BA (Ord.) in Social Care Practice (Older People)

PART B

Dublin Institute of Technology
March 2010
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Programme background and structure

Introduction to the Faculty, School/Department

The Dublin Institute of Technology (DIT) was established by the City of Dublin Vocational Educational Committee (CDVEC) in 1978. The DIT is a university level institute providing full-time and part-time programmes at post-graduate, degree, diploma, certificate and apprenticeship levels. The DIT achieved statutory status on January 1st 1993 by an Act of the Oireachtas (Dublin Institute of Technology Act, 1992). Following a review by an independent review panel, DIT was granted degree-awarding powers in 1998. There are more than 21,000 students at DIT, with 10,500 studying on a full-time basis, 8,500 part-time students and 4,000 apprentices. The Institute is composed of six faculties:

- Applied Arts
- Engineering
- Science
- Built environment
- Business
- Tourism and food

Introduction to the Faculty of Applied Arts

The Faculty of Applied Arts is the largest provider of innovative, multi-disciplinary and professional-level education across the visual and performing arts and media in the country, as well as offering a wide range of educational and research programmes in the fields of social science, legal studies and languages. Programmes are offered at both undergraduate and postgraduate level.

All programmes have been developed to meet the opportunities presented by the wide ranging changes in Irish society, the emergence of new information and digital technologies, recognition

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1 The Institute is currently being restructured and this programme will be located in the College of Arts and Tourism, one of four new colleges that will replace the Faculty structure.
of the socio-economic importance of the cultural industries and emerging new social problems and issues. Programmes share a strong commitment to linking creative practice/professional practice with critical theory and new technology.

The Faculty’s underlying philosophy is to provide education and training in dynamic and expanding disciplines whilst also acknowledging significant technological, cultural and socio-economic changes currently occurring. We aim to prepare students for professional life in Irish and European social, economic and public life. Consequently, our graduates are highly sought after, and successfully employed at all levels within the public and private sectors.

**Introduction to the School of Social Sciences and Law**

The School of Social Sciences and Law was created under DIT Faculty structures in February 2001. The School consists of two departments: Social Sciences and Law.

**The Department of Social Sciences**

The Department of Social Sciences developed within the College of Catering, Cathal Brugha Street, where it was situated until the constitution of the Dublin Institute of Technology. The Department was moved in to the Faculty of Applied Arts and is currently located in Mountjoy Square. The Department’s mission statement states that:

“Our Mission is to strive for excellence in teaching, learning, research and practice across the social sciences and law; to provide a collegial environment for colleagues and students; to support students in reaching their full potential; and to engage actively with the wider community.”

The Department offers a range of courses at degree and postgraduate level in the areas of Social Care and Early Childhood Care and Education. It also offers part-time courses in Creative Drama, Practice Supervision and Developing an Activities Programme for Older People. Research interests of staff in the Department of Social Sciences include areas such as quality of life of older people and intergenerational projects, rights of children, transitions within education and care, management of care services, victimology, juvenile prostitution, juvenile justice and alternative child care.
The Department of Law
Legal Studies has a long history at DIT, training approximately 20% of the solicitors now practicing in Ireland. The Department of Law was formally constituted after passage of the DIT Act in 1993, and now comprises approximately eight full-time lecturers and more than twenty part-time lecturers. It offers the full-time Postgraduate Diploma in Legal Studies, the part-time Diploma in Legal Studies and the Foundations in Law Courses in Civil and Criminal Law. It is one of the largest Departments in the Institute, with more than 500 full- and part-time students.

The Centre for Social and Educational Research
The Centre for Social and Educational Research (CSER) operates independently from the Departments but co-operates closely in research activities in the general area of the social professions, particularly juvenile justice and children’s services. The CSER is committed to improving the quality of life of children, families and society through high quality applied and policy oriented research.

Sector and community links
The School of Social Sciences and Law has a wide range of contacts with Government Departments, the HSE, community and voluntary organisations, other educational and training institutions, professional associations and other agencies in the broad social care sector (See Appendix 1). These links take the form of funding providers, partners in education and training, research collaborators and practice work placements for social care students.

Title, level and standard of programme
Title: BA (Ord.) in Social Care Practice (Older People)

Level: The programme has been designed to meet the learning outcomes of Level 7 on the National Framework of Qualifications.

Standard: Programme design has been informed by the draft HETAC Social Care Work national standards. Two staff members of the Department of Social Sciences were on the HETAC expert group that framed the standards from May 2009 to March 2010, and they have advised the
programme development team of the emerging indicators in terms of knowledge depth and breadth, skills and competence. The Health and Social Care Professionals Council (HSCPC) will be invited to adopt the HETAC Social Care Work standard for the purposes of approving social care work education programmes and we are confident that this programme will be eligible for recognition when the ‘registration of programmes’ process commences.

Programme aims and learning outcomes

Programme aim
The overall aim of the course is to develop professional training in social care work with older people to degree level. This programme is interdisciplinary in nature and is informed by the new Health Information Quality Authority (HIQA) standards and the HETAC guidelines for social care training qualified social care workers. The course promotes self awareness and personal professional development. It aims to develop an emerging professional who will engage in self directed lifelong learning and who can work effectively with older people in a variety of settings in a culture respectful of professional, academic and ethical standards.

Learning Outcomes
On completion of this course students will be expected to have reached HETAC level 7 learning outcomes for social care work standards. The BA (Ord.) Social Care (Older People) learning outcomes are identified below.

On completion of the programme the learner will be able to:

- Demonstrate their commitment to values that recognise the dignity and rights of each person in their care
- Show evidence of the relevant theory that informs social care work with older people
- Demonstrate how they integrate theory and practice in order to be effective in their role as a reflective social care practitioner
- Demonstrate their ability to be innovative, appropriate and accountable in responding to client needs in a non-discriminatory manner
- Assess, plan, execute and evaluate appropriate person-centred interventions/programmes of the highest standards within realistic timeframes
Nature, duration and general structure of the programme
The B.A. (Ord.) in Social Care Practice (Older People) is a three year programme, which combines theoretical and academic content with practice skills. Students’ work practice is assessed in Years 1, 2 and 3 of the programme.

Programme structure and content
The programme is well structured, integrated and cohesive. The content is theoretical, academic and practical and is infused with the experience of the students gained in their work setting. A broad view of the learning process is taken using a variety of strategies to achieve the programme objectives. In addition to lectures, the following are used as part of the teaching and learning strategy: role play, small group discussion, student presentations, tutorials and web based learning

There are three main components to the B.A. (Ord.) in Social Care Practice (Older People) (see fig. 1 below)

1) Social Theory Programme
2) Psychology Programme
3) Professional Practice Programme
Figure 1: Detail of course structure, BA (Ord.) in Social Care Practice (Older People)

- **Social Theory Programme**
  - Introductory Modules
    - Irish Society: A Sociological Introduction
    - Introduction to Irish Social Policy
  - Intermediate Modules
    - Interdisciplinary Perspectives to Ageing in Context 1
    - Legal Studies
  - Advanced Modules
    - Interdisciplinary Perspectives to Ageing in Context 2

- **Psychology Programme**
  - Life-span Psychology and Ageing
  - Mental Health Older People

- **Professional Practice Programme**
  - Principles of Professional Practice work with older people
  - Health & Well-being
  - Creative Studies: Drama & Introduction to Art in Context
  - Intellectual Disabilities
  - Dementia Care
  - Working with communities

- **Supervised work practice**
  - Principles of professional practice work with older people
  - Communication and Group Work skills
  - Creative Studies: Drama & Introduction to Art in Context
  - Working with Challenging Behaviour

- **Supervised work Practice**
  - Principles of professional practice work with older people
  - Music and Movement
  - Developing activities for older people
  - Spirituality, Faith and the Meaning of Life
  - Critical social care practice issues
Theory, Skills and Practice

The structure of the courses combines three main strands: theory, skills and practice. The theory strand imparts concepts and models from the social sciences which can guide understanding and practice. The skills strand imparts creative, practical and social skills and builds up the professional competence and confidence of the student. The practice strand gives the student the opportunity to apply theory and skills through supervised work practice.

ADMISSION CRITERIA, ADVANCED ENTRY & PROGRESSION

Entry requirements are a Leaving Certificate with a minimum of five (5) passes, including English. Non-native English speakers will be required to show evidence of English language proficiency, in accordance with the standards set by DIT for undergraduate entry. These standards are detailed at: http://www.dit.ie/study/internationaloffice/englishrequirements/

Applications from mature students (those who are 23 years of age on the 1st January in year of application) who do not hold the above qualifications but hold at least a Level 5 FETAC qualification, or equivalent, in a relevant area will be considered.

In all cases, cognisance will be taken of former academic attainment, particularly that in a relevant area.

Applicants must be working either full-time or part-time (20 hours per week min.) with older people (and should remain in employment for the duration of the programme). Applicants must have completed at least one year’s employment in their current work setting. Applicants will be required to show that their manager/employer has agreed to support their attendance on the programme.

Advanced Entry

Year 2
Students with the following academic backgrounds may be offered Advanced Entry to Year 2, (2011-2012) subject to space availability. Cognisance will be taken of former academic attainment.

- BTEC in Social Care, or equivalent (applicants should have at least 5 distinctions)
- Year 1 of National Diploma in Applied Social Studies in Social Care, or equivalent.
- Year 1 of BA in Applied Social Studies in Social Care, or equivalent
- Year 1 of BA in Early Childhood Care and Education, or equivalent
- Nursing qualification

**Year 3**

Students with the following academic backgrounds may be offered Advanced Entry to Year 3, (2012-2013) subject to space availability. Cognisance will be taken of former academic attainment.

- BTEC in Social Care, or equivalent (applicants should have at least 10 distinctions)
- Honours Degree in related area
- Certificate in Applied Social Studies, or equivalent
- Nursing qualification

**Progression from BA (Ord.) in Social Care Practice to BA (Hons.) in Social Care**

**End Year 1**

Subject to availability, a small number of places on the BA (Hons.) may be offered to students of the BA (Ord.) with the highest average results. Such students may join Year 2 of the BA (Hons.) in Social Care (Full-time)

**End Year 3**

Currently the ‘Progression to BA (Hons.) in Social Care’ programme (part-time) accommodates students who wish to obtain an honours (Level 8) degree

**Recognition of prior learning (RPL)**
RPL (recognition of prior learning) is a process which acknowledges, and gives value to, learning achieved prior to registering for a DIT programme or prior to seeking a DIT award. Prior learning may be a result of successful participation in a formal learning programme for which you were awarded certification. If you use your prior certificated learning towards a DIT award, the process is called: Accreditation of Prior Certificated Learning (APCL). Prior learning may also be an outcome of non-formal or informal learning achieved through work, voluntary activities or private study, for which you may not have a certificate. The process of using this type of learning for higher education purposes is called: Accreditation of Prior Experiential Learning (APEL). It is not uncommon for both APCL and APEL to be considered together in an RPL process.

Mechanisms are available to facilitate recognition of prior learning (RPL) and non-certificated/experiential learning (APEL), as deemed appropriate by the Programme Board, within the regulations of the DIT as an awarding body and within the requirements of the National Framework of Qualifications (NQAI).

Such mechanisms will facilitate access, transfer and progression as follows:

- Access at entry level for non-standard applicants
- Access at advanced standing to the appropriate stage of the degree for applicants/transfers with appropriate certificated prior learning and/or appropriate non-formal and informal experiential learning
- Exemption from modules
- Award of module credits on the basis of evidence of learning which is assessed as satisfying the appropriate level and the appropriate learning outcomes.

The Programme Board will monitor policy and procedures.

**Overview of the programme**

In each year there is an integration of theory, skills and practice. In the first two years the emphasis is on building up the theoretical concepts and models relevant to social care practice
work with older people. Students work with the disciplines of psychology, sociology and social policy in order to become familiar with the concepts and theories of a number of social science disciplines and to develop critical thinking and appreciation of research. At the same time, the professional practice modules aim to integrate the concepts and theoretical perspectives of social care and social work with the other disciplines and to relate theory to practice.

The use of narrative and action research are emphasised in social science research methodology. There is an emphasis in work practice on the building of skills and on developing a creative approach to working with clients. Thus creative studies are an important part of the curriculum. The groupwork module is seen as essential in helping the student appreciate the importance of teamwork in social care and in placing emphasis on their own personal development. It is envisaged that some of the introductory and advanced modules for example Working with communities, Irish Society – A sociological introduction, Critical Issues in Social Care will be shared with other first year and third year students.

In the third year there is more emphasis on application of theory to practice and on the development of professional values and reflective social care practice. The professional practice programme again puts emphasis on the development of professional values and attitudes. Reflection on the social care process and the development of advanced practice strategies are seen as central in these modules. Thus there is a continued focus on both self development and professional identity. The interdisciplinary modules in years 2 and 3 build on the foundations laid in sociology and social policy. Political concepts and theory are added and sociological ideas are applied critically to the status and position of older people in their communities, in care settings and in society.

Assessment Strategy
In line with a Level 7 programme, all modules are assessed in a way that is appropriate to measure the extent to which students have met the specified learning outcomes (constructive alignment). A variety of assessment methods are used throughout the programme to allow students to develop a variety of learning and communication skills.
Assessment and student handbook

All assessments will conform to the DIT General Assessment Regulations.

Each student receives a student handbook in which guidelines for assignments and general assessment criteria are outlined. For an assessment grid for the three years see appendix 2. In addition to the Handbook, the following supporting material is on the ‘Student resources’ page of the School website (http://www.dit.ie/socialscienceslaw/socialsciences/studentresources/):

- Essay writing guidelines - contains advise on writing styles, structuring your assignments, referencing standards and presentation. Written specifically with First Year students in mind, but useful for all undergraduates.
- Dissertation writing guidelines - contains Departmental protocols on typing, presentation, structuring and referencing your dissertation.
- Assignment Title Page
- Department marking scheme - grid illustrating criteria for allocation of marks based on knowledge, presentation, argument, understanding and referencing.
- Department of Social Sciences policy on Garda vetting of students.
- Department of Social Sciences Policy on Late Submission of Assignments.
- Social Care placement handbook - details the roles of the student, the tutor and the supervisor on practice placement.
- BA (Ord.) in Social Care Practice, Placement Assessment Forms, Year 1; Year 2; Year 3.
- Dates of note for students of BA (Ord.) in Social Care Practice (in-service) - provides advance notice of block weeks, exams and other dates of note to facilitate leave from work.
- Social Sciences resources on Library website (including exam papers, programme documents, databases, dissertations).
- Researchscope.net - a WIT Library search engine that harvests free, on-line, full-text research papers/reports from Irish Research Repositories.

