



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

Bachelor in Social Studies

Year 2 Senior Freshman

Course Handbook 2022-2023

V1

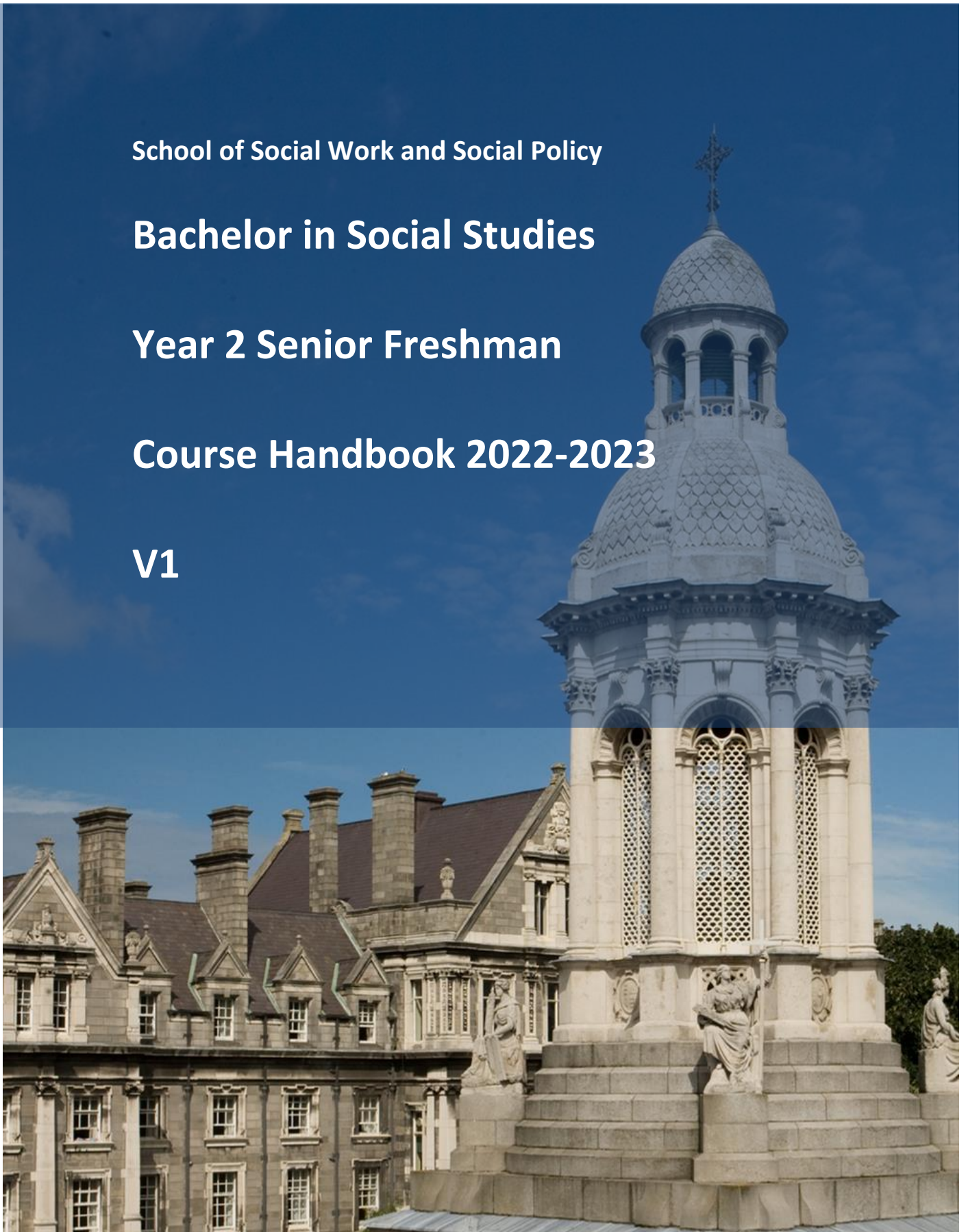


Table of Contents

Introduction	6
Welcome to International Students.....	7
General Information.....	8
Emergency Procedure.....	8
Data Protection for Student Data	8
Student Feedback and Evaluation.....	8
College Maps.....	8
Student Supports.....	9
College Tutor	9
Supports within School of Social Work and Social Policy.....	9
Practice Education Team	9
Placement Cluster Leaders	9
Trinity College Dublin Students Union (TCDSU).....	10
Student Counselling Services	10
Support Provision for Students with Disabilities.....	10
Student Learning Development	12
Library Facilities	12
Financial Assistance.....	12
General Programme Information	13
Course Directors	13
Course Year Heads	13
Professional Staff.....	13
Head of School.....	14
Director of Undergraduate and Learning (Undergraduate)	14
Practice Education Team	14
School Office Location and Opening Hours	14
BSS Course Committee	15
Staff – Student Liaison	15
BSS Student Representatives	16
Bachelor in Social Studies Practice Panel.....	16
External Examiner.....	16
Overview of the Bachelor in Social Studies Degree (BSS).....	17

Regulatory Body - Health and Social Care Professionals Council/ Social Workers Registration Board (CORU).....	17
Aims and Objectives	17
Programme Learning Outcomes.....	19
Teaching and Learning Methods	20
Timetable.....	20
Bachelor in Social Studies Course Regulations and Conventions	20
School of Social Work and Social Policy Marking Scale.....	21
Course Expectations.....	24
Attendance	24
Punctuality	24
Reliability.....	25
Participation	25
Peer Support and Respect.....	25
Deadlines for Assignments	25
Submission of Coursework.....	25
Students' expectations of staff.....	26
Online Student Code of Conduct	27
BSS Senior Freshman Academic Year Structure 2022/23	30
BSS Senior Freshman Course Structure 2022/23.....	32
European Credit Transfer System (ECTS).....	32
Workload related to ECTS.....	32
BSS Senior Freshman Course Assessment & Written Assessment Due Dates	34
Module Outlines.....	35
SSU22070: Social Work Theory and Practice: (10 ECTS)	35
SSU22101: Introduction to Child Protection: (5 ECTS).....	45
SSU22091: Introduction to Family Law: (5 ECTS).....	47
SSU22092: Psychology for Social Workers: (5 ECTS)	49
SSU22032: Understanding Health Policy: (5 ECTS).....	52
SSU22012: Social Work and Human Rights: (5 ECTS)	55
SSU22041: Inclusive Disability: (5 ECTS)	57
SSU22111: Poverty, Welfare and Justice: (10 ECTS)	59
SOU22011: Introduction to Social Research 1: (5 ECTS)	62

SOU22012: Introduction to Social Research 2: (5 ECTS)	62
SSU22112: SF Practice Placement (15 ECTS)	62
Placement	62
Readiness for placement Process	62
Preparing for the Placement	63
Placement Aims, Learning Outcomes, Structure and Issues	64
Choice of Placement	65
Placement duration	65
Placement Supervision, Tutorial Support and Practice Project	65
Student's Practice Project	66
Reading Time	66
Assessment of SSU22112 SF Placement	66
Student Placement Project Format	67
Supervisor's Assessment of Student's Placement Performance	69
Learning Agreement	71
Health and safety	73
Covid 19 Coronavirus:	73
Vaccination Policy:	73
Critical incidents	74
Health Concerns	74
Garda Vetting	74
Access to Agency Held Information	75
Foundation Scholarship Examinations	76
Guidelines for the Presentation of Written Work	77
Guidelines for Essay- Type Examinations	83
Guidelines on Plagiarism	84
Coversheet Declaration	84
Detection of Plagiarism	84
College Regulations on Plagiarism	85
BSS Course Code of Conduct	90
Fitness to Practise	94
Fitness to Study	95
BSS Prizes	96

Appendix I: Learning Agreement for BSS SF Students	97
Appendix II: Supervisor’s Report on Senior Fresh 50 Day Block.....	102
Appendix III : Coursework Declaration Form.....	105
Appendix IV : BSS Attendance Policy 2022/23	106
Appendix V : Placement Log	109
Appendix VI : Student Consent Protocol when Acting as a Service User in Learning Activities	110

Alternative formats of this handbook can be made available on request

Introduction

Welcome to the Senior Freshman year of your Bachelor in Social Studies (Hons) degree which is placed at level 8 on the National Framework of qualifications (NFQ). We hope you will find it enjoyable and rewarding.

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

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

This Handbook¹ aims to give you the basic information you need to find your way about the BSS course this year.

You should also check your Student Portal regularly for changes to the timetable.

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

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

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

Good luck and enjoy the year.

Assistant Professor Ruth Elliffe
Head of BSS Senior Freshman Year

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

Welcome to International Students

We are delighted to welcome International Students to the School of Social Work and Social Policy at Trinity College Dublin, the University of Dublin. As Ireland's leading university, ranked 101st in the world (QS World University Rankings 2022) and 12th most international university in the world (Times Higher Education Ranking 2022), we at Trinity pride ourselves on being a global research-led university with a diverse and vibrant university community. Trinity Global provide a [Welcome Guide](#) for all international students that includes useful information on how we will support you and guidance on visas, immigration, finance and accommodation which we hope you find useful. The Trinity Global Experience team invite you to email any questions you have to the Global Room team at TCDGlobalRoom@tcd.ie or visit the Global Room's [Facebook](#) and [Instagram pages](#).

