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

School of Social Work and Social Policy

Bachelor in Social Studies

Year 4 Senior Sophister

Course Handbook 2018-2019

V3.0

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Alternative formats of this handbook can be made available on request to Social.Studies@tcd.ie

Welcome and Introduction

Welcome to the final year of your BSS degree. We hope you will find this a very enjoyable and rewarding year and that it will equip you to feel ready and confident to begin your social work career.

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

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

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

- Course content
- Written requirements
- Placement guidelines.

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

Wishing you a rewarding and enjoyable year.

Michael Feely

Director of the BSS Programme This website should be checked regularly to access your timetable and receive information on seminars, new publications, scholarships, conferences and so on.

[1] Please note that, although this Handbook aims to be as accurate as possible, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in this handbook, the provisions of the General Regulations in the Calendar will prevail.

General Information

Emergency Procedure

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

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

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

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

Data Protection for Student Data

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

Student Feedback and Evaluation

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

College Maps

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

Student Supports

College Tutor

All registered undergraduate students are allocated a College Tutor when starting in College. Your Tutor is a member of the academic staff who is appointed to look after the general welfare and developments of all students in his/her care. Your College Tutor can advise you on course choices, study skills, examinations, fees, represent you in academic appeals, 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.

Social Work Tutor

In the Sophister years each BSS student is assigned an individual Social Work Tutor, who is the person primarily concerned with your professional development as a social work student and practitioner and who will maintain an ongoing, individual tutorial relationship with you until graduation. Your Social Work Tutor will work with you to clarify your learning needs and placement preferences, visit and monitor each placement, advise you on practice projects, read placement reports, co-mark your practice projects, and can act as a referee for you in job applications.

Tutorial meetings will last up to an hour, and can be as frequent as necessary. Your Social Work Tutor and you will jointly set your agenda and appropriate confidentiality boundaries. Your Social Work Tutor will not enquire into your personal circumstances or difficulties, unless these are raised by you, or clearly impinge on your academic work or placement performance. Your Social Work Tutor will not act as a counsellor but will offer support, advice, and referral to other sources of help, if you so wish.

Social work tutorials aim to:

- Promote your academic and professional learning.
- Monitor your progress, jointly plan ways to meet your educational needs, through choice/timing of placements, recommended reading, etc.
- Provide a link between practice & academic courses, placement & College
- Offer personal support

Your Social Work Tutor has a pivotal support role. For example, if concerns are expressed for/about you by academic staff or Practice Teachers, the Tutor will explore these issues with you. If you are concerned about an aspect of placement, or your relationship with the Practice Teacher, your Tutor will support you to address the matter and/or arrange a meeting with your Practice Teacher. The Social Work Tutor is the key person to consult, promptly, if you have any concerns about your placement or

your performance in social work courses. There are also other sources of advice available. Course related matters can be discussed, as appropriate, with the BSS Course Director, individual lecturers, and Fieldwork Coordinators, all of whom will readily arrange to meet with you. 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

Trinity Disability Service

The Disability Service provides educational support to students with disabilities. For further information on the full range of supports and resources contact:

Phone: (01) 8963111
Email: askds@tcd.ie

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

Financial Assistance

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

Carol McIlwaine Fund

This fund was established in 1979 in memory of Carol Elizabeth McIlwaine who read Social Studies in Trinity College from 1968-71. The income is available to assist financially needy BSS students in their Sophister years. Applications, signed by College Tutors, should be made to the Head of the School. Application forms with closing date of application will be circulated to students in Michaelmas term.

General Programme Information

Course Director

Title	Name	Email
Director of Bachelor in Social Studies	Assistant Professor, Michael Feely	mfeely@tcd.ie Tel (01) 8964101

Administration

Title	Name	Email
Senior Executive Officer Bachelor in Social Studies	Ms Mairead Pascoe	social.studies@tcd.ie Tel (01) 8962347

Head of School

Title	Name	Email
Head of School of Social Work and Social Policy	Professor, Stephanie Holt	sholt@tcd.ie

Director of Undergraduate and Learning (Undergraduate)

Title	Name	Email
Director of Teaching and Learning (Undergraduate)	Professor, Philip Curry	pcurry@tcd.ie

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

Course Committee

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

- Dr Michael Feely, Assistant Professor Social Work, BSS Course Director (chair)
- Dr Stephanie Holt, Head of School.
- Dr Philip Curry, Director of Teaching & Learning Undergraduate and Assistant Professor in Social Policy
- Professor Robbie Gilligan, Professor of Social Work
- Dr Gloria Kirwan, Assistant Professor of Social Work
- Dr Stan Houston, Assistant Professor in Social Work
- Dr Erna O Connor, Assistant Professor in Social Work
- Dr Catherine Conlon, Assistant Professor, Social Policy
- Ms. Eavan Brady, Assistant Professor in Social Work
- Mr Paddy O'Dea, Assistant Professor of Social Work & Fieldwork Officer
- 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)	Liam Cronin croninl1@tcd.ie , Maria Cullen mcullen5@tcd.ie , Stephen Shortt shorttst@tcd.ie
BSS Senior Fresh (Year 2)	Laura McCauley dunnel10@tcd.ie
BSS Junior Sophister (Year 3)	Vacant
BSS Senior Sophister (Year 4)	Vacant
Undergraduate School Convenor	Vacant

TCDSU will facilitate elections for these posts in Michaelmas Term 2018.

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 2018/19 members are:

- Ms Saragh McGarrigle, Probation Officer, The Probation Office (Chairperson)
- Mr Damien Nolan, Head of Social Work, St Patrick's Mental Health Services
- 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)

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. For skills workshops, the class group will be divided to allow for small group teaching and learning. The different teaching methods to be used are identified in individual course outlines.

Timetable

Your timetable can be found on the School website at: http://socialwork-socialpolicy.tcd.ie/timetables/ There are two timetables for Senior Sophister, a Michaelmas Term Pre Placement timetable which runs from 3rd September – 7th September and a Hilary Term timetable which runs from 21st January – 12th April 2019. We would prefer that you use the Schools timetable rather than your portal timetable as the School's timetable is more likely to be accurate.

The week numbers on the School timetable refer to calendar weeks which are shown on the copy of the Academic Year Structure on page 24 of this handbook.

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

Bachelor in Social Studies Course Regulations and Conventions

The BSS Examination Regulations and Conventions Booklet 2018 - 2019 contains information about the regulations governing examinations, as well as the conventions determining the award of grades in examinations, in the Bachelor in Social Studies degree programme.

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

School of Social Work and Social Policy Marking Scale

First class honors **I** **70-100**

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

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

70-76 **EXCELLENT**

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

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

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

77-84 **OUTSTANDING**

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

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

85-100 **EXTRAORDINARY**

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

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

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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 is 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.

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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.

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Third Class Honors III 40-49

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

Third class answers demonstrate some knowledge of understanding of the general area but a third
class answer tends to be weak in the following ways:
• descriptive only;
• does not answer the question directly;
• misses key points of information and interpretation
• contains serious inaccuracies;
• sparse coverage of material; and
• assertions not supported by argument or evidence.

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Fail - 1st Division F1 30-39
Answers in the range usually contain some appropriate material (poorly organised) and some evidencethat the student has attended lectures and done a bare minimum of reading. The characteristics of a failgrade include:

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

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Fail – 2nd Division F2 0-29

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

Course Expectations

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

The following are therefore course requirements:

Attendance

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 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 III of this handbook).

Punctuality

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

Reliability

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

Participation

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

Peer Support and Respect

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

Deadlines for Assignments

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

Course Regulations and the **BSS code of conduct** required of course participants are outlined on page 128-132, 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 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. 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%.

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

Student's expectations of staff

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. This does not apply to SS4760 Senior Sophister Placement practice project submission.

BSS Senior Sophister Academic Year Structure 2018/19

Cal. Wk.	Dates 2018/19 (Week Beginning)	2018/19 Academic Year Calendar	Term / Semester
1	27-Aug-18		←Michaelmas term begins / Semester 1 begins
2	03-Sep-18	JS Pre Placement Week	
3	10-Sep-18	BSS JS & SS Professional Placement	←Michaelmas teaching begins
4	17-Sep-18		
5	24-Sep-18		
6	01-Oct-18		
7	08-Oct-18		
8	15-Oct-18		
9	22-Oct-18		
10	29-Oct-18		
11	05-Nov-18		
12	12-Nov-18		
13	19-Nov-18		
14	26-Nov-18		
15	03-Dec-18		
16	10-Dec-18		←Michaelmas term ends Sunday 16 December 2018 / Semester 1 ends
17	17-Dec-18	Christmas Period - College Closed 24th December 2018 to 1st January 2019 inclusive	
18	24-Dec-18		
19	31-Dec-18		
20	07-Jan-19	Scholarship Examinations (2nd year students)	
21	14-Jan-19	Marking / Results Week	← Hilary term begins / Semester 2 begins
22	21-Jan-19	Teaching and Learning	← Hilary teaching term begins
23	28-Jan-19	Teaching and Learning	
24	04-Feb-19	Teaching and Learning	
25	11-Feb-19	Teaching and Learning	
26	18-Feb-19	Teaching and Learning	
27	25-Feb-19	Teaching and Learning	
28	04-Mar-19	Study / Review Week	
29	11-Mar-19	Teaching and Learning	
30	18-Mar-19	Teaching and Learning	
31	25-Mar-19	Teaching and Learning	
32	01-Apr-19	Teaching and Learning	
33	08-Apr-19	Teaching and Learning	
34	15-Apr-19	Revision Week (Friday, Good Friday)	←Hilary term ends Sunday 21 April

			2019
35	**22-Apr-19**	**Semester 2 Examination Session (Monday, Easter Monday) Semester 2 examinations may be held on any of the following dates: Tuesday 23rd April - Sat 27th April inclusive and Tuesday 30th April - Thursday 2nd May inclusive plus Friday 3rd May**	**←Trinity term begins**
36	**29-Apr-19**		**←Trinity Week**
37	**06-May-19**	**Marking / Results Week**	
38	**13-May-19**		
39	**20-May-19**		
40	**27-May-19**	**Research / Summer Break**	**←Trinity ends Sunday 2nd June 2019 / Semester 2 ends**
41	**03-Jun-19**		
42	**10-Jun-19**		
43	**17-Jun-19**		
44	**24-Jun-19**		
45	**01-Jul-19**		
46	**08-Jul-19**		
47	**15-Jul-19**		
48	**22-Jul-19**		
49	**29-Jul-19**		
50	**05-Aug-19**		
51	**12-Aug-19**		
52	**19-Aug-19**		
1*	**26-Aug-19**	**Reassessment Week for Semesters 1 and 2 of Academic Year 2018/19**	
***Note: Calendar week 1 of Academic Year 2019/20**			
Assessment Dates listed : https://www.tcd.ie/academicregistry/exams/			

BSS Senior Sophister Course Structure 2018/19

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

Module	Course	ECTS
SS4700	Contemporary Discourses in Society	5
SS4710	Social Work and Social Systems a) Social Work Management and Organisations b) Professionalism and Practice Issues in Social Work c) Social Work and Human Rights	5
SS4720	Social Work and Childcare a) Direct Work with Children b) Children in Care c) Children, Families and Social Support d) The Adoption Triangle	10
SS4730	Social Work and Equality	5
SS4740	Social Work and Mental Health a) Mental Health b) Addictions c) Child and Adolescent Mental Health	5
SS4750	Groupwork	5
SS4760	Social Work Practice a) Skills Workshops b) Integrating Seminars c) Practice Project	15
SS4799	Senior Sophister Placement	20
SS4999	BSS General Paper or International Social Work Project	5
	Total ECTS =	**75**

European Credit Transfer System (ECTS)

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

credit system for higher education in Ireland and across the European Higher Education Area.

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

Workload related to ECTS

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

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

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

BSS Senior Sophister Course Assessment & Written Assessment Due Dates

Module	Course	Assessment Type
SS4700	Contemporary Discourses in Society	Written Assignment (100%) **Due by noon on Wednesday 13th March 2019.**
SS4710	Social Work and Social Systems A. Social Work Management and Organisations B. Professionalism and Practice Issues in Social Work C. Social Work and Human Rights	A question on Section A will be included in the 3 hr. General Paper examination (SS4999). Sections B and C are assessed jointly as follows: Examination (70%) Assignment (20%) Attendance (10%) **Assignment due by 12th April 2019.**
SS4720	Social Work and Childcare A. Direct Work with Children B. Children in Care C. Children, Families and Social Support D. The Adoption Triangle	A question on Section A and section D will be included in the 3 hr. General Paper examination (SS4999). Sections B and C are assessed jointly by a written project (100%) **Due by noon on Friday 29th March 2019.**
SS4730	Social Work and Equality	Written Assignment (100%) **Due by noon on Monday 1st April 2019.**
SS4740	Social Work and Mental Health A. Mental Health B. Addictions C. Child and Adolescent Mental Health	All sections assessed jointly in one 3 hr. examination paper (100%)
SS4750	Groupwork	Groupwork Assignment (100%) **Due by noon on Thursday 21st March 2019.**
SS4760	Social Work Practice	Student Placement Report

	A. Skills Workshops B. Integrating Seminars	**Due by noon on Wednesday 19th December 2018**
SS4799	Senior Sophister Placement	Placement Performance & Practice Teacher Report PASS / FAIL **Due by noon on Wednesday 19th December 2018**
SS4999	BSS General Paper or International Social Work (ISW) Project	Students can opt to either: a) Sit the General Examination Paper, or b) Submit an International Social Work Project. If you opt to submit an ISW Project, you do not sit the General Paper **Students intending to complete the International Social Work Project must submit a 300-500 proposal outlining their planned approach by noon on Monday 4th February 2019.** **ISW Project Due by noon on 8th April**

All BSS Senior Sophister Examinations will be scheduled during Semester 2 Assessment Week which will run from Monday 22nd April until Sat 27th April 2019 (inclusive).

See individual module outlines for further detail on assessments.

Module Outlines

SS4700: Contemporary Discourses in Society: (5 ECTS)

Dr Stan Houston

Module Aims and Content

In this module, students will be introduced to historical and contemporary social discourses shaping societal trends and impacting on social welfare and social work. Through a combination of lectures, directed reading and class-based discussion, students will consider the relevance of these ideas and perspectives and their application to social welfare and social work.

The aims of the module are to enable students to:

1. develop an understanding, through critical reflexivity, of how personal and social characteristics influence personal and professional development;
2. examine the historical influence of changes in modernity over time on social justice movements such as feminism, anti-racism and radicalism and how they affected the development of social welfare and social work;
3. identify and describe contemporary critical perspectives in social work and social welfare, including anti-oppressive practice, and their uses as frames of reference and analysis for social work interventions;
4. develop an understanding of how critical social theory can shape knowledge, skills and values;
5. explore the societal and organizational influences on practice; and
6. understand the historical and current impact of neo-liberalism on social work and service users.

Learning Outcomes

After attending all lectures and successfully completing the relevant assignment, a student will be able to:

- Describe the historical antecedents of at least two current critical, theoretical perspectives.
- Describe the contribution of critical social theories to social welfare and social work practice.
- Assess and critically evaluate one critical perspective in relation to both its benefits and disadvantages for practice.
- Describe the meaning of critical reflexivity and apply it to their personal and professional development.

CORU Requirements

The module addresses the following CORU requirements:

1.1 Practice within legal and ethical boundaries (lectures 4,5, 6, 7, 8, 9, 10)

1.2 Practice in an anti-discriminatory way (lectures 2, 3, 4, 6, 7, 8, 9, 10)

1.6 Be able to practice as an autonomous professional, exercising their own professional judgement (lectures 3, 4)

2.1 Work in partnership with service users (lectures 3, 4, 9)

3.2 Understand the need for effective communication throughout the care of the service user (lecture 6)

4.1 Understand the role of reflective practice (lectures 3, 4)

5.4 Draw on appropriate knowledge and skills in order to make professional judgements (all lectures)

5.6 Use safe work practices at all times (lectures 3, 4, 6, 8, 9)

6.1 Know and understand the essential knowledge areas relevant to social work (all lectures)

6.2 Have knowledge of how professional principles are expressed and translated into action (lectures 6, 8)

6.3 Be able to understand, explain and apply generic skills and methods appropriate to delivering a range of social work interventions (all lectures)

Assessment

Students are required to submit a written assignment (3,000-3,500 words) addressing the following title:

'Discuss the relevance of one or more critical social theories of society for social welfare and social work practice'

General Reading (**Essential texts)

Giddens, A. & Sutton, P. (2014) *Essential Concepts in Sociology*. Cambridge: Polity Press.

**Garrett, P.M. (2014) *Social Work and Social Theory: Making Connections*. Bristol: Policy Press.

**Payne, M (2014) *Modern Social Work Theory*. (4th ed.). London: Macmillan.

**Gray, M. & Webb, S. (2013) *Social Work Theories and Methods* (2nd ed.). London: Sage.

**Elliott, A. (2009) *Contemporary Social Theory: An Introduction*. London: Routledge.

Walsh, T. (2010) *The Solution Focused Helper: Ethics and Practice in Health and Social Care.* Basingstoke: Open University Press/McGraw Hill.

Witkin, S. (2011) (ed.) *Social Construction and Social Work*. New York: Columbia University Press.

Recommended Journals

British Journal of Social Work

Journal of Social Work

Critical and Radical Social Work

Social Work and Society

Lecture Sequence and Recommended Reading

Lecture 1: Introduction to Module

Recommended reading will be given out during the lecture.

Lecture 2: Considering the Impact of Historical Modernity on Social Work

**Whittington, C. (2013) *Contrasting Philosophies and Theories of Society in Social Work: Paradigms Revisited*. Greenwich Working Paper.

**Turbett, C. (2014) *Doing Radical Social Work*. Basingstoke: Palgrave Macmillan.

**Fook, J. (2002) *Social Work: Critical Theory and Practice.* London: Sage.

Stepney, P. (2006) Mission Impossible? Critical Practice in Social Work. *British Journal of Social Work, 1289-1307.*

Keating, F. (2000) Anti-Racist Perspectives: What are The Gains for Social Work? *Social Work Education*, 19, 77-87.

Howe, D. (1994) Modernity, Post-Modernity and Social Work. *British Journal of Social Work*, 24, 513-532.

Lecture 3: Considering Contemporary Perspectives on Modernity and their Implications for Social Work

**Ferguson, H. (2001) Social Work, Individualization and Life-Politics. *British Journal of Social Work*, 31, 41-55.

Hall, S. (2011) *The Neoliberal Revolution*. Cultural Studies, 25 (6), 705-728.

Jordan, B. & Drakeford, M. (2012) *Social Work and Social Policy under Austerity*. Basingstoke: Palgrave Macmillan.

Christie, A., Featherstone, B., Quinn, S and Walsh, T (eds) *Social Work in Ireland: Changes and Continuities*. Basingstoke: Palgrave/Macmillan.

Adams, R., Dominelli, L. & Payne, M. (2005) *Social Work Futures: Crossing Boundaries, Transforming Practice*. (See Chapter 1: Transformational Social Work). Basingstoke: Palgrave.