Professional Practice Strand

The aim of professional training is the teaching of theories of practice, their application to practice through the development of practice skills and the development of a reflective capacity. The achievement of these aims requires the incorporation of both theoretical and professional practice strands. The theoretical strand which includes major modules on the theory of professional practice across all years of the Degree Course is presented elsewhere in the Course document.
Professional Social Care Practice requires an ability to respond effectively to the unexpected and often challenging event. Such practice necessitates understanding, skilled intervention, and a developed reflective capacity. Social care students develop their professional practice skills during the work practice which form an essential part of the Degree Course.

The work practice programme forms a substantial portion of the Degree Course. The aims of work practice for each of the years are specified to ensure that the necessary skills can be developed and demonstrated. Work practice learning outcomes are assessed by the Work Practice Report Form.

**Design of the Work Practice Strand**

The Work Practice strand of the BA (Ord.) in Social Care Practice is designed in an incremental format which sets particular goals for each year of the Programme. An outline of this design is presented below.

**Knowledge:** In first year students must have knowledge of Statutory Guidelines, Principles of Professional Practice, Ethics and the importance of a Needs Focused Approach of care for older people. These topics are embedded in the professional practice module in year one. The work practice enables the student to begin to appreciate how theoretical understanding informs professional practice.

**Know-how and skill:** Students develop self-awareness and communication skills and ability to empathise in a constructive way with people they encounter in their work setting. They also develop awareness of the complexity of their roles as social care practitioners and in particular their duty to care. Their knowledge of HIQA guidelines will be reflected in their practice.

**Competence:** Students develop an understanding of the importance of supervision in their development as emerging professional practitioners. Through formal supervision sessions with practice teachers and regular tutorial support from the college tutor the student develops her/his professional identity.

The learning outcomes for first year work practice relate to developing positive relationships with older people in care settings, understanding of a needs and rights focused approach in social
care practice with older people, working within the ethical and legal frameworks and using professional supervision to identify, support and progress their own learning needs.

**Second Year Students** continue their professional development. Building on their first year experience students are expected to be able to respond to some of the more difficult issues experienced by older people. There is a particular focus on residential social care for older people in second year. Students gain an understanding of the rhythm of clients days, the opportunities that can present during predictable critical periods and the importance of care planning for individual clients. They are exposed to the planning process and expected to develop skills in assessment, programming, specific interventions, report writing, record keeping, evaluation and risk management. Students are continuously encouraged to reflect on the principles underpinning practice, professional ethics and statutory guidelines. Learning outcomes of second year placements relate to identifying opportunities for effective interventions and programmes in care settings using the resources of the community and the agency, developing safe practice and welfare procedures in protecting older people as a vulnerable group in Irish Society and developing competence in the skills necessary for care planning, record keeping and report writing.

**Third Year Students:** The focus of the work practice for this year is to integrate theory with practice. Students are now familiar with the responsibilities and opportunities of supervised work practice. They undertake a progressively active role in developing and implementing programmes and interventions with clients. The importance of relationships with clients is emphasised and students are expected to demonstrate their ability to form, develop and terminate relationships. Demonstrating their understanding of attachment theory and behaviour students develop skills around helping clients and families with transitions in their lives. Students are taught how to develop their observation and active listening skills and are expected to demonstrate evidence of their use of these skills on placement. Reflection techniques are also taught during third year and students are expected to demonstrate self awareness and practice analysis on placement.
Students demonstrate their understanding of the integration of theory and practice. The learning outcomes for third year work practice relate to understanding the continuum of care from a family life cycle perspective. This includes students developing their capacity to work with difference and diversity in relation to needs and values and belief systems. There is a focus on of how attachment, separation, grief and loss impact on older people’s lives and on student’s ability to work directly with older people in their preparation for transitions. Course participants must also demonstrate competence to work effectively within legal and policy frameworks which underpin ethical and professional standards.

**The Role of the Practice Teacher, Tutor and Student**

The practice programme relies on the collaboration of experienced, professionally qualified practitioners (practice teachers) in the work place who undertake to supervise and guide students during their practice placements. The college tutor is the link person who liaises with the practice teacher. The roles of both these key personnel are discussed below.

**Role of Practice Teacher**

Students are employed by their releasing agencies where it is normal practice for social care staff to be allocated a practice teacher in the workplace. This person is often their line manager. Their role as practice teacher involves a management, education and accountability function. The Practice Teacher has clearly defined responsibilities and their primary function is to help students to integrate theory with practice. It is expected that they will draw up a detailed learning contact based on the student’s learning needs and college requirements in conjunction with the students and college tutor. A work practice journal will be issued to the student to facilitate. That is, the practice teacher (ideally an experienced social care worker) will work with the student and tutor. Selection of the practice teacher is arranged by the manager of the unit/agency in consultation with the college. This role will be independent of management structures within the agency.

The college issues the following guidelines to Practice Teachers:

The Practice Teacher will:
• Adhere to the overall aims of the Work Practice strand
• Aim to develop an environment where learning opportunities are maximised
• Draw up a learning contract for supervision (identifying length, duration, location, recording protocols, agreements for agenda for sessions, agreeing and monitoring of action plans, development of knowledge, skills by reflection on performance, identifying developmental needs, interests, goals and action plans) will be negotiated and agreed between student and practice teacher and a copy of same will be provided to the college tutor.
• Set aside a specified regular meeting with the student for formal supervision and expect the student to show evidence of preparation for these sessions. It is envisaged that students will receive at least weekly supervision of a minimum of one hour’s duration from their practice teacher for the duration of the course. It is recommended that students and practice teachers work together on the same shift at least once a week throughout the course.
• Complete end of year work practice reports forms. Students should be involved in this process and be aware of the contents of the report before it is sent to the college. A student who is unhappy with the content of the report may request a further visit from the tutor to discuss this with the practice teacher.

The student is required to satisfy all professional practice requirements to proceed through the course.
Training and Support for Practice Teachers.

Practice Teachers / Supervisors Course
The college offers a continuing professional development (CPD) course in practice teaching to all participating practice teachers with fee waiver.

Practice Teachers’ Meeting
This meeting occurs annually. It takes the form of a seminar organised by the course tutors where feedback on the management of work practice and other related issues are discussed. The meeting provides an opportunity to invite a guest speaker to present on a topic related to supervision in social care. It is also an opportunity for practice teachers to meet each other and enables the college staff to express their appreciation to the practice teachers for their vitally important contribution to social care training.

Work Practice Visits
Tutors arrange visits to work settings. These visits provide an opportunity for the student, practice teacher and tutor to meet formally, discuss the aim and objectives of the work practice, the student’s progress, the specific learning opportunities of the particular setting and how these can be fully exploited to achieve the objectives of the work setting. Two such visits occur for students during the academic year. The number of visits can be increased if necessary.

Projects linking theory to practice
Students carry out projects in their work settings in the creative and professional practice modules.

The College Tutor
The tutor occupies a pivotal position between the college programme and the work practice setting. Through visits to the work settings, supervisors meetings and placement reports he/she will endeavour to assess the student’s progress in their workplace. Tutors will be responsible for teaching key elements of the course. If not teaching they will have a level of familiarity with the course content being undertaken by their tutorial group.
The tutor will know all the lecturers involved in teaching and so will be in a position to explore any issues arising for students with the appropriate lecturer. He/she will assist students to integrate the different elements of the college programme both across the various theoretical courses and the learning objectives of the work practice. The tutor will be responsible for regular individual and/or group tutorial work. The tutor will discuss the learning objectives of the work practice with students and supervisors. He/she will also keep the practice teacher informed of any new developments in the college programme. The tutor is informed of the procedures for responding to difficulties that may arise on work practice and has a responsibility to avail of all college expertise in the resolution of these. The tutor must keep the Chair of the Programme Committee and the Head of Department informed of any placement difficulties which he/she cannot resolve alone.

Work Based Learning Programme
The success of the work based learning programme is dependent on the high motivation of the learner and a high quality practice learning component in the workplace. As this is a key feature of such a course, it is vital that there is a partnership agreement between employers, learners and DIT. A commitment from employers will be required to provide the optimal learning experience for the learner in the workplace. This includes a variety of learning experiences in order for the learner to develop the necessary knowledge, skills and competencies in order to qualify as a qualified social care worker.

The Student
Students are expected to:

- Identify and work towards the successful of their learning needs in order to meet the required standard in order to receive a successful placement report.
- Negotiate, agree and fulfil a supervision contract with their practice teacher.
- Receive and discuss constructive feedback on their performance.
- Discuss any difficulties or issues in relation to their course and workplace experience as it relates to their professional training.
- Discuss any future learning goals or where relevant, additional placements
- Attend and contribute to a productive three-way meeting to enhance their learning
- Meet with the college tutor in college at regular periods
INTRODUCTORY MODULES
## BA (Ord.) Social Care Practice (Older People)
### 1st yr introductory modules

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<th>Module</th>
<th>Contact hours</th>
<th>Independent hours</th>
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**Module author:** Fiona McSweeney

**Module Description**
This module covers the psychological development of the person from birth to late adulthood with particular focus on late adulthood and the psychological accompaniments of ageing. It provides a theoretical framework in which to understand the behaviour and changes throughout the lifespan in the student’s professional practice and encourages criticality in relation to knowledge.

**Module aim:**
The aim of this module is to critically examine the psychological development from birth to late adulthood, with particular emphasis on adulthood, within the socio-cultural contexts in which development occurs.

**Learning Outcomes:**
On completion of this module, the learner will be able to:

- Distinguish between different theoretical views about normative development.
- Identify features of normative development throughout the lifespan.
- Critically apply theoretical constructs to understand development and behaviour throughout the lifespan.
- Explain the impact of socio-cultural contexts on the psychological development of the person.
- Discuss the psychological changes in late adulthood.

**Learning and Teaching Methods:**
The primary methods of facilitating learning will be through class discussion and small group work to encourage a critically reflective approach to the study of psychology in relation to social care practice. Students will be expected to be prepared for class discussion through pre-reading assigned material. Face-to-face sessions will be supplemented by the use of a VLE for sourcing relevant readings and communicating using discussion boards.

**Module Content:**
Critical consideration of the cultural construction of the concepts of adulthood and aging, and the interpretation of behaviour.

Critical consideration of theoretical approaches to lifespan development and their application in understanding behaviour.
Physical, cognitive and socio-emotional development during childhood and the interaction between developmental domains with emphasis on the impact of childhood development on adulthood.

Physical development during adulthood with emphasis on the aging process. The impact of physical changes on the psychological welfare of the adult.

Cognitive development and learning during adulthood with emphasis on the aging process and the cultural contexts in which this occurs.

Socio-emotional development during adulthood - changing social roles (e.g. from worker to retirement; grandparenthood; transition to care) and adjustment to these.

Changes in family structure and relationships throughout adulthood.

The role of community, friends and neighbours for the older person.

**Module Assessment:**
Continuous Assessment - 100% (Minimum of two pieces of work designed to meet the module learning outcomes, for example essay, learning journal or portfolio).

Minimum performance to pass – 40%

**Indicative Reading:**
A textbook on lifespan development such as:


**Supplemental Reading:**
Students will be directed towards sections in the following:


**Web references, journals and other:**

Students will be directed towards relevant reports available on websites such as:
- [www.welfare.ie](http://www.welfare.ie)
- [www.open2.net](http://www.open2.net)
- [www.dohc.ie](http://www.dohc.ie)
- [http://www.ageaction.ie/](http://www.ageaction.ie/)
- [http://www.cardi.ie](http://www.cardi.ie)
- [http://olderinireland.ie](http://olderinireland.ie)
- [http://www.sparc.tcd.ie](http://www.sparc.tcd.ie)
- [http://www.ageingwellnetwork.ie](http://www.ageingwellnetwork.ie)
- [http://www.ncaop.ie](http://www.ncaop.ie)

Students will be directed towards or provided with relevant readings in journals such as:

- Ageing International
- Aging and Mental Health
- Adultspan Journal
- Psychology and Aging
- British Journal of Social Work

**Further Details:** Contact hours: 46
Independent learning hours 54
Module level: Introductory

Module author: Phil Keogh

Module Description

This subject of health focuses not merely on the absence of disease but also on the quality of life. This course is designed to meet the current needs of social care students at the coalface in relation to personal and community health practices.

Module aim:
The aim of this module is to encourage students to;

1. Develop some of the practical skills necessary for the care of the older person in various social care settings
2. Promote a positive attitude towards a healthy lifestyle both for themselves and for the older person
3. Be aware of their personal responsibility in the maintenance of a safe and healthy work environment
4. Be sensitive to the needs of specific older people in the community most vulnerable to ill health.
5. be aware of the Hiqa standards of care in relation to promoting health and wellbeing for older people in residential care settings

Learning Outcomes:

On completion of this module, the learner will:

1. Use the Hiqa standards to inform practice meeting the health and wellbeing needs of the
older person

2. Identify key factors contributing to wellbeing in later life. Describe the main causes of ill health and determine how the risk may be minimised

3. Explain the consequences of common conditions such as Asthma, Diabetes or Epilepsy for affected people

4. Illustrate the Policy implications of safety and health in the workplace

5. Develop the following skills, conceptual, personal and interpersonal, problem recognition and problem solving, decision making, effective assimilation of information, delivery of reasoned advice and opinion

**Learning and Teaching Methods:** include the following

Lectures, discussion, case study, problem-solving exercises, video, work-based learning, readings, self-directed learning, computer-based learning and practical skills workshop.

