Principles, Policy and Practice of Professional Social Care 2

7.1	Module Overview							
Module Number		**Module Title**	Principles, Policy and Practice of Professional Social Care 2					
Stage of Principal Programme			**2**	**Semester**	**2**	**Duration.** *(Weeks F/T)*	**12**	**ECTS** 5
Mandatory / Elective (M/E)	M	**Hours of Learner Effort / Week**	**2.3**					
Analysis of required hours of learning effort								

Teaching and Learning Modalities	✓if relevant to this module	Approx. proportion of total (hours)
Contact Hours		
In person face-to-face	✓	28
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: • Independent reading, engagement with VLE, research and preparation of assessments	✓	97
Total		125

Pre-Requisite Module, if any. Module # and Title	Principles and Practice of Social Care 1
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	**60**
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	

Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	A minimum Level 9 qualification in Applied Social Studies. As experiential learning is at the core of the module the co-ordinator must have appropriate experience in Social Care practice. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.	1:60
Tutor		1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	40%	**Proctored Exam – in person**	60%	**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2	Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO **On completion of this module a learner will be able to:**		**Related MIPLO #**
1. Apply critical self-reflective knowledge to their identity as a Social Care Worker		**1, 3, 6**
2. Use critical analysis to examine the connections between policy and practice.		**3,6**

3.	Demonstrate a critical understanding of reflective practice	**6**
4.	Demonstrate knowledge of the roles of various professionals delivering services in the field of Social Care	**6, 7**
5.	Explain how separation, loss and grief impact on service user's lives	**1, 2, 6**

7.3	**Indicative Module Content, Organisation and Structure**

Rationale for Inclusion of the Module in the Programme

This module is closely linked with Practice Placement and Portfolio 1, assisting the learner to deepen the knowledge and learning acquired while on placement. The Programme Learning Outcomes are informed by the Standards of Proficiency for Social Care Workers – CORU 2017.

This module aims to build on the importance of self in care work as identified on placement. It will enable the learner to evaluate the effect of their own characteristics, values and practice during interactions with service users and be able to critically reflect on this to improve practice. The aim of the module is to develop the learners' capacity to engage in professional social care practice in a variety of social care contexts.

Module Content, Organisation and Structure

The module content is focused on the development of insight and practice through critical attention to theories, principles and assumptions and the relationship between theory and practice. It will build on work completed in this area at stage 1. The module content supports the learner in developing reflective practice skills by utilising placement experience to inform their professional development

Structural and delivery issues:
- Social care contexts Part 2
- Working with older people – policy and services
- Domestic violence - policy and services
- Youth work and aftercare – policy and services
- Introduction to The Health Promotion Model

Professional practice issues
- Key theories of loss - meanings and implications
- Introduction to Trauma-informed practice
- Responding to 'Behaviours that Challenge'
- Supervision in Social care

7.4	**Work-based learning and practice-placement** *(if applicable)*

N/A

7.5	**Specific module resources required** *(if applicable)*

N/A

7.6	**Application of programme teaching, learning and assessment strategies to this module**

This module aims to
- Promote deep learning through learner engagement, interactivity, flipped classrooms, groupwork.
- Support inclusive teaching using templates and 'tools' from the professional Social Care context.
- Provide opportunities for collaborative learning where students are facilitated to become active learners through reflective practice.

Assessment

The objective is to employ a wide range of different assessment instruments. The reflective-practice-based exercise and poster presentation allow the student to become more aware of their own professional development. By articulating that through the poster presentation the group learning is enhanced. Students are asked to explore the implications of the Assisted Decision –making Act for their practice – they can choose a practice setting and supported-person group of their choice.

End of module examinations. When assessing for the programme, the three aspects of knowledge, skills and competencies are considered; as are the five domains of proficiencies stipulated by the Health and Social Care Professionals Council (CORU, 2017).

This module contains MUST PASS assessments.

7.7	Summative Assessment Strategy for this module	
MIMLOs	*Technique(s)*	*Weighting*
1,2 ,3	The module will be assessed by one formative in class reflective practice assignment linked to placement, in two parts with particular reference to the connections between social policy and social care practice.	**40% (Must Pass Assessment)**
2, 3, 4	End of module examination. When assessing for the programme, the three aspects of knowledge, skills and competencies are considered; as are the five domains of proficiencies stipulated by the Health and Social Care Professionals Council (CORU, 2017).	**60%**

7.8	Sample Assessment Materials

In-class assessment:
Step 1: Reflection on Practice
1. Pick a recent event that happened on placement.
2. Write a brief description of relevant facts (situation, events etc.)
3. Your reflections on your practice during the event.
4. Your judgement on your practice during the event (assessment of your own practice)
5. What knowledge (theories) and policies informed practice responses?
6. What skills were you using during the event which helped or hindered your practice?
7. What 'learning' about your own practice can you identify from this reflection exercise?

Step 2: Create and present a poster based on placement practice reflection to a group
Essay Part B *(*Note that this Essay Is part of a Joint submission with Legal Studies 1)

Exam:
Duration: 2 hours; 2 questions to be answered. Sample questions:
1. Choose a theoretical model of bereavement and identify how this knowledge can assist social care practitioners in providing useful and sensitive care to grieving people.
2. The Code of Professional Conduct and Ethics for Social Care Workers (November 2016) specifies the standards of ethics, conduct and performance of registered Social Care Workers. Outline how the application of the standards will impact on your next practice placement.
3. Outline how a government policy initiative, discussed, in class informs/guides/controls social care professional practice.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9	Indicative reading lists and other information resources

Indicative Core Reading

CORU (2017). *Standards of Proficiency for Social Care Workers.* Dublin: CORU

CORU (2019). C*ode of Professional Conduct and Ethics for Social Care Workers.* Dublin: CORU

De Roiste, A., McHugh, J. and Prendergast, A (2024) *Social Care Practice Placement: an Essential Guide* Tipperary, Boru Press

Greene, A. (2017) 'The Role of Self-Awareness and Reflection in Social Care Practice', *Journal of Social Care, 1 (3).*

Lalor, K, Share, P. and Brown, T. (eds) (2023). *Social Care Work: An Introduction for Students in Ireland*, (4th edition). Dublin: Institute of Public Administration.

Worden, J.W. (2010). *Grief Counselling and Grief Therapy*, (4th edition). London: Routledge

Assisted Decision-Making (Capacity) Act 2015 https://www.irishstatutebook.ie

Disability Act 2005: https://www.irishstatutebook.ie/eli/2005/act/14/enacted/en/html

Other Reading
Bolton, G. (2014). *Reflective Practice Writing and Professional Development*, (4th edition). London: Sage Publications.
Schneider Corey, M. and Corey, G. (2011). *Becoming a Helper,* (6th edition). Pacific Grove, CA: Brooks/Cole.

Other Recommended Viewing
The Irish Child Bereavement Network: www.childhoodbereavement.ie
Health Information and Quality Authority: www.hiqa.ie
Law Society of Ireland: www.lawinfo.ie
Trauma Informed Practice Ireland: www.traumainformed.ie
World Health Organisation: www.who.int
Youth Work Ireland: www.youthworkireland.ie