



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social
Policy

Master in Social Work/

**Post Graduate Diploma in Social
Work**

Course Handbook 2019-2020

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Alternative versions 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 programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

Welcome and Introduction

A warm welcome to the Master/Postgraduate Diploma in Social Work Programme 2019/20, at the School of Social Work and Social Policy, Trinity College, Dublin. We hope this will be an interesting and worthwhile year for you and that you enjoy your time with us at Trinity.

Through academic studies and practice-based learning the Master/ Postgraduate Diploma in Social Work -Programme will provide you with opportunities to acquire and develop knowledge, skills and ethics integral to the social work profession. The curriculum is guided by the global definition of social work

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing”.

(International Federation of Social Workers (IFSW), 2014)

The academic and practice curricula are designed and delivered in accordance with the CORU Criteria and Standards of Proficiency for Social Work Education and Training Programmes as specified in relation to the following domains:

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

([http://www.coru.ie/uploads/documents/Sop_Domains MF 25.10.13.pdf](http://www.coru.ie/uploads/documents/Sop_Domains_MF_25.10.13.pdf))

This Handbook aims to provide information in relation to the academic content of years one and two of the MSW/PGD programme, placement processes and assessment of modules together with course expectations, regulations and processes of appeal.

Further information will be available in class and by email and on Blackboard, throughout the year. Please see the School of Social Work and Social Policy website at <http://www.tcd.ie/swsp/> for information about the School, and links to sites of interest.

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

The MSW team is here to support you in your learning and we look forward to working with you to build a vibrant, inclusive learning community on the programme. This approach reflects a wider Trinity College ethos of partnership with our students (<https://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/StudentPartnershipPolicy.pdf>)

This year we are introducing a system of Heads of Year for each of the MSW classes as follows:

MSW 1 Calvin Swords email swordsca@tcd.ie

MSW 2 Sinead Whiting email whittings@tcd.ie

Calvin and Sinead are very happy to respond to questions individual students may have or address issues impacting the wider class.

As Course Director I have an open door policy and welcome your ideas and feedback in relation to all aspects of your student experience. Please contact me, Calvin, Sinead or any member of the course team with questions and issues as they arise for you.

Together I hope we can give you the support you need to engage fully in your studies and in other aspects of college life.

Wishing you every success on the Master/PGD in Social Work programme,



Erna O'Connor PhD,

Assistant Professor in Social Work,

Course Director.

Email erna.oconnor@tcd.ie

<p>Head of School</p> <p>Dr Stephanie Holt Room 3059 Arts Building, Tel: +353 1 896 3908 Email: sholt@tcd.ie</p>	<p>Director of Postgraduate Teaching and Learning</p> <p>Dr Paula Mayock Room 2.08 3-4 Foster Place Tel: +353 1 896 2636</p>
<p>Course Director</p> <p>Dr. Erna O'Connor Room 3056 Arts Block, Main Campus Tel: +353 1 896 2627 Email: erna.oconnor@tcd.ie</p>	<p>Administration</p> <p>Ms Emma McConkey Room 3063 Arts Block Main Campus Tel: +353 1 896 4579 Email: Master.SocialWork@tcd.ie Office Hours: Monday – Friday, 9.00am – 16.00pm</p>

MSW Teaching Team 2019/20	
Dr Catherine Conlon	Assistant Professor
Dr Ayeshah Émon	Teaching Fellow, School of Social Work and Social Policy
Dr Michael Feely	Assistant Professor
Dr Suzy Flynn	Assistant Professor
Prof. Robbie Gilligan	Professor of Social Work
Dr Stephanie Holt	Associate Professor & Head of School
Dr Stan Houston	Assistant Professor & Director Bachelor Social Studies Programme
Ms Pam McEvoy	Assistant Professor P/T
Dr Erna O'Connor	Assistant Professor, Director Master in Social Work Programme & Fieldwork Coordinator
Mr Calvin Swords	PhD Candidate, P/T Lecturer, MSW 1 Year Head

Prof. Trevor Spratt	Professor in Childhood Research
Prof. Virpi Timonen	Professor of Social Policy and Ageing
Ms Sinead Whiting	PhD Candidate, Assistant Professor & Fieldwork Coordinator P/T , MSW 2 Year Head
External Contributors	
Ms Sarah Anglim	Part-time Lecturer & Tutor
Ms Aisling Coffey	Part-time Lecturer
Ms Sonya Bruen	Part-time Lecturer
Ms Kirsten Byrne	Part-time Lecturer
Ms Siobhan Dunne	Subject Librarian
Ms Jeanne Forde	Part-time Lecturer
Ms Maeve Foreman	Part-time Lecturer
Ms Anne Marie Jones	Part-time Lecturer
Dr Mary Kelleher	Part-time Lecturer & Tutor
Ms Maura McCrudden	Part-time Lecturer
Mr Aidan McGivern	Part-time Lecturer
Mr Kieran McGrath	Part-time Lecturer
Ms Fiona McInerney	Part-time Tutor
Ms Ruth McLaughlin	Part-time Lecturer
Ms Breda O'Driscoll	Part-time Tutor
Mr Frank Mulville	Part-time Lecturer & Tutor
Ms Sandra Ratcliffe	Part-time Tutor
Ms Michelle Richardson	Part-time Lecturer
Mr Kieran Stenson	Part-time Tutor
Dr Aileen Tierney	Part-time Lecturer

Course Committee

The MSW/PGD programme is overseen by a course committee composed as follows:

- Dr. Catherine Conlon, Assistant Professor in Social Policy
- Dr Michael Feely, Assistant Professor of Social Work
- Dr Suzy Flynn, Assistant Professor of Social Work
- Professor Robbie Gilligan, Professor of Social Work
- Associate Professor Stephanie Holt, Head of School.
- Dr Stan Houston, Assistant Professor & Bachelor in Social Studies Course Director
- Assistant Professor Paula Mayock, Director of Post Graduate Teaching and Learning
- Dr Erna O'Connor, Assistant Professor Social Work, MSW Course Director (chair)
- Ms Sinead Whiting, Lecturer in Social Work & Fieldwork Co-ordinator
- Part-time social work tutor representative
- Part-time lecturer representative
- Student representatives (MSW 1&2)

Staff – Student Liaison

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

Master in Social Work Practice Panel

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

The Practice Panel 2019/20 members are:

- Ms Elizabeth Hamilton, Registered Social Worker, Child and Family Agency
- Ms Ciara O'Connor, Registered Social Worker, Probation Service
- Mr Ray Parkinson, Registered Social Worker
- Ms Lucy Sutton, Registered Social Worker, HSE Adult Mental Health Services

External Examiner

Professor Anna Gupta, Royal Holloway University, London

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/>.

Berkeley, 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](#)

Emergency Procedure

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

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

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

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

Data Protection for Student Data

Trinity College 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 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/.

For information on College Health and Safety please see the Estates and Facilities [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.

Professional Learning Education Needs Summary - PLENS

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

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

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

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy.

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

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

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

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

Domain 1: Professional autonomy and accountability

Domain 2: Interpersonal and professional relationships

Domain 3: Effective communication

Domain 4: Personal and professional development

Domain 5: Provision of quality services

Domain 6: Knowledge, understanding and skills

(http://www.coru.ie/uploads/documents/Sop_Domains_MF_25.10.13.pdf)

European Credit Transfer System (ECTS) - Credits and Modular Structures

The MSW programme is based upon a system of credits that is aligned with the European Credit Transfer System (ECTS). Students are required to achieve 60 credits in the first year of the programme and 75 credits in the second year, leading to a total of 135 credits (120 credits for Postgraduate Diploma in Social Work). The programme is divided into four distinct modules in each year, which each module carrying a credit value.

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based in 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 of verbally presented assessment exercise, 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 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 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.

Programme Level Learning Outcomes

Master in Social Work

Upon completion of the Master in Social Work/Postgraduate Diploma in Social Work successful candidates will have demonstrated that they have acquired the level of knowledge, skills, values, ethical awareness and understanding of social work necessary for the competent practice of social work in accordance with the CORU Criteria and Standards of Proficiency for Social Work Education and Training Programmes and will have met the required standards to apply for professional registration.

Specifically, graduates will be able to:-

- 1 Integrate social science and social work perspectives in the critical analysis of social work topics, debates and practice issues.
- 2 Practice at newly qualified level as professional social workers within a range of contemporary fields of social work practice.
- 3 Work effectively within organisations as individual practitioners, team members, and contributors to inter/multi-disciplinary service provision.
- 4 Employ clear fluent and effective written and oral communication, interpersonal and presentation skills in both academic and practice contexts.
- 5 Demonstrate competence in social work assessment, counselling, group work, community work, advocacy, case management, practice evaluation, policy analysis and other core social work skills and tasks.
- 6 Use supervision constructively and engage in critical reflection on their social work practice
- 7 Maintain professional standards of behaviour and accountability across a range of practice areas.
- 8 Uphold high ethical standards in their social work practice with reference to Irish and international codes of social work ethics
- 9 Engage in social work practice that promotes inclusivity, equality and social justice, and challenge practice that does not uphold these standards.

- 10 Engage in continuing professional development including supervision, critical self-reflection and further training/study.
- 11 Engage in evidence-informed practice through critical analysis and application of research findings.
- 12 Undertake research or evaluation on social work or related social policy issues (MSW students)

Postgraduate Diploma in Social Work

Having achieved at least 40% in each graded assignment and in addition to learning outcomes one to eleven above, students will be able to demonstrate sufficient critical reflective skills to be a competent social worker, and identify and synthesise relevant literature and theories to aid this process.

Teaching and Learning Methods

As the programme intake is restricted to 25 students, a range of teaching methods are used, which maximise the opportunities offered by the small class size. Methods will include lecture, seminar and workshop formats and the use of discussion, small group exercises, student presentations, and micro skills teaching involving video and role-play together with online modules. For skills workshops, the class group will be divided to allow for small group teaching and learning. The different teaching methods to be used are identified in individual course outlines.

Course Regulations

Coursework

Students in the first instance will register for the Master in Social Work programme. To remain on the Master's pathway, a pass mark of 50% and above in all written work in both Year One and Year Two is required. Those students who, having had one opportunity to resubmit written work as a second attempt and still have not obtained a standard of at least 50% in all written work in Year One and passed their placement, will not be permitted to remain on the Master pathway (and to submit a dissertation for examination for the Master in Social Work at the end of Year Two). Instead, those who have obtained a pass mark of 40% in all written work and passed their placement and have therefore passed Year One, will be permitted to proceed to Year Two as a Postgraduate Diploma in Social Work student, and submit a Postgraduate Diploma Project for examination for this award.

All successful graduates of the Master in Social Work and the Postgraduate Diploma in Social Work will be eligible to apply to CORU (the Health and Social Care Professionals Council) for registration as a professionally qualified social worker.

Assessment of Coursework

Students will be permitted to resubmit written work that either fails, or does not reach the 50% standard, provided that they do so within two months of having received their mark on the original work, or as directed by the Course Director. Such resubmitted work will be marked out of a range of 0-50%. Failure to meet the 50% pass mark in written coursework at the Annual session will automatically bring the student to the Supplemental session of that Academic Year. Supplemental examination papers will be set for students who do not reach the necessary grade in an examination paper. Supplemental examination papers will be marked out of a range of 0-50%. A student will have one opportunity to re-sit an examination paper, resubmit an assignment or proceed to a supplemental placement.

If a student fails to achieve the 50% grade necessary to remain on the MSW pathway, he or she will be required to transfer to the Postgraduate Diploma register. If a student fails to achieve, with supplemental examination, the 40% mark necessary to remain on the programme, then his or her place on the course may be terminated. In exceptional circumstances, a student may be allowed the opportunity to repeat the academic year once but must apply to do so within one month of publication of examination results.

The Court of Examiners takes place in May and August of each academic year. In the case of students who need to either repeat an examination, or re-submit a piece of academic work, the Court of Examiners held in September may consider these results. Students must confirm in writing their intention to re-sit a supplemental examination and/or to re-submit assignments and/or to undertake a supplemental placement before August 1st of the year in question.

Both the Master's dissertation and Diploma project in Year Two need to be submitted by the specified date in order to be considered by the Court of Examiners that year.

Practice Placement Coursework Assessment

Fieldwork placements must be passed for students to proceed from Year One to Year Two and to proceed to commencement in Year Two. There is no compensation between academic and practice performance. Guidance on the assessment of practice is contained in a later section. The External Examiner reviews practice assessment reports, as well as academic assessments.

The Master in Social Work cannot be awarded to students who do not successfully complete all programme requirements. A student becomes eligible to apply to CORU to register as a professional social worker at the point when the student has graduated (either in person or in absentia). As per CORU requirements, a list of graduated students is sent from the College (Academic Registry) to CORU.

In the case of students who are unable to complete the required supplemental placement over the summer months, they must go "off-books" for the following

academic year during which time they must complete the supplemental placement. Students will not normally be permitted to take more than one year “off-books”.

Appeal Mechanisms

In the first instance, a student who is dissatisfied with published results may discuss this with the relevant lecturer and/or the Course Director.

In the second instance, a student may avail of the College Appeals Procedures for postgraduate students, details of which, including grounds for appeal are contained within the Graduate Students Handbook ([Calendar Part III](#) page 17) furnished to all students upon registration.

Students engaged in appeals or disputed outcomes are strongly advised to seek the advice and support of the Postgraduate Advisor in the Senior Tutors office and/or the Graduate Students Union.

Final Award

Having secured over 50% on all written work and successfully completed the two practice placements, students are eligible for the award of Master in Social Work. The award of a Master in Social Work with Distinction requires the achievement in Year Two of a distinction (over 70%) in the Dissertation, the Practice Project and an overall aggregate of over 70% across all assessed work. Alternatively if pursuing the Postgraduate Diploma pathway, having secured over 40% on all written work and successfully completed the two practice placements, students are eligible for the award of Postgraduate Diploma in Social Work.

Course Expectations

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

The following are therefore course requirements:

Attendance: Students are expected to attend all components of the course consistently. Full attendance is required for both academic (including tutorial) and practice components, and is an expectation of the Health and Social Care Professionals Council (CORU). Any student who is unable to attend a lecture is obliged to contact the school by e-mailing Master.Socialwork@tcd.ie as early as possible on the first day of their

absence and to give an estimate of its probable duration. In the case of sickness or exceptional personal circumstances, a limited amount of non-attendance may be allowed if the Course Committee (in consultation with tutor and practice teacher when on placement) is satisfied that the relevant course or practice work can be compensated. Attendance will be visually monitored in all modules and sign-in sheets circulated, lecturers will feedback to the Course Executive officer if attendance is low, students arrive late to class or leave early. An MSW Attendance Policy explains how attendance will be monitored and how poor attendance will be addressed (please see Appendix II).

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

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

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

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

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

Course Regulations and the **code of conduct** required of course participants are outlined on page 188-192, as are disciplinary procedures.

Submission of Coursework: All coursework must be submitted on Blackboard no later than the deadline set by the lecturer. All submissions made to blackboard must be in

PDF format in order to retain the original format submitted by the student. Students are responsible for ensuring their coursework is submitted on time.

- **Word Count:** Where a maximum and minimum word count is provided students may receive a 5% penalty on the overall assignment mark if their word count is not within this range or the assignment may be returned to the student for a re-submission and capped at a mark of 50%.

Submission of Coursework

Fieldwork Placements

Each student is required to successfully complete two fieldwork placements of at least 500 hours each in order to fulfil the requirements of the Programme. The fieldwork education co-ordinators, in conjunction with the rest of the course team, take responsibility for identifying, co-ordinating and allocating placements to individual students. The primary criterion used for the allocation of available placements is the individual's learning needs. While every effort will be made to provide placements in the sectors and locations which students have indicated a preference for, it cannot be guaranteed that student preferences can or will be catered for. Placements may be in Dublin or other parts of Ireland. Alternatively, placements abroad may be facilitated. In the case of a student who undertakes one placement outside Ireland, it is a course regulation that the other placement be undertaken in Ireland. Students' first placement will usually be in Ireland.

Fieldwork Education Team

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

University Regulations

Academic Policies

Information about the Universities Academic Policies can be found [here](#).

Student Complaints Procedure

Trinity College Dublin, the University of Dublin, is committed to excellence in teaching, research and service provision. The University aims for the highest standards of quality in all its activities. It takes legitimate student complaints seriously and aims to resolve them in a clear, fair and timely manner. Information about the Student Complaints Procedure can be found at

https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf.

Dignity and Respect Policy

Trinity is committed to supporting a collegiate environment in which staff, students and other community members are treated with dignity and respect. Bullying and harassment (including sexual and racial harassment) are not tolerated in Trinity. Information about the Dignity and Respect Policy can be found at <https://www.tcd.ie/equality/policy/dignity-respect-policy/>.

Student Supports

Students can see a full range of the services available to them at www.tcd.ie/students/supports-services/. More detailed information about these services can be found [here](#).

Tutorial System

Each student will be allocated a social work tutor to support the student's professional development across both placements. . Tutors will be allocated towards the end of the first academic term and will meet with students during the academic terms. Group tutorials may also take place. They will in addition participate in placement meetings in both Years One and Two.

Tutors aim to:

- Offer support and mentoring to students
- Promote continuity of learning from academic to practice-based learning settings.
- Monitor the student's progress, and jointly plan ways to meet educational needs.
- Act as the college representative in the placement, resourcing both student and practice teacher and ensuring quality of practice learning.
- Inform decision-making regarding future placement allocation.

Postgraduate Advisory Service

The Senior Tutor's office in college provides a post-graduate advisory service that is separate to the MSW's tutorial system. The PAS is a unique and confidential service available to all registered postgraduate students at Trinity College. It offers a comprehensive range of academic, pastoral, and professional supports dedicated to enhancing your student experience.

If you require specific advice, or would like to arrange a confidential meeting with the dedicated Student Support Officer, you can make an appointment by phoning 353 1 896

1417, or by e-mail at pgsupp@tcd.ie. For details of further sources of support and help in the College please go to <http://www.tcdlife.ie/>

Graduate Students Union

Located on the second floor of House Six, in Front Square, the Graduate Students' Union is an independent body within College that represents postgraduate students throughout College. Upon registration, all postgraduates are automatically members. It is run by two full-time sabbatical officers; who are responsible for strategy and policy formulation and advise students on matters such as academic appeals and supervisor relationships. They are also there to help on more personal matters, such as financial concerns, illness and bereavement. Any discussions about such concerns are treated with the strictest confidentiality. Contact them at either president@gsu.tcd.ie or vicepresident@gsu.tcd.ie.

Career Advisory Services

The Career Advisory Service is one of the most comprehensive and beneficial resources available to Trinity students. They offer weekly, year round workshops, events, seminars, talks, career fairs, and employer events and presentations. Events are updated regularly on their website and are free to all Trinity students. Examples of some popular on-going workshops include preparing a CV, practice interviews on video with feedback, finding postgraduate funding, and working in Ireland for non-EU students. In addition, they offer one-on-one career advice and counselling. Their website also features a comprehensive list of resources including job openings, funding opportunities, voluntary work, networking events, and podcasts. More information is available at <http://www.tcd.ie/Careers/>.

IT Services

IT Services is the main provider of computing facilities and services to students at Trinity. They aim to enhance learning and research activities within the College. In addition to providing one-on-one technical support to students at the IT Services Helpdesk, they also run a series of software workshops and tutorials and basic computer courses. They also offer a range of software for sale at discounted rates. A full list of available software and workshops are available on their [website](#).

TCD 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. More information about the Library can be found at <https://www.tcd.ie/library/>

College Health Centre

The TCD Health Centre provides a wide range of health services for all students on campus. In addition to offering primary health care, the centre also runs a series of specialised clinics for students including travel vaccinations, sexual health, sports medicine, and antenatal care. Fees and opening hours are listed on their [website](#).

Students Counselling Service

The Student Counselling Service provides free support to those who are experiencing personal and/or academic concerns. Available services include one-to-one counselling, peer mentors, on-line support programs, meditation groups, Niteline helpline, and group support. All services are free and confidential. Contact information can be found on their [website](#).

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 <http://trinitysocieties.ie/>.

Dublin University Central Athletics 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 at http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs

MSW: Year One 2019/20

Course Dates 2019/20	
Teaching Weeks	2 September – 18 October 2019
Reading Week	21 October – 27 October 2019
Teaching Weeks	28 October – 29 November 2019
Revision Week	02 December – 6 December 2019
Examination Week	09 December – 13 December 2019
Christmas Period	16 December 2019 – 03 January 2020
Placement	6 January 2020 – 10 April 2020
Placement Call-In Day	03 February 2020
Teaching Weeks	13 April 2020 – 24 April 2020

Year One Programme Requirements (60 ECTS)

SS7012 Social Work Theory for Practice (10 credits)

- 1.1 Introduction to Social Work (24 hours)
- 1.2 Introduction to Reflective Practice & Use of Self in Social Work (12 hours)
- 1.3 Social Work & Counselling Practice Approaches (35 hours)
- 1.4 Groupwork (15 hours)
- 1.5 Community Development & Macro Social Work Practice (15 hours)

SS7016 Foundations for Social Work Across the Lifespan (10 credits)

- 2.1 Human Development in Social Contexts (24 hours)
- 2.2 Supporting Children and Families-Approaches to Prevention and Intervention (24 hours)
- 2.3 Child and Family Law (24 hours)
- 2.4 Equality, Diversity and Social Work Practice (18 Hours)

SS7014 Social Work Practice (30 credits)

- 3.1 Preparing for Practice (24 hours)
- 3.2 Placement (500 hours)

SS7017 Social Policy, Critical Theory and Social Work Research (10 credits)

- 4.1 Contemporary Discourses in Society (24 hours)
- 4.2 Understanding Social Policy For Social Work Practice (24 hours)
- 4.3 Introduction to Social Work Research and Evaluation (24 hours)

Year One Assessment

SS7012 Social Work Theory for Practice (10 credits)

Introduction to Social Work	Combined examination (50%)
Social Work & Counselling Practice Approaches	
Groupwork	Group Assignment 15% Individual Assignment (10%)
Introduction to Reflective Practice Use of Self in Social Work	Reflective Diary (not graded)
Community Development & Macro Social Work Practice	Assignment (25%)

SS7016 Foundations for Social Work Across the Lifespan (10 credits)

Human Development in Social Contexts	Child Observation study (65%)
Supporting Children and Families- Approaches to Prevention and Intervention	Full attendance & Class Participation
Child and Family Law	Assignment (35%)
Equality, Diversity and Social Work	Full attendance & Class Participation

SS7014 Social Work Practice (30 credits)

Preparing for Practice – A Reflective Practice Approach	Placement Project (100%) plus Pass Placement Grade.
Skills Workshops	
Placement	

SS7017 Social Policy, Critical Theory and Social Work Research (10 credits)

Contemporary Discourses in Society	Assignment (30%)
Understanding Social Policy For Social Work Practice	Assignment (30%)
Introduction to Social Work Research	Dissertation Proposal (40%) (<i>Concept Paper & Research Proposal</i>)

Assessment Schedule

Group Work	Group Project & Individual Assignment Monday 14 October
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Child Observation Study	Tuesday 29 October 2019
Contemporary Discourses Assignment	Monday 18 November 2019
Family and Child Law	Monday 9 December 2019
Social Policy Assignment	Monday 2nd March 2020
Community Development & Macro Social Work Practice	Monday 6 April 2020
Placement Project	Wednesday 15 April 2020
Research Assignment	Concept Paper due Monday 02 December 2019 Research Proposal due Monday 27 April 2020
Examination Week: December 09 - 13 2019	

For information about Absence from Examination please see Appendix 3.

SS7012: Social Work Theory for Practice: (10 ECTS)

1.1 Introduction to Social Work

Stan Houston

This module provides an overview of the essential nature of social work and the characteristics which distinguish it from other 'caring professions'. It explores contemporary social work in its many forms, and the influence of historical developments within the profession on current practice. Students are introduced to the variety of social work roles, and the nature of social work process. The module will focus on major themes shaping social work such as the life-course and the need for an ecological perspective, and will address the basic theoretical standpoints and values that inform intervention. The regulatory system, recently introduced, which provides for the registration of social workers in Ireland, is also introduced. The module will familiarise students regarding the foundational skills of reflexivity, reflection, and critical thinking, linking these skills with anti-oppressive social work and the need for relationship-based practice. There will be a strong focus on the values and ethics underpinning social work. The essential nature of social work process will be considered including the core elements of assessment.

Learning Objectives

At the end of this module students will be able to:

- Distinguish the role of social work from other disciplines within the range of health and social care professions;
- Comprehend the profile of social work in Ireland including employment opportunities and fields of practice, professional accreditation, professional registration and distribution of social work posts across the different sectors of employment;
- Identify core skills, theory and knowledge required by qualified social work practitioners including theories of the life-course, trauma and ecological perspectives;
- Gain an initial understanding of the skills of reflexivity, reflection and critical thinking in social work;
- Articulate the value base of social work and the key ethical concepts that inform practice in this field;
- Understand the skills and knowledge to practice relationship-based social work effectively and ethically, including the application of psycho-dynamic theory to relationship;
- Position contemporary social work practice within an historical context;
- Develop an understanding of social work process

Module Topics include:

- The nature of social work
- Social work values, ethics and principles: an introductory overview.
- Social work process: an introductory overview.
- History of social work and social work education in Ireland.
- The social work profession in Ireland: issues in current practice (including registration and regulation).
- The essential nature of social work and its relationship to other caring professions.
- Introduction to the knowledge and skills base of the social work profession.
- Introduction to key theories of social work practice including working in the life-course, trauma and using an ecological perspective.
- An introduction to the skills of reflexivity, reflection and critical thinking in social work practice.
- An introduction to strengths-based and solution-focused social work.

Assessment

The module will be assessed by examination in December 2019.

Key Reading

Banks, S. (2001) *Ethics & Values in Social Work*. 2nd ed. Palgrave. Chapter 5.

Banks, S. (2004) *Ethics, Accountability and the Social Professions*. Hampshire: Palgrave MacMillan. Chapter 2.

Barnard, A., Horner, N. and Wild, J. (eds) (2008) *The Value Base of Social Work and Social Care: An Active Learning Handbook*. Open University Press.

Christie, A., Featherstone, B., Quin, S. and Walsh, T. (2015) *Social Work in Ireland: Change and Continuities*. Palgrave

Coulshed, V. and Orme, J. (2012) *Social Work Practice: An Introduction*. 5th ed. Palgrave.

Cree, V.E. (ed) (2011) *Social Work. A Reader*. Routledge

Darling, V. (1971) 'Social Work in the Republic of Ireland', *Social Studies*, 1.1, pp. 24-37.

Davies, M. (ed) (2002) *The Blackwell Companion to Social Work*. 2nd edition. Oxford: Blackwell Publishers. Part 1, Chapters 1.1 to 1.9.

Dominelli, L. (2009) *Introducing Social Work*. Cambridge: Polity Press.