**Module Content:** The following content will be covered

**A Healthy Lifestyle;**

Find out how you can maximise your current health status and improve/maintain the health status of the older person

**Health and Society**

Develop appropriate skills for identifying and managing threats to personal and social positive health

- Health and safety in the workplace
- Safety Health and Welfare at Work Act (2005)
- Health Safety and Welfare at Work Regulations (2007)
- Hiqa standards: policies and practices that promote positive health, rehabilitation and wellbeing
- Stress causes, effects and management
• Substance abuse, prescribed medication, un-prescribed medication, alcohol
• Elder abuse and neglect
• Positive management of Long term conditions eg. Diabetes, Asthma, Epilepsy

The ageing process

Appreciate the specific health and wellbeing needs of older people

• Wellbeing
• Sexuality
• End of life care

Health (Physical and mental wellbeing)

Be familiar with the special care needs of frail older people with a disability

• Mental health; Living with and managing Depression, Dementia, Alzheimer’s disease
  key areas influencing mental health, discrimination, participation in meaningful activity, relationships, physical health, and poverty.
• What older people expect from their care givers
  Living with and managing physical handicap and or disability, Special needs relating to a specific handicap.
• Developing older persons potential in caring for themselves and others
  Physical exercise and activities

Module Assessment:

Continuous assessment consisting of
Class presentation  40% (A presentation of a work based health and wellbeing initiative / issue is presented to the group)
Written examination 60% (2 hour end of module exam)
Each element of the assessment requires the minimum performance threshold therefore students must attain the minimum pass mark (40%)
Essential reading

Recommended reading
Health Information and Quality Authority (2009) National Standards for residential Care settings for Older People in Ireland, Dublin: Government Publications Office
NCAOP, (2008) End of Life Care for Older People in Acute and Long stay Care settings in Ireland, Dublin: National Council on Ageing and Older People

Web references
www.irishhealth.com
www.vhi.ie
http://www.doh.ie/hstrat
www.ncaop.ie
Contact hours: 24
Dublin Institute of Technology

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<td>The Principles of Professional Practice in Social Care for Older People</td>
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Module level: Introductory

Module authors: Ann McWilliams

Module Description:

This module seeks to develop the practitioner as a professional. It introduces the student to the principles underpinning social care work, with particular attention to social care practice with older people. It aims to provide the student with an understanding of psycho-social needs, protection and welfare issues related to older people. The practitioners’ roles and responsibilities in relation to older people in domiciliary, community and residential care settings are explored.

Module aim:

The aim of this module is to give the student an understanding of the principles, historical and legal framework governing the professional task. It seeks to develop the professional persona of the social care practitioner working in this area.

Learning Outcomes:

On completion of this module, the learner will be able to

- chart the history and development of social care in Ireland
- discuss the nature of social care work and the role of a professional social care worker in general and with older persons specifically
- demonstrate the key principles guiding good professional practice
- assess the needs of different client groups amongst adults and older persons and be aware of needs-led practice
bullet outline the importance of self-esteem both for workers and clients
bullet define the different types of abuse of vulnerable adults and older persons. It examines the practitioner’s role in reporting concerns and dealing with disclosures of abuse
bullet discuss the concept of self-awareness and begin to evaluate the impact of self in practice situations
bullet analyse the influence of ethics and moral values in social care work
bullet identify the key aspects of professional ethics and codes of practice

Learning and Teaching Methods:

Formal lectures are used for the teaching of the principles of professional practice. Case studies, class discussion, use of small groups with feedback sessions, role-play, class presentations and selected use of DVD are used for the teaching of this module. Work based learning (WBL) experience is a key feature of this module due to the link between theory and professional practice. WBL students are expected to be able to demonstrate their learning from the workplace in terms of knowledge, skills, values and competencies.

Module Content:

Introduction, Legislative and Historical overview of Social Care

bullet The development of social care in Ireland from 18th century to present day charting the evolution from institutional to more community based services.
bullet The impact of relevant legislation, policies and guidelines on social care practice with older persons, (Health and Social Care Professionals Act 2005. HIQA Standards of Care)
bullet The definition and nature of social care work and the factors that have contributed to its growth including the expansion of theoretical frameworks such as psychological, sociological and biological explanations
bullet The introduction to reflective practice.
Development of student’s understanding of the principles of professional practice.

- The qualities and skills required in social care work are identified and the role of the social care practitioner is discussed.
- Introduction to concepts such as respect, friendship, empathy, confidentiality, individualisation, non-judgmental attitude, self-determination, acceptance, purposeful expression of feeling, positive mental attitude, professional boundaries and controlled emotional involvement.
- The integration of each of these principles and the application of these to different care work situations, examining the difficulties that may arise in this process.
- The recognition of the importance of self in care work is explored and the importance of self awareness is emphasised.
- Exploring issues relating to protection and abuse indicators of older people and vulnerable groups, making reports and dealing with disclosures.

Development of student’s understanding of the needs of client groups

- The concept of need is examined in terms of physical, psycho-social, spiritual and community needs.
- Frameworks of Maslow, Kellmer-Pringle, Bradshaw are used.
- Particular attention is placed on psycho-social needs throughout the life span (childhood to old age).
- The needs of particular client groups are described for example, older people with learning difficulties, older people with physical difficulties, older people with dementia.
- Self esteem is examined and methods of building self esteem are explored.

Introduction to Values, Ethics and Morals in Social Care.

- An introduction to issues in relation to values, ethics and morals in social care such as emancipation, inequality, social justice, equality, anti-discriminatory practice, partnership, citizenship, inclusiveness, empowerment, use of authority and power.
- The function of professional ethics and codes of practice are examined.
- The proposal for statutory registration for social care workers.
Module Assessment:

Examination 60%
Continuous Assessment
Group project / class presentation 40%

Duration
Contact hours: 36
Independent learning hours: 164

A minimum mandatory attendance of 75% is required.
Non – compensatory module.

Essential Reading:


And at least one of the texts outlined below

Code of Practice June 17th 2008 IASW.ie


Doyle, J. & Gallagher, C. (eds) 2006 In a changing Ireland has social care practice left religious and spiritual values behind? "Proceedings of seminar held in the Dublin Institute of Technology, on 3rd April 2006" DIT, Dublin.


General Social Care Council (UK) Codes of practice at http://www.gscc.org.uk/codes/

Irish Association of Social Workers’ Code of Ethics www.iasw.ie/docs/IASW_CodeofEthicsMa


Supplemental Reading


Websites
National Council for the Aged http://www.ncaop.ie/who.html
Perceptions of Ageism in Health and Social Services (2005)
http://www.ncaop.ie/publications/research/reports/85_Ageism.pdf
From Ageism to Age Equality: Addressing the Challenges (2005)
Voluntary-Statutory Partnership in Community Care of the Elderly. Conference Proceedings
Co-ordination of Services for the Elderly at the Local Level. Seminar Proceedings (1993)
http://www.ncaop.ie/publications/research/reports/52_ABUSE.pdf
http://www.ncaop.ie/publications/research/reports/84_Lone_Soc_Iso.pdf
(1994) Ageing and Attitudes to Ageing in Ireland. Round Table Proceedings
(2000) *Framework for Quality in Long-Term Residential Care for Older People in Ireland*

Murphy, K., O’Shea, E., Cooney, A., Shiel, A. & Hodgins, K. (2006) *Improving Quality of Life for Older People in Long-Stay Care Settings in Ireland*


Haslett, D. (2003). *The Role and Future Development of Day Services for Older People in Ireland*
http://www.ncaop.ie/publications/research/reports/74.pdf


DoHC (2009) *Nursing Homes Support Scheme*
http://www.hse.ie/eng/services/Publications/services/Older/nhssbooklet.pdf

http://www.hse.ie/eng/services/Find_a_Service/Older_People_Services/Residential_Care/

http://www.hse.ie/eng/Archive/Elder_Abuse_Leaflet.pdf

http://www2.ohchr.org/english/law/olderpersons.htm


http://www.ncea.aoa.gov/NCEAroot/Main_Site/Index.aspx

http://www.helpguide.org/mental/elder_abuse_physical_emotional_sexual_neglect.htm

http://www.irishhealth.com/article.html?id=1903

http://www.dohc.ie/public/information/health_services_for_older_people/

http://www.who.int/ageing/publications/ELDER_DocAugust08.pdf

http://www.lcnhi.ie/


http://www.hse.ie/eng/services/Publications/services/Older/Leas_Cross_Report_.pdf

http://ageandopportunity.ie/sites/all/files/Challenging08.pdf


http://www.nap.edu/openbook.php?record_id=10406&page=60

http://www.hse.ie/eng/services/Find_a_Service/Older_People_Services/Elder_Abuse/Protecting_Older_People_from_Abuse.html

http://www.who.int/ageing/publications/Discussing_Elder_Abuseweb.pdf
**Dublin Institute of Technology**

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<td>Special Care Unit 1: Intellectual Disability</td>
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**Module level:** Introductory

**Module author:** Anne McGrane

**Module Description:** This module will introduce students to concepts of intellectual disability relevant to ageing in older people

**Module aim:**

**The aim of this module is to:**

- To provide students with an overview of intellectual disability across the lifespan with particular emphasis on concepts relevant to older persons with intellectual disability
- To engage students in theoretical discussion regarding changing care needs and effective practice of persons with ID as they age
- To give students the opportunity to consider the challenges involved in caring for older people with intellectual disability
- To examine how these challenges are reflected in everyday life and how they influence care planning
- To enable students to integrate this knowledge so as to assist their professional development and promote a reflective practice approach

**Learning Outcomes:**

On completion of this module, the learner will:

- Understand the concept of intellectual disability across the lifespan
- Be familiar with a lifespan perspective of service provision in this area in Ireland
- Reflect on the care needs and challenges facing older people with ID
• Consider these care needs and challenges in parallel with normative aging processes in persons without ID
• Appraise similarities and differences in support structures / service provision for ageing persons with and without ID
• Evaluate care practice in this area and demonstrate understanding of different models of practice used in meeting care needs
• Reflect on own professional development and how theoretical knowledge can be applied to practice

Learning and Teaching Methods: This module involves a combination of formal lectures, interactive discussions, research reviews and reflective practice exercises to enable students to integrate theoretical knowledge with their own professional development as practitioners in this area

Module content:
• Overview of intellectual disability, causes, types
• Service provision across the lifespan
• Policy influences to service provision in ID – obstacles to policy development for older adults with ID
• Models of Disability
• Person Centred Care in ID – importance of PCC thinking in older adults with ID
• Issues pertinent to adults with mild/moderate ID (friendships, sexuality, employment, independent/assisted living
• Special care needs of adults with Severe/Profound ID
• Age needs of persons with ID – how these emulate or differ from care needs of persons without ID
• Particular challenges for aged care in ID – medical challenges e.g. dementia, psychiatric conditions, obesity, mobility problems; changing social and emotional needs; changing living needs - supported / independent / residential living; retirement; bereavement
• Models of practice in meeting care needs of this cohort – Continued activation programmes/reminiscence programmes/memory clinics / later life planning / end of life care
Support needs for families caring for older person with ID

Module Assessment

Continuous Assessment 100% Essay (1500 words)

Example: ‘Person centred planning is based on learning through shared action, about finding creative solutions rather than fitting people into boxes …. about problem solving and working together over time to create a positive change in a persons life’ Discuss

Recommended reading


Web references, journals and other:
The National Disability Authority – www.nda.ie
National Federation for Voluntary Bodies www.fedvol.ie
Understanding Intellectual Disability & Health www.intellectualdisability.info
www.inclusionireland.ie
Students will be provided with journal articles related to module topics/class discussions
Further Details,
Contact hours 12.

Date of Academic Council approval .............................
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<td>Special care (Unit 2) :Dementia Care</td>
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**Module Level:** Introductory

**Module Author:** Carmel Gallagher, Phil Keogh, Cecilia Craig

**Module Description:** This module gives an overview of the approaches to care for people with dementia.

**Module Aim:** To provide understanding of dementia, the needs of people with dementia and their carers. It focuses on a person centred approach to care

**Learning outcomes:**

On completion of this module the learner will be able to;

- Identify types of dementia and recognize the signs and symptoms
- Discuss and describe the implication of a person-centred philosophy of care
- Use therapeutic approaches to dementia and new cultures of care
- Examine the continuum of care options for people with dementia
- Appreciate the impact of the environment on / for people with dementia
- Use daily routines and activities to promote quality of life
- Examine the needs and supports available for families of dementia sufferers
- Develop an awareness of the importance of life story work in the care of a person with dementia
- Use positive communication
- Manage behaviour that is challenging

**Learning and Teaching Methods**

In addition to lectures these will be opportunities for class discussion as a means of understanding concepts and linking concepts with empirical observations.

Interactive group workshop, video and reflective exercises
Module content

The experience of dementia
Stages, symptoms and challenges

Cultures of care

- Institutional and medical models
- Care in the community
- Person centred approaches

Services and supports available

- Domiciliary, day care, residential

Creating positive environments

- Communicating positively
- Managing behaviour that is challenging
- Using activities and daily routines to promote wellbeing

Assessment: Project 100%

Reading:


Chalfont, G.(20080 Design for Nature in Dementia Care. London: Jessica Kingsley Drury,


**Further details**

Contact hours 12

Independent learning hours 38
Dublin Institute of Technology

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Module Level    Introductory

Module author:  Rebecca Redhouse

Module Description:

Creative drama is an experiential art form which can be used to explore a variety of personal and social issues. Through the use of an imagined reality drama provides opportunities for participants to share and connect with each other in ways which aim to qualitatively benefit individuals and groups.

In this module students will focus on aspects of creative drama work with specific reference to older people in residential and day care settings.

Module aim

The aim of this module, which should be seen a foundation to year 2, is to give students an introduction to creative drama through the use of games, play, improvisation, role taking, characterisation, storytelling and movement. Sessions are predominantly practical but students are encouraged to critically engage with the theoretical perspectives which underpin the work, and to make links with other modules on the course.

Learning Outcomes:

On completion of this module the learner will be able to;

- Use drama as personal creative expression
- Develop imagination through creative activity
- Use drama in a process of collaboration and negotiation
Learning and Teaching Methods:
The course will be taught through workshops held once a week in the drama studio. Students will work practically while at the same time be encouraged to bring their reading to bear on sessions through questions and discussion.

