



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work & Social Policy

Postgraduate Diploma in Child Protection & Welfare

Course Handbook 2019–

2020



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Alternative formats of the Handbook can be made available on request.

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in this handbook, the provisions of the General Regulations in the Calendar will prevail.

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 have prepared a short guide at https://www.tcd.ie/info_compliance/data-protection/student-data/ to help you understand how we obtain, use and disclose student data in the course of performing University functions and services. This guidance note is intended to supplement the University's Data Protection Policy which can be found at https://www.tcd.ie/info_compliance/data-protection/student-data/.

1. Contact Details

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Director of Teaching and Learning Postgraduate	Dr Paula Mayock Email: pmayock@tcd.ie Telephone: +353 1 896 2636
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Office Location	School of Social Work and Social Policy Room 3063, Arts Building Trinity College Dublin Dublin 2 Ireland
Web	http://www.tcd.ie/swsp/postgraduate/child-protection/index.php

2. Introduction

Welcome to Trinity College and to the Postgraduate Diploma in Child Protection and Welfare. This handbook is intended as a guide to various aspects of the course, and it sets out the organisational framework of the course as well as its content. However, it should be stressed that there is space within the design for the participants to address other issues that may emerge during the course and there will be opportunities to explore these during the year.

The reading lists included are intended to provide references to research and literature on the different subjects. They are designed to be a long term as well as short-term resource. We would also recommend that you make use of the wide range of materials available online through the TCD library, and that you regularly consult the contents of online journals. The university is also a full member of the North South Child Protection Hub which means that registered students have full access to the site.

We hope you find the year with us on the course both stimulating and enjoyable.

Stephanie Holt, Course Coordinator

Eimear Berry, Course Tutor

James Forbes, Course Tutor

Robbie Gilligan, Course Tutor

Siobhan Greene, Course Tutor

Paul Sargent, Course Tutor

Siobhan Young, Course Tutor

Emma McConkey , Executive Officer

3. Student Support Services

Students can see a full range of the services available to them at www.tcd.ie/students/supports-services/. This includes library services, careers advisory

services and more. Four key student services for online postgraduate students are the Postgraduate Advisory Service, Student Learning and Development, Trinity Online Services and the Library. More detailed information about student services can be found [here](#).

Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience. The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of Postgraduate study you are at. In addition, each Faculty has three members of Academic Staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance as needed.

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/or academic appeals arising out of examinations or thesis submission, supervisory issues, general information of Postgrad student life and many others. All queries will be treated with confidentiality. For more information on PAS please see their [website](#).

Student Learning and Development

Student Learning and Development (SLD) are here to help you achieve your academic potential while studying in Trinity. They have a range of online resources for postgraduate students. For more information on SLD please see their [website](#).

Support Provision for Students with Disabilities

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are

implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must [applying for reasonable accommodations](#) with the Disability Service in 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 prepares an Individual [Learning Educational Needs Summary \(LENS\)](#) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Examination accommodation and deadlines

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

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

Student responsibilities for departmental assessments/course tests

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

Trinity Online Services

Trinity Online Services are responsible for the quality and the delivery of online content. They will also be the point of contact for resolving any issues relating to the online environment that arise throughout the running of the course. Issues that can arise include access to material, submission of assignments etc. The preferred way of contacting Trinity Online for issues regarding the use of the online learning environment is through the discussion forum dedicated for this purpose in *SS760 Course Information* module on Blackboard. They can also be contacted at helponed@tcd.ie. These channels are monitored regularly during College business hours.

Library

The Library's history dates back to the establishment of the College in 1592 and it is the largest library in Ireland. Today it has over 6 million printed volumes with extensive collections of journals, manuscripts, maps and music reflecting over 400 years of academic development. The most famous of its manuscripts, the [Book of Kells](#) and the Book of Durrow, were presented by Henry Jones, Bishop of Meath and former vice-chancellor of the University, in the 1660s. The Library was endowed with Legal Deposit privilege in 1801 and continues to receive copies of material published in the United Kingdom and Ireland.

The Library supports the learning and research needs across all disciplines of the College; it is a major research library of international repute; it provides services to a wide range of external users and institutions. The subject librarian for the School of Social Work and Social Policy is [Siobhan Dunne](#).

The majority of journals listed in the various course outlines are now available online to registered students and there will be a training session during Week 1 which will show you how to access the online databases and make the best use of the technical resources available. Students will be expected to make extensive use of online resources available. Students will be expected to make extensive use of online journals.

Off Campus Access

Access is available to licensed electronic resources (books, databases and journals) to registered students and staff, irrespective of where they are located. Off campus access is not available for UK electronic legal deposit, [eLD \(UK\)](#), material.

College members linking to an electronic resource from outside Trinity College Dublin campus locations will select a resource from Stella Search. When they click on the link to the resource, they will be directed to a secure login page to authenticate with their College username and network login password. Please see the website for more information [here](#).

Graduate Studies

The Graduate Studies Office offers centralised information on admissions, assessment, progression and funding. For more information about their services please see their [website](#).

Co-Curricular Activities

Central Societies Committee

The Central Societies Committee (CSC) is the sole body on campus with the power to grant recognition to societies. As the governing body of societies the CSC represents their interests in dealings with College authorities. More information about College Societies and the CSC can be found at [here](#).

Dublin University Central Athletic Club

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. DUCAC is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. More information about DUCAC can be found [here](#).

TCD Graduate Student Union

The Graduate Students' Union (GSU) is an independent body which represent all postgraduate students in Trinity. Every postgraduate student is automatically a full member of the GSU upon entering their course. The GSU is available to assist you with academic and welfare issues and provides you with facilities including the 1937 Postgraduate Reading Room and the Postgraduate Common Room. They also schedule social events for postgraduate students. More information about the GSU can be found [here](#). For more information about student representation please see the [website](#).

IT Services

IT Services is responsible for the planning, delivery and support of the University's main computing facilities. This includes the University's network systems, web infrastructure, email and calendaring, management services, research IT and student computing facilities. Students are provided with full IT support via the IT Service Desk and a wide range of IT training is also available either online or face to face. More information about the supports and services provided by IT Services can be found on their [website](#).

4. Emergency Procedures

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 1 869 1999) in case of 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).

For information on College Health and Safety please see the Estates and Facilities [website](#).

5. Course Communication

On all course related matters we will communicate with you primarily using your TCD email account.

From time to time other services in college may use your telephone number or postal address.

You can communicate with us using email or telephone. We will endeavour to reply to your communication promptly. Unless otherwise advised you can expect staff to respond to queries in normal business hours i.e. 9.00am – 4.00pm, Monday to Friday.

6. Key Locations

Programme Office

The School Office is located in Room 3063, The Arts Building, Trinity College Dublin. The opening hours are Monday to Friday 09:00-13:00 and 14:00-16:00.

Online Learning Environment

Blackboard Learn, which is located at mymodule.tcd.ie, is the College's Virtual Learning Environment (VLE). You can use this to access lecture notes, online assignments and other activities through Blackboard. More information about Blackboard is available at <https://www.tcd.ie/CAPSL/resources/blackboard/>.

Berkley, Lecky, Ussher (BLU) Library

The BLU Library can be accessed through the second floor of the Arts Building or from the Ussher Podium. Information about the opening hours is available at <https://www.tcd.ie/library/opening-hours/berkeley-lecky-ussher/>.

Academic Registry

The mission of the Academic Registry is to provide key centralised administrative services to students and staff supporting the best possible Trinity experience. AR provides administrative support during a student's time in the University. Their vision is to be an integrated, flexible team with a professional service ethos supporting all stages of the student lifecycle. More information about the Academic Registry can be found on their [website](#)

7. Course Aims and Outcomes

The principal aim of the Postgraduate Diploma in Child Protection and Welfare is to enable practitioners and their employing organisations to meet the requirements of the Child Care Act 1991, the Children Act 2001, the Children and Families Relationship Act 2015 and the Children First Act 2015, by offering an enhanced knowledge base. It does this in a multi-disciplinary and inter-agency context, and has a long-term aim to enhance co-operation and co-ordination by giving students a strong sense of the roles, responsibilities, skills and contributions of the entire child protection and welfare network. In line with the principles underpinning current child care legislation and policy, the course broadly reflects a number of practice principles such as; the paramountcy of child welfare, the benefits of early and sustained intervention, family support, the use of evidence to inform practice, the rights of children and the fullest participation possible of children and families in the child protection and welfare process. More specifically, the course is underpinned by three primary driving principles and philosophies of practice, as follows:

- **Relationship Based Practice:** Relation Based Practice (RBP) is based on the idea that positive change is best achieved in the context of relationship, wherein the professional seeks to achieve an element of reciprocity and friendship with clients, even in situations where conflict over shared understandings may be evident. While the roots of RBP lie in a questioning of the limitations of reason in producing good results in encounters between professionals and clients, there is, in fact, no absolute opposition between technical/rational and emotive/relational approaches to professional practices with families and children. Rather the evidence suggests that effective outcomes for clients represent a combination of research informed programmes delivered by professionals who are perceived by clients to be warm, engaged, concerned and empathetic in their approach. RBP challenges professionals to acknowledge the humanity of others, leading to an emotional as well as to an intellectual understanding of the challenges faced by clients in the context of their life histories. In Ireland an example of this type of

approach may be found in the Signs of Safety programme which seeks to engage clients in developing a shared understanding of and response to, concerns regarding the welfare of children.

- **Evidence Informed Practice:** It is perfectly possible for good-hearted, well-trained, well-meaning staff, employing the most promising approaches and theories available to them, to make no difference at all to, or even worsen, the condition of those they are seeking to help. Essentially, using evidence competently in child protection and child welfare is a form of accurate tuning in to the needs of service users and begs the questions: 'how can I know that what I am going to do will make a difference and how can I know that I have made a difference?' Evidence informed practice is therefore the conscientious, explicit and judicious use of known best practice in assessment, planning, intervention, review and evaluation in pursuit of achievable outcomes. More than that, evidence informed practice should be understood as leaving ample room for the constructive and imaginative judgement and knowledge by practitioners and service users who must be in constant interaction and dialogue with one another for most interventions to succeed. By stressing the importance of evidence in assessment, we are countering any propensity to human bias and error when constructing formulations on risk, need and required resources in child protection and child welfare.

Child Centered Practice: Each child is a unique individual, each is a person in their own right, and each is entitled to full human rights. Nothing too startling or controversial in those statements, yet acting in child centred ways in support of these principles may not be so easy in practice for front-line professionals. Children may share certain characteristics, but each has their own their lived experience. Each child has a distinctive life journey, their own unique story. Children who are siblings may have more in common, but even they retain their individuality and differences. The challenge for those working with children face to face is fundamentally to respect and uncover that individuality, and their set of experiences. Achieving this respect and insight is essential to reaching the right conclusions, making the right decisions for and with *this* child – decisions that fit with the real life circumstances and concerns of *this* child. It is also important to know about children in general and to respect their collective status, but in working with a given child, a key issue is

knowing how *this* child is, and how they are different. Central to understanding each child is respecting the significance of their history and circumstances. These frame the context - the web of relationships and influences (positive and negative) that plays out in their lives

Being child centred means taking children seriously, not just children in general, but also *this* child

It means having a meaningful rapport with a child and a grasp of their lived experience and reality. It also means having a connection with, and awareness of, key adults and peers in their lives. It means having a life course perspective for each child, recognising the importance not only of what is happening *now*, but also how the past impinges, and how the child's future potential remains waiting to be realised. Being child centred means being *hopeful* about, and working for, the possibility of a better future for this and every child. Being child centred at a policy level means recognising the importance of evidence about children's experience and outcomes, and especially the importance of *inter-sectionality* – how gender, ethnicity, disability and such cross cutting factors impact on children individually and shape their specific needs individually and collectively. It means formulating and monitoring policy with the child in mind.

In delivering on the principles outlined above, the course offers critical perspectives on current policies and practices in relation to child care issues, and adopts a clear policy of non-discrimination on grounds of class, culture, status or gender. It will keep students abreast of the changes and offer opportunities for discussion and debate during the upcoming development of a new child protection and welfare agency in Ireland and the concurrent implementation of reforms in the sector.

Since its inception, the course has been modified to take cognisance of wider changes in the child care field. In addition, it has addressed the implications and recommendations of Irish child abuse inquiries as well as those from other jurisdictions. In line with the aspiration of the Government to promote community based family support and early intervention, the course aims to promote an ecological perspective on the assessment of the needs of children and families.

Course Structure

The Postgraduate Diploma in Child Protection and Welfare spans one academic year, during which students spend nine weeks part-time in the university. Full attendance at all classes is compulsory. Absence is excused only on medical certification*, and attendance lists will be kept. The award of Diploma will be made only on the basis of full attendance. *Absence of greater than fifteen days on medical certification will require the student to apply to the Dean of Graduate Studies for permission to repeat all or part of the course.

Course Content

The course consists of six modules; Child Protection Perspectives and Practices, Interventions with Children and Families, Law, Contemporary Issues, Child Development and Research Methods. Each of the modules is comprised of courses on relevant topics; teaching and learning is through the media of lectures, seminars, workshops, online learning, demonstrations, class presentations and study time consisting of reading, researching, data collection and preparing assignments. The Postgraduate Diploma carries 60 ECTs (See Appendix C for a breakdown of ECTs).

Students are encouraged to develop research skills, and are now required to make formal presentations of their project work, in order to promote the dissemination of their course work amongst colleagues in their own agencies. Opportunities for debate and discussion are a core component of the course.

Learning Outcomes

Upon completion of the Postgraduate Diploma in Child Protection and Welfare, successful candidates should be able to demonstrate:

1. That they can apply their knowledge and comprehension, their critical awareness and problem solving abilities, within the context of research, or in the development of professional skills, in broader or multidisciplinary areas related to their fields of study;
2. The ability to meet the requirements of the Child Care Act 1991, the Children Act 2001, the Children First Act 2015, the Children and Family Relationships Act and related legislation through increased knowledge of child care law;
3. An increased base of theoretical and applied knowledge about child abuse;
4. The ability to critically analyse current child protection and welfare policies and practices;
5. A clear understanding of the roles, responsibilities, skills and contributions of the entire child protection and welfare network;

6. An understanding of the impact of negative social factors on parental capacity and child development;
1. The ability to complete a clearly written innovative practice project that demonstrates an integration of new learning to the student's work within his or her organization.

7. Course Contributors

Eimear Berry

Eimear is a teacher with a background in working with socially excluded children. She has taught at primary, post-primary and third level. From 1992 to 2002 she worked with the Dept of Education and Science's (DES) Traveller Education Advisory Service. She completed a M.Sc. in Child Protection and Welfare at TCD in 2003.

Over the past 10 years she has worked with the DES Professional Development Service where, as part of her work, she designed and delivered training programmes in child protection and welfare to school principals, teachers, ancillary staff and student teachers. Eimear has tutored on the Postgraduate Diploma in Child Protection and Welfare since 2007 and is a member of the National Review Panel.

Sonya Bruen

Sonya Bruen is a Senior Associate with Mason Hayes & Curran where she practices in the area of Public Law with specific focus on Child Protection and Welfare. Mason Hayes & Curran is one of a number of firms acting for Tusla Child and Family Agency in Public Care Proceedings. Sonya qualified as a Social Worker from the undergraduate NQSW programme in Trinity College Dublin in 2000 and practiced as a social work practitioner for the SWAHB/ HSE for 6 years in the area of Child Protection and Welfare. Sonya re-trained as a solicitor in 2009 and has been working with Mason Hayes & Curran since 2011 where she is part of a team who advise and represent social work practitioners in District Court applications under the Child Care Act 1991.

Dr. Mary Kelleher

Mary worked in Child Protection Social Work at the HSE for three years and mental health social work at St. John of God's Services and the HSE for sixteen years. Mary completed her Phd at UCD in 2017 on the impact of a diagnosis of psychosis on family communication and intimacy.

Mary is currently employed as a senior mental health social worker at the HSE in North Dublin. Mary has an interest in groupwork and family work in mental health. Mary is currently engaged in two research projects:

including an HSE/Maynooth University funded project, to develop and evaluate a new model of multi-family groupwork for families in the context of parental mental health difficulties and an HSE funded study on service users and families subjective experience of negative symptoms of psychosis

Mary currently teaches modules on mental health and group work on the Master's in Social Work programme at TCD and on group work on the Bachelor's in Social Work programme. Mary also contributes to teaching on the UCD Masters in Social Work programme.