Drury-Hudson, J. (1998) 'A model of professional knowledge for social work practice' *Australian Social Work*, 50 (3): 35-44.

Hare, I. (2004) 'Defining social work for the 21st century: The International Federation of Social Worker's revised definition of social work' in *International Social Work*, 47(3) pp. 407-424.

- Hopkins, G. (1998) *The Write Stuff: A guide to effective writing in social care and related services*. Russell House Publishing.
- Kearney, N. (1987) *Social Work and Social Work Training in Ireland: Yesterday and Tomorrow. Occasional Papers Series 1*. Dublin: Dept of Social Studies, TCD.
- Kearney, N. and Skehill, C. (2005) *Social Work in Ireland: Historical Perspectives*. Dublin: IPA
- Koprowska, J. (2010) *Communication and Interpersonal Skills in Social Work*. Learning Matters. 3rd edition
- Lishman, J. (1994) *Communication in Social Work*. London: Palgrave.
- NDA (2005) *Guidelines on Person Centred Planning in the Provision of Services for People with Disabilities in Ireland*, Dublin: NDA.
- Payne, M. (2005) *The Origins of Social Work: Continuity and Change*. Palgrave Macmillan.
- Skehill, C. (1999) *The Nature of Social Work in Ireland*. NY: Edwin Mellon.
- Thompson, N. and Thompson, S. (2008) *The Social Work Companion*. Palgrave.
- Trevithick, P. (2000) *Social Work Skills: a practice handbook*. UK: Open University Press.
- Walker, H. (2008) *Studying for Your Social Work Degree*. Exeter: Learning Matters
- Wilson, K., Ruch, G., Lymbery, M. and Cooper, A. (2008) *Social Work: an introduction to contemporary practice*. Pearson. (See Ch. 5 on social work knowledge and practice; Ch. 10 on communication skills; Ch 21 on contemporary challenges to social work).

1.2 Introduction to Reflective Practice & Use of Self in Social Work

Mr Frank Mulville

Module Aims

The importance of self-awareness and the capacity for critical reflection are central to CORU/SWRB Domain 4 Personal and professional development. Further to this the use of self in social work is a key component of effective, sensitive social work practice. This module aims to promote self-exploration by students using a Reflective Practice approach. The module is delivered in parallel with Preparation for Placement - A Reflective Practice Approach. Students' developing awareness of the 'use of self' and capacity for reflective practice will be reviewed prior to during and after placement in Year One, and the process will be continued in Year Two.

Module Content

This module will consist of workshops facilitated by an external group facilitator and will focus on the use of self in social work and the linkages between personal and professional experiences. The class will be divided into two groups for this process

Learning Outcomes

On successful completion of this module students will be better able to integrate the experiences they bring to the module together with their experiences of being part of a group process.

Teaching and Learning Methods

This module is an experiential group where individuals can explore their life biographies to date and the personal attributes, talents, experiences and values that they bring to the course and to social work. There will be clear and explicit guidelines on the role of the group facilitator, confidentiality and feedback to the wider course team. Students will keep a Reflective Diary.

Assessment

There is no formal assessment for this module, but attendance at and engagement in the group process is a course requirement. Students are also required to keep a Reflective Diary which they themselves will analyse at the end of term as part of their preparation for placement.

1.3 Social Work & Counselling Practice Approaches

Ms Sinead Whiting & Dr. Michael Feely

Module Aims

The aim of the Year One module is to provide an overview of a range of social work theories, skills and methods for practice. It is envisaged that these combined theory/skills workshops will provide the opportunity for students to build on existing interpersonal skills and previous work experience and crucially build a strong understanding of the link between theory and practice. It is hoped that students will value the opportunity to reflect upon and learn from practice experience.

Module Content

The module will be taught over 12 three hour sessions comprising 60 minute teaching input on a particular practice approach in a large group setting, a 15 minute break and two 60 minute skills session with the class divided into two groups to explore and develop competence in use of the particular practice approach.

The primary counselling and practice approaches and techniques that will be covered in the module will include:

- Person Centred Approach
- Solution Focused
- Motivational Interviewing
- Task Centred Casework
- Crisis Intervention
- Relationship Based Practice
- Person Centred Practice
- Cognitive-behavioural approaches
- Working with Involuntary Clients
- Report Writing
- Assessment Skills

This module is designed to complement a range of other modules on the programme, particularly introduction to social work, community, community work and social work skills development. It is followed in Year Two by a complementary module focusing on systems and social constructionist approaches.

Learning Outcomes

On successful completion of this module students will be able to:

- Explain and understand the link between social work theory and practice.
- Identify the key values, knowledge and skills necessary for their social work practice

- Recognise the philosophies, traditions and theories that underpin different counselling/practice methods.
- Recognise and value the core conditions for engaging a client in casework or counselling.
- Draw on at least five different counselling/practice methods when working in direct social work practice with individuals and families.
- Critically consider and assess different counselling/practice methods as well as their suitability to different case scenarios.
- Reflect upon their social work skills and practice and identify key learning objectives for placement.
- Reflect on their use of self, their role as a social worker and begin to take responsibility for their own continuing professional development.
- Have identified areas of strength and areas for development within their communication skills

Teaching and Learning Methods

The teaching methodology will seek to build on the past experience of students. Full class participation is essential and students will be encouraged and supported to explore and develop skills in a safe learning environment. Teaching and Learning Methods will include: lectures; class discussion; applied classes; presentations; small group teaching; role play; video recording; review, feedback & discussion.

Assessment

This module will be assessed by examination in December 2019, and any supplementals will be assessed by examination.

Readings

Adams, R., Dominelli, L. & Payne, M. (Eds.) (2002) *Social Work: themes, issues and critical debate*. 2nd Edition. Hampshire: Palgrave.

Brearly, J. (1995) *Counselling and Social Work*. Buckingham: Open University Press.

Corey, G. (2005) *Theory and Practice of Counselling and Psychotherapy*. 7th Edition. Belmont, CA: Brooks/Cole-Thompson Learning.

Coulshed, V., Orme, J. (1998) *Social Work Practice: an introduction*. 3rd Edition. Hampshire: Palgrave.

Davies, M. (ed) (2013) *The Blackwell Companion to Social Work*, 4th Edition, Chichester, Wiley

Feltham, C., Horton, I. (Eds.) (2000) *Handbook of Counselling and Psychotherapy*. London: Sage

- Healy, K (2014) Social Work Theories in Practice, Hampshire, Palgrave McMillan
- Hohman, M. (2012) Motivational Interviewing in Social Work Practice, New York , Guilford
- Howe, D (2009) A Brief introduction to Social Work Theory, Hampshire, Palgrave McMillan
- Milner, J & O' Byrne, P. (2002) Assessment in Social Work. 2nd Edition. Hampshire:Palgrave Macmillan.
- Mair,G (ed) 2004, What Matters in Probation, Collumpton, Willan
- Payne, M. (2016) Modern Social Work Theory. 4th Edition. Oxford University Press.
- Teater, B (2014) An Introduction To Applying Social Work Theories And Methods, OUP
- Trotter,C (2006) Working with Involuntary Clients, London, Sage
- Thompson, N. (2001) Anti-Discriminatory Practice. 3rdEdition. Hampshire: Palgrave.
- Thompson, N. (2002) People Skills. 2ndEdition. Hampshire: Palgrave.
- Thompson, N. (2005) Understanding Social Work. Hampshire: Palgrave.
- Trevithick, P. (2000) Social Work Skills: a practice handbook. Buckingham: Open University.
- Turner.F, (ed) (2017) Social Work Treatment: Interlocking Theoretical Approaches, 6th Edition, Oxford University Press

***Other readings will be provided in class.**

1.4 Groupwork

Dr Mary Kelleher

This module offers students an overview of the major theories of groupwork and the various applications of groupwork in social work settings. The aims of this module are to provide students with:

- A knowledge of the basic theories of groupwork
- An understanding of group dynamics and processes
- The skills to identify the indicators for the effective use of groupwork
- The development of groupwork leadership and facilitator skills
- An understanding of service user engagement in group work and co-production of group work interventions with service users.
- An appreciation of the significant potential of groupwork practice within social work.

Module Content

The areas covered in this module will include:

- Stage models of groupwork practice
- The various roles which participants perform in groups and strategies for facilitating these roles
- Preparation and formulation of groupwork interventions in social work practice
- The therapeutic potential of groupwork practice
- The use of self in a groupwork context
- Development of leadership and facilitation skills
- Group roles and dynamics in a teamworking context
- Models of evaluation of groupwork practice.

Learning Outcomes

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

- Demonstrate knowledge of group dynamics and processes, in particular as they relate to social work practice (Domain 6.1: Knowledge, understanding and skills).
- Recognise the potential of groupwork for effective social work practice (Domain 5.1: Provision of Quality Services).
- Recognise typical stages of a group process and the various roles which group members perform (Domain 3.1: Effective communication).

- Identify key techniques utilised to facilitate the various group stages and group roles (Domain 5.2.: Provision of Quality Services).
- Apply groupwork theory in practice (Domain 6.3: Knowledge, understanding and skills).
- Recognise the rewards and challenges of collaborative teamwork in multidisciplinary, inter-professional, multi-service and inter-agency teams (Domain 2.2: Interpersonal and professional relationships).
- Reflect on their own personal and previous work experiences of being in a group situation and how this may impact on their practice as a groupwork facilitator (Domain 4.1: Personal and professional development).
- Demonstrate a knowledge of culturally competent groupwork (Domain 1.2: Professional autonomy and accountability).
- Apply various methods of evaluation of groupwork (Domain 5.9: Provision of Quality Services).

Teaching and Learning Methods

The teaching methodology will allow the students to recognise and reflect on their past personal and employment experience of being in a group both as a participant and as a facilitator. Students will be expected to participate in classroom discussions and develop skills in a classroom setting. Teaching methods will include presentations, classroom discussion, small group teaching and group role play.

Assessment

Group Project and Individual Assignment

Reading lists

(a) Recommended reading

Crawford K, Price, B and Price, M *Groupwork Practice for Social Workers*, SAGE, 2014.

Cohen, C.S., Phillips, M.H. and M. Hanson *Strength and Diversity in Social Work with Groups*, Oxon: Routledge, 2009.

Corey, G. *Theory and practice of group counselling* 8th ed., Hampshire: Cengage, 2011.

Corey, G., Corey, M., Callahan, P. and J.M. Russell. *Group Techniques* 4th ed., Hampshire: Cengage, 2014.

Corey, M., Corey, G. and C. Corey. *Groups: Process and Practice* 9th ed, London: Brooks/Cole,

2013.

Doel, M. *Using Groupwork*, London: Routledge, 2005.

Dole, M. and Sawdon, C. *The Essential Groupworker: teaching and learning creative groupwork*, London: Jessica Kingsley, 1999.

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

Freire, P. *Pedagogy of the Oppressed*. New York, Continuum 1970

Glisson, C., Dulmud, C. and K. Sowers. *Social Work Practice with Groups, Communities, and Organizations: Evidence-Based Assessments and Interventions*, West Sussex: Wiley, 2012.

Lindsay, T. and Orton, S. *Groupwork Practice in Social Work*. 2nd ed., Exeter: Learning Matters, 2011.

Northen, H. and Kurland, R. *Social Work with Groups* 3rd ed., New York: Columbia University Press, 2001.

Payne, M. *Teamwork in Multiprofessional Care*, Basingstoke, U. K.: Macmillan, 2000.

Preston-Shoot, M. *Effective Groupwork* 2nd ed., London: Macmillan, 2007.

Reid, K. E. *Social Work Practice with Groups: A Clinical Perspective* 2nd ed., Hampshire: Cengage, 1996.

Sharry, J. *Solution Focused Groupwork* 2nd ed., London: Sage, 2008.

Toseland, R. and Rivas, R. *An introduction to groupwork practice* 7th ed., London: Pearson, 2011.

Yalom, I. *The Theory and Practice of Group Psychotherapy* 5th ed., New York: Basic Books, 2005.

Zastrow, C. *Social Work with Groups: A comprehensive worktext* 9th ed., CA: Brooks-Cole, 2014.

(b) Additional reading

Additional reading lists will be provided in class.

1.5 Community Development & Macro Social Work Practice

Ms Kirsten Byrne

The MSW1 Community Development & Macro Social Work module introduces students to theories, models and approaches to community work as a method of social work, with a particular emphasis on interventions with communities and groups who have unequal access to, or use of, social goods and services or who experience stigma, discrimination and exclusion. The module equips students with relevant knowledge and foundation skills to plan, develop and evaluate community-based interventions.

Module Aims

The aims of this module are to introduce through participatory teaching methods:

- An appreciation of the importance of community work as a component of social work (Domain 6: Knowledge, understanding and skills).
- To develop an understanding of the value base of community work and its relationship to social work values and principles (Domain 6: Knowledge, understanding and skills)
- To encourage participants to consider the implementation of community initiatives in their own working lives (Domain 4: Personal and Professional Development)
- To provide students with an understanding of the core skills and principles of community work (Domain 6: Knowledge, understanding and skills)
- To develop an understanding of the principles and practices of networking in the professional community (Domain 3: Effective Communication)
- To equip students to carry out a needs assessment using a Community Work approach (Domain 5: Provision of Quality Services).

Module Content

The module is organised through a series of lectures and workshops under themes, including:

- Definitions of community work.
- What is community?
- Profiling community and minority groups
- Models and principles of community work.
- Role of a community worker.
- Community work skills, including group facilitation and conflict resolution.
- Community work and social work.
- Community Networking.
- Community Fieldtrip.

Learning Outcomes

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

- Identify theoretical assumptions underlying community work (Domain 6: Knowledge, understanding and skills).
- Identify principles and strategies for facilitating the participation of diverse minority and community groups in community work initiatives (Domain 3: Effective Communication).
- Plan and undertake a needs assessment of a community or minority group (Domain 5: Provision of Quality Services)
- Illustrate the common values and ethical basis of community work as a social work method (Domain 1: Professional Autonomy and Accountability)
- Differentiate contrasting practice approaches of community work and other social work methods (Domain 6: Knowledge, understanding and skills)

Teaching and Learning Methods

Five 5 sessions of 180 minutes (15 hours) are allocated to the community work part of this course included in these session is a community work field trip. The first session will include a course introduction and the first lecture. Thereafter, course sessions will be structured to include a lecture in one part – in accordance with the main themes as outlined in the course content above – and a second part consisting of small workshops. Lectures will include examples of community work from Irish-based practice settings. Further details of teaching and learning methods will be made available during the first session.

Assessment

Students will undertake a placement-based written assignment (2,500 minimum to 3,500 maximum words) during which they identify a community or minority group that has specific relevance to their practice setting. The student will profile this community or minority group and outline how a social worker, or social work agency, would use a community work approach in working with this group. The student will also provide an overall assessment of the benefits and limits of a community work approach to social work in this setting.

Students are expected to show a good understanding of their chosen community or minority group. Students should demonstrate knowledge of community work theory and be able to incorporate community work principles, values and methods into their assignment.

Re-Assessment

In the event that a re-assessment is necessary students will be required to identify an alternative community or minority group and demonstrate that they have a working knowledge of this group. The student must then complete the above stated profile and

social work intervention using a community work approach to working with this group along with an assessment of the benefits and limits of the approach.

Readings

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

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

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

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

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

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

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

Forde, C. and Lynch, L. (2015) *Social Work and Community Development*, Palgrave Macmillan

Freire, P. (2004) *Pedagogy of hope: reliving Pedagogy of the oppressed*, Continuum, London.

Gilchrist, A. (2009) (2nd ed.) *The Well-Connected Community: A networking approach to community development*, The Policy Press, Bristol

Gilchrist, A. (2016) (2nd ed.) *The Short Guide to Community Development*, The Policy Press, Bristol

Hardcastle, D. et al. (2011) *Community Practice: Theories and Skills for Social Workers*. Oxford University Press.

Hawtin, M & Percy-Smith, J. (2007) (2nd Ed.) *Community Profiling: A practical guide*. Open University Press.

Jackson, A & O' Doherty, C (2012) *Community Development in Ireland: Theory, Policy and Practice*. Gill and McMillan. Dublin.

Lavalette, M. (2011) *Radical Social Work Today: Social Work at the crossroads*.

Ledwith, M. (2005) *Community development: a critical approach*, Policy Press, Bristol.

Lee, A. (2003) *Community development in Ireland*, *Community Development Journal* 38, 48-58.

Mayo, M. (2009) (2nd Ed.) Community Work (Ch.11), In Critical Practice in Social work (Eds, Adams, R., Dominelli, L. and Payne, M.) Palgrave, Basingstoke.

Payne, M. (2014) (4th Ed.) Modern Social Work Theory, Chapter 8: 'Macro Practice, Social Development and Social Pedagogy. Palgrave Macmillan.

Popple, K. (1995) Analysing community work: its theory and practice, Open University Press, Buckingham.

Prendiville, Patricia (2008)(3rd Edition) Developing Facilitation Skills. Dublin: CPA

Pyles, L. (2009) Progressive Community organizing: A critical approach for a globalizing world, Routledge, Oxford.

Reed, B. G. (2005) Theorizing in Community Practice, In The Handbook of community practice (Eds, Weil, M. and Reisch, M.) Sage Publications, Thousand Oaks, Calif. ; London, pp. xvi, 708.

Reisch, M. (2005) Radical community organizing, In The Handbook of community practice (Eds, Weil, M. and Reisch, M.) Sage Publications, Thousand Oaks, Calif. ; London, pp. xvi, 708.

Rothman, J. (2001) Approaches to community intervention, In Strategies of community intervention (Eds, Rothman, J., Erlich, J. and Tropman, J. E.) F.E. Peacock Publishers, Itasca, Ill., pp. xiv, 497 p.

Rubin, H. J. and Rubin, I. (2005) The practice of community organizing, In The Handbook of community practice (Eds, Weil, M. and Reisch, M.) Sage Publications, Thousand Oaks, Calif. ; London, pp. xvi, 708.

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

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

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

SS7016 : Foundations for Social Work Across the Lifespan (10 Credits)

2.1 Human Development in Social Contexts

Calvin Swords

Module Aims

In this module, students will be introduced to a range of theories relevant to social workers engaging with children, young people, and adults experiencing developmental, emotional, behavioural, and mental health difficulties. These theories will look at development over the life course and help us to understand what constitutes “typical” development and so will support students to consider what falls outside of this range of development. This knowledge base will form an important part of students’ ability to assess individuals at all stages in the life course. Students will be encouraged to critically engage with a range of perspectives on human development across the life course. These theories will be considered in terms of their application in social work practice from early infancy to older adulthood.

Module Content

- Theoretical approaches to human development and their application in social work practice over the life course
- Individual development over the life course
- Attachment theory
- Resilience
- Child observation

Teaching and Learning Methods

This module will be delivered over seven three-hour sessions commencing in September 2019. Sessions will be in seminar format with class discussion and student participation encouraged. Students will also be required to undertake three hours of independent study in preparation for in-class group presentations.

Learning Outcomes

Students who complete this module should:

- Have developed a critical understanding of different theoretical approaches to human development and attachment relationships;
- Have an awareness of “typical” developmental stages experienced by infants, children, adolescents, and adults
- Have an awareness of the evolving needs of children, young people, and adults over the life course;

- Have gained experience of carrying out an observation of a child and writing up that observation with reference to theories of human development.

CORU Domains of Proficiency

This course will address the following domains:

Domain 3

1.c) Demonstrate the skill of writing reports, articulating the situation and drawing appropriate conclusions

Domain 6

1.a) Demonstrate a critical understanding of social work theory, methods and skills, social policy, sociology, psychology, social research, law and the legal system, economics, political science and other related social sciences

1.b) Demonstrate an understanding of the theories of individual and social development across the life span and within different cultures

Assessment

1. Child observation study (50%): Due Tuesday 29th October
Word Count 2,500 minimum – 3,000 maximum
2. In-class group presentation and discussion (15%)

Reassessment

Students who fail the child observation study will be reassessed by way of an essay.

Core Reading

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

Crawford, K. & Walker, J. (2017). *Social Work and Human*. London: Sage Publications.

O'Brien, E. Z. (2015). *Psychology for Social Work: A Comprehensive Guide to Human Growth and Development*. Basingstoke: Palgrave Macmillan. (Available as E-book)

Recommended Reading:

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

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

Howe, D. (2011). *Attachment across the Lifecourse: A Brief Introduction*. Basingstoke: Palgrave Macmillan. (Available as E-book)

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

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

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

Additional readings and references will be given in class and posted on Blackboard.

2.2 Supporting Children and Families- Approaches to Prevention and Intervention

Dr Trevor Spratt and Guest Lecturers

Course Aims & Content

This introductory twenty-four hour module explores the relevance of family work for social work practice, highlighting key social work tasks and good practice, focusing on the following:

- Understanding how experiences in childhood influence our future life course (Domain 1, 2, 5,6);
- Understanding Child Protection & Welfare in accordance with the National Guidelines (Domain 1, 2, 3, 6);
- Understanding Families: Assessment Processes (Domain 1, 2, 3, 5, 6).

Learning Outcomes

On successful completion of this course, students will:

- Understand how early experiences influence later life outcomes;
- Have acquired knowledge of the national guidelines on child protection and welfare, and key terms and definitions of child abuse, prior to beginning their first practice placement;
- Be able to reach decisions with the support and supervision of their practice teacher on child protection issues based on Children First.
- Have a working knowledge of an Assessment Framework

Teaching and Learning Methods

- Will include formal input and class discussion.
- Supplementary material will be provided for each topic.

Assessment

There is no formal assessment .

Readings

Reading for each week's lecture will be available on the module website. It is expected that students will read these in advance of the lectures.

Useful web-based resources:

North South Child Protection Hub	To be provided	Ireland
Child Law Reporting Project	http://www.childlawproject.ie/	Ireland
Children Acts Advisory Board	www.caab.ie	Ireland
HSE Library	www.lenus.ie	Ireland
Department of Children and Youth Affairs	www.dcy.gov.ie	Ireland
With Scotland	www.withscotland.org	Scotland
NSPCC	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 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	http://www.cwla.org/default.htm	USA
The Cochrane Collaboration	www.cochrane.org	UK/International

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 & 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)

2.3 Child and Family Law

Ms Sonya Bruen / MHC Solicitors

Module Aims & Content

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

The module explores key aspects of Irish and International Child and Family Law relevant to Social Work Practitioners, with particular focus on Public Child Care Law and the statutory role of Social Work Practitioners. The module will also provide an overview of relevant aspects of Private Family Law, including marriage breakdown, domestic violence, custody and guardianship.

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

Learning Outcomes

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

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

Week 1: Introduction to Child and Family Law in Ireland – 9 September 2019

- Overview of relevant aspects of Irish Child and Family Law; including key domestic legislation, statutory instruments / regulations, EU / International Law.
- Practical knowledge of the Irish Court Service for Social Work Practitioners.
- Introduction to the main provisions of the Child Care Act 1991; main functions and responsibilities of the Child and Family Agency.
- Analysis of key provisions of the Irish Constitution with focus on the balance of rights of parents with children's rights.

Group Discussion

- Statutory role of Social Work Practitioner in Child Protection and Welfare; understanding the wider context of practice within a legislative framework.
- Analysis of case studies from practice to explore the balance of parental rights and children's rights.

Readings

Crowley, Louise. *Family Law*. 2013

Nestor, Jim *An Introduction to Irish Family Law*, 3rd ed., (Gill and Macmillan, 2007), Chapters 1 and 2.

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

Shannon, Geoffrey *Child Law*, 2nd ed., (Thomson Round Hall), Chapters 1 and 2.
Shatter, Alan *Shatter's Family Law* 4th ed., (Butterworths, 1997), Chapters 1-4.

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

Week 2: Child Protection Law, Part 1; Social Work Preparation for Court; 16 September 2019

- Overview of the most common applications made by the Child and Family Agency under the Child Care Act 1991, as amended. (Detailed analysis of most relevant sections to be completed on subsequent dates).
- Examination of thresholds /evidence required for each application.
- Review of definitions of abuse as outlined in the Children's First Guidelines and Practice Handbook, 2011.
- Preparation of Social Work File and evidence in advance of court proceedings.
- Social Work Report for court proceedings – (overview only).
- Relevant aspects of District Court Practice Direction for Public Law Child Care Cases.

Group Discussion

- Analysis of case studies to ascertain main threshold / evidence for applications – reference to case examples from the Child Law Project will be circulated for review by students in advance.

- Consideration of issues to be addressed by Social Work Department before court proceedings are initiated.

Readings

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

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

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

Week 3: Child Protection Law; Part 2: Emergency Care Orders and Interim Care Orders – 23 September 2019

- Detailed analysis of grounds for Emergency Care Order and Interim Care Order applications; (Sections 12, 13 and 17 of the Child Care Act 1991) & thresholds of risk to be met for these applications.
- Practical preparation & evidence required for applications
- Social Work Report for Emergency Care Order and Interim Care Order applications.
- Reference to relevant research in Social Work Reports

Group Discussion

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

Readings

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

Child Care Reporting Project, www.childlawproject.ie; Case examples.

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

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

Week 4: Child Protection Law- Care Orders

30 September 2019

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

Group Discussion;

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

Required Reading:

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

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

Child Care Reporting Project, www.childlawproject.ie; Case examples

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

[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)

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

Week 5 Child Protection Law: Supervision Orders / alternatives to care

7 October 2019

- Proportionality in child protection

- What is the difference between family support / private family arrangement and placement in care
- What is the threshold for a supervision order and what is the benefit of this with comparison to care order?

Case examples – details to be provided in advance of lecture and explored further

Week 6: Private Family Law

14 October 2019

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

Group Discussion;

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

Required Reading:

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

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

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

Louise Crowley, 'Family Law'. 2013

Children and Family Relationships Act 2015

Mid Term Break – week of 21 October and Bank Holiday on 28 October 2019

Week 7: Criminal Justice System

November 2019

- Overview of the Irish Criminal Justice System
- Interagency co-operation between the statutory agencies in Child Abuse investigations
- Juvenile offences and detention
- Social Work Practitioners / Child and Family Agency role in respect of Juvenile criminal charges
- Case examples

Readings:

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) Chapter 16.

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

Week 8: Accountability of Social Work Practitioners

11 November 2019

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

Group Discussion

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

Readings

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

Hamilton, Claire *Irish Social Work and Social Care Law* 1st ed., (Gill and Macmillan, 2012), Chapter 4

Week 9 Child Protection Law, Children in Care

18 November 2019

- Section 17 and 18 Child Care Act 1991 – Roles and Responsibilities of the Social Work Practitioner and the Child and Family Agency for children in care
- Section 4 Child Care Act 1991- Voluntary Care
- Section 37 Child Care Act 1991- Access for Children in Care.
- Section 45 Child Care Act 1991 - After Care Provision for Children in Care.
- Section 47 Child Care Act 1991 – Applications for Court directions in respect of Children in Care.