Module content:
Students will participate in a range of drama strategies such as story telling, role play, improvisation and still-image. They will be encouraged to respond to different stimuli (objects, pictures, music, poems) and to develop their sensory awareness and spatial perception. Semester one will focus on the themes of building identity, promoting relationships and decreasing isolation.

Module Assessment
Attendance 75% (no compensation)
Reflective Journal 80%
Practical Task 20%

Essential Reading:
McCrea, E. (2003). Elly’s Onion IAP
Sim, Roger (1997). Reminiscence; Social and Creative Activities with Older People in Care Winslow
Supplemental Reading


Further Details: maximum class size, 20-22
Contact hours.24

Date of Academic Council approval …………………………. 
**Dublin Institute of Technology**

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**Module Level:** Introductory

**Module author:** Leslie Cassells, Rita McLoughlin

**Module Description:**
This module introduces the concept of art as a unique language and a means of communication and begins to investigate the potential of art to enrich personal, social and cultural identity. It also touches on therapeutic aspects of the subject that can be relevant to the student and in their future careers. The focus is on practical/experiential work. Students will explore making art through decision-making and problem-solving exercises that may have application in the workplace and will begin to develop approaches to reflection on learning. Students will be introduced to relevant texts during the course.

**Module aim:**
The aim of this module is to provide the student with an opportunity to explore the communicative /expressive and enriching potential of art through a personal exploration of media and themes: through the preparation of a portfolio.

**Learning Outcomes:**
On completion of this module, the learner will be able to:

- Demonstrate an ability to manipulate some basic introductory 2-D and 3-D art materials and media including drawing media, paint, collage, mixed media, etc.
- Demonstrate a basic proficiency in the generation of personal expressive solutions to given tasks.
Learning and Teaching Methods:
Use may be made of a combination of the following methods: Lectures; practical workshops; demonstration; self-directed learning; collaborative work; group discussion; problem-solving exercises, video, work-based learning, computer-based learning; visits to relevant exhibitions/sites.

Module                                      Content:
Introduction to course                      Introduction to course, structure, content and assessment

Introduction to 2-D materials and media
Basic investigation of physical and expressive properties and qualities of a selection of basic materials and media. This will be carried out through manipulation and through themes including some group work as well as individual work.

Introduction to Form
Investigate form and construction through use of 3-D materials. Introduction to some therapeutic aspects of engaging with materials.

Project work
Develop personal and intuitive responses to materials through appropriate projects/topics/themes

Documentation of learning
Reflection on course material and related personal experiences.

Preparation and presentation of art work for assessment

Module Assessment:
Class based assessment on personal learning 20%
Portfolio 80%
Please note both elements must be presented in order to be considered for assessment
Attendance requirement: 75%. This is non-compensatable

Essential Reading:

Supplemental Reading:

Web references, journals and other:
www.creativeaging.org
www.mima.blogspot.com

Further Details:
Class size: Max. 20 students
Contact hours:
Delivery:

Date of Academic Council approval………………..
Module level: Introductory

Module author: Karen Smith.

Module Description

This module introduces students to the subject of social policy and to the model of social service provision in Ireland with a particular emphasis on policy and provision for older people.

Module aim:

The aim of this module is to introduce learners to the academic subject of social policy and to familiarise them with the model of social service delivery in Ireland. The goal is to equip learners with the conceptual tools to begin analysing the manner in which ‘needs’ – particularly those of older people - are taken up and responded to through social policies and the process by which some perceived needs acquire the status of rights.

Learning Outcomes:

On completing this module learners will be able to:

- Describe the organisation of social services in Ireland.
- Critique the manner in which ‘needs’ – particularly those of older people - are identified and responded to through social policies
- Explore the shift from needs to rights in relation to provision for older people
- Critically examine the design, delivery and outcomes of social policies
- Reflect upon the relevance of the study of social policy to social care provision for older people

Learning and Teaching Methods:

The module will be delivered by way of lectures, class exercises, group discussions. Guided reading is an important element of the module and students will also be expected to keep up to date with policy developments through relevant journals as well as mainstream media commentary.

Module Content:

Introduction to Social Policy

- What is social policy?
• Concepts of welfare; the welfare state; the mixed economy of welfare; need; dependency and interdependency; universality and selectivity; stigma
• How do needs become defined (or not) as social problems to be responded to?
• From needs to rights

**Introduction to the Social Services in Ireland**

• Income Maintenance
• Housing
• Education
• Health and Personal Social Services

**Social Policy and Provision for Older People**

• Conceptualising the Needs of Older People; Older People and Social Rights
• Policy in relation to Older People: Issues, Challenges and Responses
• Income supports and benefits in kind; Housing Supports; Health Entitlements; Life long learning
• Care of Older People

**Module Assessment:**

Continuous Assessment 100% (e.g. class-based group work; essays; class tests; case studies)

**Essential Reading:**
(One or more from the following list)


**Supplemental Reading:**


Tovey, Share and Corcoran (2007) *A Sociology of Ireland* (3rd ed.) Dublin: Gill and Macmillan

**Web references, journals and other:**
Administration
Irish Journal of Applied Social Studies
Irish Journal of Sociology
www.welfare.ie
www.comhairle.ie
www.citizensinformation.ie
www.dohc.ie

**Further Details:**
Lectures
  24 hours
Assigned Reading
  76 hours

**Date of Academic Council approval**

Dublin Institute of Technology
Module level: Introductory
Module author: Carmel Gallagher

**Module Description:**
This module introduces students to the discipline of sociology and sociological perspectives on Irish society.

**Module Aim:**
The aim of this module is to introduce the student to sociological understandings of Irish society. The goal is to help students to understand Irish culture and processes of continuity and change using sociological perspectives. It aims to help the student to begin to reflect critically and creatively on social arrangements in Irish society.

**Learning outcomes:**
On completion of this module the learner will be able:

- To appreciate the cultural components of Irish society from historical and sociological perspectives.
- To describe processes of social reproduction and social change in Irish society generally and in their own communities and social networks.
- To explain the different forms of inequality in Irish society, principally divisions based on class, ethnicity, gender and age.
To illustrate the main changes in families, gender roles and work roles in Ireland associated with processes of modernity.

To provide a reasoned critique of Irish society drawing on sociological concepts and perspectives.

**Learning and Teaching methods**

In addition to lectures these will be opportunities for class discussion as a means of understanding concepts and linking concepts with empirical observations. Guided reading will also form part of the course and students will be encouraged to read and listen to relevant media discussion. Students will be encouraged to approach the material from a critical, reflective standpoint.

**Module Content:**

**Introduction to Irish society: historical and cultural aspects.**

Basic concepts within sociology relevant to the emergence of modern Ireland: socialisation, culture, globalisation, community, institution, social roles, stratification and power. Students will be encouraged to reflect on their own communities and on the influences of the local and the global. They will examine processes of socialisation that have been significant in their own development. Examples will be discussed of how sociological perspectives can facilitate critical reflection on social arrangements in Irish society generally and the social care field in particular.

**Social Stratification** – Students will examine the different types of social divisions in Irish society including social class, ethnicity, age, disability, religion. They will examine diversity in Irish society with reference to different types of communities and different social care sectors. They will be introduced to sociological approaches to stratification in industrialised and globalised societies. The concept of social class will be explained and its relevance to Irish society will be examined in relation to questions of resource allocation - material, status and power inequalities.
Sociology of the Family – Students will examine evidence of the changing Irish family from sociological studies and statistical data. They will consider different definitions of family and the relationship between economic structures and changing family forms. They will examine values related to families including religious and equality perspectives. They will critically analyse roles and relationships within the family: child-parent, siblings, father, mother, grandparents and other kin. Sociological perspectives will be discussed on marriage, family breakdown and family reconstitution. Changing perspectives on the life course will be considered from childhood to old age. The policy implications of changing families will be briefly discussed.

Gender – The concept of gender will be examined including biological and cultural learning theories. The ideas of masculinity and femininity in contemporary cultures will be considered. Paid and unpaid labour in capitalist societies will be examined in the context of meeting societal needs. Structures in society that promote equality/inequality will be evaluated: education, religion, economy, family and media. Feminist perspectives will be examined as well as emerging issues related to the marginal position of some men.

Module Assessment:
Essay (1500) 40%
Example: Give a sociological account of your own community (Divisions, bonds, social changes)
Written Examination 60%

Essential Reading:
Tovey, H., Share, P. and Corcoran, M. (2007) *A Sociology of Ireland*. Dublin: Gill and Macmillan.

Supplementary Reading:


Mc Cann, O’Siochain, Ruane (1994) *Irish Travellers*, The Institute of Irish Studies, Queen’s University.


Reports of the Equality Authority and Combat Poverty Agency


Further details

Contact hours 28 hours

Independent learning hours 72 hours
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**Module author:** Carmel Gallagher

**Module level:** Introductory

**Module Description**
This module explores the key theoretical and practice approaches to community work. It seeks to establish working definitions and to explore the application of these principles and definitions to social care work. A particular focus shall be working with communities across the lifespan and in different socio-cultural and socio-economic settings. This module presents an opportunity for students to integrate material from different disciplines with their experience and reflections on working with communities in community settings.

**Module aim:**
The aim of this module is to give the social care student an appreciation of the nature of community work and the approaches used. An important goal is to bring about a high degree of social and political awareness in the student by the exploration of the links between community work and social care theory and practice, thus developing an inclusive approach to work in the community. The module seeks to integrate knowledge about Irish society, the policy making
process and principles of social care practice. An emphasis will also be placed on the students’ own experience of growing up and the different types of communities in which they have lived. They will be encouraged to examine the cultural values that permeate their own communities and reflect on how these inform their practice approaches and how their experiences differ from the experiences of people who grow up in different communities.

Learning Outcomes:

On completion of this module, the learner will be able to

- understand the key concepts and principles underpinning community work practice
- understand the development and practice of community work in Ireland
- describe the key processes in community work practice
- identify political and moral issues that arise in community work
- understand community and voluntary action in the context of ideological, political and economic structures

Learning and Teaching Methods:

Lectures, group discussion, reading, reflection, individual and group exercises, field visit.

Module Content:

- Introduction: Key principles and values of community development.
  The idea of community and definitions of community work. Historical context of community development in Ireland.
  Examples from case studies and community work interventions.
  Volunteerism and community work.
  Community development in a global context: the work of Irish aid agencies.
- Youth work: Principles and contexts
- Models of community work: conservative, liberal, radical. Community Action Practical examples of the relevance of above at a personal/agency level.
- Role of Social Analysis in community work: Analysis of class, power, gender, and marginalised communities.
• The roles of the Community worker. Skills, values, knowledge and roles in community development. Comparison with skills, values, knowledge and roles of a social care worker.

• Community development processes. Social analysis, community profiling, planning and evaluation. Community development approaches in working with groups across the life span: youth, parents, older people. Working with marginalised groups, target areas for community development approach.

• Managing the community development process. The function of the committee. The roles of committee officers. Funding.

• The state and community development. Specific Issues: Homelessness, drugs, crime, racism, unemployment and gender issues. The role of ideology as a means of control but also as a means to effect change.

• Organisations involved in community development and youth work. Identification and appraisal.

• Field Visit.

Module Assessment:

Project 100%
Students will examine a community project to find out what needs the project is meeting and what approaches have been used. Where possible this will involve a site visit. The assignment will require the students to analyse the community project in the light of their knowledge about community work.

Further details: Contact hours 24

Essential Reading:
And one of the following
Supplementary Reading:


Dublin: Government Publications


Community Workers Cooperative www.cwc.ie
Pobal www.Pobal.ie
Office of Social Inclusion www.socialinclusion.ie
Dublin Institute of Technology

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<td>Supervised Practice</td>
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**Module author:** Ann McWilliams

**Module Level: Introductory**

**Module Description**

**Knowledge:** In first year students must have knowledge of Protection and Welfare Guidelines, Principles of Professional Practice, Ethics and of the importance of a Needs Focused Approach of people. These topics form the content of the professional practice module in year one. The practice placement enables the student to begin to appreciate how theoretical understanding informs professional practice.

**Know-how and skill:** Students develop self-awareness and communication skills and ability to empathise in a constructive way with the difficulties people encounter in their lives. They also develop awareness of the complexity of their roles as social care practitioners and in particular their duty to care and of their position as role models. Their knowledge of protection and welfare guidelines will be reflected in their practice.

**Competence:** Students develop an understanding of the importance of supervision in their development as emerging professional practitioners. Through formal supervision sessions with practice teachers and regular tutorial support from the college tutor the student develops her/his professional identity.

**Module aim:**

The aim of this module is to help student become more knowledgeable and aware of their professional responsibilities in their role as social care practitioners.
Learning Outcomes:
To achieve an overall satisfactory grade the student must meet the following learning outcomes:

- Identify the complex roles performed by the social care practitioner in meeting the total needs of older people involved with social services.
- Explain the importance of principled professional practice and the effectiveness of a needs and rights focused approach in social care practice.
- Demonstrate understanding of protection and welfare guidelines through their practice.
- Assess their own influence on service users decision making processes and behaviour and their position as role models.
- Demonstrate good communication skills with clients, families, colleagues and other professionals.
- Demonstrate professional responsibility in their report writing.
- Take initiative to identify the student’s own learning needs and development of a professional identity.
- Accept responsibility for using the learning opportunities presented in formal supervision sessions with practice teachers.
- Demonstrate knowledge and understanding of relevant theoretical frameworks through linking them to care practices in a range of social care settings for older persons
- Exploit the learning opportunities presented in formal supervision sessions from experienced practitioners in order to begin the development of their own emerging professional identity.

Learning and Teaching Methods:
Learning on placement comes primarily from observation and active listening and opportunities to participate in direct practice with clients with the support of the designated practice teacher. Regular tutorials with the college tutor also focus on practice issues arising from placement and on how theory informs practice. Lectures in the professional practice module use examples from practice placements to demonstrate the relevance of theory for professional practice.

Module Assessment:
This module is assessed through the completion of a Report Form which requires the practice teacher to comment on the student’s performance in selected practice areas. Students achieve a grade of *satisfactory* or *unsatisfactory*. Since the practice placement module is an essential element at each stage of professional training a satisfactory grade on placement is an essential requirement for progression to the next stage of training.

