| Module Title: | Professional Social Care Theory and Practice |
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| Language of Instruction: | English |

| Credits: | 10 |
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| NFQ Level: | 6 |
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| Module Delivered In | [2 programme(s)](#) |
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| Teaching & Learning Strategies: | The learning outcomes 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 to apply principles of social care practice to social care case studies and contemporary practice issues. 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. |
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| Module Aim: | The aim of this module is to provide learners with the historical developments in social care work, an understanding of the different social care contexts, and the theories, concepts and frameworks underpinning social care work in these settings. Learners are provided with the opportunity to explore their emerging professional identity, and the role and impact of self on professional practice. This module presents the relationship as core to social care work and students will learn about building and maintaining professional relationships with service users and staff. This module also aims to support students to understand ethical and regulatory responsibilities of social care work. With cross-modular connections, the module provides opportunities to apply conceptual knowledge and skills acquired in other modules to students developing professional identity. Through a focus on professional development, the module aims to consolidate students' reflective skills. |
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| Learning Outcomes | |
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| On successful completion of this module the learner should be able to: | |
| LO1 | Understand the role of the Standards of Proficiency for Social Care Work, as a guide to the principles of safe and effective practice and a framework for professionalisation . D1 6, D3 11, D4 2, D5 12 |
| LO2 | Comprehend the principles of social care practice D5 18 which promotes non-discriminatory, non-judgmental culturally sensitive practice D1 8 23, including advocacy D5 15, confidentiality D1 10 11, empowerment D2 4, D5 13 and a Human Rights Based Approach D5 3 |
| LO3 | Understand various forms of professional communication, including verbal, non-verbal, written, digital, public, signature requirements, private Influence of language, culture and beliefs. D1 10 11 12 13 14 15 23 D2 1 2 3 4 5 8 9 11 12 13 14 15 16 17 D5 10 |
| LO4 | Recognise the relationship as core to social care practice and understand the role and purpose of building and maintaining relationships D2 12 15, D5 8 9 |
| LO5 | Understand the role and impact of the self in practice and recognise the impact of personal values and life experience on professional practice D5 8 19, D4 4, D1 22 23 |
| LO6 | Identify the interconnection between personal and professional development in the context of professional registration and accountable practice. D1 1 2 7 17 21 22 23 D2 13 D3 5 9 D4 1 2 3 4 D5 9 13 19 |
| LO7 | Demonstrate the capacity to engage in personal reflection thereby developing a professional identify and enhancing professional performance D1 2 17 22 23 D4 2 3 4 |
| LO8 | Discuss the history of social care practice and the development of service provision from the past to the present D5 14 |

| Pre-requisite learning | |
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| **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 |
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| **Introduction to the Standards of Proficiency for Social Care Workers**<br>Introduction to the Domains and proficiencies, guide to practice D1 8 22 23 D3 11 D4 4 D5 8 19 |
| **Role of Self**<br>Self-awareness, as a tool D5 8 19, D4 4, D1 22 23, non-discriminatory and non-judgmental culturally sensitive attitude D1 8 23, |
| **Needs and Rights Based Practice**<br>Needs based practice D3 15, D5 12, Confidentiality D1 10 11, Role of advocacy D5 15, empowerment D2 4, D5 13 , Human Rights Based Approach D5 3 Four pillars -principles of effective teaching and learning, mentoring and supervision D5 18 |
| **Development of Professional identity**<br>What is professional identity. Consider the interconnection between personal and professional development; relationships & boundaries with service users and colleagues (peers and class-mates); boundaries, transference and counter-transference D1 1 2 11 21 22 23 D2 9 12 13 14 15 D4 4 D5 5 19 |
| **Communication**<br>Forms of professional communication – verbal, non-verbal, written, digital, public, private Influence of language, culture and beliefs within communication Language barriers – translation, behavioral, emotional, shared understandings Informed professional opinion, D1 10 11 12 13 14 15 23 D2 1 2 3 4 5 8 9 11 12 13 14 15 16 17 D5 10 |
| **Professional Relationships**<br>Core to practice, Building and maintaining relationships. Sustaining professional working relationships (with service users and interprofessional) Disagreeing and resolving conflict Data protection and confidentiality D2 12 15, D5 8 9 |
| **History of Social Care Service Provision**<br>Origins of social care practice, links to welfare provision and need, changing titles, settings adapting over time D 5 14 |
| **Reflective Practitioner**<br>Reflective writing, growth and development; personal qualities underpinning collaborative work – assertiveness, transparency, integrity, candor, interdependence, collaboration, discussion; consider the intersection between personal values and professional responsibilities introduction to CORU (Social Care Work proficiencies, code of conduct and ethics); professional autonomy, independence in practice, decision-making and accountability D1 1 2 3 4 5 7 8 17 18 21 22 D2 13 D5 1 5 19 |

| Assessment Breakdown | % |
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| Continuous Assessment | 30.00% |
| Project | 70.00% |

| Continuous Assessment | | | | |
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| Assessment Type | Assessment Description | Outcome addressed | % of total | Assessment Date |
| Project | Proficiency portfolio (including History CA) D1 1 2 6 7 8 10 11 12 13 14 15 17 21 22 23 D2 1 2 3 4 5 6 8 9 11 12 13 14 15 16 17 D3 5 9 D4 1 2 3 4 D5 3 8 9 10 12 13 14 15 18 19 | 1,2,3,4,5,6,7,8 | 70.00 | n/a |
| Other | Reflective D1 2 7 17 21 22 23 D2 13 D 3 5 9 11 D4 1 2 3 4 D5 9 13 19 | 5,6,7 | 30.00 | n/a |

| No Project |
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| No Practical |
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| No End of Module Formal Examination |
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**SETU Carlow Campus reserves the right to alter the nature and timings of assessment**

## Module Workload

| Workload: Full Time | | |
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| *Workload Type* | *Frequency* | *Average Weekly Learner Workload* |
| Lecture | 12 Weeks per Stage | 3.00 |
| Contact Hours | 12 Weeks per Stage | 1.00 |
| Independent Learning | Per Semester | 7.60 |
| Tutorial | 12 Weeks per Stage | 1.00 |
| | Total Hours | 250.00 |

## Module Delivered In

| Programme Code | Programme | Semester | Delivery |
|---|---|---|---|
| CW_HWPSC_B | [Bachelor of Arts (Honours) in Applied Social Studies in Professional Social Care](#) | 1 | Mandatory |
| CW_HWPSC_D | [Bachelor of Arts in Applied Social Studies in Professional Social Care](#) | 1 | Mandatory |