Project (CCLRP) which examines and reports on judicial child care proceedings. Examples will be drawn from District Courts and the High Court and will be based on current and archived cases which will demonstrate for students 'real life' cases and will enable students to consider issues such as how and why children are taken into care, and what happens then. ([www.childlawproject.ie](http://www.childlawproject.ie))

## **Lecture Content**

### **Lecture 1; Accountability of Social Work Practitioners (20 January 2020) Sonya Bruen**

- Role of CORU, Social Service Inspectorate / HIQA in monitoring practice of Social Work Practitioners.
- Duties of the Social Work Practitioner to Court in Child Care Proceedings.
- Exploration of the relevance of Judicial Review for Social Work Practitioners.
- File management, communication with service users and file recording in statutory practice and other practice areas.
- Data Protection & Freedom of Information.

Group Discussion;

- Case examples of Judicial Review; practice learning for Social Work Practitioners.
- Preparing / maintaining your Social Work File.

Required Reading

Children's First Guidelines, 2011 and Practice Handbook for Practitioners; definitions of child abuse and neglect.

Claire Hamilton, 'Irish Social Work and Social Care Law' 1<sup>st</sup> ed., (Gill and Macmillan, 2012), Chapter

## **Lecture 2 & 3; Children in Care, Part 1 & 2 :**

**27 January & 3 February 2020**

**Sonya Bruen**

Responsibilities of the Child and Family Agency in respect of Children in Care

- Section 13, 17 and 18 Child Care Act 1991 – Roles and Responsibilities of the Social Work Practitioner and the Child and Family Agency for children in care
- Section 4 Child Care Act 1991- Voluntary Care
- Section 37 Child Care Act 1991- Access for Children in Care.
- Section 45 Child Care Act 1991 - After Care Provision for Children in Care.
- Section 47 Child Care Act 1991 – Applications for Court directions in respect of Children in Care.
- Regulations for Children in Care – Standards for foster care and residential care.
- Use of research and assessments to illustrate evidence in respect of children in care; attachment theory, impact of access for children in short term / long term care.
- Permanency Planning for children; analysis of adoption / long term foster care in Ireland.

Group Discussion;

- Consent for medical treatment for children in care (Section 47 Child Care Act 1991) – case examples and guidance for practice.
- Regulations for children in care – the importance in Child in Care reviews and Care Plans in court proceedings.

Case Study – N v HSE, (2006) – Baby Ann case- adoption/ foster care

**No MHC lecture on 10 February 2020– instead a Longer / additional Tutorial will be delivered week of 10<sup>th</sup> February based on adoption/ long term case – discussion of case example, Baby Ann case.**

## **Lecture 4 & 5; Preparation of Social Work Reports for Legal Proceedings (Monday 17 & 24 February 2020– Sonya Bruen**

- Structure of the Social Work Report
- Writing Skills
- Reference to research and evidence based practice in Court reports
- Common mistakes in Social Work Reports; lessons for practice
- Review of sample TUSLA Social Work Report
- Practice of writing skills to be followed up in tutorial
- Reference to case examples

## **2 March 2020 - Reading week**

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## **Lecture 6 Evidence of Social Work Practitioner in Court (9 March 2020) - Sonya Bruen**

- Obligation of the Social Work Practitioner to the Court
- Guidelines for the provision of evidence in Court Proceedings
- Section 23, Hearsay Evidence
- Practical consideration for Social Workers in Court
- Case example for further consideration at tutorial

**16 March 2020** – No MHC lecture, SW report to be practiced at tutorial.

**23, 30 March & 6 April 2020** – Workshop / moot court. Details to be confirmed

### **General Reading**

Paul Ward, The Child Care Act 1991, 3<sup>rd</sup> Edition, (Thomson Round Hall 2014), Part II; Section 3; Functions of the Child and Family Agency.

Kilkelly, U (Ed) (2009) ECHR and Irish Law Bristol: Jordan's. (2nd Edition).

Nestor, J (2007), An Introduction to Irish Family Law. Gill and McMillan.

Shatter, A (1999), Family Law in the Republic of Ireland. 4th ed., Dublin: Butterworths.

Kilkelly, Ursula. (1998) Children's Rights in Ireland: Law, Policy and Practice, Tottel Publishing.

Fortin, Jane. 2009 Children's Rights and the Developing Law. Cambridge University Press

Children's Rights Alliance (2006) From Rhetoric to Rights: Second Shadow Report to the UN

Committee on the Rights of the Child. Dublin: Children's Rights Alliance.

Kilkelly, U 'The Reform of Irish Adoption Law - Ensuring Compliance with International Obligations' Irish Journal of Family Law (2004) 10-14

Kilkelly, U 'Child Protection and the European Convention on Human Rights', Irish Journal of Family Law (April 2000) 12-20

Shannon, G (2010) Child Law Dublin: Thomson Round Hall

### **Journals**

The Irish Journal of Family Law, Dublin: Sweet and Maxwell

### **Useful Legal Websites**

[www.childlawproject.ie](http://www.childlawproject.ie); Child Care Reporting Project,

[www.courts.ie](http://www.courts.ie) Website of the Irish Courts Service

[www.bailli.org](http://www.bailli.org) - Website of the British and Irish Legal Information Institute

[www.echr.coe.int/ECHR/EN/Header/Case-Law/Hudoc/Hudoc+database](http://www.echr.coe.int/ECHR/EN/Header/Case-Law/Hudoc/Hudoc+database;);

<b>B Probation Sequence</b>
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Lecturer: Sinead Whiting [whitings@tcd.ie](mailto:whitings@tcd.ie)

### **Overview**

This section of the module is delivered in seminars during semester 2. It is not assessed but full attendance is required.

