Module Title:	Supervised Professional Practice 1

Credits:	20

NFQ Level:	6

Module Delivered In	No Programmes

Teaching & Learning Strategies:	The learning outcomes detailed above will be achieved through the following teaching methodologies: • Lectures - communication of knowledge and ideas from the lecturer to the student. • Problem Solving Exercises – students will work as part of a team and will work together to resolve various social care scenarios. • Class Discussion/Debate - Students will be encouraged to actively participate in the class sessions which will develop their analytical and communication skills. • E-Learning – It is envisaged that the module will be supported with on-line learning materials. • Self-Directed Independent Learning – the emphasis on independent learning will develop a strong and autonomous work and learning practices.

Module Aim:	The aim of this subject is to: 1. To prepare students for professional social care employment and to provide students with experience in the social care field 2. To identify & integrate theoretical frameworks necessary to inform social care practice 3. Help students understand the importance of professional – client relationships 4. Promote the self-development of student's personal awareness and critiquing skills which will assist reflective practice

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

LO1	Identify placement-based learning under the following headings: a) Knowledge for practice, b) Self-awareness skills, c) Professional intervention skills
LO2	Outline the placement service: its mission statement; services for the service user; identify the national policy and legislation under which the service functions; role & tasks associated with the social care position within the service
LO3	Identify and discuss current issues relevant to the sector, from both a national and international perspective.
LO4	Outline practice they have been engaged in on placement and discuss how service users needs, theory, policy (national and agency) and research informed this practice
LO5	Critically reflect on how they: a) used listening skills to empower service users while on placement b) Established and maintained professional relationships with the service users while on placement c) managed a boundary issue experienced while on placement
LO6	Evaluate how a planned intervention carried out on placement for one service user impacted on the service users quality of life (assess needs, plan intervention, carry out intervention, evaluate the impact of the intervention)
LO7	Reflect on placement-based learning under the following headings: a) Knowledge for practice b) Professional intervention skills c) Self-awareness d) Triadic meeting
LO8	Develop a CPD to be realised in 3rd year placement under the headings: a) Knowledge for practice; b) Professional intervention skills and c) Professional development

Pre-requisite learning
Module Recommendations
This is prior learning (or a practical skill) that is recommended before enrolment in this module.
No recommendations listed
Incompatible Modules
These are modules which have learning outcomes that are too similar to the learning outcomes of this module.
No incompatible modules listed
Co-requisite Modules
No Co-requisite modules listed
Requirements
This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.
No requirements listed

Module Content & Assessment

Indicative Content

Workshops
• Role of student on placement • Professional Relationships • Listening skills • Supervision on placement – A guiding force • Trouble shooting placement difficulties / placement anxiety Small Group Meetings re: placement selection & identifying personalised practice learning outcomes

Introduction to Professional Practice
• The principles of professional practice in Applied Social Studies and Social Care • Personal values and their implication for practice • Communication styles • Multi-disciplinary teams • Written communication in practice – Report writing – Client notes – Contemporaneous notes – FOI

Social Care Practice Models and interventions
• Personal Centered Programmes – basis assurances model – personal outcomes measures • Task focused models – e.g., Egan's model, SIMS, SMART, SARAH • Crisis intervention models

On going professional development and self care
• Reflective practice - Houston and Wilson 2005 4 step model • Supervision • Stress management • Professional development

Issues while on placement.
• Sourcing a placement • Interventions while on placement • Potential issues while on placement • Availing of supervision/mentoring Placement debriefing sessions – students evaluation of their experience of placement & identify learning objectives for year 3 placement

Portfolio
• Content • Presentation style • Submission date

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Case Studies	• Completion of 420hours of placement – 35 hours X 12 weeks during the academic term as indicated on the course schedule • Agency contacted prior to placement - documented • Portfolio – assess all learning outcomes 100% • Attendance mandatory • Mid-placement review form - satisfactory & documented • Supervisors Final Evaluation form – satisfactory & documented • Tutors feedback from 3 way visit – satisfactory & documented • Placement debriefing session with placement tutor	1,2,3,4,5,6,7,8	100.00	n/a

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

Workload: Full Time		
Workload Type	*Frequency*	*Average Weekly Learner Workload*
Lecture	30 Weeks per Stage	1.00
Work - based Learning	30 Weeks per Stage	14.00
	Total Hours	450.00

Workload: Part Time		
Workload Type	*Frequency*	*Average Weekly Learner Workload*
Work - based Learning	30 Weeks per Stage	14.00
Lecture	Every Week	0.50
	Total Hours	420.50