Trevor Spratt

Trevor Spratt is Professor in Childhood Research and Director of the Trinity Research in Childhood Centre at Trinity College, Dublin, Ireland. He is a qualified social worker and spent some years in social work practice with children and families in Northern Ireland. Since the late 1990s he has worked as a researcher and lecturer in universities, first in the University of Ulster, then Queen's University Belfast, before taking up his present position in 2014. His work is centred on three key areas; decision making in child protection and welfare work, international comparisons of child protection and welfare systems and the impact of adversities encountered in childhood on later life outcomes. He is involved in the management of the longitudinal study *Growing Up in Ireland* and leads a multidisciplinary research centre with over 200 members. www.tcd.ie/tricc/

Dr Catherine Conlon

Catherine is Asst Prof in Social Policy at the School of Social Work and Social Policy, Trinity College Dublin. Her research interests are: gender, sexuality and reproductive health; intergenerational family relations; sexual socialization and; critical qualitative methodologies. Her teaching areas currently include Families and Social Policy, Introduction to Social Policy and Research Methods. She has a strong track record of applied policy research including for the HSE Crisis Pregnancy Programme/Crisis Pregnancy Agency, the Equality Authority and the Combat Poverty Agency. She co-authored, with Evelyn Mahon and Lucy Dillon *Women and Crisis Pregnancy* published by Government Publications in 1998. Academic publications include lead authored articles in *Gender & Society* (Women (Re)Negotiating Care across Family Generations: Intersections of Gender and Socioeconomic Status. 28, (5) 729-751, 2014.) and *Qualitative Research (Emergent Reconstruction' in Grounded Theory: Learning from Team Based Interview Research. 15, (1) 39-56, 2015)*. She co-edited (with Aideen Quilty and Sinead Kennedy) *The Abortion Papers Ireland Volume Two* published by Cork University Press in 2015. An interest in innovative translation of applied policy research led to a translation of her PhD research with women concealing pregnancy into an Opera performance in collaboration with colleagues in Music and English entitled '*The Pregnant Box*'. Her current research focuses on women's experiences of using the Irish abortion care services introduced in January 2019.

James Forbes

Director of Social Care in ChildVision, the National Education Centre for Blind Children, James is a qualified social care worker whose professional and research interests include the social construction of disability and child protection and children with disabilities. He holds a level 9 Diploma in Professional Regulation, undergraduate degrees in Social Care, in Law and in Education, an MA in Education and a Masters in Law (LLM). He completed TCD's Postgraduate Diploma in Child Protection and Welfare in 2011 and the MSc in Child Protection and Welfare in 2012. James lectures on the Social Care honours degree course in the Institute of Technology, Tallaght and is an extern lecturer with the University of Worcester. A member of both CORU'S Social Care Registration Board and CORU's governing body, he is also a committee member of Child Protection Ireland and sits as a Disability Federation of Ireland representative on HIQA's provider forum. In 2016 James was awarded a scholarship from DCU to study for a PhD in Law.

Robbie Gilligan

Robbie is Professor of Social Work and Social Policy at Trinity College Dublin. He is founder of the PGD and MSc Child Protection and Welfare, TCD. He is also a Fellow of Trinity College Dublin. He is a registered social worker and has also been a youth worker, and foster carer. He has been a board member of, and consultant to, various social service organisations. In relation to professional practice, he has a particular commitment to strength and resilience based perspectives in work with children and families. His research interests include children and young people in state care and care leavers, social support, resilience, the experiences of migrant children and of children with disabilities. A full list of his publications (books, journal articles and chapters) is available at <https://www.tcd.ie/research/profiles/?profile=rgillign>. Some of his work has been translated into French, German, Norwegian and Spanish. He has served as President of Childwatch International Research Network (2009-2013), and is a member of the Board of the European Scientific Association for Residential and Foster Care, and a member of INTRAC – The International Research Network on Transitions to Adulthood from Care. He is also a member of the Editorial Board of the journals, Child Abuse and Neglect, Child Indicators Research, European Journal of Social Work, Irish Journal of Applied Social Studies and Scottish Journal of Residential Child Care and of the Advisory Boards of the journals, Children and Society and Adoption and Fostering.

Aidan Mc Givern

Aidan Mc Givern is the Principal Social Worker in the National Drug Treatment Centre and has held this post for nineteen years. He qualified both as a Social Worker in Bangor University in 1990 and with a MA in Social Work. Aidan also holds post graduate qualifications in Criminology, Social Work supervision and Mediation. He was previously employed as a Social Worker and Team Leader in the Eastern Health Board.

Siobhán Greene

Siobhán graduated from the University of Ulster at Coleraine in 1992 with a BSc in Social Psychology with Sociology. She worked with adults as an Aftercare Development Worker in Meath area where she was responsible for the development and provision of an aftercare service. She completed her M.Sc. in Child Protection and Welfare in 2002. In 2003 she moved to work with Barnardos to set up and manage a Family Welfare Conference Project in in 2005 moved into the new national position responsible for overseeing programme design, training and practice development within Barnardos. In 2016, Siobhan became Assistant Director of Children's Services managing Barnardos services in the Dublin North region.

Stephanie Holt

A graduate of the MSc in Child Protection and Welfare, Stephanie is an Associate Professor in the School of Social Work & Social Policy, Trinity College Dublin. Her academic and research interests include; domestic violence, intimate partner homicide and risk assessment, child contact, child care and family support. She has a particular interest in ascertaining and representing the voice of the child in research. Stephanie is a founding member of the European Conference on Domestic Violence which has taken place in Belfast (2015); Porto (2017) and more recently Oslo (2019). Significant among her publications, she was lead editor on the first European text on domestic violence (2018) and has also co-edited a double special edition of the Journal of Family Violence on 'European Research on Children's Experiences of Domestic Violence'.

Stan Houston

Stan Houston has over 40 years' experience in the field of child welfare, combining employment as a social work practitioner and manager in west Belfast for over 20 years and a later period as a social work academic lecturing in the University of Ulster, Queen's University Belfast and latterly, Trinity College Dublin. His academic interests lie in the application of theory to practice: an interest reflected in his scholarship to date.

Patricia O'Connell

Patricia is an accredited Child and Adolescent Psychotherapist, Child Attachment Interviewer and registered Marte Meo therapist. She completed the M.Sc. in Child and Adolescent Psychoanalytic Psychotherapy at TCD in 1997. Her original background is in education and for 13 years she worked in a Community setting with a Youth and Family Project, based in a primary school with DEIS status. As part of a multidisciplinary team she supported planning and intervention for young people and their families. She also designed and implemented Early Intervention and Preventative Programmes through the Schools Completion Service. She is a committee member and lecturer with the Irish Institute for Child and Adolescent Psychotherapy and a member of the National Review Panel. Patricia runs a private practice and her work interests lie in the attachment between parent / carer and child with the aim of enhancing their experience of home, school and community life.

Nicola O'Sullivan

Nicola has worked with children and families for 18 years. She was clinical manager of a Parent and Baby Assessment and Treatment Unit for four years and worked in community and residential settings prior to that. Nicola has a Degree in Youth & Community Work from UCC, a Masters in Child Protection and Welfare from TCD and a Professional Doctorate in Social Care and Emotional Wellbeing from the Tavistock and Portman NHS Trust in London. Nicola has completed training at the Anna Freud Centre on attachment, infancy and parenting. Nicola is a partner at Caidreamh, Family and Practitioner Assessment and Therapeutic Services in Cork.

Paul Sargent

Paul has over twenty years' experience working with young people in the criminal justice system in Ireland.

He completed his PhD in the School of Social Work and Social Policy at Trinity College Dublin in 2010.

His research interests include the history and development of the Irish Juvenile Justice and Welfare systems.

He is author of 'Wild Arabs and Savages', the first history of the Irish juvenile justice system.

Siobhan Young

Siobhan currently works in the Quality Assurance Directorate in Tusla supporting the implementation of risk and incident management policies. She previously worked as an investigator in the Ombudsman for Children's Office and before that held policy roles in the Department of Children and Youth Affairs and Youth Justice. Siobhan completed the Postgraduate Diploma in Child Protection and Welfare in 2009 and completed a PhD by research in the Department of Social Work and Social Policy in 2014 called *Children in Special Care and Detention: Someone Else's Problem*. She has worked a tutor on the CPAW postgraduate diploma since 2009.

8. Course Modules

The programme consists of six modules as follows:

Code	Module title	Activities	Assignments	ECTS
SS7130	Child Protection Perspectives and Practices	Lectures, seminars	Essay, 2,500 - 3000 words	10
SS7131	Interventions with children and families	Lectures, seminars twinning visits, agency profiles and class presentations	Essay on personal framework for practice (2,500 – 3000 words)	10
SS7132	Law	Lectures	Essay	10
SS7133	Contemporary Issues	Lectures and seminars	Reading for class discussion	5
SS7134	Child Development	Lectures on child development and workshops on direct work with children		5
SS7135	Research Methods	Lectures and tutorials	Review of research article demonstration practice project, class presentation of project	20
Total	6 modules		3 essays, 1 project	60

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

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 as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 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, assessments and examinations.

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. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

9.1 Modules SS7130 Child Protection: Perspectives and Practice

Lecturers: Trevor Spratt, Stan Houston, Stephanie Holt, Aidan McGivern, Mary Kelleher James Forbes

This module consists of classes on child protection policy and practices. Topics covered include; child protection policy and practice, and the impact on children's safety and welfare of domestic violence, parental drug misuse, alcohol misuse, mental health problems, disability and issues concerning the disclosure, assessment and treatment of child sexual abuse.

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

- ❖ A critical understanding of child protection policy
- ❖ Knowledge of the full range of national procedures and protocols in respect of vulnerable and at-risk children
- ❖ In-depth knowledge of the range of Irish children's services including innovative programmes
- ❖ An increased evidence base on the impact of parental factors on the welfare of children
- ❖ The ability to write an essay demonstrating of new learning on child protection practices and perspectives

9.1.1 Child Protection and Practices

Lecturers: Trevor Spratt, Stan Houston

These lectures address the challenges involved in identifying and responding to the needs of children. The course begins with an outline of the historical antecedents to today's child protection and welfare system, including definitional issues, historical and cultural contexts and the contemporary influences of politics/media and public opinion on current work with children and families. Sessions are devoted to child neglect, child physical abuse and child sexual abuse. We further draw attention to the contemporary developments in research in child protection and how these may inform interventions, including assessment of parenting and decision-making.

Recommended Reading

The list below consists mainly of general readings, including books, reviews, policy documents and reports. Apart from specialised lists, the reading list below consists mainly of published texts and policy reports. Most peer reviewed child protection research is published in the form of journal articles. It is expected that students will identify and source peer reviewed journal articles themselves through the library databases. Some materials, as well as handouts from lectures will be uploaded to Blackboard. To access Blackboard, type <http://mymodule.tcd.ie>, log in with your username and password

As well as conducting key word searches, students are advised to regularly review the websites of relevant journals such as:

- ❖ Child and Family Social Work (Wiley-Blackwell)
- ❖ Child Abuse Review (Wiley Blackwell)
- ❖ Critical Social Policy (Sage)
- ❖ Child Abuse and Neglect (Elsevier)
- ❖ Child Care in Practice (Routledge)
- ❖ Children and Youth Services Review (Elsevier)
- ❖ British Journal of Social Work (Oxford University Press)
- ❖ Irish Journal of Family Law (Round Hall)

Note:

Special edition of *Social Science*, an open access journal on 'Contemporary Developments in Child Protection', Volume 3, 2014 available at :

http://www.mdpi.com/journal/socsci/special_issues/child_protection

Special edition of *Child Abuse Review*, Volume 23 issue 4 2014 on child neglect, available (to registered TCD students) at:

<http://onlinelibrary.wiley.com/doi/10.1002/car.v23.4/issuetoc>

Useful web-based resources:

North South Child Protection Hub	www.nspch.com	Ireland
Tusla (Child and Family Agency monthly and quarterly data)	http://www.tusla.ie/data-figures	Ireland
Children Acts Advisory Board	www.caab.ie	Ireland
Department of Children and Youth Affairs Children's Funded Research Programme	http://www.dcy.gov.ie/viewdoc.aspx?fn=%2Fdocuments%2FResearch%2FChildrenFundedResearchProg.htm&mn=resc&nID=2	Ireland
HSE Library	www.lenus.ie	Ireland
Children's database	www.childrensdatabase.ie	Ireland
Centre for Effective Services	www.effectiveservices.org	Ireland
Child Law Reporting Project	http://www.childlawproject.ie/	Ireland
NSPCC	www.nspcc.org.uk	England and Wales
Research in Practice	www.rip.org.uk	UK
The California Evidence Based Clearinghouse for Child Welfare	www.cachildwelfareclearinghouse.org	USA
National Data Archive on Child Abuse and Neglect	www.ndacan.cornell.edu/NDACAN	USA
National Child Protection Clearinghouse	www.aifs.gov.au/nch	Australia
Australian Clearinghouse for Youth Studies	www.acys.info	Australia
The Campbell Collaboration	www.campbellcollaboration.org	Norway/International
ISPCAN	www.ispcan.org	USA/International
Social Care Institute for Excellence	www.scie.org.uk	UK
Child Welfare League of America	www.cwla.org/default.htm	USA
The Cochrane Collaboration	www.cochrane.org	UK/International
Nurse Family Partnership	www.nursefamilypartnership.org	USA
Triple P Parenting Programme	www.26.triplep.net	International
The Incredible Years	www.incredibleyears.com	International

General Readings

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9.1.2 The Impact of Domestic Violence on Children

Lecturer: Stephanie Holt

This module consists of five sessions, beginning with an overview of domestic violence including an examination of the prevalence, dynamics and different forms of violence and relationships in which it occurs. While the impact of this experience on all those who live with violence is explored (children, women and men), the second session will focus specifically on the child's experience, taking a systemic and child centred approach to understanding impact and informing practice responses in a holistic and community based setting. The impact of domestic abuse on parenting (both mothering and fathering) are critiqued in the third session while the particular challenges and concerns for child protection and welfare in the context of post-separation contact are explored in the fourth session. Finally, the fifth session highlights the relevance of domestic abuse for intimate partner homicide. The issues and dilemmas facing child protection and welfare practitioners in responding to these complex issues, with a particular focus on Coercive Control, will be explored throughout the five sessions.

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General Overview, Trends, Patterns, Theoretical Perspectives

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- Proctor, E., K. (2012) Decision making in social work practice. *Social Work Research*, 26, (1).
- Radford, J., Harne, L., & Trotter, J. (2006) 'Disabled women and domestic violence as violent crime in practice.' *Journal of the British Association of Social Workers*, 18, 4, 233-246.
- Rivett, M., and Kelly, S. (2006). From awareness to practice: Children, domestic violence and child welfare, *Child Abuse Review*, 15, 224-242
- Saunders, H. and Barron, J. (2003) *Failure to Protect? Domestic Violence and the Experiences of Abused Women and Children in the Family Courts*, Bristol: WAFE
- Scourfield, J.B. (2001) Constructing women in child protection work, *Child & Family Social Work* 6(1), 77-87
- Shepard, M. Raschick, M. (1999) 'How Child Welfare Workers Assess and Intervene Around Issues of Domestic Violence', *Child Maltreatment*, 4, 148-156

- Stanley, N., Miller, P., Richardson-Forrester, H. (2011) 'A Stop-Start Response: Social Services' Interventions with Children and Families Notified following Domestic Violence Incidents', *British Journal of Social Work*, 41, 296-313
- Stokes, J. & Schmidt, G. (2012) Child Protection Decision Making: A Factorial Analysis Using Case Vignettes. *Journal of Social Work*, 57, 83-90.
- Strega, S., Fleet, C., Brown, L., Dominelli, L., Callahan, M. and Walmsley, C. (2008) 'Connecting father absence and mother blame in child welfare policies and practice', *Children and Youth Services Review*, 30(7), 705-716
- Taylor, B., J (2013) *Professional Decision Making and Risk in Social Work* (2nd edn). Sage, London.
- Thiara, R.K., Hague, G., Bashall, R., Ellis, B., Mullender, A. (2012) *Disabled Women and Domestic Violence: Responding to the Experiences of Survivors*. London:JKP.