The module has two **aims**:

- To apply knowledge gained in the Crime and Social Policy module and
- To introduce students to the structure of Irish Probation Service and its 'What Works' evidence-based practice.

### **Learning Objective**

On completion of this module students will acquire information on Probation Service and an introduction to the theories and practice skills of social work in a criminal justice setting.

## Recommended Reading

O'Dea P. (2002) The Probation and Welfare Service: Its role in Criminal Justice. In O'Mahony, P. (ed) 2002, *Criminal Justice in Ireland*. Dublin, IPA.

Connolly, A. (2000) 'What Works: implications for effective practice. *Irish Social Worker*. Vol 18 No 2/4.

Chapman, T and Hough, M. (1999) *Evidence Based Practice*. London, Home Office.

Trotter, C. (1999) *Working with Involuntary Clients*, London. Sage.

Garland, D. (2001) *The Culture of Control: Crime and Order in Contemporary Society*, Oxford, Oxford Uni Press.

Mc Guire, J. (ed) (1995) *What Works: Reducing Reoffending. Guidelines from Research and Practice*. Chichester. J. Wiley & Sons.

Kearney N. & Skehill, C. (2005) *Social Work in Ireland: historical perspectives*, Raynor, P. & Vanstone, M. (2002), *Understanding Community Penalties: Probation Policy and Social Change*. Buckingham, Open University Press.

Bracken, D. (2003), 'Skills and Knowledge for Contemporary Probation Practice'. *Probation Journal* 50: 101 Sage.

Healy D and O'Donnell (2005) *Probation in the Republic of Ireland: Context & Challenges*. *Probation Journal* vol 52(1): 52;56.

Phillips J - (2010) British journal of community justice: *The social construction of probation in England and Wales, and the United States: implications for the transferability of probation practice*.

Raynor P -(2009) *European Journal of Probation: Why help offenders? Arguments for Rehabilitation as a Penal Strategy*, Vol. 1, No. 1, 2009, pp 3 - 20

## Websites.

www. [www.dcy.gov.ie/](http://www.dcy.gov.ie/)

www.probation.ie

www.probation.homeoffice.gov.uk

[www.ejprob.ro](http://www.ejprob.ro) European Journal of Probation.

www.sagepublications.com (Probation Journal, published by Sage on behalf of National Association of Probation Officers, UK based Trade Union and Professional Association

## Critical Analysis & Argument Development (5 ects)

Lecturer: Assistant Professor Louise Caffrey [louise.caffrey@tcd.ie](mailto:louise.caffrey@tcd.ie)

### Module Aims

This module aims to develop students' core social policy skills, including critical analysis, argument development and the use of an evidence-informed approach. The module introduces students to key social policy issues including the changing context of work and employment, social security, the gender pay gap. Students are challenged to practice and develop the skills they have learnt by engaging critically with these topics. Students are supported to critically appraise how explanations of and solutions to social issues may be influenced by analysis of evidence and competing perspectives

### Module Outcomes

- On successful completion of this module, students should be able to: Recall definitions of key concepts including critical analysis, academic argument and theoretical framework;
- Identify competing perspectives on social policy issues
- Critically evaluate competing explanations using an evidence-informed approach
- Develop balanced arguments on social policy issues
- Recall knowledge on key social policy debates including, the changing context of work, social security, the gender pay gap and the social determinants of health

### Key Readings

Cottrell, S. (2011). [\*Critical thinking skills: Developing effective analysis and argument\*](#). Basingstoke Palgrave Macmillan. (Available as an e-book).

Greetham, B. (2013). *How to write better essays*. London: Palgrave Macmillan.

European Commission (2009). *Gender segregation in the labour market: Root causes, implications and policy responses in the EU*. Luxembourg: Publications Office of the European Union

Standing, G. (2011) [\*The Precariat: The New Dangerous Class\*](#). London: Bloomsbury.

### Assessment

Development of two learning journal entries (90%)

Complete 10 learning journal tasks (10%)

## **SOU22011: Introduction to Social Research 1: (5 ECTS)**

**Module Description available via:**

<https://www.tcd.ie/sociology/undergraduate/seniorfreshman/introduction-to-social-research-a/index.php>

## **SOU22012: Introduction to Social Research 2: (5 ECTS)**

**Module Description available via:**

<https://www.tcd.ie/sociology/undergraduate/seniorfreshman/introduction-to-social-research-b/index.php>

## **Module Outlines (Optional)**

### **SSU22042: European Refugee Policy: (5 ECTS)**

**Lecturer Assistant Professor, Dr Philip Curry**

#### **Module Overview and Content**

This module will run in Semester 2 for a total of 16 hours (12 Lectures and 4 seminars)

The number of people worldwide who have been forcibly displaced from their home as a result of conflict, systemic discrimination, persecution, and other human rights violations has been steadily growing over the last decade to reach an unprecedented 68.5 million in 2017. The protection of stateless people, the internally displaced, asylum seekers and refugees has correspondingly become an urgent global policy issue.