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

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

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

Youtube: www.youtube.be/bfyDTM-OadY

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

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



Catherine Conlon



Erin Paullin

General Information

Emergency Procedure

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

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

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

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

Data Protection for Student Data

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

Student Feedback and Evaluation

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

College Maps

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

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

Student Supports

College Tutor

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

Supports within School of Social Work and Social Policy

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

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

Practice Education Team

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

Placement Cluster Leaders

In your Senior Freshman year (2nd Year) you will be assigned a Placement Cluster Leader, who is the person primarily concerned with your progress during the Senior Freshman

Placement. **Tutorial** meetings will be held with your Cluster Leader and other members of your student group prior to and during the placement (if possible).

The Group tutorials aim to:

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

Trinity College Dublin Students Union (TCDSU)

The Students' Union is run for students by students. The Students' Union website is a vital resource for Trinity students, it has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare.

Web: <https://www.tcdsu.org/>

Student Counselling Services

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

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

Phone: (01) 8961407

Email: student-counselling@tcd.ie

Support Provision for Students with Disabilities

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

Examination accommodation and deadlines

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

Student responsibilities for departmental assessments/course tests

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

Professional Learning Education Needs Summary - PLENS

Students with disabilities on the BSS programme in receipt of reasonable accommodations should meet with the College Disability Service prior to placement, to discuss the need for a Placement [Learning Educational Needs Summary \(PLENS\)](#) to clarify any Reasonable Accommodations that may be required on placement.

In the background section of the PLENS the following text is included:

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

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

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

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

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

Student Learning Development

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

Library Facilities

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

Office Location: Ground Floor, Berkeley Library

Telephone: +353 1 8961807

Email: dunnes22@tcd.ie

Financial Assistance

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

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

General Programme Information

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

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

Course Directors

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

Course Year Heads

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

Professional Staff

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

Head of School

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

Director of Undergraduate and Learning (Undergraduate)

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

Practice Education Team

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

School Office Location and Opening Hours

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

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

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

Staff – Student Liaison

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

BSS Student Representatives

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

Bachelor in Social Studies Practice Panel

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

The Practice Panel 2022/23 members are:

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

External Examiner

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

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 standards of proficiency:

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

(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

We would ask all students to adhere to the safety protocols when on campus for in-person teaching activities or student club and society events, i.e., mask wearing, hand washing, cough etiquette and to maintain social distancing. When term starts on 12 September (or 26 September for first years), students will be permitted on campus for any in-person events that they are involved in. Access to campus will be via a valid student ID card.

Timetable

Your timetable can be found on your my.tcd.ie portal and on the School website at: <https://www.tcd.ie/swsp/timetables/> There will be two timetables for Senior Freshman, a Semester 1 timetable which will run from 12th September – 18th December 2022 and a Semester 2 timetable which runs from 23rd January – 23rd April 2023.

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

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

Bachelor in Social Studies Course Regulations and Conventions

The BSS Examination Regulations and Conventions Booklet 2022 - 2023 contains information about the regulations governing examinations, as well as the conventions determining the award of grades in examinations, in the Bachelor in Social Studies degree programme.

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

School of Social Work and Social Policy Marking Scale

First class honors

I

70-100

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

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

70-76

EXCELLENT

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

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

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

77-84

OUTSTANDING

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

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

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

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

----- 0 -----

Second Class, First Division

II.1

60-69

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

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

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

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

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

----- 0 -----

Second Class. Second Division

II.2

50-59

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

qualities:

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

----- 0 -----

Third Class Honors

III

40-49

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

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

class answer tends to be weak in the following ways:

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

----- 0 -----

Fail - 1st Division

F1

30-39

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

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

----- 0 -----

Fail – 2nd Division

F2

0-29

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

Course Expectations

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

The following are therefore course requirements:

Attendance

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

Punctuality

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

Submission of Coursework

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

All coursework must be submitted on Blackboard no later than the deadline set by the lecturer. No hard copies for module codes with a prefix of SSU (for example SSU22102) will be accepted by the School Office. All submissions made to blackboard must be in PDF format in order to retain the original format submitted by the student. Students are responsible for ensuring their coursework is submitted on time. Any modules which do not belong to this School (i.e. Modules SOU22011 and SOU22012) are not subject to the above regulations and instead must be submitted in line with the advice from the relevant department. Requests for extensions where they involve illness extenuating family circumstances and bereavements must come from your College Tutor and must be requested in advance of the deadline.

Word Count: Where a maximum and minimum word count is provided students may receive a 5% penalty on the overall assignment mark if their word count is not within this range.

Students' expectations of staff

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

Should include the following:

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

Online Student Code of Conduct

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

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

Netiquette

Netiquette is a term coined to describe the commonly accepted norms and behaviours used when communicating in online environments.

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

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

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

1. Typing in 'all caps' (all upper case letters) denotes anger when communicating online. A message delivered in all caps is likely to be read as if sent in an aggressive tone. When

possible, refrain from using all caps, even when emphasising certain words in sentences (italics may be used as an alternative for emphasis).

2. Emoticons, also known as emojis, are commonly used in online communication to transmit the tone in which the message was sent. Emoticons/emojis can take the form of a series of characters or be little images of faces which aid in the transmission of the sender's facial expression when communicating. For example:
 - 'I got a great result in my first assignment. Yay! 😊'
 - 'I am unable to attend this evening due to work commitments, sorry. :('

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

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

Other tips for effective online communication

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

- Turn on your microphone and camera during online sessions – this helps students to connect, helps the lecturer to get feedback and shape the session accordingly, and will enrich your learning experience.
- Participate! Interact with other students and don't just 'lurk' in the background. This helps create a community of learners and allows you to better get to know your class. This will be very useful in terms of support as you progress through your course.
- Thank other students for their comments. Be mindful of the time and effort that has gone into posting comments.
- Acknowledge other students before disagreeing with them.
- Help other students. Some students may not have as much experience in communicating online.
- Comment using your own perspective (i.e. It is my opinion) rather than being dogmatic ('it is a fact that').

- Quote other messages when replying to them. This helps other students follow the thread of conversation.
- Stay on topic. Don't post irrelevant links, comments or pictures.
- Read all the comments in the discussion before replying. This helps avoid the same questions or comments being repeated.
- Write full sentences with correct spelling and grammar when communicating with other students and lecturers.
- Remember that online comments will shape how other students and lecturers will perceive you. Think about what you are going to post before submitting.

Privacy considerations

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

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

BSS Senior Freshman Academic Year Structure 2022/23

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

34	17-Apr-23	Revision	←Hilary Term ends Sunday 23 April 2023
35	24-Apr-23	SF Pre Placement Teaching Week	
36	01-May-23	SF Placement Starts Tue 2nd May until Friday 30th June 2023	(Monday, Public Holiday)
37	08-May-23		
38	15-May-23		
39	22-May-23		
40	29-May-23		
41	05-Jun-23		
42	12-Jun-23		
43	19-Jun-23		
44	26-Jun-23		
45	03-Jul-23	Summer Period^	
46	10-Jul-23		
47	17-Jul-23		
48	24-Jul-23		
49	31-Jul-23		
50	07-Aug-23		
51	14-Aug-23		
52	21-Aug-23		
*Note: additional/contingency days may be required outside of the formal assessment / reassessment weeks.			
^Reassessment may be scheduled within the Summer Period			

BSS Senior Freshman Course Structure 2022/23

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

Module	Course	ECTS
SSU22112	Senior Freshman Placement	15
SSU22070	Social Work Theory and Practice	10
SSU22111	Poverty, Welfare and Justice	10
SOU22011	Introduction to Social Research 1	5
SSU22041	Inclusive Disability	5
SSU22101	Introduction to Child Protection	5
SOU22012	Introduction to Social Research 2	5
SSU22091	Introduction to Family Law	5
SSU22092	Psychology for Social Workers	5
SSU22052	Understanding Health Policy	10
SSU22012	Social Work and Human Rights	5
Total ECTS =		80

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.

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

Workload related to ECTS

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

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

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

BSS Senior Freshman Course Assessment & Written Assessment Due Dates

Module	Course	Assessment Type
SSU22070	Social Work Theory and Practice Semesters 1 and 2	Semester 1: Essay for Social Work Values, Theory and Skills (50%) Due date: TBT Semester 2: Community Work Project (50%) Due date: TBT
SOU22011	Introduction to Social Research 1 Semester 1	See Module Outline
SSU22041	Inclusive Disability Semester 1	Group essay (50%) and an accessible group presentation based on the essay (50%). Due dates: Group Essay: TBT Group Presentation: TBT
SSU22101	Introduction to Child Protection Semester 1	2000 word written essay (100%) Due date: TBT
SSU22091	Introduction to Family Law Semester 1	Written assignment (100%) Due date: Friday, 2nd of December 2022 at 5pm
SOU22012	Introduction to Social Research 2 Semester 2	See Module Outline
SSU22092	Psychology for Social Workers Semester 2	Child Observation Study (100%) Due date: TBT
SSU22032	Understanding Health Policy Semester 2	2 x blog posts (10% each) 1,500 word written assignment (80%) Due Dates: Blog 1: TBT

		Blog 2: TBT Essay: TBT
SSU22012	Social Work and Human Rights	2000-word essay Due Date: TBT
SSU22112	Senior Freshman Placement Semesters 1 and 2	Practice Project and Supervisors Report Due Date: 10th of July 2023
SSU22111	Poverty, Welfare and Justice Semester 1	2500-word end of semester essay Due Date: TBT

See individual module outlines for further detail on assessments.

BSS SF Students may be required to sit examinations at the end of Semester 1 for module SOU22011 however should not be required to sit examinations at the end of Semester 2 because the BSS SF Placement may overlap with the College Semester 2 Assessment Week. Instead, in the Semester 2, SF BSS students should be assessed by written assessment. The end of year result is based on continuous assessment of coursework and examinations completed during the academic year and the outcome of the Practice Placement which is completed after the annual placement in the summer.