**Chambon, A. & Irving. A. (eds.) (1994) *Essays on Postmodernism and Social Work*. Toronto: Canadian Scholars Press.

Healy, K. (2005) *Social Work Theories in Context*. (See Chapter 10: Postmodern Approaches in Practice). Crows Nest, NSW: Allen & Unwin.

**Garrett, P.M. (2014) *Social Work and Social Theory: Making Connections*. Bristol: Policy Press.

Lecture 4: Reviewing the Impact of Modernity on Self and Social Work Practice – Towards a Model of Reflexivity

**Houston, S. (2015) *Reflective Practice: A Model for Supervision and Practice in Social Work*. Belfast: Northern Ireland Social Care Council.

**Sakamoto, I. & Pitner, R.O. (2005) Use of Critical Consciousness in Anti-Oppressive Social Work Practice: Disentangling Power Dynamics at Personal & Structural Levels. *British Journal of Social Work, 35, 435 – 452.*

** Fook, J. & Askeland, G. (2007) Challenges of Critical Reflection: Nothing Ventured, Nothing Gained. *Social Work Education,* 26, 520 – 533.

Tew, T. (2006) Understanding Power and Powerlessness. *Journal of Social Work*, 6, 33-51.

Millar, M. (2008) Anti-Oppressive Practice: Critical Comments on a Discourse and its Context. *British Journal of Social Work*, 38, 362-375.

Lecture 5: Applying the Reflexive Model to Self

See reading for Lecture 4.

Lecture 6: Modernity's Key Thinker's - Habermas' Social Theory and Social Work

**Houston, S. (2013) Jürgen Habermas, in Gray, M. & Webb, S. (eds.) *Social Work Theories and Methods*. London: Sage.

**Blaug, R. (1995) Distortion of the Face-to-Face: Communicative Reason and Social Work Practice. *British Journal of Social Work*, 25, 423-439.

Houston, S. (2003) Moral Consciousness and Decision-Making in Child and Family Social Work. *Adoption and Fostering*, 27, 61-70.

Garrett, P.M. (2014) *Social Work and Social Theory: Making Connections*. Bristol: Policy Press.

Lecture 7: Modernity's Key (Feminist) Thinkers - Judith Butler, Carol Gilligan and Social Work

Featherstone, B. & Green, L. (2013) Judith Butler, in Gray, M. & Webb, S. (eds.) *Social Work Theories and Methods*. London: Sage.

**Holland, S. (2009) Looked After Children and the Ethic of Care. *British Journal of Social Work*, 1 – 17.

** Goldberg, M. (2014) What is a Woman? The Dispute between Radical Feminism and Transgenderism. *The New Yorker, August, 24-28.*

Scourfield, J. (2002) Reflections on Gender, Knowledge and Values in Social Work, *British Journal of Social Work,* 32, 1-15*.*

Christie, A. (2006) Negotiating the Uncomfortable Intersections Between Gender and Professional Identities in Social Work. *Critical Social Policy*, 26, 390-411.

Featherstone, B., Rivett, M. & Scourfield, J. (eds.) (2007) *Working with Men in Health and Social Care.* London: Sage.

Orme, J. (2013) Feminist Social Work, in Gray, M. & Webb, S. (eds.) *Social Work Theories and Methods* (2nd ed.). London: Sage.

Lecture 8: Modernity's Key Thinkers - Foucault and Social Work

**Chambon, A., Irving, A. & Epstein, L. (eds.) (1999) *Reading Foucault for Social Work.* New York: Columbia University Press.

**Powell, J. (2013) Michel Foucault, in Gray, M. & Webb, S. (eds.) *Social Work Theories and Methods* (2nd ed.). London: Sage.

Curran, T. (2010) Social Work and Disabled Children's Childhoods: A Foucaldian Framework for Practice Transformation. *British Journal of Social Work*, 40, 806-825.

**Gregory, M. & Holloway, M. (2005) Language and the Shaping of Social Work. *British Journal of Social Work,* 35, 37 – 53.

**Iversen, R., Gergen, K. & Fairbanks, R. (2005) Assessment and Social Construction: Conflict or Co-Creation? *British Journal of Social Work*, 35, 689 – 708.

Parton, N. & O'Byrne,P. (2000) *Constructive Social Work*. Basingstoke: Macmillan.

**Walsh, T. (2010) *The Solution-Focused Helper: Ethics and Practice in Health and Social Care*. Maidenhead: McGraw-Hill/Open University Press.

Lecture 9: Modernity's Key Thinkers - Honneth's Theory of Recognition and Social Work

Houston, S. & Dolan, P. (2008) Conceptualising Family Support: Honneth's Theory of Recognition. *Children & Society*, 22, 458-469.

Houston, S. (2016) Empowering the Shamed Self: Recognition and Critical Social Work. *Journal of Social Work*, 16, 3-24.

Lecture 10: Modernity's Key Thinkers - Bourdieu and Social Work

**Houston, S. (2002) Reflecting on Habitus, Field and Capital: Towards a Culturally-Sensitive Social Work. *Journal of Social Work*, 2, 149-167.

**Garrett, P.M. (2013) Pierre Bourdieu, in Gray, M. & Webb, S. (eds.) *Social Work Theories and Methods* (2nd ed.). London: Sage.

**Houston, S. (2015) Towards a Critical Ecology of Child Development in Social Work: Aligning the Theories of Bronfenbrenner and Bourdieu. *Journal of Social Work* (advance access).

SS4710: Social Work and Social Systems: (5 ECTS)

This second semester module explores the links between agencies, service delivery and the wellbeing of workers and service-users. It comprises three sections, which focus on different aspects of this relationship:

A. Social Work Management and Organisations
B. Professionalism and Practice Issues in Social Work
C. Social Work and Human Rights.

Assessment of the Module:

- A question on Section A will be included in the General Paper examination.

- Sections B and C are assessed jointly as follows:
    1. Examination (70%)
    2. Assignment (20%)
    3. Attendance (10%).

Learning Outcomes are outlined in each section below.

A. Social Work Management and Organisations

Martin McCormack

Overview

This 6-hour section of the module is concerned with understanding the management and operation of social service organisations, and the importance of effective management for service delivery. An additional two hour seminar on ICT in Health and Social Care will be provided. Further details on this special seminar will be provided in class.

Module Content

- Understanding the organisational environment.
- Public sector consumerism and its impact on social service provision.
- Quality Management in the delivery of social services.
- Relationships, structures and effective communication.
- Service Planning and programme development.
- Governance and the role of evaluation in organisations.

Opportunities to consider how these concepts are relevant to practice experience will be provided in class.

Learning Outcomes:

At the end of this module students will be able to apply the concepts dealt with in this section to an analysis of their placement agencies.

Assessment

This section of the module is assessed in the General Paper examination.

Essential Reading

Carney, M. (2006) *Health Service Management: Culture, Consensus and the Middle Manager.* Oak Tree Press.

Coulshed, V. and Mullender, A. (2006) "Management in social work" 3rd edition. BASW. London: Palgrave Macmillan

Drucker, P. (1990) *Managing the Non-Profit Organisation: practices and principles.* Oxford: Butterworth - Heinemann.

Eliassen, K.A. & Kooiman, J. (Eds) (1993) *Managing Public Organisations*. London: Sage.

Ginter, P.M., Swayne, L.E. and Duncan, W.J. (2002) *Strategic Management of Health Care Organizations.* Oxford: Blackwell Business

Hanford Letchfield, T and Lawler, J (2013) Perspectives on Management and Leadership in Social Work.

Ovretveit, J. (1992) *Health Service Quality: An introduction to quality methods for health services*. Oxford: Blackwell Scientific.

B. Professionalism and Practice Issues in Social Work

Assistant Professor Gloria Kirwan: kirwangm@tcd.ie

Overview

This section of the module focuses on the experience of the individual social worker in the wider context of their practice. It positions social workers within the wider systems within which they must operate such as employing organizations, professional regulation and the expectations on social workers from society in general. The module examines the challenges of these contexts and in particular it considers the issue of professionalism in social work in the context of a changing practice landscape within which can be found increasing levels of external oversight and expectations of public accountability regarding social work activity.

Through the lens of different theories of professionalism, this section of the module examines the research on how social workers manage the interface between their personal lives, the workplace and their social work role.

Firstly, the module introduces students to the concept of professionalism and examines the theoretical perspectives related to it. Role expectations, potential role conflicts and the emerging concept of 'new professionalism' are explored against the backdrop of the introduction of social work registration in Ireland.

Secondly, key themes are explored regarding self-care in the workplace including personal welfare and safety. Skills used by social workers to navigate the complexities of service delivery such as reflection, mediation, conflict resolution and stress management are presented and their role in self-care and professionalism are considered.

Thirdly, this section of the module provides students with the opportunity to consider other issues associated with professionalism in practice such as professional judgement, autonomy in decision-making and fitness to practise. The ethical basis of social work is also critically examined in this section.

Fourthly, the introduction into Ireland of professional registration is charted and international experience is drawn on to explore the implications of regulation for social work practice in the Irish context. The relevance of continuing professional development and its relationship to practice is considered.

Social workers are generally required to maintain records and information related to their work and this section of the module addresses issues such as data protection legislation, freedom of information rights, electronic communication, confidentiality and general theory on good recording practices.

Learning Objectives

On completion of this module, students will be able to

- Explain what is meant by professionalism, professional identity and related terminology;
- understand the complexity of professional decision-making, autonomy and accountability in social work practice;
- understand the benefits of continuing professional development and professional supervision;
- critique the value and purpose of professional regulation;
- identify signs, symptoms and risk factors related to occupational stress and safety in social work practice;
- distinguish between different approaches to managing occupational pressure, stress management and stress reduction;
- distinguish between different styles of conflict management;
- identify situations in which the use of mediation skills is appropriate;
- work within the law in terms of record keeping and data management in the work context.

Assessment

This section of the module is jointly assessed with Section C as outlined above.

Recommended Readings

Professional Practice and Social Work

Association of Social Work Registration Boards (2015) *Model Regulatory Standards for Technology and Social Work Practice. Report of the International Technology Task Force, 2013-2014.* Available at: https://www.aswb.org/wp-content/uploads/2015/03/ASWB-Model-Regulatory-Standards-for-Technology-and-Social-Work-Practice.pdf

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

Beckett, C. & Maynard, A. (2005) *Values and Ethics in Social Work: An Introduction.* London: Sage.

Boland-Prom, K.W. (2009) 'Results from a national study of social workers sanctioned by licensing boards'. *Social Work*, October 2009, 54(4): 351-360.

Brady, E. (2011) 'Child Protection Social Work and Continuing Professional Development'. *Irish Social Worker*, Summer 2011, pp. 2 – 7.

Brady. E. (2014) Child protection social workers' engagement in continuing professional development: An exploratory study. *Social Work Education: The International Journal*, 33(6), 819-834.

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

Connolly, M. & 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 & Practice for a Changing Profession.* Cambridge: Polity Press.

Halton, C., Powell, F. and Scanlon, M. (2015) *Continuing Professional Development in Social Work*. Bristol: Policy Press.

Harding, T. and Beresford, P. (1996) *The standards we expect: what service users and carers want from social service workers*. London: National Institute for Social Work.

Kirwan, G. (2012) Continuing Professional Development: Examining the Basics, *Irish Social Worker*, Spring, 2012, p2 – 7.

Kirwan, G. & Mc Guckin, C. (2014) Digital Natives or Digitally Naive? E-professionalism and Ethical Dilemmas Among Newly Graduated Teachers and Social Workers in Ireland. *Journal of Technology in Human Services*, 32(1), pp119 - 132

Kirwan, G. and Melaugh, B. (2015) Taking Care: Criticality and Reflexivity in the Context of Social Work Registration*, British Journal of Social Work,* April 2015, 45(3), pp. 1050-1059.

Koprowska, J. (2010). Communication and Interpersonal Skills in Social Work. 3rd Edition. Learning Matters.

Lishman, J. (1998) 'Personal and Professional Development' Ch. 7 in Adams, R., Dominelli, L. and Payne, M. (eds) *Social Work: Themes, Issues and Critical Debates*. London: MacMillan.

Phelan, J.E. (2007) 'Membership expulsions for ethical violations from major counseling, psychology, and social work organizations in the United States: a 10-year analysis'. *Psychological Reports*, Aug 2007, 101(1): 145-152

O'Hagan, K. (Ed.) (1996) *Competence in Social Work Practice: A Practical Guide for Professionals*. Jessica Kingsley Publishers.

Parker, J. and Doel, M. (Eds.)(2013) *Professional Social Work*. London: Learning Matters/Sage.

Pollack, D. and Marsh, J. (2004) 'Social work misconduct may lead to liability', *Social Work*. Vol 49.

Reamer, F.G. (2003) *Social Work Malpractice and Liability: Strategies for Prevention*. New York: Columbia Press.

Reamer, F.G. and Shardlow, S.M.(2006) 'Ethical Codes of Practice in the US and UK: one profession two standards'. *Journal of Social Work Values and Ethics*, 6(2).

Stevens, M., Manthorpe, J., Martineau, S., Hussein, S., Rapaport, J. & Harris, J. (2010) 'Making Decisions about Who Should Be Barred from Working with Adults in Vulnerable Situations: The Need for Social Work Understanding'. *BJSW*, 40: 290-310.

Taylor, B. (2010) *Professional Decision Making in Social Work Practice*. Exeter: Learning Matters.

Professionalism and Self-Care

Anderson, D. G. (2000) Coping strategies and burnout among veteran child protection workers. *Child Abuse & Neglect*, Vol. 24(6), pp 839-848.

Collins, S. (2015) Alternative Psychological Approaches for Social Workers and Social Work Students Dealing with Stress in the UK: Sense of Coherence, Challenge Appraisals, Self-Efficacy and Sense of Control, *British Journal of Social Work,* January 2015, 45(1), pp. 69-85.

Davies, R. (1998*) Stress in Social Work*. London: Jessica Kingsley.

Dempsey, M. and Halton, C. (2016) Construction of Peer Support Groups in Child Protection Social Work: Negotiating Practicalities to Enhance the Professional Self. *Journal of Social Work Practice*. Available at:

http://www.tandfonline.com/doi/pdf/10.1080/02650533.2016.1152958?needAccess=true

Gambrill, E. (1997) 'Maintaining skills and staying happy in your work' ch. 25 in *Social Work Practice: A Critical Thinker's Guide.* N.Y.: Oxford Uni Press.

Gibbs, J.A (2001) 'Maintaining front-line workers in child protection: A case for refocusing supervision'. *Child Abuse Review*, 10(5), pp 323-335.

Huxley, P., Evans, S., Gately, C., Webber, M., Mears, A., Pajak, S., Kendall, T., Medina, J. and Katona, C. (2005) Stress and Pressures in Mental Health Social Work: The Worker Speaks. *British Journal of Social Work*, 35, pp. 1063-1079.

Jack, G. and Donellan, H. (2010) Recognising the person within the developing professional: Tracking the early careers of newly qualified child care social workers in three local authorities in England, *Social Work Education,* 29(3), pp. 305-18.

Kim, H. and Stoner, M. (2008) Burn out and turnover intention among social workers: The effects of role stress, job autonomy and social support*, Administration in Social Work*, 32(3), pp, 5-25.

Lloyd, C., King, R. and Chenoweth, L. (2002) Social work, stress and burnout: A review. *Journal of Mental Health*, 11(3), pp. 255-265.

McLean, J. and Andrew, T. (2000) Commitment, satisfaction, stress and control among social services managers and social workers in the U.K. *Administration in Social Work,* 23(4), pp. 93-117.

Siebert, D.C. (2005) Personal and Occupational Factors in Burnout Among Practicing Social Workers: Implications for Researchers, Practitioners, and Managers. Journal of Social Service Research, 32(2), pp. 25-44.

Smith, M. (2001) 'The terrors of the night & the arrows of the day. Social workers' processes in the aftermath of murder'. *Journal of Social Work Education* 15(1), pp.57-65.

Storey, J. and Billingham, J. (2001) 'Occupational stress and social work'. *Social Work Education*, 20(6), pp 659-670.

Thompson, N. (2000) 'Facing the Challenge', Chapter 7 in *Understanding Social Work: Preparing for Practice*. Hampshire: Palgrave.

Thompson, N., Murphy, M. and Stradling, S. (1994) *Dealing with Stress*. London: Macmillan.

Record Keeping and Data Management Legislation (Gloria Kirwan)

Clark, C. and McGhee, J. (Eds.) (2008). *Private and Confidential? Handling personal information in the social and health services.* Bristol: The Policy Press.

Evans, T. and Harris, J. (2004). Citizenship, Social Inclusion and Confidentiality. *British Journal of Social Work*, 34, pp. 69-91.

Healy, K. and Mulholland, J. (2012). *Writing Skills for Social Workers*. 2nd ed. London: Sage

Houghton, D.J. and Joinson, A.N. (2010). Privacy, Social Network Sites, and Social Relations. *Journal of Technology in Human Services*, 28, pp. 74-94.

Kelleher, D. and Murray, K. (1997). *Information Technology Law in Ireland*. Tottrell Publishing Ltd.

Lehne, F. and Weismann, P. (2014). The European Court of Human Rights and Access to Information. *International Human Rights Law Review*, 3, pp. 303-315.

O'Rourke, L. (2010). *Recording in Social Work: not just an administrative task.* Bristol: The Policy Press.

General Data Protection Regulation. Available at https://www.dataprotection.ie/docs/Home/4.htm

Relevant Websites:

IASW Code of Ethics: https://www.iasw.ie/attachments/8b37e75a-26f6-4d94-9313-f61a86785414.PDF

CORU Code of Professional Conduct and Ethics for Social Workers: http://coru.ie/uploads/documents/typeset_Social_Worker_Code_Feb_2010.pdf

Office of the Data Protection Commissioner: https://www.dataprotection.ie/docs/Home/4.htm

Office of the Information Protection Commissioner: http://www.oic.gov.ie/en/

C. Social Work and Human Rights

Eugene McCarthy

This section of the module provides an indepth review of the historical development of human rights over time as well as a detailed examination of the day to day operation and functioning of the main national and international human rights organisations incl the United Nations. In addition, by framing human rights in a social work context, it seeks to provide a practical and tangible tool-set to support social work practice. In this regard, particular emphasis was placed in the current year on the area of Economic Social & Cultural Rights (ESC) and the International Convention on Economic Social & Cultural Rights

Overview. This section of the module covers the following areas/issues:

- Definition of Human Rights
- Historical Overview
- UN Universal Declaration of Human Rights

- The UN Charter
- The Human Rights Council
- The International Bill of Human Rights
- International Convention on Civil & Political Rights
- International Convention on Economic Social & Cultural Rights
- Justicability of Rights
- Doctrine of Progressive Realisation of rights
- International Court of Justice
- Human rights In Europe (EU & Council of Europe)
- European Convention on Human Rights (ECHR)
- European Court of Human Rights

Human Rights in Ireland

- Review of Ireland's progress to date (ESC Rights) (Universal Periodic review 2016)
- Irish Human Rights Organisations – (incl. Shadow Reports).
- Irish Human Rights & Equality Commission (IHREC)
- IHREC as Amicus Curiae
- Irish Human Rights & Equality Act 2014.
- Public Interest Litigation
- The Irish Legal System/ Irish Constitution
- Rights/Unenumerated Rights
- European Court of Human Rights – Irish Cases
- European Convention on Human Rights Act 2003

Womens Rights

- The UN & Women's Rights Historical Overview.
- UN Convention on the Elimination of Discrimination Against Women (CEDAW)
- 1980 – Beijing + 20
- UN and Women's Rights in Ireland (UN Observations March 2017)
- Irish Government National Women's Strategy 2007-2016 & 2017-2020.
- EU Justice & Gender Equality
- EU Strategic Engagement for Gender Equality 2016-2019.
- Use of Reverse Discrimination & Gender Quotas

Childrens Rights

- The UN Convention on the Rights of the Child
- Best Interest of the Child.
- Giving a Voice to Children – Participation & Right to be Heard
- Ireland and the UN – Childrens Rights Review 2016
- The 31st Amendment to the Constitution 2012. Children – Article 42A
- Relevant NGO Agencies in Ireland Children's Rights Alliance
- Reports of the Special Rapporteur on Child Protection 2006-2016

- Office of the Ombudsman for Children
- Role of HIQA
- Children and the EU.
- Criminal Justice (Withholding of Information on Offences Against Children & Vulnerable Persons) Act 2012 - Overview.