This course examines the legal basis of modern asylum and refugee systems, how these systems operate in practice and how the protection of people who have been forcibly displaced has come to be intertwined with the politics and policies of migration more generally.

#### **Learning Outcomes**

On successful completion of this module, students should be able to:

- Outline key legal frameworks in relation to refugee protection, in particular the main provisions of the United Nations Convention and Protocol relating to the Status of Refugees.
- Discuss how asylum and refugee protection systems operate in practice and the kinds of difficulties such systems contend with.
- Assess how and why European governments have attempted to control and direct migration using legal and policy frameworks
- Evaluate the impact this has had on victims of forced displacement.
- Analyse contemporary journal articles in refugee studies.

#### **Independent Study**

40 Hours: Read lecture notes and review own notes; read articles on the lecture reading list; independent reading of journal articles; exploration of online resources; follow contemporary developments in refugee policy and practice.

#### **Assessment**

The core assessment for this course is an analysis of four recent, major journal articles in the field of refugee studies. Students must discuss each article in tutorial and write a 500 analysis afterwards (i.e. 2,000 words in total).



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

### **Reading**

Fiddian-Qasmiyeh, E., Loescher, G., Long, K., and Sigona, N. (Eds.) (2014) The Oxford Handbook of Refugee and Forced Migration Studies. Oxford: Oxford University Press.

The following excellent journals relevant to this course may all be accessed online through the College library website:

- Journal of Refugee Studies
- Refugee Survey Quarterly
- Journal of Immigrant and Refugee Studies

## **SSU22022: Housing Policy: (5 ECTS)**

**Lecturer Simon Brooke**

### **Module Content**

This section of the module which will be delivered in Hilary Term will provide a comprehensive introduction to housing and homelessness policy in Ireland.

Module content will include the addressing following:

- What is housing policy?
- Why do governments intervene in the housing market?
- What is housing tenure, what are the differences between different tenures, and why does it matter?
- What theoretical approaches are there to housing policy?
- Why did house prices rise so quickly, only to fall again?
- Has the Local Property Tax been a success or a failure?
- What can be done about mortgage arrears?
- What is Nama?
- What is the housing experience of minority ethnic households in Ireland?
- Have government housing policy objectives been achieved?
- What theoretical explanations are there for the nature and extent of homelessness?
- How have homeless services changed during the last 20 years?
- What are the key current homelessness policy issues?

### **Learning Outcomes**

On completion of this module students will:

- have a clear understanding of why and in what fashion governments intervene in the housing market, and to what effect.
- have a good understanding of the operation of the housing system and the role played by different housing tenures
- be equipped to assess the impact of housing policy initiatives.
- have a comprehensive understanding of a number of topical issues in housing policy.
- have a thorough understanding of the causes, nature and extent of homelessness.

## **Assessment**

Essay = 100%

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

## **Reading**

Key and General Readings will be provided in lectures.

### **ECU22021: Economy of Ireland A: (5 ECTS)**

**Module Description available via:**

[https://www.tcd.ie/Economics/undergraduate/sf/economy\\_ireland\\_a/](https://www.tcd.ie/Economics/undergraduate/sf/economy_ireland_a/)

### **ECU22022: Economy of Ireland B: (5 ECTS)**

**Module Description available via:**

[https://www.tcd.ie/Economics/undergraduate/sf/economy\\_ireland\\_b/](https://www.tcd.ie/Economics/undergraduate/sf/economy_ireland_b/)

### **TE: Broad Curriculum Course: (5 ECTS)**

<https://www.tcd.ie/academicregistry/student-registration/TE/>

## **SSU22112 SF Practice Placement (15 ECTS)**

### **Placement**

The Senior Freshman placement offers experience of working in a community-based service or voluntary agency alongside service-users, volunteers and workers from the social professions. It is a 50 day (10 week) block Placement which runs from the end of teaching in April until the end of June. It comprises 5 days preparation, based in college (13<sup>th</sup> – 17<sup>th</sup> April), and then 45 days practice on site. Placement settings have included School Completion Projects, Youth projects, Drug Projects, Disability settings, new communities and some international settings.

### **Readiness for placement Process**

To ensure each student's readiness for their community placement which takes place at the end of SF year, and their JS social work practice placement which commences early in the next academic year, a Readiness for Placement form will be circulated shortly before the Christmas break, for completion and submission by the first day of Hilary Term.

Each student will be allocated a time to meet with an internal and external lecturer to discuss their completed form and what they might still need to do in readiness for placement. These individual meetings will take place prior to reading week, allowing the student time to address any issues or shortfalls raised. Being familiar with core texts as recommended in Introduction to Social Work (JF) and Social Work Theory and Practice (SF) is considered an essential element of this process.