Module Outlines

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

This full-year course comprises the following modules:

- (A) Community Work
- (B) Social Work Values, Theory and Skills
- (C) Health Related Social Work
- (D) International Social Work

Module Assessment

This full-year module worth 10 credits has two assessment components:

Semester 1: Essay for Social Work Values, Theory and Skills (50%)

Semester 2: Project which takes the form of either a Community Area Profile or a Community Project Profile (50%)

Module Name	SSU22070 Social Work Theory and Practice Section A. Community Work
Module Lecturer(s)	Ms Kirsten Byrne BYRNEK13@tcd.ie
Module aims	To introduce through interactive teaching methods key principles of Community Work and Community Development
Module learning Outcomes	<p>On successful completion of this section of the module, students should be able to:</p> <ol style="list-style-type: none"> 1. Be familiar with various models and approaches to community work and community development and their application in a community based social work context 2. Have gained an understanding of the value base of community work and its relationship to social work values and principles 3. Have developed an understanding of community work skills and principles 4. Students will have gained an understanding of the dynamics of domestic violence and of the role of community work in responding to this issue 5. Students will have gained an understanding of the history of community work in Ireland and will be familiar with current trends and developments in the sector 6. Students will have an understanding of the manner in which community work can enable dissent and influence change 7. Students will develop an understanding of the value of the community development approach in addressing the health and social care needs of ethnic minority groups e.g. the 'Roma' ethnic minority group. 8. Students will gain an understanding of the 'inter-agency approach' to service provision from a 'social determinants of health perspective'.

Module Content	<p>This module introduces community work theories, models and approaches and seeks to provide students with an understanding of current trends and developments in the community and voluntary sector.</p> <p>Topics include</p> <ul style="list-style-type: none"> ▪ Definitions of community work ▪ What is Community? ▪ Community Participation ▪ Models, approaches and principles of community work ▪ Role of a community worker and the community based social worker ▪ Profiling the community and community agencies ▪ Issue based Community Work
Teaching and learning format	Lectures will include a mix of learning methods. Class fieldtrip tbc.
CORU domains of proficiency addressed	<p>Domain 1: Professional Autonomy and Accountability (1.3, 1.9)</p> <p>Domain 3: Safety and Quality (3.1, 3.2, 3.3, 3.4, 3.5, 3.6)</p> <p>Domain 4: Professional Development (4.1, 4.4)</p> <p>Domain 5: Professional Knowledge and Skills (5.1, 5.2, 5.5, 5.6, 5.10, 5.11, 5.12, 5.13, 5.14, 5.16, 5.24)</p>
Assessment	<p>The module is assessed by a Project (50% value of overall module result) which takes the form of either a Community Area profile or a Community Project Profile.</p> <p>The project is conducted in groups of 2 or 3. It is designed to help you apply community work theory and to develop key community work skills such as data gathering, analysis, networking and collaboration. Class discussion of project work will form part of the learning context. Further information is available on Blackboard.</p>
Indicative bibliography (if available) 4-5 titles max.	<ul style="list-style-type: none"> • Forde, C. and Lynch, L. (2015) Social Work and Community Development, Palgrave Macmillan • Jackson, A & O' Doherty, C (2012) Community Development in Ireland: Theory, Policy and Practice. Gill and McMillan. Dublin • Twelvetrees, A. (2008) (4th Ed) Community work, Palgrave Macmillan

	<ul style="list-style-type: none"> • Mayo, M. (2009) (2nd Ed.) Community Work (Ch.11), In Critical Practice in Social work (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave, Basingstoke • Hawtin, M & Percy-Smith, J. (2007) (2nd Ed.) Community Profiling: A practical guide. Open University Press.
Useful web-based content	www.communityworkireland.ie
Relevant Journals	Community Development Journal: https://academic.oup.com/cdj

Module Name	SSU22070 Social Work Theory and Practice Section B. Social Work Values, Theory & Skills
Module Lecturer(s)	Ms Sheila O' Flaherty oflahes1@tcd.ie Dr Michael Feely mfeely@tcd.ie Dr Joe Whelan jwhelan9@tcd.ie
Module aims	<p>There are two parts to this section B. The ethics component is delivered by Dr Michael Feely and Dr Joe Whelan in the first semester. This section explores the theoretical underpinnings of ethical decision making and its application to social work practice. Students are invited to consider the importance of values, context and self in ethical decision making, with specific focus on key ethical issues in social work.</p> <p>Social work theory and skills is taught over 2 semesters by Ms Sheila O' Flaherty in lecture and workshop formats. The first semester is devoted to the practice approaches and the relevant theories. In this semester we will also incorporate assessment, beginning the social work intervention, endings and communication skills. The second semester is almost entirely experiential and students will be offered the opportunity to try out their skills and also discuss scenarios and case examples based on real-world social work practice. Students are encouraged to get a very real sense of what it is like to be a social worker, to step into this role and to practice their skills. This part of the module is seeking to add to the preparation of students going out on placement.</p>

<p>Module learning Outcomes</p>	<p>On successful completion of the module students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate ethical awareness and name core ethical principles that influence and guide social work practice as well as recognising the ethical theories that underpin decision making 2. Understand the impact of values and the importance of context in ethical decision making. 3. Recognise factors that influence thinking in ethical decision making such as tunnel vision and group think 4. Use a decision-making framework to support ethical decision making 5. Understand the link between social work theory and practice and recognise the philosophies, traditions and theories that underpin different counselling and practice approaches 6. Identify core aspects of the assessment process in social work practice and identify core and transferable engagement and counselling skills 7. Use core counselling skills (listening, using questions, demonstrating understanding, demonstrating empathy, summarizing and ending) to engage and communicate with individuals. 8. Name types and levels of communication used in direct social work practice and identify key techniques used in different counselling and practice approaches 9. Undertake a process of planning for social work intervention with an individual or case
<p>Module Content</p>	<ul style="list-style-type: none"> - Ethical decision making and the use of ethics and values in social work. - How values impact decision-making and the ethical issues and dilemmas that can arise in social work practice. - The complexity of decision-making in the organisational context and the need for good decision-making processes. - The role of the social worker in practice. - Assessment in social work and the link to social work theories and practice approaches. - Communication theories and skills in social work. - Key social work theories and practice approaches and their application.

Teaching and learning format	The ethics section of the module is presented face-to-face in the classroom. There is a mixture of class discussion, case study and role play. There is no reading requirement pre-class, however students are asked to notice ethical issues that arise in the news/media for the duration of the course. Students are required to have viewed the film 'Gone Baby Gone' by the final class.
CORU domains of proficiency addressed	1.2 Understand the principles of professional decision-making and be able to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources. 2.2 Be able to modify and adapt communication methods and styles, including verbal and nonverbal methods to suit the individual service users considering issues of language, culture, beliefs and health and/or social care needs. 5.2 Demonstrate a critical understanding of social work theory, methods and skills.
Assessment	Students may use learning from the ethics class in the assignment set by Sheila O' Flaherty. This section B of the module will be assessed by means of one essay (50% value of overall module result). - 2000 words - Submission date TBT
Indicative bibliography (if available) 4-5 titles max.	Banks, S. (2012) <i>Ethics and Values in Social Work</i> 4 th Ed. Palgrave Macmillan Beckett, C. and Maynard, A. (2012) <i>Values and Ethics in Social Work: An Introduction</i> . London: Sage. CORU (2019) Social Workers Code of Professional Conduct and Ethics https://coru.ie/files-codes-of-conduct/swrb-code-of-professional-conduct-and-ethics-for-social-workers.pdf Thompson, N. (2012) 5 th Ed. <i>Anti-Discriminatory Practice</i> . UK. Palgrave Macmillan. Maclean, S and Harrison, R. (2015) <i>Theory and Practice: A straightforward Guide for Social Work Students</i> . Lichfield: Kirwin Maclean Associates Ltd. Payne, M. (2014) <i>Modern Social Work Theory</i> . 4 th Edition. London: Macmillan. Teater, B (2020) <i>An Introduction to Applying Social Work Theories and Methods</i> . London:

	<p>McGraw Hill/ Open University Press.</p> <p>Trevithick, P. (2012) <i>Social Work Skills: A Practice Handbook</i>. Maidenhead: McGraw Hill/ Open University Press.</p>
Useful web-based content	Students may be directed to web resources from time to time.
Relevant Journals	Students are referred to journal articles relating to specific issues during lectures

Module Name	<p>SSU22070 Social Work Theory and Practice</p> <p>Section C. Health Related Social Work</p>
Module Lecturer(s)	St James's Medical Social Work Team
Module aims	In this module, students will be introduced to the role of social work in an acute medical setting.
Module learning Outcomes	<p>On successful completion of this section of the module, students should have gained insight into:</p> <ol style="list-style-type: none"> 1. The role of social work in a medical setting. 2. Completing psycho social assessments and care planning meetings. 3. The social work role with vulnerable patients and their families. 5. Multi-disciplinary team work within a medical setting. 6. managing risk. 8. The role of psychosocial counselling support in a health setting.
Module Content	<ul style="list-style-type: none"> -Introduction to the role of social work -Psychosocial Assessment -Care planning meetings -Addiction -Motivational interviewing -Homelessness -Domestic Abuse -Older people