9.1.3 Substance Misuse and Its Impact on Family Life

Seminar 1: Promoting the Welfare of Children of Problem Drinkers

Lecturer: Aidan Mc Givern

Aims:

- ❖ To look at the debates and controversies surrounding the labelling or conceptualisation of drinking problems in diagnostic systems
- ❖ To explore the precise mechanisms whereby parental drinking problems can have a negative impact on children
- ❖ To identify the capacity for generic or non-specialist human service professionals to work directly with problem drinkers – as opposed to referring such clients to specialist alcohol services

Recommended Reading

Classification of Alcohol-Related Problems and Dependence

Babor, T. et al. (2001), *AUDIT: Alcohol Use Disorders Identification Test – Guidelines for Use in Primary Care* (2nd ed.) (Geneva: World Health Organisation, 2001)

Babor, T. et al. (2010) *Alcohol – No Ordinary Commodity: research and public policy* (2nd ed.) (Oxford University Press)

West, R. (2013), *Models of addiction*. (Lisbon: European Monitoring Centre for Drugs and Drug Addiction)

Irish Alcohol Consumption and Associated Problems

Hope, A. and Butler, S. (2010) 'Changes in consumption and harms, yet little policy progress: Trends in alcohol consumption, harms and policy – Ireland 1990-2010', *Nordic Studies on Alcohol and Drugs*, 27, 479-495

Long, J. and Mongan, D. (2014) *Alcohol Consumption in Ireland 2013: analysis of a national alcohol diary survey* (Dublin: Health Research Board)

Mongan, D. et al. (2007), *Health-related consequences of problem alcohol use* (Dublin: Health Research Board)

Mongan, D., Hope, A. and Nelson, M. (2009) *Social consequences of harmful use of alcohol in Ireland* (Dublin: Health Research Board)

Steering Group Report on a National Substance Misuse Strategy (2012) (Dublin: Department of Health)

Impact of Parental Drinking Problems on Children

Hope, A., Barry, J. and Byrne, S. (2018) *The Untold Story: harms experienced in the Irish population due to others' drinking* (Dublin: Health Service Executive)

Shannon, G. (2017) *An audit of the exercise by an Garda Síochána of the provisions of Section 12 of the Child Care Act 1991* (www.garda.ie)

- Holmila, M. and Thom, B. (2017) 'Harms to children: manifold, serious and long-lasting', *Drugs: education, prevention and policy*, 24, 1-2.
- Alexanderson, K. and Nasman, E. (2017) 'Children's experiences of the role of the other parent when one parent has addiction problems', *Drugs: education, prevention and policy*, 24, 32-39.
- Bennett, L., Wolin, S. and Reiss, D. (1988) 'Deliberate Family Processes: a strategy for protecting children of alcoholics', *British Journal of Addiction*, 83, 821-829
- Butler, S. (2009) 'Promoting the Welfare of Children of Problem Drinkers', *Child Links (The Journal of Barnardos' Training and Resource Service) issue 3 (2009)*, 2-8
- Forrester, D. and Harwin, J. (2011) *Parents Who Misuse Drugs & Alcohol: Effective Interventions in Social Work & Child Protection* (Chichester: John Wiley)
- Hope, A. (2011) *Hidden Realities: Children's Exposure to Risks from Parental Drinking in Ireland* (Letterkenny: North-West Alcohol Forum)
- Valentine, G., Jayne, M., Gould, M. and Keenan, J. (2010) *Family Life and Alcohol Consumption: A study of the transmission of drinking practices* (York: Joseph Rowntree Foundation)
- Velleman, R. and Orford, J. (1999) *Risk & Resilience: Adults Who Were the Children of Problem Drinkers* (Amsterdam: Harwood Publishers)

Organising Health and Social Service Responses to Alcohol-Related Problems

Reducing Harm, Supporting Recovery: A Health-Led Response to Drug and Alcohol Use in Ireland, 2017-2025 (www.doh.ie)

- Butler, S. and Loughran, H. (2015) 'Substance Misuse and Irish Social Work: Must Do Better?' in Christie, A., Featherstone, B., Quin, S. and Walsh, T. (eds), *Social Work in Ireland: Changes and Continuities*. (London: Palgrave Macmillan), 195-211.
- Copello, A., Templeton, L., Orford, J. and Velleman, R. (2010) 'The 5-Step Method: Principles and practice', *Drugs: education, prevention and policy*, 17 (S1), 86-99
- Corrigan, D. and O'Gorman, A. (2007) *Report of the HSE Working Group on Residential Treatment and Rehabilitation (Substance Users)* (Dublin: Health Service Executive)
- Loughran, H., Hohman, M. and Finnegan, D. (2010) 'Predictors of Role Legitimacy and Role Adequacy of Social Workers Working with Substance-using Clients', *British Journal of Social Work*, 40, 239-256
- Raistrick, D., Heather, N. and Godfrey, C. (2005) *Review of the effectiveness of treatment for alcohol problems* (London: National Treatment Agency)
- McCambridge, J. and Cunningham, J. (2014) 'The early history of ideas on brief interventions for alcohol', *Addiction*, 109, 538-546.

Seminar 2: Motivational Interviewing (MI)

Lecturer: Aidan Mc Givern

Aims:

- ❖ To offer a brief introduction to the theory and practice of MI

- ❖ To compare and contrast MI with other popular approaches to alcoholism counselling (e.g. the Minnesota Model)
- ❖ To consider the practical value of MI for generic workers

Recommended Reading

- Miller, W. (2016) 'Sacred Cows and Greener Pastures: Reflections from 40 Years in Addiction Research', *Alcoholism Treatment Quarterly*, 34, 92-115.
- Forrester, D. et al. (2008) 'Child Risk and Parental Resistance: Can Motivational Interviewing Work with Parental Alcohol Misuse?', *British Journal of Social Work*, 38, 1302-1319
- Hohman, M. (2011) *Motivational Interviewing in Social Work Practice* (London: Guilford Press)
- Miller, W. and Rollnick, S. (2013) *Motivational Interviewing: helping people change* (3rd ed.) (London: Guilford)
- Miller, W., Forcehimes, A. and Zweben, A. (2011) *Treating Addictions: a guide for professionals* (London: Guilford)

Seminar 3: Prevention of Alcohol and Drug Problems in Children and Young People
Lecturer: Aidan Mc Givern

Aims:

- ❖ To review the historic evolution of 'substance misuse' prevention programmes amongst young people in Ireland and elsewhere
- ❖ To explore the differences between information-based and skills-based approaches to school prevention programmes
- ❖ To present a model of prevention (specifically the Strengthening Families Programme) which may be deemed 'evidence-based' (i.e. aims are clearly stated and means tested and adjusted to ensure maximum effectiveness and efficiency)
- ❖ To differentiate between risky or harmful drug use and 'recreational' drug use in adolescents and young adults, and to identify the most potent risk factors for problem drug use

Recommended Reading

- ESPAD Group (2016) *ESPAD Report 2015: Results from the European School Survey Project on Alcohol and Other Drugs*. (Luxembourg: Publications Office of the European Union).
- Aldridge, J., Measham, F. and Williams, L. (2011) *Illegal Leisure Revisited: changing patterns of alcohol and drug use in adolescents and young adults* (London: Routledge).

- O’Gorman, A. (2016) ‘Chillin, buzzin, getting mangled, and coming down: Doing differentiated normalisation in risk environments’, *Drugs: education, prevention and policy*, 23, 247-254.
- Kelly, C., Gavin, A., Molcho, M. and Nic Gabhainn, S. (2012) *The Irish Health Behaviours in School-aged Children (HBSC) Study 2010* (Dublin: Department of Health)
- Holm, S. and Tolstrup, J. (2018) ‘PASS: School-based prevention addressing cannabis culture-relationships’, *Drugs: education, prevention and policy*, 25, 164-171.
- Hibbell, B. et al. (2012) *The 2011 ESPAD Report: Substance Use Among Students in 36 European Countries* (Stockholm: Swedish Council for Information on Alcohol and Other Drugs).
- Gossop, M. (2013) *Living with Drugs* (7th ed.) (Farnham: Ashgate).
- Nutt, D. (2012) *Drugs Without the Hot Air: minimising the harms of legal and illegal drugs* (Cambridge: UIT)
- Midford, R. et al. (2018) ‘Alcohol prevention for school students: results from a 1-year follow-up of a randomised controlled trial of harm minimisation school drug education’, *Drugs: education, prevention and policy*, 25, 88-96.
- Kumpfer, K. and Hansen, W. (2014) ‘Family-Based Prevention Programs’ in Scheier, L. and Hansen, W. (eds.) *Parenting and Teen Drug Use: The most recent findings from research, prevention and treatment* (Oxford University Press), pp. 166-192
- ‘Doing it together strengthens families and helps prevent substance use’, *Drug and Alcohol Findings*, 10 (2004), 16-21.
- Morgan, M. (2001) *Drug Use Prevention: an overview of research* (Dublin: Stationery Office)

Seminar 4: The Impact of Parental Drug Use on Children
Lecturer: Aidan Mc Givern

Two seminars will examine a range of issues in relation to the impact of drug use on parents, children and families.

Aims:

- ❖ To identify the impact of parental drug use (particularly heroin use) on children of users
- ❖ To explore social workers’ assessment styles and decision making in relation to parental capacity and child welfare in such situations
- ❖ To describe and assess the potential for treatment and rehabilitation systems – both abstinence-based and harm reduction-based – to contribute to the welfare of children of problem drug users

Recommended Reading

- Barnard, M. (2006) *Drug Addiction and Families*, London: Jessica Kingsley
- Buchanan, J. and Corby, B. (2005) “Drug misuse and safeguarding children: a multi-agency approach” in Carnwell, R. & Buchanan, J. (eds) *Effective Practice in Health and Social Care A Partnership Approach*, Maidenhead: Open University Press, pp.163 – 179

- Forrester, D. and Harwin, J. (2011) *Parents who misuse drugs and alcohol Effective interventions in social work and child protection*. UK: Wiley-Blackwell
- Gifford, E., Eldred, L., Vernerey, A. and Sloan, F. (2014) 'How does family drug treatment participation affect child welfare outcomes?', *Child Abuse and Neglect*, 38, 1659-1670
- Harbin, F. and Murphy, M. (eds.) (2000), *Substance Misuse & Child Care: how to understand, assist & intervene when drugs affect parenting*, Dorset: Russell House
- Harwin, J., Alrouh, B., Ryan, M. and Tunnard, J. (2014) *Changing Lifestyles, Keeping Children Safe: an evaluation of the first Family Drug and Alcohol Court (FDAC) in care proceedings*, (London: Brunel University)
- Horgan, J. (2011) *Parental Substance Misuse: Addressing its Impact on Children (a review of the literature)*, (Dublin: National Advisory Committee on Drugs / Stationery Office)
- Kroll, B. and Taylor, A. (2003) *Parental Substance Misuse and Child Welfare*, London: Jessica Kingsley Press
- Scaife, V. (2008) 'Maternal and Paternal Drug Misuse and Outcomes for Children: Identifying Risk and Protective Factors', *Children & Society*, Vol 22, pp. 53-62

Seminar 5: The Role of Grandparents as Carers in Situations of Parental Substance Misuse
Lecturer: Megan O'Leary

This seminar will present the findings of a recently-published research project which looked at the experiences of grandparents who had become full-time carers for their grandchildren due to parental substance misuse. It will focus on the direct stresses and strains involved in the provision of child care by older adults in these circumstances, and on the indirect difficulties reported by grandparents in their dealings with child protection and welfare professionals and with other statutory systems which provide financial support for such carers.

Recommended Reading

O'Leary, M. and Butler, S. (2015) 'Caring for Grandchildren in Kinship Care: What difficulties face Irish grandparents with drug-dependent children?', *Journal of Social Work Practice in the Addictions*, 15, 352-372.

Templeton, L. (2012) 'Dilemmas facing grandparents with grandchildren affected by parental substance misuse', *Drugs: education, prevention and policy*, 19, 11-18

misuse', *Drugs: education, prevention and policy*, 19, 11-18

9.1.4 Parental Mental Health and the Family

Lecturer: Dr. Mary Kelleher

This course consists of three seminars as follows:

Seminar 1: Mental Health and Families.

Aims:

- To examine models of understanding mental health and contemporary intervention approaches.
- To examine the current legal and policy context to mental health care provision in Ireland.
- To critically analyse theoretical perspectives on parenting, attachment and mental health and how these impact on contemporary approaches to service delivery for families.

Seminar Two: Parental Mental Health Difficulties.

Aims:

- To review the current knowledge base regarding the prevalence, nature and impact of parental mental health difficulties on the whole family.
- To consider the experience of parents attending mental health services – Service User Input.
- To consider approaches to assessing the needs of families experiencing parental mental health difficulties.
- To examine contemporary approaches to assessment and management of risk to children in this context.

Seminar 3: Supporting Families Effectively

Aims:

- To critically review current International best practice guidelines in this area.
- To examine the challenges to effective interdisciplinary work and how these can be addressed.
- To critically examine some contemporary Irish practice models for supporting families in the context of parental mental health difficulties - Practitioner input.

Recommended Reading

Seminar One: Mental Health and Families.

Bland, R. and Forster, M. (2012) Families and mental illness: Contested perspectives and implications for practice and policy, *Australian Social Work*, 65 (4), 517-34.

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

Department of Health and Children (Ireland). Expert Group on Mental Health Policy (2006) *A Vision for Change*. Dublin: Stationery Office.

Fadden, G. & Smith, J., (2009). Family work in early psychosis. In F. Lobban & C. Barrowclough, *A Casebook of Family Interventions for Psychosis*. Chichester: Wiley and Sons.

Mental Health Act, 2001. Available online at:

<http://www.irishstatutebook.ie/eli/2001/act/25/enacted/en/html>

Mental Health Commission Website: <http://www.mhcirl.ie/>

National Institute for Health and Clinical Excellence (NICE) (2014) *Psychosis and Schizophrenia in Adults: Prevention and Management. National Clinical Practice Guidelines*. (CG178). London: NICE.

Pilgrim, D. and McCranie, A. (2013) *Recovery and Mental Health. A Critical Sociological Account*. London: Palgrave MacMillan.

Tew, J. (2011) *Social Approaches to Mental Distress*. Palgrave Macmillan. Basingstoke: Palgrave Macmillan.

Wyder, M. and Bland, R. (2014) The recovery framework as a way of understanding families' responses to mental illness: Balancing different needs and recovery journeys, *Australian Social Work*, 67 (2), 179-96.

Sayce, L. (2000) *From Psychiatric Patient to Citizen: Overcoming Discrimination and Social Exclusion*. 2nd edition. Basingstoke, Hampshire: MacMillan Press Ltd.

Seminar Two: Parental Mental Health Difficulties.

Aldridge, J. (2006). 'The Experiences of Children Living with and Caring for Parents with Mental Illness'. *Child Abuse Review*, 15, pp. 79-88.

Devlin, J.M. and O'Brien, L.M. (1999) 'Children of parents with mental illness: an overview from a nursing perspective'. *Australian and New Zealand Journal of Mental Health Nursing*, 8(1), March 1999, pp. 19-29.

Cowling, V., McGorry, P. D., & Cowling, V. (2012). Parental mental illness is a family matter. *Medical Journal of Australia*, 196(7), 5.

Gladstone, B.M., Boydell, K.M. and McKeever, P. (2006). 'Recasting research into children's experiences of parental mental illness: Beyond risk and resilience.' *Social Science and Medicine*, 62, pp. 2540-2550.

Grove, C., Melrose, H., Reupert, A., Maybery, D., & Morgan, B. (2015). When your parent has a mental illness: Children's experiences of a psycho-educational intervention. *Advances in Mental Health*, 13 (2), 127-138.
doi:10.1080/18387357.2015.1063637

Mowbray, C.T., Bybee, D., Oyserman, D., MacFarlane, P. and Bowersox, N. (2006). 'Psychosocial outcomes for adult children of parents with severe mental illness: Demographic and clinical history predictors'. *Health and Social Work*, 31(2), May 2006, pp. 99-108.

Reupert, A., & Maybery, D. (2016). What do we know about families where a parent has a mental illness: A systematic review. *Child & Youth Services*, 37(2), 98– 111.

Riebschleger, J. (2004). 'Good Days and Bad Days: The Experiences of Children of a Parent with a Psychiatric Disability'. *Psychiatric Rehabilitation Journal*, 28(1), Summer 2004, pp. 25-31.

Somers, V. (2007). 'Schizophrenia: The Impact of Parental Illness on Children'. *British Journal of Social Work*, 37(8), pp. 1319-1334.

Lyden, J. (2001). *Daughter of the Queen of Sheba*. London: Virago.

Fox, J.R. (2012). 'Best Practice in Maternity and Mental Health Services? A Service User's Perspective.' *Schizophrenia Bulletin*, 38(4), pp. 651-656.