- Regulations for Children in Care – Standards for foster care and residential care.
- Use of research and assessments to illustrate evidence in respect of children in care; attachment theory, impact of access for children in short term / long term care.
- Adoption of children in care

Group Discussion

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

Readings

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

Child Care Reporting Project, www.childlawproject.ie; Case examples

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

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

Week Ten: EU / International Framework for Child Protection & Secure Care 25 November 2019

- Child Protection and Human Rights, European Convention on Human Rights, United Nations Convention on Rights of the Child.
- Child Abduction – Brussels II; Child Protection procedures and recognition of court orders between member states.
- Children's rights and the Irish Constitution.
- The Legal Framework for Secure Care
- Social Work Practice with young people in Secure Care
- Case examples and lessons for practice from practitioners in this specialist area

Readings

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

Kilkelly, Ursula (Ed) *ECHR and Irish Law* 2nd ed., (Bristol: Jordan's).

(2005) 23 *Irish law Times* 90: 'Child Abuse, the United Nations Convention on the Rights of the Child and the Criminal Law': Claire Hamilton

(2003) 6(3) Irish Journal of Family Law 6: "The Children's Hearing System and the European Convention on Human Rights" Dr Linda Tyler

Social Work and the Rights of the Child, International Federation of Social Workers (see also <http://www.ifsw.org>)

Laying the Foundations for Children's Rights, Philip Alston and John Tobin, UNICEF at http://www.unicef-icdc.org/publications/pdf/ii_layingthefoundations.pdf

(2008) 11(4) IJFL 84: Article: Exceptions to the Rule? The Role of the High Court in Secure Care in Ireland : Nicola Carr

Nestor, Jim An Introduction to Irish Family Law, 3rd ed., (Gill and Macmillan, 2007), Chapter 15.

Shannon, Geoffrey Child Law, 2nd ed., (Thomson Round Hall), Chapter 10.

Assessment

Students are required to submit an assignment of between 2,500 and 3,500 words. Essay titles will be given in class. Supplemental assessment will be in the form of an essay assignment between 2,500 and 3,500 words, essay titles will be given in the event of a supplemental assessment being required.

2.4 Equality and Diversity in Social Work Practice

Dr. Michael Feely

Module Aims and Content

This module aims to offer a critical introduction to issues of equality and diversity in social work practice. It will encourage students to critically analyse and discuss:

- the concept of equality;
- radical and anti-oppressive approaches to social work practice;
- human rights;
- cultural competence in social work practice;
- how power operates in social work settings;
- how social work can function as a form of social control.

The module will also encompass presentations by guest speakers and aims to open up a space for direct dialogue between social work students and diverse client groups (e.g. self-advocates with disabilities; travellers; members of the LGBTQ community and so on)

Methods of Teaching and Student Learning

Lecture based-critical discussions, pre-class readings, and critical reflection.

Learning Outcomes

When students have successfully completed this module they should be able to:

- Understand how ideas concerning equality and human rights can affect social work practice.
- Be cognisant of how anti-oppressive practice, and cultural competence can inform contemporary social work practice.
- Be capable of meeting CORU's standards of proficiency.

Syllabus

Indicative Content (Subject to change depending upon the availability of guest speakers)

- 1 – What is equality?
- 2 - Considering oppression and introducing anti-oppressive practice.
- 3 - Can social workers be culturally competent?
- 4 – How does power work in social work settings?
- 5 - Reflecting on the ways critical thinking, anti-oppressive practice, and cultural competence can shape practice.

Essential reading to prepare for class discussion

Week 1

1) Baker, J. (2006) 'Equality' in Healy, S., Reynolds, B. and Collins, M. L. (Eds), *Social Policy in Ireland : Principles, Practice and Problems*, Dublin: Oak Tree Press. Available at: [http://researchrepository.ucd.ie/bitstream/handle/10197/2039/Baker%20\(2006\)%20Equality%20\(pre-print\).pdf?sequence=1](http://researchrepository.ucd.ie/bitstream/handle/10197/2039/Baker%20(2006)%20Equality%20(pre-print).pdf?sequence=1)

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

Week 2

1) Thompson, N. (2006) 'Introduction', *Anti-Discriminatory Practice*, Basingstoke: Palgrave MacMillan, pp.1-19.

2) Hegar, R. (2012) Paulo Freire: Neglected Mentor for Social Work, *Journal of Progressive Human Services*, 23:2, 159-177,

Week 3

NASW (2001) *NASW Standards for Cultural Competence in Social Work Practice*, Washington: NASW. Available at:
<https://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

Week 4

Gutting, G. (2005) 'Crime and punishment' in Gutting G. *Foucault: A Very Short*, (pp. 79-90), Oxford: Oxford University Press. Available at:
<http://admin.umd.edu.pk/Media/Site/UMT/SubSites/ICP/FileManager/Ebooks/DCPe-03.pdf>

Further Reading

Recommended Reading

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

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

Cocker, K. & Hafford-Letchfield, T. (Eds) (2014) *Rethinking Anti Discriminatory and Anti Oppressi*

Crowley N. (2015) *Equality and Human Rights – an Integrated Approach*. Paper 3 of ERA Series 'Setting Standards for the Irish Equality and Human Rights Infrastructure'. Dublin: Equality and Rights Alliance
<http://www.eracampaign.org/uploads/Equality%20&%20Human%20Rights%20%20An%20Integrated%20Approach.pdf>

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

Garrett, P. (2007) The relevance of Bourdieu for social work: a reflection on obstacles and omissions, Journal of Social Work, Vol 7, Issue 3, pp. 355 – 379.

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

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

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

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

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

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

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

Additional Reading Part One

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

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

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

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

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

Oxfam (2013) *A cautionary Tale: The true cost of austerity in Europe*. Available at <https://www.oxfamireland.org/sites/default/files/upload/pdfs/austerity-inequality-europe-summary.pdf>

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

Power C. (2012) 'Equality', Chapter 10 in Moriarty, B. & Mooney Cotter, A.M. *Law Society of Ireland Manual: Human Rights Law*. 4th Edition, UK: Oxford University Press
Public Health Alliance Ireland (2004) *Health in Ireland – an unequal state*. Dublin: www.publichealthallianceireland.org

Strier, R. & Binyamin, S. (2013) Introducing Anti-Oppressive Social Work Practices in Public Services: Rhetoric to Practice, *British Journal of Social Work* (2013):1- 18
bct049v1-bct049

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

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

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

Additional Reading Part Two

Anti-Oppressive Practice & Intercultural issues

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

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

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

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

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Foreman, M.,(2008) HIV and 'Direct Provision'. Learning from the Experiences of Asylum Seekers in Ireland, *Translocations: Migration and Social Change*, 4(1):51 – 69

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

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

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

Humphries B. (2005) An unacceptable role for social work: implementing immigration policy, *British Journal of Social Work* 34(1)

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- Lum, D. (2003) (2nd Ed) *Culturally Competent Practice:A framework for understanding diverse groups and justice issues*. CA:Thomson Brooks/Cole
- O'Hagan, K. (2001) *Cultural Competence in the Caring Professions*. London : J.Kingsley
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- Reichert, E. (2011) *Social Work and Human Rights – a foundation for policy and practice*. 2nd Edition. USA:Columbia University Press
- Social Care Institute for Excellence (SCIE) (2010) *Good practice in social care for refugees and asylum seekers*.
<http://www.scie.org.uk/publications/ataglace/ataglace26.asp>
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- Rush, M. & Keenan, M. (2014) The Social Politics of Social Work - Anti-Oppressive Social Work Dilemmas in 21st Century Welfare Regimes. *British Journal of Social Work*, 44(6):1436-1453
- Torode, R., Walsh, T. & Woods, M. (2001) *Working with refugees and asylum seekers: a social work resource book*. Dublin:Social Studies Press

Ageism

- Irish Social Worker (2002) *Special Edition on social work with older people*. 20(1-2).
- Equality Authority (2004) *Implementing Equality for Older People*. Dublin : Equality Authority.
- Health Service Executive (HSE) (2012) *Policy and Procedures for Responding to Allegations of extreme self neglect*. Dublin:HSE

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

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

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

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

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

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

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

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

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

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

The Irish National Council on Ageing and Older People was dissolved in September 2009 but publications still available on <http://www.ncaop.ie/research.html>

Disability

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

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

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

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

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

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

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

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

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

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

Quin, S. & Redmond, B. (2003) *Disability & social policy in Ireland*. Dublin:UCD
Slevin, E., Truesdale-Kennedy, M. McConkey, R., Barr, O., Taggart, L. (2008) Community learning disability teams: developments, composition and good practice: A review of the literature. *Journal of Intellectual Disabilities*, Vol. 12, 1: pp. 59-79.

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

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

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

Trevillion S (2007) Critical Commentary: 'Health, disability and social work: new directions in social work research', *British Journal of Social Work*. 37:937-946

HIV/AIDS

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

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

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

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

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

Foreman M. and Hawthorne, H. (2007) Learning from the Experiences of Ethnic Minorities Accessing HIV Services in Ireland, *British Journal of Social Work*, 37:1153 – 1172

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

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

Mitchell C. & Linsk N. (2004) 'A multidimensional conceptual framework for understanding HIV as a chronic long-term illness'. *Social Work* 49:3, pp. 469-477

Poindexter, C. (2010) *Handbook of HIV and Social Work: Principles, Practice, and Populations*. UK:Wiley

Reidpath, D. Chan, K., Gifford, S. & Allotey, P. (2005) 'He hath the French pox': stigma, social value and social exclusion. *Sociology of Health and Illness* 27(4):468-489

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

AIDS Care – quarterly journal on psychological & socio-medical aspects of HIV/AIDS and Journal of HIV/AIDS and Social Services – both ejournals in library

Sectarianism

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

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

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

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

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

Sexual Orientation

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

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

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

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

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

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

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

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

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

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

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

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

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

Travellers and Roma

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

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

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

Cemlyn, S., Greenfields, M., Burnett, S., Matthews Z. & Whitwell, C. (2009) *Inequalities experienced by Gypsy and Traveller communities: A Review*. Research Report 12 for

Equality and Human Rights Commission UK http://www.gypsy-traveller.org/wp-content/uploads/inequalities_ehrc_2009.pdf

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

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

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

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

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

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

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

NASC (Irish Immigrant Support Centre) (2013) *In from the Margins – Roma in Ireland: Addressing the Structural Discrimination of the Roma Community in Ireland*.

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

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

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

SS7014: Social Work Practice: (30 ECTS)

3.1 Preparing for Practice-A Reflective Practice Approach.

Assistant Professors Erna O'Connor & Sinead Whiting

Overview

This module resources students to undertake the practice-based learning components of the MSW programme. For purpose of optimal learning, students are presented with an overview of social work sectors to identify the fit between their learning needs and learning opportunities available across different social work sectors. Key concepts and processes of 'Reflective Learning and Practice' are introduced as an approach to achieve optimal learning from social work practice placements.

Module Content

Planning for Placement

Session 1: This session introduces the practice learning component of the MSW programme in accordance with the CORU Criteria and Standards of Proficiency for Social Work Education and Training Programmes. Information is provided on placement planning and allocation process.

Session 2 -4: An overview of social work sectors is presented drawing on research data. A range of possible placement opportunities are profiled by panels of practice teachers from a range of social work settings including TUSLA child & family, health-related, community/ voluntary, Probation & disability sectors. Each presentation is followed by a Questions and Answers session with each panel.

Session 5 & 6: Individual student placement consultations.

Reflective Learning and Practice

Session 7: A reflective learning approach to placement is introduced whereby students' experiences and views of learning from practice in contrast to more traditional classroom-based learning are explored. Learning Styles and their implications for practice learning are considered.

Session 8: A range of Reflective Learning tools are introduced in this session including Process Recording, Learning Logs, Critical Incidents, Reflective Journals and Direct Observation.

Session 9: This session focuses on Supervision as the structured opportunity for teaching and reflective learning each week during placement. A number of models of supervision are reviewed including a reflective practice model and a developmental model.

Session 10: This session focuses on processes of evaluation and assessment by the practice teacher. Also addressed is the student's representation of learning through their required Placement Project.

Session 11: Student 'learning needs statements' are introduced and students are encouraged to develop personal learning needs statements incorporating the six CORU/SWRB domains of proficiency. The Placement Learning Agreement is presented and integration of learning goals and placement based learning opportunities is discussed.

Session 12: Students consider theories, skills and ethical practice that are pertinent to their allocated placements.

Learning Outcomes

On completion of this module students will have fully engaged in the placement planning process and have identified their practice learning needs and goals informed by the CORU/SWRB Criteria and Standards of Proficiency for Social Work Education and Training Programmes. They will have developed reflective learning and practice skills and will have become familiar with the use of reflective teaching and learning tools, supports and processes to optimize learning from and in their social work practice placement and social work practice more generally.

Teaching and Learning Methods

Presentations, panel discussion with practitioners, reflective exercises, case studies, individual reflective journals and group process.

Assessment

Practice Project

Essential Reading

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

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

Heron, G., McGoldrick, R., & Wilson, R. (2015). Exploring the influence of feedback on student social workers' understanding of childcare and protection. *British Journal of Social Work*. 45, 2317–2334.

Roulston, A., Cleak, H., & Vreugdenhil, A. (2018) Promoting Readiness to Practice: Which Learning Activities Promote Competence and Professional Identity for Student Social Workers During Practice Learning? *Journal of Social Work Education*, 54,2, 364-378.

Smith, D., Cleak, H., & Vreugdenhil, A. (2015). "What are they Really Doing?" An exploration of student learning activities in field placement, *Australian Social Work*, 68, 4, 515-531.

Terum, L., & Heggen, K. (2016). Identification with the social work profession: the impact of education. *British Journal of Social Work*, 46, 839–

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

Further Reading

Placements – An Overview

Cleak H., and Wilson, J., (2019) *Making the Most of Field Placement*.4th Ed. Australia: Cengage Learning.

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

Learning in Practice

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

Doel, M. & Shardlow, S.M. (2005) *Modern Social Work Practice: teaching and learning in practice settings*. Aldershot: Ashgate

Green Lister, P. (2012) *Integrating Social Work Theory and Practice, A practical skills guide*. London: Routledge

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

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

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

Reflective Learning and Practice

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

Fook, J. and Gardner, F. (2013) *Critical Reflection in Context: Applications in Health and Social Care*. London and New York: Routledge

Fook, J., & Gardner, F. (2007). *Practising Critical Reflection: A Resource Handbook: A Handbook*. McGraw-Hill International.

- Gardner, F. (2014) *Being Critically Reflective*. Basingstoke: Palgrave Macmillan
- Gould, N. & Taylor, I. (Eds) (1996) *Reflective Learning for Social Work*. Aldershot: Arena.
- Gowdy, E. A. (1994). 'From technical rationality to participating consciousness', *Social Work*, 39(4), pp 362-370.
- Ingram, R., Fenton, J., Hodson, A., & Jindal-Snape D. (2014) *Reflective Social Work Practice*. Basingstoke: Palgrave
- Ixer, G. (1999) 'There's no such thing as reflection', *British Journal of Social Work*, 29: 513-527.
- Jasper, M. (2013) *Beginning Reflective Practice* (2nd ed.) Hampshire: Centage Learning
- Knott, C. and Scragg (eds) (2007) *Reflective Practice in Social Work*. Exeter: Learning Matters
- Kolb, D. A. (1984) *Experiential Learning as the Source of Learning and Development*. NJ: Prentice Hall.
- Moon, J. A. (2006). *Learning journals : A handbook for reflective practice and professional development* . London: Routledge
- Payne, M. (1998) 'Social work theories and reflective practice', in: R. Adams, L. Dominelli, & M. Payne, (Eds.) *Social Work: Themes, Issues & Critical Debates*. London: Macmillan.
- Ruch, G. (2000) 'Self in social work: towards an integrated model of learning' *Journal of Social Work Practice*, 14(2), pp 99-112.
- Ruch, G. (2002) 'From triangle to spiral:reflective practice in social work education, practice and research.' *Social Work Education* 21(2):199-216.
- Ruch, G. (2005) 'Relationship-based practice and reflective practice: holistic approaches to contemporary child care social work', *Child and Family Social Work*. 10(2): 111-123.
- Schon, D.A. (1983) *The Reflective Practitioner* . London: Taylor Smith.
- Thompson, N., & Pascal, J. (2012). *Developing critically reflective practice*. *Reflective practice*, 13(2), 311-325.
- Quinn, F.M. (2000) 'Reflection and Reflective Practice', in C.Davies, L. Finlay and A.Bullman (eds) *Changing Practice in Health and Social Care*, London : Sage.

Supervision

Cleak, H., Roulson, A., & Vreugdenhil, A. (2016). The inside story: A survey of social work students' supervision and learning opportunities on placement, *British Journal of Social Work*, 46, 7, 2033-2050.

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

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

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

Practice Contexts

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

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

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

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

Perspectives on Practice

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

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

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

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

SS7017 Social Policy, Critical Theory and Social Work Research (10 ECTS)

4.1 Contemporary Discourses in Society

Dr Stan Houston

Module Aims and Content

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

The aims of the module are to enable students to:

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

Learning Outcomes

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

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

CORU Requirements

The module addresses the following CORU requirements:

- 1.1 Practice within legal and ethical boundaries (lectures 4,5, 6, 7, 8, 9, 10)
- 1.2 Practice in an anti-discriminatory way (lectures 2, 3, 4, 6, 7, 8, 9, 10)
- 1.6 Be able to practice as an autonomous professional, exercising their own professional judgement (lectures 3, 4)
- 2.1 Work in partnership with service users (lectures 3, 4, 9)
- 3.2 Understand the need for effective communication throughout the care of the service user (lecture 6)
- 4.1 Understand the role of reflective practice (lectures 3, 4)
- 5.4 Draw on appropriate knowledge and skills in order to make professional judgements (all lectures)
- 5.6 Use safe work practices at all times (lectures 3, 4, 6, 8, 9)
- 6.1 Know and understand the essential knowledge areas relevant to social work (all lectures)
- 6.2 Have knowledge of how professional principles are expressed and translated into action (lectures 6, 8)
- 6.3 Be able to understand, explain and apply generic skills and methods appropriate to delivering a range of social work interventions (all lectures)

Assessment

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

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

General Reading (**Essential texts)

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

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

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

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

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

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

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

Recommended Journals

British Journal of Social Work

Journal of Social Work

Critical and Radical Social Work

Social Work and Society

Lecture Sequence and Recommended Reading

Lecture 1: Introduction to Module

Recommended reading will be given out during the lecture.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lecture 5: Applying the Reflexive Model to Self

See reading for Lecture 4.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.2 Understanding Social Policy For Social Work Practice

Lecturer: Dr. Ayeshah Émon

Module Overview

Social Policy for Social Work Practice invites students to explore how social policy principles and measures work in the realm of applied social work practice. Any practice of social work is not complete without knowledge of social policy. Policy intersects with social work practice in numerous ways and further shapes and is shaped by the decisions of key actors in the public and private sector, which include not only policy makers, administrators, law enforcement officials and clinicians, but also social workers.

This foundational course will entail a combination of interactive lectures and group activities, which will provide students the opportunity to understand the intersections of social work and social policy in a number of contexts. We will be covering major social policy domains such as poverty, welfare states, social needs, political ideologies and how they shape social policy as well as the policy making process and the use of evidence. We will then examine how social policies intersect with social work practice by looking at some key service areas encountered by social workers such as housing and homelessness, child welfare, probation and domestic violence.

Learning Outcomes:

In the course of this module, students will be able to:

- Identify key concepts and approaches underlying the study of social policy and its inter-relationship with social work and other disciplines
- Demonstrate a critical understanding of the welfare state in terms of its role, operation and financing, as well as the rationale for government intervention and subsequent impact on service users
- Assess the different aspects of the governance of welfare such as management, service delivery and the role of service users in shaping welfare policy
- Identify through intersectional analysis, individual and structural factors contributing to inequality, oppression and social marginalisation
- Become aware of and engage with relevant social policies in their field of practice

This module addresses the following CORU domains by enabling students to:

- Understand the role of reflective practice in relation to personal and professional development (Domain 4)
- Know and understand essential knowledge areas relevant to social work (Domain 6)

Day and Time: Thursday 3-5pm Michaelmas Term

Venue: Arts 3126 (Sept 5 and 12)

Arts 3105 (thereafter)

Readings

All readings can be accessed online via Blackboard. Core textbooks are listed on MyReadingList@TCD. Where articles are specified, you will be able to access them on Blackboard under the designated week. If there are any problems regarding reading list accessibility, please contact Siobhan Dunne: siobhan.dunne@tcd.ie

Core textbooks

Green, L. and Clarke, K. (2016) Social Policy for Social Work. Oxford: Polity Press.

Cunningham J. and Cunningham S. (2012) Social Policy and Social Work: An Introduction. Los Angeles and London: SAGE. 2nd Edition.

Dickens, J. (2009) Social Work and Social Policy: An Introduction. Oxford and New York: Routledge.

Considine, M. and Dukelow, F. (2017) Irish Social Policy: A Critical Introduction. Bristol: Policy Press.

Recommended

Romero, M. (2017) Introducing Intersectionality. Cambridge: Polity Press.

Alcock, P., Haux, T., May, M., and Wright, S. (2016) Student's Companion to Social Policy. Hoboken: John Wiley and Sons.

Dean, H. (2012) Social Policy. Cambridge and Malden: Polity Press.

Castles, F.G., Leibfried, S., Lewis, J., Obinger, H., and Pierson, C. (2012) Oxford Handbook of the Welfare State. Oxford and New York: Oxford University Press.

Assignment: Final Essay (2,500 words)

4.3 Introduction to Social Work Research and Evaluation

Assistant Professor Susan Flynn

Module Overview

This module will be delivered using a blended learning approach. Students will be provided with online content in the form of an online lecture and applied exercises to complete on a weekly basis and will have an in-person tutorial once a week during Michaelmas Term.

During this module students will be introduced to the theory, knowledge, and skills of social research. This module provides an introduction to the planning, design, and implementation of research projects. In doing so, it aims to equip students with knowledge of what each stage of the research process consists of and will support students in developing skills to undertake their own research projects. Students will produce a final report of their research project, in the form of a Master's dissertation in Year Two, which will document each stage of the research project and interweave findings with the established evidence base. This module contains 10 sessions:

- Session #1: What is social research?
- Session #2: Key concepts in social research
- Session #3: Developing your research topic and research questions
- Session #4: Ethical research
- Session #5: Reviewing the literature
- Session #6: Documents as data
- Session #7: Qualitative data collection
- Session #8: Quantitative data collection
- Session #9: Qualitative data analysis
- Session #10: Writing-up & dissemination

Students will also attend a number of skills workshops in April 2019 in order to refine their research proposal and fieldwork design in preparation for fieldwork. Workshops will provide students with further content on conducting a literature review, ethics in research, and data analysis.

The module is a prerequisite for students to undertake a minor research dissertation of between 15,000-17,000 words, which is submitted in Year Two as a requirement of the Master's in Social Work. All dissertations will require the approval of the School Research Ethics Committee. Students may carry out primary research, draw on existing data sets/documents/policy for analysis, or carry out a critical literature review. Students will be required to present their work in a Research Colloquium at the end of Year Two.

Overall, this module seeks to enhance students' confidence as practitioner-researchers and encourage individuals to explore further opportunities in practice-based research, programme evaluation, and/or postgraduate research.

Module Content

The main themes of this module include:

- Linking social work research to theory generation and evidence-informed practice
- Exploring different research methods and designs appropriate for practitioner-research
- Strategies for collecting data
- Analysing, writing-up, and disseminating research findings

Outcomes

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

- Undertake a critical appraisal of social research and evidence
- Communicate a lucid understanding of the difference between evidence-informed and evidence-based practice
- Convey an understanding of the debates and issues pertaining to the discourses of evidence-informed and evidence-based social work practice
- Explain the key concepts of the research process
- Demonstrate knowledge of a variety of data collection methods including interviewing and surveys
- Appraise the suitability of employing different methodologies and data collection methods dependent on research needs
- Develop a viable research proposal based on existing research literature
- Apply fieldwork skills so as to undertake a small-scale research project
- Undertake a literature review
- Carry out an analysis of data gathered for a small-scale research project
- Write-up the process, findings, and conclusions of this research project in the form of a Master's dissertation

Teaching and Learning Methods

- Online lectures and exercises
- In-person tutorials
- Workshops

CORU Domains of Proficiency

This course will address the following domains:

Domain 4

1.l) Recognise the contribution and value of research in developing evidence-informed practice

Domain 5

3.a) Recognise the value of research to the systematic evaluation of practice

3. c) Be aware of a range of research and evaluative methodologies, including evidence-informed research

8.a) Gather information, including qualitative and quantitative data that help to evaluate the responses of service users to their intervention

Domain 6

1.a) Demonstrate a critical understanding of social work theory, methods and skills, social policy, sociology, psychology, social research, law and the legal system, economics, political science and other related social sciences

1. c) Know and understand the principles and applications of social research, including the evaluation of intervention efficacy, the research process and evidence-informed practice

Assessment

1. Concept Paper: Due Monday 2nd December 2019

(Graded: 10% of total marks. Word Count 1,200 minimum - 1,500 maximum).

- This brief paper is the first stage of a research proposal
- Students will be required to identify a social problem or issue and a research question that is amenable to conducting research

2. Research Proposal: Due Monday 27th April 2020

(Graded: 90% of total marks. Word Count 2,500 minimum - 3,000 words maximum).

- A formal research proposal using a prescribed format will further build on the research question and outline the research methodology and design required for its investigation

Reassessment

1. Students who fail the concept paper will be required to resubmit a newly completed concept paper

2. Students who fail the research proposal will be required to resubmit a newly completed research proposal

Core reading materials:

- Bryman, A. (2008). *Social Research Methods*. Oxford: Oxford University Press.
- Carey, M. (2013). *The Social Work Dissertation: Using Small-scale Qualitative Methodology*. Berkshire: Open University Press. (Available as E-book)
- Whittaker, A. (2012). *Research Skills for Social Work*. London: Sage Publications. (Available as E-book)

Recommended reading materials:

- Alston, M., & Bowles, W. (2012). *Research for Social Workers: An Introduction to Methods*. London: Routledge.
- Campbell, A., Taylor, B. J., & McGlade, A. (2016). *Research Design in Social Work: Qualitative and Quantitative Methods*. London: Learning Matters. (Available as E-book only)
- Gray, D. E. (2014). *Doing Research in the Real World*. London: Sage Publications. (Available as E-book)
- Hardwick, L., & Worsley, A. (2010). *Doing Social Work Research*. London: Sage Publications. (Available as E-book)
- Robson, C. (2016). *Real World Research: A Resource for Social Scientists and Practitioner-researchers* (4th Edition). Oxford: Blackwell Publishers Ltd. (Earlier editions also fine)
- Shaw, I. (2018). *Research and the Social Work Picture*. Bristol: Policy Press (Available as e-book)
- Taylor, B. J., Killick, C., & McGlade, A. (2015). *Understanding and Using Research in Social Work*. London: Learning Matters.
- Thomas, G. (2013). *How to do your Research Project: A Guide for Students in Education and Applied Social Sciences*. London: Sage Publications. (Available as E-book)

Relevant Websites:

- Research in Practice: www.rip.org.uk
- Practice and Research Together: www.partcanada.org
- Ontario Centre of Excellence for Child and Youth Mental Health: www.excellenceforchildandyouth.ca
- Campbell Collaboration: www.campbellcollaboration.org
- Cochrane Collaboration: www.cochrane.org
- HRB National Drugs Library: www.drugsandalcohol.ie
- Evidence in Health and Social Care (NHS): www.evidence.nhs.uk
- Centre for Research on Families and Relationships: www.cfr.ac.uk

Selected Relevant Journals (all available as E-Journals via the Trinity College Library):

- British Journal of Social Work

- Child & Family Social Work
- Child & Youth Services Review
- Child Abuse & Neglect
- Clinical Social Work Journal
- International Journal of Social Research Methodology
- Journal of Evidence-Informed Social Work
- Journal of Social Service Research
- journal of Social Work Practice
- Qualitative Social Work
- Research on Social Work Practice
- Social Work Research

Additional readings and references will be given for each session and posted on Blackboard.