Human Rights -Disability

- UN Convention on the Rights of Persons with Disabilities (CRPD)
- Ireland's Failure to Ratify Convention
- Overview of Relevant State & NGOs
- Assisted Decision making (Capacity) Act 2015
- European Commission and Disability: Disability Strategy 2010-2020

Assessment
This section is jointly assessed with Section B as outlined above.

SS4720: Social Work and Child Care: (10 ECTS)

This module aims to equip students for practice in child welfare. The overall learning objectives of the module include:

To stimulate conviction about the importance of child welfare as a field of practice, and the vital role of social work - in collaboration with other disciplines - within it.

To imbue enthusiasm, optimism and enjoyment for this field of practice.

To build a secure knowledge base for practice: child development, child care law, new practice developments, theoretical debates and research evidence.

To reflect on minimum standards for ethical practice.

To formulate a set of practice values and feasible goals for personal practice.

The course comprises four related sections:

Direct Work with Children

Children in Care

Children, Families and Social Support

The Adoption Triangle

Teaching includes lectures, seminars and experiential workshops.

Assessment of the Module:

A question on Section A and a question on section D will be included in the General Paper examination.

Sections B and C are assessed jointly by a written project. Minimum 2,700 words – Maximum 3,000 words.

A. Direct Work with Children

Pamela McEvoy

Overview

This 12 hour experiential section of the module is coordinated by Pamela McEvoy. It comprises a series of workshops aimed at giving students the opportunity to reflect in depth on the importance of communicating directly with children and how to go about this. The emphasis is on firmly connecting students theoretical and practice based learning to develop skills and confidence to work sensitively in this area. Children are a key focus of social work practice, yet communication tends to be about and around them rather than directly with them. This needs to change. Engaging with children in painful situations can be daunting, both for the child and the practitioner. It is important that we find ways to tune into and understand how children and young people

communicate their needs, wishes and distress. This module invites students to enter the world of the child by exploring issues from the child's perspective and from there plan interventions that make a genuinely helpful difference in their lives.

Format

The workshops introduce ideas, techniques and a clear rationale for direct work with children in varied situations. While there will be formal input throughout with a series of lectures, the workshops are experiential in nature. They will involve the use of art materials, exercises, small group discussion, individual reflection, DVDs and role play. Students are also encouraged to actively consider their own work/ practice experience and share them as illustrative examples. On occasion, professionals from agencies working directly with children may be invited to provide specific input on specialised areas of the work.

Topics include:

Skills for direct work with children

Working with children on issues of loss and bereavement

Working with children where sexual abuse is a concern

Self-care and work with children and families

Working with parents and carers

Learning Objectives:

By the end of this workshop series students who partake fully should be able to:

Appreciate more fully the value and importance of working directly with child and teenage clients.

Identify appropriate opportunities to engage in direct work as part of an active social work caseload.

Plan and engage in direct work with a child / teenage client.

Demonstrate a theoretically grounded understanding of the basic prerequisites for and key principles in undertaking a piece of direct work with a child/ young person.

Understand and apply relevant child development theory and core counselling skills previously learned, in an integrated fashion to their practice in working directly with children and young people.

Have creative, child friendly ideas to share with and help a child as they engage in Life Story Work.

Source appropriate materials and resources to facilitate a child focused intervention.

Be familiar with the various issues that can emerge both for the client and the social worker in this work.

Reflect on the inevitable impact (both positive and negative) that can be experienced in working directly with children and organise appropriate supports such as supervision and collegial back up.

Reading

Bower M. (Editor) (2005), Psychoanalytic Theory for Social Work Practice; Thinking Under Fire.

Donnelly, P. (2001) *Someone to Talk to. A handbook on Childhood Bereavement*. Dublin : Solas, Barnardos Dublin

Fahlberg, V. (2004) *A Childs Journey through Placement*. BAAF

Ryan, T. and Walker, R. (2007) *Life Story Work*. 3rd edition. BAAF

Jewett C (1995) (2nd Edition*), Helping Children Cope with Separation and Loss*. BAAF/Batsford, London

Ryan,T. and Walker, R. (2007) *Life Story Work*. 3rd edition. BAAF

Oaklander V (1978*), Windows to our Children*. Real People Press.

Tait,A. and Wash,H. Direct Work with Vulnerable Children: Playful Activities and Strategies for Communication.Jessica Kingsley Publishers. 2012

McCormack,A. Keeping your Child Safe on Social Media:Five Easy Steps. Orpen Press,2017.

McElvaney,R. Finding the Words:Talking Children Trough the Tough Times. Veritable Publications,2015.

McElvaney,R. Helping Children to Tell about Sexual Abuse: Guidance for Helpers. Jessica Kingsley Publishers,2016.

Additional reading lists focusing on specific areas of direct work with children will be provided in class.

B. Children in Care

Professor Robbie Gilligan: RGILLIGN@tcd.ie

Overview

This 14-hour section of the module looks at the experience of care from the vantage points of the different actors in the care system: child / young person, caregivers - foster parents or residential care staff, birth parents - and social workers. The primary focus will be on how to achieve good outcomes for children and young people through building opportunities for supportive relationships. The care system will be presented as a complex entity with many moving parts, in which the agency and actions of individual actors can have a big influence on individual children.

Session 1

The experience and impact of being in care

Session 2

Foster Care, Relative Care, Residential Care – key issues and challenges for the care system

Session 3

Family ties and family contact in life in care

Session 4

What helps young people in care to do well while they are in care and when they leave care?

Key concepts: belonging, identity, resilience, support, attachment, social capital, recognition, continuity, positive expectations

Session 5

The importance of education in lives of children in care

Session 6

Leaving care, after care and longer term issues of support

Session7

The role of social workers and carers in the care system

Learning Outcomes

On completion of this section of the module, students will be able to:

demonstrate familiarity with key conceptual and practice issues in the field of serving children and young people in care;

demonstrate the ability to use strengths-based approaches in dealing with issues facing children and young people in care – and the adults supporting and serving them

demonstrate awareness of the needs of children and young people in care over the life course.

Recommended Reading

Perspectives from the Irish Context

Key Policy documents

Dept of Children and Youth Affairs(2014) *Better Outcomes Brighter Futures – The National Policy Framework for Children and Young People 2014-2020* Dublin *https://www.dcya.gov.ie/documents/cypp_framework/BetterOutcomesBetterFutureReport.pdf*

Dept of Justice and Equality (2017) *National Traveller and Roma Inclusion Strategy 2017 – 2021* Dublin http://www.justice.ie/en/JELR/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf/Files/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf

Children's Experience of care in Ireland

Moran, L., McGregor, C., & Devaney, C. (2017). Outcomes for Permanence and Stability for Children in Long-term Care. Dublin: Tusla

Tatlow-Golden, M., & McElvaney, R. (2015). A bit more understanding: Young adults' views of mental health services in care in Ireland. *Children and Youth Services Review*, *51*, 1-9.

Care and Carers

Gilligan, R. (2012) 'Promoting a Sense of 'Secure Base' for Children in Foster Care – Exploring the Potential Contribution of Foster Fathers', *Journal of Social Work Practice*, 26, 4, 473-486

Höjer, I. (2007), Sons and daughters of foster carers and the impact of fostering on their everyday life. Child & Family Social Work, 12: 73–83

Pithouse, A. and Rees, A.. (2014) *Creating Stable Foster Placements - Learning from Foster Children and the Families Who Care For Them* London: Jessica Kingsley

Whittaker, J., del Valle, J.F., and Holmes, L. (eds.) (2014) *Therapeutic Residential Care for Children and Youth – Exploring Evidence – Informed International Practice* London: Jessica Kingsley

Education, World and Work and Children in Care

Arnau-Sabatés, L., & Gilligan, R. (2015). What helps young care leavers to enter the world of work? Possible lessons learned from an exploratory study in Ireland and Catalonia. *Children and Youth Services Review*, *53*, 185-191.

Berridge, D. (2017). The education of children in care: Agency and resilience. *Children and Youth Services Review*, *77*, 86-93.

Brady, E., & Gilligan, R. (2018). The life course perspective: An integrative research paradigm for examining the educational experiences of adult care leavers?. *Children and Youth Services Review*, *87*, 69-77.

Brady, E. & Gilligan, R. (2018) , Supporting the educational progress of children and young people in foster care: challenges and opportunities, *Foster*, (5), p29 – 41

Darmody, M., McMahon, L., Banks, J., Gilligan, R. (2013) *Education of Children in Care in Ireland: An Exploratory Study* Dublin: Office of the Ombudsman for Children, 136 pp., http://www.oco.ie/assets/files/publications/11873_Education_Care_SP.pdf

Emond, R. (2014), Longing to belong: children in residential care and their experiences of peer relationships at school and in the children's home. *Child & Family Social Work*, 19: 194–202

Gilligan, R. and Arnau Sabates, L. , (2017) 'The Role of Carers in Supporting the Progress of Care Leavers in the World of Work.' *Child and Family Social Work 22*(2), 792-800.

Gilligan, R. (2007) 'Adversity, Resilience and the Educational Progress of Young People in Public Care' *Emotional and Behavioural Difficulties* 12, 2, 135 -145, 2007

Gilligan, R. (2007) 'Spare Time Activities for Young People in Care: What can they contribute to educational progress?' *Adoption and Fostering* 31, 1, 92-99

O'Higgins, A., Sebba, J., & Luke, N. (2015). What is the relationship between being in care and the educational outcomes of children. *An international systematic review*. http://reescentre.education.ox.ac.uk/wordpress/wp-content/uploads/2015/09/ReesCentreReview_EducationalOutcomes.pdf

Tessier, N. G., O'Higgins, A., & Flynn, R. J. (2018). Neglect, educational success, and young people in out-of-home care: Cross-sectional and longitudinal analyses. *Child abuse & neglect*, *75*, 115-129.

Leaving care and life beyond care

New Aftercare Legislation effective from 1 September 2017
https://byrnewallace.com/news-and-recent-work/publications/new-aftercare-legislation-to-come-into-force-as-of-1-september-2017.html

Tusla (2017) National After Care Policy for Alternative care
https://www.tusla.ie/uploads/content/4248-TUSLA_National_Policy_for_Aftercare_v2.pdf

Berridge, D. (2015). Driving outcomes: learning to drive, resilience and young people living in residential care. *Child & Family Social Work*. (online)

Courtney, M. E., Hook, J. L., & Lee, J. S. (2012). Distinct subgroups of former foster youth during young adulthood: Implications for policy and practice. *Child Care in Practice*, *18*(4), 409-418

Daly, F. (2012). What do Young People Need When They Leave Care? Views of Care-leavers and Aftercare Workers in North Dublin. *Child Care in Practice*, *18*(4), 309-324

Gilligan, R. (2018). Age limits and eligibility conditions for care, extended care and leaving care support for young people in care and care leavers: The case for cross-national analysis. *Scottish Journal of Residential Child Care*, *17*(2).

Gilligan, R., (2018) 'Resilience, Transitions and Youth Leaving Care' Chapter 4 in, editor(s) Varda Mann-Feder & Martin Goyette, *Leaving Care and the Transition to Adulthood: International Contributions to Theory, Research and Practice*, New York, Oxford University Press, in press.

Stein, M., (2012) *Young People Leaving Care - Supporting Pathways to Adulthood* London: Jessica Kingsley

Tanur, C. (2012). Project Lungisela: Supporting young people leaving state care in South Africa. *Child Care in Practice*, *18*(4), 325-340.

Family contact

Sen, R. and Broadhurst, K. (2011), Contact between children in out-of-home placements and their family and friends networks: a research review'. *Child & Family Social Work*, 16, 298–309

The Care System

Gilligan, R. (2009) 'Residential Care in Ireland' in, editor(s)M. E. Courtney and D. Iwaniec , *Residential Care of Children - Comparative Perspectives* , New York: Oxford University Press, 2009, pp. 3 – 19.

Forrester, D., Goodman, K., Cocker, C., Binnie, C. & Jensch, G. (2009) 'What is the Impact of Public Care on Children's Welfare? A Review of Research Findings from England and Wales and their Policy Implications.' *Journal of Social Policy*, **38**, 439-456

Health Information and Quality Authority (2010) *National Quality Standards for Residential and Foster Care Services for Children and Young People* Dublin: Health Information and Quality Authority

Mc Mahon, C. and Curtin, C. (2013), The social networks of young people in Ireland with experience of long-term foster care: some lessons for policy and practice. *Child & Family Social Work*, 18: 329–340

Office of the Minister for Children and Youth Affairs. (2009) *Report of the Commission to Inquire into Child Abuse, 2009 Implementation Plan*. Stationery Office, Dublin

Promoting good outcomes

Bryderup, I. M., & Trentel, M. Q. (2013). The importance of social relationships for young people from a public care background. *European Journal of Social Work*, *16*(1), 37-54.

Farmer, E. (2010) What Factors Relate to Good Placement Outcomes in Kinship Care? *British Journal of Social Work* 40, 2, 426-444

Fernandez E. and Barth , R. P., (2008) *How Does Foster Care Work? International Evidence on Outcomes*, London: Jessica Kingsley Publishers

Hedin, L. (2014), A sense of belonging in a changeable everyday life – a follow-up study of young people in kinship, network, and traditional foster families. *Child & Family Social Work*, 19: 165–173

C. Children, Families and Social Support

Professor Robbie Gilligan: RGILLIGN@tcd.ie

Overview

This 8-hour section of the module examines the case for commitment to prevention and family support. It reviews existing provision and ideas in the field of prevention and family support in child welfare, and explores the potential of the Child Care Act 1991 in this area.

Students may wish to contact / visit relevant services such as: Springboard Projects;; Tusla funded Family Support Centres; Tusla Community Mothers' Programme; Barnardo's community based services etc

Recommended Reading

*** Irish authored / related*

**Axford, N. and Whear, R. (2008) 'Measuring and Meeting the Needs of Children and Families in the Community: Survey of Parents on a Housing Estate in Dublin, Ireland', *Child Care in Practice*, 14:4, 331 – 353

**Banks, J., Maitre, B. and McCoy, S. (2015) *Insights into the Lives of Children with Disabilities: Findings from the 2006 National Disability Survey* Dublin: National Disability Authority and Economic and Social Research Institute

** Furlong, M., & McGilloway, S. (2012). The Incredible Years Parenting program in Ireland: A qualitative analysis of the experience of disadvantaged parents. *Clinical child psychology and psychiatry*, *17*(4), 616-630.

**Gilligan, R. (2017) 'Resilience Theory and Social Work Practice' Chapter 30 pp. 441-451 in Francis Turner ed. *Social Work Treatment* Sixth Edition New York: Oxford University Press

**Gilligan, R. (2012) 'Children, social networks and social support' in editor(s)M. Hill, G. Head, A. Lockyer, B. Reid, and R. Taylor, *Children's Services: Working Together*, Harlow: Pearson, pp116 – 126, 2012

**Gilligan, R. (2009) 'Positive Turning Points in the Dynamics of Change over the Life Course' in, editor(s) J. A. Mancini and K. A. Roberto, *Pathways of Human Development: Explorations of Change*, Lanham, Maryland: Lexington Books, pp15 – 34, 2009

[for text of whole book including this chapter: http://www.wosco.org/books/avaxhome/Pathwaysof.pdf]

**Gilligan, R. (2000) 'Adversity, Resilience and Young People: the Protective Value of Positive School and Spare Time Experiences' *Children and Society* 14, 1, 37-47

Hawkins, R.L. (2010) Fickle Families and the Kindness of Strangers: Social Capital in the Lives of Low-Income Single Mothers *Journal of Human Behavior in the Social Environment* 20, 1, 38-55

Hill, M. (1999) What's the problem? Who can help? The perspectives of children and young people on their well-being and on helping professionals. *Journal of Social Work Practice*, 13(2): 135–145

**McGrath, B., Brennan, M. A., Dolan, P. and Barnett, R. (2014), Adolescents and their networks of social support: real connections in real lives?. *Child & Family Social Work*, 19: 237–248

** McKeown, K., Haase, T.(2006) *The Mental Health of Children and the Factors Which Influence It: A Study of Families in Ballymun-Summary Report*. Dublin, youngballymun

Munford, R., & Sanders, J. (2015). Understanding service engagement: Young people's experience of service use. *Journal of Social Work*, 1468017315569676.

Munford, R., & Sanders, J. (2015). Young people's search for agency: Making sense of their experiences and taking control. *Qualitative Social Work*, 1473325014565149.

** Ni Raghallaigh, M. and Gilligan, R (2010) 'Active survival in the lives of unaccompanied minors: coping strategies, resilience, and the relevance of religion'. *Child and Family Social Work*, 15, 2, 226 – 237

**Pinkerton, J. & Dolan, P. (2007) Family support, social capital, resilience and adolescent coping. *Child and Family Social Work,* 12, 219-228

Thompson, R. A. (2015). Social support and child protection: Lessons learned and learning. *Child abuse & neglect*, *41*, 19-29.

D. The Adoption Triangle

Eileen Conway

Overview

This module examines the losses and gains for birth parents, adoptive parents and the adopted child. Research findings are presented and social work interventions with each party are discussed. Adoption legislation and the history of adoption in Ireland are outlined at the outset of the module. Social work practice in the area of tracing and information is discussed in depth.

Themes of the module:

Development of adoption in Ireland

Adoption legislation.

The birth parents' relinquishment of the child for adoption.

Infertility as a life crisis for adoptive applicants.

The adopted person and the search for identity.

Social work practice in a tracing and information team.

Study of the pending legislation on access for adopted persons to their birth records and its impact for members of the adoption triangle and social workers involved in tracing and information.