	<p>-Oncology -Sexual health and infectious diseases</p>
Teaching and learning format	<p>This module will be delivered by face to face teaching over seven 2 hour sessions. Each session will include a PowerPoint presentation and be followed by case discussion and/or group work.</p> <p>During Reading Week Students will be given the option to opt-in to an arranged hospital visit in an allocated Dublin based hospital. *Please note: This will be dependent on Infection Control Measures at the time and may not be possible.</p>
CORU domains of proficiency addressed	<p>Domain 1: Professional Autonomy and Accountability (1.4, 1.5, 1.7, 1.9, 1.10, 1.11, 1.12, 1.13, 1.17, 1.20) Domain 2: Communication, Collaborative Practice and Teamworking (2.3, 2.4, 2.12, 2.13, 2.14, 2.15) Domain 3: Safety and Quality (3.6, 3.7, 3.10, 3.12, 3.14) Domain 4: Professional Development (4.4) Domain 5: Professional Knowledge and Skills (5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.12, 5.14, 5.15, 5.17, 5.18, 5.24)</p>
Assessment	<p>This section of the module is not formally assessed.</p> <p>Attendance at all lectures is compulsory and attendance will be recorded.</p>
Indicative bibliography (if available) 4-5 titles max.	<p>Donnelly, S et al 'I'd prefer to stay at home but I don't have the choice' Meeting Older People's Preferences for Care: Policy but what about practice? https://www.ageaction.ie/sites/default/files/aa2c_asi2c_iasw_final_research_report-a4-report_lr_for_web_2.pdf</p> <p>Loughran, H. (2018) <i>Counselling Skills for Social Workers</i>, London: Routledge</p> <p>Hennessy, D. (2012) <i>How he gets into her head. The mind of the male abuser</i>, Cork: Atrium.</p>
Useful web-based content	<p>https://www.stjames.ie/services/scope/medicalsocialwork/ https://www.hse.ie/eng/about/who/socialcare/safeguardingvulnerableadults/safeguardingvuladts.html https://www2.hse.ie/alcohol/ https://www.womensaid.ie/ https://hospicefoundation.ie/</p>

Module Name	SSU22070 Social Work Theory and Practice Section D. International Social Work
Module Lecturer(s)	Professor Robbie Gilligan RGILLIGN@tcd.ie
Module aims	<p>The module introduces students to some key issues relating to social work and social development in other countries, and to different models of social work (Western and non-Western). It also aims to reflect on the learning for Ireland from social development and social work as practised in other contexts. The question of how well 'universal' models of social programmes and social work travel across cultural difference will also be considered.</p> <p>These issues will be explored mainly through case studies of issues affecting marginalised groups (for example people with disabilities, people living in poverty, people from ethnic minorities etc.).</p>
Module learning Outcomes	<p>On successful completion of this section of the module, students should have an enhanced awareness of :</p> <ol style="list-style-type: none"> 1. Challenges facing marginalised populations globally 2. Differing models of social work in supporting selected vulnerable populations: for example, indigenous minorities; people living with disabilities and their families; people experiencing social exclusion 3. The interaction of social work and human rights 4. How social work can influence social reform of provision for marginalised groups 5. What we can learn for social work in Ireland from practice and policy development in other contexts in relation to marginalised populations
Module Content	<ul style="list-style-type: none"> • Social work and social development in relation to selected marginalised groups in selected countries • Social work and human rights • Social work as both global and local • Social work and social reform
Teaching and learning format	Fully Online. Teaching will be live online, with a strongly participatory approach. Students may be asked to view some pre-recorded material for some of the sessions and complete some reflective exercises.
CORU domains of proficiency addressed	1.10 Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers

	<p>5.2 Demonstrate a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context</p> <p>5.7 Critically understand and apply a human rights-based approach</p> <p>5.16 Critically understand the capacity of system-level change to improve outcomes, access to care, and delivery of services, particularly for marginalised groups</p>
Assessment	This section of the module is not formally assessed.
Indicative bibliography	Material notified within session presentations
Useful web-based content	Material notified within session presentations
Relevant Journals	Two examples: <i>Community Development Journal</i> <i>International Social Work</i>

SSU22101: Introduction to Child Protection: (5 ECTS)

Module Name	SSU22101 Introduction to Child Protection
Module Lecturers	Trevor Spratt SPRATTT@tcd.ie Eimear Gilchrist EGILCHRI@tcd.ie
Module aims	This introduction to child protection examines child protection work in the context of social work practice in Ireland. Students will be provided with an overview of Children First guidelines and how they apply in practice, the structures of the Child and Family Agency (Tusla) and agency processes in day-to-day statutory child protection work. It also provides an historical and cultural context to practice, outlines the various forms of abuse and neglect, including how social workers should recognise, assess and respond to these issues in practice, and examines research evidence linking experiences in childhood with later life outcomes.
Module learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> 1. Have an appreciation of the historical and cultural contexts of child and family social work. 2. Be able to recognise, assess and respond to the various forms of child abuse and neglect. 3. Have an understanding of the national guidelines Children First concerning child protection and welfare. 4. Have an understanding of how child protection work is undertaken in Ireland. 5. Have an understanding of how experiences in childhood shape influence future life outcomes.
Module Content	Lecture 1 Issues and Challenges in statutory child protection work Lecture 2 Child Protection Work: A frontline perspective Lecture 3 Introduction to child protection and welfare social work Lecture 4 Child physical abuse Lecture 5 Child sexual abuse Lecture 6 Emotional abuse and neglect Lecture 7 Childhood experiences and later life outcomes
Teaching and learning format	This is a lecture-based module. Each week a lecture will be delivered with associated reading materials made available on the module website. Please note that the application to social work practice component will be taught by Eimear Gilchrist (social work practitioner). Trevor Spratt, an international

	<p>expert on child protection will deliver the child protection systems theory and policy component of the module.</p> <p>With regard to format, Eimear delivers the first two lectures – which are based on practice issues in child protection. Trevor takes the next five sessions, one of which deals with history and the other four are on research on child maltreatment. With regard to assessment, Eimear’s contribution is based on practice and Trevor's based on research.</p>
CORU domains of proficiency addressed	1.1, 1.2, 1.6, 1.10, 1.13, 1.16, 1.18, 1.20, 2.13, 2.14, 2.15, 3.1, 3.2, 3.3, 3.7, 3.10, 3.12, 3.14, 4.5, 5.2, 5.5, 5.8, 5.9, 5.16, 5.18, 5.20.
Assessment	Assessment consists of a 2000-word assignment.
Re-assessment	Reassessment will consist of a 2000-word assignment.
Reading	Reading for each week’s lecture will be available on the module website. It is expected that students will read these in advance of the lectures.
Useful web-based content	<p>Children Acts Advisory Board www.caab.ie Ireland</p> <p>HSE Library www.lenus.ie Ireland</p> <p>Department of Children and Youth Affairs www.dcy.gov.ie Ireland</p> <p>With Scotland www.withscotland.org Scotland</p> <p>NSPCC nspcc.org.uk England and Wales</p> <p>Research in Practice www.rip.org.uk UK</p> <p>ISPCAN www.ispcan.org USA/International</p> <p>Social Care Institute for Excellence www.scie.org.uk/ UK</p> <p>The Cochrane Collaboration www.cochrane.org UK/International</p>

SSU22091: Introduction to Family Law: (5 ECTS)

Module Name	SSU22091 Intro to Family Law
Module Lecturer	Susan Flynn sflynn7@tcd.ie
Module aims	<p>This semester 2 module focuses on practical application of key legislation in preparation for practice in a range of Social Work Practice settings, with a particular focus on the obligations and considerations of social work practitioners.</p> <p>The module will provide an overview of relevant aspects of Private Family Law, including domestic violence, custody and guardianship; it will focus on child protection law, and the importance and challenge of balancing children and parental right. In this way it will present to students the relevance for social work practitioners to have an understanding of family law. How family law fits within, and links to, a wider domestic and international human rights law infrastructure will be a key focus also.</p> <p>Discussion of legislation will be supported by looking at and reflecting on different case law examples.</p>
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Apply key legal principles to Social Work Practice in a wide range of settings. 2. Demonstrate a good understanding of the statutory role of social work practitioners in a child protection and welfare setting. 3. Consider the inherent difficulty of balancing parent's rights and children's rights in public law matters. 4. Have a good understanding of fair procedures for parents and families, including issues such as informed consent and the rights of parents to access legal representation 5. Apply key principles for effective report writing and communication in Child Care Proceedings. 6. Consider the impact of the new Adult Safeguarding Bill and the emerging role of social work within adult safeguarding.
Module Content	This module will cover key topics underpinning family law for social workers such as the Irish Constitution and the 2012 Children's Referendum; Balancing children's rights and parental

	<p>rights; The Child Care Act and key provisions such as pertaining to Emergency Care Orders, Interim Care Orders, Care Orders, Voluntary Care, Supervision Orders and alternatives to care.</p> <p>The role of the guardian ad litem as well as an overview of the youth justice system will also be covered. Additionally, legal considerations around domestic violence and adult safeguarding will be explored. Finally, the way in which family law links to human rights law both domestically and internationally will be explored. Essay writing and academic skills will also be a focus of the module</p>
Teaching and learning format	<p>It is envisioned that all classes will be held in person, subject to government Covid-19 guidelines at the time.</p> <p>The 2-hour class will be divided into two halves, with the first half taking a traditional lecture format. Following a brief coffee break, the second half of the session will take a more interactive approach and consider real life case examples and the application of statutory social work functions.</p>
CORU domains of proficiency addressed	1.1, 1.4, 1.14, 2.8, 3.1, 5.3, 5.7, 5.8, 5.9.
Assessment	100% for a written assessment
Re-assessment	Essay
Indicative bibliography (if available) 4-5 titles max.	<p>Practice Handbook for Practitioners; definitions of child abuse and neglect.</p> <p>Hamilton, Claire. (2011). Irish Social Work & Social Care Law.</p> <p>Kilkelly, U. 'Child Protection and the European Convention on Human Rights, Irish</p> <p>Journal of Family Law (April 2000) 12-20.</p> <p>Paul Ward, The Child Care Act 1991, 3rd Edition, (Thomson Round Hall 2014)</p>
Useful web-based content	<p>www.childlawproject.ie; Child Care Reporting Project</p> <p>www.courts.ie Website of the Irish Courts Service</p> <p>www.bailli.org - Website of the British and Irish Legal Information</p>
Relevant Journals	The Irish Journal of Family Law, Dublin: Sweet and Maxwell