MSW: Year Two 2019/2020

Course Dates 2019/20	
Teaching Weeks	2 September – 18 October 2019
Reading Week	21 October – 27 October 2019
Teaching Weeks	28 October – 29 November 2019
Dissertation preparation & submission	02 December – 20 December 2019
Christmas Vacation	16 December 2019 – 03 January 2020
Placement	6 January 2020 – 10 April 2020
Placement Call-In Day	04 February 2020
Teaching Weeks	13 April 2020 – 24 April 2020

Year Two Programme Requirements

(75 ECTS – MSW; 60 ECTS – Postgraduate Diploma in Social Work)

1. **SS8012 Social Work in Diverse Settings A & B (10 credits)**

Social Work in Diverse Settings (A)(5 Credits)

- 1.1) Families and Children: Practicing in a Child Welfare Context (18 hours)
- 1.2) Social Work and Gender-based Domestic Violence (12 hours)
- 1.3) Criminology and Probation (18 hours)
- 1.4) Applied Law (6 hours)

Social Work in Diverse Settings (B)(5 Credits)

- 1.5) Mental Health (16 hours)
- 1.6) Addictions (8 hours)
- 1.7) Youth Mental Health (9 hours)
- 1.8) Health Related Social Work (24 hours)
- 1.9) Ageing (9 hours)
- 1.10) Disability (9 hours)

2. SS8013 Social Work Practice and Perspectives (35 credits)

2.1) Placement

2.2) Systemic and Social Constructionist Approaches with Children and Families (30 hours)

2.3) Reflective Practice & Use of Self (12 hours)

2.4) Special Seminars (12 hours)

2.5) Working in Human Service Organisations (8 hours plus online)

2.6) Social Work in a Global Context (9 hours)

3. SS8014 Social Work Research (30 credits) (MSW Assignment)

Dissertation preparation under supervision of allocated supervisor.

Research classes (6 hours)

Or

4. SS8015 Personal Framework for 15 credits) (PGDip Assignment)

Personal Framework for Practice preparation under supervision of allocated supervisor

Year Two Assessment

Year Two Assessment

1. SS8012 Contexts for Social Work Practice A & B (10 credits)

Contexts for Social Work Practice A

Practicing in Child Welfare	Child Care Project (25%)
Social Work and Gender based Domestic Violence	Full Attendance & Class participation
Criminology and Probation	Assignment (25%)
Applied Law	Full attendance & Class Participation

Contexts for Social Work Practice B

Mental Health	Mental Health Project (25%)
Addictions	Full attendance & Class Participation
Youth Mental Health	Full attendance & Class Participation
Health Related Social Work	Assignment (25%)
Ageing	Full attendance & Class Participation
Disability	Full Attendance and Class Participation

2. SS8013 Social Work Practice & Perspectives (35 credits)

Placement Plus Placement Report	Pass or Fail on Placement Performance
Systemic and Social Constructionist Approaches with Children and Families	Performance on Placement and Application of Theory in Practice represented in the Placement Project (100%)
Reflective Practice & Use of Self	Full attendance and class participation
Special Seminars	Full attendance and class participation
Working in Human Service	Assessed within Placement Project

Organisations	
Social Work in a Global Context	Full attendance and class participation

3. SS8014 Social Work Research (30 credits)

Research Dissertation (MSW) (100%)

Or

4. SS8015 Personal Framework for Practice (15 credits)

Practice Framework (Dip. SW) (100%)

Assessment Schedule	
Health Related Social Work	<i>Class Presentations</i>
Mental Health Project	<i>Due 21 Oct 2019</i>
Child Welfare Project	<i>Due 4 November 2019</i>
Probation Essay	<i>Due 25 November 2019</i>
Research Dissertation OR	<i>Due Friday 20 December</i>
Personal Framework for Practice	<i>Due Friday 20 December</i>
Placement Project	<i>Due Wed 15 April 2020</i>

SS8012 Contexts for Social Work Practice (10 ECTS)

1.1 Families and Children: Practising in a Child Welfare context

DPTSW-SWOR-1F09 SS8012

Prof. Robbie Gilligan

Module Aims

This module aims to equip students for practice in child welfare. While striving to facilitate students in developing proficiency across the six CORU standards, there will be a particular focus in this module on standards 1, 2, 5 and 6. It aims to equip beginning practitioners with an awareness of the main issues in this complex field of practice and to introduce them to the literature and conceptual frameworks of child welfare. There will be an emphasis on critical reflection of key propositions surrounding practice. Students will be encouraged to adopt a practice stance which is:

- Child Centred
- Family Focused
- Relationship- based
- Compassionate
- Ethically and Culturally Sensitive
- Evidence Led
- Informed by Selected Key Paradigms including:
 - The Strengths Perspective
 - Attachment Theory and Developmental Theory
 - The Ecological Framework
 - Social Justice.

While students will be sensitised to the importance of outcomes of interventions for clients (as opposed to professionals' initial intentions), they will also be asked to remember the primacy of *process* in the human encounter between social worker, child and family. Students will be challenged to value and question the professional knowledge and power that they apply in their professional role in the lives of children and families. They will also be encouraged to see the importance of working through relationships with service users and colleagues

Learning Outcomes

The overall learning objectives of the module include:

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

- To build a secure knowledge base for practice: child development, child care law, new practice developments, theoretical debates and research evidence.
- To reflect on minimum standards for ethical practice.
- To formulate a set of practice values and feasible goals for personal practice.

Teaching and Learning methods

Lecture format followed by discussion; small group or pairs exercises; use of case scenarios.

Assessment

Case study assignment requiring the integration of family law, national and agency policies and best practice principles to be submitted November, 2019

Social Work and Child Care Project

A case study involving childcare scenarios will be provided, and you will be asked to answer a series of set questions pertaining to this.

This exercise will require you to be both imaginative and realistic, and to research your answers. You should demonstrate appropriate use of theory, research evidence and relevant law. Support your arguments with evidence from research (books and journals) and from your practice experience.

Recommended word-length: Minimum 2,700 – Maximum 3,000 words.

Reading materials relevant to this module

Reading lists are now provided on a dedicated electronic format. Students should access the relevant section for this module on the MSW programme on MyReadingList

1.2 Gender Based Violence

Associate Professor Stephanie Holt

Module Aims

This module explores the various contexts within which domestic and gender based violence occurs, locating this exploration against the backdrop of best social work practice. The module begins with an overview of domestic and gender based 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), focused and specific attention is given to 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. An appreciation of impact will take a life span approach, focusing on understanding how adverse childhood experiences (drawing on the ACE study) have cumulatively negative consequences for health and well-being in adulthood. The particular challenges and concerns for social work practice in the context of post-separation contact are also addressed. The issues and dilemmas facing social work practitioners in responding to these complex issues will be explored throughout the module. These issues include the particular challenges social workers face in engaging abusive men and the role that disability can play in sustaining the presence of domestic abuse in families.

Learning Outcomes

After engaging with the weekly online material, attending the tutorials and successfully completing the child welfare assignment, a student will be able to:

- Articulate a theoretical understanding of the prevalence, dynamics and nature of domestic and gender violence (Domains 2, 5, 6);
- Understand the relevance of domestic and gender based violence for social work practice in a child protection and welfare context (Domains 2, 5);
- Appreciate the issues and debates social work encounters when responding to domestic and gender based violence (Domains 2, 3, 5);
- Describe the elements of good practice when responding to domestic and gender based violence (Domains 1 and 2 4, 5).

Method of Module Delivery

A blended approach to teaching is employed for this module, with lectures and exercises delivered and accessed online and completed by the students individually and reviewed by the module leader. It is anticipated that student engagement in the online platform would involve approximately two hours per week. Weekly one hour tutorials will offer opportunities for debate and discussion, strengthening learning and promoting best practice.

Recommended Reading

General Overview, Trends, Patterns, Theoretical Perspectives

Allen, M. (2011) 'Is there gender symmetry in intimate partner violence?', *Child & Family Social Work*, 16, 245-254

Anderson, K. L. and Umberson, D. (2001) 'Gendering violence: Masculinity and power in men's accounts of domestic violence', *Gender and Society*, 15(2), 358-380

Barnett, O.W. and LaViolette, A.D. (1998) *It Could Happen to Anyone. Why Battered Women Stay*, 2nd Edition Sage Publications: London.

Bradley, F., Smith, M., Long, J. (2002) Reported frequency of domestic violence: cross sectional survey of women attending general practice. *British Medical Journal*, February, 324: 271

Connelly, C.D., Hazen, A.L., Coben, J.H., Kelleher, K.J., Barth, R.P. and Landsverk, J.A. (2006) 'Persistence of Intimate Partner Violence Among Families Referred to Child Welfare'. *Journal of Interpersonal Violence*, 21(6), 774-797

Coulter, C. (2007) *Family Law Reporting Project: Report to the Board of the Court Service*. Dublin: Court Service

Cronin, J. and O'Connor, M. (1993) *The Identification and Treatment of Women Admitted to an Accident and Emergency Department as a Result of Assault by Spouses/Partners*. Dublin: Women's Aid and St. James Hospital

Department of Justice, Equality and Law Reform (2010) *National Strategy on Domestic, Sexual and GenderBased Violence 2010-2014*. Dublin: Stationery Office.

European Union Agency for Fundamental Rights (2014) *Violence Against Women: An EU-wide survey*. Luxembourg: FRA.

Fantuzzo, J.W. and Fusco, R.A. (2007) 'Children's direct exposure to types of domestic violence crime: A population-based investigation', *Journal of Family Violence*, 22(7) 543-552

Fantuzzo, J.W., Fusco, R.A., Mohr, W.K. and Perry, M.A. (2007) 'Domestic violence and children's presence: A population-based study of law enforcement surveillance of domestic violence', *Journal of Family Violence*, 22(6), 331-340

Fusco, R.A. and Fantuzzo, J.W. (2009) 'Domestic violence crimes and children: A population-based investigation of direct sensory exposure and the nature of involvement', *Children and Youth Services Review*, 31(2), 249-256

Harvie, P. and Manzi, T. (2011) 'Interpreting Multi-Agency Partnerships: Ideology, Discourse and Domestic Violence', *Social and Legal Studies*, 20(1), 79-95

Holt, S., Overlien, C. & Devaney, J. (2018)(eds) *Responding to Domestic Violence: Emerging Challenges for Policy, Practice and Research in Europe*, London: Jessica Kingsley.

Holt, S. & Devaney, J. (2015) 'Understanding Domestic Abuse and Sexual Violence in the Republic of Ireland and Northern Ireland: Prevalence, Policy and Practice' in Healy, D., Hamilton, C., Daly, Y. & Butler, M. (Eds.) *Routledge Handbook of Irish Criminology*, pp70-88

Humphreys, C. and Stanley, N. (eds) (2006) *Domestic Violence and Child Protection*, London: Jessica Kingsley

McGee, H.R., Garavan, R., deBarra, G.M., Byrne, J. and Conroy, R. (2002) *The SAV1 Report: A National Study of Irish Experiences, Beliefs and Attitudes Concerning Sexual Violence*. Dublin: The Liffey Press

McKeown, K. and Kidd, P. (2002) *Men and Domestic Violence: What Research Tells Us*. Department of Health & Children. *Report of the Task Force on Violence against Women (1997)*, Dublin: Government Publications

Stanley, N. (2011) *Children Experiencing Domestic Violence: A Research Review*, Dartington: RIP

Watson, D. and Parsons, S. (2005) *Domestic Abuse of Women and Men in Ireland: Report on the National Study of Domestic Abuse*. Dublin: National Crime Council

Impact of Exposure to Domestic Abuse on Children

Anooshian, L.J. (2005) 'Violence and Aggression in the Lives of Homeless Children: A Review' *Aggression and Violent Behaviour*, 10, 129-152

Aymer, S.R. (2008) 'Adolescent males' coping responses to domestic violence: A qualitative study'. *Children and Youth Services Review*, 30(6), 654-664

Buckley, H., Holt, S. and Whelan, S. (2007) 'Listen to Me! Children's Experiences of Domestic Violence'. *Child Abuse Review*, 16, 296-310

Buckley, H., Whelan, S. and Holt, S. (2006) *Listen to Me! Children's Experiences of Domestic Violence*. Children's Research Centre: Trinity College Dublin

Cunningham, A. and Baker, L. (2004) *What About Me! Seeking to Understand a Child's View of Violence in the Family*. London, Ontario: Centre for Children & Families in the Justice System

Devaney, J. (2010) 'The impact of domestic violence on children'. *National Children's Bureau, Highlight Series No. 259*

Edleson, J.L. (1999) 'Children's Witnessing of Adult Domestic Violence', *Journal of Interpersonal Violence*, 14(8), 839-870

Hester, M., Pearson, C., Harwin, N. with Abrahams, H. (2007) *Making an Impact. Children and Domestic Violence. A Reader*. 2nd Edition Jessica Kingsley Publishers: London

Hogan, F. and O'Reilly, M. (2007) *Listening to Children: Children's Stories of Domestic Violence*. Dublin: Office of the Minister for Children

Holt, S. (2016) 'The Impact of Domestic Violence on Children', In N. Frost & P.Dolan, *The Handbook of Global Childhood*. Routledge Publications. Forthcoming 2016.

Holt, S., Buckley, H. and Whelan, S. (2008) 'The impact of exposure to domestic violence on children and adolescents: a review of the literature', *Child Abuse and Neglect*. 32(8), 797-810

Humphreys, C. and Mullender, A. (2002) *Children and Domestic Violence: A Research Overview of the Impact on Children*. Devon: Dartington

Levendosky, A.A., Huth-Bocks, A.C., Shapiro, D.L. and Semel, M.A. (2003) 'The Impact of Domestic Violence on the Maternal-Child Relationship and Preschool-Age Children's Functioning', *Journal of Family Psychology*, 17(3), 275-287

Lundy, M., Grossman, S.F. (2005) 'The Mental Health and Service Needs of Young Children Exposed to Domestic Violence: Supportive Data', *Families in Society; Jan-Mar 2005*; 86, 1

McGee, C. (2000) *Childhood Experiences of Domestic Violence* London: Jessica Kingsley Publishers

McIntosh, J.E. (2002) 'Thought in the face of violence: a child's need'. *Child Abuse and Neglect* 26, 229-241

Mullender, A., Hague, G., Iman, U.F., Kelly, L., Malos, E. and Regan, L. (2002) *Children's Perspectives on Domestic Violence*. Sage Publications: London

Stanley, N. & Humphreys, C. (Eds)(2015) *Domestic Violence and Protecting Children: New Thinking and Approaches*. London: Jessica Kingsley Publications.

Stanley, N. Miller, P. and Richardson Foster, H. (2012) 'Engaging with Children's and Parents' Perspectives on Domestic Violence', *Child & Family Social Work*, 17, 192-201

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1.3 Criminology and Probation

Ms. Michelle Richardson

Module Aims

The module will introduce students to criminological theory. It will explore key issues and discourses pertinent to the practice of social work within the criminal justice context. It will facilitate the students in gaining a broad understanding of the Irish criminal justice system along with considering critical debates concerning the challenge of delivering equitable and humane criminal justice processes and role and position of the Social Worker within the criminal justice system.

Module Content

This module explores current and emerging themes and key concepts in the area of Criminal Justice Social Work. It is designed to enhance and complement learning from other course modules including work with involuntary clients, legislation, courtroom skills, presentation skills, anti-oppressive practices, principles of effective interventions and social policy. Reference will be made to all the major relevant social work theories along with drawing on practice experience.

The module will cover the following areas:

- An overview of the historical development of the Probation Service in Ireland and its development into a Social Work Agency.
- An overview of major criminological theories and their impact on ideas about punishment, rehabilitation and the development of social work in the criminal justice context.
- An overview of the main areas of work of the Probation Service in both community and custodial settings and in partnerships with other agencies.
- Key current and emerging issues in Probation practice including a focus on risk and need assessment, offender risk management strategies, Restorative Justice, assessment, management and interventions with high risk offenders including sex offenders and perpetrators of domestic violence and Young People's Probation.
- The evolution of principles of effective practice in Probation work with specific reference to the Irish context though drawing on comparative models.
- Some of the principles of one-to-one and group based interventions with offenders, including approaches deemed effective with involuntary clients and practice methodology within specialized areas of Probation work – Young

People's Probation, sex offenders, offenders with drug/alcohol related problems and women offenders.

- Some of the current debates informing and challenging social work in the criminal justice context including: Rehabilitation vs. Public protection, individual pathology approaches vs. social analysis and corrections versus rights based approaches.

Learning Outcomes

On successful completion of this module students will be expected to be able to:

- Describe some theories of criminology and their relevance for social work.
- Demonstrate knowledge of the historical development of social work in Probation along with the development of a range of sanctions in response to offending behaviour with particular reference to the Irish context.
- Critically evaluate some of the current trends in sentencing and offender management policy.
- Outline some current key areas of work within the Irish Probation Service.
- Demonstrate an understanding of some methods of effective practice with offenders.
- Demonstrate an understanding of some methods of effective practice with offenders.
- Demonstrate an awareness of the relevance of concepts such as social inclusion, rehabilitation, partnership approaches and rights based/anti oppressive practice in criminal justice social work.
- Critically evaluate the impact and place of social work values and principles in the context of current Probation practice.
- Demonstrate a cognizance of the links between material presented in the Social Work and Criminology Module and issues, concepts and discourses arising from learning from the rest of the course.

Teaching and Learning Methods

The overall approach will be consistent with an Adult Learning Model of education drawing and building on existing skills, knowledge and competencies of the participants. A variety of learning approaches will be used including: formal presentations, small group activities, case studies, role plays, class discussions, use of DVDs and other resource material. Guest speakers with a range of experience and specialist knowledge and skills pertaining to different aspects of Probation work will contribute to some of the sessions. The module will be designed to complement learning from other aspects of the course including practice placements.

Assessment

This module will be assessed by means of an essay (3000 words max) to be submitted by the 25th November 2019. Re-assessment by re-submission of this essay by 13th March 2020.

Essential Reading

Farrall, S., (2004) *Rethinking What Works with Offenders: Probation, Social Context and Desistance from Crime*. Cullompton: Willan.

McNeill, F., Durnescu, I., Butter, R., (eds) (2016) *Probation, 12 Essential Questions*. Palgrave, London

Trotter, C. (2009) *Working with Involuntary Clients: A Guide to Practice*. London: Sage.

Andrews, D. A. & Bonta, J. (2016) *The Psychology of Criminal Conduct*. London: Routledge.

Fitzgibbon, W. (2011) *Probation and Social Work on Trial*, Palgrave, London Maguire, M., Morgan, M., Reiner, R. (eds) (1997) *The Oxford Handbook of Criminology*. Second Edition. Oxford: Oxford University Press.

Recommended Reading

Chui, W.H., Nellis, M. (eds) (2003) *Moving Probation Forward: Evidence, Arguments and Practice*. Harlow: Pearson Education.

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

Mc Neill, F., Whyte, B. (2007) *Reducing Reoffending : Social Work and Community Justice in Scotland*. Cullompton: Willan.

McIvor, G. & Raynor, P. (eds) (2008), *Developments in Social Work with Offenders*. Kingsley.

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Boswell, G.R. (1996) 'The Essential Skills of Probation Work,' in May, T., Vass, A.A., (eds) *Working with Offenders: Issues, Contexts and Outcomes*. London: Sage.

Burke, R. (2001) *An Introduction to Criminological Theory*. Cullompton: Willan.

Cote, S. (2002) *Criminological Theories: Bridging the Past to the Future*. London: Sage.

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Cotter, A. (1999) 'The Criminal Justice System in Ireland: Towards Change and Transformation'. In Quin, S., Kennedy, P., O'Donnell, A. Kiely, G. (eds) *Contemporary Irish Social Policy*. Dublin: University College Dublin Press.

Geiran, V. (2005) 'Mental Health and Crime' in Redmond, B. Quin, S. (eds) *Mental Health and Social Policy*. Dublin: University College Dublin Press.

Hamai, K., (1995) *Probation Around the World: A Comparative Study*. London: Routledge.

Harris, R., (1989)'Probation Officers still Social Workers?' *Probation Journal*. Vol. 36. No. 2. Pp. 52-57.

Hollin, C., Howells, K. (eds) (1996) *Clinical Approaches to Working with Young Offenders*. Chichester: Wiley.

Hudson, B. (1987) *Justice through Punishment: A Critique of the 'Justice' Model of Corrections*. Macmillan, Basingstoke.

Mair, G. (ed) (2004) *What Matters in Probation*. Cullompton: Willan Publishing.

Mannheim, H. (1998) *Comparative Criminology: A Text Book*. London: Routledge.

McKenzie, I., Bull, R., (eds) (2002) *Criminal Justice Research: Inspiration, Influence and Ideation*. Aldershot: Ashgate.

Newburn, T., (2007) *Criminology*. Cullompton: Willan.

O'Dea, P., (2002) 'The Probation and Welfare Service: It's role in Criminal Justice.' In O'Mahoney, P., (ed) *Criminal Justice in Ireland*. Institute of Public Administration.

O'Donnell, I., O'Sullivan, E. (2001) *Crime Control in Ireland: The Politics of Intolerance*. Cork: CUP.

O'Sullivan, E., O'Donnell, I. (2012) *Coercive Confinement in Ireland*. Manchester University Press.

Raynor, P., Vanstone, M., (2002) *Understanding Community Penalties: Probation, Policy and Social Change*. Buckingham: Open University Press.

Smith, D. (1995) *Criminology for Social Work*. Basingstoke: Macmillan

Vanstone, M. (2004) *Supervising Offenders in the Community: A History of Probation Theory and Practice*. Aldershot : Ashgate.

Websites

The Probation Service: www.probation.ie

Dept. of Justice, Equality and Law Reform: www.irlgov.ie/justice/default.htm

1.4 Applied Law

Mr Kieran McGrath

Module Aims

On successful completion of this module students should be able to function as professional social workers within the legal context. They will know the legal duties and responsibilities of social workers, as accountable professionals, and what is required in terms of report-writing and the giving of oral evidence. They will also, however, be able to apply a Social Work critique to the legal system, particularly the adversarial aspects of the legal system and the ethical issues which it raises. They will also have had an introduction to the concept of Therapeutic Jurisprudence which, along with Social Work theory can be used a lens from through which the Law can be critically analysed.

Module Content

Specific issues addressed will include the nature of the adversarial legal system within which social workers are required to work and the process of preparing court reports in a variety of different contexts including: Child Care, Family Law, Guardian *ad litem* reports and Section 20 reports under the 1991 Child Care Act in the area of civil law. Giving oral evidence in court, as a professional witness, will also be a major element of the course. Special attention will be given to legal and practice issues of the Freedom of Information Acts 1997 & 2003. The cases of *M.Q. v Gleeson [1997] 1 IEHC 26* (“*The Barr Judgment*”), *Cooke v HSE (2010) IEHC 503* and *P.D.P. v HSE (2012) IEHC 591*, will also be considered in detail and their implications for Social Work practice in Ireland, especially with regard to the requirements of Natural Justice and Fair Procedure. The practice implications for Social Work and the ethical issues involved in interacting with the legal system will be examined within the context of the concept of Therapeutic Jurisprudence.

Learning Outcomes

The module provides students with the following learning outcomes:

- A structured, reflexive approach to their role as professionals interacting with the legal system.
- An understanding of the use of the concept of Therapeutic Jurisprudence and how it can be applied to the legal system.
- A framework for examining professional and legal accountability as it applies to social workers.

- An understanding of the adversarial nature of the Irish legal system and how it impacts on court procedures.
- An understanding of the importance of applying Natural Justice and Fair Procedure in all matters that have legal consequences for clients.
- A framework for preparing Court Reports
- Courtrooms skills and practical guidelines for giving oral testimony when appearing as a professional witness.

Teaching and Learning Methods

Lecture format and small group work

Assessment

FULL ATTENDANCE AND CLASS PARTICIPATION.

Essential Reading List

Ball, C. & McDonald, A. (2002) *Law for Social Workers* (4th edition). London: Ashgate.

Brammer, A. (2002) *Social Work Law*. London: Pearson Longman

Brayne, H. & Carr, H. (2005) *Law for Social Workers* (9th edition). Oxford University Press.

Carson, D. (1990) *Professionals and the Courts - A Handbook for Expert Witnesses*, Birmingham: Venture Press.

Cotter, A. (1991) "Court Room Skills for Social Workers". *Irish Social Worker*, Vol. 10 No. 1.

Davis, L. (2007) *See You in Court – A Social Worker’s Guide to Presenting Evidence in Care Proceedings*. London: Jessica Kingsley Publishers.

Johns, R., Parker, J. & Bradley, G. (2003) *Using the Law in Social Work – Transforming Social Work Practice*. Poole: Learning Matters

Kinnibrugh, A.D. (1984) *Social Work, Case recording and the client’s right of privacy*. Bristol.

Mallon, D. and White, C. (1995) "The Social Worker in Court". In White, C. (Ed) *Law for Northern Ireland Social Workers*, Dublin: Gill & Macmillan

McGrath, K. (1999). "Social Worker". In Daly, B.D. (Ed) *The Role of the Expert Witness*. Dublin: Inns Quay Ltd.

McGrath, K. (2005) "Protecting Irish Children Better – The case for an Inquisitorial Approach in Child Care Proceedings". *Judicial Studies Institute Journal*. 5:1: 136-65.

McGrath, K. (2016a) Natural Justice and Fair Procedure in Evaluating Allegations and Risk of Child Sexual Abuse in ‘Grey’ Areas. *NOTA News* (No. 78, March/April, 2016)

McGrath, K. (2016b) Natural Justice and Fair Procedure in Evaluating Allegations and Risk of Child Sexual Abuse - Part 2. *NOTA News* (No. 79, July/August, 2016)

McGuinness, C. (1991) "Social Work and the Law". *Irish Social Worker*, Vol. 10 No 4 pp 16-19.