Reading

*Conway, E. (1993) *Search & Reunion in the Adoption Triangle: towards a framework for agency service to the adoption triad*. Dublin: Dept of Social Studies Occasional Paper. No.3. TCD.

Kelly, Ruth (2005) Motherhood Silenced. Liffey Press.

All Born Under The One Blue Sky: Irish people share their adoption stories. (2013) Available from the adoption agency Cunamh , website http://www.cunamh.com/

Additional reading will be provided in class.

SS4730: Social Work and Equality (5 ECTS)

Co-ordinated by Assistant Professor Stan Houston (**shouston@tcd.ie**)

Overview

This module focuses on theories explaining equality, difference, diversity and ways of working with individuals and groups who experience stigma, discrimination and exclusion.

Outline

The specific aims of this module are to:

Explore theories concerning equality, difference and diversity.

Appraise concepts of equality, discrimination and opppression as they relate to social work practice.

Provide an opportunity to reflect on our own biases, prejudices, and cultural orientations

Explore knowledge, theory and research relating to social work and other interventions with groups in Irish society who have experienced discrimination or exclusion.

Provide an update on relevant legislation and public policies that relate to issues of equality, including the Equal Status Act.

Contribute to developing relevant skills and competencies for social work practice with diverse groups.

Explore some of the implications of culture, religion, ethnicity, race, gender, sexual orientation, socioeconomic class, age, and disablity for social work practice.

Learning Outcomes

After taking this module students will:

Develop an awareness of inequality, difference, discrimination and injustice and how to respond to them from social work perspective.

Understand the nature of human rights based social work and a human capabilities approach within social work.

Gain knowledge of key theories of 'power', 'ideology', 'neo-liberalism', 'misrecognition', 'identity', the 'State', 'agency' and 'structure', 'stigma', 'stereotyping', and 'othering'.

Develop knowledge of relevant interventions for tackling inequalities and dealing with discrimination and injustice across personal, familial, cultural, institutional and political domains.

Develop an understanding of principles and methods of anti-racist, anti-discriminatory, anti-oppressive, emancipatory and culturally sensitive practice in social work.

Develop an awareness of the powers and limitations of the Irish equality laws.

Develop an awareness of the problems facing disenfranchised groups and a more detailed knowledge of one particular group that experiences inequality.

Understand how discrimination affects different identities and social categories within Irish society.

Content

Part One (8 hours) explores theories of equality, difference, diversity and discrimination and critically examines contemporary frameworks for social work practice working with these issues.

Part Two (8 hours) examines some of the areas covered by equality legislation from a social work perspective, learning from experienced practitioners and representatives of groups directly affected by stigma and discrimination.

Assessment

This course will be assessed by an essay (3,000 words) addressing the following statement:

'The need to take seriously issues of inequality, discrimination and social injustice continues to be a pressing one, as social workers experience these problems with service users on a daily basis'.

Discuss this statement with reference to social work in Irish society, drawing on theory, policy and recognized methods of intervention.

Recommended Reading

Baker J. (2004) Chap. 2 'Dimensions of Equality: A Framework for Theory & Action in *Equality - from theory to action*. Dublin: Equality Studies Centre UCD

Burke, B. and Harrison, P. (2002) Anti-oppressive practice, Chap. 21 in *Social work: themes, issues and critical debates* (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave/OU: UK

Cocker, K. & Hafford-Letchfield, T. (Eds) (2014) *Rethinking Anti Discriminatory and Anti Oppressive Theories for Social work Practice*. Basingstoke:Palgrave Macmillan

CORU (2011) *Code of Professional Conduct and Ethics for Social Workers*. Dublin:CORU, Social Workers Registration Board

Crowley N. (2015) *Equality and Human Rights – an Integrated Approach.* Paper 3 of ERA Series 'Setting Standards for the Irish Equality and Human Rights Infrastructure'. Dublin:Equality and Rights Alliance

http://www.eracampaign.org/uploads/Equality%20&%20Human%20Rights%20%20An%20Integrated%20Approach.pdf

Dominelli, L. (2002) Anti-oppressive practice in context, Chap. 1 in *Social work: themes, issues and critical debates* (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave/Open University: Basingstoke, UK

Gupta, A., Featherstone, B. & White, S. (2015) Reclaiming Humanity: From Capacities to Capabilities in Understanding Parenting in Adversity. *British Journal of Social Work* (2014) pp. 1-16 doi: 10.1093/bjsw/bcu137

Irish Association of Social Work and Gay & Lesbian Equality Network (2011) *Lesbian, Gay and Bisexual People: A Guide to Good Practice for Social Workers*, Dublin: IASW/GLEN.

Jones, S. (2006) *Antonio Gramsci*, Oxon: Routledge.

Lavalette, M. & Penketh, L. (2014) *Race, Racism and Social Work: Contemporary Issues and Debates.* Bristol: Policy Press

Laird, S. (2008) Anti-Oppressive Social Work: A Guide for Developing Cultural Competence UK:Sage.

MCPHAIL, B. (2004) 'Questioning Gender and Sexuality Binaries'. *Journal of Gay & Lesbian Social Services,* 17, 3-21.

Power, E. (1999) An Introduction to Pierre Bourdieu's Key Theoretical Concepts, Journal for the Study of Food and Society, 3:1, 48-52

Sakamoto, I. & Pitner, R. (2005) Use of Critical Consciousness in Anti-Oppressive Social Work Practice: Disentangling Power Dynamics at Personal and Structural Levels. *British Journal of Social Work* 35(4)435:452

Singer, P. (2006) *Marx: A Very Short Introduction*, Oxford: Oxford University Press.

Stone, R (2017) *Key Sociological Thinkers,* Basingstoke: Palgrave.

Thompson, N. (2012) *Anti-Discriminatory Practice – Equality, Diversity and Social Justice*. 5th Edition. UK:Palgrave MacMillan

Thompson, N. (2011) *Promoting Equality: Working with Diversity and Difference* 3rd Ed, Basingstoke: Palgrave Macmillan

Additional Reading Part One

Baines, D. (Ed) (2011) *Doing Anti-Oppressive Practice: Social Justice Social Work*, 2nd Ed. Halifax, Nova Scotia:Fernwood 2011

Ben-Ari A. & Strier, R. (2010) Rethinking Cultural Competence: What Can We Learn from Levinas? *British Journal of Social Work* (2010) 40 (7): 2155-2167.

Dalrymple, J. and Burke, B. (2006) (2nd Ed) *Anti-oppressive practice: social care and the law,* Open University Press, Maidenhead.

Jagose, A. (1996) Queer Theory: An Introduction, New York: New York University Press

Link, B. & Phelan, J. (2001) Conceptualizing Stigma. *Annual Review of Sociology* 27:363-385

Netting, F. E., Kettner, P. M. and McMurtry, S. L. (2012) *Social Work Macro Practice*, 5th Edition, Pearson: Boston.

Nzira, V. and Williams, P. (2009) *Anti-oppressive Practice in Health and Social Care*, SAGE, Los Angeles; London.

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Oxfam (2013) *The True Cost of Austerity and Inequality – Irish Case Study*. Available at https://www.oxfamireland.org/sites/default/files/upload/pdfs/austerity-ireland-case-study.pdf

Power C. (2012) 'Equality', Chapter 10 in Moriarty, B. & Mooney Cotter, A.M. *Law Society of Ireland Manual: Human Rights Law.* 4th Edition, UK: Oxford University Press

Public Health Alliance Ireland (2004) *Health in Ireland – an unequal state*. Dublin: www.publichealthallianceireland.org)

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Wilchins, R (2004) Queer Theory, Gender Theory, New York: Riverdale Avenue Books

Wilkinson, R. and Pickett, K. (2010) *The Spirit Level: Why Equality is Better for Everyone.* London:Penquin

Wilson, W. & Beresford, P. (2000) 'Anti-oppressive practice': emancipation or appropriation? *British Journal of Social Work* 30(5)

Zappone, K., Joint Equality and Human Rights Forum., Ireland. Equality Authority. and Equality Commission for Northern Ireland. (2003) *Re-thinking identity : the challenge of diversity*, Equality Authority:Equality Commission of Northern Ireland, Dublin, Belfast.

Additional Reading Part Two

Anti-Oppressive Practice & Intercultural issues

Amnesty International (Irish Section) (2000) *Racism in Ireland: the views of black and ethnic minorities*. FAQs, Dublin: Amnesty International

Barnardo's (2011) '*Separated Children in Foster Care'* seminar paper, available online www.barnardos.ie

BeLonGTo (2014) *Key Principles for Working with LGBT Asylum Seekers and Refugees* http://www.belongto.org/service.aspx?contentid=8825

Dominelli, L. (2010) Audio: Cultural Competent Social Work: Why Bother? http://www.iriss.org.uk/resources/culturallycompetent- social-work-why- bother-lena-domenelli

Charles, K. (2009) *Separated Children Living in Ireland – a report for the Ombudsman for Children's Office.* Dublin: Ombudsman for Children's Office

Congress, E. (2004) Cultural and Ethnical Issues in Working with Culturally Diverse patients and their families: the use of the culturagram to promote cultural competent practice in health care settings. In *Social Work in Health Care* 39(3/4):249-262.

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Health Service Executive (2009) *Health Services Intercultural Guide. Responding to the needs of diverse religious communities and cultures in health care settings*. Dublin:HSE

Healy, K. (2014) *Modern Critical Social Work: From Radical to Anti-Oppressive Practice, Chapter 9 in Social Work Theories in Context: Creating Frameworks for Practice.* 2nd Edition. Basingstoke:Palgrave MacMillan

Humphries, B. (2006) Supporting Asylum Seekers: Practice and Ethical Issues for Health and Welfare Professionals, *Irish Journal of Applied Social Studies,* 7(2) Asylum and Social Service Responses, Special Issue

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Jack, G. & Gill, O. (2012) Developing cultural competence for social work with families living in poverty, *European Journal of Social Work* 1, 16(2)

Kelleher P. & Kelleher, C. (2004) *Voices of Immigrants – the challenges of inclusion.* Dublin:Immigrant Council of Ireland. & &www.immigrantcouncil.ie

Kriz K. & Skivenes (2015) Challenges for marginalised minority parents in different welfare systems: child welfare workers' perspectives*. International Social Work* 58(1):75-87

Lentin, R. & McVeigh, R. (Eds) (2002) *Racism and Anti-racism in Ireland*. Belfast: Beyond the Pale

Lee, M.Y. (2003) A Solution Focused Approach to Cross-Cultural Clinical Social Work Practice: Utilizing Cultural Strengths. *Families in Society* 84(3):385-394

Lum, D. (2003) (2nd Ed) *Culturally Competent Practice:A framework for understanding diverse groups and justice issues.* CA:Thomson Brooks/Cole

O'Hagan, K. (2001) *Cultural Competence in the Caring Professions*. London : J.Kingsley

Pollock, S. (2004) Anti-oppressive Social Work Practice with Women in Prison: Discursive Reconstructions and Alternative Practice, *British Journal of Social Work,* 34(5): 693-707.

Reichert, E. (2011) *Social Work and Human Rights – a foundation for policy and practice.* 2nd Edition. USA:Columbia University Press

Social Care Institute for Excellence (SCIE) (2010) *Good practice in social care for refugees and asylum seekers.* http://www.scie.org.uk/publications/ataglance/ataglance26.asp

Strier, R, & Binyamin, S. (2010) Developing Anti-Oppressive Services for the Poor: A Theoretical and Organisational Rationale. *British Journal of Social Work* 40 (6): 1908-1926

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Torode, R., Walsh, T. & Woods, M. (2001) *Working with refugees and asylum seekers: a social work resource book*. Dublin:Social Studies Press

Ageism

Irish Social Worker (2002) *Special Edition on social work with older people*. 20(1-2).

Equality Authority (2004) *Implementing Equality for Older People*. Dublin : Equality Authority.

Health Service Executive (HSE) (2012) *Policy and Procedures for Responding to Allegations of extreme self neglect.* Dublin:HSE

Higgins, A., Sharek, D., McCann, E. et al (2011) *Visible Lives: Identifying the expejriences and needs of older lesbian, gay, bisexual and transgender people in Ireland*. Dublin:Gay & Lesbian Equality Network (GLEN)

HSE (2011) *Elder Abuse Report* Dublin:HSE

HSE (2008) *Responding to Allegations of Elder Abuse*. Dublin:HSE

Marshall, M. & Tibbs, M. (2006) *Social Work with People with Dementia: Partnerships, Practice and Persistence.* UK:BASW/Policy Press

National Disability Authority (NDA) & National Council on Ageing and Older People (2006) *Ageing and Disability: A discussion paper*. Dublin:NDA & NCAOP

O'Loughlin, A. & Duggan, J. (1998) *Abuse, Neglect and Mistreatment of Older People: An exploratory Study.* Report 52. Dublin: NCAOP.

National Centre for the Protection of Older People (NCPOP) (2009) *Elder Abuse and Legislation in Ireland.* Dublin:NSPOP

NSPOP (2010) *Abuse and Neglect of Older People in Ireland: Report on the National Study of Elder Abuse and Neglect*. Dublin:NSPOP

Pierce, M. (2008) Constructions of Ageing in Irish Social Policy in Kennedy, P. and Quin, S. (Eds) *Ageing and Social Policy in Ireland*, Dublin:UCD Press,pp5 - 19,

Ray, M. & Phillips, J. (2012) *Social Work with Older People*. 5th Edition. UK:Palgrave Macmillan

Thompson, N. (2012) (5th edition) 'Ageism and Alienation' pp 88-110 in *Anti-Discriminatory Practice*. Hampshire: Palgrave/BASW

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Disability

Abbott, S. and McConkey R. (2006) The barriers to social inclusion as perceived by people with intellectual disabilities. *Journal of Intellectual Disabilities* 10(3): 275-287

Beaulaurier, R.L. & Taylor, S.H. (2001) Social Work Practice with people with Disabilities in the Era of Disability Rights. *Social Work in Health Care* 32(4):67-91

Bigby, C. and Frawley, P. (2009) *Social Work Practice and Intellectual Disability: Working to support change (*Practical Social Work) Basingstoke: Palgrave Macmillan

Charlton, J. (1998) *Nothing About Us Without US: disability oppression and empowerment.* Berkeley: University of California Press

Gannon, B. & Nolan B. (2006) *Disability and Social Exclusion in Ireland* Dublin: National Disability Authority and Equality Authority

Kelly, G., Crowley, H. and Hamilton C. (2009) Rights, sexuality and relationships in Ireland: 'It'd be nice to be kind of trusted'. *British Journal of Learning Disabilties*, 37:308-315

Kim, Hyung Shik (2010) UN Disability Rights Convention and Implications for Social Work Practice. *Australian Social Work Special Issue on Disability* 63(1):103-116

Long, A. (1999) 'Sexuality & disability', *Irish Social Worker*. 17.1-2, pp. 8-10.

McConkey, R. and Ryan, D. (2001) Experiences of staff in dealing with client sexuality in services for teenagers and adults with intellectual disability. *Journal of Intellectual Disability Research* 45(1):83-87

Oliver, M. (2009) *Understanding Disability: from theory to practice.* 2nd Edition. UK:MacMillan

Pierce, M. ,(2003) *Minority Ethnic people with Disabilities in Ireland: Situation, Identity and Experience*, Dublin , Equality Authority, 2003

Quin, S. & Redmond, B. (2003) *Disability & social policy in Ireland*. Dublin:UCD

Slevin, E., Truesdale-Kennedy, M. McConkey, R., Barr, O., Taggart, L. (2008) Community learning disability teams: developments, composition and good practice: A review of the literature. *Journal of Intellectual Disabilities*, Vol. 12, 1: pp. 59-79.

Social Workers in Disability (IASW Special Interest Group) (2007) *Guidance for Social Workers undertaking social work assessments for children (0-5) under the Assessment of Need Process Disability Act 2005*. http://iasw.ie/index.php/special-interest-groups/sig-social-workers-in-disability/282-swid-assessment-tools

Swain, J., French, S., Barnes, C., Thomas, C. (Eds) (2014) (3rd Edition), *Disabling Barriers – Enabling Environments*. London:Sage

Journal of Social Work in Disability and Rehabilitation. Available on line at http://www.informaworld.com/smpp/title~content=t792306971~db=all

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HIV/AIDS

Aronstein, D. & Thompson, B. (Eds) (1998) *HIV and Social Work*. NY:Harrington Park

Bor, R. & Elford, J. (1998) *The Family & HIV Today: recent research & practice*. Cassell

Bor R., Miller R. & Goldman E. (1992) *Theory & Practice of HIV Counselling*. Cassell

Cree, V.E., Sidhva, D. (2011), 'Children and HIV in Scotland. Findings from a Cross-Sector Needs Assessment of Children and Young People Infected and Affected by HIV in Scotland', *British Journal of Social Work*, 41(8):1586-1603

Cree, V.E., Kay, H., Tisdall, K., Wallace, J. (2006), 'Listening to Children and Young People Affected by Parental HIV: Findings from a Scottish Study', *AIDS Care*, 18 (1):73-76.

Foreman, M. & Ni Rathaille, N. (2015) Not just another long term chronic illness – Social work and HIV in Ireland. *Practice: Social Work in Action*. Accepted for publication

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Gay & Lesbian Equality Network & Nexus Research Cooperative (1996) *HIV prevention strategies and the gay community.* Dublin: GLEN & Nexus http://www.iol.ie/nexus/hv.htm

Hoffman, M.A. (1996) *Counselling clients with HIV disease: assessment, intervention and prevention.* NY: Guilford Press

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Stimson, G., Des Jarlais, D. & Ball, A. (1998) *Drug Injecting and HIV infection: global dimensions and local responses.* London: UCL Press

AIDS Care – quarterly journal on psychological & socio-medical aspects of HIV/AIDS

and Journal of HIV/AIDS and Social Services – both ejournals in library

Sectarianism

Campbell J. (2007) Social Work, Political Social Work, Political Violence and Historical Change: Reflections from Northern Ireland. *Social Work & Society*, 5 http://www.socwork.net/2007/festschrift/arsw/campbell

Heenan D. & Birrell D. (2011) *Social Work in Northern Ireland – Conflict and Change*. Policy Press:Bristol University

Pinkerton, J. & Campbell, J. (2002) Social Work and Social Justice in Northern Ireland: towards a new occupational space. In *British Journal of Social Work* 32: 723-737.

Smyth, M. & Campbell, J. (1996) Social work, sectarianism & anti-sectarian practice in Northern Ireland. *British Journal of Social Work* 26:77-92

Traynor, C. (1998) Social Work in a sectarian society. In CCETSW *Social Work and Social Change in N. Ireland: issues for contemporary practice*. Belfast: CCETSW

Rolston, B. & Shannon, M. (2002) *Encounters: How Racism Came to Ireland*. Belfast: Beyond the Pale

Sexual Orientation

Burdge, B. (2007) 'Bending Gender, Ending Gender: Theoretical Foundations for Social Work Practice with the Transgender Community', *Social Work*, 52(3): 243–250, https://doi.org/10.1093/sw/52.3.243

BeLonGTo (2013) *LGBT Youth & Social Inclusion Conference presentations* 17th June 2013 on youtube http://www.youtube.com/watch?v=vv7y1eTsfUg.