Students who do not meet a satisfactory criteria requirement to pass their placement will only be permitted to repeat *one* further placement.

**Essential Reading:**

B.A. (Ord.) in Social Care Practice (Older People)
Year 1

Practice Report Form

Student Name:____________________________________________

Practice Teacher Name:_____________________________________

Tutor:

Contact details
B.A. (Ord.) in Social Care Practice (Older People)
Year 1

Work Practice

To achieve an overall satisfactory grade the student must meet the following learning outcomes:

Learning Outcomes

- Cultivate positive relationships with older people in the care setting.
- Use the principles of professional social care to respond to clients’ basic care and more complex needs in a holistic way.
- Demonstrate an understanding of the complex roles performed by the social care practitioner and their colleagues in meeting the needs of clients.
- Demonstrate understanding of their role as a social care practitioner in safeguarding older persons and vulnerable adults.
- Demonstrate an understanding of a needs and rights focused approach in social care practice with older people.
- Be able to work within the ethical and legal frameworks including HIQA and Professional Standards for Care Workers.
- Demonstrate positive communication skills and the ability to work collaboratively with clients, families, colleagues and other professionals.
- Demonstrate proficiency in report writing skills.
- Demonstrate ability to use professional supervision to identify, support and progress their own learning needs.
- Demonstrate knowledge and understanding of relevant theoretical frameworks through linking them to care practices in a range of care settings.
B.A. (Ord.) in Social Care Practice ( Older People)

Practice Report Form for Student Year 1

Course Tutor:
Phone:
Email:

Name of Student:
Name of Practice Teacher:
Agency Name and Address:

Date:

The purpose of this report is to help the student, the practice teacher and the college tutor to assess progress and to indicate areas in which further development needs to take place.

Reports should be completed by the practice teacher with the student at the end of the academic year. The report should then be returned to the college tutor by the student before the end of the second semester.

Please comment on the student in the following areas:

1. Comment on the student’s self management in relation to flexibility, time keeping etc.

2. Comment on the student’s management of their workload.
3. Comment on student’s awareness/understanding of their agency’s philosophy / values that underpin the work in their setting.

4. Does the student show awareness of the importance of providing a safe and healthy environment  Yes  No

5. Indicate the student’s use of the principles of professional practice

<table>
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<tr>
<th>Principle</th>
<th>Satisfactory</th>
<th>Un satisfactory</th>
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<tbody>
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</tr>
<tr>
<td>Positive mental attitude</td>
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</tr>
<tr>
<td>Professional Boundaries</td>
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<td>Un satisfactory</td>
</tr>
<tr>
<td>Safeguarding clients</td>
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</tr>
<tr>
<td>Controlled Emotional Involvement</td>
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</tr>
<tr>
<td>Anti-discriminatory Practice</td>
<td>Satisfactory</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td>Self awareness</td>
<td>Satisfactory</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td>Empathy with clients</td>
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<td>Un satisfactory</td>
</tr>
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</table>
6. Indicate the student’s communication skills in regard to:

<table>
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<tr>
<th>Category</th>
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<tbody>
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<td>Families</td>
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<tr>
<td>Colleagues</td>
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<tr>
<td>Other Professionals</td>
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</tbody>
</table>

Additional comments

Provide examples of how the student demonstrates awareness of the needs of the client group

7. Give examples of the student’s skills in observation and the recording of same.

8. Are the student’s report writing skills. Satisfactory Unsatisfactory
9. How does the student use his/ her skills in the creative areas?

10. Indicate the student’s ability to reflect on his/ her:

<table>
<thead>
<tr>
<th>Role</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Professional Development</td>
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</table>

12. In conjunction with student, identify some examples where the student has linked theory to practice in the following areas:

Sociological Theory (Community, Family, Culture, Power),

Developmental Psychology (Lifespan, Ageing, psycho-social needs, transitions)

Social Policy (social services, policy, legislation, standards etc)
14. Comment on how the student demonstrates and understanding of the statutory regulations

15. a) Has the student completed the written exercise on learning goals (please attach to this report)?
   Yes [ ]
   No [ ]

   b) Has the student used learning goals in supervision
   Yes [ ]
   No [ ]

16. What do you suggest the student focus on in the coming year?

Please rate the student’s overall performance

Satisfactory [ ]
Unsatisfactory [ ]

Signature of Practice Teacher

Signature of Student

Date
INTERMEDIATE LEVEL
MODULES
### BA (Ord.) Social Care Practice (Older People)
#### 2nd yr Intermediate Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Contact hours</th>
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<th>ECTS</th>
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<tr>
<td>Legal Studies</td>
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<tr>
<td>Principles of Professional Practice in social care for older people</td>
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<td>Challenging behaviour and older people</td>
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Dublin Institute of Technology

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<td>Mental Health</td>
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Module level: Intermediate  
Module author: Rosaleen McElvaney

Module Description

This module introduces the student to the continuum of mental health functioning through a critical exploration of abnormal psychology. After grounding the student in knowledge about how abnormality is defined and assessed, the module focuses on mental health issues throughout the lifespan. The module emphasises a developmental perspective on mental health difficulties. The module will also introduce students to the outcome literature on the efficacy of different forms of intervention for mental illness.

Module aim:

The aims of this module are to 1) familiarise the student with the broad range of problems in functioning that fall into the discipline of abnormal psychology with particular reference to the older adult population and 2) facilitate a critical understanding of the literature on the development, maintenance of and intervention with mental health difficulties in an older adult population.

Learning Outcomes:

On completion of this module, the learner will be able to

- Describe and critique the basis on which assessment of mental health difficulties is made.
- Identify and outline the symptoms and presentation of a broad range of psychiatric disorders.
- Explain the range of influences on development of mental health difficulties.
- Discuss and critically evaluate the research literature on the concept of resilience.
- Apply the literature from Developmental Psychopathology to an understanding of the development and maintenance of mental health difficulties.
- Discuss and critique a range of models of intervention from a psychological and social care perspective.
- Apply knowledge and understanding of Abnormal Psychology to case studies and to their placement work.
- Critically evaluate the effectiveness of psychological interventions.
Summarise, synthesise and evaluate the academic literature within the field of Abnormal Psychology

Learning and Teaching Methods:

Didactic teaching will be supported through the use of learning technology, case discussions and group presentations. It is envisioned that in this way, a highly participative community of active learners will be created. Students will be expected to access lecture material and interactive supplemental material on-line through Webcourses.

Module Content:

Topics will cover definitions of abnormality, issues of diagnosis and classification, resilience, risk and protective factors pertaining to the development of mental health difficulties, various models of psychological intervention and a range of psychiatric disorders prevalent in the older adult age group.

Module Assessment:

Continuous assessment assignment (essay on a topic covered in the Module Content): 100%
Minimum performance to pass: 40% of total marks.

Essential Reading: One or more of the Abnormal Psychology Textbooks outlined


Supplemental Reading:


Web references:

http://staffweb.itsligo.ie/staff/pshare/ISCG/ - the Irish Social Care Gateway
http://www.apa.org
Homepage of the American Psychological Association.

http://www.nimh.nih.gov/publicat/index.cfm - the National Institute of Mental Health (in the States) has compiled a wealth of information for the learner/consumer of psychology
http://nice.org.co.uk
http://wiley.com

Further Details:
Contact Hours: 24 hours
Module Title: Legal Studies

Module Level: Intermediate

Module Author: Claire Hamilton

Module Description

This module provides social care students with an introduction to the law, particularly as it relates to older people. Thus, the student will examine the various sources of law, the structure of the courts, and elements of civil and criminal procedure, before proceeding to an overview of constitutional law, particularly the law on the personal rights of older people. The course will also treat: the law relating to the abuse of older people, both financial and physical; provision made within the law for substitute decision making and mental health law.

Module Aim

The module aims to provide the student with an understanding of the Irish legal system and how it operates. Furthermore, the student will achieve an understanding of those areas of the law which most affect the area of social care practice with older people.

Learning Outcomes:

On completion of this module, the learner will be able to:

- Describe the main sources of law in Ireland, the courts structure and the role of key legal actors.
- Formulate an appreciation of older people’s rights in the Irish Constitution, the ECHR and other international human rights instruments.
- Explain the legal framework which applies to those who have lost legal capacity in Ireland and those who are mentally ill.
- Evaluate legislation and case law which protects older people from financial and physical abuse.
- Discuss the development of the law on community and long stay care for older people in Ireland.
Learning and Teaching Methods:

Lectures, case studies and small group discussion. Frequent reference will be made to ongoing court cases concerning the rights of older people.

Module Content

Part A: Introduction to Law and the Rights of Older People

(i) Basic Principles

- Meaning of law; the main sources of law in Ireland
- The courts-structure and jurisdiction (civil and criminal)
- Proceedings in court: civil and criminal, the role of solicitors and barristers

(ii) Constitutional and Human Rights Law

- Overview of the Irish Constitution 1937
- Article 40.1- Right to equality before the law
- Article 40.3- Personal rights including unenumerated rights; rights of older people
  - Ryan v. AG [1965] IR 294 (right to bodily integrity)
  - In Re A Ward (Withholding Medical Treatment) (No.2) [1996] 2 IR 79, [1995] 2 ILRM 401 (right to consent to medical care or treatment, regardless of capacity; right to dignity)
- Article 41-Family Rights under the Constitution; definition of the family does not include extended family contra UN, ECHR definition.
- Article 45.4.1- Directive Principles on Social Policy: pledge to safeguard the interests of the vulnerable
- The rights of older people under the ECHR and other international human rights instruments
  - Z v. UK (2002) 34 EHRR 3 (right of vulnerable persons to protection from degrading treatment at the hands of private individuals)
  - HM v. Switzerland (2002) 38 EHRR 314 (no breach of right to liberty when old person involuntarily admitted to residential care)
  - UN Principles for Older Persons 1991
  - International Plan of Action on Ageing 2002
Part B: Older People and the Law

- Capacity, Incapacity and Substitute Decision Marking: (a) the Wards of Court System: criteria and procedure; problems with the system; (b) enduring Powers of Attorney: criteria and procedure; problems with the system. Law Reform Commission proposals for a Guardianship system.

- Consent, Capacity and Medical Treatment: principles of consent; medical treatment for those who have lost capacity; legal status of advance directives or ‘living wills’ and ‘do not resuscitate orders’; law on euthanasia and assisted suicide.
  - *In Re A Ward of Court (Withholding Medical Treatment) (No.2) [1996] 2 IR 79*.
  - *Criminal Law (Suicide) Act 1993*

- Mental Health Law: voluntary and involuntary admissions to mental hospitals; the role of nursing homes in caring for mentally ill persons; definition of ‘mental infirmity’.
  - *Mental Treatment Act 1945; Mental Health Act 2001; Health (Nursing Homes) Act 1990.*

- Community and long stay care law: establishing entitlement to health services in the community; assessment of need; long stay care services; nursing home subventions; regulation and inspection of nursing homes: Health Information and Quality Authority.

- Elder Abuse: definition of elder abuse; forms of abuse: (a) Protection against physical abuse and domestic violence: *Non Fatal Offences Against the Person Act 1997*; rights of older people to barring/safety orders: *Domestic Violence Act 1996* and its inadequacies; protection against over-medication (b) Protection Against Financial Abuse: joint accounts; agency, doctrine of undue influence, doctrine of unconscionable transactions, criticisms of these doctrines.

**Module Assessment:**
Continuous assessment (2,000 word essay on a legal topic relevant to older people) to comprise 40% of the marks; examination at the end of the year will account for 60% of the marks.
Essential Reading:

One or more from the following list:

Supplementary Reading:

Further Details:
Contact hours: 24

Date of Academic Council approval................
Dublin Institute of Technology

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<td>Principles of Professional Practice in Social Care</td>
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Module level: Intermediate

Module Author: David Williams

Module Description:
This module builds on the knowledge and foundation base acquired in year 1. It focuses on a variety of care models such as residential care and respite care for older people. Students are introduced to the concepts of assessment and planning in providing services for older people in both a day care and residential environment. Throughout the module the professional role and responsibilities of the Social Care Worker are highlighted in respect to meeting the total needs of older people.

Module Aims
The aim of this module is to give students a detailed knowledge and understanding of the topics described above and to explore the skills necessary to practice in these areas.

Learning Outcomes:
On completion of this module the student will be able to show evidence of detailed knowledge and understanding of key theories of residential and day care for older people and the ability to critically evaluate them. Students will also be able to identify and display a detailed knowledge and understanding of the ethical and professional principles that underpin Social Care practice with older people. Students will be able to display detailed knowledge and ability to utilise assessment and planning skills and show understanding of safe practice and welfare procedures in protecting older people as a vulnerable group in Irish Society.

Module level: Intermediate

Learning and Teaching Methods
A variety of learning and teaching methods are used such as: lectures, class discussion, case studies, class presentations and selective use of video.

Module Content:
**Residential Care**

- Residential Care is studied from the perspectives of admission to care as a process, as a crisis and as a separation experience. Therapeutic use of residential encompasses safe practice policies and principles, maintenance of family links, permanency planning, preparation for and management of discharge and the aftercare process.
- Day care is studied is studied from the perspective of admission to day care services, accessing services relevant to the needs of the individual older person, developing safe practices within day care services and providing stimulating environments for service users.

**Role of the Social Care Worker**

- The role of the Social Care Worker is studied from the perspectives of knowledge, skills and values. The importances of multidisciplinary working models are discussed, particularly in relation to associated professions such as nursing, social work and public health nursing.
- Methods of assessment, risk analysis, strengths perspectives, report writing, key working, case conferences, care planning

**Ethical Issues**

- Ethical frameworks underpinning practice are described and ethical dilemmas that may arise when working with older people are highlighted with discussion around possible methods of resolution. Personal and professional values are explored.

**Advocacy and older People**

- The topic of advocacy for older people is explored in relation supporting older people voice their opinions, secure their rights, and represent their interests and access services they require. Advocacy frameworks are discussed in relation to promoting and protecting the rights of older people.