Mortell, P. (1998). "Recording in the Freedom of Information Environment". *Irish Social Worker*, Vol. 16, No. 4, pp. 7 – 11.

Wexler, D. B. & Winick, B.J. (Eds) (1996) *Law in a Therapeutic Key: Developments in Therapeutic Jurisprudence*. Carolina Academic Press.

White, C. (1995) (Ed) *Law for Northern Ireland Social Workers*. Dublin: Gill & Macmillan

Additional Reading

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Byrne, G., Hussey, B., Kearney, S. Shannon, G., Smith, B. & Walsh, T. (2001) *Giving Children a Voice: the case for the independent representation of children*. Dublin: Law Society.

Cerezo, M.A, McGrath, K. & Lamers-Winkelmann, F. (2003) Perpetrators and Victims of child sexual abuse: Identifying the obstacles to rehabilitation in three European countries. In Cahal-May, C. and Herzog, A. (Eds) *Child Sexual Abuse in Europe*. Strasbourg: Council of Europe Publishing.

Chisholm, B. (1999) "The Social Worker as Expert Witness". In Turner, F.J. (Ed). *Social Work Practice: A Canadian Perspective*. USA: Prentice- Hall.

Cohen, P. (1996) "Silenced Witness", *Community Care*, July 11-17, pp 22-23.

Corrigan, C. & Forde, C. (1995) *Separate Representation for Children in Ireland*, Dublin: Coolock Community Law Centre.

Cull, L. & Roche, J. (Eds.) (2001) 'The Law and Social Work'. London: Palgrave MacMillan

Duggan, C. (1992) "A delicate balance". *Irish Social Worker*, Vol. 10 No 4 pp 11-12

Durcan, G. (1994) 'Evidence in cases involving allegations of Child Sexual Abuse', *Family Law Journal*, 3, pp 66 - 73.

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Saltzman, A. & Proch, K. (1990) *Law in Social Work Practice*. Chicago: Nelson-Hall.

Spencer, J. & Flin, R. (1993) *The Evidence of Children*, 2nd edition, London: Blackstone Press.

Stien, T. (2004) *The Role of Law in Social Work Practice and Administration*. New York: Columbia University Press

Vernon, S. (1998) *Social Work and the Law*. 3rd edition. London: Butterworths.

Ward, P. (1997) "The Irish Law of Children's Evidence - Protecting Parents". Paper given to the Bar Council of Ireland Conference on the Evidence of Children, Dublin (June).

List of legal cases :

In re H (Minors) [1996] AC 563

In re S, M., and W. [1996] IFLR 87

Eastern Health Board v. M.K. & M.K. (1999) 2 I.R. 99

M.Q. v Gleeson [1997] 1 IEHC 26 ("The Barr Judgment")

Cooke v HSE (2010) IEHC 503

P.D.P. v HSE (2012) IEHC 591

L v. L (1995) Fam. L.J. 7

Re G (Child Abuse: Standard of Proof) [1987] 1 WLR 1461

R v Birmingham Juvenile Court, ex parte S [1984] Fam 93

Southern Health Board v CH [1996] IFLR 101

The State (D.) v G and others [1990] 7 Fam.L. J.

The State (F) v Supt. Ballymun Garda Station and others, [1991] 1 I.R. 189.

Thomson v Glasgow Corporation [1961] SLT 237

1.5 Mental Health & Addictions

This 33-hour module comprises three sections:

- A. Mental Health (16 teaching hours)
- B. Addictions (8 teaching hours)
- C. Child and Youth Mental Health (9 teaching hours)

Overall Module Aims

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

- compare and contrast the different perspectives on mental health and how these relate to social work practice;
- sharpen their understanding of the major psychiatric disorders as defined within the medical paradigm and appreciate the impact which these disorders have on sufferers, families and the wider society;
- know the current legal basis of hospital admission and be able to distinguish between the concepts of autonomy and legal paternalism;
- consider the arguments for and against the medicalization of distress, risk and risk management;
- distinguish between 'bio', 'psycho' and 'social' treatment approaches in mental health care;
- develop a critical appreciation of changing trends in mental health policy and provision, in particular, the rise of the recovery model;
- look specifically at alcohol and drug-related problems, their management within the mental health system and their management by generic social workers;
- gain an understanding of what social work can contribute to formal mental health services *and* an understanding of how a mental health/addiction perspective may be applied in generic - and particularly in child welfare and protection - social work settings.
- Please see page 125 for an outline of Section C.

Overall Module Learning Outcomes:

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

- an understanding of the contentious nature of 'mental illness' as a concept, and of the difficulties involved in multidisciplinary work where different professionals operate from different ideological perspectives;
- an awareness of the ongoing stigmatisation and social exclusion of people labelled as 'mentally ill', despite the apparent acceptance and implementation of 'community care' and 'recovery' policies in the mental health sphere;

- an appreciation of the complexity involved in the involuntary admission to hospital of psychiatric patients, and of the difficulties in balancing individual liberties against personal / communal safety;
- a knowledge of the signs and symptoms of the major illness categories, their putative causation and treatments of choice;
- an understanding of the contribution which social work can make to specialist mental health services, and an understanding of how social workers in generic settings can apply a mental health perspective in these settings;
- a knowledge of the main issues which arise in alcohol and illicit drug policy;
- a basic knowledge of addiction counselling models;
- an understanding of how parental addiction and mental health problems impact on children and on how social workers can intervene in such problems.

Teaching Methods

Module sections A and B will be taught in seminar format during the first term of the MSW 2 year.

Assessment

The module will be assessed by means of an end-of-module assignment.

A. Mental Health

Dr. Mary Kelleher

Section A: Overview

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

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

Section A of the module is organised into 8 x 2 hour lectures. In order to achieve the aims of this module section, each 2-hour lecture is devoted to a specific theme. The role of the social worker in mental health is considered in each lecture with reference to the specific focus of the lecture. The lecture plan is as follows:

Lecture 1:

- Introduction and Module Overview
- Structure of mental health services in Ireland

- Key statistics re mental health in Ireland and internationally
- Role of the Mental Health Commission
- Role of the Mental Health Social Worker - introduction

Lecture 2:

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

Lecture 3:

- Irish Mental Health Policy
- A Vision for Change
- Recovery Model in practice
- What next?
- International policy and practice context
- Policy drivers in the field of mental health

Lecture 4:

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

Lecture 5:

- Participation of service users – role of HSE service user engagement programme – input from service user.

Lecture 6:

- Mental Health Difficulties - impact on the whole family.

Lecture 7:

- The social context of mental health and ill health

Lecture 8:

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

Useful Websites:

Mental Health Commission

www.mhcirl.ie

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

Irish Mental Health Services – past and present

Past:

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

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

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

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

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

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

Present:

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

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

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

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

Role of the Mental Health Social Worker

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

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

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

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

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

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

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

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

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

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

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

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

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

Models of mental distress

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

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

Medical factors – diagnosis and treatment

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

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

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

Psychological Factors

Barker, V., Gumley, A., Schwannauer, M. and Lawrie, S. (2015). An integrated biopsychosocial model of childhood maltreatment and psychosis. *British Journal of Psychiatry*, 206, pp. 177-181.

Bentall, R.P. (2004). Abandoning the concept of schizophrenia: the cognitive psychology of hallucinations and delusions. In J. Read, L.R. Moshier and R.P. Bentall (Eds), *Models of Madness: Psychological, Social and Biological Approaches to Schizophrenia*. London: Routledge in association with The International Society for the Psychological Treatments of the Schizophrenias and Other Psychoses.

Hammersley, P., Read, J., Woodall, S. and Dillon, J. (2008). Childhood Trauma and Psychosis: The Genie is Out of the Bottle. *Journal of Psychological Trauma*, 6(2-3), pp. 7-20.

Horwitz, A. and Wakefield, J. (2007). *The Loss of Sadness: How Psychiatry Transformed Normal Sorrow into Depressive Disorder*. Oxford University Press.

Johnstone, L. (2011). Can Traumatic Events Traumatize People? Trauma, Madness and 'Psychosis'. In M. Rapley, J. Moncrieff and J. Dillon (Eds.), *De-Medicalizing Misery: Psychiatry, Psychology and the Human Condition*. Basingstoke, Hampshire: Palgrave Macmillan.

Social Factors

Humphreys, C. and Thiara, R. (2003). Mental Health and Domestic Violence: 'I Call it Symptoms of Abuse'. *British Journal of Social Work*, 33, pp. 209-226.

Read, J. and Bentall, R. (2012). Negative childhood experiences and mental health: theoretical, clinical and primary prevention implications. *British Journal of Psychiatry*, 200, pp. 89-91.

Rogers, A. and Pilgrim, D. (2014). *A Sociology of Mental Health and Illness*. (5th ed.). Buckingham: Open University Press.

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

Tew, J., Ramon, S., Slade, M., Bird, V., Melton, J. and Le Boutillier, C. (2012). Social Factors and Recovery from Mental Health Difficulties: A Review of the Evidence. *Br J Soc Work*, 42 (3), pp. 443-460.

Recovery Model

Anthony, W.A. (1993). Recovery from mental illness: The guiding vision of the mental health service system in the 1990's. *Psychological Rehabilitation Journal*, 16(4), pp. 11-23.

Higgins, A. and McGowan, P. (2014), 'Recovery and the recovery ethos: challenges and possibilities' in Higgins and McDaid (cited above), pp. 61-78.

Pilgrim, D. (2008). 'Recovery' and current mental health policy. *Chronic Illness*, 4, pp. 295-304.

Pilgrim, D. and McCranie, A. (2013). *Recovery and Mental Health: a critical sociological account*. London: Palgrave Macmillan.

Weinstein, J. (2010). *Mental Health Service User Involvement and Recovery*. London: Jessica Kingsley.

Critiques and Debates surrounding the different models

Bracken, P., Thomas, P., Timimi, S., et al. (2012). Psychiatry beyond the current paradigm. *British Journal of Psychiatry*, 201, pp. 430-434.

Craddock, N. et al. (2008). Wake-up call for British psychiatry. *British Journal of Psychiatry*, 193, pp. 6-9.

Fee, D. (2000) *Pathology and the Postmodern: Mental Illness as Discourse and Experience*. London: Sage.

Foucault, M. (1954/2011). *Madness. The Invention of an Idea*. First published by Presses Universitaires de France. This edition published by HarperCollins Publishers.

Foucault, M. (1965/1988). *Madness and Civilization: a history of insanity in the age of reason*. Vintage Books.

Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. Englewood Cliffs, New Jersey: Prentice-Hall.

Healy, D. (2012). *Pharmageddon*. Berkeley: University of California Press.

Jenkins, J. and Carpenter-Song, E. (2005). The New Paradigm of Recovery from Schizophrenia: Cultural Conundrums of Recovery without Cure. *Culture, Medicine and Psychiatry*, 29, pp. 379-413. Johnstone, L. (2002). *Users and Abusers of Psychiatry*. (2nd ed.). Routledge.

Kirk, S.A. and Kutchins, H. (1994). They Myth of the Reliability of DSM. *The Journal of Mind and Behavior*, 15(1-2), pp. 71-89.

Kirsch, I. (2009). *The Emperor's New Drugs: Exploding the Antidepressant Myth*. London: Bodley Head.

Pilgrim, D. and Rogers, A. (2009). Survival and its discontents: the case of British psychiatry. *Sociology of Health & Illness*, 37(7), pp. 947-961.

Sayce, L. (2000). *From Psychiatric Patient to Citizen: Overcoming Discrimination and Social Exclusion*. London: Macmillan Press.

Scull, A. (2011). *Madness: a very short introduction*. Oxford University Press.

Speed, E., Moncrieff, J. and Rapley, M. (Eds.) (2014). *De-Medicalizing Misery 11: Society, Politics and the Mental Health Industry*. London: Palgrave Macmillan.

Timimi, S. (2014). No more psychiatric labels: Why formal psychiatric diagnostic systems should be abolished. *International Journal of Clinical and Health Psychology*, 14, pp. 208-215.

Verhaeghe, M. and Bracke, P. (2011). Stigma and Trust Among Mental Health Service Users. *Archives of Psychiatric Nursing*, 25(4), pp. 294-302.

Irish Mental Health Policy

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

Johnstone, H. (2014). *All Vision but No Change? Determinants of Implementation: The Case of Ireland and Mental Health Policy*. Dublin: IPA.

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

Kelly, B. (2015). Revising, reforming, reframing: *Report of the Expert Group on the Mental Health Act 2001* (2015). *Irish Journal of Psychological Medicine*, 32, pp. 161-166.

Independent Monitoring Group (2012). *Sixth Annual Report on Implementation 2011 (A Vision for Change)*. Dublin: Department of Health & Children.

Mental Health Commission (2009). *From Vision to Action : an analysis of the implementation of a Vision for Change*. Dublin: Mental Health Commission.

International practice and policy context

United Nations Convention on the Rights of Persons with Disabilities.

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

Vanhala, L. (2015). The Diffusion of Disability Rights in Europe. *Human Rights Quarterly*, pp. 831-853.

WHO (2012). *Global Burden of mental disorders and the need for a comprehensive, coordinated response from health and social sectors at the country level*. Report by the Secretariat to the 65th World Health Assembly. A65/10. Geneva: World Health Organisation. Accessed at: http://apps.who.int/gb/ebwha/pdf_files/WHA65/A65_10-en.pdf?ua=1

WHO (2013). *Mental Health Action Plan 2013-2020*. Geneva, Switzerland: World Health Organisation http://www.who.int/mental_health/publications/action_plan/en/

Whitaker, R. (2005). Anatomy of an Epidemic: Psychiatric Drugs and the Astonishing Rise of Mental Illness in America. *Ethical Human Psychology and Psychiatry*, 7(1), pp. 23-35.

Risk Assessment & Risk Management

Bean, P. (2001), *Mental Disorder and Community Safety*. London: Palgrave.

Kirwan, G. (2015). Risk Management. In Sheehan, R. and Ogloff, J. (Eds.) (2016). *Working within the Forensic Paradigm: Cross-discipline approaches for policy and practice*. Routledge.

Mental Health Law

The Mental Health Act 2001. Available at:

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

Assisted Decision-Making (Capacity) Act 2015. Available at:

<http://www.irishstatutebook.ie/eli/2015/act/64/enacted/en/html>

Lislerud Smebye, K, Kirkevold, M. and Engedal, K. (2012). How do persons with dementia participate in decision making related to health and daily care? A multi-case study. *BMC Health Services Research*, 12(1), pp. 241-253.

Munro, E. and Rungay, J. (2000). Role of risk assessment in reducing homicides by people with mental illness. *British Journal of Psychiatry*, 176, pp. 116-120.

Nwachukwu, I., Crumlish, N., Heron, E. and Gill, M. (2010). Irish Mental Health Act: impact on involuntary admissions in a community mental health service in Dublin. *The Psychiatrist*, 34, pp. 436-440.

O'Donoghue, B., Lyne, J., Hill, M., Larkin, C., Feeney, L. and O'Callaghan, I. (2010). 'Involuntary admission from the patients' perspective.' *Soc Psychiat Epidemiol*, 45, pp. 631-638

Participation of service users

Arnstein, S.R. (1969). A Ladder of Citizen Participation. *Journal of the American Institute of Planners*, 35(4), pp. 216-224.

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

Brosnan, L. (2014). Empowerment and the emergence of an Irish user/survivor movement. In Higgins and McDaid, (cited above), 79-98.

Flanagan, S. et al (2000). A survey of the self-rated quality of life of individuals with schizophrenia in community residential settings. *Irish Journal of Psychological Medicine*, 17, pp. 22-24.

Hyde, B., Bowles, W. and Pawar M. (2015) 'We're Still in There'—Consumer Voices on Mental Health Inpatient Care: Social Work Research Highlighting Lessons for Recovery Practice. *Br J Soc Work*, 45 (suppl_1): i62-i78

Kirwan, G. (2013). 'The Group Values of Educational Encounters: Working with Service Users and Students in a Participatory Classroom Environment'. *Social Work With Groups*, 36(2-3), pp. 191-207.

McCubbin, M. and Cohen, D. (1996). Extremely Unbalanced: Interest Divergence and Power Disparities Between Clients and Psychiatry. *Intl Journal of Law and Psychiatry*, 19(1), pp. 1-25.

McLaughlin, H. (2009). 'What's in a Name: 'Client', 'Patient', 'Customer', 'Customer', 'Expert by Experience', 'Service User' – What's Next?' *British Journal of Social Work*, 39, pp. 1101-1117.

Morrison, A., Hutton, P., Shiers, D. and Turkington, D. (2012). Antipsychotics: is it time to introduce patient choice? *British Journal of Psychiatry*, 201, pp. 83-84.

Speed, E. (2006). 'Patients, consumers and survivors: A case study of mental health service user discourses', *Social Science and Medicine*, 62, pp. 28-38.

Also see: 'Listening to what we heard: Consultation with service users, carers and providers' (Chapter One); 'Partnership in care: Service users and Carers' (Chapter Three); 'Belonging and Participating: Social Inclusion' (Chapter Four); 'Rehabilitation and recovery mental health services for people with severe and enduring mental illness' (Chapter Twelve) – in *A Vision for Change: Report of the Expert Group on Mental Health Policy* (2006).

Readings related to specific mental disorders

Schizophrenia

Birchwood, M. and Jackson, C. (2001). *Schizophrenia*. Hove: Psychology Press.

Kendall, T. (2011). The rise and fall of the atypical antipsychotics. *British Journal of Psychiatry*, 199, pp. 266-268.

Jenkins, J. and Carpenter-Song, E. (2005). The New Paradigm of Recovery from Schizophrenia: Cultural Conundrums of Recovery without Cure. *Culture, Medicine and Psychiatry*, 29, pp. 379-413.

Zvonkovic, A. and Lucas-Thompson, R. (2015). Refuting the Myth of the "Violent Schizophrenic": assessing an educational intervention to reduce stigmatization using self-report and implicit association test. *Social Work in Mental Health*, 13, pp. 201-215.

Affective Disorders / Self-Destructive Behaviour

Hammen, C. and Watkins, E. (2011), *Depression*. (2nd ed.). Hove: Psychology Press.

Williams, J.M.G. and Kuyken, W. (2012), 'Mindfulness-based cognitive therapy: a promising new approach to preventing depressive relapse'. *British Journal of Psychiatry*, 200, 359-360.

Clifford, S. (2010). 'Helping people who are low in mood'. In A. Grant (ed.), *Cognitive Behavioural Interventions for Mental Health Practitioners*. Exeter: Learning Matters.

Sheppard, M. (1999), 'Maternal depression in child and family care' In Ulas, M. and Connor, A. (Eds.), *Mental Health and Social Work*. London: Jessica Kingsley.

Duffy, D. and Ryan, T. (Eds.) (2004). *New Approaches to Preventing Suicide: A Manual for Practitioners*. London: Jessica Kingsley Publishers.

Kielty, J. et al. (2014), 'Psychiatric and psycho-social characteristics of suicide completers: a comprehensive evaluation of psychiatric case records and postmortem findings'. *Irish Journal of Psychological Medicine*, 32, 167-176.

Malone, K. (2013), *Suicide in Ireland 2003-2008*. (www.3ts.ie).

Trimble, T., Hennigan, B. and Gaffney, M. (2012). 'Suicide prevention: coping, support and transformation'. *Irish Journal of Psychology*, 33, 115-121.

Anxiety Disorders

Meyer, R. and Osborne, Y. (1996) *Case Studies in Abnormal Behaviour* (Ch. 3: 'The Anxiety Disorders'). Boston: Allyn and Bacon.

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

Organic Disorders of Older People

Pierce, M., Cahill, S. and O'Shea, E. (2013). 'Planning Dementia Services: new estimates of current and future prevalence rates of dementia in Ireland'. *Irish Journal of Psychological Medicine*, 30, pp. 13-20.

Moore, D. and Jones, K. (2013). *Social Work and Dementia*. (London: Sage).

Lawrence, V., Fossey, J., Ballard, C. et al. (2012). 'Improving quality of life for people with dementia in care homes: making psychosocial interventions work'. *British Journal of Psychiatry*, 201, pp. 344-351.

Swenson, C. (2004). Dementia Diary: A Personal and Professional Journal. *Social Work*, 49, pp. 451 – 460.

Killick, J. and Allan, K. (2001). *Communication and the Care of People with Dementia*. Buckingham: OUP.

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

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

B. Addictions

Mr. Aidan Mc Givern, Principal Social Worker, Ms Deirdre Carey, Senior Social Worker, Ms Margaret Markey, Senior Social Worker, Ms Elisa Cosgrave, Social Worker & Ms Gemma Moran, Social Worker, National Drug Treatment Service, 30-31 Pearse Street, Dublin 2

Module Aims

The aims of this 8-hour module are to assist students to:

- Gain an insight of the nature of addiction in its various forms and the emergence of new psychoactive substances
- Develop an understanding of the term dual diagnosis (addiction and mental health)
- Learn about past and current drug policies and services available both statutory and voluntary
- Increase awareness of current models of treatment, new initiatives and changing trends in addiction policy and provision
- Develop a greater knowledge of the physical and psychological impact of drug misuse on an individual, families and society
- Familiarise students with skills used in practice when working with clients with addiction
- Highlight the contribution and role of social work when engaging with pregnant drug users and working with child welfare issues
- Learn the value of relationship building and counselling skills and gain a deeper knowledge of social work theories utilised in practice in addiction.

Teaching Methods

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

Themes of the four seminars

1. Introduction to service and summary of drug policies.
2. Methods of intervention with illicit drug users and Crisis pregnancies.
3. G clinic and psycho active substances.
4. Child welfare within a treatment setting.

Learning Outcomes

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

- an understanding of the contribution which social work can make to addiction services, and an understanding of how social workers in generic settings can be more involved with helping people suffering from addiction in such settings
- A critical understanding of the nature of 'addiction' and 'mental health'
- a knowledge of the signs and symptoms of addiction and treatments of services and treatment available
- a knowledge of the main issues which arise in alcohol and drug policy;
- a basic knowledge of addiction counselling models and skills;
- An understanding of how parental addiction and mental health problems impact on children and on how social workers can intervene in such problems.

Useful Websites

- Alcohol Action Ireland www.drinkhelp.ie
- Department of Health & Children www.dohc.ie
- Drugs helpline (HSE) www.drugs.ie
- European Monitoring Centre for Drugs and Drugs Addiction www.emcdda.europa.eu
- HRB www.drugsandalcohol.ie
- <http://hse.ie/eng/about/Who/primarycare/socialinclusion/homelessness-and-addiction/medically-supervised-injecting-centre/faq.html>
- <https://www.theguardian.com/society/2013/may/04/denmark-nurses-addicts-inject>
- Press Release: Ireland's first Supervised Injecting Facility to provide safe harbour and medical help for chronic drug users, Department of Health, February 2017.
- National Advisory Council on Drugs and Alcohol. www.nacda.ie
- National Service Users' Executive www.nsue.ie
- The Rise (Recovery in a Safe Environment; for family members) Foundation www.therisefoundation.ie

Readings

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

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

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

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

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

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

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

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

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

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

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

Carruth, B. (2006) *Psychological Trauma and Addiction Treatment*, New York: The Haworth Press.

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

(Eberhard Schatz & Marie Nougier, 2012) *Drug Consumption Rooms, Evidence and Practice*

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1.6 Child and Youth Mental Health

Jeanne Forde

Child and Adolescent Mental Health Services (CAMHS) is the latest terminology for services, which over the twentieth century have been variously known by terms such as child and adolescent psychiatry, pediatric psychiatry, family psychiatry, and child guidance. The changing terminology is important, as the term CAMHS seemingly denotes a change from the medically-focused psychiatric field into a broader health-focused 'service'. There are an increasing number of services internationally aimed at young people developing in a somewhat distinctive direction: towards community-based services, practicing from a public health, outreach perspective. The development of a new youth mental health paradigm has challenged the structure of traditional psychiatry services and this will be explored as part of the course.

The aims of this module are to

- (1) Explore the nature and extent of child and adolescent mental health problems and illnesses, drawing on different theoretical and professional perspectives,
- (2) Critically examine the policy and practice responses, with particular reference to the role of social work,
- (3) Consider how the new youth mental health paradigm is challenging the structure of traditional CAMHS and adult mental health services,
- (4) Explore different assessment, care planning and intervention approaches that can be used by social workers working with child and adolescent mental health issues.

Module Content

In three classes, each of three hours duration, the following topics will be covered:

- An Overview of Mental Health Presentations and Diagnoses
- Youth Mental Health Issues and Needs, with a focus on the Irish Context
- Child and Youth Mental Health Service Structures
- The Policy and Legislative Framework underpinning Child and Youth Mental Health Services
- Assessment and Care Planning Frameworks in Child and Youth Mental Health Services
- The Role of Social Work in a Trans disciplinary and Multidisciplinary Child and Adolescent Mental Health context
- Clinical Social Work Approaches to Mental Health
- Social Work Values in Child and Adolescent Mental Health

Learning Outcomes

By the end of this module, you will:

- Have an understanding of mental health issues which children and young people may experience (Domain 5).
- Be aware of the debates and issues relating to the provision of child and youth mental health services and the classification of child and youth mental health problems (Domain 1; Domain 4).
- Be knowledgeable about the various causation theories and treatment modalities offered within CAMHS and youth mental health services (Domain 5; Domain 6).
- Understand how multi-disciplinary approaches work in child and youth mental health services, and the specific contribution that social work makes (Domain 2; Domain 3; Domain 4).

Teaching & Learning Methods

Sessions will be interactive in nature, combining some didactic input, prepared readings, group exercises, reflection and discussion.

Assessment

Full attendance, reading of required materials and participation in class discussions.

Initial reading list

Arnett, J. (2000). Emerging adulthood. A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480.

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Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2, 85-101.

Orth, U., & Robins, R. W. (2014). The development of self-esteem. *Current directions in psychological science*, 23(5), 381-387.

Onyett, S. (2003). *Teamworking in mental health*. New York, NY: Palgrave Macmillan.

Pilgrim, D. (2005). *Key Concepts in Mental Health* London: Sage

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Rogers, A., & Pilgrim, D. (2005). *Sociology of mental health and illness* (3rd ed.). Maidenhead: Open University Press.

1.7 Health – Related Social Work

Dr Erna O'Connor, Ms Maeve Foreman & Guest Lecturers

Module Aims

This module aims to prepare students for social work in health care and to achieve the standards of proficiency required by CORU under the following domains:

Domain 6: Knowledge, understanding and skills – This module examines a selection of issues in health related social work and sets them in a theoretical context, with a view to developing students' understanding of the nature of social work in a variety of settings, including hospitals, specialist hospitals and hospices and primary healthcare. Selected theories will be examined critically and their value in these settings demonstrated. Intercultural issues will also be addressed.

Domain 5: Provision of quality services – students are introduced to different forms of assessment used in health care and to the social work process from assessment, through intervention to evaluation of outcomes.