SSU22092: Psychology for Social Workers: (5 ECTS)

Module Name	SSU22092 Psychology for Social Workers
Module Lecturer	Ms Sheila O' Flaherty oflahes1@tcd.ie
Module aims	This module will build on the range of theories students have been introduced to in the Junior Freshman year, with a focus on the application of these theories to social work practice with children, young people, and adults. Students will be encouraged to engage critically and reflexively with a range of psychological and sociological perspectives on human development and attachment relationships over the life course. There will be an opportunity to integrate theory with observation.
Module learning Outcomes	On completion of this module, students should: <ol style="list-style-type: none"> 1. Have further developed their critical understanding of different theoretical approaches to human development and attachment relationships. 2. Be able to apply these ideas to support their understanding of difficulties experienced by people coming in contact with social workers in practice. 3. Have an awareness of the evolving needs of children, young people, and adults over the life course. 4. Have a conceptual framework within which they can begin to identify common developmental, emotional, behavioural, and mental health difficulties in children, young people, and adults. 5. Have begun to develop an understanding of how their own personal, professional, and cultural contexts influence their understanding of theory and practice in this area.
Module Content	<ul style="list-style-type: none"> - Introduction to perspectives on human development over the life course. - Revisiting key theories from developmental psychology, and further exploration of attachment theory. - Observation skills. - The application of perspectives and theories on human development to social work practice with: <ul style="list-style-type: none"> o Infants and young children o Older children o Adolescents o Adults o Older adults - Introduction to recognising, understanding, and responding to psychological problems.

Teaching and learning format	It is envisaged that this module will be delivered face to face in Semester 2, 2023.
CORU domains of proficiency addressed	1.2, 1.5, 1.9, 2.6, 2.7, 3.1, 3.2, 3.4, 4.4, 5.2, 5.3, 5.13.
Assessment	Observation Study (100%)
Re-assessment	Any student who fails the module (i.e achieves an aggregate mark below 40 percent), and is not eligible to pass by compensation, will be reassessed in all failed components of the module during the reassessment session.
Indicative bibliography (if available) 4-5 titles max.	<p>Beckett, C., & Taylor, H. (2016). <i>Human Growth and Development</i>. London: Sage Publications.</p> <p>Crawford, K. & Walker, J. (2017). <i>Social Work and Human Development</i>. London: Sage Publications.</p> <p>O'Brien, E. Z. (2015). <i>Psychology for Social Work: A Comprehensive Guide to Human Growth and Development</i>. Basingstoke: Palgrave Macmillan.</p> <p>Additional readings and resources will be provided on the module Blackboard page</p>
Useful web-based content	<p>Beyond Blue (2017). Building Resilience in Children aged 0-12: A Practice Guide for Professionals. Retrieved from: https://www.beyondblue.org.au/who-does-it-affect/children/building-resilience-in-children-aged-0-12</p> <p>Centre on the Developing Child, Harvard University: https://developingchild.harvard.edu/</p> <p>Childhood Adversity and Lifetime Resilience Project: https://www.torch.ox.ac.uk/childhood-adversity-and-lifetime-resilience</p> <p>Harvard Study of Adult Development: www.adultdevelopmentstudy.org</p> <p>Institute for Research and Innovation in Social Services (IRISS) (2011). Attachment-informed Practice with Looked After Children and Young People. Glasgow: IRISS. Retrieved from: http://www.iriss.org.uk/node/1397</p> <p>Talking and Listening to Children (website): www.talkingandlisteningtochildren.co.uk</p>

	<p>The Irish Longitudinal Study on Ageing (TILDA): www.tilda.tcd.ie</p> <p>WHO (2012). Early Childhood Development and Disability: A discussion paper. Retrieved from: www.who.int/disabilities/publications/other/ECDD_final_word.doc</p>
Relevant Journals	<p>Child & Family Social Work</p> <p>Families in Society</p> <p>Child Care in Practice</p> <p>Youth & Society</p> <p>Children and Youth Services Review</p>

SSU22052: Understanding Health Policy: (10 ECTS)

Module Name	Understanding Health Policy
Module Lecturer	Dr Catherine Elliott O'Dare elliott@tcd.ie
Module aims	<p>Health care provision is fundamental to societal wellbeing. Health policy defines health goals at the international, national, or local level and stipulates the decisions, plans and actions to drive and achieve these goals (World Health Organisation). Universally, health care provision is conceived and experienced as being in crises and a 'problem' as governments, policy makers and practitioners grapple with issues of funding and provision. Students taking this module will be introduced to health policy and health care provision in the context of the broader social policy landscape by exploring the social determinants of health. The main concepts underpinning health care policy and provision will then be interrogated i.e., equality, equity, needs and rights and how these concepts figure in healthcare provision in Ireland and beyond. The evolution of the Irish healthcare system and policy solutions will then be explored – addressing such questions as why Ireland does not have an NHS (universal) healthcare system? Moving on then to interrogate contemporary Irish health policy developments, students will become conversant with the two-tier Irish health system and outcomes through engaging with literature and empirical evidence. Finally, students will critically engage with the current policy solutions designed to achieve an equitable and efficient health care system and deliver universal healthcare for all Irish citizens.</p>
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a critical understanding of the structural and social determinants of health, and how they contribute to health disparities and inequities. • Identify key influences, principles and approaches contributing to the formation and evolution of Irish health policy. • Understand and apply a needs and equality/equity based 'lens' to contemporary Irish Health policy responses and preferences. • Frame and analyse the two-tiered Irish health system, policy developments and outcomes. • Interrogate the current health policy solution for achieving universal health care in Ireland for all citizens.

Module Content	<ol style="list-style-type: none"> 1. Social Determinants of Health 2. Health Policy concepts- inequality, equity, needs and rights 3. Health care systems – models, trends, and issues 4. Irish Health systems and policy – historical context 5. Evolution of Irish Health care; 1920s – 1990s 6. Irish Health Policy reform; 1990s onwards 7. Irish Health Policy solutions - addressing inequality, access, and a two-tier health care system 8. Sláintecare – a 21st century pathway to universal health care provision in Ireland? 9. Evaluating progress towards universal healthcare provision in Ireland in a global context.
CORU domains of proficiency addressed	<p>Professional Autonomy and Accountability · 1.10. Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers</p> <p>Communication, Collaborative Practice and Teamworking · 2.7. Be able to apply digital literacy skills and communication technologies appropriate to the profession</p> <p>Professional Knowledge and Skills · 5.2. Demonstrate a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context 5.5 Critically understand and be able to apply principles of social justice in one’s work including being able to appropriately challenge negative discrimination and unjust policies and practices. 5.9. Demonstrate an awareness and critical understanding of how social work practice is influenced by regulations, national guidelines and standards, findings of inquiries, investigations, associated reports; issues and trends in public and policy development; and be able to access new and emerging information which affects social work practice 5.16. Critically understand the capacity of system-level change to improve outcomes, access to care, and delivery of services, particularly for marginalised groups· 5.27. Be able to communicate in English at a standard equivalent to C1 on the Common European Framework of Reference for Languages.</p>
Teaching and learning format	Two one-hour in-class lectures will take place per week. Students will be encouraged to participate in peer-learning and in-class interactive exercises.
Assessment	2 x online peer-reviewed Blog posts (10% each) = 20% Written assignment (1,500 words incl references) = 80%

Re-assessment	Written assessment (2,000 words) = 100%
Key Texts.	<ul style="list-style-type: none"> • Bonner, A. (2018) Social determinants of health: an interdisciplinary approach to social inequality and wellbeing. Bristol: Policy Press. • Burke, S. (2009) <i>Irish apartheid: Healthcare inequality in Ireland</i>. Dublin: New Island. • Considine, M., and Dukelow, F (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2nd Ed. • Wall, A., and Owen., B (2020) <i>Health Policy</i>. London and New York: Routledge. 2nd Ed. • Wren, M-A (2003) <i>Unhealthy state: Anatomy of a sick society</i>. Dublin: New Island. <p>The above books are available electronically or in print at Trinity Library. Additional readings for each week will be assigned during term.</p>
Useful web-based content	<p> https://www.esri.ie/ https://www.hse.ie/eng/ https://www.lenus.ie https://www.oecd.org/ireland/ https://www.who.int/ https://www.hrb.ie/publications/ https://www.socialjustice.ie/content/taxonomy/tags/social-policy https://www.gov.ie/en/campaigns/a60069-budget-2020/ https://www.gov.ie/en/help/departments/ https://www.ihrec.ie/health1/coll-9-health/ </p>
Relevant Journals	<p> Health Policy International Journal of Health Policy Journal of Social Policy Journal of European Social Policy Irish Journal of Applied Social Studies Journal of International and Comparative Social Policy Social Policy & Administration Social Policy and Society DATABASES (accessed through TCD's search engine STELLA): http://stella.catalogue.tcd.ie/iii/encore/;jsessionid=D258E5580820239721CE917DFE88C6A6?lang=eng JSTOR Applied Social Sciences Index and Abstracts (ASSIA) Web of Science Proquest Abstracts Database Humanities & Social Sciences Index ScienceDirect </p>

SSU22012: Social Work and Human Rights: (5 ECTS)