Further details will be provided in class during the Social Work Theory and Practice module by SF Year Head and BSS Course Director.

### **Preparing for the Placement**

The college works in conjunction with placement agencies to ensure that your placement is appropriate, meets your learning needs and provides sufficient opportunities for you to develop and demonstrate practice competence.

The main preparatory tasks are as follows:

- Attend Placement Preparation Module.
- Complete a Placement Form to guide Fieldwork Unit of an appropriate placement setting for each student. Placement is informed by: students' learning needs & areas for development, previous experiences & geography. Fieldwork Unit allocate placement from within the pool of available

placement offers, bearing in mind students' information & interests, provided on Placement Form.

- Update Curriculum Vitae following guidelines of TCD Careers Advisory Service, <http://www.tcd.ie/Careers/students/international/CVs.php>
- Once a suitable placement has been identified for student, a suite of placement documentation, including CV will be sent to the prospective Practice Teacher.
- Preparation: Meet your School Cluster Leader who will guide you and students going to similar placements to research and plan for the placement. This is likely to include:
  - Exploring relevant policy and debates (eg: re youth services)
  - Researching the placement agency and similar services.
  - Contacting your practice teacher
  - Visiting the agency and beginning to link in to its work
  - Making a group presentation of your research to your class.
- Enjoy your placement, and keep your School Cluster Leader informed fortnightly about your progress ... by phone or email. This will ensure that, should you have any concerns, they can be dealt with promptly. Attend group meetings with your Cluster Leader.
- Develop (with your Practice Teacher, Cluster Leader and through reflection in your Practice Project) a learning agenda for your next placement in JS year.

### **Placement Aims, Learning Outcomes, Structure and Issues**

The Practice Placement and Practice Project must be passed for you to proceed to BSS Junior Sophister year.

#### **Aims of Senior Freshman Placement**

- To participate in a community-based social service
- To understand how that service fits with other services
- To grasp the links between social policy and the agency service
- To work collaboratively with service users and to learn from them about the issues that affect the quality of their lives
- To develop some beginning practice skills
- To begin to identify links between social work theory and practice.
- To understand the goals, ethos and practices of the placement agency.
- To acquire a working knowledge of relevant community resources and services
- To begin to develop professional standards of behaviour.
- To develop your self-awareness and reflection in practice
- To establish your readiness to proceed with social work education & training.

## Learning Objectives

By the end of this placement, you should be able to:

- Outline the role of the placement agency and its fit with related services
- Identify key aspects of social policy which impact on the agency;
- Outline the circumstances and needs of service users in this agency and the challenges they face;
- Grasp the goals, ethos and procedures and the main roles of practitioners in the agency
- Demonstrate appropriate beginning practice skills in e.g.
  - Engagement and communication with service users, volunteers, colleagues and others
  - Involvement in individual or group support / facilitation
  - Involvement in data gathering, assessment and planning
  - Implementing agreed tasks
  - Regular consultation with your practice teacher
  - Recording and evaluating your work
- Identify one social work framework relevant to your work
- Demonstrate knowledge of community resources and services
- Demonstrate professional standards of behaviour, including: respect for confidentiality, inclusive and respectful approach to others, ability to work collaboratively, reliability, time-keeping
- Demonstrate your progress towards self-awareness and reflection in practice eg: through reading, use of supervision, illustration of key learning in your practice project and class presentation
- Establish, by achieving the above, your readiness to proceed with social work education and training.

## Choice of Placement

Placements are available in a wide variety of settings and locations, including a few that can be available in international settings. When arranging placements, the Fieldwork Coordinators take your wishes and circumstances into account alongside priority to the potential value of the placement as an introduction to community based practice. The Fieldwork Co-ordinators are always glad to hear of new agencies or practice teachers willing to accept students, but responsibility for arranging placement rests with the Fieldwork Unit.

## Placement duration

The BSS SF placement is undertaken over a 50 day (10 week) block starting at the end of teaching in the second semester of Senior Freshman year. It comprises one week of college-based preparation and 9 weeks on site. The placement cannot be split; it must be continuous. Days lost through illness or other circumstances must be made up. As the Junior Sophister year begins in early September, this placement should begin in late April or early May, in order to leave time at the end to submit written assignments and to take a break before the JS induction week and placement.

## Placement Supervision, Tutorial Support and Practice Project

You will be assigned a Cluster Leader, who is responsible for supporting your learning in relation to this placement and related sector of social services. Contact with your Cluster Leader and fellow group members will be arranged in advance of the placement.

During placement, you should have regular supervision sessions with your placement supervisor, as well as opportunities to consult informally at other times. If your placement supervisor is absent for a number of days, a colleague should be identified to support and supervise your work temporarily.

Attend meetings with your Cluster Leader and contact them fortnightly by phone or email throughout placement to inform of your progress on placement. This will facilitate your Cluster Leader to support you and your practice teacher should any difficulties arise.

At the end of placement, you and your placement supervisor jointly review the placement and your progress, and your practice teacher prepares a placement evaluation under the headings set out in Section 10. You should both sign this document.