Domain 3: Effective communication – Through the use of problem based learning in groups students learn effective and appropriate skills for health related social work. Counselling, collaborative practice and advocacy are emphasised as key social work skills necessary for practice in health care settings.

Domain 2: Interpersonal and professional relationships – relationship-based practice, multidisciplinary, interdisciplinary and interagency teamwork are emphasised as core to social work practice in health care.

Module Content

- Students will examine essential theories for social work in health care, in particular attachment, loss and bereavement, crisis intervention, and an understanding of the nature of trauma. Cultural aspects of illness and death will be considered.
- Broader health related issues such as changes in the Irish health services, health promotion, health behaviour and behaviour change and the role of community and service user organisations will also be explored.
- Models of multidisciplinary and interdisciplinary teamwork will be critically examined in the light of students' placement and prior work experience
- Some contemporary issues in health related social work practice will be explored through the use of case studies - including the impact of long term chronic illnesses, HIV, rehabilitation, cancer care and primary health care.

Learning Outcomes

On successful completion of this module students will be able to:-

- Demonstrate knowledge of some relevant theoretical approaches in health related social work, including theories of attachment, loss and bereavement
- Demonstrate knowledge of the role of the social work in health care and the importance and benefits of working with community and service user organisations
- Engage in collaborative methods of multidisciplinary, interdisciplinary and interagency teamwork, and have a working knowledge of effective practice in teams
- Assess and offer a social work service to people presenting with a variety of issues and problems typical of a health care setting
- Draw on available evidence and utilise social work theoretical and practice approaches acquired in other modules

Teaching and Learning Methods

Lectures, class discussions and problem based learning in small groups

Assessment

Assessment is based on peer assessed, group presentations of case studies during the last two sessions of the module. These will be video recorded. Should a re-assessment (supplemental) be necessary, or if a student is unable to take part in the group presentation, they may be required to submit a 1,500 word written assignment on a similar topic

Readings

Essential Reading

Sarah Banks (2010) Inter-professional Ethics: A Developing Field? Notes from the Ethics & Social Welfare Conference, Sheffield, UK, May 2010, *Ethics and Social Welfare*, 4:3:280-294,

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Bronstein, L. (2003) 'A Model for Interdisciplinary Collaboration', in *Social Work* 48:3

Dziegielewska, S. (2013) *Changing face of health care social work: opportunities and challenges for professional practice*. New York: Springer Publishing Company (electronic resource TCD Library)

Fleming, T. Flood, S., Gumulka, S., Jacob, D., Parkinson, R., & Reilly, P. (2011) *The Role of Social Work in Primary Care in Ireland*. Paper by IASW Special Interest Group in Primary Care <https://iasw.ie/attachments/5df208bc-f91e-4ec3-9f29-bf966336819a.PDF>

Foreman, M. (2015) Medical Social Work in Ireland: An Exploration of Service User Perspectives. *Irish Social Worker Spring Issue 2015: Research & Analysis*

Foreman, M. & Ní Raghallaigh, M. (2015) Experience of Social Workers working with people living in Direct Provision system
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Goldsworthy, K. (2005) Grief and Loss in Social Work Practice. *Australian Social Worker* 58:2:167-178

Health Service Executive (HSE) (2009) *Health Services Intercultural Guide*. Dublin: HSE

Hospice Foundation (2015): Resources on Coping with Bereavement/Helping a Bereaved Person/Working in Bereavement <http://hospicefoundation.ie/bereavement/>;
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Howe, D. (2011) *Attachment across the lifecourse: a brief introduction*. UK: Palgrave/Macmillan

Irish Association of Social Work (IASW) & Gay & Lesbian Equality Network (GLEN) (2011) *Lesbian, Gay and Bisexual People: A Guide to Good Practice for Social Workers*. Dublin: IASW/GLEN <https://www.iasw.ie/attachments/5f24c87f-8792-4df1-a8d6-294bdb6e851.PDF>

Judd, R. & Sheffield, S. (2010) Hospital Social Work: Contemporary Roles and Professional Activities. *Social Work in Health Care* 49:9:856-871

Monroe, B. & Kraus, F. (2010) 2nd Ed *Brief Interventions with Bereaved Children*. UK: Oxford University Press

National Head Medical Social Workers Forum (2014) *Social Work in a Medical Setting: Competencies Framework*. <https://www.iasw.ie/attachments/f2d4bcd1-b23e-4cbc-a32d-5ce0bbcb5fe7.PDF>

[O'Connor, E. & Wilson, E. \(2015\) Responding to Psychosocial Aspects of Illness and Health: Challenges and Opportunities for Social Work in Christie, A., Featherstone, B., Quin, S., & Walsh, T. \(Eds.\). Social Work in Ireland: changes and continuities. Palgrave Macmillan.](#)

Thompson, N. (2011) 'Health and the Medicalization of Inequality' Chapter 6 in *Promoting Equality: Working with Diversity and Difference* 3rd Edition. Palgrave MacMillan

Walsh, T., Foreman, M., Curry, P., O'Driscoll, S. & McCormack, M., (2008) Bereavement Support in an Acute Hospital: an Irish Model, *Death Studies*, 32, (8):768 – 786

Walsh, T (2010) *The Solution-Focused Helper: ethics and practice in health and social care*, Maidenhead: Open University Press/McGraw Hill Education

Worden, J. W. (2009) *Grief Counselling and Grief Therapy: a handbook for the mental health practitioner*. 4th Edition. London: Routledge.

Additional Reading

Grief and Loss

Akerman, R. and Statham, J. (2011). *Childhood Bereavement: a Rapid Literature Review*. London: Child Wellbeing Research Centre

Arthur A., et al. (2011) *Bereavement Care Services: A synthesis of the literature*. UK: Dept of Health

Attig, T. (2011) *How we Grieve – Relearning the World* (Revised Edition)Oxford: OUP

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- Lobb, E., Kritjanson, L. Aoun, S. et al. (2011) Predictors of Complicated Grief: A Systematic Review of Empirical Studies. *Death Studies*, 34(8):673-698
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- O'Driscoll S. (2006) Responding to Bereavement in the Acute Care Setting – A journey in service development. In Cruz L. (Ed) *Making Sense of Dying and Death*. ebooks: The Inter-Disciplinary Press
- Oliviere, D., Monroe, B., Payne, S. (2011) *Death, Dying, and Social Differences* UK: Oxford University Press
- Parkes, C.M. (2006) *Love and Loss – the Roots of Grief and its Complications*. London: Routledge
- Parkes, C.M. (2002) Grief: Lessons from the past, visions for the future. *Death Studies*, 26:367-385
- Parker, J. (2005) (ed) *Aspects of Social Work and Palliative Care*. UK: Quay Books
- Parkes, C.M., Laungani, P. & Young, B. (Eds.) (2000) *Death and Bereavement across Cultures*. London: Routledge
- Piper, W., Ogrodniczuk, J., Weideman, R. (2005) Screening for Complicated Grief: when less may provide more. *Canadian Journal of Psychiatry* 50(11):680-683
- Pockett, R., Walker, E. and Dave, K. (2010) 'Last Orders': Dying in a Hospital Setting. *Australian Social Work* 63(3):250-265

Schut, H. & Stroebe, M. (2010) Effects of Support, Counselling and Therapy before and after loss: can we really help bereaved people? *Psychologica Belgica* 50-1&2:9-102

Sorensen, R. & Ledemaa, R. (2011) End of Life Care in an Acute Care Hospital: Linking Policy and Practice. *Death Studies* 35(6):481-503

Spiers, T. (2000) *Trauma: a practitioner's guide to counselling*. London: Brunner-Routledge.

Strobe, M. & Schut, H. (1999) The Dual Process Model of Coping with Bereavement: rationale and description. *Death Studies*, 23, 197 – 224.

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Allen, M., Forster, P. (2008) *Domestic Violence: Developing a Response*. Exchange House, Dublin. Report on study commissioned by Exchange House on the development of services for the elimination of violence against traveller women.

Burke, S (2009) *Irish Apartheid: Healthcare Inequality in Ireland* Dublin: New Island

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Bluebond-Langner, M. (1996) *In the shadow of illness: parents and siblings of the chronically ill child*. Chichester: Princeton University Press

Bor R., Miller, R., Gill, S., Evans, A. (2008) *Counselling in Health Care Settings*. London: Cassell

Bywater, J. (2007) *Sexuality and Social Work*. UK: Learningmatters.co.uk

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Craig, S. and Muskat, B. (2013) Bouncers, Brokers, and Glue: The Self-described roles of social workers in urban hospitals. *Health Social Work* 38(1):7-16.

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http://www.nosp.ie/not_alone_2009.pdf

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Wertheimer, A. (2013) (Classic Edition) *A Special Scar: the experiences of people bereaved by suicide*. Hove: Brunner-Routledge.

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Columbia School of Social Work (2013) *Advancing Social Work Practice with Clients: Understanding the DSM-5*
http://socialwork.columbia.edu/sites/default/files/file_manager/pdfs/News/DSM-5%20Proceedings.pdf

Dunn, A. (2001) Trauma Aftercare – a Four Stage Model. Chapter 4 pp. 97-130 in Speirs, T. *Trauma: A Practitioner's Guide to Counselling*. UK: Routledge

Franklin, C. (2014) Changes in the DSM-5: What Social Workers Need to Know.
<http://blog.oup.com/2014/03/changes-in-the-dsm-5-what-social-workers-need-to-know/>

Hayes, P. and Campbell J. (2000) Dealing with Post-Traumatic Stress Disorder: the Psychological Sequelae of Bloody Sunday and the Response of State Services. *Research on Social Work Practice* 10(6):705-721

Horner, N. & Kindred, M. (1997) *Using Crisis Intervention and Task-Centred Theories in Social Work*. UK:Open Learning Foundation Workbooks.
www.brunel.ac.uk/depts/health/resources/

Laugharne J, Janca A, Widiger T. (2007) Posttraumatic stress disorder and terrorism: 5 years after 9/11. *Curr Opin Psychiatry*. 20(1):36-41.

Loughran, H. (2011) *Understanding crisis therapies : an integrative approach to crisis intervention and post traumatic stress* . London: Jessica Kingsley

Mitchell, J.T. & Everly, G.S. (2000) CISM and CISD: evolution, effects and outcomes, in B. Raphael & J. Wilson (eds.) *Psychological Debriefing: theory, practice and evidence*. Cambridge: Cambridge University Press

National Centre for PTSD

www.ptsd.va.gov/professional/pages/diagnostic_criteria_dsm-5.asp

National Institute for Health and Clinical Excellence (NICE) (updated 2015) *Post-Traumatic stress disorder (PTSD): The management of PTSD in adults and children in primary and secondary care* <http://www.nice.org.uk/CG26>

NICE (updated 2015) CG26 *Post-Traumatic Stress Disorder – Quick Reference Guide* <http://guidance.nice.org.uk/CG26/QuickRefGuide/pdf/English>

O'Driscoll, S. (2002) *Responding to Trauma and Bereavement in an Acute Hospital. Eisteach*

Spiers T. (2006) *Trauma: A Practitioner's Guide to Counselling*. UK: Routledge

Tosone, C., Bettman, J. Minami, T., Jaspersen, R. (2010) New York City social workers after 9/11: their attachment, resiliency, and compassion fatigue. *International Journal of Emergency Mental Health* 12(2):103-16.

Roberts, N., Kitchiner, N., Kenardy J., Bisson J. (2009) Systematic review and meta-analysis of multiple-session early interventions following traumatic events. *American Journal of Psychiatry*, 166 (3):293-301

Yeager K., & Roberts, A. (Ed) (2015) (4th Edition) *Crisis Intervention Handbook – assessment, treatment and research*. Oxford: Oxford University Press

HIV/AIDS

AIDS Care – journal on psychological and socio-medical aspects of HIV/AIDS available as e-journal in library

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

Gay and Lesbian Equality Network (1996) *HIV prevention strategies and the gay community*. Dublin: GLEN & Nexus Research Ireland. Summary on line at <http://www.iol.ie/nexus/hv.htm>

Foreman, M. & Ni Rathaille, N. (2015) Not just another long-term chronic illness - Social work and HIV in Ireland. *Practice: Social Work in Action* 28(2): 97-114 <http://www.tandfonline.com/doi/full/10.1080/09503153.2015.1087494>

Foreman, M. (2008) HIV and 'Direct Provision' Learning from the Experiences of Asylum Seekers in Ireland, *Translocations: Migration and Social Change*, 4, (1), 2008,

p51 – 69

Foreman M. & Hawthorne, H. (2007) Learning from the Experiences of Ethnic Minorities Accessing HIV Services in Ireland, *British Journal of Social Work*, 37, 2007, p1153 - 1172

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

Linsk, N. (2011) Thirty Years into the HIV Epidemic: Social Work Perspectives and Prospects. *Journal of HIV/AIDS & Social Services*, 10(3):218-229

Mitchell, C. & Linsk, N. (2004) A multidimensional conceptual framework for understanding HIV/AIDS as a chronic long-term illness. *Social Work* 49:3:469-477

Poindexter, C. (2010) *Handbook of HIV and Social Work: Principles, Practice, and Populations*. UK:Wiley

Some useful HIV websites: www.aidsmap.com; www.hivireland.ie; www.unaids.org

Interdisciplinary Teamwork

Abramson, J.S. (2002) 'Interdisciplinary Team Practice', In Green, G.J. & Roberts, A. R. (Eds) *Social Workers' Desk Reference*. UK:Oxford University Press

Abramson, J.S. & Mizrahi, T. (1996) When social workers and physicians collaborate: Positive and negative interdisciplinary experiences. *Social Work* 41:270-281

Bronstein, L. (2003) 'A Model for Interdisciplinary Collaboration', in *Social Work* 48:3

Davies, M. & Connolly, J. (1995) 'The social worker's role in the hospital: seen through eyes of other healthcare professionals', in *Health and Social Care in the Community* 3(5):301-309

Deweese, M. (2005) Postmodern Social Work in Interdisciplinary Contexts - Making Space on Both Sides of the Table. *Social Work in Health Care*, Vol. 39 (3 & 4):343-360

Dhooper, S. (2012) *Social Work in Health Care: its past and future*. London:Sage

Fort Cowles, L. (2003) 'Interdisciplinary Teamwork' pp 17-22 in *Social Work in the Health Field*. London:Haworth Press

Mental Health Commission (2006) *Multidisciplinary Team Working – from theory to practice*, UK:MHC Available on line at www.mhcirl.ie/docs/617_MHC_MultiDicip.pdf

O'Driscoll, S. (1995) Medical Social Workers and Doctors –Collaboration or Conflict in *Irish Social worker* 13(2)

Payne M. (2006) Identity Politics in Multi-professional Teams- Palliative Care Social Work. *Journal of Social Work* 6(2):137-150

Payne, M. (2000) *Teamwork in Multi-professional Care*. Basingstoke:Macmillan

Quinney, A. (2006) *Collaborative Social Work Practice*. UK:Learning Matters

Reeves, S., McMillan, S., Kachan, N. et al. (2015) Interprofessional collaboration and family member involvement in intensive care units. *Journal of Interprofessional Care* 29 (3): 230-7

Some Relevant Journals available in library

Health and Social work; Health and Social Care in the Community; Social Work in Health Care; Death Studies; Palliative Medicine; Journal of Palliative Care

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

1.8 Ageing

Professor Virpi Timonen, Ms Aisling Coffey & Ms Maura McCrudden

The module will be taught over three sessions as follows:

Introduction to ageing (Prof. Timonen)

Social Work with Older People (Aishling Coffey)

Issues in Safeguarding & Working With Vulnerable Adults (Maura McCrudden)

The module introduces the students to the world-wide mega trend of population ageing, and illustrates how this has come about through lower fertility and death rates. The positive aspects of the demographic transformation are emphasised, and the students are invited to reflect on how these positive aspects - such as greater scope for intergenerational communication and learning - contrast to the widespread negative discourses around ageing.

Issues around long-term care are touched on, with a focus on the urgent need for developing home and community-based care services (as distinct from institutional care). Aspects of evolving policy as they apply to care of older adults are flagged, such as the Assisted Decision Making Act, and students have an opportunity to think about how these are impacting on Social Work practice.

Ageing is strongly framed as an issue that concerns us all, in the present and in the long term, as we all live within family and community contexts where contact with people of different ages is now more possible than ever before in human history. Within the family context, greater scope for grandparenting is highlighted as a major positive result of extended lifespans, but this is framed within the broader social policy context, where reliance on grandparents can become excessive where childcare and other supports for younger family members are lacking or inadequate.

There is also a brief introduction to gerontechnology, with a focus on applications of technology in care services provision, and students have an opportunity to discuss how this trend might impact on Social Work practice. Overall, the module emphasises ageing as a phenomenon that can be looked at both through the macro level of policies, and at the micro level of individual and professional attitudes that impact on us all as we age.

Learning Outcomes

On successful completion of this module students will be able to:

- Demonstrate knowledge of contemporary policy, social work practice, ethical and legal issues in this area
- Provide a social work service in the area of ageing

Assessment

Full attendance and active participation in class.

Readings - Social work and older people

Abendstern, M. Hughes, J. Clarkson P. et al (2011) The Pursuit of Integration in the Assessment of Older People with Health and Social Care Needs *British Journal of Social Work* 41(3): 467-485

Ash, A., Phillips, J. (2011) Social Work with Older People in Europe: Diversity and Change. *Indian Journal of Gerontology*, 25(4):474-493

Barry, U. (2010) *Elderly Care in Ireland- Provisions and Providers*. UCD School of Social Justice Working Papers Series. 10(1):1-34. Dublin: University College Dublin (on line).

Blytheway, B. (1995) *Ageism*. Bucks:Open University Press

Cahill, S., O'Shea, E., Pierce, M. (2012) *Creating Excellence in Dementia care: A research review for Ireland's National Dementia Strategy* Dublin : DSIDC / School of Social Work and Social Policy, Trinity College Dublin ; Irish Centre for Social Gerontology, 2012.

Equality Authority (2004) *Implementing Equality for Older People*. Dublin :Equality Authority. www.equality.ie/index.asp?docID=89

Garavan, R., McGee, H. & Winder, R. (2001) *Health and Social Services for Older People – consulting older people on health and social services*. Report. No. 64. Dublin:NCAOP

Hall, B. & Scragg, T. (2012) *Social Work with Older People: Approaches to person centred practice*. Maidenhead:McGraw-Hill/OUP

HSE (2010) Elder Abuse Policy

[www.hse.ie/eng/services/Find a Service/Older People Services/Elder Abuse/#policy](http://www.hse.ie/eng/services/Find_a_Service/Older_People_Services/Elder_Abuse/#policy)

HSE (2010) *Open Your Eyes – HSE National Elder Abuse Services 2009*. HSE: Dublin

IFSW International Policy on Ageing and Older Adults. www.ifsw.org

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

Kerr, B., Gordon, J., MacDonald C. and Stalker K. (2005) *Effective Social Work with Older People*. <http://www.scotland.gov.uk/Publications/2005/12/16104017/40197>

Lymbery, M. (2005) *Social Work with Older People: Context, policy and practice*. London:Sage

Moore, D. & Jones, K. (2012) *Social Work and Dementia*. London:Sage/Learning Matters

Naleppa, M. J. and Reid W.J. (2003) *Gerontological Social Work : a task-centered approach*. Chichester: Columbia University Press

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

NCPOP (2010) *Abuse and Neglect of Older People in Ireland - Report on the National Study of Elder Abuse and Neglect*.

NCAOP (2010) Review of the Recommendations of Protecting Our Future: Report of the Working Group on Elder Abuse. Dublin: HSE.

Pierce, M. (2008) Constructions of Ageing in Irish Social Policy in, editor(s) Kennedy, P. and Quin, S. *Ageing and Social Policy in Ireland*, Dublin, University College Dublin Press, 2008, pp 5 – 19.

Ray, M. & Phillips, Judith (2012) 5th Edition *Social Work with Older People*. Basingstoke: Palgrave Macmillan (earlier editions by Judith Phillips/Mo Ray/Mary Marshall also useful.

Ray, M., Bernard, M., Phillips, Judith (2008) *Critical Issues in Social Work with Older People* Basingstoke: Palgrave Macmillan.

Scharf, T. & Keating, N. (2012) *From Exclusion to Inclusion in Old Age: A global challenge*. Bristol: Policy

Key Websites

Some Service User Organisations:

<http://www.ageaction.ie>

<http://ageandopportunity.ie/>

<http://www.carerssireland.com>

<http://www.disability-federation.ie>

<http://www.dublincil.org/> - Centre for Independent Living

<http://www.inclusionireland.ie>

<http://www.olderandbolder.ie/>

Research Centres

<http://www.tcd.ie/niid/>

<http://www.nda.ie>

<http://www.ncpop.ie/> - includes presentations on various related topics

<http://www.preventelderabuse.eu/european/default.aspx>

<http://www.elderabuse.org.uk> (Action on Elder Abuse UK Org

<http://www.socialwork-socialpolicy.tcd.ie/livingwithdementia/>

<http://www.sparc.tcd.ie/> - includes presentations from Dementia Seminar Series

<http://www.dementia.ie/index.php>

<http://www.cardi.ie/>

<http://www.ncaop.ie/> - The National Centre on Ageing and Older people was dissolved in 2009 but the site remains as an active resource on research/publications

1.9 Disability and Social Work Practice

Assistant Professor Michael Feely

Module Content

This module aims to introduce students to some important ideas from the field of disability studies and to consider how these ideas might affect social work practice. It will also explore the various roles social workers can, or could, play in disability service provision. Finally, it will encompass presentations by a variety of people who have a disability, care for someone with a disability, or work with people with disabilities.

Methods of Teaching and Student Learning

Teaching methods will include lecture based-critical discussions and presentations by self-advocates with disabilities and their supporters. Students are expected to complete pre-class preparatory readings and to participate in class discussions.

Learning Outcomes

When students have successfully completed this module they should be able to:

- Be familiar with important ideas from disability studies and relevant disability policy documents and be cognisant of how these might affect social work practice
- Recognize some of the roles social workers can or could perform within disability settings
- Be more aware of – and, ideally, be able to empathise with – the perspective of people with disabilities and their supporters.
- Ascertain whether this is an area they would like to work in

Assessment

The module will be evaluated through attendance and participation in class discussions.

Primary text:

Simcock, P. & Castle, C. (2016) *Social Work and Disability*, Cambridge: Polity Press.

Additional Reading

Barnes, C. and Mercer, G. (2010). *Exploring Disability*, Cambridge: Polity Press.

Bigby, C. & Frawley, P. (2010) *Social Work Practice and Intellectual Disability*, Basingstoke: Palgrave MacMillan.

Davis, Lennard J., ed. 2010. *The disability studies reader*. 3rd ed. London: Routledge.

Department of Justice, Equality and Law Reform (2005) *Guide to the Disability Act 2005*, Dublin: . Available :

<http://www.justice.ie/en/JELR/DisabilityAct05Guide.pdf/Files/DisabilityAct05Guide.pdf>

Goodley (2011) *Disability Studies an Interdisciplinary Introduction*, London Sage.

National Disability Authority (2005) *Code of Practice on Accessibility and Information Provided by Public Bodies*, Dublin: National Disability Authority. Available:

[http://www.nda.ie/cntmgmtnew.nsf/0/3DB134DF72E1846A8025710F0040BF3D/\\$File/COPEasy2read.pdf](http://www.nda.ie/cntmgmtnew.nsf/0/3DB134DF72E1846A8025710F0040BF3D/$File/COPEasy2read.pdf)

National Disability Authority (2005) *Guidelines on Person Centred Planning in the Provision of Services for People with Disabilities in Ireland*, Dublin: National Disability Authority. Available:

[http://www.nda.ie/cntmgmtnew.nsf/0/12AF395217EE3AC7802570C800430BB1/\\$File/main.pdf](http://www.nda.ie/cntmgmtnew.nsf/0/12AF395217EE3AC7802570C800430BB1/$File/main.pdf)

Oliver, Michael (1990) *The Politics of Disablement*, London: Macmillan Education.

Siebers, Tobin (2008) *Disability Theory*, Ann Arbor: University of Michigan Press.

United Nations (2006) *The United Nations Convention on the Rights of Persons with Disabilities*. Available from

<http://www.un.org/disabilities/default.asp?navid=15&pid=150>

SS8013: Social Work Practice and Perspectives

2.2 Relationship- based, Systemic and Social Constructionist Approaches with Individuals, Couples and Families

Dr. Aileen Tierney, Dr Suzy Flynn & Ms Pamela McEvoy

Introduction

A systemically informed approach affords an understanding of the relational and contextual complexities of people's lives. It provides frameworks to make sense of and to engage with complex relationship, family, agency and societal systems.

Social work theory and practice has been influenced by social constructionist and poststructuralist ideas. Social work knowledge has moved away from certainty and embraced uncertainty and collaborative dialogical practices. Assessment based Social work practices have begun to consider collaborative accountability and relational approaches to risk. Systemic and social constructionist ideas build on a relational ethic and emphasise contextual and relational understandings of how people live their lives.

Systemic Theory

The systemic view emphasises the contextual and relational aspects of human experience as systems. It sees the person as embedded in a social world which s/he is constantly influencing and being influenced by. This approach enables the practitioner to take account of the multi-layered complexity of the many systems within which we live.

Social Constructionism

A Social constructionist perspective regards all meaning (and thus identity and problem descriptions) as generated in language between people. Thus, it is through the medium of language that new meanings and resources may be accessed and new relationship configurations achieved.

Reflexivity and Ethics

Ethics is an integral part of social work practice there are no neutral stances and all Social workers are challenged to reflect on their own biases and cultural conditioning and how they influence their positions in practice .

Module Aims

This module addresses CORU domains 1, 2, 3, 4, 5 and 6. The aim is to build on the foundation Year one practice theory and skills course by providing students, through a

combination of presentations, lectures and skills workshops, with a working knowledge of:

The philosophical ideas underpinning social constructionist and systemic approaches.

- Family Life Cycle
- Systemic Theory, skills and approaches for understanding family dynamics and patterns.
- Using a reflective approach in practice.
- Social GRRRAACCEES¹ & the Development of anti-discriminatory practice.
- Integration of Systemic Theory into therapeutic work, using systemic collaborative and dialogical approaches.
- Understanding context and relational practice with different service user groups.

Module Content

The initial sessions aim to introduce students to the philosophical ideas underpinning social constructionist and systemic approaches as they relate to social work.

It will cover:

- Central ideas underpinning systemic approaches
- Introducing Foucault: discourse, power/knowledge and the reconfiguration of agency.
- The implications of these ideas for social work (how social constructionism has challenged traditional scientific approaches; postmodern social work and postmodern social work values)

It will introduce the concept of *integration*. This will be kept in mind throughout the module and focus on the unique manner in which students integrate their practice experiences and skills with their knowledge of research and policy in the light of their developing theoretical perspectives and understanding. As part of the module, groups within the class, will present and reflect on cases taking into account the above.