Module Name	SSU22012 Social Work and Human Rights
Module Lecturer	Dr. Joe Whelan jwhelan9@tcd.ie
Module aims	Social work is closely aligned to human rights. This module will analyse social work's relationship to human rights and explore the basis of social work as a human-rights profession. A focus on rights-based social work allows us to focus not only on the needs of service users but also on the rights of services users as members of civil society. A human rights perspective gives consideration not only to individual rights but those of the collective. This module will explore areas of social work practice through the lens of human rights (including the rights of children) and social justice. Consideration will also be given to human rights in the context of climate justice. It will allow students to engage with the difficult challenges that practice presents in working towards human rights-based social work.
Module learning Outcomes	On successful completion of this module, students should be able to: <ul style="list-style-type: none"> • Understand the value base of social work and its relationship to theories of human rights • Critically analyse human rights discourses and international human rights frameworks • Understand the relationship between human rights and social justice and social work • Integrate the principles of social justice and human rights into contemporary social work practice
Teaching and learning format	10 x 2-hour classes: 1 hour of work for the students to engage with (recorded lecture, readings/exercises) and 1-hour live tutorial per week
CORU domains of proficiency addressed	1.1, 1.2, 1.3, 5, 1.17, 1.18, 4.4
Assessment	2000-word essay
Re-assessment	2000-word essay
Indicative bibliography (if available) 4-5 titles max.	<i>Please note that the lecturer will post articles and recommended readings online</i>

	<p>Hollingsworth, L.D., International adoption among families in the United States: Considerations of social justice, <i>Social Work</i>, Vol. 48, Iss. 2, (Apr 2003): 209-17</p> <p>Ife, J. (2016) Human Rights and Social Work: Beyond Conservative Law, <i>Journal of Human Rights and Social Work</i>, 3-8</p> <p>Mapp, S., McPherson, J., Androff, D. and Gatenio Gabel, S. (2019)_Social Work Is a Human Rights Profession in <i>Social Work</i>, Volume 64, Number 3</p> <p>UN Convention on the Rights of the Child (CRC) (1989) United Nations General Assembly, Geneva, Switzerland, 20 November 1989; 1577 U.N.T.S. 3. Available online at: http://www2.ohchr.org/english/law/crc.htm</p> <p>UN Universal Declaration of Human Rights (1948) United Nations General Assembly Resolution 217A, at 71, UN GAOR, 3rd Session, UN Documents A/RES/217 (III), 8 December 1948. Available online at: http://www.un.org/en/documents/udhr</p>
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SSU22041: Inclusive Disability: (5 ECTS)

Module Name	SSU22041 Inclusive Disability
Module Lecturer	Dr. Michael Feely and self-advocates with intellectual disabilities
Module aims	<p>This year's disability module will be co-taught by self-advocates with intellectual disabilities and by Dr Michael Feely. The aim of this module is to enable social work students to become more familiar with the perspectives of a variety of people with disabilities and to consider the best ways to support these people. The module will also introduce students to important concepts from disability studies as well as relevant legislation and policy. While the module will be taught by, and focus primarily on, people with intellectual disabilities, it shall also include presentations by other relevant stakeholders (for example, people with physical disabilities, carers and social workers in disability services)</p> <p>Module Content</p> <ul style="list-style-type: none"> • Disability awareness and etiquette • Self-advocate's experiences of and opinions on receiving support • Different models of disability (medical, social, and poststructuralist) and how these can inform social work practice • Accessibility • Person-centred approaches • The concept of normalcy • Disability and sexuality • Presentations by other relevant stakeholders (for example, people with physical disabilities, carers and social workers in disability services) • Is there a role for social workers?
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Have a greater understanding of the perspectives of people with disabilities and the kind of supports they would like (and would not like). • Identify, comprehend, and critically assess various models of disability and understand how these models can inform social work practice. • Appreciate the importance of accessibility • Understand some of the roles social workers can (or could) perform in the field of disability

	<ul style="list-style-type: none"> • Reflect on the knowledge acquired in the module and on their own attitudes towards disability.
Teaching and learning format	Mixture of online and in-person (depending on conditions)
CORU domains of proficiency addressed	1.3, 1.5, 1.9, 1.17, 2.1, 2.2, 2.3, 2.4, 5.5, 5.6, 5.7
Assessment	This module will be evaluated by a group essay (50%) and an accessible group presentation based on the essay (50%). Essays will be marked by academics and accessible presentations by self-advocates with intellectual disabilities.
Re-assessment	Individual essay and alternative to presentation
Indicative bibliography (if available) 4-5 titles max.	<ul style="list-style-type: none"> • Students shall be provided with one or two short relevant readings in advance of each session. • They shall also receive a recommended reading list for each of the essay/presentation titles

SSU22111: Poverty, Welfare and Justice: (10 ECTS)

Module Name	Poverty, Welfare and Justice
ECTS Weighting	10 ECTS
Year	SF
Semester Taught	Semester 1
Module Co-ordinator	Dr Joe Whelan
<p>Module Content: Underpinned by the idea of the right to a 'basic minimum', welfare states are a major feature of many societies. Ostensibly a major role of the welfare state is to ensure redistributive justice, alleviate poverty and de-commodify basic needs from reliance on the labour market. Yet poverty as a global and local phenomenon persists. Over the course of this module, and focusing on both Irish and international examples, students will explore the concepts of poverty, welfare and justice and examine how they are related.</p> <p>The module begins with a focus on poverty, taking in histories, definitions, international comparisons and lived experiences. From here the focus shifts to welfare states as response to poverty by focusing on historical welfare state development, comparing welfare state models and exploring how welfare recipients experience the welfare state. The final part of the module will explore the concept of justice, focusing on the concept redistributive justice in-particular while also examining the role of welfare states in promoting environmental and ecological justice.</p> <p>The content in this module will be sociological, philosophical and policy-based and students will have the flexibility to take up one or more of these approaches when responding to the essay prompt. Learning for this module is encouraged using a variety of methods such as small group discussion to engage students in the topics and in-class exercises using online tools such as <i>Slido</i>, <i>Padlet</i> or <i>Mentimeter</i>. Music and art will also be employed to help explore and unpack key sociological, philosophical and policy-based concepts. PowerPoint presentations will be uploaded to Blackboard on a weekly basis as the module progresses and readings will be identified ahead of class and uploaded where available.</p>	

Module Learning Outcomes: After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:

- Demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective.
- Demonstrate an understanding of how poverty is measured domestically and internationally.
- Show an understanding of poverty in a global context.
- Demonstrate an appreciation of the lived experience of poverty.
- Demonstrate knowledge of the historical development of welfare states as a response to poverty.
- Demonstrate an understanding of different models of welfare state, what they offer and the ideologies that they are underpinned by.
- Demonstrate an appreciation of the lived experiences of persons claiming and receiving welfare.
- Demonstrate an understanding of the concept of redistributive justice.
- Articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.

Teaching and Learning methods	Lectures; in-class discussions and exercises; assigned readings.			
Assessment details	Assessment Component	Assessment Description	% of total	Week due
	Essay	2500-word end of semester essay.	100	TBC
Reassessment requirements	Students who fail the module will be reassessed by an essay of 2000 words in the supplemental period. All supplemental assessments must be resubmitted during the college supplemental examination period.			

<p>Recommended Reading list</p>	<p>Readings will be flagged in-class on a weekly basis and made available in PDF form as much as possible. Some useful primer texts are listed below.</p> <ul style="list-style-type: none"> • Powell, F. (2017) <i>The political economy of the Irish welfare state: Church, state and capital</i>. Bristol: Policy Press. • Dukelow, F. and Considine, M. (2017) <i>Irish Social Policy: A critical introduction</i>. Bristol: Policy Press. • Powell, F. W. (1992) <i>The politics of Irish social policy 1600-1900</i>. New York: Edwin Mellen Press. • Lister, R. (2021) <i>Poverty 2nd edition</i>. Cambridge: Polity. • Greve, B. (2020a) <i>Poverty: The basics</i>. London: Routledge. • Greve, B. (2020b) <i>Welfare and the Welfare State: Central issues Now and in the future</i> [part 3, chapter 9]. London: Routledge. • Williams, F. (2021) <i>Social Policy: A critical and intersectional analysis</i>. Cambridge: Polity. • Whelan, J. (2022) <i>Hidden Voices: Lived experiences in the Irish welfare space</i>. Bristol: Policy Press.
<p>Module Pre-requisite</p>	<p>n/a</p>
<p>Module Co-requisite</p>	<p>n/a</p>
<p>Other Schools/Departments</p>	<p>n/a</p>

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

Module Description available via:

<https://www.tcd.ie/sociology/undergraduate/modules/sf/intro-social-research/>

CORU domains of proficiency addressed	3.1, 3.3, 3.4, 3.6, 3.9, 5.2, 5.20, 5.22, 5.26.
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SOU22012: Introduction to Social Research 2: (5 ECTS)

Module Description available via:

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

CORU domains of proficiency addressed	3.1, 3.3, 3.4, 3.6, 3.9, 5.2, 5.20, 5.22, 5.26.
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SSU22112: SF Practice Placement (15 ECTS)

Placement

The Senior Freshman placement offers experience of working in a community-based service or voluntary agency alongside service-users, volunteers and workers from the social professions. It is a 50 day (10 week) block Placement which runs from the end of teaching in April until the beginning of July. It comprises 5 days preparation, based in college (25th – 29th April), and then 45 days practice on site. Placement settings have included School Completion Projects, Youth projects, Drug Projects, Disability settings, new communities and some international settings.

Readiness for placement Process

To ensure each student's readiness for their community placement which takes place at the end of SF year, and their JS social work practice placement which commences early in the next academic year, a Readiness for Placement form will be circulated shortly before the Christmas break, for completion and submission by the first day of Semester 2.