Ensure that you receive a copy of Practice Teacher's Evaluation for your own records and also please assist the placement supervisor to submit the report to the School. A copy of the evaluation will be sent to your next Practice Teacher to help set the learning agenda for your JS Practice Placement.

Your Practice Project should be started during the placement and will provide additional evidence for your passing this placement. You must submit the Practice Project by **Monday 13th July 2020**.

## Student's Practice Project

Placement supervisors may assist you in preparing your Placement Project, through discussion and reference to relevant data, but responsibility for the project and its presentation remains with you.

## Reading Time

As the project is an integral part of the placement - designed to process your learning and link theory and practice - time should be set aside during placement days to read for and prepare it. The recommended time allowance is one half-day per week. This reading time should be used throughout the placement rather than accumulated, as reading should inform your work at the time, rather than retrospectively.

## Assessment of SSU22112 SF Placement

A Placement Project must be completed in order for students to satisfactorily pass this placement.

### Aims of Assessment:

- To assess the student's strengths and key learning needs displayed in practice and
- To confirm the student's suitability for continued social work education and training at this time.

### Guidelines for Placement Evaluation

Placement evaluation comprises 3 elements:

- Learning Agreement (prepared at start of placement )
- Placement Supervisor's evaluation
- Student's Practice Project

The Student's Practice Project should be signed by the Placement Supervisor as a fair account of the student's work on placement.

Both the Student Placement Report and the Placement Supervisor's Evaluation should be signed by both the student and the Placement Supervisor.

**An electronic copy of the student's Practice Project should be submitted to blackboard by Monday 13<sup>th</sup> July 2020.**

**1 electronic copy of the Placement Supervisor's Evaluation Report is also due Monday 13<sup>th</sup> July 2020. Please submit this by e-mail to [fieldwork.unit@tcd.ie](mailto:fieldwork.unit@tcd.ie). Students are asked to assist the Placement Supervisor with submission of the report to the School if required.**



## Student Placement Project Format

### Introduction

Placement setting, any relevant skills and experience you brought to it, what you hoped to gain from it, and any key questions that emerged during your preparatory research.

### Agency and Community Setting

- Community context: brief profile of catchment area and service users; implications for your work
- Agency context: brief overview of service offered, statutory / voluntary status, structure, staffing, resources; levels of engagement with service users; key social policies affecting the service; your role in the agency.

### Work undertaken

- Brief overview: Table of your workload (service users / activity, why involved; time commitment; outcome)
- Summary of 2 main pieces of work: tasks / issues presented; nature & duration of involvement; goals; action taken; outcome; framework / method used; key learning.

### Case Study (of one piece of work)

- Social History or profile of service user / group / project participants and their social networks.
- Summary outline of activity in which you were involved
- If Individual work: reason for involvement; aims; theory or method used; content and process; outcome.
  - If Groupwork: aims; theory or method used; group activities, content and process; outcome.
  - If Community Work: project aims; nature of activity; theory used; participation; process; outcome.
- Your working relationship with the service user/s.
- Collaboration with other workers/volunteers
- Evaluation: what was / not achieved; indications for the future;
- theoretical and other literature which proved helpful and why.
- Any ethical or professional issues raised
- Key learning from this piece of work about you and social services

### Learning

- The potential and limits and challenges of practice in this setting
- Learning opportunities (agency visits etc) and what you gained
- Supervision: frequency; main learning points

- Any special features of the placement which contributed to or limited learning
- Main gains from the placement, questions raised and any learning needs identified for your next placement.

## **Bibliography**

### **Guidelines:**

- Recommended word-length: 5000 words
- The earlier you start reading about the agency and issues raised, the more this reading will support your learning. Draw also on relevant reading you have completed for other modules. Demonstrate in the project that you are starting to integrate your reading of theory and research with practice experience and observation.
- Follow the main headings in the project outline, but if necessary reorder or modify subheading elements in order to avoid repetition and to fit your particular placement.
- Adopt an appropriate style. This is an academic assignment which requires you to use clear, precise and non-conversational language, to be analytical as well as descriptive, and to support statements with relevant evidence and accurate referencing. It is not an agency report which requires purely factual information. It is a practice project which also requires you to reflect on your personal and professional learning from the placement. Therefore, write in the first person (say 'I', not 'the author' or 'the student').
- Confidentiality: Change all names and identifying details of service-users and colleagues about whom you write, and state clearly that you have done so. Use fictitious names to represent them, rather than initials or numbers and do not accidentally include a real name. Use job titles rather than names for workers.
- Submit an electronic copy to blackboard by **by Monday 13<sup>th</sup> July 2020**. Instructions for submission of the electronic copy through turnitin.com will be issued during the summer.