**Resilience**

- The subject of resiliency is explored with relevance to understanding the definition and concepts of resilience. The relevance of resiliency in relation to social care work with older people is explored. The importance of the concept of the secure base as a model of stability and continuity for service users. The role of the keyworker and mentor is also explored in relation to the promotion of resiliency in social care work

*Module level: Intermediate*
Individual Needs Service User Groups

- The needs of older People as a recognised vulnerable group in Irish Society is explored in relation to the role of the social care worker in assessing and meeting these needs. The topic of elder abuse is explored in detail with discussion on the development of safe practice and policy guidelines to protect the rights of older people in both community and residential settings.

Module Assessment:
Examination: 60 %
Continuous assessment: 40 %

Assessments will reflect learning outcomes as described in the document
For example
‘Referring to your work placement, discuss the role of social care workers in protecting older people as a vulnerable service user group in your agency’

Further Details:

Contact Hours: 48
Independent learning hours 52

A minimum mandatory attendance of 75% is required to progress.
Non – compensatory module.

Module level: Intermediate

Reading List for B.A (Ord) Social Care (Older People) Year 2

Essential Reading


Supplementary Reading


**Journals:**

Curam (Irish Association of Social Care Workers)

Irish Social Worker

Social Work To-Day

Irish Journal of Applied Social Studies

FESET (European Association of Training Centres for Socio-Educational Care Work)

**Websites:**

**Useful Websites**
www.hiqa.ie
www.alone.ie
www.ageaction.ie
www.doh.ie/publications
www.feset.dk
www.citizensinformation.ie/categories/health/health-services-for-older-people
www.ncpop.ie
Dublin Institute of Technology

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<td>5</td>
<td></td>
<td>Communication and Groupwork Skills</td>
</tr>
</tbody>
</table>

Module Level: Intermediate

Module Author: Brian McCarthy and Cathy Kelleher

Module Description:

This module is designed to help students explore group issues and to develop their interpersonal and communication skills. By using a small group setting, experiential learning, reflection and discussion, a number of issues about groups can be approached, which cannot easily be explored in large lectures. There will be opportunity for students to examine their own behaviour in groups and to develop methods of observing group behaviour in different settings. Students will be encouraged to become part of the planning, running and evaluation of the classes.

Module Aim:

The aim of this module is to

- facilitate students in developing group work techniques, communication and presentation skills, through active participation in a series of exploratory workshops; and
- further the development of self-awareness in students and to focus on the use of self in caring professions.

Learning Outcomes:

On successful completion of this module, the learner will be able to
• use observation of self and others in group situations to help the development of communications skills;
• develop techniques of running and chairing groups;
• demonstrate awareness of the roles people play in groups and the conflicts that can arise; and
• make competent presentations to groups.

Learning and Teaching Methods:

Group workshops, experiential group exercises, individual presentations, group presentations, small group and large group discussion, and role-play.

Module Content:

Interpersonal Aspects of Groups

• Experiential learning and reflection on group experience.
• Understanding group processes.
• Development of awareness of interactions and roles.
• Awareness exercises highlighting trust, support and cohesion.
• Methods of observing and recording group behaviour.
• The use of sociograms and self-description.
• Exploration of personal attitudes towards poverty, violence, authority.
• Discussion of attitudes towards sexuality and sex education.

Practice-related Aspects of Groups and Communication Skills

• Setting and agreeing ground rules.
• Communication and interpersonal skills.
- Listening skills.
- Making presentations to groups of people.
- Chairing and leading meetings.
- Role-play of situations dealing with authority.
- Negotiation Skills.
- Identifying and handling conflict.
- Handling emotions in group situations.
- Decision making in groups.

**Module Assessment:**

Diary (60 %)
Students will keep a diary of their experiences in class as well as of group observations. Students can then add their own reflections and commentary. A grade will be awarded to the diaries at the end of the year. Students who produce a predominantly descriptive account will receive a pass mark. Students who show evidence of analytic reflection in their commentary will receive a higher grading. Students who do this and incorporate recommended readings will receive the highest grades.

Presentation: (40 %)
Students will be divided into small groups to prepare and give a presentation to the rest of the group on a chosen topic. Emphasis will be placed on effective presentation, use of visual aids, nonverbal and verbal communication.

**Reading:**


**Further Details:** Contact hours: 24 (across semester one and two). There is a minimum attendance requirement of 75%.

**Date of Academic Council approval:**
Module author: David Williams

Module Description Working with Challenging Behaviour and Older People

This module will provide a deeper understanding of the various approaches and strategies available to working with challenging behaviour. A person centred approach to service delivery with older people will be adopted.

Module Aim:
The aim of this module is to provide a solid foundation from which to build a clear comprehension of this important area of social care provision. The work undertaken during the programme will provide the student with approaches to assessing, understanding and working proactively with older people who present with challenging behaviour.

Learning Outcomes:
On completion of this module, the learner will be able to define the term challenging behaviour and explored a number of categories of hypothesis used to explain the behaviour. The student will understand the linkages between rights, ethics and least restrictive practices, when dealing with challenging behaviour.

The learner will also recognise the importance of self awareness and use of self in managing incidents of challenging behaviour with older people. They will also assess examples of challenging behaviour in order to understand the range and diversity of the behaviour and the gain a greater understanding of the needs of older people who present challenging behaviour.

Students undertaking this module will examine the distinct difference between proactive and reactive strategies and how these strategies are used together as part of a multi-element support plan. In addition learners will consider the implications and use of physical restraint as an intervention

Learning and Teaching Methods:
Formal presentation and lecture, group work, discussion, role play, video, self reflective worksheets. Self-assessment checklists, behaviour checklists, supplemental readings and handouts, overviews of each session covered.
Module Content:

**Unit 1:** Understanding Challenging Behaviour.

**Unit 2:** Positive Approaches to Challenging Behaviour.

**Unit 3:** Multi – element Strategies in Working Positively with Older People who present with Challenging Behaviour.

**Unit 4:** The importance of self awareness, communication and team work in working with older people and challenging behaviour.

**Unit 5:** The use of Life Space Intervention in working with older people.

**Unit 6:** The Implications and Challenges of using Physical Restraint with Older People.

**Assessment:**

Written practice related assignment (2000 words): 100%

For Example:

‘Discuss the importance of social care workers having a knowledge of the functions of challenging behaviour in order to best meet the total needs of older people in their care’.

**Essential Reading:**


Supplemental Reading:


Useful Websites

www.alzscot.org/pages/info/behaviour.htm

www.hiqa.ie

www.seniorcare.ie

Further Details

Contact Hours: 12
Dublin Institute of Technology

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Module level: Intermediate

Module author: Rebecca Redhouse

Module Description:
Creative drama is an experiential art form which can be used to explore a variety of personal and social issues. Through the use of an imagined reality drama provides opportunities for participants to share and connect with each other in ways which aim to qualitatively benefit individuals and groups. In this module students will focus on aspects of creative drama work with specific reference to older people in residential and day care settings.

Module aim:
The aim of this module, which should be seen in conjunction with year 1, is to give students an introduction to creative drama through the use of games, play, improvisation, role taking, characterisation, storytelling and movement. Sessions are pre-dominantly practical but students are encouraged to critically engage with the theoretical perspectives which underpin the work, and to make links with other modules on the course.

Learning Outcomes:
On completion of this module the learner will be able to;

- use drama as personal creative expression
- develop imagination through creative activity
- use drama in a process of collaboration and negotiation
- understand the skills and processes of reflection in drama
- have an understanding of the possible benefits of working with clients through drama
Learning and Teaching Methods:

The course will be taught through workshops held once a week in the drama studio. Students will work practically while at the same time be encouraged to bring their reading to bear on sessions through questions and discussion.

Module content:
Students will participate in a range of drama strategies such as story telling, role play, improvisation and still-image. They will be encouraged to respond to different stimuli (objects, pictures, music, poems) and to develop their sensory awareness and spatial perception.

Term two will make specific reference to reminiscence work and narrative/life story.

In addition to practical work we will also explore models of community arts projects in relation to the elderly e.g. Bealtaine and Age Exchange.

Module Assessment

Attendance 75% (non-compensatable)

Reflective Journal 80%

Practical Task 20%

Essential Reading:
Sim, Roger (1997) *Reminiscence: Social and Creative Activities with Older People in Care* UK: Winslow
Supplemental Reading:


Web references, journals and other:

Further Details: e.g. class size, contact hours. To be delivered in one semester or year-long. Class size: 20-22. Contact hours: 24
Dublin Institute of Technology

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**Module level:** Intermediate

**Module author:** Leslie Cassells, Rita McLoughlin

**Module Description**
This module builds directly on the work carried out in Introduction to Art in Year 1. It continues to introduce the concept of art as a unique language and a means of communication and to address the potential of art to enrich personal, social and cultural identity. It also touches on therapeutic aspects of the subject that can be relevant to the student and in their future careers. The focus is on practical/experiential work that is underpinned by theory and students’ personal reflection on what they have gained throughout the course. Students develop skills and techniques in art making through decision-making and problem-solving exercises that have application on placement and develop approaches to reflection on learning.

**Module aim:**
The aim of this module is to provide the student with an opportunity to explore the communicative /expressive and enriching potential of art through a personal exploration of media and themes: through the preparation of a portfolio, to reflect on this experience and it’s potential for application to placement and through a reflective journal citing relevant literature.

**Learning Outcomes:**
On completion of this module, the learner will be able to:
• Demonstrate an ability to manipulate a range of 2-D and 3-D art materials and media including drawing media, paint, collage, mixed media, photographic images, etc.
• Demonstrate proficiency in the generation of personal expressive solutions to given tasks.
• Demonstrate an ability to relate relevant texts to practical experience.
• Demonstrate ability to document art making techniques and experiences via visual/written media.
• Demonstrate an ability to reflect on their learning and the application of this learning to the work environment.

Learning and Teaching Methods:
Use may be made of a combination of the following methods: Lectures; practical workshops; demonstration; self-directed learning; collaborative work; group discussion; problem-solving exercises, video, work-based learning, computer-based learning; visits to relevant exhibitions/sites.

Module Content:

1. Introduction to course
Introduction to course, structure, content and assessment

2. Introduction to 2-D and 3-D materials and media
Continue to investigate physical and expressive properties and qualities of a broad range of materials and media through manipulation and through themes, combining individual and collaborative work

3. Project work
Develop personal and intuitive responses to materials through a range of projects/topics/themes
Reflect on this learning and the application of this learning on placement.

4. Group Workshops
Practical workshops which inform synthesis of relevant/related articles on value of art on placement and reflection on related placement experience

5. Documentation of learning
Documentation of learning throughout the course. Reflection on course material and related personal experiences. References to relevant literature and where it has application on placement. Discuss relevant/related articles and the potential of art on placement

6. Preparation of art work for presentation

Module Assessment:
This module will be assessed through a portfolio of art work carried out during workshops and a reflective journal recording/documenting/evaluating workshop experiences and reading related to placement

Portfolio 60%
Reflective Journal 40%

Attendance requirement: 75%. This is non-compensatable

Essential Reading:

Supplemental Reading:

**Web references, journals and other:**

[www.creativeaging.org](http://www.creativeaging.org)

[www.mima.blogspot.com](http://www.mima.blogspot.com)

**Further Details:**

Contact hours: 24
Module Level: Intermediate

Module Author: Carmel Gallagher

Module Description:
The module introduces students to ageing and social theory. It draws on perspectives from social sciences to understand ageing as social, economic and cultural construction. The focus is on the lived experiences of older people, and public policies and social structures in society that enhance or inhibit the possibility of ageing well.

Module Aim:
The module aims to use interdisciplinary perspectives from sociology, social policy and political and philosophical traditions to analyse quality of life and social participation of older people in Irish society.

Learning outcomes:
On completion of this module the learner will be able to:

- Outline the main theories of ageing from economic, sociological, psychological and philosophical perspectives.
- Outline and describe the social situation of older people in Ireland in relation to broad socio-demographic, economic and cultural factors.
- Critically evaluate the concept of quality of life in relation to older people.
- Outline and evaluate barriers to the social and cultural integration of older people in society including poverty and marginalisation.
- Describe and discuss the characteristics of good supportive environments referring to care in the community, continuum of health and social care and social networks in communities.
Outline and evaluate the contribution of older people in their social networks and communities.

Learning and Teaching Methods
Students will learn through a combination of formal lecturing and in-class student active learning exercises including small group work, reflective activities and guided reading. Students will learn by reflecting upon the issues raised in relation to professional practice and their own life experiences.

Module content:
Theories of Ageing:

Social Policies and Quality of Life in Old Age:

Older People in their Communities
Roles and relationships: family and kin support, friendship, neighbouring. Reciprocities and interdependencies within communities: social networks and social groups. The contribution of older people to family, economy and civil society. Leisure and active retirement – opportunities for lifelong learning and volunteering. Barriers to social participation: poverty, marginalization, ageism, disability.
Creating Supportive Environments

Policies that promote integration and participation: housing, design, assistive technology, transport, safety, continuum of care, recreation and lifelong learning.

Intergenerational supports, community development projects, active ageing and healthy ageing initiatives.

Examples of good practice and innovative projects in care and community settings.