Elliott, I. (2010) *Voices of Children - Report on initial research with children of LGBT parents*. Ireland:Marriage Equality

Equality Authority (2003) *Implementing Equality for Lesbians, Gays & Bisexuals*. Dublin: Equality Authority.

Fish, J. (2012) *Social work and lesbian, gay, bisexual and trans people: Making a difference*. Bristol:Policy Press

Garnets, L. & Kimmel, D. (eds) (2003) (2nd ed) *Psychological perspectives on lesbian, gay and bisexual experiences.* New York: Columbia University Press

Gay HIV Strategies & NAHB (2004) *Strategies to promote the mental health of lesbians and gay men.* Dublin.

Gay Men's Health Project / EHB (1996) *Men and Prostitution.* Dublin: EHB.

Health Service Executive (2009) *LGBT Health: Towards meeting the health care needs of Lesbian, Gay, Bisexual and Transgender People* Dublin:HSE

Higgins, A., Sharet, D., McCann, E et al. (2011) *Visible Lives – identifying the experiences and needs of older lesbian, gay bisexual and transgender people in Ireland*. Dublin:GLEN

Mallon, G. (2009, 2nd Ed) *Social Work Practice with Transgender and Gender Variant Youth* Oxon:Routledge

Mallon, G. (2004) *Gay Men Choosing Parenthood*. NY: Columbia University Press

McNeil, J., Bailey, L., Ellis, S. & Regan, M. (2014) *Speaking from the Margins: Trans Mental Health and Wellbeing in Ireland*. Dublin:TENI

Mayock, P.; Bryan, A.; Carr, N. & Kitching, K. (2009) *Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay, Bisexual and Transgender People* Dublin: BeLonG To Youth Services

Pillinger, J. & Fagan, P. (2013) *LGBT Parents in Ireland - A study into the experiences of Lesbian, Gay, Bisexual and Transgender People in Ireland who are parents or who are planning parenthood.* Ireland:LGBT Diversity

Travellers and Roma

Allen D. and Adams, P. (2013) *Social work with Gypsy, Roma and traveller Children: Good Practice Guide*. UK:British Adoption and Fostering Agency (BAAF)

Allen, M. (2012) Domestic Violence within the Irish Travelling Community: the challenge for social work. *British Journal of Social Work, 42 (5): 870-886*

All Ireland Traveller Health Study Team (2010) *All Ireland Traveller Health Study - Our Geels.* Dublin: School of Public Health, Physiotherapy and Population Science, University College Dublin

Cemlyn, S., Greenfields, M., Burnett, S., Matthews Z. & Whitwell, C. (2009) *Inequalities experienced by Gypsy and Traveller communities: A Review.* Research Report 12 for Equality and Human Rights Commission UK http://www.gypsy-traveller.org/wp-content/uploads/inequalities_ehrc_2009.pdf

Dept of Health & Children (2002) *National Traveller Health Strategy 2002-2005.* Dublin: Stationery Office.

Equality Authority (2006) *Traveller Ethnicity*, Dublin:Equality Authority

Eurodiaconia (2010) Policy Paper: Social rights for Roma http://www.eurodiaconia.org/files/Eurodiaconia_policy_papers_and_briefings/POV_24_10_Policy_paper_Social_Rights_for_Roma.pdf

Fay, R. (2001) Health and Racism: A Traveller Perspective pp. 99-114 in Farrell F & Watt, P. (Eds) (2001) *Responding to Racism in Ireland*. Dublin:

Irish Social Worker (1996*) Special Issue on Travellers*. 14. 2

McDonagh, R. (2002) 'The web of self-identity: racism, sexism & disablism', pp129-135 in Lentin, R. & McVeigh, R. (Eds) *Racism & Anti-racism in Ireland*. Belfast:Beyond Pale

Murphy, F. & McDonagh, C. (2000) *Travellers: citizens of Ireland: our challenge to an intercultural Irish society in the 21st century*. Dublin: Parish of the Travelling People

NASC (Irish Immigrant Support Centre) (2013) *'In from the Margins – Roma in Ireland: Addressing the Structural Discrimination of the Roma Community in Ireland*. Cork: NASC www.nascireland.org/wp-content/uploads/2013/05/NASC-ROMA-REPORT.pdf

Ni Shuinear, S. (2002) 'Othering the Irish (Travellers)' 177-192 in Lentin R. & McVeigh R. (2002) *Racism and Anti-racism in Ireland*. Belfast: Beyond the Pale

O'Connell, J. (2002) 'Travellers in Ireland: an examination of discrimination and racism' pp 49-62 in Lentin, R. & McVeigh, R. (2002) op.cit

Useful websites: Roma - https://romamatrix.eu/; Pavee Point Traveller & Roma Centre – www.paveepoint.ie

SS4740: Social Work and Mental Health (5 ECTS)

This 28-hour module comprises three sections:

- A. Mental Health (12 teaching hours)
- B. Addictions (6 teaching hours)
- C. Child and Adolescent Mental Health (10 teaching hours)

Overall Module Aims

The aims of section A and B of this module are to assist students to:

• develop a critical appreciation of changing trends in mental health policy and provision;

• sharpen their understanding of the major psychiatric disorders and the impact which these disorders have on sufferers, families and the wider society;

• identify alcohol and drug-related problems, and configure their management within the mental health system and their management by generic social workers;

• gain an understanding of what social work can contribute to formal mental health services *and* an understanding of how a mental health/addiction perspective may be applied in generic - and particularly in child welfare and protection - social work settings.

Overall Module Learning Outcomes:

Students who attend and participate in these seminars and who do some reading on the main themes covered will, at the end of section A and B of this module, have acquired:

- an understanding of the contentious nature of 'mental illness' as a concept, and of the difficulties involved in multidisciplinary work where different professionals operate from different ideological perspectives;
- an awareness of the ongoing stigmatisation and social exclusion of people labelled as 'mentally ill', despite the apparent acceptance and implementation of 'community care' and 'recovery' policies in the mental health sphere;
- an appreciation of the complexity involved in the involuntary admission to hospital of psychiatric patients, and of the difficulties in balancing individual liberties against personal / communal safety;
- a basic grasp of how psychiatrists assess and diagnose mental illness;
- a knowledge of the signs and symptoms of the major illness categories, their putative causation and treatments of choice;
- an understanding of the contribution which social work can make to specialist mental health services, and an understanding of how social workers in generic settings can apply a mental health perspective in these settings;
- a knowledge of the main issues which arise in alcohol and illicit drug policy;

- a basic knowledge of addiction counselling models;
- an understanding of how parental addiction and mental health problems impact on children and on how social workers can intervene in such problems.

Teaching Methods

The module sections will be taught in seminar format.

Assessment

All three sections of the module will be assessed by means of an end-of-year exam, details of which will be discussed towards the end of the module.

A. Mental Health

Assistant Professor Gloria Kirwan kirwangm@tcd.ie

Section A: Overview

Students who attend and participate in these seminars and who do some reading on the main themes covered will, at the end of this section of the module, have acquired:

- an understanding of the contentious nature of 'mental illness' as a concept, and of the difficulties involved in multidisciplinary work where different professionals operate from different ideological perspectives;
- an awareness of the ongoing stigmatisation and social exclusion of people labelled as 'mentally ill', despite the apparent acceptance and implementation of 'community care' policies in the mental health sphere;
- knowledge of the legal basis of involuntary detention in mental treatment centres and the challenges involved in balancing individual liberties against personal / communal safety;
- knowledge of the current national mental health policy and the challenges involved in delivering on its recovery-oriented agenda;
- knowledge of the signs and symptoms of the major illness categories, their putative causation and treatments of choice;
- an understanding of the contribution which social work can make to specialist mental health services, and an understanding of how social workers in generic settings can apply a mental health perspective in these settings;
- an understanding of the issues involved in supporting service users and those in 'carer' roles and the relevance of promoting the involvement of service users at every level in the design, delivery and evaluation of service systems;
- an appreciation of the value of applying a mental health perspective to issues of child welfare and protection.

Section A of the module is organised into 7 x 2 hour lectures. In order to achieve the aims of this module section, each 2-hour lecture is devoted to a specific theme. The role of the social worker in mental health is considered in each lecture with reference to the specific focus of the lecture. The lecture plan is as follows:

Lecture 1:

- Introduction and Module Overview;
- Structure of mental health services in Ireland;
- Key statistics re mental health in Ireland and internationally;
- Role of the Mental Health Commission;
- Role of the Mental Health Social Worker - introduction

Lecture 2:

- Explanatory models of mental distress;
- Medical model – diagnosis and treatment;
- Psychological Model;
- Social Model;
- Recovery Model
- Critiques and Debates surrounding the different models;
- Implications of different models for social work practice.

Lecture 3:

- Irish Mental Health Policy;
- A Vision for Change;
- International policy and practice context;
- Policy drivers in the field of mental health.

Lecture 4:

- Social Work in the context of Mental Health Services

- Developing a mental health perspective in social work practice

Lecture 5:

- Risk Assessment & Risk Management;
- Mental Health Law;
- Role of the Authorized Officer

Lecture 6:

- The social context – families/parenting/older people

Lecture 7:

- The social context – homelessness/poverty

Lecture 8:

- Future developments in mental health – what role for social work?

Useful Websites:

Mental Health Commission	www.mhcirl.ie
Shine Ireland*	www.shineonline
Aware	www.aware.ie
National Office for Suicide Prevention	www.nosp.ie
Alzheimer Society	www.alzheimer.ie
Department of Health	www.health.gov.ie
Shaping Our Lives	http://www.shapingourlives.org.uk/
Wellness Recovery Action Plan	https://copelandcenter.com/

Suggested Readings

(Key texts marked with *)

Irish Mental Health Services – past and present

Past:

Brennan, D. (2014). *Irish Insanity, 1800-1840.* London: Routledge.

*Butler, S. (2005). 'Mental Health Social Work in Ireland: Missed Opportunities?' in Kearney, N. and Skehill, C. (eds.), *Social Work in Ireland: Historical Perspectives.* Dublin: Institute of Public Administration, 33-50.

Malcolm, E. (1999). ' 'The House of the Strident Shadows': the Asylum, the Family and Emigration in Post-Famine Rural Ireland'. In E. Malcolm and G. Jones (Eds.), *Medicine, Disease and the State in Ireland, 1650-1940*. Cork University Press.

*Prior, P. (Ed.) (2012). *Asylums, Mental Health Care and the Irish 1800-2010.* Dublin: Irish Academic Press.

Saris, A.J. (1997). 'The Asylum in Ireland: A Brief Institutional History and Some Local Effects'. In A. Cleary and M.P. Treacy (eds.), *The Sociology of Health and Illness in Ireland*. Dublin: UCD Press.

Walsh, D. and Daly, A. (2004). *Mental Illness in Ireland 1750-2002: Reflections on the Rise and Fall of Institutional Care*. Dublin: Health Research Board. Available at: http://www.drugsandalcohol.ie/11845/1/HRB_Mental_Illness_in_Ireland.pdf

Present:

De Búrca, S., Armstrong, C. and Brosnan, P. (2010). *Community Mental Health Teams: Determinants of Effectiveness in an Irish Context.* Limerick: Health Systems Research Centre.

*Higgins, A. and McDaid, S. (Eds.) (2014). *Mental Health in Ireland: Policy, Practice and Law.* Dublin: Gill and Macmillan.

*Wilson, G. and Kirwan, G. (2007). Mental health social work in Northern Ireland and the Republic of Ireland: challenges and opportunities for developing practice. *European Journal of Social Work*, 10(2), pp. 175-191.

Wittchen, H-U. and Jacobi, F. (2005). Size and burden of mental disorders in Europe: a critical review and appraisal of 27 studies. *European Neuropsychopharmacology*, 15, pp. 357-76.

Role of the Mental Health Social Worker

Archambeault, J. (2009). Reflective Reader: Social Work and Mental Health. Exeter: Learning Matters. (Ch. 7 discusses working in partnership with other disciplines and services).

Golightley, M (2017). Social Work and Mental Health, 6th Edition. London: Sage

*Golightley, M. and Kirwan, G. (Eds.) (2017). *International Reflections on Approaches to Mental Health Social Work.* Oxford: Routledge.

Huang, Y.T. and Fang, L. (2016). Understanding Depression from Different Paradigms: Towards an Eclectic Social Work Approach. *BJSW*,46, pp. 756-772.

*Keeping, C. (2008). 'Emotional engagement in social work: best practice and relationships in mental health work'. In K. Jones, B. Cooper and H. Ferguson (eds.), *Best Practice in Social Work: Critical Perspectives*. London: Palgrave Macmillan.

Maddock, A. (2015). 'Consensus or Contention: an exploration of multidisciplinary team functioning in an Irish mental health context', *European Journal of Social Work,* 18, 246-261.

Mullaly, B. (2002). *Challenging oppression: A critical social work approach.* London: Oxford University Press.

Multidisciplinary Team Working: From Theory to Practice (2006). Dublin: Mental Health Commission.

*O'Gara, J. (2008). 'Best practice in emergency mental health social work: on using good judgement'. In K. Jones, B. Cooper and H. Ferguson (eds.), *Best Practice in Social Work: Critical Perspectives*. London: Palgrave Macmillan.

Saleeby, D. (1992). *The Strengths Perspective in Social Work Practice*. White Plains, New York: Longman.

Saleeby, D. (1996). The Strengths Perspective in Social Work Practice: Extensions and Cautions. *Social Work*, 41(3), pp. 296-305.

Sheehan, R. and Ogloff, J. (eds.) (2016). *Working within the Forensic Paradigm: Cross-discipline approaches for policy and practice*. Routledge.

Woodcock Ross, J. (2011). *Specialist Communication Skills for Social Workers: Focusing on Service Users' Needs.* London: Palgrave Macmillan. Ch. 7 in particular.

Models of mental distress

Busfield, J. (2011). *Mental Illness*. Cambridge: Polity Press.

*Davidson, G., Campbell, J., Shannon, C. and Mulholland, C. (2016). *Models of Mental Health.* London: Palgrave.

Medical factors – diagnosis and treatment

American Psychiatric Association (2013), *Diagnostic and Statistical Manual of Mental Disorders.* (5th ed.). Arlington, Virginia: American Psychiatric Association Publishing.

Kutchins, H. and Kirk, S. (1999). *Making Us Crazy: DSM- the Psychiatric Bible and the Creation of Mental Disorders*. London: Constable.

*Hitchens, K. and Becker, D. (2014), 'Social Work and the DSM: a qualitative examination of opinions', *Social Work and Mental Health,* 12, 303-329.

Psychological Factors

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Schizophrenia

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Rachman, S. (2004). *Anxiety (2nd ed.)* (Hove: Psychology Press).

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James, O. (2008). *Contented Dementia.* London: Vermilion.

Ballard, C., Corbett, A. and Howard, R. (2014). 'Prescription of antipsychotics in people with dementia', *British Journal of Psychiatry,* 205, pp. 4-5.

B. Addictions

Mr Aidan McGivern et al

Section B Module Aims

The aims of this section of the module are to assist students to:

- have a wider understanding of the nature of addiction in its various forms and the different models for treatment that are in operation
- formulate addictions in the context of mental health/mental illness and dual diagnosis
- be better able to assess the presence of addiction and to critically assess such assessments
- gain an understanding of the links between depression, anxiety, trauma and other mental health issues in the development of addictions and in complicating treatment attempts
- develop a critical appreciation of changing trends in addiction policy and provision;
- sharpen their understanding of the various manifestations of addiction and a greater understanding of the impact they have on sufferers, families and the wider society;
- look specifically at alcohol and drug-related problems, and their management by generic social workers;
- gain a realisation of what social work can contribute in general and in specific to the amelioration of suffering for all adversely affected by addictions and an understanding of how an addiction perspective may be applied in generic - and particularly in child welfare and protection - social work settings
- hone interviewing and counselling skills necessary for working with people enmeshed in addiction such as the techniques involved in Brief Interventions and Motivational Interviewing
- garner a deeper knowledge of family dynamics in addiction and the different forms of interventions for family members
- appreciate the short and long term impacts on children while at the same time appreciating that 'one size does not fit all' and to understand the strengths perspective in Social Work and the importance of resilience

Teaching Methods

The module will be taught in seminar format. Active participation is required. Case studies will be used throughout. More reading may be suggested during the teaching sessions.

Themes of the four seminars;

1. All about Addiction – What is addiction and what is mental health/mental illness, Addiction in Ireland, Signs and symptoms, How to assess, Policy issues, Different forms of Addiction, Abstinence v Harm Reduction, Case studies, Statistics and Distribution, Current controversies, Are drugs different from alcohol? Process addictions, Working with specific populations and specific difficulties, Role of Social Work - an introduction

2. Treatment Modalities - Medical Model, Bio/psycho/social model, Confrontation/Reality therapy, 12 step Programmes, Group v Individual therapy, Methadone maintenance and harm reduction, Self-help, Detoxification, Motivational Interviewing and Brief Interventions, Dual Diagnosis, Labelling, Strengths and resilience and more

3. Social Work with Addiction – Improving confidence in interventions, Case Studies, Skills seminar using principles of Motivational Interviewing and Brief Interventions, what is 'recovery', when does a case close?

4. Impact on family and children and family dynamics, Codependence, enabling and tough love: a critique of terms used, the 5 step approach, Craft: Community Reinforcement approach, does addiction cause family distress or is it the other way around? Impact on next of kin, and children, Case studies)

Section B Learning Outcomes

Students who attend and participate in these seminars and who do some reading on the themes covered will, at the end of the module, have acquired:

- A critical understanding of the contentious nature of 'addiction' and 'mental health' as concepts, and of the difficulties involved in multidisciplinary work where different professionals operate from different ideological perspectives;
- an awareness of the ongoing stigmatisation and social exclusion of people labelled as 'addicted';
- a knowledge of the signs and symptoms of addiction, its putative causation and treatments of choice;
- an understanding of the contribution which social work can make to addiction services, and an understanding of how social workers in generic settings can be more involved with helping people suffering from addiction in such settings;
- a knowledge of the main issues which arise in alcohol and drug policy;

- a basic knowledge of addiction counselling models and skills;
- an understanding of how parental addiction and mental health problems impact on children and on how social workers can intervene in such problems.

Useful Websites

Alcohol Action Ireland www.drinkhelp.ie

Department of Health & Children www.dohc.ie

Drugs helpline (HSE) www.drugs.ie

HRB National Documentation www.drugsandalcohol.ie

Inebria www.inebria.net

(International Network on Brief interventions for alcohol)

National Service Users' Executive www.nsue.ie

The Rise Foundation www.therisefoundation.ie

(Recovery in a Safe Environment; for family members)

Reading

Guidance as to how to use this list most efficiently will be provided at the beginning of Hilary Term

Adams, P. (1999), 'Towards a family support approach with drug-using parents: the importance of social worker attitudes and knowledge', Child Abuse Review, 8, 15-28.

American Psychiatric Association (2013), Diagnostic and Statistical Manual of Mental Disorders (5th edition). (Arlington, Virginia: American Psychiatric Association Publishing).