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

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

Preparing for the Placement

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

The main preparatory tasks are as follows:

- Attend Placement Preparation Module.
- Complete a Placement Planning Form to guide the Practice Education Unit in allocating an appropriate placement setting to each student. Placement planning is informed by: students' learning needs & areas for development, previous experiences & geography. The practice education team allocate placements from within the pool of available placement offers, bearing in mind students' information & interests, provided on Placement Planning Form.
- Update your Curriculum Vitae following guidelines of TCD Careers Advisory Service, <http://www.tcd.ie/Careers/students/international/CVs.php>
- Once a suitable placement has been identified for student, a suite of placement documentation, including your CV will be sent to the prospective Practice Teacher.
- Preparation: Meet your placement Cluster Leader who will guide you and other students going to similar placements to research and plan for the placement. This is likely to include:
 - Exploring relevant policy and debates (e.g.: re youth services)
 - Researching the placement agency and similar services.
 - Contacting your practice teacher
 - Visiting the agency and beginning to link into its work
 - Making a group presentation on your research to your class.
- Enjoy your placement and keep your School Cluster Leader informed fortnightly about your progress by phone or email. This will ensure that, should you have any concerns, they can be dealt with promptly. Attend group meetings with your Cluster Leader.

- Develop (with your Agency Supervisor, Cluster Leader and through reflection in your Practice Project) a learning agenda for your next placement in JS year.

Placement Aims, Learning Outcomes, Structure and Issues

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

Aims of Senior Freshman Placement

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

Learning Objectives

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

- Outline the role of the placement agency and it's fit with related services
- Identify key aspects of social policy which impact on the agency;
- Outline the circumstances and needs of service users in this agency and the challenges they face;
- Grasp the goals, ethos and procedures and the main roles of practitioners in the agency
- Demonstrate appropriate beginning practice skills in e.g.
 - Engagement and communication with service users, volunteers, colleagues and others
 - Involvement in individual or group support / facilitation
 - Involvement in data gathering, assessment and planning
 - Implementing agreed tasks
 - Regular consultation with your supervisor
 - Recording and evaluating your work

- Identify one social work framework relevant to your work
- Demonstrate knowledge of community resources and services
- Demonstrate professional standards of behaviour, including: respect for confidentiality, inclusive and respectful approach to others, ability to work collaboratively, reliability, time-keeping
- Demonstrate your progress towards self-awareness and reflection in practice e.g.: through reading, use of supervision, illustration of key learning in your practice project and class presentation
- Establish, by achieving the above, your readiness to proceed with social work education and training.

Choice of Placement

Placements are available in a wide variety of settings and locations. When arranging placements, the practice education coordinators take your interests and circumstances into account while giving priority to the potential value of the placement as an introduction to community-based practice. The practice education co-ordinators are always interested to hear of new agencies or practice teachers willing to accept students, but responsibility for arranging placement rests with the practice education team.

Placement duration

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

Placement Supervision, Tutorial Support and Practice Project

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

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

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

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

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

Your Practice Project should be started during the placement and will provide additional evidence for your passing this placement. You must submit the Practice Project by **Monday 10th July 2023**.

Student's Practice Project

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

Reading Time

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

Assessment of SSU22112 SF Placement

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

Aims of Assessment:

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

Guidelines for Placement Evaluation

Placement evaluation comprises 3 elements:

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

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

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

An electronic copy of the student's Practice Project should be submitted to blackboard by Monday 10th July 2023.

1 electronic copy of the Placement Supervisor's Evaluation Report is also due Monday 10th July 2023. Please submit this by e-mail to fieldwork.unit@tcd.ie . Students are asked to assist the Placement Supervisor with submission of the report to the School if required.

Student Placement Project Format

Introduction

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

Agency and Community Setting

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

Work undertaken

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

Case Study (of one piece of work)

- Social History or profile of service user / group / project participants and their social networks.

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

Learning

- The potential and limits and challenges of practice in this setting
- Learning opportunities (agency visits etc) and what you gained
- Supervision: frequency; main learning points
- Any special features of the placement which contributed to or limited learning
- Main gains from the placement, questions raised and any learning needs identified for your next placement.

Bibliography

Guidelines:

- Recommended word-length: 5000 words
- The earlier you start reading about the agency and issues raised, the more this reading will support your learning. Draw also on relevant reading you have completed for other modules. Demonstrate in the project that you are starting to integrate your reading of theory and research with practice experience and observation.
- Follow the main headings in the project outline, but if necessary reorder or modify subheading elements in order to avoid repetition and to fit your particular placement.
- Adopt an appropriate style. This is an academic assignment which requires you to use clear, precise and non-conversational language, to be analytical as well as descriptive, and to support statements with relevant evidence and accurate referencing. It is not an agency report which requires purely factual information. It is a practice project which also requires you to reflect on your personal and professional learning from the placement. Therefore, write in the first person (say 'I', not 'the author' or 'the student').

- Confidentiality: Change all names and identifying details of service-users and colleagues about whom you write, and state clearly that you have done so. Use fictitious names to represent them, rather than initials or numbers and do not accidentally include a real name. Use job titles rather than names for workers.
- Submit an electronic copy to blackboard by **by Monday 10th July 2023**. Instructions for submission of the electronic copy through turnitin.com will be issued during the summer.

Supervisor's Assessment of Student's Placement Performance

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

Reports will address the following:

Personal Organisation & Functioning in the Agency

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

Communication & Engagement Skills

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

Other Practice Skills

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

Development Towards Professional Standards

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

Summary of Areas in Which Progress Has Been Made

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

Recommendation

On the basis of placement performance, would you recommend this student as suitable for and ready to continue social work training? **One** electronic copy of the Report should be sent to field.Unit@tcd.ie by Monday 10th July 2023.

Grading Placement Performance: Pass / Fail

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

Pass Grade

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

Fail Grade

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

F1 applies in the following situations:

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

F2 applies where:

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

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

Regulations for 'Failed' Placements

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

Learning Agreement

Learning Agreements are drafted and agreed by student and placement supervisor in consultation with the School Cluster Leader. They set the initial agenda for placements and the baseline for reviewing progress at the end.

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

It includes:

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

The Learning Agreement and a note (number of days) of the student's attendance should also accompany the Placement Supervisor's Evaluation.

Health and safety

Students must follow all Covid-19 protocols while on placement. Students should submit daily responses on the TCD covid-19 app by 8 am each day of placement. All students should read the Student Placement Information on Placement during the Covid 19 (Health and Safety) document sent to you by the Practice Education Team and you should be familiar with all of the relevant protocols, paying particular attention to the symptoms of Covid-19 and what you should do, should you have any symptoms of Covid-19 or be a close contact of anyone who has received a positive test result. All students MUST adhere to all TCD and local agency Covid-19 protocols. Failure to do so will be taken very seriously and will result in disciplinary procedure.

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

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

Vaccination Policy:

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

- It is expected that students will be vaccinated against Covid-19 in line with public health recommendations. Many placement sites require students to be vaccinated against Covid-19 and failure to have a Covid-19 vaccination may impact upon your ability to undertake placements, including mandatory professional placements at this time. If you do not intend to have a Covid-19 vaccine you should contact the course directors and placement coordinators to discuss the implications of this.
- Hepatitis B vaccination is required.
- The School recommends that students are also protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).

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

A record of vaccinations must be submitted to the Practice Education Team, prior to commencing placements.

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

Critical incidents

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

Health Concerns

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

Garda Vetting

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

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

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

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

the first instance by the Course Director(s) in consultation with the Course Advisory Committee.

Access to Agency Held Information

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

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

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

Foundation Scholarship Examinations

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

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

The scholarship examination begins Monday 10th January 2023 however please note that it may be necessary to schedule some examinations in the preceding week. Candidates must give notice of their intention to take the examination on the prescribed form available on the College website at <https://www.tcd.ie/academicregistry/exams/scholarship/>

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

The examination consists of four 2¼-hour papers as follows:

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

All papers carry equal marks.

Recommendations for scholarship will be subject to all four papers being passed. The names of those elected are announced in public by the Provost from the steps of the Examination Hall on the Monday of Trinity Week (Trinity Monday) which is Monday 24th April 2023.

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

An information Session will be scheduled for Senior Freshman Students early in Michaelmas Term.

Guidelines for the Presentation of Written Work

General Points

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

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

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

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

Referencing Guidelines

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

http://www.tcd.ie/Student_Counselling/Seminar/Referencing/rdf2.shtml

Citations in the Text

References should include the author, (by surname only) followed by year of publication in brackets in the text. e.g. Maddock (2015) states that “

Citations contain the name of the author and the year the information was published after the quote or paraphrase i.e. (Øverlien & Holt, 2021) or (Feely et al. 2021).

If a point has been made by several authors then they should be listed either alphabetically or chronologically i.e. (Flynn, 2021; Maddock et al. 2019; Whelan, 2020) or (Flynn, 2021; Whelan, 2020; Maddock et al. 2019).

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 (McCaughren & Lovett, 2014) notes that:

‘It was portrayed as an act of kindness as it furnished ‘illegitimate’ children with good homes and loving Catholic families, while providing a solution to couples who could not conceive children themselves. Their desire to parent a child was met, their anonymity protected and their autonomy preserved. In turn, birth mothers could get on with their lives and put their past ‘mistakes’ behind them’ (p.239).

Where there are more than two authors, the reference within the text should be cited as (Maddock et al. 2021), but include all the authors in the reference list:

Maddock, A., Blair, C., Ean, N. & Best, P. (2021) 'Psychological and social interventions for mental health issues and disorders in Southeast Asia: a systematic review', *International Journal of Mental Health Systems*, 15: Article 56.

