

Full Title:	Themes and concepts 2
Module Code:	SOCS H8022
Credits:	5
Valid From:	Semester 2 - 2012/13 (February 2013)
Module Delivered in	2 programme(s)
Module Description:	no description provided
Learning Outcomes:	
<i>On successful completion of this module the learner should be able to</i>	
<ol style="list-style-type: none"> 1. Critically evaluate the use of theory to inform social care practice, drawing on experiences from work placement. 2. Assess various theories such as crises intervention, task centred approach, the strengths perspective and attachment theory and apply these theories to practice. 3. Demonstrate skills and knowledge of working therapeutically with service users, both adults and children. 4. Evaluate the importance of ethics and values in social care and an ability to apply an ethical decision making process to a case example. 5. Demonstrate an understanding of oppressive practice by applying this theory to social care practice. 6. Critically evaluate an understanding of systemic ideas and its usefulness in social care practice through the application of a systemic formulation to practice 	

Module Content & Assessment

Indicative Content
Using theory to inform practice Evaluating the use of theory in social care practice drawing on experiences from placement.
Anti-oppressive practice Exploring the personal, cultural and social factors that impact on the oppression of service users and focusing on how social care worker can strive to empower service users rather than further oppressing them through practice.
Systemic ideas. Introduction to a systemic ideas and the use of a systemic formulation as a tool to facilitate a systemic perspective of a case example from practice
Ethics and Values in Social Care Introduction to Code of Ethics and the use of an ethical decision making process in guiding practitioners through ethical dilemmas they make encounter
Social Constructionism An introduction to the ideas of social constructionism and how these ideas are important in assisting the social care worker in remaining mindful of the different perspectives, judgments and values that different parties can hold.
Working with vulnerable adults and children. An introduction to the Circle of Courage Model which includes a focus on an individual's need for Mastery, Generosity, Independence and Belonging.
Task centred practice Focus on the use of task centred and crisis intervention models as short term interventions with service users.

Assessment Breakdown	%
Course Work	50.00%
End of Module Formal Examination	50.00%

Full Time

Course Work							
<i>Assessment Type</i>	<i>Assessment Description</i>	<i>Outcome addressed</i>	<i>% of total</i>	<i>Marks Out Of</i>	<i>Pass Marks</i>	<i>Assessment Date</i>	<i>Duration</i>
Essay	Application of Vetere and Dallos (2003) systemic formulation to a case example from practice	1,6	50.00	0	0	n/a	0

No Project

No Practical

End of Module Formal Examination							
<i>Assessment Type</i>	<i>Assessment Description</i>	<i>Outcome addressed</i>	<i>% of total</i>	<i>Marks Out Of</i>	<i>Pass Marks</i>	<i>Assessment Date</i>	<i>Duration</i>
Formal Exam	End-of-Semester Final Examination	1,2,4,5	50.00	0	0	End-of-Semester	0

Reassessment Requirement	
A repeat examination <i>Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.</i>	
Reassessment Description Essay	

DKIT reserves the right to alter the nature and timings of assessment

Module Workload & Resources

Workload: Full Time

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Independent Study	n/a	3.00	Every Week	3.00
Directed Reading	n/a	3.00	Every Week	3.00
Tutorial	n/a	1.00	Every Week	1.00
Lecture	n/a	2.00	Every Week	2.00
Total Weekly Learner Workload				9.00
Total Weekly Contact Hours				3.00

This course has no Part Time workload.

Resources

Recommended Book Resources

- Dalrymple, J and Burke, B 2003, *Anti Oppressive Practice: Social Care and the Law.*, 1, Open University Press Philadelphia
- Dominelli, L, *Anti-Oppressive Social Work, Theory and Practice.*, 4, Palgrave, Hampshire.
- Burr, V 1995, *An Introduction to Social Constructionism.*, Routledge, New York
- Oko, J. 2008, *Understanding and Using Theory in Social Work.*, Chpt. 3, Learning Matters. Exeter.
- Charleton, M. 2007, *Ethics for Social Care in Ireland: Philosophy and Practice.*, Gill & MacMillan. Dublin

Supplementary Book Resources

Resources

Recommended Book Resources

- Banks, S., *Ethics, accountability and the social professions*, 2004. Palgrave Macmillan, London.
- Coulshed, V & Orme, J., *Social Work Practice An Introduction*, 2006. Palgrave, Macmillan Press.
- Clark, C. L., *Social work ethics : politics, principles and practice*, 2000. Palgrave, England.
- Davies, M., *The Blackwell Companion to Social Work*, 1997. Blackwell. Oxford
- Fletcher, K., *Partnerships in Social Care, A Handbook for Developing Effective Services*, 2006. Jessica Kingsley Publishers. London.
- Fowler, J., *A Practitioner's Tool for Child Protection and the Assessment of Parents*, 2003. Jessica Kingsley Publishers, London.
- Gilligan, R., *Irish Child Care Services: Policy, Practice and Provision*, 1991. Public Administration. Dublin.
- Hugman, R & Smith, D., *Ethical Issues in Social Work*, 1996. Routledge. London.
- Healy, K., *Social Work Theories in Context*, 2005. Palgrave, Macmillan London.
- Ingleby, E., *Applied psychology for social work*, 2006. Learning Matters Ltd. Exeter :
- Monroe, B and Kraus, F., *Brief Interventions with Bereaved Children*, 2005. Oxford University Press.
- O'Connor, T. and Murphy, M., *Social Care in Ireland: Theory, Policy and Practice*, 2006. CIT Press. Cork
- Payne, M., *Modern Social Work Theory*, 2005. Palgrave Macmillan. London
- Saleebey, D., *Strengths perspective in social work practice*, 2006. Pearson/Allyn & Bacon. Boston.
- Sussex, F and Scourfield, P., *Social Care Level 4*, 2004. Heinman. Oxford.
- Vetere, A. and Dallos, R., *Working Systemically with Families: Formulation , Intervention and Evaluation*, 2003. Karnac. London.
- Worden, W., *Children and Grief: When a Parent Dies*, 1996. The Guilford Press. London.

This module does not have any article/paper resources

Other Resources

- Web: *Systems Thinking* available from www.scie.org.uk/publications/leadingpractice/files/scie_3_systems%20thinking.ppt#263,1,systems%20thinking
- Web: www.itsligo.ie/gateway Social Care Gateway
- Web: www.scie-socialcareonline.org.uk/ Social Care Online
- Web: www.niscc.info/ Northern Ireland Social Care Council
- Web: www.basw.co.uk/ British Association of Social Workers
- Web: www.iasw.ie Irish Association of Social Workers
- Web: www.careandhealth.com/ Community and Health – Website and Journal
- Web: www.socialcaremagazine.com/ Social Care Magazine
- Journal: *Irish Journal of Applied Social Studies*

Module Delivered in

Programme Code	Programme	Semester	Delivery
DK_HSOCA_8	Bachelor of Arts (Honours) in Social Care	5	Mandatory
DK_BSSC_7	Bachelor of Arts in Social Care	5	Mandatory