Anderson, P., Gual, A., Com, J., (2005) Alcohol and Primary Health Care: Clinical Guidelines on Identification and Brief Interventions. (Department of Health of the government of Catalonia: Barcelona)

Anderson, R., (2010) Living with a Problem Drinker – your survival guide (London: Sheldon Press)

Annual 'Activities' Reports of Irish Psychiatric Services. (Dublin: Medico-Social / Health Research Board).

Babor, T. et al. (2010), Alcohol – no ordinary commodity: research and public policy, 2nd ed. (Oxford University Press).

Beattie, Melody (1992) Codependent No More (Hazelden).

Bellrose, D., Carew, A M., AND Lyons S., (2011) Trends in treated problem drug use in Ireland 2005 – 2010 (Dublin: Health Research Board)

Butler, S. (2009), 'Obstacles to the Implementation of an Integrated National Alcohol Policy in Ireland: Nannies, Neo-Liberals and Joined-Up Government', Journal of Social Policy, 38, 343-359.

Butler, S., (2002), 'Addiction Problems, Addiction Services, and Social Work in the Republic of Ireland', Journal of Social Work Practice in the Addictions, 2, 31-48.

Butler, S., (2010), "Benign Anarchy: Alcoholics Anonymous in Ireland", (Irish Academic Press).

Butler, S., and Loughran, H. (2015), "Substance Misuse and Social Work in Ireland: Must Do Better", (Chapter 12) in Christie, A. et al, "Social Work in Ireland - Changes and Attitudes", (Palgrave).

Cohen., A., (Ed) (2008), "Delivering Mental Health in Primary Care – An evidence-based approach", (London: Royal College of General Practitioners).

Department of Health and Children, (2012), Steering group Report on a National Substance Misuse Strategy (alcohol), (Dublin).

Drugs: education, prevention and policy (Vol. 17, Supplement 1, 2010). The 5-Step Method: A Research-Based Programme of Work to Help Family Members Affected by a Relative's Alcohol or Drug Misuse.

Farren, C., (2011) Overcoming Alcohol Misuse – a 28-day Guide (Kite Books)

Forrester, D. and Harwin, J. (2011), Parents Who Misuse Drugs and Alcohol: Effective Interventions in Social Work and Child Protection. (Chichester: Wiley-Blackwell).

Forrester, D., McCambridge, J., Waissbein, C., Emlyn-Jones, R. and Rollnick, S. (2008). 'Child Risk and Parental Resistance: Can motivational interviewing improve the practice of child and family social workers in working with parental alcohol misuse?', British Journal of Social Work, 38, 1302-1319.

Goldstein Juttel, A. (2011), Putting a Name to It: Diagnosis in Contemporary Society. (Baltimore: Johns Hopkins University Press).

Higgins, A., and Mc'Daid., S., (Ed) (2014) "Mental Health in Ireland- Policy, Practice and Law", (Gill and MacMillan)

Hohman, M. (2011), Motivational Interviewing in Social Work Practice. (London: Guilford).

Hope, A. (2011), Hidden Realities: Children's Exposure to Risks from Parental Drinking in Ireland. (Letterkenny: North-West Alcohol Forum).

Janzen, R. (2001) The rise and fall of Synanon: A Californian Utopia (Baltimore:John Hopkins Press)

Lawrence-Jones, J. (2010), 'Dual Diagnosis (Drug/Alcohol and Mental Health): Service User Experiences. Practice: Social Work in Action, 22, 115-131.

Lucey, J., (2014), "In My Room", (Gill and MacMillan).

McKeganey, N. (2011). Controversies in Drugs Policy and Practice. (Houndmills, Basingstoke: Palgrave).

Mental Health Commission, Annual Reports.

Mc Givern,A and Mc Donnell,C (2015) Vulnerable families and Drug use: Examining care admissions of Children of parents attending an Irish Drug Treatment Facility. The Irish Social Worker, Spring 2015,P 17-23. IASW.

Miller, W. and Rollnick, S. (2012), Motivational Interviewing: Helping People Change (3rd ed.). London: Guilford Press.

Miller, W., Forcehimes, A., and Zweiben, A., (2011), "Treating Addictions; A Guide for Professionals", (London: Guilford Press).

Miller, W., (2006), Sacred Cows and Greener Pastures: Reflections from 40 Years in Addiction Research, (Alcoholism Treatment Quarterly, 34:1, 92-115).

Multidisciplinary Team Working: From Theory to Practice (2006). (Dublin: Mental Health Commission).

National Drugs Strategy (interim) 2009-2016. (Dublin: Department of Community, Rural and Gaeltacht Affairs).

O'Brien, C. (2011), 'Addiction and dependence in DSM-IV', Addiction,106, 866-867.

Orford, J. et al., (2005), Coping with Alcohol and Drug Problems: The Experiences of Family Members in Three Contrasting Cultures. London: Routledge.

Rapp, C. and Goscha, R. (2012), The Strengths Model: A Recovery-Oriented Approach to Mental Health Services. (Oxford University Press).

Ramstedt, M., and Hope, A., (2005) 'The Irish drinking habits of 2002 – Drinking and drink-related harm in a European comparative perspective', Journal of Substance Use 10, 273-283

Rhodes, T. and Hedrich, D. (2010), Harm Reduction: evidence, impacts and challenges. (Lisbon: European Monitoring Centre for Drugs and Drug Addiction).

Rollnick, S., Mason, P., Butler, C., (1999) Health Behavior Change – a Guide for Practitioners (Churchill Livingstone)

Saleebey, D., (ed) (1997) The Strengths Perspective in Social Work Practice (2nd ed) (New York:Longman)

Specht, H. (1985). 'Managing Professional Interpersonal Interactions', Social Work, 30, 225- 230.

The College of Psychiatrists of Ireland (2012), A consensus statement on the use of benzodiazepines in specialist mental health services. (Dublin: College of Psychiatrists of Ireland).

Taylor, A. et al. (2008), 'Parental Alcohol Misuse in Complex Families: the implications for engagement', British Journal of Social Work, 38, 843-864.

Velleman, R. and Orford, J. (1999), Risk and Resilience: adults who were the children of problem drinkers. (Amsterdam: Harwood Academic).

C. Child and Adolescent Mental Health

Ms Susan Waterstone

This section of the module will focus on Child and Adolescent Mental Health, the perquisites for mental health in the Irish context and the role of social work in different settings.

Section C Module Aims

The aim of this section of the module is to provide students with the opportunity to consider mental health issues relating to children and adolescents in their complexity. The module looks at the vulnerability of children and adolescents, at their developmental needs and rights, thus providing the rationale for a systems approach to assessment and intervention to ensure their mental health and wellbeing.

Teaching methods

This is a practice based module: Presentation of current practice material. The use of Film, Scenarios and Discussion to promote understanding, empathy and knowledge. Reflective practice. Handouts.

Section C Learning Outcomes

Students who participate in the sessions and read the handout material in conjunction with their chosen relevant reading will:

- Develop an understand of the complexity of the systemic prerequisites for mental health and well-being in children and adolescents.
- Have a knowledge of key mental health difficulties in childhood and adolescence, including knowledge of the issues relating to the classification of mental health difficulties.
- Have the ability to recognise mental health difficulties and be able to, appropriate to their social work role, assess and intervene with a systems approach.
- Understand the social work role in child and adolescent mental health.
- Have a knowledge of the structure of child and adolescent mental health services.

- Be aware of the findings supporting the need for multi-disciplinary working, and for client centred, integrated approaches.

Reading: Further optional references will be provided as appropriate.

Prerequisites for mental health and well-being in children and adolescents

Berg, I.K., (1994) Family-based services: a solution-focused approach. NY: Norton.

Bowlby, J., (2005) *The Making and Breaking of Affectional Bonds*. London: Routledge

Bowlby, J., (1998) *A secure base Adingdon, Oxford Routledge*

Bowlby, J., *Attachment and Loss Vol. 1 Attachment 2nd Edition New York Basic Books*

Byrne J. G. et al., (2005), *Practitioner Review: The contribution of Attachment theory to child custody assessments in Journal of Child Psychology and Child Psychiatry 46: 2 [2005] pp 115-127*

Child Care Act 1991

Crittendon, P.M., (1992) *Quality of Attachment in the Pre-school years- Development and Psychopathology 4, 209-241*

Daniels, B., Wassell, S and Gilligan, R. (1999) Child Development for Child Care & Protection Workers. Jessica Kingsley.

Fahey, T., (1999) *Social Housing in Ireland A study of Success, Failure and Lessons Learned.* Oak Tree Press

Houses of the Oireachtas Joint Committee on Health and Children, 7th Report July 2006, High Rate of Suicide in Ireland

Kelmer, Pringle, M., (1986) *The Needs of Children.* 2nd ed. Routledge.

McKeown, K., Fitzgerald, G., (2007) *Strengthening the Well-being of Young People*

Munro, E., (2011) *Review of Child Protection, Final Report*

Munro, E., *Avoidable and Unavoidable Mistakes in Child Protection Work London LSE Research Articles online*

Reformatory and Industrial School Systems Report 1970 Justice Eileen Kennedy

Roscommon Childcare Case: Report of the Inquiry Team to the H.S.E. 2010

Rutter, M. and Rutter, M., (1992) Developing Minds: challenge and continuity across the life span. Penguin.

Sheridan, M.D., (1997) *From Birth to 5 Years: Child Developmental Progress.* Routledge.

Sroufe, A.L., (2000) *Relationships, Development, and Psychopathology in Sameroff A.J. et al, Handbook of Developmental Psychopathology New York*

Stern, D. (2002) *The First Relationship.* Harvard University Press

The Report of the Independent Child Death Review Group 2012

Vision for Change, Expert Group on Mental Health Policy 2005

Waters, E., Mark Cummings, E., (2000) *A secure base from which to explore close relationships in Child Development, 1-13*

Winnicott, D.W., (1972) *The Maturational Process and the Facilitating Environment.* London: Hogarth.

Mental health difficulties in childhood and adolescence.
Assessment and Intervention.

5th Annual Child and Adolescent Mental Health Service Report 2012-2013

Aarts, M. (2009) Marte Meo Basic Manual, 2nd Edition. The Netherlands: Aarts Productions

Carr, A. (1999a) *Handbook of clinical psychology: a contextual approach.* London: Routledge.

Carr, A. (ed) (1999b). *What works with children and adolescents.* Routledge.

Cutcliffe et al, 2013 *Routledge International Handbook of Clinical Suicide Research*

Dwivedi, K.N. and Prakash V. (1997) *Depression in Children and Adolescents.* London: Whurr.

Fox, C. and Hawton, K. (2004) *Deliberate Self Harm in Adolescence.* JKP

Goodyer, I.M. (2001) *The Depressed Child and Adolescent*. Cambridge

Le Grange, D. [1993] *Family Therapy for Adolescent Anorexia Nervosa Journal of Clinical Psychology In Session 55 727-739*

Lebowitz, E.R., et al (2013) *Parent Training for Childhood Anxiety Disorders: The SPACE Programme in Cognitive and Behavioural Practice*

Linehan, M.,(1993) *Cognitive Behaviour Therapy for Borderline Personality Disorder*

Miller, A.L. 2007 *Dialectical Behaviour Therapy with Suicidal Adolescents New York Guilford*

Nader 2013 *Assessment of Trauma in Youths*

Nath Dwivedi, Kadar (2004) *Promoting the Emotional Well-being of Children Jessica Kingsley Pub.*

Pryor, Karen (2002) *Don't shoot the dog Ringpress Books*

Rutter, M. and Hersov, L. (eds)(1985) *Child Psychiatry: modern approaches.* 2nd ed

Selekman, M.D. (1997) *Solution Focused Therapy with Children.* Guildford Press.

*Sharry, J., Madden, B. & Darmody, M. (in press). *Becoming a Solution Detective: a guide to brief therapy*. London: Brief Therapy Press

Sharry, J. & Fitzpatrick, C (2001) *Parents Plus Programme: a video-based guide to managing conflict & getting on better with older children & teenagers aged 11-16.* Dublin : Parents Plus.

Sharry, J. & Fitzpatrick, C. (1997) *Parents Plus Programme: a video-based guide to managing and solving discipline problems in children aged 4-11.* Dublin : Parents Plus.

Sharry, J. (1999) *Bringing Up Responsible Children.* Dublin: Veritas

Sharry, J. (2001a) *Bringing Up Responsible Teenagers.* Dublin: Veritas

Sharry, J. (2001b) *Solution Focused Groupwork.* London: Sage.

Sharry, J., Reid, P. & Donohoe, E. (2001) *When Parents Separate: a guide to helping you and your children cope.* Dublin : Veritas.

Steiner, H. & Yalom, D. (1996) *Treating Adolescents.* Jossey-Bass,

Swayle, Michaela A. (2009)*Dialectial Behaviour Therapy Routledge*

Thambirajah M.S. (2007) *Case Studies in Child and Adolescent Mental Health Radcliffe*

Weisz, John R. (20040 *Psychotherapy for Children and Adolescents* Cambridge

The social work role in child and adolescent mental health

Gould, Nick (2009) *Mental Health Social Work in Context Routledge*

McCabe, A., (2003) '*A Brief History of the Early Development of Social Work in Child Psychiatry in Ireland' in Fitzgerald, ed Irish Families under Stress Volume 7 SWAHB*

Pritchard, Colin, (2006) *Mental Health Social Work Routledge*

Saleeby, D. (1997) *Strengths Perspective in Social Work Practice.* 2nd Edition. Longman

Walker, S., (2007)*, Social Work and Child and Adolescent Mental Health Russell House Pub.*

Walker, Steven, (2005) Social Work and Child Mental Health: *Psychosocial principles in Community Practic in International Social Work Practice* 48, 49-62

The structure of child and adolescent mental health services

Multi-disciplinary working

College of Psychiatrists

Mental Health Act 2001

Mental Health Commission

Richardson, G. and Partridge, I. Child and Adolescent Mental Health Services: An Operational Handbook

Vision for Change, Expert Group on Mental Health Policy 2005

Further reading may be provided in class.

SS4750: Groupwork (5 ECTS)

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Overview

Groupwork is an effective medium for working with people, as clients and community groups, in a variety of settings and it can take a number of distinctive forms. This module offers students an overview of the principles, methods and uses of Groupwork practice. Different Groupwork approaches and methods will be considered. Specific attention will be given to the role of the social worker as facilitator / leader.

The module includes an experiential learning element, where students will be encouraged to draw on their own experiences, as individuals, small group members and social work class members.

Module Content

- Look at the origins of Groupwork and its development as a method of social work practice
- Groupwork principles
- Models of Groupwork
- Skills and methods in Groupwork
- Group dynamics and communication processes, conscious and unconscious roles in groups.
- Therapeutic and supportive factors possible from Groupwork.
- Facilitation and Co-facilitation/Leadership from the facilitator and within the group.
- Dealing with conflict in groups
- Dealing with issues such as gender, culture and disability in groups
- Ethical issues
- Recording and evaluation.

Learning Outcomes:

On completion of this module, students will be able to

- distinguish between the basic theories and models of groupwork
- explain the processes that influence how groups function
- identify the skills and knowledge required by groupwork practitioners
- assess the presence of indicators for the use of groupwork in professional practice
- apply groupwork theory across a range of social work activities
- evaluate the effectiveness of groupwork as a method within social work practice
- have had the opportunity to explore and develop an awareness of their own functioning in groups, both as member as facilitator/leader

Assessment

Assessment is by a Groupwork Project or assignment, conducted in small groups, of a minimum of two and a maximum of three students, based on observation and analysis of a real-life group. Projects may be presented in class. Recommended word length: 5,000 words

This project involves observation, analysis and evaluation of a 'real-world' group. The group may be run for therapeutic, self-help, educational, community development or other purposes.

Guidelines:

- The project should be undertaken in groups of two or three, and it is recommended that students reflect on the make-up of their small group prior to starting their work together.
- The responsibilities of your small group members should be clearly established.
- Discuss your initial project proposal with Frank Mulville before observing your chosen group.
- When negotiating access to a group, feel free to use placement / personal contacts and goodwill with services or users, but be sensitive about boundaries.
- Respect the feelings of group members and facilitators. Negotiate the project with care and avoid leaving subjects feeling frustrated, used or abandoned.
- Be prepared to present your project outline in class.

Format

The project should include sections on the following:

- Introduction: objectives; issues / themes to be explored
- Nature of the group observed; membership; social / agency context
- Reasons for the group's formation & for its particular groupwork approach
- Groupwork theory most relevant to your analysis of this group
- Methods you used for observation and analysis; how you divided the work between you.
- Description (with examples) of the group sessions observed
- Analysis and evaluation of the group process observed.
- Conclusions for group work / social work in general.
- Your individual and small / task group learning from this project.
- Overall conclusions or recommendations

Essential Reading

Douglas, T. (2000) *Basic Groupwork.* 2nd ed. London: Routledge.

Yalom, I. (2005) *The Theory & Practice of Group Psychotherapy.* 5th ed. Basic Books

Benson, J.F. (2001) *Working Creatively with Groups.* 2nd ed. London: Routledge

Hough, M. (2010) Counselling *Skills and Theory*. Hodder Education

Stock-Whitaker, D. (2001) *Using Groups to Help People.*2nd ed. London: Routledge.

Further Reading

Benson, J.F. (2001) *Working More Creatively with Groups.* 2nd ed. London: Routledge

Chazan, R. (2001) *The Group as Therapist.* London: Jessica Kingsley

Corey, G. (2012) *Theory & Practice of Group Counseling*. Brooks Cole. 8th ed. (earlier editions are useful also).

Drysdale, J. and Purcell, R. (1999) 'Breaking the culture of silence: groupwork & community development' *Groupwork, 11(3), pp. 70-87.*

Preston-Shoot, M. (2007) *Effective Groupwork.* 2nd ed. Palgrave

Bertcher, H. and Maple, F. (1996) *Creating Groups.* Sage.

Broad, B. (1993) 'Back to Basics: social justice and users rights in social work and groupwork' *Social Action, 1(4).*

Brown, A. (1992) *Groupwork.* 3rd ed. Aldershot: Ashgate.

Brown, A. (1997) 'Groupwork' in M. .Davies (ed), *The Blackwell Companion to Social Work.* Blackwell Publishers. pp: 223-230.

Butler, S. and Wintram, C. (1991) *Feminist Groupwork,* Sage.

Crawford, C. and Bamford, D. (1998) 'Groupwork Interventions with Sex Offenders: an exercise in deviancy amplication? *Counselling*, *August edition pp. 225-227*

Crimmens, P. (1998) *Storymaking & Creative Groupwork with Older People*. London: Jessica Kingsley

Donigan, J. and Hulse-Killacky, D. (1999) *Critical Incidents in Group Therapy.* 2nded. CA: Wadsworth.

Douglas, T. (1976) *Groupwork Practice.* London : Tavistock.

Douglas, T. (1991) *Handbook of Common Groupwork Problems.* London: Routledge.

Greif, G.L. and Ephross, P.H. (1997) *Group work with Populations at Risk.* Oxford UP.