Montgomery, P., Mossey, S., Bailey, P. and Forchuk, C. (2011). 'Mothers with Serious Mental Illness: Their Experience of "Hitting Bottom"'. *International Scholarly Research Network Nursing*, 2011, Article ID 708318.

Philips, N. and Hugman, R. (1999). 'The user's perspective: the experience of being a parent with a mental health problem' in A. Weir and A. Douglas (eds), *Child Protection and Adult Mental Health*. Woburn: Butterworth –Heinemann. Chapter 10, pp. 96-108

Ackerson, Barry J. (2003). 'Parents with serious and persistent mental illness: Issues in assessment and services', *Social Work*, 48(2), pp. 187-94

Barbour, R.S., Stanley, N., Penhale, B. & Holden, S. (2002). 'Assessing risk: professional perspectives on work involving mental health and child care services'. *Journal of Interprofessional Care*, 16(4), pp. 323-334.

Beck-Sander, A. (1999). 'Working with parents with mental health problems: management of the many risks' in A. Weir and A. Douglas (Eds.), *Child Protection and Adult Mental Health*. Woburn: Butterworth-Heinemann. pp. 69-77.

Beresford, P. (2000). 'Service users' knowledges and social work theory: conflict or collaboration?' *British Journal of Social Work*. Vol 30(4): 489-503.

Davidson, L., Rowe, M., Tondora, J., O'Connell, M. J., & Lawless, M. S. (2008). *A practical guide to recovery-oriented practice: Tools for transforming mental health care*. Oxford University Press.

Carson, D. and Bain, A. (2008). *Professional Risk and Working with People, Decision-making in Health, Social Care and Criminal Justice*. London: Jessica Kingsley Publishers.

Hetherington, R., Baistow, K., Katz, I., Mesie, J. and Trowell, J. (2002). *The Welfare of Children with Mentally Ill Parents: Learning from Inter-Country Comparisons*. Chichester: John Wiley & Sons.

Johnson, K. (2009). 'Safeguarding Children and Mental Health Practice: Experiencing the Field.' In L. Hughes and H. Owen (Eds.), *Good Practice in Safeguarding Children: working effectively in child protection*, London: Jessica Kingsley Publishers. Chapter 9, pp. 163-180.

Precey, G. and Smith, K. (2004). 'The Fabrication and Induction of Illness in Children with Complex Needs: Views from Practice'. *Practice*, Volume 16, Number 4, pp.283-298

Wan, M.W., Salmon, M.P., Riordan, D.M., Appleby, L., Webb, R. and Abel, K.M. (2007). 'What predicts poor mother-infant interaction in schizophrenia?' *Psychological Medicine*, 37(4), April 2007, pp. 537-546.

Seminar Three: Supporting Families Effectively.

Acri, M. C., & Hoagwood, K. E. (2015). Addressing parental mental health within interventions for children: A review. *Research on Social Work Practice*, 25(5), 578-586.

Brown, B., Crawford, P. and Darongkamas, J. (2000). 'Blurred Roles and Permeable Boundaries; the Experience of Multidisciplinary Working in Community Mental Health.' *Health and Social Care in the Community*, 8(6), pp. 425-435.

Darlington, Y., Feeney, J.A. and Rixon, K. (2005). 'Interagency collaboration between child protection and mental health services: Practices, attitudes and barriers.' *Child Abuse & Neglect*, 29(10), pp. 1085-1098.

Devaney, J. (2008). 'Inter-professional Working in Child Protection with Families with Long-

Term and Complex Needs.' *Child Abuse Review*, 17, pp. 242-261.

Donaghy, M (2014). *Think Family Northern Ireland*. Barnardos Childlinks, Issue 2, pp.19-25.

Foster, K., O'Brien, L., and Korhonen, T. (2012). 'Developing resilient children and families when parents have mental illness: A family-focused approach. *International Journal of Mental Health Nursing*, 21(1), pp.3-11.

Goodyear, M., Hill, T.L., Allchin, B., McCormick, F., Hine, R., Cuff, R. and O'Hanlin, B. (2015). 'Standards of practice for the adult mental health workforce: Meeting the needs of families where a parent has a mental illness'. *International Journal of Mental Health Nursing*, 24(2), pp.169-180.

Houlihan, D., Sharek, D., & Higgins, A. (2013). Supporting children whose parent has a mental health problem: an assessment of the education, knowledge, confidence and practices of registered psychiatric nurses in Ireland. *Journal of Psychiatric and Mental Health Nursing*, 20(4), 287-295.

Maybery, D. and Reupert, A. (2009). 'Parental mental illness: a review of barriers and issues for working with families and children'. *Journal of Psychiatric and Mental Health Nursing*, 16, pp. 784-791.

Kirwan, G. (2015). 'Risk Management.' In R. Sheehan and J. Ogloff (Eds.), *Working within the Forensic Paradigm: Cross-discipline approaches for policy and practice*. London: Routledge. Chapter 4, pp. 51-68.

Morrison, T. (2000). 'Working together to safeguard children: challenges and changes for inter-agency co-ordination in child protection'. *Journal of Interprofessional Care*, 14(4), pp. 364-373.

Nicholson, J., Reupert, A., Grant, A., Lee, R., Mayberry, D., Mordoch, E., Stavnes, K. (2015). The policy context and change for families living with parental mental illness. In A. Reupert, D. Maybery, J. Nicholson, M. Gopfert, & M. V. Seeman (Eds.), *Parental Psychiatric Disorder: Distressed Parents and their Families*. 3rd ed., 354-364. London: Cambridge University Press

Parker, E. (1999). 'Professional Challenges and Dilemmas' in A. Weir and A. Douglas (eds) *Child Protection and Adult Mental Health*. Woburn: Butterworth-Heinemann. pp. 23-27.

Siegenthaler, E., Munder, T., & Egger, M. (2012). Effect of preventive interventions in mentally ill parents on the mental health of the offspring: systematic review and meta-analysis. *Journal of the American Academy of Child & Adolescent Psychiatry*, 51(1), 8-17.

Social Policy Research Unit, University of York. Social Care Institute for Excellence. (2009). *Think child, think parent, think family: A guide to parental mental health and child welfare*. London: Social Care Institute for Excellence (SCIE)

Useful Websites for Practice Models and Tools:

<https://emergingminds.com.au/>

<https://fampod.org/>

<http://www.copmi.net.au/>

9.2.1 Family Support and Early Interventions

Lecturers: Robbie Gilligan, Fergal Landy, Carmel Devaney and Tara Kelly

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

- ❖ A critical understanding of the theory underpinning early intervention and family support services
- ❖ The ability to use a strengths based approach which enhances a family's capacity to provide emotional, psychological and physical care and nurturance to their children
- ❖ A grasp of some of the tools necessary for effective family support
- ❖ An awareness of some of the emerging family concerns presenting to child and family welfare practitioners

Social Support and Social Inclusion (Robbie Gilligan)

In this sequence, I aim to help students explore notions of support and the forms it may take. Support may involve relationships, attitudes and activities. There is often a gap between what is intended and what is experienced. Support comes from many sources. One key challenge is whether people can actually feel able to access support that is available. This highlights the need to think about barriers to accessing support - when it is available. Issues addressed will include work with adolescents, with migrant and ethnic minority families, with families in relation to disability. Students will be encouraged to reflect on support work using different lenses, including resilience, recognition theory and the potential ecology of support.

Recommended Reading

Introduction

- Axford, N. and Whear, R. (2008) 'Measuring and Meeting the Needs of Children and Families in the Community: Survey of Parents on a Housing Estate in Dublin, Ireland', *Child Care in Practice*, 14:4, 331 – 353
- Barnes, J., Katz, J. Korbin, I., O'Brien, M. (2006) *Children and Families in Communities: Theory, Research, Policy and Practice* London: Wiley
- Brown, M. (2003) *Helping children feel they belong: A guide to good practice in community based prevention and support work with children and young people at risk of*

- educational disadvantage*. Dublin: Children's Research Centre, Trinity College
- Canavan, J., Dolan, P. and Pinkerton, J. eds. (2000) *Family support : direction from diversity*
London: Jessica Kingsley Publishers
- Canavan, J. (2010) 'Family Support; Policy, Practice and Research into the Future'
Administration, 58 (2), pp. 15-32
- Canavan, J., Coen, L., Dolan, P. and White, L. (2009) Privileging Practice: Facing the
Challenges of Integrated Working for Outcomes for Children, *Children & Society*, Vol.
23, No.5, pp. 377-388
- Daly, M. and Leonard, M. (2002) *Against All Odds – Family Life on a Family Life on a Low
Income in Ireland*, Institute of Public Administration, Dublin
- Department of Children and Youth Affairs (2014) *Better Outcomes Brighter Futures: The
national policy framework for children and young people*, DCYA
[http://www.dcy.gov.ie/documents/cypp_framework/BetterOutcomesBetterFuture
Report.pdf](http://www.dcy.gov.ie/documents/cypp_framework/BetterOutcomesBetterFutureReport.pdf)

- Dolan P. (2010) 'Youth Civic Engagement and Support: Promoting Wellbeing with the Assistance of a UNESCO Agenda' in *Child Well-Being – Understanding Children's Lives*, C. McAuley and W Rose (Eds.), Jessica Kingsley Publishers: UK
- Dolan, P. (2010) 'Children's Rights in Ireland: A Current Perspective on Implementation, from a Past Lens with a View to the Future', *The Irish Human Rights Law Review*, Clarus Press
- Dolan, P., Pinkerton, J and Canavan J. (2006), *Family Support as Reflective Practice*, Jessica Kingsley Publ. London. Ch 6, pp. 123-145
- Ghate, D. and Hazel, N (2002) *Parenting in Poor Environments: Stress, Support and Coping*, London: Jessica Kingsley Publishers
- Gilligan, R. (1999) 'Working with Social Networks: Key resources in helping children at risk' pp. 70 – 91 in M. Hill (ed.) *Effective Ways of Helping Children* London: Jessica Kingsley
- Gilligan, R. (2006) 'Creating a Warm Place Where Children Can Blossom' *Social Policy Journal of New Zealand* 28, July, pp. 36 – 45
- Griggs, J., Tan, J.-P., Buchanan, A., Attar-Schwartz, S. and Flouri, E. (2010), 'They've Always Been There for Me': Grandparental Involvement and Child Well-Being. *Children & Society*, 24: 200–214
- Houston, S. and Dolan, P. (2008) Conceptualising Family Support: Honneth's Theory of Recognition, *Children & Society*
- Jack, G. (2000) 'Ecological Influences on Parenting and Child Development' *British Journal of Social Work*, Volume 30, pp703-720
- Katz, I. and Pinkerton, J. eds. (2003) *Evaluating Family Support: Thinking Internationally, Thinking Critically* London: Wiley
- McKeown, K. and Trutz H., 2006. *The Mental Health of Children and the Factors which Influence It: A Study of Families in Ballymun, Main Report*. Dublin: Kieran McKeown Limited, Social and Economic Research Consultants
- McNamara, T. (ed.) (2010) *Administration Journal. Family Support Services*. Vol. 58, No. 2. Institute of Public Administration of Ireland
- McTernan, E. and A. Godfrey (2006) 'Children's Services Planning in Northern Ireland: Developing a Planning Model to Address Rights and Needs', *Child Care in Practice* 12(3), pp. 219-240
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- Rogers, M. (2012) "They are there for you": The Importance of Neighbourhood Friends to Children's Well-Being *Child Indicators Research* 5, 483-502
- Williams, J et al (2009) *Growing Up in Ireland National Longitudinal Study of children the Lives of nine Year Olds Child Cohort* Dublin: The Stationery Office

Resilience

- Burgon, H.L. (2011) 'Queen of the world': experiences of 'at-risk' young people participating in equine-assisted learning/therapy *Journal of Social Work Practice*, 25, 2 165 – 183
- Gilligan, R. (2017) 'Resilience, Transitions and Youth Leaving Care' Chapter 4 in, Editor(s) Varda Mann-Feder & Martin Goyete, *Leaving Care and the Transition to Adulthood: International Contributions to Theory, Research and Practice*, New York, Oxford University Press, pp.441-451

- Gilligan, R. (2000) *Adversity, resilience and young people: The protective value of positive school and spare time experiences. Children and Society* 14, 1, 37-47
- Gilligan, R. (2003) 'The Value of Resilience as a Key Concept in Evaluating Family Support' ch. 4 in Katz and Pinkerton *op cit*.
- Gilligan, R. (2009) 'Positive Turning Points in the Dynamics of Change over the Life Course' in, editor(s) Mancini, Jay A. and Roberto, Karen A., *Pathways of Human Development: Explorations of Change*, Lanham, Maryland, Lexington Books, 2009, pp15 - 34
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- Jafee, S., Caspi, A, Moffitt, T., Polo-Tomas, M. and Taylor, A. (2007) 'Individual, family, and neighbourhood factors distinguish resilient from non-resilient maltreated children: A cumulative stressors model' *Child Abuse and Neglect* 31, 231 – 253
- Kidd, S. and Davidson, L. (2007) "'You have to adapt because you have no other choice": the stories of strength and resilience of 208 homeless youth in New York City and Toronto' *Journal of Community Psychology* 35, 2, 219-238
- Marriott, C., Hamilton-Giachritsis, C. and Harrop, C. (2013), Factors Promoting Resilience Following Childhood Sexual Abuse: A Structured, Narrative Review of the Literature. *Child Abuse Review* (available electronically)
- Munford, R. & Sanders, J. (2008) Drawing out strengths and building capacity in social work with troubled young women. *Child & Family Social Work*, 13, 2-11
- Pinkerton, J. & Dolan, P. (2007) Family support, social capital, resilience and adolescent coping. *Child & Family Social Work*, 12, 219-228
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Messages from General Reviews of Research

- Buchanan, A. (1999) *What works for troubled children? Family support for children with emotional and behavioural problems*. Barnardos
- Bunting, L., & McAuley, C. (2004) 'Research Review: Teenage pregnancy and motherhood: the contribution of support.' *Child & Family Social Work* 9 (2), 207-215
- Hill, M. (ed.) (1999) *Effective Ways of Helping Children* London: Jessica Kingsley
- McKeown, K. (2000) *A Guide to What Works in Family Support Services for Vulnerable Families* Dublin Dept. of Health and Children / Stationery Office
- Quinton, D. (2004) *Supporting Parents: Message from Research* London: Jessica Kingsley Publishers
- Warren-Adamson, C. (2006) 'Research Review: Family Centres: a review of the literature' *Child and Family Social Work* 11, 2, 171-182

Working with Men in Family Support

- Cleary, A., Corbett, M., Galvin, M. and Wall, J. (2004) *Young Men on the Margins* Dublin: the Katharine Howard Foundation
- Daniel, B., Taylor, J. (2001) *Engaging with Fathers: Practice Issues for Health & Social Care*. London: Jessica Kingsley Publications
- Featherstone, B. (2004) 'Working with Men in a Changing World' Ch 7 in *Family Life and Family Support – A Feminist Analysis* Basingstoke: Palgrave Macmillan
- Ferguson, H., Hogan, F. (2004) *Strengthening Families Through Fathers: Developing Policy and Practice in Relation to Vulnerable Fathers and their Families*. Waterford: The Centre for Social and Family Research
- Flouri, E. (2005) *Fathering and Child Outcomes* Chichester: Wiley
- Ghate, D. Shaw, C. and Hazel, N (2000) *Fathers and family centres : engaging fathers in preventive services* York: Joseph Rowntree Foundation
- Lamb, M. (ed.) , (2004) *The Role of the father in child development* 4th ed. Publisher New York ; Chichester : Wiley
- O'Brien, M. (2004) *Fathers and family support: promoting involvement and evaluating impact* London: National Family and Parenting Institute, 2004

Specific Approaches - Community Mothers

- Johnson, Z., Howell, F. and Molloy, B. (1993) 'Community mothers programme: randomised controlled trial of non - professional intervention in parenting' *British Medical Journal*. 306, 1449 – 52
- Molloy, B. (2002) *Still going strong – a tracer study of the Community Mothers Programme, Dublin, Ireland* The Hague: Bernard van Leer Foundation
- O'Connor P. (1999) *Parents Supporting Parents – An Evaluative Report on the National Parent Support Programme* Mid-West Limerick: Mid Western Health Board and University of Limerick. 99pp
- O'Connor, P. (2001) 'Supporting mothers: issues in a Community Mothers Programme' *Community, Work and Family* 4, 1, 63 – 85

Early Childhood

- Oates, J. (eds.) (2007) *Attachment Relationships - Quality of Care for Young Children* Milton Keynes: The Open University