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

Supervisors' reports should be completed on the report form included in Appendix II 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 & Functioning in the Agency**

- Grasp of Agency functions, procedures and limits
- Working relationships with colleagues & team members
- Quality of relationship with other disciplines, agencies & services
- Capacity for taking decisions, initiative & responsibility
- Knowing when to consult & take advice
- Personal organisation; punctuality, reliability: use of time & resources
- Report & letter writing

### **Communication & Engagement Skills**

- Making & sustaining positive relationships with service users & colleagues
- Accurate listening & observation
- Clear, sensitive, respectful & appropriate communication
- Avoidance of discriminatory language & behaviour

### **Other Practice Skills**

- Ability to gather & relay relevant information accurately & purposefully
- Ability to assess & define problems/needs
- Awareness of social/cultural/material influences on service users
- Ability to make & negotiate realistic plans for intervention
- Ability to carry through planned work and to evaluate it realistically

### **Development Towards Professional Standards**

- Ability to use supervision constructively to develop understanding & skills
- Constructive & proactive approach to learning
- Development of self awareness; ability to reflect on & handle feelings in practice
- Ability to start assuming a professional role

## Summary of Areas in Which Progress Has Been Made

(Issues for further development and specifically for next placement, any special strengths or weakness not already noted. Confirmation that student has/has not reached a standard to merit Pass & is suitable and ready to proceed with social work training.)

## Recommendation

On the basis of placement performance, would you recommend this student as suitable for and ready to continue social work training? **One** electronic copy of the Report should be sent to [field.Unit@tcd.ie](mailto:field.Unit@tcd.ie) by Monday 13<sup>th</sup> July 2020.

## 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 practice teacher and student in their reports, but may also draw on evidence from the School Cluster Leader 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 (eg 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 Junior Sophister year and Junior Sophister placement, will not be granted.
- The School Fitness to Practise 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 in consultation with the School Cluster Leader. 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 and a note (number of days) of the student's attendance should also accompany the Placement Supervisor's Evaluation.**

### **Placement Advice**

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

## Health and safety

### Vaccination Policy:

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

With this in mind, the School will require Hepatitis B vaccination, after College Registration.

The School recommends that students are also protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).

Hepatitis B vaccination will be arranged *en bloc* with College Health Service for Junior Fresh 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 dates to be arranged by the Fieldwork Team and the College Health Service. Students will be advised accordingly.

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

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

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

### Critical incidents

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

### Health Concerns

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

## **Garda Vetting**

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

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

If you have lived in a different jurisdiction at any time, remember to request, well in advance, police clearance from the relevant police authority to cover that period as the Garda Vetting Bureau does not cover other jurisdictions. Police clearance certificates from other jurisdictions should be submitted to the Admissions Office. Please remember to keep a copy for your records.

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

## **Access to Agency Held Information**

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

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

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



## Foundation Scholarship Examinations

Foundation scholarship is a College institution with a long history and high prestige, and is a distinctive feature of student life at Trinity. It involves a searching examination, set and assessed so as to select students of outstanding ability. The objective of the foundation scholarship examination is to identify students who, at a level of evaluation appropriate to the Senior Freshman year, can consistently demonstrate exceptional knowledge and understanding of their subjects. The examination requires candidates to demonstrate: skill in synthesizing and integrating knowledge across the full range of the set examination materials; rigorous and informed critical thought; and, in appropriate disciplines, a highly-developed ability to solve problems and apply knowledge. The award is based solely on the performance in the scholarship examination, and past performance in other examinations is not taken into account.

All Senior Freshman undergraduate students may compete for the Scholarship provided that their previous conduct has been satisfactory and that they have paid the current annual fee for their registered course of study.

The scholarship examination begins Monday 6<sup>th</sup> January 2020 however please note that it may be necessary to schedule some examinations in the preceding week. Candidates must give notice of their intention to take the examination on the prescribed form available on the College website at <https://www.tcd.ie/academicregistry/exams/scholarship/>

Social Studies candidates are examined in the following subjects of their course up to the end of Michaelmas term of the Senior Freshman year.

The examination consists of three 3-hour papers as follows:

Social work I, Social policy I and Social Work III (General Paper).

All papers carry equal marks.

Recommendations for scholarship will be based on all three papers, subject to all three papers being passed. The names of those elected are announced in public by the Provost from the steps of the Examination Hall on the Monday of Trinity Week (Trinity Monday) which is Monday 20<sup>th</sup> April 2020.

Foundation Scholars are entitled to free Commons (meals in the Dining Hall) and free rooms in College. They also receive a salary (allowance) and do not have to pay fees. The entitlements of Scholars can continue for some years after graduation if they are engaged in further academic research or study.

An information Session will be scheduled for Senior Freshman Students early in Michaelmas Term. Further information can be viewed: <https://www.tcd.ie/academicregistry/exams/scholarship/>

## Guidelines for the Presentation of Written Work

### General Points

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

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

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

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

### **Referencing Guidelines**

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

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

### **Citations in the Text**

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

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

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

### **Quotes in the Text**

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

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

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

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

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

## Reference Lists

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

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

### Journal article:

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

### Electronic information:

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

Book with multiple authors

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

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

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

### Chapter in an edited book

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

#### Journal article - print

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

#### Conference Proceedings

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

#### Report/Government Reports

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

#### Thesis/Dissertation

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

#### Lecture

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

#### Electronic article

Foreman, M. (2009) 'HIV and Direct Provision – Learning from the Experiences of Asylum Seekers in Ireland' *Translocations, Migration and Social Change* (online), 4(1) pp.67-85 Available :[http://www.translocations.ie/volume\\_4\\_issue\\_1/index.html](http://www.translocations.ie/volume_4_issue_1/index.html) (Accessed 14 Sept 2009)

