

Module Title:	Professional Social Care Theory and Practice	
Language of Instruction:	English	
Credits:	10	
NFQ Level:	6	
Module Delivered In	3 programme(s)	
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.	
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.	
Learning Outcomes		
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 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 10, 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 8 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 8 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		
Module Recommendations This is prior learning (or a practical skill) that is recommended before enrolment in this module.		
9516	DEVL C1402	Professional Social Care Theory and Practice
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

Introduction to the Standards of Proficiency for Social Care Workers

Introduction to the Domains and proficiencies, guide to practice D1 8 9 22 23 D3 11 D4 4 D5 8 19

Role of Self

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

Needs based practice D3 7 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

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

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

Core to practice, Building and maintaining relationships. Sustaining professional working relationships (with service users and interprofessional) Disagreeing and resolving conflict Reasoned decision making Data protection and confidentiality D2 12 15, D3 10 D5 8 9

History of Social Care Service Provision

Origins of social care practice, links to welfare provision and need, changing titles, settings adapting over time D 5 14

Reflective Practitioner

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 D3 7 D5 1 5 19

Assessment Breakdown	%
Continuous Assessment	30.00%
Project	70.00%

Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Other	Reflective D1 2 7 17 21 22 23 D2 13 D3 5 9 D4 1 2 3 4 D5 9 13 19	5,6,7	30.00	n/a

Project

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 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

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		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
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_HHPSC_B	Bachelor of Arts (Honours) in Professional Social Care Practice	1	Mandatory
CW_HHSST_D	Bachelor of Arts in Applied Social Studies	1	Mandatory
CW_HHPSC_D	Bachelor of Arts in Professional Social Care Practice	1	Mandatory