Assessment:
Continuous Assessment 40% (Essay on a topic covered in the module content)
Examination 60%

Essential Reading:

Recommended Reading
Equality Authority Implementing Equality for Older People (2002). The Equality Authority.
National Economic and Social Forum (2005). Care for Older People. NESF report no. 32.
The Years Ahead- A Policy for the Elderly, Report of the Working Party on Services for t
The Role and Future Development of Supportive Housing in Ireland. (2007). National Council on Ageing and Older People. Dublin

Journals: Ageing and Society, Administration.
Reports of National Council on Ageing an Older People
www.ncaop.ie
Government publications
www.irlgov.ie

Equal Status Act, 2000

National Quality Standards for Care of Older People in Ireland, http://www.hse.ie/eng/Publications/Older_People_and_Nursing_Homes/HIQA_National_Quality_Standards_for_Residential_Care_for_Older_People

Irish Centre for Social Gerontology, NUI Galway
http://www.icsg.ie/news.html

Social Policy and Ageing Research Centre, TCD
http://www.socialwork-socialpolicy.tcd.ie/sparc/

The Centre for Ageing Research and Development in Ireland (CARDI)
http://www.cardi.ie/

Publications of voluntary organisations including Age Action Ireland,
Age and Opportunity, Senior Citizen’s Parliament and National Association for Older People

**Further Details:**
Contact hours: 36
B.A. (Ord.) in Social Care Practice (Older People)
Year 2

Work Practice

To achieve an overall satisfactory grade the student must meet the following learning outcomes:

**Learning Outcomes**

- Demonstrate an understanding of the complex roles performed by the social care practitioner and their colleagues in meeting the needs of clients.
- Act with an appropriate level of autonomy, proficiency, accountability and responsibility in social care practice
- Demonstrate an understanding of a needs and rights focused approach in social care practice with older people.
- Be able to work within the ethical and legal frameworks including HIQA and Professional Standards for Care workers.
- Demonstrate positive communication skills and the ability to work collaboratively with clients, families, colleagues and other professionals
- Develop their report writing skills in a professional manner.
- Demonstrate ability to use professional supervision to identify, support and progress their own learning needs.
- Demonstrate knowledge and understanding of relevant theoretical frameworks through linking them to care practices in a range of care settings.
B.A. (Ord.) in Social Care Practice (Older People)
Year 2

Practice Report Form

Student Name:______________________________________________________

Practice Teacher Name:______________________________________________

Tutor:

Contact details
B.A. (Ord.) in Social Care Practice (Older People)

Practice Report Form for Student Year 2

1. Please outline three learning objectives you have agreed for this year. This should include the areas that were identified in last year’s report.
   (a)

   (b)

   (c)

2. Comment on the student’s progress towards these objectives.

3. Comment on the student’s self management in relation to flexibility, time keeping etc.

4. Indicate the student’s use of the principles of professional practice

   Confidentiality  Satisfactory  Unsatisfactory
   Positive mental attitude  Satisfactory  Unsatisfactory
   Professional Boundaries  Satisfactory  Unsatisfactory
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<td>Controlled Emotional Involvement</td>
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<td>Awareness of power Relations</td>
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Additional comments

5. Comment on the student’s practice under the following headings, giving examples:

a) Assisting clients in identifying, developing and realising their personal goals

b) Use of specific interventions

c) Report writing

6. Comment on the student’s contribution to relevant meetings in the workplace
7. Comment on the student under the following headings:

a) Observations skills

b) Record keeping

c) Ability to analyse and manage risk in the interest of creating a safe and stimulating environment.

8. Give examples of the student’s use of creative approaches in working with older people in a developmental or therapeutic way. This includes the use of art, drama, music, sensory work etc. in appropriate ways.

9. Comment on the student’s ability to work effectively with clients displaying behaviour that challenges. Give examples.

10a. Comment on the student’s ability to work effectively as a team member.
10b. Comment on the student’s ability to work effectively and professionally with the client’s family and kin.

10c Comment on the student’s ability to appreciate and use resources and contacts in the wider community.

11. Comment on the student’s understanding of the ethical values underpinning social care work with older people.

12. Identify key examples where the student has linked theory to practice in the following areas:

Sociological Theory (Community, Family, Culture, Power),

Social Policy

Mental Health and Well-Being (Lifespan, Ageing, psycho-social needs, transitions)

Law (the rights of older people)
13. Please highlight areas of professional practice that might be appropriate for the student to concentrate on next year and include any further comment you might have.

14. Comment on how the student demonstrates and understanding of the statutory regulations

Please rate the student’s overall performance:

Satisfactory   □

Unsatisfactory □

Signature of Practice Teacher

Signature of Student
Date
ADVANCED LEVEL MODULES
### BA (Ord.) Social Care Practice (Older People)
#### 3rd yr Advanced Modules

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<td>Critical Social Care practice issues</td>
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<tr>
<td>Principles of Professional Practice in social care for older people</td>
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<td>164</td>
<td>10</td>
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<td>Spirituality Faith and the meaning of life</td>
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<td>Interdisciplinary perspectives on Ageing in Context 2</td>
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<td>Skills and approaches to professional helping older adults</td>
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Dublin Institute of Technology

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<td>Understanding Groups and Organisations</td>
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**Module level:** Advanced

**Module author:** Brian McCarthy.

**Module Description**
This module is designed to help students explore the issues of living and working in groups and organizations. It will endeavour to link with issues of teamwork and team-building in work settings; a key focus of this will be on their own development as team members. The organizational psychology section of the module will examine key issues in organizations and act also as an introduction to a number of managerial issues. It will also examine clients’ experience of group relationships.

**Module aim:**
This module aims to:
- give students a framework within which they can understand group and organisational behaviour.
- give students an appreciation of issues in organisations.
- give students an appreciation of managerial issues.

**Learning Outcomes:**
On completion of this module the learner will be able to:
- recognise organizational factors in situations at work and placement
- appreciate key issues in giving leadership in organizations
- identify important factors in motivation at work
• use a method of describing and understanding the management structure of state and voluntary bodies related to their area of work.
• identify processes in the development of groups.
• describe and analyse the structure of groups.

**Learning and Teaching Methods:**
Lecture, discussion, exercises in small groups.

**Module Content:**

**Understanding organisations**

• **Types and classifications of organisations**

Concepts of Work

• **Organisational Structure**
  
  Formal/informal Structure
  Line Management
  Flowcharts

• **Organisational Cultures**

  Psychological contracts between members and organisations
  Values and basic assumptions
  Organizational socialization
  Types of organizational cultures

• **Leadership in Organisations**

  Leader’s style and expectations
  Situational Leadership
  Readiness of the followers or group
  Transformational leadership
  Leading and managing
● Motivation
Drives, motives and goals
Motivation and job satisfaction
Content theories of motivation
Process theories of motivation
Motivational research

● Applying Organisational Psychology to Social Care and Community Services.
Issues of negotiation, teamwork, communication, and supervision.

Module Assessment:
Exam (60 %).
Continuous Assessment (40 %) Students will carry out an analysis of an organization demonstrating an ability to construct organizational charts and identify organizational issues.
Further Details: 24hrs

Essential Reading:

Supplemental Reading:
Journals Web references

*British Journal of Occupational and Organizational Psychology.* British Psychological Society, Leicester

*Groupwork.* Houghton Mifflin, Boston

Date of Academic Council approval………………..
Module Title: Critical Social Practice Issues

Module Level: Advanced

Module Author: Arthur Brown

Module Description:
This module provides the student with an opportunity to integrate their learning by hearing about a variety of work experiences from different practitioners in the social care sector for older people and in the community generally, and helps to develop a reflective framework for their own work practice.

Module Aim:
The aim of this module is to develop within the student a capacity for reflective practice as an essential tool for the professional care worker. This will be aided by guest seminars and workshops given by expert speakers, who are themselves practitioners in a variety of professional roles within the specific sector. They will also have input on developing reflection in their own practice.

Learning Outcomes:
On completion of this module the learner will be able to:

- Facilitate the development of theory to practice
- Debate with other professionals on good social care practice
- Understand the concept of reflective practice
- Engage in reflective practice and integrate theoretical perspectives in to their own professional practice.

Learning and Teaching Methods:
Lecture and discussion; seminars and workshops with expert practitioners will form a core element of the social care practice part of the course.
**Module Content:**
- Introduction to Reflective Practice
- Setting up a Learner’s Log
- Workshops and Seminars with Expert Practitioners including such topics as literature and older people, living with terminal illness/end of life care, Addiction, elder abuse, cultural competency.
- Group presentations

**Module Assessment:**
Continuous Assessment. Students will be required to undertake an integrated learning portfolio which will involve a group project and an individual reflective account related to practice.

**Further Details:**
Contact hours 24 hours
Independent Learning Hours 76 hours

**Essential Reading:**
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**Module level:** Advanced

**Module author:** Judy Doyle

**Module Description:**

This module will extend knowledge acquired in years one and two and will further develop professional practice. A family life cycle perspective will be applied to relevant aspects of the continuum of care. There will be a focus on the significance of transitions for older people with particular emphasis on attachment, separation and loss associated with such transitions. An exploration of cultural diversity and working with difference will is undertaken. The framework of equality legislation will be presented, and risk assessment of older people will be examined in relation to quality of life, rights and issues related to safety, abuse and neglect. Relevant recent reports, standards, and state policies relating to the care of older people will be investigated. Continuous professional development and the role of supervision will be explored in detail with emphasis on the duty to care, support for carers and dealing with loss and bereavement. Professional registration standards for social care practitioners will be examined.

**Module aim:**

The aim of this module is to give students an in-depth understanding of the selected areas related to professional practice with older people and to teach the skills, standards, roles and responsibilities required to work with older people in professional social care practice.

**Learning Outcomes:**

- On completion of this module, the student will be able to:
• Describe from a life cycle perspective key concepts relating to the continuum of care including long-term care for older people and understand the effects on family functioning.
• Demonstrate an understanding of cultural diversity and difference in needs, values and belief systems.
• Understand how attachment, separation, grief and loss impact on older people’s lives and have the ability to work directly with older people in their preparation for major moves and disruptions in their lives.
• Outline equality legislation, policies, reports and standards relevant to working with older people.
• Apply theoretical risk assessment frameworks to work with older people in the context of family problems including issues of elder abuse, neglect and addiction.
• Understand the role of supervision and the obligation to engage actively in supervision to ensure adherence to best standards in social care practice.
• Demonstrate a developed awareness of the practice standards set down for the registration of the profession of social care practitioners and demonstrate understanding of the importance of continuous professional development for social care practitioners.

Learning and Teaching Methods:
A variety of learning and teaching methods are used such as: lectures, discussion, case examples, DVD’s, readings, class presentations.

Module Content:
Family Life Cycle Perspective
• The Family Life Cycle as a perspective on families and ageing will be presented. Attachment patterns will be explored. A family life cycle perspective will be applied to relevant aspects of the continuum of care including long-term care for older people. Care of older people in the context of family care, community and domiciliary care, and long-term care. The impact of different care arrangements on family functioning will be explored and various methods of communicating with older people are taught. The role of the social care practitioner working
with difference and culturally diverse groups will be investigated. The needs, values and belief systems of older people and co-workers will be examined.

**Older People and Life Transitions**

- Separation, Loss, Disruption are explored as traumatic events that always impact on attachment. Theoretical frameworks in relation to supporting older people through bereavement and the grieving process will also be explored.

- Crisis in older people’s lives where autonomy can change to dependency, and loss of mobility, life partner, family, significant others and family home form part of life transitions. In this context end of life care needs will also be examined.

**Equality, Elder Abuse, Policies and Standards**

- The focus on equality and elder abuse and will be investigated with reference to quality of life, the vulnerability of older people within the family home and in care settings and in relation to self neglect. Associated factors linked to risk assessment of older people will be explored.

- Relevant recent reports, legislation, standards, and state policies relating to the care of older people will be investigated and examined.

**Professional Registration and Professional Standards**

- An examination of the professional registration professional standards for social care practitioners will be undertaken.

- The role of supervision will be explored in detail with emphasis on the duty to care, support for social care workers and dealing with bereavement and loss.

- The importance of continuous professional development of the social care practitioner working with older people will be presented.

**Social Problems and how they impact on Families**
Social problems such as Domestic Violence, Addiction and Bullying are explored relating to their impact on older people and their families.

**Module Assessment:**

Examination 60%
Continuous assessment 40%

A minimum mandatory attendance of 75% is required at Professional Practice lectures. Non-compensatory module.

**Contact hours:** 36
**Independent learning hours** 164

**Essential Reading:**

**Recommended Reading**


**Websites**

National Quality Standards for Residential Care Settings for Older People;  
[www.hiqa.ie](http://www.hiqa.ie)  
[www.alone.ie](http://www.alone.ie)  
[www.ageaction.ie](http://www.ageaction.ie)  
Social Policy and Ageing Research Centre, TCD  
[http://www.socialwork-socialpolicy.tcd.ie/sparc/](http://www.socialwork-socialpolicy.tcd.ie/sparc/)  
Irish Centre for Social Gerontology, NUI Galway  
The Centre for Ageing Research and Development in Ireland (CARDI)  
[http://www.cardi.ie/](http://www.cardi.ie/)
Dublin Institute of Technology

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<td>Spirituality, Faith and Meaning of Life</td>
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**Module level:** Advanced

**Module author:** Neal Phair, Mary Threadgold, & Finbarr O’Leary.

**Module Description:**

This module focuses on spiritual well-being; the role of belief, faith and meaning; the place of ritual in religion and the area of reflection and narrative.

**Module aim:** The aim of this module is to give students an understanding of the four areas outlined above

**Learning Outcomes:** On completion of this module, the learner will be able to:

- Understand spirituality in a more inclusive way
- Identify key concepts in relation to belief, faith and meaning
- Appreciate the place of ritual in religion – structure and repetition and in particular the role of liturgy, prayers, hymns, silence, scripture readings and also relationships with God, oneself, others and nature.
- Evaluate the area of reflection and narrative and will have gain knowledge of the importance of stories and a person’s life journey.

**Learning and Teaching Methods:**

A variety of learning and teaching methods are used such as: lectures, discussion, use of video material, one-to-one sharing, small groups.
Module content:

Spiritual Well-being

This part of the module focuses on spirituality in an inclusive way, which acknowledges the fact that a religious affiliation is not a pre-requisite. It includes: defining spirituality, feminine and masculine spirituality, loss, one-to-one sharing, mindfulness, spiritual reminiscence, an appreciation of beauty through the arts, nature and the senses and also looks at the importance of humour.

The Role of Belief, Faith and Meaning

This essentially looks at the role of belief, faith and meaning from a Christian standpoint, but also from other world religions and a humanist viewpoint etc. Additionally encountering the transcendent/divine, looking at belief systems and faith viewpoints and also what humans value as meaningful e.g. emotional/intellectual satisfaction; commitment; life enhancing activities. The role of faith and end of life care will be another important aspect.