Homestart

- Frost, N. Johnson, L. Stein, M. and Wallis, L. (1996) *Negotiated Friendship - Home-start and the Delivery of Family Support* Leicester: Home-start
- McAuley, C., Knapp, M., Beecham, J., McCurry, N. and Sled, M. (2004) *Young families under stress: Outcomes and costs of Home-Start support* York: Joseph Rowntree Foundation

Parenting Programmes

- Kane, G.A., Wood, V.A. and Barlow, J. (2007) Parenting programmes: a systematic review and synthesis of qualitative research. *Child: Care, Health and Development*, 33, 784-793

Child to Parent Violence and Abuse

Coogan, D. (2018) *Child to Parent Violence and Abuse. Family Interventions with Non-Violent Resistance*. Jessica Kingsley

Omer, H. (2011) *The New Authority. Family, School and Community*. Cambridge University Press

Springboard

Holt, S. Manners, P., Gilligan, R. (2002) *Family support in practice. An evaluation of the Naas Child and Family Project, A Springboard Initiative* Naas: Kildare Youth Services and Sout Western Area Health Board

McKeown, K. (2001) *Springboard – Promoting Family Well-being through family support services* Dublin: Stationery Office

Special Issues and Needs

Barlow, J., Kirkpatrick, S., Stewart-Brown, S., Davies, H. (2005) 'Hard-to-Reach or Out-of-Reach? Reasons Why Women Refuse to Take Part in Early Interventions' *Children & Society* 19,3,199 – 110

Halpenny, A., Gilligan, R. (2004) *Caring Before Their Time? Research and Policy Perspectives on Young Carers*. Dublin: The National Children's Resource Centre, Barnardos and The Children's Research Centre

Halpenny, A., Keogh, A., Gilligan, R. (2002) *A place for children? Children in families living in emergency accommodation. The perspectives of children, parents and professionals*. Dublin: Homeless Agency and The Children's Research Centre, Trinity College

Mayock, P., Corr, M. L. and O'Sullivan, E. (2011, in press), Homeless young people, families and change: family support as a facilitator to exiting homelessness. *Child & Family Social Work*. doi: 10.1111/j.1365-2206.2010.00753.x

Thoburn, J., Wilding, J., Watson, J. (2000) *Family Support in Cases of Emotional Maltreatment and Neglect*. London: The Stationary Office

9.2.2 Children, Diversity and Minority Status

Lecturer: Robbie Gilligan

This module covers some of the experiences of children from minority backgrounds arising from their minority status. The course will explore the issues related to children and diversity with special reference to the experiences of children of ethnic minority community, children of migrants and children with disabilities. Key concepts will include social status, social stigma and social exclusion. The module will draw on Irish and international evidence.

Recommended Reading

Curry, P., Gilligan, R., Garratt, L., and Scholtz, J., (2011) *Where to From Here? Inter-ethnic Relations among Children in Ireland*, Dublin: Liffey Press, xv + 208pp.

Dept of Justice and Equality (2017) National Traveller and Roma Inclusion Strategy 2017 – 2021 Dublin

<http://www.justice.ie/en/JELR/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf/Files/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf>

Gilligan, R., Curry, P., McGrath, J., Murphy, D., Ni Raghallaigh, M., Rogers, M., Scholtz, J., Gilligan Quinn, A (2010) *In the Front Line of Integration: Young people managing migration to Ireland*. Dublin: Trinity Immigration Initiative / Children's Research Centre

Logan, E., (2013) [Special Inquiry into removal of two Roma children under S. 12 of Child McConkey, Care Act 1991] www.specialinquiry.ie

McGovern, F., & Devine, D. (2016). The care worlds of migrant children—Exploring inter-generational dynamics of love, care and solidarity across home and school. *Childhood*, 23(1), 37-52.

Ní Raghallaigh, M. N., & Sirriyeh, A. (2014). The negotiation of culture in foster care placements for separated refugee and asylum seeking young people in Ireland and England. *Childhood*, 0907568213519137.

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

Pavee Point and HSE (undated) Roma communities in Ireland and Child Protection Considerations

Scholtz, J., & Gilligan, R. (2016). Encountering difference: Young girls' perspectives on separateness and friendship in culturally diverse schools in Dublin. *Childhood*, 0907568216648365.

Suárez-Orozco, C., Suárez-Orozco, M. M., & Suárez-Orozco, M. M. (2009). *Children of immigration*. Cambridge, Mass.: Harvard University Press.

Children, Diversity and Disability

- Connors C and Stalker K. 2007. Children's experience of disability: pointers to a social model of childhood disability. *Disability and Society* 22: 19–33
- Gilligan, R., 'Children's Rights and Disability' in *Global Perspectives on Disability*, edited by E. Garcia Iriarte, R. McConkey and R. Gilligan, London: Palgrave Macmillan, (due for publication, 2015)
- McConkey, R., Kelly, F. & Craig, S. (2012) A national comparative study over one decade of children with intellectual disabilities living away from their natural parents. *British Journal of Social Work*. doi: 10.1093/bjsw/bcs170
- Sanchez, J. (2011). Moving towards disability inclusion. ILO
- Sentenac, M., Gavin, A., Gabhainn, S. N., Molcho, M., Due, P., Ravens-Sieberer, U., de Matos, M., Malkowska-Szkutnik, A., Gobina, I., Vollebergh, W., Arnaud, C. and Godeau, E. (2013). Peer victimization and subjective health among students reporting disability or chronic illness in 11 Western countries. *The European Journal of Public Health*, 23(3), 421-426
- World Health Organization. (2011). *World report on disability 2011*.

9.2.3 Children and Young People in Care

Lecturer: Robbie Gilligan

Learning outcomes: Students who successfully complete this module should be able to demonstrate:

Children in care

- Knowledge about policy initiatives, programmes and innovative projects in serving children and young people in care in Ireland and selected other countries
- An understanding of the evidence base in relation to outcomes for children in care
- An understanding of key theoretical perspectives on the needs of children and young people in care

Recommended Reading

Gilligan, R. (2009) *Promoting Resilience — Supporting children and young people who are in care, adopted or in need*, Second Edition, London, British Agencies for Adoption and Fostering, i-viii; 1-123pp

Gilligan, R. (2008) Promoting Resilience in Young People in Long Term Care – The Relevance of Roles and Relationships in the Domains of Recreation and Work , *Journal of Social Work Practice*, 22, (1), 2008, p37 – 50

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

Foster Care

Biehal, N. (2012). A sense of belonging: Meanings of family and home in long-term foster care. *British Journal of Social Work*, bcs177.

Daly, F. and Gilligan, R. (2010) Selected Outcomes for Young People Aged 17-19 Years in Long Term Foster Care in Ireland in, editor(s) Elizabeth Fernandez and Richard P. Barth , *How Does Foster Care Work? International Evidence on Outcomes*, London: Jessica Kingsley Publishers, pp243 - 259

Fernandez, E. and Barth, R.P., (eds.) (2010) *How Does Foster Care Work? International Evidence on Outcomes*, London: Jessica Kingsley Publishers

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

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

Williams, D. (2016). Recognising Birth Children as Social Actors in the Foster-Care Process: Retrospective Accounts from Biological Children of Foster-Carers in Ireland. *British Journal of Social Work*, bcw100.

Kinship Care (Formal)

Winokur, M. A., Holtan, A., & Batchelder, K. E. (2015). Systematic Review of Kinship Care Effects on Safety, Permanency, and Well-Being Outcomes. *Research on Social Work Practice*, 1049731515620843.

Kinship Care (Informal)

MacDonald, M., Hayes, D., & Houston, S. (2016). Understanding informal kinship care: A critical narrative review of theory and research. *Families, Relationships and Societies*

Residential Care

Gilligan, R. (2014) 'Therapeutic Residential Care Viewed in Cross-National Context: Challenge and Opportunity' Invited foreword for *Therapeutic Residential Care for Children and Youth – Exploring Evidence – Informed International Practice* edited by James K. Whittaker, Jorge F. del Valle and Lisa Holmes –London: Jessica Kingsley

Schofield, G., Larsson, B., & Ward, E. (2016). Risk, resilience and identity construction in the life narratives of young people leaving residential care. *Child & Family Social Work*.

Thoburn, J. (2016). Residential care as a permanence option for young people needing longer-term care. *Children and Youth Services Review*.

Thoburn, J. (2016). Residential care as a permanence option for young people needing longer-term care. *Children and Youth Services Review*.

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

Education

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

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

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

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

Martin, P and Jackson, S. (2002) 'Educational success for children in public care: advice from a group of high achievers' *Child and Family Social Work* 7, 2, 121-130

Sebba, J., Berridge, D., Luke, N., Fletcher, J., Bell, K., Strand, S., ... & O'Higgins, A. (2015). The educational progress of looked after children in England: linking care and educational data. Oxford: Rees Centre

http://reescentre.education.ox.ac.uk/wordpress/wp-content/uploads/2015/11/EducationalProgressLookedAfterChildrenOverviewReport_Nov2015.pdf

Skilbred, D. T., Iversen, A. C., & Moldestad, B. (2016). Successful Academic Achievement Among Foster Children: What Did the Foster Parents Do?. *Child Care in Practice*, 1-16.

Family Contact

Atwool, N. (2013). Birth Family Contact for Children in Care: How Much? How Often? Who With?. *Child Care in Practice*, 19(2), 181-198.

Bullen, T., Taplin, S., McArthur, M., Humphreys, C., and Kertesz, M. (2016) Interventions to improve supervised contact visits between children in out of home care and their parents: a systematic review. *Child & Family Social Work*, doi: [10.1111/cfs.12301](https://doi.org/10.1111/cfs.12301)

Macdonald, G., Kelly, G. P., Higgins, K. M., & Robinson, C. (2016). Mobile Phones and Contact Arrangements for Children Living in Care. *British Journal of Social Work*, bcw080.

Health

Hyde, A., Fullerton, D., Dunne, L., Lohan, M. & Macdonald, G. (2016) *Sexual Health and Sexuality Education Needs Assessment of Young People in Care in Ireland (SENYPIC). The Perspectives of Care Leavers: A Qualitative Analysis. Report No 5.* HSE Pregnancy Programme and Child and Family Agency (Tusla), Dublin

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

Transitions from Care

Arnau Sabates, L. and Gilligan, R., (2015) What helps young care leavers to enter the world of work? Possible lessons from an exploratory study in Ireland and Catalonia, *Children and Youth Services Review*, 53, (June), 2015, p185-191

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

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

Gilligan, R. and Arnau Sabates, L. (2016) The Role of Carers in Supporting the Progress of Care Leavers in the World of Work, *Child and Family Social Work*, 2016, Notes: [Published online before print June 7th 2016 doi: [10.1111/cfs.12297](https://doi.org/10.1111/cfs.12297)]

Morrison, S. (2016). In care, aftercare and caring for those in care: my successful care journey. *Child Care in Practice*, 22, 2, 113-127

Refaeli, T., Mangold, K., Zeira, A., & Köngeter, S. (2016). Continuity and Discontinuity in the Transition from Care to Adulthood. *British Journal of Social Work*, bcw016.

Stein, M. and Munro, E. (2008) *Young People's Transitions from Care to Adulthood – International Research and Practice*, London, Jessica Kingsley.

Sulimani-Aidan, Y. (2016). Future Expectations as a Source of Resilience among Young People Leaving Care. *British Journal of Social Work*, bcw077.

SS7132 The Law of Child Protection and Welfare

Lecturer: Sonya Bruen, Senior Associate (Mason Hayes & Curran Solicitors), NQSW

On completion of this module, students should be able to;

- Demonstrate a clear understanding of the domestic and international legislative framework for Child Protection practice in Ireland
- Apply key legal principles of Child Protection Practice in a wide range of settings
- Explore the statutory roles in Child Protection and Welfare settings and the responsibilities of TUSLA Child and Family Agency and other agencies in Public Law proceedings
- Consider the inherent difficulty of balancing parent's rights and children's rights in Public Law matters
- Have a good understanding of fair procedures for parents and families, including issues such as informed consent and the rights of parents to access legal representation
- Apply key principles for evidence on Child Care Proceedings, including hearsay, cross-examination and reports

This course will be delivered in a series of workshops that focus on key legal issues for Child Protection Practitioners and case examples from practice. The course will examine the practical application of the Child Care Act 1991 and other relevant legislation in a multi-disciplinary context.

Topics will include the following – one topic per week

1. Children's and Parental rights in Child Protection Practice in Ireland

- Impact of United Nations Convention on Rights of the Child (UNCRC) & European Convention of Human Rights (ECHR) on children's and parental rights in Ireland
- Voice of the child in court proceedings
- State intervention in families; fair proceedings and proportionality

Recommended Reading

Hamilton, Claire, (2011), Irish Social Work and Social Care Law, (Gill and Macmillan) Chapters 1-3

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

Children's Rights Alliance, (2015) Making Rights Real for Children

HSE v DK, 2007 – Judge McMenamin examines the role of the Guardian ad Litem (High

court; www.courts.ie)

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

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

2. Inter-agency co-operation in Child Protection

- Children’s First guidelines
- Children’s First Act 2015 – impact of mandatory reporting for practitioners
- Multi-disciplinary evidence at Child Care Proceedings
- Role of Guardian ad Litem in court proceedings

Recommended Reading

Children’s First Guidelines, (2011) Practice Handbook for Practitioners; definitions of child abuse and neglect (HSE).

Hamilton, Claire, (2011), Irish Social Work and Social Care Law, (Gill and Macmillan)
Chapter 5

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

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

3. Public Law Proceedings, Part 1

- Responsibilities of TUSLA Child and Family Agency under Child care Act 1991
- Accountability in Child Protection
- “In camera” rule and impact for practitioners
- Reporting/ Media coverage
- Meeting the threshold for Child Care applications and proportionality
- Preparation of reports/ evidence

4. Public Law Proceedings, Part 2

- Emergency Care Orders, Interim Care Orders, Care Orders and Supervision Orders
- Thresholds for applications and evidence required
- Fair Procedures for parents in Public Law Proceedings
- Case examples and outcomes of proceedings

Recommended Reading

Coulter, Carol, Child Law Reporting, Annual Reports 2013, 2014 and 2015;

www.childlawproject.ie;

Ward, Paul (2014), 3rd edition, The Child Care Acts, Annotated and Consolidated

Hamilton, Claire, (2011), Irish Social Work and Social Care Law, (Gill and Macmillan) Chapter 4,5,6 and 7

Shannon, Geoffrey (2011), 2nd edition, Child Law, Chapter 4

Child and Family Agency v E.S. & A.J (Interim Care Order – Refused), District Court, Horgan P, 29th July 2015, [2015] IEDC 08 Childcare – application by the Child and Family Agency for an interim care order in respect of two children – mother diagnosed with paranoid schizophrenia – risk of emotional harm to the children – expert evidence – whether children were at risk on the basis of mental illness alone – evidence of the allocated social worker – threshold criteria of s. 17 of the Child Care Act 1991 – Article 42A of the constitution (www.courts.ie)

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

S.O.T.A. (a minor) & anor –v- The Child and Family Agency & anor. – 27 November 2018
Emergency Care Order and Interim Care Order. Care applications for new-born infants.