¹ *Refers to an acronym developed by Roper-Hall (1998) & Burnham (1992, 1993, 2012). It has evolved over the last twenty years and grown. It currently stands for Gender; Geography; Race; Religion; Age; Ability; Appearance; Class; Culture; Ethnicity; Education; Employment; Sexuality; Sexual Orientation; Spirituality

The module will focus on providing students with an overview of systemic/social constructionist ideas and approaches. It will provide students with an opportunity to practice skills in order to develop a working knowledge of their application in social work practice. This module proceeds from Year one methods and skills course, to further develop students' understanding of, and skills in, applying systemic and social constructionist approaches in social work practice. The module will also provide input on using systemic approaches with children and talking with children in accessible ways.

The module will consist of nine lectures followed by a 60 minute skills workshops (for which the class may be divided into two small groups) from September to October. There will be a pre-placement revision workshop in February, a mid-placement integration workshop, followed by a review of practice methods in the final weeks of the course.

The module covers:

- Family Constructions and Family life stages, using genograms and family maps
- The conceptual basis for social constructionist approaches to practice.
- Dialogical and Collaborative Approaches in Social work Practice
- Social work practice with Couples and Families: working relationally
- Working with non-Voluntary Service Users
- Understanding context and relational practice with different service user groups.

Learning Outcomes

After attending all lectures and skills workshops and applying relevant knowledge and skills in their Year Two placement, a student will be able to: -

Describe the philosophies and theories that underpin Systemic /Social constructionist and dialogical collaborative practices and how they apply to social work practice, as evidenced in their placement project [CORU Domain 6]

Implement the core conditions for relationship-based practice, engaging clients in direct work with an appropriate therapeutic focus, depending on the context as evidenced by their participation in skills workshops. [CORU Domain 1 & 2]

Name, describe and apply key techniques from each of these approaches and applied models, as evidenced by their participation in skills workshops and placement projects [CORU Domain 2 & 3]

Demonstrate the ability to review and Critically consider Clinical histories and identify critical themes and patterns, as evidenced by their completion of in-class exercises. [CORU Domain 1 & 2]

Describe their use and understanding of social work skills and practice approaches as evidenced by their case studies in the placement project. [CORU Domain 2, 3 & 5]

Appraise their own use of theory, method and skill as they prepare for qualification as evidenced by their self-reflection in their placement project. [CORU Domain 4 & 5]

Demonstrate and articulate their application of social constructionist /systemic ideas in clinical practice and show an ability to demonstrate ethical and reflexive engagement with their work.

Teaching and Learning Methods

The teaching methodology will build on students' experiences on placement and related work settings. Class participation is essential and students will be encouraged to explore and develop skills in a safe learning environment. Teaching Methods include: lectures and class discussion; presentations role play; video recording; review, reflecting processes, feedback and discussion.

Assessment

This course will be assessed by class participation clinical abilities and skills on placement and practice project.

Core Reading

Essential Introductory Reading

General

Carr, A. (2000). *Family Therapy, Concepts, Process and Practise*. New York: Wiley & Sons.

Dallos, R & Draper, R., (2005). *An Introduction to Family Therapy, systemic theory and practise*. New York: Open University Press.

McGoldrick, M, Carter, B. & N.Garcia-Preto (2010). *The Expanded Life Cycle: Individual, Family & Social Perspectives*.

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

Ruch, G., Turney, D. And Ward, A. (eds.) (2010). *Relationship-based Social Work: getting to the Heart of Practice*. London: Jessica Kingsley.

Trevithick, P. (2012). *Social Work Skills and Methods: a practice handbook*. 3rd edition. Buckingham: Open University Press.

Social Constructionist Approaches

Gergen, K.J., (2001). *Social Construction in Context*. London: Sage Publications.

McNamee, S. (2004). Therapy as social construction: Back to basics and forward toward challenging issues. In T. Strong & D. Pare (Eds), *Furthering talks: advances in the Discursive Therapies*. New York: Plenum Press.

Stanley Witkin (ed) 2012: *Social Construction and Social Work Practice*

Kenneth Gergen 2009: *An Invitation to Social Construction*

Social GRRRAACCEESS

Burnham, J. (2012) Development in Social GRRRAACCEESS: visible – invisible and voice-unvoiced. In I.-B. Krause (ed.) *Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspectives*. (pp139-160).

Krause, I-B (2014) The Complexity of Cultural Competence in F. Lowe (ed.) *Thinking Space. Promoting Thinking about Race, Culture and Diversity in Psychotherapy and Beyond* (pp 56-75). London: Karnac

Collaborative Work

Anderson, H. (1996). A reflection on Client-Professional Collaboration. *Families, Systems & Health*, 14, 193-206.

Anderson, H. (2012) Collaborative Relationships and dialogic Conversations: Ideas for a Relationally Responsive Practice. *Family Process*, 51, 8-24.

Anderson, H. & Gehart, D. (2007) (Eds.) *Collaborative Therapy: Relationships and Conversations that Make a Difference*. New York: Routledge.

Anderson, H., & Goolishian, H. (1992) The Client is the Expert: a Not-Knowing Approach to Therapy. In McNamee, S & Gergen,, K.J. (Eds.) *Therapy as a Social Construction*. (pp 25-39). London: Sage.

Narrative/dialogical work

Combs, G. & Friedman, J. (2016). Narrative Therapy's Relational understanding of Identity. *Family Process*, 55, 211-224.

Friedman, J. (2014). Witnessing and Positioning: Structuring Narrative Therapy with Families and Couples. *ANZJFT*, 35, 20 - 30.

Guilfoyle, M. (2015). Listening in narrative therapy: double listening and empathic positioning. *South African Jr of Pscyholoogy*, 45, 36-49.

Rober, P (2005) The Therapist's Self in Dialogical Family Therapy: Some Ideas about Not-Knowing and the Therapists Inner Conversation. *Family process*, 44, 477-495

White, M , Epston, D. (1990) *Narrative Means to Therapeutic Ends*. New York: Norton.

Vetere, A. & Dowling, E. (2005)(eds.) *Narrative Therapies with Children and their Families: A Practitioner's guide to concepts and approaches*. London: Routledge.

Solution-focused Social Work

Chang, J. & Nylund, D. (2013) Narrative and Solution-focused Therapies: A Twenty-Year Retrospective. *Journal of Systemic Therapies*, 32, 77-88.

Walsh, T. (2006) Two sides of the same coin: ambiguity and complexity in child protection work. *Journal of Systemic Therapies*, 25 (2) pp. 38 – 50.

Walsh, T. (2010) *The Solution-Focused Helper: ethics and practice in health and social care*. Basingstoke: Open University Press.

Relationship-based direct work with children, young people and their parents/carers.

Pamela McEvoy

Module Aims

This set of four, three hour workshops is co-ordinated by Pamela McEvoy and forms a part of the Relationship- based, Systemic and Social Constructionist Approaches module. It will run in the same term as the Systemic and Social Constructionist part, affording students the opportunity to think about their learning across the module and how the various approaches relate to each other. Links between students prior theoretical and practice-based learning will also be made.

This sub-set of workshops will explore relationship-based practice from a psycho-dynamic perspective. In particular, consideration will be given to the significance of primary relationship experiences in infancy and their possible implications for future relating patterns into childhood and beyond. The workshops invite students to enter the world of the child, to consider issues from a child's perspective and from there, to plan interventions that can make a genuinely helpful difference in their lives.

Key psycho-dynamic concepts will be shared in class to further enhance students direct work practice in various settings with children, teenagers and their carers. Students will be encouraged to develop a deeper appreciation of the importance of communicating directly with children and young people and will explore practical ways to do this.

While children are often a key focus of social work practice, professional communications can tend to be about and around them; rather than with them directly. These workshops will examine why this may be so and what can be done to change this. Engaging with children in painful situations can be daunting, both for the child and the practitioner. To be effective workers, it is important that we find ways to tune into how children and young people communicate their needs, wishes and distress. We also need to understand the demand that this can make on our professional and personal selves. The importance of ensuring self-care measures are included as part of any relationship-based direct work practice will be discussed.

The workshops will include some lecture input and participatory experiential learning. Art materials, exercises, small group discussion, related reading discussion, individual reflection, DVDs and role play may be used to help engagement in the experiential aspect of the course. Students are asked to actively consider their own work/ practice experience and share them as illustrative examples.

Module Outline

An introduction to key psycho-dynamic/ psychoanalytic concepts associated with relationship based practice and social work.

General preparation and planning pointers or direct work.

Information and ideas for working directly with children, teenagers and their carers with specific life experiences such as loss, bereavement, disruptions in early attachment relationships or sexual abuse.

Support work with parents and carers.

Self-care and managing the emotional demands of work with children and families.

Learning Outcomes

Students who fully engage in the workshops will be in a position to:

Appreciate more fully the importance of working directly with child/teenage clients and recognise the sometimes hidden dynamics that can hinder its progress.

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

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

Identify and draw on key psychodynamic concepts associated with relationship based direct work with children, young people and their carers.

Incorporate their understanding of child development theory, social work values and core helping-relationship fundamentals into future direct work with children and young people.

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

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

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

Recommended Reading:

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

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

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

Ferguson, H. (2017) *How Children Become Invisible in Child Protection Work: Findings from Research into Day-to-Day Social Work Practice*. *The British Journal of Social Work*, Volume 47, Issue 4, June 2017, Pages 1007–1023.

Ferguson, H. (2018) *How social workers reflect in action and when and why they don't: the possibilities and limits to reflective practice in social work*. *Social Work Education The International Journal*

Volume 37, 2018 - Issue 4, pp415-427

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

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

McElvaney, R. (2015) *Finding the Words: Talking Children Through the Tough Times*. Veritable Publications.

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

Music, G. (2017) *Nurturing Natures Attachment and Children's Emotional Sociocultural and Brain Development*. Routledge.

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

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

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

Waddell, M. (2002) (2nd Edition) Inside Lives: Psychoanalysis and the Growth of the Personality. The Tavistock Clinic Series.

Winnicott, D.(2000) (International Edition)The Child,the Family and the Outside World. Penguin Books

Additional reading references may also be provided in class.

2.3 Reflective Practice & Use of Self

Frank Mulville

Module Aims

This module builds on the MSW 1 Reflective Practice & Use of Self module and focuses on capacity for reflexivity in the context of continuing professional development. It addresses CORU domains 2, 4, 5 and 6.

Module Content

Topics addressed will include

- Reflection in Social Work
- Developing Social Work Identity
- The Social Work Relationship
- The Supervision Relationship
- Teamwork
- Self-Care

Learning Outcomes

These seminars will provide students with an opportunity to:

- Reconnect with their motivation to be a social worker, and reflect on their professional and personal development and identity.
- Develop capacity for reflection in practice situations and awareness of their own impact on the social work process.
- Develop personal and organisational strategies to ensure sound professional practice and self-care at work

Teaching and Learning Methods

Class members will work in two groups with an external group facilitator. Classes are experiential. Students are encouraged to keep a reflective diary.

Assessment

Full attendance & Class Participation

2.4 Special Seminars

Various Presenters

These seminars or workshops address areas of interest identified in consultation with students. Previous topics have included:

- Living with Drug Dependency – Service User Perspectives
- Working with Refugees
- Children’s Rights
- Responding to Sexual Abuse
- Internet & Communication Technologies in Social Work

Aims and Objectives

Students will have an opportunity to learn from practitioners in the field, non-governmental organisations and service users and to develop an awareness of different structures, services and intervention strategies useful to their professional development and practice as a beginning social worker.

Teaching and Learning Methods

Seminars and workshops

Assessment

Full attendance and participation is a course requirement.

Recommended Reading

Reading lists will be available in class for some topics

2.5 To be confirmed

Martin Mc Cormack

Module Aims

Module details will be confirmed as soon as possible.

2.6 Social Work in a Global Context SS8012

Professor Robbie Gilligan

Module Aims

The short Module addresses areas relevant to Domain 6 in the CORU Domains of Proficiency.

The module aims to:

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

These issues will be explored mainly through case studies (from Africa and South East Asia) of the lived experience of young people in relation to the issues of migration and disability. There will be a strong emphasis on the impact of poverty and marginalization.

Students can seek advice on additional sources relevant to their specific interests.

Reading materials relevant to this module

Reading lists are now provided on a dedicated electronic format. Students should access the relevant section for this module on the MSW programme on MyReadingList

S8014 Social Work Research (30 ECTS)

Dissertation / Personal Framework for Practice

Students who have obtained a pass mark of at least 50% in each of their academic assignments in Year One, and who have passed their Year One placement (or completed a repeat placement which was passed) are permitted to submit a dissertation at the end of Year Two, for consideration for the award of Masters in Social Work.

The Master in Social Work dissertation is a piece of independent work of between 15,000 (minimum) and 17,000 (maximum) words length submitted during Year Two. The dissertation should demonstrate the student's ability to effectively carry out a piece of research on a social work subject, or on a policy issue with direct application to and explicitly applied to social work practice. This research study should be presented clearly and succinctly in the accepted written format.

Personal Framework for Practice Project

Students who have obtained a pass mark of at least 40% in each of their academic assignments in Year One and who have passed their Year One placement (or completed a repeat placement which was passed) are permitted to submit a lesser dissertation at the end of Year Two in the form of a Personal Framework for Practice, for consideration for the award of a Diploma in Social Work.

The Diploma project is a written project of between 8,000 – 10,000 words which is submitted during Year Two. It takes the form of a Personal Framework for Practice, in which the student will draw on both personal and professional experience to construct their own individual map for practice, and will analyse the implications of their map for their professional practice contrasting this with relevant research studies into the practice of social work. Further guidelines for this project will be issued to students at the beginning of Year Two. Projects are submitted electronically through Blackboard by 1pm on Friday 21st December, 2018. Projects are graded as follows: pass with distinction; pass; fail.

Dissertation

The overall aim of the dissertation exercise is to provide social work students with the opportunity to develop an understanding of, and familiarity with, the knowledge, methods and skills necessary to conduct research and/or evaluation in the social work field.

Learning Outcomes of Dissertation

On successful completion of the dissertation, the student will be able to demonstrate:

- An understanding of, and ability to analyse the relevant literature relating to a specific policy, practice or theory which provides a rationale for the research/evaluation.
- A capacity to formulate a relevant and realistic research/evaluation question(s).
- A capacity to apply and defend a relevant research/evaluation methodology or methodologies to the research question(s)
- A capacity to undertake rigorous and ethical data gathering.
- A capacity to discuss the findings from the research/evaluation in the context of the literature and limits of the research exercise.
- A capacity to analyse the findings from this research/evaluation exercise and relate it to social work practice, service delivery and policy.
- An ability to reflect appropriately on the research/evaluation exercise and identify key learning from it in an integrated way.
- A capacity to present a coherent, readable and academically acceptable piece of work which is relevant to social work theory, policy or practice.

Choice of Topic and Focus for Dissertation

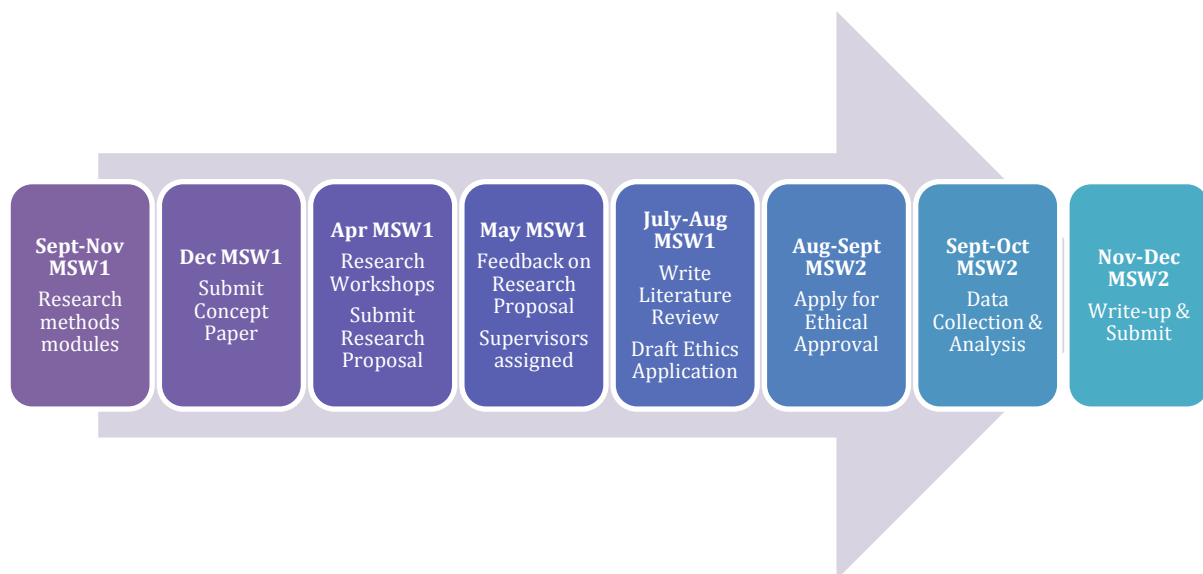
In Year One, the student will submit a dissertation proposal as an assessed piece of work, in which they will outline the proposed topic and focus, the specific research question and methods, the rationale for this piece of work, and a short review of some of the most relevant literature to be reviewed. Provided that the proposal is, in the estimation of the assessor, a valid and appropriate proposal, the student can apply to the School Ethics Committee for approval to carry out their proposed study. If a refinement of topic, focus or research question is required, this will be done under guidance with the assigned dissertation supervisor.

Dissertation Supervisors and their Role

At the end of Year One, dissertation supervisors will be allocated to each student. The student will contract with the supervisor to meet for a specific number of sessions (a minimum of eight) during which the supervisor will act as guide and support for the student. ***It is the student's responsibility to submit draft chapters as recommended by their supervisor.*** As the dissertation preparation period in Year Two is limited to the months May through to December, students will have to be disciplined and focused in their use of time and supervision during this period.

Stages in the Dissertation/Project Preparation Process

It can be useful to consider the preparation of your final project as a process which takes place in distinct stages as represented in the below flow chart.



Ethics Committee Approval

Students will require School of Social Work and Social Policy Ethics Committee Approval prior to commencing any data collection. Guidelines and application form can be obtained from the School website. The School Ethics Committee meets in June and September, October and November.

Submission for Examination

The completed dissertation/project must be submitted electronically through Blackboard by 1pm on Friday 20th December 2019.

Examination of Dissertations

Dissertations will be examined and marked according to College and School guidelines ([Trinity College Calendar Part III – Graduate Studies and Higher Degrees](#)) Dissertations will be marked according to prescribed criteria and students will receive written feedback sheet from examiners. Dissertations are marked and graded accordingly: pass with distinction; pass; or fail. Where a fail grade is being considered, students are entitled to an oral examination. Students whose dissertations have been awarded a fail grade have two options: re-register on the course as a continuing student to resubmit a dissertation for consideration for the award of Master in Social Work; or re-register on the course and submit a Personal Framework for Practice for consideration for the award of a Post Graduate Diploma in Social Work.

Year 1 & 2 Practice Placements

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

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

All placements are undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.) Students will be required to successfully complete two fieldwork placements, of at least 1,000 hours duration combined, in order to fulfill the fieldwork requirements for the Masters in Social Work or Postgraduate Diploma in Social Work courses.

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

Satisfactory completion is contingent on two criteria being met:

- (i) the first is a recommendation by the designated practice teacher that the student has reached required standards, confirmed by the external examiner for the course; and
- (ii) the second is the submission by the student of a practice project which is deemed to be satisfactory both by an initial examiner and the external examiner.

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

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

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

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

Objectives of Placement meetings/reviews

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

For the Tutor/Course Staff

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

For Practice Teachers

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

For Students

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

For all three parties

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

Guidelines for Placement meetings/reviews

It is helpful to agree a broad agenda based on the Learning Agreement at the beginning of each visit, although this does not preclude discussion of other issues arising. The student should prepare and supply to their tutor *before* the visit a list of work in progress with anonymised case summaries, process recordings, reflective logs or other relevant material. These can be used as a guide for reviewing progress. All participants should have the Learning Agreement and assessment guidelines to hand during visits as a point of reference.

Pre-placement / Initial Meeting/Review

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

Mid-Placement Meeting/Review

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

Final Meeting/Telephone Review

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

Practice Teaching and Learning Curriculum

The curriculum for practice teaching and learning is informed by the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates. These domains are reflected in the college Learning Agreement to be completed at the beginning of placement by the student, practice teacher and tutor.

The individual learning needs of each student should also be established in the Learning Agreement and addressed throughout the placement. The Learning Agreement should be reviewed at regular intervals throughout the placement and reviewed formally at placement review meetings. It is submitted to college at the end of placement in conjunction with the student's placement project and the practice teacher's report.

Teaching and learning are ongoing processes throughout each placement. However it is a requirement of placement that each student receives 90 minutes per week of formal Supervision with their Practice Teacher. Supervision should include formal teaching and learning, critical reflection and case management. Arrangements for Supervision are agreed as part of the Learning Agreement.

Evidence for passing the placement

In order to facilitate student learning and an accurate all-round evaluation of student progress by practice teachers, it is important that a number of different forms of 'evidence' are both used in supervision and cited in the Evaluation Report. These may include: self-reports, process recordings, direct observation of student work by practice teacher or colleagues, audio or video recordings, client feedback, feedback from team/agency colleagues, and written or other materials produced by students in the course of their practice.

Supplementary placements

The regulations for Passing or Failing the Placement can be found in the following section: *Assessment of Social Work Practice*.

Situations may arise in which students are required to undertake a supplementary placement: for example, where:-

- For health or other pressing reasons, students start placement late or take time out of placement and are unable to complete the full number of placement days.
- A student's performance at the end of placement is judged to be marginal, or has not clearly reached a passing standard by the end of placement (F1).

In these situations, students will normally finish the placement at the scheduled time and undertake a supplementary 14-week block placement either in the summer of Year One (in order to proceed to Year Two) or after end of term in Year Two. In the case of students who need to complete an additional placement after the Summer Examination Boards, a supplementary examination board in the autumn will be held.

Health and safety

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

Health Screening: Health screening requirements must be completed by all new students in the Masters in Social Work . Students must make an appointment with either the [College Health Centre](#) or registered GP to conduct the necessary screenings. As the process will take some time, it is important that you make this appointment immediately after accepting a place on the course. The Health Screening Booklet can be downloaded via the following link: <https://www.tcd.ie/swsp/postgraduate/social-work/Health%20Screening.php>

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

- The School will **require** Hepatitis B vaccination, after College Registration. The School recommends that students are protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).

- A record must be submitted to the Course Executive, prior to commencing placements.
- MSW students must arrange vaccination for Hepatitis B through their own GP or with College Health Service. Costs must be met by the students.

Critical incidents

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

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

Garda Vetting

Agencies require students to undergo Garda vetting prior to commencing placement. Garda vetting is obtained by Trinity College on the student's behalf some months in advance of placement. Students sign consent forms and provide background information to enable the Garda vetting process.

Information arising from the Garda vetting process is treated with the utmost confidentiality. Only details relevant to placement are forwarded to Practice Teachers.

Students will not be allowed to commence placement until they have submitted the signed consent form to College and Garda vetting has been completed.

Assessment of Social Work Practice: Guidelines for Placement Evaluation

Placement evaluation comprises three elements:

- Learning Agreement
- Practice Teacher's Evaluation Report.
- Student's Practice Project

Students should be evaluated in relation to the learning objectives agreed at the beginning of the placement and set out in the Learning Agreement, both in relation to the individual student's learning needs and the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates.

Assessment of Year One Students

Year one students should demonstrate awareness of and capacity to apply knowledge, skills and values pertaining to each domain of proficiency in their practice. They should be able to evaluate their learning and identify areas for further development.

Assessment of Year Two Students

Year two students should be able to integrate knowledge, skills and values pertaining to each domain of proficiency in their practice. They should recognize and respond appropriately to complexities arising in practice and be aware of their ongoing continuing professional development needs. At the end of a Year Two placement students must be deemed to be ready for professional practice.

The student's Practice Project is graded separately, but forms part of the overall placement evaluation. It should therefore be drafted *before* the Practice Teacher's Report, to enable the practice teacher to cite specific examples of practice that illustrate student progress.

Both Practice Project and Practice Teacher's Report should be signed by both parties and submitted, separately or together, to the Course Executive Officer by the Monday morning following the last day of placement.

Two copies of each are required, but only one copy need be signed.

1. Learning Agreement (see Appendix One)

As already discussed the Learning Agreement sets the initial agenda for placements and the baseline for reviewing progress at the end. They should be attached to the placement report.

2. Practice Teacher's Evaluation Report

The structure of the Practice Teacher's Evaluation Report is based on the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates.

Please discuss your student's learning, knowledge, skills and ethical awareness as applicable in relation to each of the six domains of proficiency. The standards in relation to each domain are included. Please illustrate and provide evidence of the student's performance, in relation to each domain, with examples from more than one source.

A. Please start by indicating recommendation:

Pass / Fail

The report should then read as evidence for this recommendation.

Domain 1 Professional autonomy and accountability

- Practise within the legal and ethical boundaries of their profession to the highest standard.
- Practise in an anti-discriminatory way.
- Understand the importance of, and be able to maintain, confidentiality.
- Understand the importance of, and be able to obtain, informed consent.
- Be able to exercise a professional duty of care/service.
- Be able to practise as an autonomous professional, exercising their own professional judgement.
- Recognise the need for effective self-management of workload and resources and be able to practise accordingly.
- Understand the obligation to maintain fitness to practise.

Domain 2 Interpersonal and professional relationships

- Work in partnership with service users and their relatives/supporters, groups and communities and other professionals.
- Contribute effectively to work undertaken as a member of a team (be it multi-disciplinary; interprofessional; multi-service or inter-agency).

Domain 3 Effective communication

Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion.

Understand the need for effective communication throughout the care of the service user.

Domain 4 Personal and professional development

Understand the role of reflective practice in relation to personal and professional development.

Domain 5 Provision of quality services

- Be able to identify and assess service users' needs.
- Formulate and deliver plans and strategies to meet identified needs of service users.
- Use research, reasoning and problem-solving skills to determine appropriate action.
- Draw on appropriate knowledge and skills in order to make professional judgements.
- Formulate specific and appropriate management plans, including the setting of timescales.
- Use safe work practices at all times in the interest of service users and staff.
- Implement best practice in record management.
- Monitor and review the ongoing effectiveness of planned activity and modify it accordingly.
- Be able to evaluate audit and review practice.

Domain 6 Knowledge, understanding and skills

- Know and understand the essential knowledge areas relevant to social work.
- Have knowledge of how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of individuals, groups or communities.
- Be able to understand, explain and apply generic skills and methods appropriate to delivering a range of social work interventions to meet different needs within a variety of settings.
- Have knowledge and understanding of the skills and elements required to maintain service user, self and staff safety.