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

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

Book with an editor and a revised edition:

Lishman, J. (ed) (2009) *Communication in Social Work 2nd ed.* New York: Palgrave Macmillan.

Chapter in an edited book

Devaney, J., Holt, S., Øverlien, C., Bradbury-Jones, C., Macy, R. (2021) 'Concluding Thoughts', Chapter 50 in J. Devaney, C. Bradbury-Jones, R. Macy, C Øverlien and S Holt (Editors) (2021) *The Routledge International Handbook of Domestic Violence and Abuse*. London, Routledge, pp785-789.

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

Sharing the Vision: A Mental Health Policy for Everyone (2020). Dublin: Stationary Office.

Thesis/Dissertation

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

Lecture

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

Electronic article

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

Newspaper article

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

Website

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

Use of EndNote

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

Guidelines for Essay- Type Examinations

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

Guidelines on Plagiarism

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

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> You should also familiarize yourself with the 2022-23 Calendar entry on plagiarism and the sanctions which are applied which is located at <http://tcd-ie.libguides.com/plagiarism/calendar> (also set out below)
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write> Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the coversheet declaration that you will be asked to sign at <http://tcd-ie.libguides.com/plagiarism/declaration>;
- (iv) Contact your College Tutor, your Course Director(s), 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 an electronic copy to antunesa@tcd.ie **The deadline to return the form is noon on Monday October 3rd, 2022.**

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

Detection of Plagiarism

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

College Regulations on Plagiarism

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

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

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

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

University of Dublin Calendar Part II, 82 - 91

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

82 General

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

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

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

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

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

83 Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) Copying another student's work;*
- (b) Enlisting another person or persons to complete an assignment on the student's behalf;*

- (c) *Procuring, whether with payment or otherwise, the work or ideas of another;*
- (d) *quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;*
- (e) *Paraphrasing, without acknowledgement, the writings of other authors.*

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

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

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

84 Plagiarism in the context of group work

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

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

85 Self plagiarism

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

86 Avoiding plagiarism

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

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

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

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

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

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

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

When using the work of others you must either

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

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

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

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

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

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

Resources for Students

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

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

http://cad.auckland.ac.nz/index.php?p=quoting_and_paraphrasing

Websites that help with English and grammar include

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

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

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

Resources for Academic Staff

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

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

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

'Ready, Steady, Write'

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

BSS Course Code of Conduct

Code of Conduct and Disciplinary Procedures

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

Introduction

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

Expectations of Students

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

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

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

The Bachelor in Social Studies course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. See Appendix IV.

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

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

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

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

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

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

Unacceptable Behaviours or Activities

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

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

Professional and ethical practice requires that social workers and social work students respect the confidentiality of service users, carers, family members, colleagues and anyone encountered in the course of their work. Students are instructed not to upload any confidential material, comments or remarks about anyone connected with their

placement work onto social media such as Facebook, Twitter or any other electronic media. It is necessary for students to understand that breaching the confidentiality of others or remarking (in conversation, on social media or in any other format) in any way about people you meet in the course of your work is unacceptable whether it happens during placement hours or in your spare time.

Disciplinary Procedures

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

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

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

In such situations, the following procedures will be followed:

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

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

The Course Director(s) 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 Practise

The full text of the Fitness to Practise 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 practise trades or professions during their courses of student and after graduation, and in particular, applies to matters relating to students' fitness to participate in clinical or other placements which are an essential component of their course of study.

Fitness to Study

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

[https://www.tcd.ie/about/policies/assets/pdf/Fitness to Study Policy 2018.pdf](https://www.tcd.ie/about/policies/assets/pdf/Fitness%20to%20Study%20Policy%202018.pdf) All students are expected to read the College policy as it applies to matters relating to students' fitness to perform activities associated with attending and participating in College; this includes students' ability to function in College, to perform activities associated with attending College, to proceed with their courses of study (including placements), and to participate in their courses (including placements) to the standards required by the College.

BSS Prizes

Pauline McGinley Prize

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

Value: c €100

Marian Lynch Medal

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

Anne Williams Memorial Prize

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

Value: c €172

Mary Lynch Prize

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

Value: c €381

Vivienne Darling Prize

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

Value: c €127

Appendix I: Learning Agreement for BSS SF Students

LEARNING AGREEMENT FOR BSS SF STUDENTS.

GENERAL INFORMATION

Students on placement must strictly adhere to School of Social Work and Social Policy, placement agency and Public Health protocols in relation to COVID-19 pandemic.

Student: Telephone: email:

Supervisor: Telephone: email:

Agency: Telephone: email:

Group Tutor: Telephone: email:

Working Days:

TOIL Arrangements:

Sick Leave:

Study Time:

Accommodation:

Transport:

Dress Code:

Health & Safety:

SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

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

LEARNING GOALS

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

Professional Learning Goals

(pertain to approaches and skills common to professional practice e.g. relationship building, reflective practice, organizational skills) that may be learned in this agency and are applicable in other settings)

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

Agency Specific Learning Goals

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

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

Personal Learning Goals

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

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

STUDENT WORKLOAD

INDUCTION PLAN

- **Orientation to placement**

- **Recommended Reading/ Research**

- **Confidentiality Policies**

- **Health and Safety**

- **Other**

STUDENT SUPERVISION

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

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

Supervision Arrangements:

Day:

Time:

Other Student Supports:

STUDENT ASSESSMENT / SOURCES OF EVIDENCE

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

PERSONAL ISSUES

Are there any personal 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

Student:

Supervisor:

Date:

MID PLACEMENT REVIEW

Review Progress & Student Capacity In Relation to

- Learning Goals:
-

- Skills Development:
-

- Integration of Theory and Practice:
-

- Ethical Practice:
-

- Workload:
-

- Supervision / Practice Teaching:
-

- Agency and Team:
-

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

Objectives / Plan for remainder of placement

Student Issues/Concerns

Practice Teacher Issues/Concerns

FINAL PLACEMENT REVIEW

Date:

Areas of strength identified and recommendations for future development:

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

SCHOOL OF SOCIAL WORK AND SOCIAL POLICY SUPERVISOR'S REPORT ON SENIOR FRESHMAN PLACEMENT

Name of Student:

Name of Supervisor:

Job Title:

Name of Agency:

Address of Unit:

Tel:

Email:

Dates of Placement:

Date for Submission of this report:

Please Note:

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

The form uses a 6 point scale for most items:

VG = very good

W = weak/inconsistent

G = good

VW = very weak/unacceptable;

OK = acceptable

A = not applicable/don't know

Please email completed form to: Fieldwork.Unit@tcd.ie

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

THANK YOU

School of Social Work & Social Policy, Trinity College, Dublin 2

Room 3063, Arts & Social Science Building, Tel: 01 8964579

Pass/Fail Recommendation

(See Section 11.D. Handbook)

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

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

Personal Organisation & Functioning in the Agency

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

Comments/ Examples:

Communication & Engagement Skills

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

Comments/ Examples:

Other Practice Skills

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

Comments/ Examples:

Development Towards Professional Standards

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

Comments/ Examples:

Summary of Areas in Which Progress Has Been Made

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

Recommendation:

On the basis of placement performance, I recommend / do not recommend (Please cross out what is not relevant) _____ as suitable for and ready to continue social work training?

Signed:

Date:

Supervisor

Comment by Student

I have discussed this report with my supervisor

Yes

No

Signed:

Date:

Appendix III : Coursework Declaration Form



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

UG DECLARATION

- I hereby declare that all submissions that I will submit during the academic year 2022/23 will be entirely my own work, free from plagiarism and will not have been submitted as an exercise towards a degree at this or any other university
- I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>
- I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

Student Name

Date

Student Number

Course

Note to Students

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

We ask you to take the following steps:

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

Appendix IV : BSS Attendance Policy 2022/23

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

Requirements and expectations

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

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

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

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

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

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

SEAtS software

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

Reporting Absences

Any student who is unable to attend a lecture or tutorial (whether online or face-to-face) is obliged to explain the reason for his/her absence and, if the absence is likely to continue beyond the initial absence, provide a sense of the likely duration. Students should seek to do this within 48 hours of the first day of absence. If a student is absent from a face-to-face lecture or tutorial, they are obliged to record the reason for this absence via the SEAtS application. If a student is absent from an online lecture or tutorial, they are obliged to email: antunesa@tcd.ie (Junior and Senior Freshman) or pascoem@tcd.ie (Junior and Senior Sophister) to explain the reason and likely duration where absences are likely to continue beyond the initial absence. In the event students foresee a difficulty with further attendance, they should contact their College Tutor and/or their Year Head to discuss options and supports.

Unsatisfactory Attendance and Consequence

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

Absences on placement

Absences can also occur when students are on practice placement. If the need for an absence from placement arises, the student's first obligation is to their Practice Teacher who must be notified as early as possible on the first day of absence to explain the reason for his/her absence and, if absences are likely to continue beyond the initial absence, to give an estimate of probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor.

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

Appendix V : Placement Log

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

You should specify hours on placement each day and the total number of placement hours completed that week. Please provide a brief outline of the work undertaken, indicating if the work was undertaken on-site or off-site.

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

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

Weekly Placement Log

Student Name	Practice Teacher	Placement	Tutor	Total Placement Hours

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

Student Signature:

Practice Teacher Signature:

Date:

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

Purpose

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

Scope

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

Background

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

Procedure

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

The student consent form should be submitted to the Course Administrator (link to Consent Form).

A class list indicating each student's consent decision is collated by the Course Administrator and shared with the Year Head and relevant academic staff.

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

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

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

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