<http://www.courts.ie/Judgments.nsf/0/202A2FB50AF55F2B80258363003CB0D1>;

5. Children in Care

- Responsibilities of TUSLA Child and Family Agency to children in care
- Voluntary Care v Public Law Proceedings
- Understanding of care status for Child Protection professionals
- Access for children in care
- After Care Provision
- Regulations for children in care
- Consent issues for children in care – Section 47 of the Child Care Act 1991
- Rights of children in care
- Adoption of children in care

Recommended Reading

Hamilton, Claire, (2011), Irish Social Work and Social Care Law, (Gill and Macmillan), Chapter 9

Shannon, Geoffrey (2011), 2nd edition, Child Law, Chapter 5 and 6

Further case examples to be provided

6. Criminal Law

- Framework for the Irish Juvenile Justice System and relevant legislation
- Juvenile offences, detention and community sanctions
- TUSLA role in Juvenile criminal Justice
- Criminal Charges against a Child in Care
- Interaction of Civil Law and Criminal Law relating to children
- Management of cases of child abuse; issues for special consideration

Recommended Reading

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

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

Hamilton, Claire, 'Child Abuse, the United Nations Convention on the Rights of Child and Criminal Law', (2005) Irish Law Times

7. Special Care/ EU International Framework for Child Protection

- The Legal Framework for Secure Care
- Inherent Jurisdiction of the High Court

- Social Work Practice with young people in Secure Care
- Interaction between criminal and civil law in Secure Care
- Child Abduction; Hague Convention and Brussels BIS II
- Child Protection procedures, habitual residence, recognition of court orders between member states
- Movement of children and families between member states
- Child Protection and Welfare services in other jurisdictions; international comparisons
- Case examples and lessons for practice

Recommended Reading

Hamilton, Claire, (2011) Irish Social Work and Social Care Law, (Gill and Macmillan), Chapter 8

8. Court Skills

- Presenting your evidence in Court reports
- Court attendance and cross examination
- Rules of hearsay and admissible evidence
- Case examples and role play in moot court

Module SS7133 Contemporary Issues

Lecturers: various contributors from the policy sector

Learning outcomes: Students who successfully complete this module should be able to demonstrate:

- ❖ Knowledge about policy initiatives, programmes and innovative projects in different sectors of children's services
- ❖ An understanding of how policy responses are devised and developed in response to child protection and welfare issues and high profile incidents
- ❖ Ability to critically evaluate policy in terms of the evidence base and the political context in which it is developed
- ❖ An understanding of the methods for evaluating and reviewing policy
- ❖ An understand of theoretical perspectives on youth and the relevance of these to social policy

Lecturer: Various contributors

This module deals with contemporary strategies, programmes and specific pieces of legislation in Irish child care. It will be delivered by personnel involved in the design and delivery of policy. The course will highlight the interface between research, politics and policy making, and outline the fundamental principles and aims of a number of initiatives, including:

- ❖ Policy Development in the Department of Children and Youth Affairs
- ❖ Policy and strategy in Tusla: Child and Family Agency
- ❖ The operationalisation of children's rights in Ireland
- ❖ The role of inquiry reports in child protection & welfare
- ❖ Contemporary issues for Young People in Care
- ❖ Standards and regulation in respect of child care and child protection
- ❖ The Children's Ombudsman
- ❖ Inter-agency working in child protection
- ❖ Development of Child Protection and Welfare policy for An Garda Siochana
- ❖ HSE/Tusla Hidden Harm Initiative
- ❖ Coercive Control: Law, Policy & Practice
- ❖ Use of technology in child protection & welfare practice: benefits and challenges

- ❖ Leadership in Human Services Organisations
- ❖ Signs of Safety: Challenges and Opportunities

Recommended Reading

- Buckley, H., Whelan, S., Carr, N. and Murphy, C. (2008) *Service Users' Perceptions of the Irish Child Protection System*, Dublin: Office of the Minister for Children and Youth Affairs
www.dcy.gov.ie
- Buckley, H. (2008) 'Heading for collision? Managerialism, social science, and the Irish Child Protection System' in Burns, K. and Lynch, D. (eds) *Child Protection and Welfare Social Work: Contemporary Themes and Practice Perspectives*, A & A Farmar, Dublin, pps 11- 25
- Buckley, H. (2009) Reforms in Child Welfare: why we need to be careful what we wish for, *Irish Journal of Family Law*, 12:27-31
- Buckley, H. (2011) 'Child protection and the proposed new legislation: oil and water or an opportunity for positive change?' Editorial, *Irish Journal of Family Law* [2011] 1. I.J.F.L. p,57
- Buckley, H. (2012) 'Using intelligence to shape reforms in child protection', *Irish Journal of Applied Social Studies, Special Issue on Child Abuse Reports*. Autumn 2012 (forthcoming)
- Buckley, H. and O'Nolan, C. (2013) An examination of recommendations from inquiries into events in families and their interactions with State services, and their impact on policy and practice. www.dcy.gov.ie (Chapter 3 of this report provides a history of child protection development in Ireland from 1970 to 2010)
- Buckley H. and O'Nolan, C. (2014) 'Child Death Reviews: Developing CLEAR recommendations', *Child Abuse Review*, 23: 89–103. doi: 10.1002/car.2323
- Child and Family Agency (2011 – 2014) National Review Panel Reports, www.tusla.ie
- Government of Ireland (2009) *Commission to Inquire into Child Abuse*, Dublin: Stationery Office. www.childabusecommission.ie
- Hayes, N. (2002), *Children's Rights - Whose Right? A Review of Child Policy Development in Ireland*, Dublin: The Policy Institute, Trinity College Dublin
- HSE (2008) *Review Inquiry on any Matter Pertaining to Child Protection Issues touching on or concerning Dr. A*. Dublin: HSE
- HSE (various years) *Review of Adequacy of Services for Children and Families*, www.hse.ie
- Department of Children & Youth Affairs (2014) *Better Outcomes, Brighter Futures: The national policy framework for children and young people*, DCYA
- Office of the Minister for Children & Youth Affairs (2008) *National review of compliance with Children First: National Guidelines for the Protection & Welfare of Children*, http://www.dcy.gov.ie/documents/cypp_framework/BetterOutcomesBetterFutureReport.pdf
- Office of the Minister for Children & Youth Affairs (2009) *Report of the Commission on Inquire into Child Abuse 2009: Implementation Plan*, Dublin: OMCYA see www.omc.gov.ie
- Ombudsman for Children (2014) [Special Inquiry into removal of two Roma children under S. 12 of Child McConkey, Care Act 1991] www.specialinquiry.ie
- Department of Children and Youth Affairs (2012) Report of the Task Force on the Child and Family Support Agency, Dublin: DYCA
- Department of Children and Youth Affairs (2012) Report of the Independent Review Group on Child Deaths. Dublin: DYCA
- Oireachtas Health and Children Committee Proceedings and submissions www.oireachtas.ie/parliament/oireachtasbusiness/committees_list/health-and-

[children/submissionsandpresentations/](#)

Ombudsman for Children's Office Various submissions and reports, See www.oco.ie

9.5 Module SS7134 Child Development and its Implications for the Welfare and Safety of Children

Lecturers: Patricia O'Connell and Nicola O'Sullivan

Learning outcomes: Students who successfully complete this module should be able to demonstrate:

- ❖ A sound theoretical knowledge base on child development
- ❖ An understanding of different psychological theories on child development and the ability to discriminate and argue the merits and relevance of each
- ❖ An understanding of the impact of parenting factors such as attachment or problem behaviours on child development
- ❖ Ability to assess the needs of children and young people at various developmental stages
- ❖ Knowledge about best practice in working in direct work with children

9.5.1 Child Development and Attachment Theory

Lecturer: Patricia O'Connell

This course will be delivered over nine months of the programme and will provide a theoretical overview of the key concepts of Child Development and Attachment Theory. The influence of environment, family and caregiver relationships on the development of the child will be explored through an educational and psychoanalytic framework. Using clinical case presentations, the impact of neglect on a child's attachment pattern will be discussed. There will be a focus on the development of emotional resilience in childhood and adolescence. This will incorporate working with parents using a mentalisation based framework. The application of attachment theory to child protection and welfare within an organizational context will be examined. The process and techniques of Direct Work with children will be covered and students will have the opportunity to bring material from their own work for discussion.

Recommended Reading

Bomber, L.M. (2007) *Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools*: Worth Publishing

- Carr, A. (2006). *Handbook of Child & Adolescent Clinical Psychology*. London. New York. Routledge
- Carter, B. & McGoldrick, M. (1999). *The Expanded Family Lifecycle. Individual, Family and Social Perspectives* (Third Edition). Boston: Allyn & Bacon
- Cleary, A. Corbett, M. Galvin, M. Wall, J. (2004) *Young Men on the Margins*. (Katherine Howard Foundation)
- Craig, W. (Ed.) (2000). *Childhood Social Development: The essential readings*. Oxford: Blackwell
- Daniel, B., Wassell, S. & Gilligan, R. (2010). *Child Development for Child Care and Protection Workers*
- Dehart, G. B., Sroufe, L. Alan & Cooper, R. G. (2004). *Child Development: Its Nature and Course*: Boston: McGraw-Hill
- Fonagy, P. (2001) *Attachment Theory and Psychoanalysis*. New York: Other Press
- Geddes, H. (2006) *Attachment in the Classroom: The Links Between Children's Early Experience, Emotional Well-Being and Performance in School*: Worth Publishing
- Howe, D. (1995) *Attachment Theory for Social Workers*. London: Macmillan
- Howe, D. (1999) *Attachment Theory, Child Maltreatment and Family Support: A Practice and Assessment Model*. London: Macmillan
- Howe, D. (2005) *Child Abuse & Neglect: Attachment Development and Intervention*. Basingstoke: Palgrave
- Hughes, D. (2000) *Facilitating Developmental Attachment: The Road to Emotional Recovery and Behavioral Change in Foster and Adopted Children*: Jason Aronson Inc.
- Hughes, D. (2006) *Building the Bonds of Attachment*. Jason Aronson
- Jurist, E., Slade, A., Bergner S. (2008) *Mind to Mind: Infant Research, Neuroscience and Psychoanalysis*: New York Other Press
- Levy, T. Orlans, M. (1998) *Attachment, Trauma and Healing*. CWLA Press. Washington DC Child Welfare League of America
- Levy, T. Orlans M (2000) *Healing Parents Helping Wounded Children Learn to Trust and Love*. CWLA Press. Washington DC Child Welfare League of America
- Phillips, A. (2005) *Going Sane*. (Chapter on Adolescence) Hamish Hamilton
- Schaffer, H. R. (2000). *The Early Experience Assumption: Past, Present & Future*. *International Journal of Behavioural Development*, 24 (1), 5-14
- Schaffer, H. R. (2006). *Key Concepts in Developmental Psychology*. London. Thousand Oaks, CA: Sage Publication
- Schofield, G. Beek, M. (2006) *Attachment Handbook for Foster Care and Adoption B.A.A.F.*
- Siegel, D. Brainstorm (2013) Penguin Group
- Siegel, D. Bryson T. (2011) *The Whole Brain Child*. Delacorte Press
- Smith, P. K., Cowie, H. & blades, M (2009). *Understanding Children's Development*. Oxford. Blackwell Publishing
- Wallin, D. (2007) *Attachment in Psychotherapy*. The Guildford Press
- Winnicott, DW. (1965) *Adolescence: Struggling through the Doldrums: The Family and Individual Development* Tavistock Publications
- Wenar, C & Kerig, P. (2003). *Developmental Psychopathology: From Infancy through Adolescence*. McGraw-Hill

Articles

- Andreau, C. (2000) *'Adolescents in care: the sense of homelessness'* Journal of Child Psychotherapy, Vol. 26: pp 69-78
- Canham, H. (1999) *'The Development of the Concept of Time in Fostered and Adopted Children'* Journal of Psychoanalytic Inquiry: Vol. 19 1999, page 160-171
- Canham, H. (2002) *'Group and Gang States of Mind'* Journal of Child Psychotherapy, Vol. 28 pp. 113-127
- Emanuel, L. (2002) *'Deprivation x 3: The contribution of organizational dynamics to the triple deprivation of looked after children'* Journal of Child Psychotherapy Vol. 28 No 2
- Howe, D. Dooley, T. Hinings, D. (2000) *Assessment and Decision-making in a Case of Child Neglect and Abuse using an attachment perspective.* Child and Family Social Work, Vol. 5, p143-155
- Jackson, E. *Mental health in schools; what about the staff?*
Journal of Child Psychotherapy Vol.28 No 2 (2002)
- Kenrick, J. (2000) *'Be a Kid': the traumatic impact of repeated separations on children who are fostered and adopted'*. Journal of Child Psychotherapy Vol. 26: pp. 393-412
- Sprince J. (2002) *'Developing Containment: Psychoanalytic consultancy to a therapeutic community for traumatized children'* Journal of Child Psychotherapy, Vol. 28

9.5.2 Parent Infant Mental Health and Child Protection

Lecturer: Dr. Nicola O’Sullivan

Parent infant mental health is unique in its attention to early development and emerging relationships, requiring a dramatic shift in focus on the infant, the parent and their developing attachment relationship. It integrates diverse theories – including – attachment theory, psychoanalytic theory, neuroscience, and biology, and psychology, social, systemic and contextual theories. Parent Infant mental health is a distinctive literature that unites theory with effective clinical practice.

These classes will explore key concepts surrounding the growth and development of the infant in their respective families and communities. The lectures will look at infancy as a key developmental stage both for the mother and infant. Attention will be paid to the mental health of the infant, the link between this and the mental wellbeing of their parent(s) and the challenges which emerge therein (the relationship). Attachment theory and its application in this context will be explored. In addition, students will consider the practitioner at work with parents and infants, particularly in the field of child protection and welfare.

We will focus on areas of development, including the brain that are affected by trauma and disruptions in attachment relationships. Students will be presented with material drawn from clinical cases and have an opportunity to discuss degrees of risk as well as possible interventions. These lectures will include thinking about the worker in the work, and the challenges of working with disturbances in families, particularly in child protection and welfare contexts. In seminar three students will hear about research into the experiences of child protection social workers working with infants and their families where abuse or neglect of the infant was a feature.

Recommended Reading

- Buckley, H. (2011) Baby G, Review undertaken in respect of the death of a child known to the child protection system. National Review Panel, Dublin.
- Cooper, A. (2015) ‘Emotional and Relational Capacities for Doing Child Protection Work’ in L. Waterhouse and J. McGhee (eds.) *Challenging Child Protection: New Directions in Safeguarding Children*, Jessica Kingsley, London.

- Cooper, A. and Lousada, J. (2005) *Borderline Welfare*, Karnac, London
- Holloway, W. and Featherstone, B. (1997) *Mothering and Ambivalence*, London, Routledge.
- Howe, D. (2005) *Child Abuse and Neglect, Attachment, Development and Intervention*. London, Palgrave MacMillan.
- Music, G. (2011) *Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development*, London, Psychology Press.
- O'Sullivan, N. (2018) 'Creating a space to think and feel in child protection social work; a psychodynamic intervention' in *Journal of Social Work Practice*, pp 2-11.
- Samuel S. Wua, Chang-Xing Maa, Randy L. Carterb, Mario Arietc, Edward A. Feaverd, Michael B. Resnicke, Jeffrey Rothe (2004) 'Risk factors for infant maltreatment: a population-based study' in *Child Abuse & Neglect*, vol. 28, pp 1253–1264.
- Schore, A. (1997) *Rethinking the Brain: New Insights into Early Development*, New York; Families and Work Institute.
- Schweppe, J. (2006) 'Pregnant Women and Unborn Children – In utero Drug Exposure' in *Irish Journal of Family Law*, vol. 9(1).
- Trevithick, P. (2011) 'Understanding defences and defensiveness in social work' in *Journal of Social Work Practice*, Vol. 25(4), pp. 389-412.
- Ward and Glaser D. (2010) 'The developmental Needs of Children: Implications for assessment' in J. Horwath (editor) 2nd Edition, *The Childs World: Assessing Children in Need*, London, Jessica Kingsley Publishers.
- Ward, H., Brown, R. and Westlake, D. (2012) *Safeguarding Babies and Very Young Children from Abuse and Neglect*, London, Jessica Kingsley Publishing.

9.6 Module SS7135 Research Methods

Lecturer: Dr Catherine Conlon

Learning outcomes: Students who successfully complete this module should be able to demonstrate:

- ❖ Writing skills of an acceptable academic standard
- ❖ The ability to review a research article
- ❖ An understanding of the interface between research, policy and practice in children's services
- ❖ An understanding of ethical issues in research for practice.
- ❖ A basic knowledge of qualitative and quantitative research methods
- ❖ Competence in evaluating the quality of a research study
- ❖ Competence in applying research to practice
- ❖ Competence in data gathering, analysis and writing up of a mini research study
- ❖ Competence in planning and managing a research project
- ❖ Competence in communicating research findings to diverse audiences

This course will cover the research process, beginning with workshops on designing a research project and ethical issues in carrying out research. It will consider the concept of evidence-based and evidence-informed practice, and the factors which impede or enable the application of research in practice. Students will be introduced to the foundations and techniques of carrying out social research with a particular focus on qualitative methodologies. Topics include: overview of research paradigms, planning for a practice research project, , the ethics of conducting research, data collection and analysis, and writing/presenting research findings. The following methods of data gathering and analysis will be covered in detail: interviewing (structured/semi-structured/in-depth), focus groups, surveys, and mixed methods (combining qualitative and quantitative data collection techniques).