G. Summary

- Review of Learning Agreement and any issues arising from previous placement.
- Areas where progress has been made and skills acquired or consolidated.
- Any special strengths, gaps or weaknesses in student's performance.
- Priority learning goals for the student's next placement/continuing professional development as appropriate

H. Confirming Recommendation

Please state whether the student's performance merits a Pass or Fail.

Grading Placement Performance: Pass / Fail

Practice teachers should state whether a Pass or Fail is recommended. This recommendation carries great weight with the Court of Examiners. Confirmation or modification of the recommendation will be based on evidence provided by practice teacher and student in their reports, but may also draw on evidence from the tutor and other relevant sources.

All placement reports are read by a Practice Panel, and are also available to the Extern Examiner, who may interview any student about whose performance there is doubt. The final responsibility for recommending social work qualification belongs to the Court of Examiners, after consultation with the External Examiner.

Pass Grade

Pass applies when a student has accomplished agreed placement tasks to a satisfactory standard for the relevant stage of training. **On the Final Placement, Pass indicates fitness to practice as a professional social worker.**

Fail Grade

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

F1 applies in any of the following situations:

1. Student has not *clearly* reached the required standard, but has demonstrated willingness and capacity to improve, and needs additional time to progress.
2. Placement did not afford the student sufficient opportunity to achieve and demonstrate the required standard of practice.

3. Performance has been deemed satisfactory, but the student's practice project has either not been submitted or has been failed.

F2 applies in the following situation:

1. The student has not reached a satisfactory standard, and
2. Has demonstrated no obvious signs of being able to do so in the short-term.

Practice teachers may recommend either an F1 or an F2, but the Court of Examiners must ratify it.

Regulations for 'Failed' Placements

- If F1 is obtained, a supplementary placement will be offered as already outlined.
- If F2 is obtained, this is an Absolute Fail. No supplementary placement will be offered.
- Normal College Appeals procedures apply, as outlined in the College Calendar Part Two for graduate students.

3. Student's Practice Project

This project must be passed in order to pass the placement. A mark of 50% or above is required in the Year One Project in order to continue on the Master in Social Work Programme. It combines a summary of your practice and learning on placement with a focused analysis of one piece of work. It should aim to:

- Provide evidence of competent and thoughtful practice, knowledge gained, skills developed, and key learning from your practice experience.
- Apply relevant theory to practice in a detailed analysis of one piece of work and demonstrate linkage between theory, research and in a selection of pieces of work)

Please note that the format for the Year One and Year Two project outlines are different.

**MSW YEAR ONE
PRACTICE PROJECT**

Year One Practice Project

Section A: Agency and Community Context

The assignment for the Community Work module is integrated with the Year One Practice Project. Please attach this assignment as an appendix to the project.

Section B: Workload

Table of all work undertaken, length of involvement/number and types of contacts in each intervention and an indication of the social work methods and tools used in each piece of work. This should be in a chart or table form, using a standardized template.

Section C: Practice Study

- a) Describe and analyse one piece of work, in the following terms, though not necessarily in this order:
- Social history and profile of service user(s)
 - Background to intervention, initial aims and rationale
 - Relevant Legislation and Policies
 - Assessment and analysis: describe what data you collected and why; also say which issues you focus on and why
 - Chosen methods / frameworks & rationale for your choice
 - Other relevant theory and knowledge used to analyse problems / issues
 - Content and process of involvement, including examples of skills used
 - Nature & impact of co-work / inter-disciplinary / inter-agency collaboration
 - Key ethical, equality or professional issues raised and how you approached them.
 - Outcome of involvement and indications for the future
 - Evaluation: what was / not achieved; what you might have done differently & why; what you learnt from this intervention, from reading, from your client(s) and others about social work processes, interventions, inter-disciplinary work, and yourself as a practising social worker.
- b) Taking one piece of work from your workload section (B. above) as a contrast to your practice study above, briefly describe the content and nature of your work demonstrating the different skills and approaches used, and evaluate the effectiveness of this intervention, drawing on relevant theoretical perspectives.

Section D: Placement Learning

Please provide a reflective summary of your learning from this placement (examples in bullet points below)

- understanding of social work within this setting, its potential and limits
- skills or methods you are using more confidently or in a new way

- difficulties or dilemmas confronted and how you see them now
- critical assessment of your overall learning and progress, bearing in mind your
- starting point on this placement with reference to each of the CORU Standards of Proficiency

CORU Standards of Proficiency.

Domain 1 Professional autonomy and accountability

Domain 2 Interpersonal and professional relationships

Domain 3 Effective communication

Domain 4 Personal and professional development

Domain 5 Provision of quality services

Domain 6 Knowledge, understanding and skills

Focusing on reflective practice under domain 4, please complete the following:

- a) Reflection on a Critical Incident² that occurred on placement, relating either to direct contact with a client or agency colleague or a colleague from another agency.
- b) Example of Reflective Learning: Log of one day on placement and reflective learning from the day's events.

Word Count: Minimum 6,000 – Maximum 7,000 words

² A 'Critical Incident' does not have to be a controversial or highly unusual event. It can be an ordinary, non-crisis situation. It can be either: 'a) an incident in which the student's intervention really made a difference in client outcome either directly or indirectly (eg: by helping other staff), b) an incident that went unusually well; c) an incident in which things did not go as planned; d) an incident which was very ordinary or typical; e) an incident that captured the essential nature of what social work is all about; f) an incident that was particularly demanding' (Fook et al, 1994, p. 9).

MSW YEAR TWO PRACTICE PROJECT

Year Two Practice Project

Section A: Social Work Practice in Organisations

The aim of this section which draws on the teaching and learning in the 'Working in Human Service Organisations' module, is to undertake a critical analysis of the organisational context in which you are currently undertaking your placement. It will require you to reflect on how the organisation impacts on the social work role and your professional practice. Further guidance on this will be provided in class.

Section B: Workload

Provide a table of all work undertaken, length of involvement/number and types of contacts in each intervention and an indication of the social work methods and tools used in each piece of work. This should be in a chart or table form, using a standardized template.

Section C: Practice Study

- a) Describe and analyse one piece of work, in the following terms, though not necessarily in this order:
- Social history and profile of service user(s)
 - Background to intervention, initial aims and rationale
 - Relevant Legislation and Policies
 - Assessment and analysis: describe what data you collected and why; also say which issues you focus on and why
 - Chosen methods / frameworks & rationale for your choice
 - Other relevant theory and knowledge used to analyse problems / issues
 - Content and process of involvement, including examples of skills used
 - Nature & impact of co-work / inter-disciplinary / inter-agency collaboration
 - Key ethical, equality or professional issues raised and how you approached them.
 - Outcome of involvement and indications for the future
 - Evaluation: what was / not achieved; what you might have done differently & why; what you learnt from this intervention, from reading, from your client(s) and others about social work processes, interventions, inter-disciplinary work, and yourself as a practising social worker.
- b) Taking one piece of work from your workload section (B. above) as a contrast to your practice study above, briefly describe the content and nature of your work demonstrating the different skills and approaches used and evaluate the effectiveness of this intervention, drawing on relevant theoretical perspectives.

Section D: Placement Learning

1. Personal Framework for Practice: Please reflect critically on the theories and approaches you are most drawn to using in practice. Describe the experiences (both personal and professional) that have influenced your choice.
2. Reflective summary of your gains from this placement with respect to each of the following CORU Standards of Proficiency. Please give a practice example in relation to each domain.

Domain 1 Professional autonomy and accountability

Domain 2 Interpersonal and professional relationships

Domain 3 Effective communication

Domain 4 Personal and professional development

Domain 5 Provision of quality services

Domain 6 Knowledge, understanding and skills

The use of technology, including electronic recording and referral systems, use of email, Skype, text messaging and social network sites in direct client work is reflected in domain 3. Please make observations on both the advantages and possible dilemmas associated with the use of technology in this practice context.

Word Count: Minimum 8,000 – Maximum 9,000 words

General Guidelines for Completion of Practice Projects

- Observe overall word-length. Overall word-length excludes contents page, tables, diagrams & appendices.
- Include a Contents page.
- Include a Bibliography.
- Ensure the project reads as an integrated whole (e.g.: include an introduction & conclusion.)
- Anonymity: Change all names and identifying information relating to service users and colleagues, and state in the text that you have done so. Give people fictitious names rather than numbers or initials, as this humanizes the narrative.
- Use clear, precise language throughout. Avoid jargon and slang except in direct quotes. Explain any technical terms or abbreviations you use.
- Reference correctly all texts cited in the Project. Aim to use recent publications.
- Appendices are not essential. If included, they should be brief, self-explanatory, relevant but not essential to the main text. (e.g.: agency diagrams; key extracts from process recordings). Do not include lengthy reports, case-notes, or letters.
- Explain with a key or notes any tables, diagrams, genograms or eco-maps and, if possible, insert them at the relevant point in the text rather than in appendices.
- The student is responsible for submitting the practice teacher report which must be signed by both practice teacher and student. The student must also give the Practice Teacher a copy of their Project to sign as a fair account of their work. At least one copy must be signed.
- Practice projects are submitted electronically through and Blackboard.

Guidelines for the Presentation of Written Work

General Points

- Structure all written work, with Introduction and Conclusion framing your argument, separate paragraphs for new themes, and subheadings for sections.
- Use practice examples, where relevant, to illustrate arguments. This demonstrates your ability to integrate theory and practice and gains credit. Credit will also be given for work that shows breadth as well as depth, by drawing on relevant material addressed in other courses.
- Disguise all names and identifying information concerning service users and colleagues when using practice examples, and state that you have done so.
- Avoid vague generalisations such as "research shows". Refer to specific authors or sources to support your statements.
- Reference carefully. For direct quote, cite author's name, publication date and page number [e.g. (Skehill 1999: 37) in brackets in the text. For general reference (Skehill 1999). Multiple references cited in the text should be referenced either chronologically or alphabetically and done so consistently.
- Detail all authors cited in your text in a comprehensive bibliography. Omit references not cited in the text. The bibliography should be presented alphabetically and in a consistent format, which includes: author's name, year of publication, title of book, or of article with its source book / journal, place of publication, and publisher. [e.g. Skehill, C. (1999) *The Nature of Social Work in Ireland: a Historical Perspective*. Lewiston, New York: Edwin Mellen Press.] Where available, primary source of your reference should always be used.
- Acknowledge any author or source, including unpublished and internet sources, whose ideas you cite or paraphrase. Plagiarism is unacceptable in academic work and is penalised. Please see further information on plagiarism in handbook. Mark quotations with quotation marks, page references, and appropriate indentation. Avoid using long or multiple quotations from any text.
- Use Appendices judiciously and sparingly.
- Observe word lengths and include word count on cover page. Work that is very short or exceeds the recommended length may be returned for resubmission, penalized or both.
- Word-process all written work - in 1.5 or double spacing - on one side of the page - with adequate margins on each side.
- Number your pages.
- Proof-read carefully before submitting work. Careless spelling, grammar and referencing errors will lower your grade or result in resubmission and penalties.

- Observe published deadline dates, which have the status of examination dates.
- Keep electronic copies of all written work as it is retained by the School for the External Examiner.
- You are required to submit every written assignment to Blackboard to check for plagiarism.

Referencing Guidelines

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

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

Citations in the Text

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

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

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

Quotes in the Text

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

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

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

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

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

Reference Lists

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

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

Journal article:

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

Electronic information:

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

Book with multiple authors

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

Book with an editor and a revised edition:

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

Chapter in an edited book

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

Journal article - print

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

Conference Proceedings

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

Report/Government Reports

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

Thesis/Dissertation

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

Lecture

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

Electronic article

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

Newspaper article

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

Website

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

Use of EndNote

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

Marking Conventions

The following general guidelines are given to lecturers marking assessed work on the MSW. Lecturers may also have their own set of assessment criteria for their particular subject.

Marks for each assessment component are returned to the Court of Examiners and the final award for final year students will either be Pass, Fail or Pass with Distinction. To be awarded a 'Pass with Distinction' the student must have achieved over 70% on their dissertation and their practice project as well as an overall aggregate mark of over 70% in year 2. All graduates are provided with a transcript that details their results for each module. The university's marking conventions are as follows:

Fail 2	0 - 29%
Fail 1	30 - 39%
Third	40 - 49%
Lower Second	50 - 59%
Upper Second	60 - 69%
First	70 - 100%
70 +	First Class

Expectation: an excellent piece of work on all/almost all counts

Theoretically sophisticated, based on extensive reading/sources; very well developed discussion. Critical and reflective, issues explored in depth, with some appropriate originality. Stylistically polished and well presented (less important for exam scripts). Implications for practice explored. Analytical and theoretical skills.

60-69 Upper Second Class

Expectation: a polished piece of work with evidence of independent, critical thinking

Theoretically sound, solidly based on relevant readings, clear and developed discussion. Good content, accurate and well-illustrated. Implications for practice explored. Stylistically good and fluent.

50-59 Lower Second Class – good average

Expectation: competent work, though not necessarily with much sparkle or originality. Theoretically reasonable although discussion could be more developed. Evidence of relevant reading and effort made to discuss implications for practice. Relevant content which is reasonably organised and stylistically acceptable.

40-49 Pass (students need 50% to remain on Masters Route)
Expectation: passable but weak. Theoretically thin with no developed argument. Evidence of some or a little relevant reading but not much done with it or implications for practice included. Style and presentation may be weak, content thin or badly organised.

Below 40 Fail

Guidelines on Plagiarism

What is plagiarism?

Plagiarism is viewed as a form of academic dishonesty and may be defined as stealing or borrowing from the writings or ideas of others and passing them off as your own.

Any failure to acknowledge other people's ideas and statements in an assessment is seen by the University as academic fraud. It is regarded as a major offence for which a student may be referred to the Disciplinary Committee of the University and may be expelled from the University.

Acts of plagiarism include copying parts of a document without acknowledging and providing the source for each quotation or piece of borrowed material. This applies whatever the source of the work, whether printed, stored on a compact disc or other medium, found on the World Wide Web or Internet.

Similarly, using or extracting another person's concepts, experimental results or conclusions, summarising another person's work or, where, there is collaborative preparatory work, submitting substantially the same final version of any material as another student without due acknowledgement constitutes plagiarism.

Please note the information on plagiarism contained in the following extract from the College Calendar:

University of Dublin Calendar Part III, 66-73

Plagiarism

66. 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.

67. 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. 3*

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

66. 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. In order to avoid plagiarism in the context of collaboration and groupwork, it is particularly important to ensure that each student appropriately attributes work that is not their own.

67. 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.

70. 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>

71. 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).

72. 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 may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for under 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).

*73. 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.**'*

When using the work of others you must either

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

Either way, an explicit citation of the work being referred to must be given. To fail to do this is to risk being accused of plagiarism. A guide to referencing is available on the College Library website at <http://www.tcd.ie/Library/help/howtocite.php>. In order to support students in understanding what plagiarism is and how they can avoid it, the University has created an **online central repository** to consolidate all information and

resources on plagiarism. Up to now, information has been spread across many sites, which can lead to confusion. Through the provision of a central repository, it is hoped to communicate this information to students in a clearer and more coherent manner. The central repository is being hosted by the Library and is located at <http://tcd-ie.libguides.com/plagiarism>.

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

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

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

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

Resources for Students

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

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

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

Websites that help with English and grammar include

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

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

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

Resources for Academic Staff

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

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

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

'Ready, Steady, Write'

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

Course Regulations and Code of Conduct

Code of Conduct and Disciplinary Procedures

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

Introduction

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

Expectations of Students

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

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

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

The Master in Social Work/Post Graduate Diploma in Social Work course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. Students must e-mail Master.Socialwork@tcd.ie as early as possible on the first day of absence to explain the reason for the absence and to give an estimate of its probable duration.
- Contribute to group discussions, practice simulations, supervision, tutorials, self and peer evaluations and any other group activity deemed appropriate by the programme.
- Take responsibility for their own learning. This includes seeking appropriate support from tutors, practice teachers, dissertation supervisors and colleagues;
- Take responsibility for contributing to a climate of adult learning by offering support to and sharing learning resources with other students
- Handle information about others (including peers, agency and university staff) in a sensitive and confidential manner;
- Treat every person as a unique human being. This should include
 - Respecting the privacy and dignity of others;
 - Being open and honest in learning and working with others;
 - Demonstrating personal qualities of warmth, genuineness and trustworthiness
 - Behaving in an anti-oppressive manner
- Present themselves in a manner appropriate to the specific professional contexts. This includes dress codes and appearance, for example, when appearing in court it would generally be the expectation that more formal clothes are worn..
- Seek to promote policies and practices which are anti-oppressive.

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

Termination of Student's place on the Master/Diploma in Social Work Course

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

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

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

Unacceptable Behaviours or Activities

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

- Willful negligence or neglect of duty which endangers others.
- Incapacity for duty/study through alcohol/drugs
- Harassment, assault or bullying on the placement or in college
- Defiance of reasonable instructions/orders
- Dishonesty (including the belated disclosure of criminal offences)
- Deceit e.g. failure to disclose personal relevant or material facts
- Fraud or corruption, including the deliberate falsification of travel claims and/or theft of money
- Unprofessional conduct or action which would bring the profession into disrepute

- Violent or threatening behaviour (including outstanding charges of a violent or sexual nature)
- Serious breach of confidentiality
- Conviction of a sexual offence or an offence of violence whilst undertaking the programme
- Public expression of hostile and demeaning behaviour to a service user, carer, fellow student or member of University/College or Agency staff

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

Disciplinary Procedures

University Regulations as outlined in the Trinity College Calendar, Part III (Regulations for Professional Higher and Other Degrees) make reference to students' behaviour and discipline in Section 5.2. In cases where students are alleged to be in breach of these regulations the College can institute disciplinary procedures through the offices of the Junior and Senior Deans.

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

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

In such situations, the following procedures will be followed:

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

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

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

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

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

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

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

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

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

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

Appeals Procedures

The normal appeals procedures, as outlined in the College Calendar Part III, will apply. Students should seek support from the college Postgraduate Advisory Service and/or the Graduate Student Union.

Termination of a Student's Place on the Master/ Diploma in Social Work course

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

Fitness to Practice

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

Appendix 1: Learning Agreement For Placement

MSW PLACEMENT LEARNING AGREEMENT 2019/20

Student:

Telephone:

Email:

Practice Teacher:

Telephone:

Email:

Agency Name & Postal Address:

Tutor:

Telephone:

Email:

Working Days/Hours:

TOIL Arrangements:

Sick Leave:

Study Time:

Office Accommodation:

Transport:

Expenses:

Dress Code:

Health & Safety Procedures:

SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

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

AREAS FOR ONGOING DEVELOPMENT

(as identified from previous placement/ other practice experience)

PROFESSIONAL LEARNING PLAN FOR PLACEMENT

(AS PER CRITERIA AND STANDARDS OF PROFICIENCY FOR SOCIAL WORK EDUCATION AND TRAINING PROGRAMMES, THE SOCIAL WORKERS REGISTRATION BOARD; see MSW Course Handbook AND www.coru.ie FOR A MORE IN DEPTH DISCUSSION OF THE SPECIFIED DOMAINS OF PROFICIENCY)

Domain 1 Professional autonomy and accountability

This domain addresses the ability to make and justify professional decisions, to take responsibility for one's practice, to recognize own limitations, to consult appropriately, to act in accordance with relevant legislation, ethics and policy, to obtain informed consent and to work in an anti-discriminatory manner to uphold human rights and social justice.

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of placement the student will be able to.....

Domain 2 Interpersonal and professional relationships

Capacity to build constructive relationships, to work collaboratively with service users, carers, other professionals and external agencies and to be an effective team member are addressed under this domain.

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of placement the student will be able to.....

Domain 3 Effective communication

Listening skills and skills in communicating information in a way that is understood are encompassed under this domain. This includes capacity to communicate across difference including age, ability, gender, ethnicity and discipline. The ability to communicate with involuntary clients should be considered together with capacity to communicate verbally, non-verbally, in writing and using I.T.

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of placement the student will be able to.....

Domain 4 Personal and professional development

The importance of self-awareness and the ability to reflect critically on practice as a way to develop practice skills are central to domain 4 as is the pro-active use of supervision and a commitment to continuing professional development.

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of placement the student will be able to.....

Domain 5 Provision of quality services

This domain addresses the ability to assess and identify needs, strengths and risk and plan appropriate interventions in collaboration with service-users and others, ability to implement plans, keep records, monitor and review progress, modify plans according to need and evaluate practice. Participation in quality initiatives and reviews and the use of reflective practice and supervision are included.

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two goals in relation to this proficiency	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of placement the student will be able to.....

Domain 6 Knowledge, understanding and skills

This domain includes the capacity to demonstrate a critical understanding and/or application of social work theory, methods and skills; social policy including issues and trends in Irish public and social policy development which relate to social work practice; sociology, psychology, social research, law and the legal system including national guidelines and standards, findings of inquiries, investigations and associated reports influencing social work practice; economics; political science and other related social sciences

LEARNING GOALS Identify two goals in relation to this proficiency	LEARNING PLAN IN RELATION TO THIS PROFICIENCY Identify areas of practice or other opportunities that will enable learning in relation to each goal	INDICATORS/EVIDENCE OF PROFICIENCY At the end of placement the student will be able to.....

KEY PERSONAL LEARNING GOALS

(identified in relation to previous experience, feedback and current areas of interest)

LEARNING GOAL	LEARNING PLAN TO MEET THIS STANDARD	INDICATORS/EVIDENCE OF PROFICIENCY

WORKLOAD

STUDENT SUPERVISION

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

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

Note learning styles of student and practice teacher:

Supervision Arrangements:

Day:

Time:

Other Student Supports:

PERSONAL ISSUES

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

COLLEGE-RELATED ISSUES

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

AGENCY-RELATED ISSUES

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

Signatures

We agree that this placement will be undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.)

Student:

Practice Teacher:

Tutor:

Date:

LEARNING AGREEMENT PART 2 - MID PLACEMENT REVIEW

Student

Practice Teacher

Tutor

Agency

Placement Dates

Date of Mid Placement Meeting:

Time:

Student will provide the Tutor with a short summary of work in advance of the mid placement meeting.

MID PLACEMENT REVIEW MEETING

Review & Evaluate Learning & Capacity In Relation to The Social Workers Registration Board Standards of

Proficiency:

- **Professional Autonomy and Accountability**
-

- **Interpersonal and Professional Relationships**
-

- **Personal and Professional Development**
-

- **Effective Communication**
-

- **Provision of Quality Services**
-

- **Knowledge, understanding and skills**
-

- **Additional Personal Learning Goals**
-

Establish whether student is likely to pass the placement and outline very clearly what objectives are set for the second half of placement in relation to each of the standards and to personal learning goals:

Objectives / Plan for remainder of placement :

- **Professional Autonomy and Accountability**
-

-
- **Interpersonal and Professional Relationships**

 - **Personal and Professional Development**

 - **Effective Communication**

 - **Provision of Quality Services**

 - **Knowledge, understanding and skills**

 - **Personal Learning Goals**

Student Comments/Issues/Concerns

Practice Teacher Comments/Issues/Concerns

Signatures

Student:

Practice Teacher:

Tutor:

Date:

The student must submit this mid placement review document to fieldwork@tcd.ie as soon as the mid placement review meeting takes place.

LEARNING AGREEMENT PART 3 - FINAL PLACEMENT REVIEW

This review may take place at the placement site or by Skype or telephone as required

Student

Practice Teacher

Tutor

Agency

Placement Dates

Review Date:

Time:

OUTCOME OF PLACEMENT: (pass/fail)

Summary of overall learning and development in relation to

-
- **Professional Autonomy and Accountability**

 - **Interpersonal and Professional Relationships**

 - **Personal and Professional Development**

 - **Effective Communication**

- Provision of Quality Services
- Knowledge, understanding and skills
- Personal Learning Goals

Other issues discussed:

Areas of strength identified and recommendations for future development:

Signatures

Student:

Practice Teacher:

Tutor:

Date:

The student must submit this final placement review document to fieldwork@tcd.ie as soon as the final placement review is completed.

Appendix 2



COLÁISTE NA TRÍONÓIDE, BAILE ÁTHA CLIATH
Ollscoil Átha Cliath

TRINITY COLLEGE DUBLIN
The University of Dublin

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 2015-16 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.

Breath na hOibre Seiríúla agus an Phreolaí Shóisriúla
Ollscoil na Tríonóide, Baile Átha Cliath
Foirgneadh na Tríonóide, Coláiste na Tríonóide,
Baile Átha Cliath 2, Éire

School of Social Work and Social Policy
Faculty of Arts, Humanities
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Arts Building, Trinity College,
Dublin 2, Ireland

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F +353 (0)1 471 2262
socialwork.socialpolicy@tcd.ie
www.socialwork-socialpolicy.tcd.ie

Appendix 3: MSW Attendance Policy

MSW Attendance Policy 2019/20

The Master in Social Work Handbook states that '*Students are expected to attend all components of the course consistently. Full attendance is considered essential for both academic (including tutorial) and practice components, and is a requirement of the Health and Social Care Professionals Council (CORU)*'.

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

Practice & Escalation Procedures

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

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

Process for Poor Attendance at Lectures and Tutorials



Reporting Absences During Teaching Term:

Any student who is unable to attend a lecture or tutorial is obliged to contact the School by emailing Master.SocialWork@tcd.ie as early as possible on the first day of absence to explain the reason for his/her absence and to give an estimate of its probable duration. In the case of sickness or exceptional personal circumstances, a limited amount of non-attendance may be allowed if the Course Committee (in consultation with tutor and practice teacher when on placement) is satisfied that the relevant course or practice work can be compensated for in other ways.

Excused Absences During Teaching Term:

In certain circumstances, absences may be unavoidable due to illness or unforeseen events. In the case of absence due to medical reasons, If absent for 3 or more

consecutive days, students must provide original medical certificate from a registered General Practitioner or from College Health, to be submitted to the School Office, as soon as possible after illness, ideally within 3 days.

Absences Whilst on Placement:

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

Absence from examinations – Calendar, Part III, Section 3.5

Postgraduate students who consider that illness may prevent them from attending an examination (or part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student's Course Co-ordinator/ Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available in course handbooks or from Course Co-ordinators/ Directors.

Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (of part thereof) must consult and inform their Course Co-ordinator/ Director. The Course Co-ordinator/ Director will then make representation to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.

The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

Persistent Excused /Unexcused Absences

Individual students with a number of absences (both excused and unexcused) will be contacted and will be required to discuss their attendance with the MSW Course

Director. Where a student misses more than a third of a module in any term the students attendance will be deemed as 'non-satisfactory'.

Students who are reported as 'non-satisfactory' will have this noted on their University record and transcripts.

If, during formal monitoring, a student is detected as signing in classmates or participating in 'sign and go' practices, they will be referred immediately to the Course Director and may be referred to the Fitness to Practice Panel.

- Individual lecturers may implement their own attendance monitoring system if attendance forms part of an overall module mark.
- Random attendance checks may be undertaken at regular intervals during the teaching year.