#### Newspaper article

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

## **Website**

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

## **Use of EndNote**

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

## Guidelines for Essay- Type Examinations

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



## Guidelines on Plagiarism

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

We ask you to take the following steps:

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

## Coversheet Declaration

In line with the University policy on plagiarism, all Social Studies students are required to sign a coursework declaration form and return it to the School. Rather than asking you to add the declaration form to every assignment, essay, project or dissertation you submit, we ask that you complete the appended declaration form once at the beginning of the year and return a hard copy to the School drop box located beside the door of Arts 3063. **The deadline to return the form is noon on Tuesday October 1st, 2019.**

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 BSS Course Director by written email.

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

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

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

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

##### *82 General*

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

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

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

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

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

##### *83 Examples of Plagiarism*

*Plagiarism can arise from actions such as:*

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

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

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

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

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

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

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

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

#### *85 Self plagiarism*

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

#### *86 Avoiding plagiarism*

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

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

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

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

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

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

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

When using the work of others you must either

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

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

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

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

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

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

### **Resources for Students**

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

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

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

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

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

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

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

### **Resources for Academic Staff**

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

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

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

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

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

## **BSS Course Code of Conduct**

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

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

#### **Introduction**

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

#### **Expectations of Students**

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

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

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

The Bachelor in Social Studies course requires that students:

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

mail [Social.Studies@tcd.ie](mailto:Social.Studies@tcd.ie) as early as possible on the first day of absence to explain the reason for the absence and to give an estimate of its probable duration.

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

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



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

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

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

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

### **Unacceptable Behaviours or Activities**

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

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

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

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

### **Disciplinary Procedures**

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

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

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

In such situations, the following procedures will be followed:

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

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

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

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

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

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

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

If the student's behaviour is considered to be of concern but not deemed to be such that termination of the student's place is necessary, possible consequences to be considered may include: the student being required to undertake additional studies (for example, repeat a year), to withdraw from the programme for a specified period of time, or a formal warning is issued. Students whose behaviour has led to disciplinary proceedings may be prevented from or delayed from going on their practice placement. A formal report of the complaint will be entered on the student's records and will be included in any reference requested from the School.

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

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

### **Appeals Procedures**

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

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

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

### **Fitness to Practice**

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

## **BSS Prizes**

### **Pauline McGinley Prize**

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

**Value: c €100**

### **Marian Lynch Medal**

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

<b>LEARNING AGREEMENT FOR BSS SF STUDENTS.</b>		
<b><u>GENERAL INFORMATION</u></b>		
<b>Student:</b>	<b>Telephone:</b>	<b>email:</b>
<b>Supervisor:</b>	<b>Telephone:</b>	<b>email:</b>
<b>Agency:</b>	<b>Telephone:</b>	<b>email:</b>
<b>Group Tutor:</b>	<b>Telephone:</b>	<b>email:</b>
<b>Working Days:</b>		
<b>TOIL Arrangements:</b>		
<b>Sick Leave:</b>		
<b>Study Time:</b>		
<b>Accommodation:</b>		
<b>Transport:</b>		
<b>Dress Code:</b>		
<b>Health &amp; Safety:</b>		

### **SUMMARY OF STUDENT’S RELEVANT SKILLS AND EXPERIENCE TO DATE**

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

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### **LEARNING GOALS**

Learning (to encompass skills, knowledge and values) should be identified in relation to previous experience, feedback from previous placements (if relevant) and current areas of interest

<b><u>Professional Learning Goals</u></b>		
(pertain to approaches and skills common to professional practice e.g. relationship building, reflective practice, organizational skills) that may be learned in this agency and are applicable in other settings)		
<b>PROFESSIONAL SPECIFIC</b>	<b>LEARNING OPPORTUNITIES</b>	<b>EVIDENCE OF</b>

LEARNING GOALS	ON PLACEMENT TO MEET THIS GOAL	DEVELOPMENT

**Agency Specific Learning Goals**

(pertains to area of practice of the agency in which the student is based)

AGENCY SPECIFIC LEARNING GOALS	LEARNING OPPORTUNITIES ON PLACEMENT TO MEET THIS GOAL	EVIDENCE OF DEVELOPMENT

**Personal Learning Goals**

(pertains to student's uniqueness as an individual and changes s/he would like to make that would help in the role of a practicing social worker e.g active listening skills or assertiveness)

PERSONAL LEARNING GOALS	LEARNING OPPORTUNITIES ON PLACEMENT TO MEET THIS GOAL	EVIDENCE OF DEVELOPMENT

**STUDENT WORKLOAD**

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**INDUCTION PLAN**

- Orientation to placement

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- **Recommended Reading/ Research**

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- **Confidentiality Policies**

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- **Health and Safety**

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- **Other**

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### **STUDENT SUPERVISION**

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

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

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Supervision Arrangements:

Day:

Time:

Other Student Supports:

### **STUDENT ASSESSMENT / SOURCES OF EVIDENCE**

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

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### **PERSONAL ISSUES**

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

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### **AGENCY-RELATED ISSUES**

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

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Signatures

Student:

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Supervisor:

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Date:

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MID PLACEMENT REVIEW

Review Progress & Student Capacity In Relation to

- Learning Goals:

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- Skills Development:

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- Integration of Theory and Practice:

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- Ethical Practice:

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- Workload:

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- Supervision / Practice Teaching:

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- Agency and Team:

Establish whether student is likely to pass the placement and outline objectives set for remainder of placement.