Recommended Reading

- Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People*. London: Sage
- Arksey, H. & Knight, P. (1999) *Interviewing for social scientists: An introductory resource with examples*. London: Sage
- Babbie, E. (2008) *The Basics of Social Research* (4th edition). CA: Cengage Learning
- Babbie, E. (2013) *The Practice of Social Research* (13th edition). Wadsworth: Cengage.
- Becker, S. and Bryman, A. (eds) (2004) *Understanding Research for Social Policy and Practice: Themes, Methods and Approaches*. Bristol: The Policy Press
- Bell, J. (2005) *Doing your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science* 4th ed. U.K: Open University Press
- Bryant A (2017). *Grounded theory and grounded theorizing: Pragmatism in research practice*. New York: Oxford University Press.
- Bryman, A. (2012) *Social research methods*. New York: Oxford University Press
CA: Sage Publications
- Charmaz K (2014). *Constructing grounded theory*. (2nd edition). London: Sage.
- Conlon C, Carney G, Timonen V & Scharf T (2015). Emergent reconstruction in grounded theory: Learning from team-based interview research. *Qualitative Research*, 15(1), 39-56. doi: 10.1177/1468794113495038
- Conlon C, Timonen V, Carney C and Scharf T 2014. Women Renegotiating Care Across Family Generations. *Intersections of Gender and Socioeconomic status. Gender & Society*, Vol 28 No. 5, 729–751.
- Corbin J & Strauss A (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th edition). Thousand Oaks, CA: Sage.
- De Vaus. D.A. (2002) *Surveys in Social Research* (5th edition), Crows Nest: Allen & Unwin.
- Denscombe, M. (2003) *The Good Research Guide for Small Scale Social Research Projects* 2nd ed. Berkshire: Open University Press
- Field, A. (2009) *Discovering statistics using SPSS*. London: Sage.
- Flick, U. (2011) *Introducing Research Methodology: A Beginners' Guide to Doing a Research Project*. London: Sage Publications
- Fuller, R. & Petch, A. (1995) *Practitioner research: The reflexive social worker*. Buckingham: Open University Press
- Hayes, D. (2005) 'Gaining Access to Data Sources in Statutory Social Work Agencies: The Long and Winding Road', *British Journal of Social Work*, 35:1193-1202
- Holstein JA and Gubrium JF (2011) Animating Interview Narratives. In Silverman, D (ed) *Qualitative Research*. 3rd Ed. London: Sage, pp 149-167.
- Kumar, R. (1999) *Research Methodology: A Step by Step Guide for Beginners*. London: Sage Publications
- Liamputtong, P. (2007) *Researching the Vulnerable: A Guide to Sensitive Research Methods*. London: Sage Publications
- Marsh, C. and Elliott, J. (2008) *Exploring Data*, (2nd edition). Cambridge: Polity Press.
- Mason, J. (2002) *Qualitative researching*. London: Sage
- May, T. (2001) *Social research: Issues, methods and practice*. Buckingham: Open University Press
- Miles, M.B. & Huberman, A.M. (1994) *Qualitative data analysis: An expanded sourcebook*.
- Neuman, W.L. (2010) *Social Research Methods: Qualitative and Quantitative Approaches*
- Rubin, H.J. and Rubin, I. (2005) *Qualitative Interviewing: the art of hearing data* (2nd edition).

- Shaw, I. (1996) *Evaluating in practice*. Aldershot: Arena
- Timonen V, Foley G and Conlon C (2018) 'Challenges When Using Grounded Theory: A Pragmatic Introduction to Doing GT Research', *International Journal of Qualitative Methods*. doi: 10.1177/1609406918758086.
- Williamson, E., Goodeough, T. & Ashcroft, R. (2005) Conducting research with children: the limits of confidentiality and the child protection protocols. *Children and Society*, 19, 397

10. Twinning Visits

As part of Module SS7132, Interventions with Children and Families, each student in the class will spend a day shadowing a colleague on a typical day in their workplace. In turn, that student will reciprocate by hosting a return visit to their workplace by the other student - thus the title of twinning for the exercise. In choosing their twinning partner, students should select a classmate from a different discipline and a different employer. Arrangements for the twinning day are made between the students themselves. In the course of the twinning day the students spends time on site, with his/her fellow student completing the hosts work agenda for the day, for example working with clients or attending meetings etc.

The point of the exercise is to promote greater mutual understanding across disciplines. One session each week will be spent on presentations given by class members, the aim of which is to highlight the individual's own perspective on the nature of the service in the agency he/she visited, and to and process inter-agency and inter-professional issues. Occasionally a student may observe a piece of 'best practice' that may be worthy of sharing with classmates, or perhaps he/she might gain new insight into some presumption pertaining to the work of the classmate. The purpose of the twinning exercise is not to act as a critic of any service but to use the opportunity as a unique learning exercise in the context of the overarching aim of the course i.e. to promote understanding of the breadth and depth of child protection and welfare services and multi-disciplinary and inter-agency work.

11. Academic Writing

As a postgraduate student, you will have to demonstrate your ability to produce essays and assignments based on investigative research, critique and analysis. It can be challenging to produce written work for academic purposes, particularly if it has been a while since you last had to do so. However, academic writing is a skill that is worth mastering. There is a common form to academic writing that can be used across multiple assessment types. It is worth getting to know this form and reproducing it in your own work. There are many resources available to help and guide you on writing at a postgraduate level. Please explore this resource: http://www.tcd.ie/Student_Counselling/student-learning/postgraduate/topics/writing/index.php.

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 2018-19 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 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.

Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

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.

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.

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.

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.

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 at <http://tcd-ie.libguides.com/plagiarism>.

If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting. 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 (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).

If the Director of Teaching and Learning (Postgraduate) 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 noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) 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 set out in Section 5 (Other General Regulations).

If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) 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.

Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) 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 Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Dean on Graduate Studies may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under conduct and college. Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

If the case cannot normally be dealt with under 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.

See [here](#) for more information on avoiding plagiarism.

12.Coursework Requirements – Assessment

To be eligible for the award of the Postgraduate Diploma in Child Protection and Welfare, students must have had full attendance and have passed all written assignments. All course work must be submitted by the specified date and extensions will only be granted in exceptional circumstances. Students who fail any piece of work may (at the discretion of the Head of Department) be permitted to re-submit within one month of their work being returned to them. Assessment is carried out throughout the year, and there are no examinations. Students are assessed on the basis of attendance, written assignments and a practice based project. Non-assessed work includes an article review, and ‘twinning visits’ where students visit the agency of a course colleague from a different background. In addition, small groups of students undertake joint visits to child care agencies or organisations of their choice, occasionally outside the Republic, and formally present a profile of the service to the class.

External Examiner

The work of the students is moderated by an External Examiner appointed by the University. For 2019 Dr. Caroline Bradbury Jones from the University of Birmingham will act as external examiner for the course.

Written assignment	Submission deadline
Article review	Monday 7 th October, 2019
Ethics Application	Monday 4 th November, 2019
Essay 1	Monday 2 nd December, 2019
Demonstration Practice Project (DPP) Chapter 1	Monday 6 th January, 2020
Essay 2	Monday 3 rd February, 2020
DPP Literature review	Monday 2 nd March, 2020
Law Essay	Monday 30 th March, 2020
DPP Methodology chapter (draft)	Monday 15 th April, 2020
Full draft of DPP to tutor	Monday 27 th April, 2020
Final version of DPP	Monday 4 th May, 2020

Essays

Students are required to complete and pass three essays as part of the assessment of their course work. The pass mark is 40%. Each essay should not exceed 2,500 words and the word count should be shown on the cover page.

You will need to submit the following:

- ❖ 1 electronic copy submitted to Blackboard

Students are expected to complete and submit all course work assignments on time.

Please include a cover sheet on each assignment with your name, student number and assignment details (you may choose your own format).

Essay 1 Perspectives on Child Protection

Submission date: Monday 2nd December, 2019

Pick one of the following topics

1. Intergenerational aspects of violence and abuse: challenges for child protection and welfare work
2. The causes and consequences of either child physical abuse; child sexual abuse or child neglect
3. Contemporary developments in child welfare/protection practice: challenges and opportunities
4. The case for early intervention

Whichever essay is picked should illustrate an evidence based understanding of the topic; it should appropriately reference the Irish legal and policy context and include recent Irish and international research on child protection and welfare. Essays should contain only a minimum amount of description and should take a theoretical and critically reflective approach to the topic. Students should draw on their own professional experience in order to integrate theory and practice. Students should discuss their essay topic with tutors in Week 1. See the following section on essay marking criteria.

Essay 2 Practising Child Protection and Welfare: A Case Example

Submission Date: Monday 3rd February, 2020

This essay focuses on the practice of providing or managing a child protection and welfare service (or role as part of a bigger service) and requires you to use a case example from your

work to illustrate how you utilise your 'personal framework for practice', e.g. how you integrate and reconcile formal knowledge, professional experience, personal values, the norms of your organisation and the broader regulatory framework. The essay offers students an opportunity to outline the models of work that are most relevant and useful as well as the theories, principles and perspectives that shape their practice. Overall, the essay should demonstrate their means of coping with conflict, and their methods for resolving dilemmas. It should also demonstrate values and attitudes in relation to child protection and welfare work. Students will be expected to show how they incorporate principles of inclusiveness and the paramountcy of child welfare in their work and critically evaluate their own organisational systems and structures. Links must be made between practice and relevant literature.

Essay 3 The Law of Child Protection and Welfare

Submission date: 30th March, 2020

Essay Titles to be confirmed

12. Criteria for Marking Essays

Marks	<ul style="list-style-type: none"> ▪ Knowledge ▪ Use of theory and up to date research evidence from a range of sources 	<ul style="list-style-type: none"> ▪ Skills ▪ Application and analysis 	<ul style="list-style-type: none"> ▪ Understanding ▪ Critical thinking and synthesis 	<ul style="list-style-type: none"> ▪ Presentation
70-100	Exceptional knowledge of key concepts and theoretical approaches to a subject, draws selectively from a range of primary and secondary sources.	Exceptional ability to draw on and apply a range of knowledge sources. Capacity to analyse concepts and theories and apply them to issues of policy and practice in an original fashion. Arguments thoroughly grounded. Literature used to make analytical points. Essay fulfils aims and objectives stated in the introduction.	Evidence of clear and critical thinking. Sophisticated understanding and grasp of complex issues. Excellent articulation of arguments. Appreciation of alternative and competing theoretical positions. Understanding of subject in breadth and depth.	Excellent writing skills, with effective use of language. Clear signposting structure, clarity, good introduction and conclusion, flawless referencing, neat presentation with correct punctuation and spelling.
60-69	Sound knowledge of key concepts and theoretical approaches. Draws on a wide range of knowledge	Capacity to analyse concepts and theories and apply them to issues of policy and practice. Arguments	Good understanding of the main principles. Strong and coherent arguments with evidence of	Good writing skills. Clear structure, including introduction and conclusion.

	sources, uses research based evidence.	thoroughly grounded. Literature used to make analytical points. Essay fulfils aims and objectives stated in the introduction. Ability to interpret data.	independent thought. Can exercise critical judgement with good use of examples.	Excellent referencing, neat presentation with correct punctuation and spelling.
50-59	Satisfactory knowledge of the main issue, limited range of knowledge sources. Can use and identify sources of knowledge. Some knowledge of the key concepts and theoretical approaches.	Basic ability to link knowledge and policy/practice. Uses examples. Largely fulfils aims and objectives. Literature referenced rather than used to make analytical points. Descriptive rather than analytical.	Ability to draw reasonable conclusions. Certain amount of critical judgement and use of examples.	Coherent and satisfactory presentation. Mainly accurate referencing. Reasonably good writing skills.
40-49	Limited knowledge and evidence of reading, may contain inaccuracies.	Poor application of theory and research. Literature referenced rather than used to make analytical points. Descriptive.	Tendency to assert points without evidence. Little evidence that alternative views have been considered.	Lacking organisation and structure. Inaccurate referencing, spelling and punctuation errors.
Fail/re-submit	Little or no evidence of reading, may contain inaccuracies.	Descriptive, no effort to link knowledge with policy/practice.	Little or no attempt to form arguments or show original thinking.	Lacking organisation and structure. Inaccurate referencing, spelling and punctuation errors.

13. General Guidelines for the Presentation of Written Work

All essays should show evidence of wide reading, including the use of recent sources. Students should demonstrate an ability to critically assess theories, and apply theory to practice. The essay should be clearly introduced and concluded, the introduction demonstrating an understanding of the essay title, highlighting key issues to be covered, and outlining the approach to be taken in the essay. Points should be well developed, using the literature as well as examples from work experience. Headings can add greatly to the clarity of the presentation. The final conclusion should briefly review and points raised in the essay, and draw out the implications of your arguments or assertions. All names and identifying information concerning clients and colleagues should however be disguised. Credit will also be given for work that shows breadth as well as depth and that draws appropriately on material addressed in other courses.

Loose generalisations such as "research shows that" must be avoided. All statements and assertions must be complemented by evidence e.g. a piece of published work, or an official source of information, to support them.

Referencing is very important and must be done carefully. Your bibliography should direct a reader straight to the source that you have quoted, and sources may be checked by examiners from time to time.

Use the Harvard referencing convention as follows:

After a quotation in the body of your essay, give (in brackets) the author's surname and date of publication. If you are using a direct quote or discussing a specific idea or argument, give the page number inside the brackets e.g. (Parton, 1991:23).

At the end of the work, before the appendices, give a full bibliography detailing all sources that you have cited, following a recognised convention such as the Harvard referencing system (Handouts will be provided). Use single line spacing.

- ❖ Arrange the works alphabetically by author, and work by the same author should be arranged chronologically. In the case of more than one work being published in the same year by the author, distinguish these as 1991, 1991b and so on. Be sure to give the original date of publication even if you use a later edition.
- ❖ Follow the author's name with the date and name of the reference.
- ❖ If the reference is a book, italicise the title, then give the place of publication and the publisher.
- ❖ If the reference is an article, give the title in inverted commas, followed by (i.e. journal or book).
- ❖ If the source is a journal, give the name of the journal in italics, followed by the volume number and page numbers.
- ❖ If the source is a book or collection of essays, begin as for (d) but then and from: followed by the editors initials, surname (ed.) the title of the book or collection (italicised), place of publication, publisher and page numbers.
- ❖ Every work that you refer to in your assignments must appear in your bibliography, as should all the sources you have used but not mentioned directly.

Examples:

(book) Parton, N. (1991). *Governing The Family: Child Care, Child Protection and the State*. Basingstoke, MacMillan.

(article) Wattam, C. (1997). 'Is the Criminalisation of Child Harm and Injury in the Interests of the Child?'. *Children and Society*, 11: 97-107.

(paper) Stevenson, O. (1997). 'Child Welfare: The Exercise of Professional Judgements by Social Workers'. Paper presented to the BASPCAN Congress, July 1997, Edinburgh.

(collection) O'Higgins, K. (1993). 'Surviving Separation: Traveller Children in Substitute Care'. In H. Ferguson, R. Gilligan and R. Torode, (eds). *Surviving Childhood Adversity: Issues for Policy and Practice*. Dublin, Social Studies Press, pp.146-156.

If other conventions are used they must be consistent in format. Marks will be deducted if referencing conventions are not followed, or if references are omitted from the bibliography.

Plagiarism ('cogging') is the unacknowledged use of other people's ideas and is unacceptable in academic work and is heavily penalised. Always acknowledge any author or source, even if unpublished, whose ideas you cite or paraphrase. Unless essential, avoid quoting long or multiple passages from a text and always use quotation marks and specific page references. Recommended word lengths must be observed. Very short work or work that exceeds the recommended length by more than 20% will be returned for revision. Please show the word length on the title page.

Assessed written work must be typed - in 1.5 spacing - on one side of the paper with adequate margins on each side of the page. The word count must be shown on the title page. Pages should be clearly numbered, as tutors who are marking assignments provide written comments which refer specifically to your text. All written work should be proof-read before submission to avoid mistakes in spelling, grammar and referencing. Careless presentation, particularly in relation to referencing, reduces the impact of the content and loses marks.

Students are strongly encouraged to give or send drafts of their written work to their tutors prior to final submission.

14. Demonstration Practice Project (DPP) – Module SS7135

Submission date: Monday 4th May, 2020

This is the most important single element of the course in terms of student learning and must be passed. The pass mark is 40%. The written project may be between 8,000 and 10,000 (maximum) words and the word count should be shown on the title page.

You will need to submit the following:

- ❖ 1 electronic copy through Blackboard

As shown below, elements of the DPP must be submitted to tutors on assigned dates between January and May.