The Place of Ritual in Religion

This area will primarily look at the role of ritual in religion, focusing on structure and repetition and in particular on ‘Ciunas’ and ‘Dochas Sessions’. These ‘tools’ help older people find joy and peace through the use of liturgy, hymns, prayers, the liturgical calendar and the Dochas sessions in particular are based on relationships with God, oneself, others and nature.

Reflection and Narrative

Reflection and narrative will focus on the importance of stories and a person’s life journey – stories about people’s lives captured in memory e.g. people’s loves and hates, the people and places that made them happy and the way they had come to view the world etc. Memories and reflection on our lives are apart of what makes us who we are.
Module Assessment

Project 100%

Contact hours: 24  Independent learning hours: 76

Essential Reading:


Supplemental Reading:


Moore, T. (1992). *Care of the Soul – How to add depth and meaning to your everyday life*
Web references, journals and other:

McCann, C. (2005) Spirituality in Old Age Vol.56 (March) Furrow,

www.sonasapc.ie

Threadgold, Sr Mary. Ciunas CD, DVD and Booklets.

Threadgold, Sr Mary. Dochas Sessions.
Dublin Institute of Technology

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**Module level:** Advanced

**Module author:** Carmel Gallagher, Phil Keogh

**Module Description:**
This module provides students with the knowledge and skills to develop social, educational and creative activities in community and care settings.

**Module aim**
The aim of this module is to enable students to develop social activities programmes for older people.

**Learning Outcomes:**
On completion of this module, the learner will be able to
Understand the value and benefit of social activities for older people.
Appreciate the value of stimulation, interaction and occupation as well as the consequences of inactivity
Assess interests and abilities of the individual and the group.
Create and design purposeful activities for individuals and groups.
Demonstrate how to implement and evaluate activity sessions
Use resources in the community.
Outline the relevant legislation and regulations that need to be considered when planning an activity
Carry out an activity using some of the following approaches; reality orientation, reminiscence, validation and sensory stimulation
Learning and Teaching Methods:
Lectures and experiential sessions

Module content:
Philosophy and value baser for social activities programmes.
Assessment of interests and abilities
Exploring links and resources in the community
Examining models of best practice
Specialised programmes eg, go for life, sonas

Module Assessment
Project 100% Report (1500 words)
Example; Select one area of practice in your agency and evaluate it using observations in your workplace and drawing on concepts and reading you have examined on the module. This could be a programme, an activity, an intervention or some aspect of the overall environment in your agency
Assessment Criteria: students are expected to demonstrate understanding of concepts developed on the course and of some selected readings. They should show evidence of observation skills and awareness of the different aspects of the care environment that influence how individuals experience it. They should provide evidence of reflection on their own role in this process.

Reading:
Age and Opportunity (2003) Home from Home?: the views of residents on social gain and quality of life. Dublin Age and Opportunity
Alzheimer Society, The Alzheimer Society Book of Activities,
Hurtley, R & Wenborn, J (2000). The Successful Activity Coordinator: training pack.; making the best use of resources to provide activities and leisure opportunities to older people in care homes. London: Age Concern.


Perrin, T., 2004, The New Culture of Therapeutic Activity with Older People, Speechmark Publishing Ltd., UK.

NAPA., 2005, The Good Practice Guide to Therapeutic Activities with Older People in Care Settings, Speechmark Publishing Ltd., UK.

NAPA. Why are Activities important? London NAPA


Web references, journals and other:

Further Details:
contact hours; 24 to be delivered in one semester or year 3.
Module Title:  
Music and Movement

Module Type:  
Introductory

Module author:  
Jan Pettersen

Module Description
The Module emphasizes the importance of music and movement to old people and how the development of musical and movement abilities can affect social behaviour, creativity and receptivity and provide them with an opportunity to reminisce. Students will gain an understanding of the importance of the development of musical literacy and of the role they can play in its implementation. It will explore developmental movement and the particular role creative movement can play in enhancing quality of life both on a somatic and emotional level. It will encourage students to examine movement to music as an inherent part of a developmentally appropriate curriculum for Older People and to develop an understanding of their role in facilitating activities that includes movement to music.

Module Aims
The aims of this Module are to help students appreciate the value of introducing music and movement as meaningful activities for Older People, to introduce a philosophy of music and movement that is compatible with principles of development and to introduce principles of practice in Musical Education and Creative Movement for Older People.

Module Learning Outcomes
On successful completion of this Module the learner will be able to:

- Explore sound in a creative environment
- Build a repertoire of songs suitable for Older People.
- Explore movement and its role in promoting well being in Older People.
• Use their personal experience with different approaches and techniques of Music and Movement in order to recognise the importance of Music and Movement for physical and psychological health.
• Assess the potential of Music and Movement as an integrating factor and in promoting holistic human development.
• Analyse and discuss the practice of provision of music and movement in their current placement setting
• Understand how to facilitate Music and Movement activities in an enjoyable way for Older People in their placement setting

**Learning and Teaching Methods**
Lectures, demonstrations, DVD’s and music/movement workshops.

**Module Content**

1. **Introduction**
   General principles of music/movement and the underlying value of music and movement with Older People.

2. **Principles of practice in Music Education**
   Involves exploring listening to a variety different sounds, rhythms and dynamics and developing a listening programme with Older People.

3. **Use of Musical Instruments**
   An examination of the relevance and possibilities of use of different instruments as a means of exploration and expression is undertaken. Using instruments to make a sound story, focusing on the shape and organisation of the sound sequences is explored.

4. **Principals and practice of Movement with Older People.**
Exploring developmental movement and creative movement approaches appropriate to Older People, with a particular focus on how movement promotes sensory integration, communication and enjoyment.

4. Movement to sound and music
Involves using movement as an integrating element of physical, cognitive and socio-emotional development. Using sounds and music to encourage movement, expression and reminiscence for older people.

Assessment:
Integrated project: 100%

Further Details
Class Contact hours: 24 hours
Semester: 1

Supplemental Reading
Dublin Institute of Technology

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**Module level:** Advanced

**Module authors:** Dr Matt Bowden

**Module Description**

The module introduces students to current issues of debate surrounding older people’s participation in society. The module examines three interrelated themes in detail that concern the inclusion of older people in democratic society; the ideas surrounding civic engagement from active citizenship to social movements; and, the question of institutionalisation and control as it relates to older people and Irish society more generally.

**Module aim:**

The module aims to use interdisciplinary perspectives from sociology, social policy and political science to analyse the position of older people in society with particular reference to questions of inclusion, exclusion and participation.

**Learning Outcomes:**

On completion of this module the learner will be able to:

- Outline and describe key social science concepts in relation to power, participation and politics.
- Describe key concepts related to social capital, communities and civil society, and social action.
- Outline and describe key concepts in relation to social control and institutionalisation.
- Discuss the implications of the findings of recent commissions and inquiries concerning care and control in Irish society.
Outline and assess the relevance of social science concepts to the field of social care as they relate to older people in Irish society.

Learning and Teaching Methods:
Students will learn through a combination of formal lecturing and in-class student active learning exercises including small group work, reflective activities and guided reading. Students will learn by reflecting upon the issues raised in relation to professional practice.

Module Content:
Power
Power, Participation and Politics
Representation of Older People in Society; Aristotle and the ‘Good Society’; Participatory Politics and the Public Sphere; Ageism; The Government of Old Age; The Future of Old Age.

Social Capital and Social Action
Communities: urbanization and de-urbanisation; theories of social capital; social cohesion and diversity; civil society and social movements; age, community and social class.

Institutionalisation and Control
Goffman on the Mortification of the Self; On the Characteristics of Total Institutions; Foucault on the Carceral Society; Institutionalisation and De-Institutionalisation in Ireland: from Leas Cross to the Ryan Commission; the Governance of Old Age.

Module Assessment:
Continuous Assessment 40%; Examination 60%

Further details
Contact hours 24

Essential Reading:

**Recommended Reading**


Foucault, M (1977) *Discipline and Punish*


Journals:

Ageing and Society
### Module Description:
This module will introduce students to the challenges and opportunities inherent in the transitions during later adulthood and will explore skills and approaches to professional helping older adults. It will examine carefully key counseling skills and provide a structure and opportunity for the acquisition of these skills. It will focus specifically on the Rogerian person-centered theory as well as the therapeutic use of narratives. Cultural competence will be emphasised and ethical considerations of professional helping will be critically examined.

### Module Aim:
On completion of this module the learner will be able to:
- provide the students with in-depth knowledge of theory and practice of person-centred counselling
- demonstrate an understanding of the therapeutic use of narrative
- enable students to develop key counselling skills for older adults based on these approaches to increase their effectiveness as social care workers.

### Learning outcomes:
On completion of this module, the student will be able to:
- Demonstrate knowledge of normative and non-normative transitions in the lives of older adults within the context of counselling agendas
- Integrate theory and practice of person centered counselling
Discuss the narrative approach and its therapeutic use with older adults

Show awareness and sensitivity as regards ethical principles and cultural issues when using helping skills with older adults

Provide evidence of competent use of person-centred counselling skills and narratives with older adults

Learning and Teaching Methods
The module will have a strong experiential component. The primary methods of facilitating learning will be through lectures, class discussion, group exercises and/or presentations, role plays, and feedback from fellow learners. A strong emphasis will be placed on fostering and maintaining an atmosphere of respect and support for all members of the group in order to facilitate the cohesiveness of the group as a community of learners,

Module Content:
The module will cover the following content:

- Normative and non-normative transitions during later adulthood and old age: challenges and opportunities
- Reminiscence and the life review

Module Content (continued):
- The therapeutic use of narratives and other approaches to counselling and psychotherapy
- Rogerian person-centred counselling
- Exploring and practising person-centred counselling skills with older adults
- Group and family counselling
- Use of Self as a therapeutic tool: the critical role of helper’s self-awareness
Cultural, legal and ethical considerations in using counselling skills with older adults

**Further details:**
Contact hours : 48 hours
Attendance Required: 75% - non-compensatable

**Assessment:**
Elements of assessment are non-compensatable.
- Portfolio 70%
- Role play of client/helper interaction: 30%
  
  (70% mark for a satisfactory role play)

**Essential Reading:**
One or more of the following list:

**Recommended Reading**


B.A. (Ord.) in Social Care Practice (Older People)
Year 3

Practice Report Form

Student Name:____________________________________________

Practice Teacher Name:___________________________________

Tutor:

Contact details
B.A. (Ord.) in Social Care Practice (Older People)

Year 3

Work Practice

To achieve an overall satisfactory grade the student must meet the following learning outcomes:

**Learning Outcomes**

- Demonstrate awareness of moral and ethical obligation to adhere to best practice in social care work
- Recognise when personal values/beliefs clash with the needs or expressed wishes of others and respond appropriately
- Evidence of ability to implement appropriate interventions and programmes for clients paying particular attention to the use of theory in needs-focused work
- Demonstrate use of critical analysis and reflection on practice
- Demonstrate ability to work with difference and diversity
- Demonstrate awareness of different types of abuse
- Demonstrate awareness of social problems experienced by older people
- Show evidence of proactive engagement in professional supervision
- Recognise how matters of social justice (including awareness of oppression and inequality) impact on the quality of life of the individual
B.A. (Ord.) in Social Care Practice (Older People)

Practice Report Form for Student Year 3

7. Please outline three learning objectives you have agreed for this year. This should include the areas that were identified in last year’s report.
   a. (a)

   b. (b)

   c. (c)

2. Comment on the student’s progress towards these objectives

3. Comment on the student’s self management in relation to flexibility, time keeping, management of workload etc.

4. Indicate the student’s use of the principles of professional practice

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<td>Controlled Emotional Involvement</td>
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<td>Awareness of power Relations</td>
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Additional comments

5. Comment on the student’s practice under the following headings, giving examples:
   
d) Assisting clients in identifying, developing and realising their personal goals

   e) Use of interventions

   f) Report writing

6. Comment on the student’s contribution to the overall functioning of the agency

7. Comment on the student under the following headings:
   
d) Observations skills

   b) Active listening

   c) Record keeping
g) Ability to analyse and manage risk in the interest of creating a safe and stimulating environment.

8. Give examples of the student’s use of creative approaches in working with older people in a developmental or therapeutic way. This includes the use of art, drama, music, sensory work etc. in appropriate ways.

a. Comment on the student’s ability to identify, use and manage resources both in the work setting and in the community

b. Comment on the student’s ability to meet the needs of the older person in the context of his/her relationships with family and kin family

c. How does the student advocate for the older people in the service?

12. How does the student facilitate the spiritual needs of the older person?
13. Comment on the student’s sensitivity to difference and diversity among their client group and their staff team.

14. Comment on the students’ awareness of different types of abuse.

15. Comment on the student’s awareness of social problems experienced by their client group.

16. Give examples of how the student displays a positive mental attitude in their work

17. Indicate what in-house training, if any, the student has undertaken this year

18. Describe how the student has linked theory to practice for example

   a) Understanding behaviour in groups and organisations

   b) Awareness of power, institutionalisation, social capital

   c) Other areas (please comment)
19. Comment on how the student demonstrates understanding of the statutory regulations

20. Comment on the student’s use of and progress in supervision.
21. Comment on the student’s ability to reflect on their:

a) Role

b) Work practices

c) Professional development

Please rate the student’s overall performance:

Satisfactory

Unsatisfactory

Signature of Practice Teacher

Signature of Student

Date
Appendix 1

Department links

Department of Justice, Equality and Law Reform
Department of Health and Children
Department of Education and Skills
Department of Social, Community and Family Affairs
The Health Services Executive (HSE)
Statutory and voluntary organisations including:
  Residential care settings
  Age Action Ireland
  Age & Opportunity
  Dementia Services Information and Development Centre
  Community and day care services for older people
Special Care units
  Juvenile Detention Centres
  Special schools
  Women’s refuges
  Drug treatment and rehabilitation units
  Youth Reach
  Youth Services and Garda Diversion Projects
Neighbourhood Youth Projects
  Central Remedial Clinic
  Focus Ireland
  Family Resource Centres
Irish Association of Social Care Educators
Residential Managers’ Association
Irish Association of Social Care Workers
Irish Association of Young People in Care
## Appendix 2 Assessment Grid

### BA (Ord) Social Care Practice (Older People) Course Assessment

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<th>Semester 2</th>
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