Harrison, M. and Ward, D. (1999) 'Values as Context: Groupwork and social action' *Groupwork, 11(3), pp.88-103.*

Heap, K. (1985) *The Practice of Social Work with Groups.* Allen andUnwin.

Henry, S. (1992) *Group Skills in Social Work: four-dimensional approach.* Brooks Cole

Hickson, A. (1997) *The Groupwork Manual.* Bicester: Winslow

Jacobs, E., Harvill, R.L. and Masson, R.L. (2002) *Group Counselling: strategies & skills.* Brooks Cole

Kerslake, A. (ed) (1995) *Readings on Groupwork Interventions in Child Sexual Abuse*. London: Whiting & Birch Ltd.

Kurtz, L.F. (1997) *Self-Help and Support Groups: a handbook for practitioners*. Sage.

Lyons, A. (1997) 'The role of groupwork in counselling training', *Counselling*, *pp.211-215*

McCaughan, N. (ed)(1978) *Groupwork: learning and practice.* Allen & Unwin.

Mitchell, F. et al (1998) 'Supporting relatives of adults with chronic mental illness in the community: a comparative evaluation of two groups' in *Practice, 10(4), pp. 15-26.*

Mullender, A. and Ward, D. (1991) *Self-Directed Groupwork: users take action for empowerment.* London: Whiting & Birch.

Northen, H. and Kurland, R. (2001) *Social Work with Groups.* 3rd ed. Columbia U.P.

Preston-Shoot, M. (2007) *Effective Groupwork.* 2nd Ed. Basingtoke: Palgrave MacMillan.

Reid, K. (1997) *Social Work Practice with Groups: clinical perspective*. 2nd ed. Brooks Cole

Rose, R. (1998) *Group work with Children and Adolescents: prevention and intervention in school and community systems*. Sage

Sharry, J. (2000) '*The strength of groups: the strengths-based therapeutic factors in effective groupwork*' in Irish Social Worker, 18(1), Summer.

Sharry, J. (2001) *Solution Focused Groupwork.* London: Sage.

Stallard, P. and Dickinson, F. (1994) 'Groups for parents of pre-school children with severe disabilities' in *Child: care, health and development, 20, pp. 197-207.*

Tomasulo, D.J. (2001) *Action Methods in Group Psychotherapy: practical aspects.* London: Accelerated Development.

Vinogradov, S. and Yalom, I. (1989) *Group Psychotherapy*. American Psychiatric Press.

Walsh, D. (1993) *Groupwork activities: the resource manual for everyone working with elderly people.* Bicester: Winslow.

Ward, D. (1998) 'Groupwork' ch. 12 in R. Adams, L. Dominelli & M.Payne (eds), *Social Work: Themes, Issues and Critical Debates.* MacMillan. pp : 160-172.

Wetherell, M. (ed)(1997) *Identities, Groups and Social Issues.* London: Sage

Wilson, J. (1995) *How to work with self help groups: guidelines for professionals.* Arena

Recommended Journals:

Groupwork

Social Work with Groups

Suggested Website:

Infed.org

SS4799: Senior Sophister Placement (20 ECTS)

Co-ordination of student placements is the responsibility of the School's Fieldwork Unit.

Decisions regarding the allocation of placements are taken on the basis of the student's learning needs, prior experience and areas of interest and with reference to CORU guidelines. Placement planning is carried out in consultation with students, tutors and the Course Team and in the context of available placement opportunities.

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

Students must ensure that they notify the Fieldwork Unit and the Course Director of any health and safety issues which may compromise their ability to undertake their placement. It is expected that students will have received any necessary vaccinations in earlier years of their course for placements in Irish settings. The College Health Service is available to students, if they have any queries or concerns about their health or preventative health measures such as vaccinations.

Garda Vetting statutes have changed since April 2016. Garda vetting had been carried out by the college when students enter the BSS programme. Some placements sites will now also request that students complete a further Garda vetting too.

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

Assessment

Students are assessed in this module on their placement performance. The placement performance is graded as either Pass or Fail. The Practice Teacher recommends the placement grade to the college and outlines the reasons for their recommendation in the Practice Teacher Report.

SS4760: Social Work Practice (15 ECTS)

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

a) Social Work Practice Skills Workshops

b) Integrating Seminars

Assessment

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

a) Social Work Practice Skills

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Breda O'Driscoll: odriscollbreda@gmail.com

Overview

Practice Workshops take place in Michaelmas and Hilary Terms. They provide the opportunity to reflect on the work undertaken during the placement and to explore further the skills and methods developed, as well as to consider ethical, professional and value based issues and responses to the needs of the people with whom you work. The class is divided into 4 groups in order to maximise your opportunity to participate actively.

Building on SF and JS skills workshops and on your practice experience, these workshops provide an opportunity to review and enhance your repertoire of social work skills in preparation for professional practice. The workshops are combination of formal presentation, role play and reflection.

Module Content

The aim of these workshops is to provide a forum for reflecting on your practice, exploring value issues, developing your counselling skills, and using your group as a 'learning group'. These aims require your learning in the workshops to be substantially student-led and experiential, combining role-play, exercises, student presentations and discussion.

Some skills workshops take place before and during placement and these sessions have a peer support element where common yet challenging issues which arise for students can be dealt with. The aim is for students to equip themselves with the skills required to complete placements successfully. The group can assist in brainstorming solutions to typical problems that may arise in practice and in placement relationships/situations

Throughout the post placement sessions students can raise issues which they themselves wish to reflect on or to develop further. Issues raised in previous years have included self-care/building resilience, dealing with hostile or aggressive clients, working in positive or negative environments, working effectively with colleagues and management, demonstrating confidence in MDT meetings , thinking on your feet , moving into role of professional, and particular issues which were emotionally hard to manage for example suicide. Student can develop the skills to continue to raise and address these kinds of issues effectively in their long term future practice.

Students can bring specific pieces of practice to sessions for reflective practice discussion such as identifying elements which impacted positively/negatively on work /student, the effect of particular skills or approaches, which skills and approaches were most effectively, what could have been done differently, what student happy to repeat etc peers may identify aspects which had not been considered and this usually leads to interesting and fruitful discussion. Students could gain a better understanding of areas they find difficult, personal likes /dislikes in practice situations, personal strengths etc enabling students to better develop self-evaluation (constructive criticism) and monitor their own performance in the role.

Learning Outcomes:

On completion of these workshops students will have:

- Advanced their level of personal and professional self-reflection in relation to their practice skills and knowledge.
- Enhanced their capacity to seek and receive appropriate support from colleagues.
- Have learned from the wide range of skills and experiences of the other students in their group, and developed a wider understanding of the possible approaches to the needs of clients etc.
- Explored their understanding of the importance of boundaries in relation to their own practice.
- Have further understood the importance of self-care and balance in their work.

General Readings

Adams, R, Dominelli, L. and Payne, M. (1998) *Social Work: themes, issues & critical debates.* London: MacMillan.

Brearley, J. (1995) *Counselling and Social Work.* Buckingham: OUP

Koprowska, J. (2005) *Communication and Interpersonal Skills in Social Work.* Learning Matters.

Mearns, D. & Dryden, W. (eds)(1990) *Experiences of Counselling in Action.* London: Sage.

Thompson, N.(1997) *Anti-discriminatory Practice.* 2nd ed. London: MacMillan.

Trevithick, P. (2012) *Social Work Skills and Knowledge: A Practice Handbook. 3rd edition.* Open University Press.

Critical Incident Analysis

*Fook, J. (2007) 'Reflective Practice and Critical Reflection', ch. 23 in Lishman, J. (ed) *Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory.* Jessica Kingsley.

*Knott, C. and Scragg, T. (2007) *Reflective Practice in Social Work.* Learning Matters.

Lishman, J. (2007), 2nd edition *Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory.* Jessica Kingsley.

*Schon, D.A. (1983) *The Reflective Practitioner.* Basic Books, NY.

b) Integrating Seminars

In the final semester, a short series of seminars will be delivered designed to offer students information on topics not covered elsewhere in the course but which are important as part of their programme or which are focused on new or emerging issues in practice.

Recommended Reading

Hatton, K. (2008) *New Directions in Social Work Practice.* Learning Matters.

SS4999: General Paper or International Social Work Project (5 ECTS)

Assistant Professor Michael Feely mfeely@tcd.ie

Professor Robbie Gilligan: robbie.gilligan@tcd.ie

In this module, students opt to either:

a) Sit the General Paper, or
b) Submit the International Social Work Project.

If you opt to submit an ISW Project, you do not sit the General Paper.

General Paper

The General Paper is one of the final examinations at the end of the Senior Sophister year. It differs from module-specific examination papers and aims to draw on your general knowledge of social work theory, practice and policy, and on your personal perspectives on topical issues and debates.

This seen paper is in two sections; one concerned with theory and practice, and the other with policy. One answer from each section is required.

International Social Work Project

Module Aims

Social work
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 and social work education (Western and non-Western) to such issues, and
- Stimulate interest in and consideration of 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.

An introductory set of two lectures is supplemented by guiding reading plans to reflect student interests and priorities. These are prepared in consultation with Professor Gilligan.

The logic for the focus beyond the developed world systems is that these are broadly familiar through text books, research material, the web, travel, media etc. This course encourages students to look beyond the familiar. Students interested in international work experience generally may consult staff for general advice, or contacts for relevant alumni.

Assessment
Assignment: International Social Work Project
Min 2,700 words – Max 3,000 words

Students propose a specific topic to investigate in relation to a foreign (non-Western) context. Having completed their desk – based study (which may include one or two interviews by skype with relevant key informants), they use their findings to re-visit their understanding of the related Irish situation. To take a specific example: a student may choose the topic of domestic violence, they may investigate policy and service responses in a chosen country (for example, China). Having completed that study they will then devote no more than a page to reflecting on how the Chinese and Irish experience seem to converge or diverge and in what ways. In choosing a site / topic, it is acceptable to use a 'Western' setting where the focus of attention is on an indigneous / ethnic minority: for example, First Nations people in Canada, Roma in Eastern Europe, and Maori in New Zealand etc. This could mean, for example, taking the issue of domestic violence among Maori people – looking at the policy and service responses in New Zealand. Before embarking on a specific study, the student should ensure that there is sufficient English language material available on which to draw. Please consult Professor Gilligan in this regard.

Important: Students intending to complete the International Social Work Project must submit a 300-500 proposal outlining their planned approach by February 4th 2019.

Illustrative Reading List
Banks, S., & Nøhr, K. (Eds.). (2013). Practising social work ethics around the world: cases and commentaries. London: Routledge.

Camfield C. (2012) 'Resilience and Well-being Among Urban Ethiopian Children: What Role Do Social Resources and Competencies Play?', Social Indicators Research 107.3: 393-410

Courtney, M. Dolev, T. And Gilligan, R. (2009) 'Looking Backward To See Forward Clearly: A Cross-National Perspective on Residential Care' in, editor(s)M. Courtney and D. Iwaniec , *Residential Care of Children - Comparative Perspectives* , New York: Oxford University Press, pp. 191 - 208,

Gilligan, R. (2015) 'Children's Rights and Disability' in eds. Garcia Iriarte, E., McConkey, R. and Gilligan, R. (eds.) (2015) *Disability and Human Rights - Global Perspectives*, London : Palgrave Macmillan

Garcia Iriarte, E., McConkey, R. and Gilligan, R. (eds.) (2015) *Disability and Human Rights - Global Perspectives*, London : Palgrave Macmillan

Gilligan, R. (2015) 'Children In Care – Global Perspectives On The Challenges Of Securing Their Wellbeing And Rights' in ed. Anne Smith *Enhancing the Rights of Children: Connecting Research, Policy and Practice* London: Palgrave Macmillan

Hugman, R., Lan, N. T. T., & Hong, N. T. (2007). Developing social work in Vietnam., *International social work* 50(2), 197-211.

Ibrahim, R. W., & Howe, D. (2011). The experience of Jordanian care leavers making the transition from residential care to adulthood: The influence of a patriarchal and collectivist culture. *Children and Youth Services Review*, 33(12), 2469-2474

Leung, T. T. (2012). The work sites as ground of contest: professionalisation of social work in China. *British Journal of Social Work*, 42(2), 335-352.

Liu, Y., Lam, C. M., & Yan, M. C. (2012). A challenged professional identity: the struggles of new social workers in China. *China Journal of Social Work*, 5(3), 189-200.

Liu, M., Sun, F., & Anderson, S. G. (2013). Challenges in Social Work Field Education in China: Lessons from the Western Experience. *Social Work Education*, 32(2), 179-196.

Rosenthal, E. and Mental Disability Rights International (2009) The Rights of Children with Disabilities in Vietnam: Bringing Vietnam's Laws into compliance with the UN Convention on the Rights of Persons with Disabilities Report prepared for UNICEF http://www.disabilityrightsintl.org/wordpress/wp-content/uploads/UNICEF_final_legal_analysis_report_in_Vietnam1.pdf

Walker, R., & Bantebya-Kyomuhendo, G. (2014). *The shame of poverty*. Oxford University Press.

World Health Organisation and World Bank (2011) *World Disability Report* Geneva: World Health Organisation http://www.dcdd.nl/data/1308153415810_World%20Disability%20report.pdf

Yan, M. C., Gao, J. G., & Lam, C. M. (2013). The dawn is too distant: The experience of 28 social work graduates entering the social work field in China. *Social Work Education*, 32(4), 538-551.

Some indicative web resources

Better Care Network: http://www.bettercarenetwork.org/bcn/

European Roma Rights Centre: errc.org

First Nations Child and Family Caring Society of Canada : fncaringsociety.com

Mental Disability Advocacy Centre: mdac.org/friends

Open Society Foundations: opensocietyfoundations.org

Senior Sophister Practice Placement

Placement Overview

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

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

All placements are undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.) Students are required to successfully complete a minimum of two hundred and twenty days on supervised placements, in order to fulfill the fieldwork requirements for the Bachelor in Social Studies course.

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

Satisfactory completion is contingent on two criteria being met:

(i) the first is a recommendation by the designated practice teacher that the student has reached required standards for the course; and

(ii) the second is the submission by the student of a practice project which is deemed to be satisfactory both by an initial examiner and the external examiner.

As already outlined, the responsibility for the arrangement and approval of suitable fieldwork placements rests with the fieldwork team, in consultation with the Course Director and Course Team. The Fieldwork Unit and course team seek to develop students' range of knowledge and skills through contrasting placement settings (e.g

child and family, adult, statutory (a setting where practice is set within statutory frameworks), non-statutory, structured and less structured settings, drawing from the full range of available social work sectors. Decisions regarding placement allocation are taken on the basis of the student's learning needs, prior experience and areas of interest. Placement planning is carried out in consultation with students, tutors and the course team and in the context of available placement opportunities.

The course team in conjunction with the designated tutor play an active role in the monitoring of and communication with the student on placement, whether it be in Dublin or further afield. Each student is allocated a Social Work Tutor who undertakes liaison, mentoring and quality assurance roles. The Social Work Tutor provides information and support to both the student and practice teacher and liaises with the course team for the duration of each placement. Students should maintain regular contact with their tutor throughout placement. In addition they should meet their tutor formally in advance of each placement, participate with their tutor and practice teacher in three placement reviews and have a post placement meeting with their tutor to review learning achieved and clarify continuing learning needs. When placements are undertaken abroad, liaison is maintained through email, telephone and Skype and where possible the student is also linked to a local university School of Social Work.

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

Placement Structure

The Senior Sophister placement is the final placement of the four years of the BSS degree programme. It comprises of a full-time block placement of 14 weeks (70 days) full-time equivalent. Before students set out on placement, they are provided with a full week Induction Programme in college.

Placement begins on Monday 10th September 2018 and continues 5 days per week (Monday-Friday) to the end of Michaelmas Term (Friday 14th December 2018).

Academic Requirements

Academic courses and skills workshops take place in college during Induction Week (3rd to 7th September 2018).

Successful completion of Social Work Practice modules SS4760 and SS4799, and final year as a whole, depends on students passing both the Placement and the Practice Project.

In order to concentrate on academic work in the second semester, **students must complete their Practice Project by the end of placement - which must be submitted by noon on Wednesday 19th December 2018.**

Working Hours

Students are required to work a normal working week – 7 hours per day - but precise hours are negotiated by student and Practice Teacher to suit their needs and those of the agency. If students work over-time, they should receive time-off-in-lieu, and are entitled to Bank Holidays in the normal way.

Reading Time

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

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

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). Absence of 2 or more days must be made up in a purposeful manner negotiated with the Practice Teacher. If necessary, students may use some of their Reading Time allotment (see below). If absence seems likely to be prolonged, student, Practice Teacher and Social Work Tutor should discuss the implications at the earliest possible time.

If necessary, students may use some of their Reading Time allotment (as above). If absence is likely to be prolonged, student, Practice Teacher and Social Work Tutor should discuss the implications as soon as possible.

Needing more time

Placements are due to be completed by Friday 14th December 2018. If a student needs to compensate for time missed during placement, the arrangement put in place must be agreed in advance of the scheduled finishing date by the student, Practice Teacher and Social Work Tutor. This agreed plan must be notified to the Fieldwork Unit and the Course Director.

Attendance Record

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

Placement meetings/reviews

Placement meetings/reviews are undertaken by the student's social work tutor, or other person nominated by the Course Director, to visit the student on placement and meet with the student and practice teacher together. The aims of these meetings are:

For the Tutor/Course Staff

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

For Practice Teachers

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

For Students

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

For all three parties

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

Guidelines for Placement meetings/reviews

It is helpful to agree a broad agenda at the beginning of each visit, although this does not preclude discussion of other issues arising. The student should prepare and supply to their tutor *before* the visit a list of work in progress with sample case records, interview tapes or other material. These can be used as a guide for reviewing progress. The student should have placement agreements and assessment guidelines to hand during visits as a point of reference.

Pre-placement / Initial Meeting/Review

- Link previous experience and/or experience on last placement to current one
- Establish the student's learning needs and expectations of all three parties
- Agree learning goals in accordance with the 6 CORU domains.
- Draft the Learning Agreement to include: facilities for the student; ways to meet learning needs; workload size & content; opportunities to try out methods of intervention; access to meetings and other learning opportunities; methods of assessment to be used.

Mid-Placement Meeting/Review

- Review the learning goals and progress in relation to each goal
- Establish whether the student is likely to pass the placement
- Review workload and agree any adjustment needed
- Identify what has been achieved so far and areas to be worked on

Final Meeting/Review

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

Contact with College

In addition to the three-way placement reviews:

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

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

Additional Placement Review Meetings can be arranged as needed.

Practice Teaching and Learning Curriculum

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

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

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

Evidence for passing the placement

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

Practice Teacher Input: Student Practice Project

The Practice Project is designed to demonstrate the student's professional competence and reflective integration of theory and practice. Practice Teachers can help students greatly in preparing the Practice Project, with advice, discussion, references and other resources. They should be consulted about the project and are asked to read and sign it as a fair account of the student's work while on placement. The Project, however, remains the student's responsibility, and is marked by College staff. Practice Teachers are not responsible for directing or editing students' projects.