The exercise is designed to serve as a bridge between the college-based element of the course and the student's work. The student is required to carry innovative piece of work within their organisation, which can be either an evaluation of an existing service or development or a small piece of exploratory research on a topic relevant to the agency. It is hoped that this process may assist not only the learning of the student but also that of their colleagues, - thus the title 'demonstration practice'. This project is designed to exemplify the course's commitment to making a difference in the work place, that is, not risking the possibility of merely being an interesting academic course which fails to impinge on the 'real world'.

The Demonstration Practice exercise has a number of objectives:

- ❖ to extend the professional repertoire of the student
- ❖ to extend the capacity of the student's work team/organisation to respond to needs in the area of child protection and welfare
- ❖ to promote the processes of innovation and evaluation in the work of the student and that of his/her colleagues
- ❖ to familiarise the student with the practical steps involved in research and evaluation
- ❖ to encourage the writing up good work / practice

- ❖ to encourage the active dissemination of information about good practice within the student's organisation and more widely

The concluding chapter of the project is important and should be reasonably substantial. It will be pivotal in demonstrating how the aims of the project have been met. Students will be required to reflect at this point on the implications of their findings both for themselves and for their organisation, i.e. how the process of conducting the project and reaching their conclusions has modified their attitudes and their practice, how it may effect change in their organisations and how they plan to disseminate their findings.

Students should begin planning the Demonstration Practice Project from the outset of the course, in consultation with their tutors. A series of written submissions must be made to tutors which reflect the student's attempts to clarify and put shape on the project.

Deadlines for submission of DPP work

Students must submit the first chapter of their DPPs on Monday 6th January. This chapter will outline the topic, its policy context, why it is considered a suitable subject for study, which aspects of it will be considered. It should also signpost the remainder of the written project, i.e. provide an outline of chapters.

The literature review for the project must be submitted on Monday 3rd March. This should cover the theory and research evidence relevant to the topic under study.

The methodology chapter should be submitted on Monday 15th April, outlining and justifying the research methods chosen, and describing the process by which the research will be conducted.

A full draft of the project will be due for submission to tutors on Monday 27th April, and each student will make a 15 minute presentation of their project during the week of April 27th.

The final date for submission of the completed projects is Monday 4th May by 4.00pm.

The importance of tutorial support for the success of this exercise cannot be emphasised too strongly and the onus lies with the students to make the most of this source of support which is readily available as part of the course package.

An example of the layout and title page of the DPP is in Appendix A. For advice and requirements in relation to general writing skills, please see Section 14.

16. Guidelines for Preparing your DPP

Writing the report: General checklist (adapted from J. Bell, 1987)

1	Set deadlines	Allocate dates for sections, subsections and the whole report. Keep an eye on your schedule
2	Write regularly	
3	Create a rhythm of work	Don't stop to check references. Make a note of what has to be checked, but don't stop
4	Write up a section as soon as it is ready	Try to produce a draft of the literature review as soon as the bulk of your reading is completed
5	Stop at a point from which it is easy to resume writing	
6	Leave space for revisions	Use one side of the page only. Try to keep to one paragraph per page
7	Publicise your plans	You may need a little help from your friends to meet the deadlines
8	Check that all essential sections have been covered	Outline of the research, review of previous work, statement of the scope and aims of the investigation, description of procedures, statement of results, discussion, summary and conclusions, reference, abstract
9	Check length is according to institutional requirements	You don't want to be failed on a technicality
10	Don't forget the title page	
11	Any acknowledgements and thanks?	

12	Include headings where possible	Anything to make it easier for readers to follow the structure will help
13	Number tables and figures and provide titles	Check tables and figures for accuracy, particularly after typing
14	Make sure all quotations are acknowledged	Check that quotations are presented in a consistent format
15	Provide a list of references	Unless instructed otherwise, include only times to which reference is made in the report. Check that a consistent system issued and that there are no omissions
16	Appendices should only include items that are required for reference purposes. Do not clutter the report with irrelevant items	Unless instructed otherwise, one copy of each data-collecting instrument should be included
17	Remember to leave sufficient time for revision and rewriting	Check that you have written in plain English. Check that your writing is legible
18	Try to get someone to read the report	Fresh eyes will often see errors you have overlooked

Writing the Report: Checklist

If you were writing a critique of a piece of research done by someone else, you might ask the following questions. Subject your own report to the same sort of examinations.

Ask yourself:

1. Is the meaning clear? Are there any obscure passages?
2. Is the report well written? check tenses, grammar, spelling, overlapping passages, punctuation, jargon.
3. Is the referencing well done? Are there any omissions?
4. Does the abstract give the reader a clear idea of what is in the report?

5. Does the title indicate the nature of the study?
6. Are the objectives of the study stated clearly?
7. Are the objectives fulfilled?
8. If hypotheses are postulated, were they testable? Are they proved or not proved?
9. Has a sufficient amount of literature relating to the topic been studied?
10. Does the literature review, if any, provide an indication of the state of knowledge in the subject? Is your topic placed in the context of the area of study as a whole?
11. Are all terms clearly defined?
12. Are the selected methods of data collection accurately described? Are they suitable for the task? Why were they chosen?
13. Are any limitations of the study clearly presented?
14. Have any statistical techniques been used? If so, are they appropriate for the task?
15. Are the data analysed and interpreted or merely described?
16. Are the results clearly presented? Are tables, diagrams and figures well drawn?
17. Are conclusions based on evidence? Have any claims been made that cannot be substantiated?
18. Is there any evidence of bias? Any emotive terms or intemperate language?
19. Are the data likely to be reliable? Could another researcher repeat the methods used and have a reasonable chance of getting the same or similar results?
20. Are recommendations (if any) feasible?
21. Are there any unnecessary items in the appendix?
22. Would you give the report a passing grade if you were the examiner? If not, perhaps an overhaul is necessary.

Source:

Judith Bell (1999 [third edition], p.211) *Doing Your Research project Guide for First-Time Researchers in Education and Social Science*, Milton Keynes: Open University Press

17. Guidelines for the Presentation of the DPP

You are required to consult your tutor about the precise format for your report, as this will vary according to the nature of the project. Typical section headings, however, might be: Objectives; Literature Review; Agency Context; Methodology; Analysis; Findings/Outcomes; Evaluation; Recommendations; References; Appendices.

Length

There is a limit of between 8,000 and 10,000 words, and this must be observed.

Presentation

The report should be typed on A4 pages, in 1.5 spacing, leaving a 1 inch margin on all sides. Pages should be numbered consecutively at the centre of the bottom page, with page 1 commencing after the table of contents. The report should be divided into sections which are numbered 1, 2, etc., with a section heading.

Layout

The report should start with a title page, followed by an abstract, reface/acknowledgements and table of contents in that order. The table of contents should list the chapters with page numbers.

Abstract

The abstract should contain no more than 200 words and should provide a succinct summary of the aims and results of the study.

Format

The format outlined above should be followed. Only items referred to in the text of the dissertation should be included as references.

Footnotes

As an alternative to a style, which places references to published works in the text, students may wish to use a footnoting style. Footnotes should be identified by a number which appears in the text. They should be numbered consecutively and followed by complete numbered references at the end of the Report, the detail of which should be the same as

that outlined above. The important point to remember is that whatever referencing style you adopt be consistent

Appendices

Background material that would not be appropriate in the text of the report such as sample questionnaires used, should be placed in appendices, labelled A.... to Z. The appendices should follow the list of references, at the end of the Report.

18. Demonstration Practice Project – Criteria for Marking

Marks will be awarded according to how well the project meets the following criteria:

Introduction	Literature review	Methodology	Findings & Analysis	Recommendations	Presentation
15%	20%	15%	25%	10%	15%
Shows a capacity to identify a relevant practice or policy issue or problem.	Demonstrates an ability to source the most significant theory and research evidence relevant to the issue.	Indicates an ability to choose, justify and employ appropriate research methods and apply them to the problem.	Demonstrates the ability to present a balanced account of the findings.	Demonstrates an ability to reflect appropriately on the research and identify key learning from it.	Layout consistent with the guidance provided.
Provides sufficient contextual information to situate the problem.	Demonstrates ability to organise and analyse the literature.	Shows that rigorous and ethical data gathering took place.	Discusses the findings from the research in the context of the literature.	Shows the capacity to relate the findings to child protection and welfare policy.	Logical and coherent presentation, inclusion of tables and charts if relevant.
Forms a useful questions for exploration.	Identifies where this project will fill an existing gap in evidence.	Includes evidence of tools used to gather evidence.	Demonstrates an ability to draw implications from the findings.	Recommendations appropriately targeted at different levels in the relevant sector or organisation.	Correct referencing conventions applied consistently. Proof-read, with correct spelling and punctuation.

19.Tutorials

Each student is assigned a course tutor. The tutorial relationship is intended to be a key learning resource for the student throughout the course. The tutor's task is to help the student get the most from the opportunities presented by the course. Students should ensure to arrange a tutorial appointment in each College - based week, or between weeks where appropriate.

The tutor's tasks include the following:

- ❖ to assist the student at the outset to identify relevant learning objectives which will constitute the student's personal learning agenda for the course as a whole
- ❖ to guide the student in relation to the completion of written assignments
- ❖ to assist in the identification and development of a theme / topic for the student's Demonstration Practice Project and to approve the final choice
- ❖ to monitor and assist the student's progress towards the successful completion of the Demonstration Practice project, in particular through the setting of agreed tasks for completion between College based weeks
- ❖ to examine, with other course staff, the student's course assignments, and to offer detailed written feedback to the student. (N.B. Law essay is examined by the Law course teacher and externally examined by Dr. Aisling Parkes, Senior Lecturer in the Department of Law in the National University of Ireland, Cork)

While tutors provide as much guidance as possible within the context of the course programme, students have ultimate responsibility for submitting written work on time and for the quality of this work.

20.M.Sc. in Child Protection and Welfare

Eligible candidates have the option of registering for the M.Sc. programme in Child Protection and Welfare. Admission will be confined to candidates who achieve a 60% average in the Postgraduate Diploma year. The M.Sc. will be awarded on successful completion of the Postgraduate Diploma course programme in Year 1 and a 20,000 word dissertation in Year 2. Registered students will have access to supervision and a programme of seminars. A briefing session on the M.Sc. Option will be held during the year.

21. General Regulations

College Calendar

As well as containing key dates, part 3 of the College Calendar contains all information concerning graduate studies in Trinity College, Dublin including all general regulations. See <http://www.tcd.ie/calendar>.

College Policies

Students are expected to familiarise themselves with and adhere to the College's policies. Details are available at <http://www.tcd.ie/about/policies/>.

Attendance

Attendance is expected at all tutorials. When students are not able to attend they should inform [Louise O'Brien](#) via email as early as possible. Full attendance at all classes is compulsory. Absence is excused only on medical certification*, and attendance lists will be kept. The award of Diploma will be made only on the basis of full attendance.

*Absence of greater than fifteen days on medical certification will require the student to apply to the Dean of Graduate Studies for permission to repeat all or part of the course

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. For effective group learning, class members need to know that interactions will be conducted in a safe and confidential environment. Please be respectful of others' contribution and don't discuss individual details outside of the class. Refer to the [College Dignity and Respect Policy](#) for more details.

Problems, Complaints and Grievances

If you have an academic-related problem you should discuss it first with the lecturer or supervisor concerned. General issues affecting the class should be channelled through your student representative to the Course Director. If you have a course related problem you

should contact the Course Administrator who may refer it to the relevant service. If you have a problem with a Trinity service, you should contact the relevant service.

If you have a complaint which discussion with the relevant academic, Course Administrator or Trinity Service cannot resolve, you should contact the Course Director. If the problem remains, you should consult the Head of School or the Dean of Graduate Studies. More information about the Student Complaints Procedure can be found [here](#).

Student Evaluation and Feedback

Information about the College requirements for evaluation and feedback can be found at <https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php>.

Appendix A

The title page of the Demonstration Practice Project should include:

Trinity College Dublin

Title of Demonstration Practice Report

for partial fulfilment of the

Postgraduate Diploma in Child Protection and Welfare

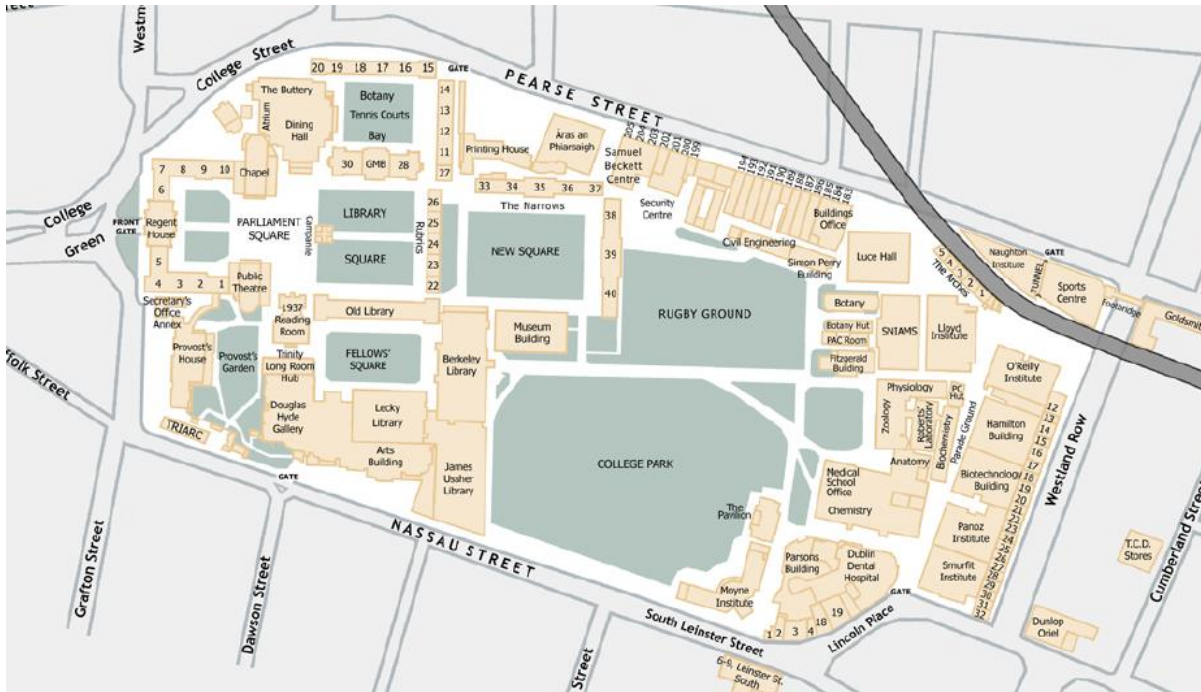
Author

Tutor

Date Submitted:

Appendix B

Map of Trinity College



Appendix C

ECTS attached to the Postgraduate Diploma in Child Protection and Welfare Year

Code	Module title	Activities	Assignments	ECTS	Contact hours	Student workload
SS7130	Child Protection Perspectives and Practices	Lectures Seminars Presentations and tutorials	Essay 2,500 – 3,000 words	10	60	200*
SS7131	Interventions with children and families	Lectures Workshops, twinning visits, agency profiles and class presentations, tutorials	Essay on personal framework for practice (2,500 – 3000 words)	10	60	200*
SS7132	Law	Lectures Workshops, tutorials	Essay	10	20	200*
SS7133	Contemporary Issues	Workshops & seminars, tutorials	Reading for class discussions	5	20	100*
SS7134	Child Development	Lectures on child	Reading for class	5	30	100*

		development and workshops on direct work with children, tutorials	discussion			
SS7135	Research Methods	Lectures, workshops, presentations, tutorials	Review of research article (un-assessed) Mini research project	20	30	400**
Total	6 modules		3 essays, 1 project	60	220	1200

*Reading in preparation for lectures, reading and researching for essays, writing essays; **researching, data collection, reading and writing of project.

Appendix D

**POSTGRADUATE DIPLOMA IN CHILD PROTECTION AND WELFARE
SCHOOL OF SOCIAL WORK AND SOCIAL POLICY
TRINITY COLLEGE DUBLIN**

CALENDAR OF COURSE WEEKS 2019-20

Week 1: Monday 9th September to Friday 13th September

Week 2: Monday 7th October to Thursday 10th October

Week 3: Monday 4th November to Thursday 7th November

Week 4: Monday 2nd December to Thursday 5th December

Week 5: Monday 6th January to Thursday 9th January

Week 6: Monday 3th February to Thursday 6th February

Week 7: Monday 2th March to Thursday 5th March

Week 8: Monday 30th March to Thursday 2nd April

Week 9: Monday 27th April to Friday 1st May

Appendix E

PGT & PGR DECLARATION

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

Student Name

Student Number

Course

Date

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 2018-19 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.