Objectives / Plan for remainder of placement

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Student Issues/Concerns

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Practice Teacher Issues/Concerns

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## Appendix II: Supervisor's Report on Senior Fresh 50 Day Block

<b>SCHOOL OF SOCIAL WORK AND SOCIAL POLICY</b> <b>SUPERVISOR'S REPORT ON SENIOR FRESHMAN PLACEMENT</b>
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Name of Student:

Name of Supervisor:

Job Title:

Name of Agency:

Address of Unit:

Tel:

Email:

Dates of Placement:

Date for Submission of this report:

**Please Note:**

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

The form uses a 6 point scale for most items:

*VG = very good*

*W = weak/inconsistent*

*G = good*

*VW = very weak/unacceptable;*

*OK = acceptable*

*A = not applicable/don't know*

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

Please provide your student with two hard copies of this report.

THANK YOU

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

### Pass/Fail Recommendation

(See Section 11.D. Handbook)

Please start by indicating your recommendation-e.g; Pass/Fail: \_\_\_\_\_

Your report can then be read as support for this recommendation. Please assess and illustrate the student's performance under the following 5 headings:

Personal Organisation & Functioning in the Agency

	VG	G	OK	W	VW	NA
Grasp of Agency functions, procedures and limits						
Working relationships with colleagues & team members						
Quality of relationship with other disciplines, agencies & services						
Capacity for taking decisions, initiative & responsibility						
Knowing when to consult & take advice						
Personal organisation; punctuality, reliability: use of time & resources						
Report & letter writing						
Comments/ Examples:						

#### Communication & Engagement Skills

	VG	G	OK	W	VW	NA
Making & sustaining positive relationships with service users & colleagues						
Accurate listening & observation						
Clear, sensitive, respectful & appropriate communication						
Avoidance of discriminatory language & behaviour						
Comments/ Examples:						

#### Other Practice Skills

	VG	G	OK	W	VW	NA
Ability to gather & relay relevant information accurately & purposefully						
Ability to assess & define problems/needs						
Awareness of social/cultural/material influences on service users						
Ability to make & negotiate realistic plans for intervention						
Ability to carry through planned work & to evaluate it realistically						
Comments/ Examples:						

Development Towards Professional Standards

	VG	G	OK	W	VW	NA
Ability to use supervision constructively to develop understanding & skills						
Constructive & proactive approach to learning						
Development of self awareness; ability to reflect on & handle feelings in practice						
Ability to start assuming a professional role						

Comments/ Examples:

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Summary of Areas in Which Progress Has Been Made

(Issues for further development & specifically for next placement, any special strengths or weakness not already noted. Confirmation that student has/has not reached a standard to merit Pass & is suitable and ready to proceed with social work training.)

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Recommendation:

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

Signed:

Date:

Supervisor

Comment by Student

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I have discussed this report with my supervisor

Yes

No

Signed:

Date:

## Appendix III : Coursework Declaration Form



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

### UG DECLARATION

- I hereby declare that all submissions made during the academic year 2019/20 is entirely my own work, free from plagiarism and has not been submitted as an exercise towards a degree at this or any other university
- I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>
- I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

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Student Name

Date

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Student Number

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Course

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#### **Note to Students**

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

We ask you to take the following steps:

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

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

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

'For professional reasons lecture and tutorial attendance in all years is compulsory for the B.S.S in the School of Social Work and Social Policy' (Calendar 2017-18, P.30)'

The School is also bound to comply with CORU the Regulating Health & Social Care Professionals Council requirements and guidelines which state 'the process of monitoring student attendance is declared, together with the implications of non-attendance'

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

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

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

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

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

Any student who is unable to attend a lecture or tutorial is obliged to contact the School by emailing [Social.Studies@tcd.ie](mailto:Social.Studies@tcd.ie) as early as possible on the first day of absence to explain the reason for his/her absence and to give an estimate of its probable duration.

### **Excused Absences During Teaching Term:**

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

### **Absences Whilst on Placement:**

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

### **Persistent Excused /Unexcused Absences**

Individual students with a number of absences (both excused and unexcused) will be contacted and will be required to discuss their attendance record with the B.S.S Course Director and Director of Teaching & Learning. Where students miss more than a third of a module in any term or fail to submit a third of the required course work in any term, the student's tutor will be contacted and will result in the student being returned to the Senior Lecturer as 'non-satisfactory'.

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

### **Other Offences**

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

**If, during formal monitoring, a student is detected as signing in classmates or participating in 'sign and go' practices, they will be referred immediately to the Course Director and Director of Teaching & Learning and may be referred to the Fitness to Practice Panel or Junior Dean on disciplinary grounds.**

### **Notes**

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

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