Supplementary placements

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

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

- For health or other pressing reasons, students start placement late or take time out of placement and are unable to complete the full number of placement days.
- A student's performance at the end of placement is judged to be marginal, or has not clearly reached a passing standard by the end of placement (F1).

In these situations, students will normally undertake a supplementary 14-week block placement after the summer examinations and a supplementary examination board will be held at the end of August / beginning of September.

Health and safety

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

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

- The School will **require** Hepatitis B vaccination, after College Registration. The School recommends that students are protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).
- A record must be submitted to the Course Executive, prior to commencing placements.
- BSS students must arrange vaccination for Hepatitis B through their own GP or with College Health Service. Costs must be met by the students.

Critical incidents

If any incident occurs on placement which affects a student's health or well-being, Student and Practice Teacher should notify the Social Work Tutor, 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 require students to undergo Garda vetting prior to commencing placement. Garda vetting is obtained by Trinity College on the student's behalf some months in advance of placement. Students sign consent forms and provide background information to enable the Garda vetting process.

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

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

Access to Agency Held Information

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

Students must not take confidential material electronic or hardcopy out of the placement agency - either to write up records or to prepare written assignments - as the risk of losing this material has serious implications for service users and agency staff.

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

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

Assessment of Social Work Practice: Guidelines for Placement Evaluation

Placement evaluation comprises three elements:

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

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

Assessment of Students

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

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

Both Practice Project and Practice Teacher's Report should be signed by both parties and submitted, separately or together, to the Course Executive Officer by the Monday morning following the last day of placement.

Two copies of each are required, but only one copy need be signed.

1. Learning Agreement (see Appendix I)

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

2. Practice Teacher's Evaluation Report

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

Please discuss your student's learning, knowledge, skills and ethical awareness as applicable in relation to each of the six domains of proficiency. The standards in relation

to each domain are included. Please illustrate and provide evidence of the student's performance, in relation to each domain, with examples from more than one source.

A. Please start by indicating recommendation:

Pass / Fail

The report should then read as evidence for this recommendation.

Domain 1 Professional autonomy and accountability

- Practise within the legal and ethical boundaries of their profession to the highest standard.
- Practise in an anti-discriminatory way.
- Understand the importance of, and be able to maintain, confidentiality.
- Understand the importance of, and be able to obtain, informed consent.
- Be able to exercise a professional duty of care/service.
- Be able to practise as an autonomous professional, exercising their own professional judgement.
- Recognise the need for effective self-management of workload and resources and be able to practise accordingly.
- Understand the obligation to maintain fitness to practise.

Domain 2 Interpersonal and professional relationships

- Work in partnership with service users and their relatives/supporters, groups and communities and other professionals.
- Contribute effectively to work undertaken as a member of a team (be it multi-disciplinary; interprofessional; multi-service or inter-agency).

Domain 3 Effective communication

- Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion.
- Understand the need for effective communication throughout the care of the service user.

Domain 4 Personal and professional development

- Understand the role of reflective practice in relation to personal and professional development.

Domain 5 Provision of quality services

- Be able to identify and assess service users' needs.
- Formulate and deliver plans and strategies to meet identified needs of service users.
- Use research, reasoning and problem-solving skills to determine appropriate action.
- Draw on appropriate knowledge and skills in order to make professional judgements.
- Formulate specific and appropriate management plans, including the setting of timescales.
- Use safe work practices at all times in the interest of service users and staff.
- Implement best practice in record management.
- Monitor and review the ongoing effectiveness of planned activity and modify it accordingly.
- Be able to evaluate audit and review practice.

Domain 6 Knowledge, understanding and skills

- Know and understand the essential knowledge areas relevant to social work.
- Have knowledge of how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of individuals, groups or communities.
- Be able to understand, explain and apply generic skills and methods appropriate to delivering a range of social work interventions to meet different needs within a variety of settings.
- Have knowledge and understanding of the skills and elements required to maintain service user, self and staff safety.

G. Summary

- Review of Learning Agreement and any issues arising from previous placement.
- Areas where progress has been made and skills acquired or consolidated.
- Any special strengths, gaps or weaknesses in student's performance.

- Priority learning goals for the student's next placement/continuing professional development as appropriate

H. Confirming Recommendation

Please state whether the student's performance merits a Pass or Fail, bearing in mind that the standard of work displayed towards the end of final placement should be that expected of a newly qualified social worker.

Grading Placement Performance: Pass / Fail

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

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

Pass Grade

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

Fail Grade

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

F1 applies in any of the following situations:

1. Student has not *clearly* reached the required standard, but has demonstrated willingness and capacity to improve, and needs additional time to progress.

2. Placement did not afford the student sufficient opportunity to achieve and demonstrate the required standard of practice.

3. Performance has been deemed satisfactory, but the student's practice project has either not been submitted or has been failed.

F2 applies in the following situation:

1. The student has not reached a satisfactory standard, (for example has displayed major difficulties in completing agreed social work tasks or has acted in a seriously non-professional manner) AND

2. Has demonstrated no obvious signs of being able to do so in the short-term.

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

Regulations for 'Failed' Placements

- If F1 is obtained, a supplementary placement will be offered as already outlined.
- If F2 is obtained, this is an Absolute Fail. No supplementary placement will be offered.
- Normal College Appeals procedures apply, as outlined in the College Calendar Part Two for Undergraduate Studies.

3. Student's Practice Project

The student's Practice Project is assessed and graded by the college but forms part of the overall placement evaluation. It should be drafted, therefore, before the Practice Teacher's Report, to enable the Practice Teacher to cite specific examples of practice which illustrate student progress. **Both Practice Project and Practice Teacher's Report should be signed by both parties and submitted, as separate documents, by noon on Wednesday 19th December 2018.**

Senior Sophister Practice Project

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

It should aim to:

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

Project Format:

Section A Placement Context and Learning (4000 – 5000 words)

Agency and Community Context

- Provide a brief profile of community in which agency or workload is based: e.g. relevant current geographic / demographic / socio-economic indicators; diversity; community supports.

- Provide a brief profile of agency / unit: e.g. status, structure, funding, aims, personnel; impact of resourcing and practices on service users and service delivery.

- Discuss the role of social work in agency / unit: eg: status, legal base, roles & relationships; main pressures on social workers.

- Outline your role and how typical it was of social work in the agency.

Placement Learning

- Provide a brief table of all work undertaken, and length of involvement in each intervention. The table should include headings for Client name/age/gender; Reason for Referral and Key Issues; Work Undertaken/Intervention; Relevant Evidence Base/Social Work Theory/Frameworks used; Frequency/duration of involvement and Outcome; Reflection/Main Learning. ***Please state at the start of this section that all names have been changed in order to protect the confidentiality of service users.***

- Discuss your overall learning from this placement with respect to each of the following CORU / The Social Workers Registration Board Standards of Proficiency:
  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

- Identify the special features of the placement which contributed to or limited your learning;

- Critically assess overall learning and progress from start of placement and identify areas for future learning.

Section B Practice Study (4000 - 5000 words)

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

- Social history and profile of service user/s; personal, interpersonal, social networks;

- Background to intervention; agency perspective; initial aims;

- The account of your work should:
  - Discuss relevant social work practice theories and demonstrate how they guided your interventions.
  - Apply a social policy perspective/framework (e.g. accountability, equality or rights) to this case. (*See box below)
  - Identify the key practice issue (e.g domestic violence) and discuss relevant key social science research evidence and how it informs your understanding of the issue.
  - Illustrate how you negotiated key ethical or professional issues.
  - Evaluate and reflect on the outcome of your involvement – lessons learnt for future practice whether the outcome is judged successful or not.

Guidelines

- Observe overall word-length, though length of individual sections may be varied. Overall word-length excludes cover & contents page, tables, diagrams, bibliography & appendices.

- Electronic copies of the project and Learning Agreement must be submitted to Blackboard, instructions on how to do so will be provided.

- Include a Contents page and a comprehensive Bibliography.

- A copy of the Placement Learning Agreement must be submitted with the Practice Project. Please ensure progress in relation to the learning goals identified in your Learning Agreement is addressed within your Practice Project.

- Ensure the project reads as an integrated whole (eg: introduction and conclusion).

- Confidentiality: Change all names and identifying information relating to service users and colleagues, and state in the text that you have done so. Give people fictitious names rather than numbers or initials, as this humanises the narrative. Please state at the start of Section B that all names have been changed in order to protect the confidentiality of service users.

- Use clear, precise language throughout. Avoid jargon and slang except in direct quotations. Explain any technical terms or abbreviations you use.

- Reference correctly all texts cited in the Project. Aim to use recent publications. BE CAREFUL NOT TO PLAGIARISE. Also, ensure that you only submit original work that you have produced yourself. Unacknowledged reproduction of your own work is unacceptable. This means that you are not permitted to submit text that you previously submitted in other essays or projects.

- Appendices are not required. If included, they should be brief, self-explanatory, relevant, but not essential to the main text. (eg: agency diagrams; key extracts from process recordings). Do not include lengthy reports, case-notes, or letters.
- Explain with key / notes any tables, diagrams, genograms, or eco-maps and, preferably, insert them at the relevant point in the text rather than in appendices.

- Give your Practice Teacher a copy of the Project to sign as a fair account of your work.

***Guidance on Social Policy Analysis:**

Students are asked to apply a social policy perspective/framework to the case discussed in their practice study. You should begin by outlining the perspective/framework you have chosen and why you have chosen it. You should then discuss how this perspective/framework could be applied to the piece of work in question. References drawn on can include social policy theory and agency or government policy documents. Ultimately the aim of this small section is to indicate your ability to integrate social policy theory and analysis covered in earlier years in the BSS degree programme with placement experience and knowledge. This is in keeping with CORU's Domain 6: Knowledge, Understanding and Skills which states that on completion of the BSS students will:

- Understand the rationale for government intervention (social, demographic, political and economic) and the impact on individuals, groups, communities and service delivery.

- Understand the political process and the process of public administration within Ireland at local and national level.

- Understand the issues and trends in Irish public and social policy development which influence social work practice.

Minimum word count = 8,000 words
Maximum word count = 10,000 words

The word allowance per section is a guide and therefore a 10% over or under allowance will be allowed within sections. However, students must observe the overall 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 in this assignment as the maximum and minimum word count is clearly stipulated.

Both Practice Project and Practice Teacher's Report should be signed by both parties and submitted, as separate documents, by noon on Wednesday 19th December 2018.

General Guidelines for Completion of Practice Projects

- Observe overall word-length. Overall word-length excludes contents page, tables, diagrams & appendices.
- Include a Contents page.
- Include a Bibliography.
- Ensure the project reads as an integrated whole (e.g.: include an introduction & conclusion.)
- Anonymity: Change all names and identifying information relating to service users and colleagues, and state in the text that you have done so. Give people fictitious names rather than numbers or initials, as this humanizes the narrative.
- Use clear, precise language throughout. Avoid jargon and slang except in direct quotes. Explain any technical terms or abbreviations you use.
- Reference correctly all texts cited in the Project. Aim to use recent publications.
- Appendices are not essential. If included, they should be brief, self-explanatory, relevant but not essential to the main text. (e.g.: agency diagrams; key extracts from process recordings). Do not include lengthy reports, case-notes, or letters.
- Explain with a key or notes any tables, diagrams, genograms or eco-maps and, if possible, insert them at the relevant point in the text rather than in appendices.
- Practice projects are submitted electronically through Blackboard.

Guidelines for the Presentation of Written Work

General Points

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

- Observe published deadline dates, which have the status of examination dates.
- Keep electronic copies of all written work as it is retained by the School for the External Examiner.
- You are required to submit every written assignment to TURNITIN to check for plagiarism and to Blackboard .

Referencing Guidelines

In general all assignment at third-level must be referenced. Some lecturers may request that you use a particular style of referencing; however different versions of the Harvard Reference style are commonly used in college. A Study skill Web Seminar on referencing is available to students on the Trinity Website: http://www.tcd.ie/Student_Counselling/Seminar/Referencing/rdf2.shtml

Citations in the Text

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

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

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

Quotes in the Text

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

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

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

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

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

Reference Lists

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

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

Journal article:

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

Electronic information:

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

Book with multiple authors

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

Book with an editor and a revised edition:

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

Chapter in an edited book

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

Journal article - print

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

Conference Proceedings

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

Report/Government Reports

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

Thesis/Dissertation

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

Lecture

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

Electronic article

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

Newspaper article

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

Website

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

Use of EndNote

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

Guidelines on Plagiarism

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

We ask you to take the following steps:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism You should also familiarize yourself with the 2017-18 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 Wednesday December 19th, 2018.**

The Coursework Declaration Form can be found In Appendix II 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, 96 - 105

"Calendar Statement on Plagiarism for Undergraduates - Part II, 96-105

96 General

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

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

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

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

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

97 Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) Copying another student's work;

(b) Enlisting another person or persons to complete an assignment on the student's behalf;

(c) Procuring, whether with payment or otherwise, the work or ideas of another;

(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e) Paraphrasing, without acknowledgement, the writings of other authors.

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

(i) fail to distinguish between their own ideas and those of others;

(ii) Fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) Fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) Come across a distinctive methodology or idea and fail to record its source.

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

98 Plagiarism in the context of group work

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

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

99 Self plagiarism

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

100 Avoiding plagiarism

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

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an

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

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

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

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissable. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

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

91 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided

for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes."

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When using the work of others you must either

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

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

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

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

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

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

Resources for Students

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

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

http://cad.auckland.ac.nz/index.php?p=quoting_and_paraphrasing

Websites that help with English and grammar include

http://owl.english.purdee.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 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 inPart B 'Conduct and College Regulations'. . In cases where students are alleged to be in breach of these regulations the College can institute disciplinary procedures through the offices of the Junior Dean.

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

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

In such situations, the following procedures will be followed:

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

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

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

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

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

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

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

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

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

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

Appeals Procedures

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

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

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

Fitness to Practice

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

BSS Prizes

Pauline McGinley Prize

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

Value: c €100

Marian Lynch Medal

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

Anne Williams Memorial Prize

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

Value: c €172

Mary Lynch Prize

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

Value: c €381

Vivienne Darling Prize

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

Value: c €127

Appendix I: Learning Agreement For Placement

BSS SOPHISTER PLACEMENT LEARNING AGREEMENT PART 1

Placement start date:		**Placement end date:**
Student:	**Telephone:**	**Email:**
Practice Teacher:	**Telephone:**	**Email:**
Agency Name & Postal Address:		
Tutor:	**Telephone:**	**Email:**

Working Days/Hours:

TOIL Arrangements:

Sick Leave:

Study Time:

Office Accommodation:

Transport:

Expenses:

Dress Code:

Health & Safety Procedures:

SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

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

PROFESSIONAL LEARNING PLAN FOR PLACEMENT

(AS PER CRITERIA AND STANDARDS OF PROFICIENCY FOR SOCIAL WORK EDUCATION AND TRAINING PROGRAMMES, THE SOCIAL WORKERS REGISTRATION BOARD; *see Course Handbook AND www.coru.ie FOR A MORE IN DEPTH DISCUSSION OF THE SPECIFIED DOMAINS OF PROFICIENCY)*

Domain 1 Professional autonomy and accountability

This domain addresses the ability to make and justify professional decisions, to take responsibility for one's practice, to recognize own limitations, to consult appropriately, to act in accordance with relevant legislation,

ethics and policy, to obtain informed consent and to work in an anti-discriminatory manner to uphold human rights and social justice.

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

Domain 2 Interpersonal and professional relationships

Capacity to build constructive relationships, to work collaboratively with service users, carers, other professionals and external agencies and to be an effective team member are addressed under this domain.

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

Domain 3 Effective communication

Listening skills and skills in communicating information in a way that is understood are encompassed under this domain. This includes capacity to communicate across difference including age, ability, gender, ethnicity and discipline. The ability to communicate with involuntary clients should be considered together with capacity to communicate verbally, non-verbally, in writing and using I.T.

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

Domain 4 Personal and professional development

The importance of self-awareness and the ability to reflect critically on practice as a way to develop practice skills are central to domain 4 as is the pro-active use of supervision and a commitment to continuing professional development.

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

Domain 5 Provision of quality services

This domain addresses the ability to assess and identify needs, strengths and risk and plan appropriate interventions in collaboration with service-users and others, ability to implement plans, keep records, monitor and review progress, modify plans according to need and evaluate practice. Participation in quality initiatives and reviews and the use of reflective practice and supervision are included.

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

Domain 6 Knowledge, understanding and skills

This domain includes the capacity to demonstrate a critical understanding and/or application of social work

theory, methods and skills; social policy including

issues and trends in Irish public and social policy development which relate to social work practice; sociology, psychology, social research, law and the legal system including national guidelines and standards, findings of inquiries, investigations and associated reports influencing social work practice; economics; political science and other related social sciences

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

ADDITIONAL KEY PERSONAL LEARNING GOALS

(identified in relation to previous experience, feedback and current areas of interest)

LEARNING GOAL	LEARNING PLAN TO MEET THIS STANDARD	INDICATORS/EVIDENCE OF PROFICIENCY

WORKLOAD

STUDENT SUPERVISION

It is a course requirement that each student receives 90 minutes per week of formal Supervision with their Practice Teacher

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

Note learning styles of student and practice teacher:

Supervision Arrangements:

Day:	**Time:**

Other Student Supports:

STUDENT ASSESSMENT / SOURCES OF EVIDENCE

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

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

PERSONAL ISSUES

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

COLLEGE-RELATED ISSUES

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

AGENCY-RELATED ISSUES

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

Signatures

We agree that this placement will be undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.)

Student:

Practice Teacher:

Tutor:

Date:

MID PLACEMENT MEETING ARRANGEMENTS

Date of Mid Placement Meeting:

Time:

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

BSS SOPHISTER PLACEMENT LEARNING AGREEMENT PART 2

MID PLACEMENT MEETING

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

- **Professional Autonomy and Accountability**

- **Interpersonal and Professional Relationships**

- **Personal and Professional Development**

- **Effective Communication**

- **Provision of Quality Services**

- **Knowledge, understanding and skills**

- **Additional Personal Learning Goals**

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

Objectives / Plan for remainder of placement

Student Issues/Concerns

Practice Teacher Issues/Concerns

Signatures

We agree that this placement is undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.)

Student:

Practice Teacher:

Tutor:

Date:

BSS SOPHISTER PLACEMENT LEARNING AGREEMENT PART 3

FINAL PLACEMENT MEETING

Date:

Time:

Review of Learning :

Areas of strength identified and recommendations for future development:

Signatures

We agree that this placement has been undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.)

Student:

Practice Teacher:

Tutor:

Date:

Appendix II : 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 2018/19 is entirely my own work, free from plagiarism and has not been submitted as an exercise towards a degree at this or any other university

☐ I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at http://www.tcd.ie/calendar

☐ I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

_____
Student Name Date

_____
Student Number

_____
Course

_____

Note to Students

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

We ask you to take the following steps:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism . You should also familiarize yourself with the 2017-18 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 III : BSS Attendance Policy 2018/19

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 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.