

## Principles and Practice of Social Care 2

Section A: Headline Information	
<b>Module title</b>	Principles and Practice of Social Care 2
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	Level 7
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Monica Dowling
<b>Parent programme(s)</b>	B.A. in Applied Social Studies (Professional Social Care)
<b>Stage of parent programme</b>	Stage 2
<b>Semester (semester1/semester2 if applicable)</b>	Semester 2
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures, tutorials and web facilitated learning
<b>Entry requirements (statement of knowledge, skill and competence)</b>	For entry onto Stage 2, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
<b>Pre-requisite module titles</b>	Principles and Practice 1
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. As experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.
<b>Recommended number of learners per module</b>	120
<b>Duration of the module</b>	1 Semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2.3 hours
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall, Tutorial space, Library, IT.
Analysis of required learning effort	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:40	4	1:10				45	52		125 hours
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
<b>Percentage contribution</b>				30%			70%	<b>100%</b>		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	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.
<b>Module Aims and Objectives</b>	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.
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> <li>1. Apply critical self-reflective knowledge to their identity as a Social Care Worker (MIPLO 1, 3, 6).</li> <li>2. Demonstrate a critical understanding of reflective practice (MIPLO 6).</li> <li>3. Demonstrate knowledge of the roles of various professionals delivering services in the field of Social Care (MIPLO 6).</li> <li>4. Explain how separation, loss and grief impact on service user's lives (MIPLO 1, 2, 6)</li> </ul>

	5. Identify and illustrate a range of theories and models of grief (MIPLO 1, 2, 6).
<b>Information Provided to Learners about the Module</b>	College Prospectus and Professional Practice Handbook (Appendix 4). Diploma Supplement contains module name, code, stage and ECTS.
<b>Module Content, Organisation and Structure</b>	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.  <ul style="list-style-type: none"> <li>• Social care contexts Part 2 – Work with older people, women and children experiencing domestic violence, youth work.</li> <li>• Structured reflection – developing thinking and writing skills. Utilising supervision from placement to inform the provision of quality care.</li> <li>• Key theories of loss – meanings and implications.</li> </ul>
<b>Module Teaching and Learning Strategy</b>	Lecturer and guest lecturers will deliver the module content utilising a variety of teaching methods. In small group tutorials the learners will engage with reflective practice exercises to further their understanding of material presented.
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	
<b>Specifications for Module Staffing Requirements</b>	Module Coordinator will teach the majority of the material. Guest lecturers will be invited to present on current skills-based aspects.  Staff – learner ratio is typical of a lecture and tutorial format, i.e. 1- 120 and 1-20.
<b>Module Summative and Formative Assessment Strategy</b>	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).  The module will be assessed by one formative in class reflective practice assignment linked to placement, with a weighting of 30%. End of module examinations will carry a weighting of 70%.
<b>Sample Assessment Materials</b>	<b>Tutorial Assignment: Reflection on Practice</b>  <ol style="list-style-type: none"> <li>1. Pick a recent event that happened on placement.</li> <li>2. Write a brief description of relevant facts (situation, events etc.)</li> <li>3. Your reflections on your practice during the event.</li> <li>4. Your judgement on your practice during the event (Assessment of your own practice)</li> <li>5. What knowledge (theories) were you using during the event which informed your practice?</li> <li>6. What skills were you using during the event which helped or hindered your practice?</li> <li>7. What 'learning' about your own practice can you identify from this reflection exercise?</li> </ol>

	<p>Weighting – 30%</p> <p><b>Sample exam questions:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b>Essential Reading:</b></p> <p>Lalor, K. and Share, P. (2013). Understanding Social Care in K. Lalor and P. Share (Eds.), <i>Applied Social Care: An Introduction for Students in Ireland</i>, (3<sup>rd</sup> edition). Dublin: Gill and Macmillan.</p> <p>McCann James, C., de Róiste, A. and McHugh, J. (2009). <i>Social Care Practice in Ireland, An Integrated Perspective</i>. Dublin: Gill and Macmillan.</p> <p>Howard, N. and Lyons, D. (Eds) (2014). <i>Social Care: Learning from Practice</i>. Dublin: Gill and Macmillan.</p> <p><i>Youth Studies Ireland</i></p> <p>Worden, J.W. (2010). <i>Grief Counselling and Grief Therapy</i>, (4<sup>th</sup> edition). London: Routledge</p> <p><b>Other Reading:</b></p> <p>Bolton, G. (2014). <i>Reflective Practice Writing and Professional Development</i>, (4<sup>th</sup> edition). London: Sage Publications.</p> <p>Schneider Corey, M. and Corey, G. (2011). <i>Becoming a Helper</i>, (6<sup>th</sup> edition). Pacific Grove, CA: Brooks/Cole.</p> <p><b>Recommended Viewing:</b></p> <p><a href="http://www.childhoodbereavement.ie/pyramid">www.childhoodbereavement.ie/pyramid</a>  <a href="http://www.gcss.org.uk">www.gcss.org.uk</a>  <a href="http://www.coru.ie">www.coru.ie</a>  <a href="http://www.lawinfo.ie">www.lawinfo.ie</a>  <a href="http://www.scie.org.uk/socialcaretv">www.scie.org.uk/socialcaretv</a></p>
<p><b>Module Physical Resource Requirements</b></p>	<p>Lecture Hall, Practice Lab, Library.</p>