

# BSc (Hons) Health and Social Care

## Year 1

For Stage 1 (year 1) all routes will have the same modules and there will be 2 modules per semester:

### Semester 1

October – December:

- **Core module:** HSC103 Foundations of Policy, Practice and Inequalities in Health and Wellbeing
- **Core module:** HSC104 Biopsychosocial Theory

### Semester 2

January – May:

- **Core module:** HSC105 Everyone's Accountable: Safeguarding to Promote, Prevent, Protect
- **Choose 1 module:**
  - **HSC106** Living with Disability: Culture and Identity
  - **SOC134** Social Policy in Action

## Year 2

Semester 1:

October – December:

- **SOC233** Researching Society with Placement
- **HSC203** The Individual and Society across the Lifecourse

Semester 2:

January – May:

- **SOC233** Researching Society with Placement
- **Choose 2 modules:**
  - **HSC204** Health Inequalities and Lifestyle 'Killers'
  - **HSC205** Counselling Skills: Theory into Practice
  - **HSC206** The Medical Gaze: Surveillance, Medicine and Social Control
  - **SSC231** Gender, Diversity and Human Rights: Global Perspectives
  - **CRM203** Domestic Violence and Criminal Justice

## Year 3

October – December:

- **SOC333** Social Science Work Based Dissertation (60 credits)
- **HSC303** Drugs, 'Madness' and Violence as Responses to Liquid Modernity?
- **Choose 1 module:**
  - **HSC304** Theorising Ethics in Practice
  - **HSC305** Who Knows Best? Effective Assessment and Intervention Strategies in Welfare Services
  - **HSC306** Entering the 'Dragon's Den': The Entrepreneurial Health & Social Care Manager
  - **HSC307** Taking Control: Counselling and Help Strategies
  - **SOC335** Our Planet: Global Health, Inequality and Poverty
  - **CMR304** Pathologising Crime: Disability, Confinement and Justice
  - **CRM303** Selling Sex: Theory, Policy and Practice

## Module Summary Information - Year 1: Semester 1 Core

### Module Title: Foundations of Policy, Practice and Inequalities in Health & Wellbeing

Module Code: HSC103

Credits: 30

Level: 4

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading, revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
Total Hours	300

#### Content Synopsis:

This module introduces students to the central concerns of health and social care knowledge, topics, issues and service users from the origins of the Welfare State through to contemporary society. Students are supported and encouraged, to explore the complexities of what we mean by health, and how inequalities in health are endemic; as well as a true understanding of the place of social care within this paradigm.

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Understand how policy is implicated in health and social care practice.
- Demonstrate an appreciation of the many influences affecting health, including social power.
- Apply knowledge and suggest future developments to tackle inequalities in health and social care
- Collate, examine and compare theoretical and empirical information relating to the material covered in the module.

#### Assessment Method:

- Presentation (100%)
  - 2000 words (+/- 10%)
  - Presentation designed to test all learning outcomes.

## Module Summary Information - Year 1: Semester 1

### Core Module Title: Biopsychosocial Theory

<b>Module Code:</b> HSC104	<b>Scheduled Activities</b>	<b>Hours</b>
<b>Credits:</b> 30	Teaching and learning contact time.	40
<b>Level:</b> 4	Independent Study <i>Includes but is not limited to a combination of private study and reading, revision, preparation of formative work and summative assessment.</i>	260
	Placement	N/A
	Total Hours	300

#### Content Synopsis:

*“Necessity is blind until it becomes conscious. Freedom is the consciousness of necessity”.*  
Freidrich Engels (1820-1895)

The aim of the module is to consider the role that biology, psychology and sociology may play in inherent individual behaviour, in order to understand the complexities of individual and collective behaviour in contemporary society. You will be taught how to interpret and apply these theoretical perspectives to specific issues within different areas of social sciences. The module aims to allow students to conceptualize the relationship from the ‘individual’ to the ‘social’ in order to understand the complexity of working in the field of contemporary society. Knowledge will be extended by the exploration and application of biological, sociological and psychological theories in order to uncover and acknowledge prejudices and social control. These theoretical ideas provide a vital foundation to any further study of within social sciences.

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Understand a range of key biological, psychological and sociological theories relating to social sciences.
- Appreciate how biological, psychological and sociological theories can provide an understanding of the complex relationship between the individual and society.
- Interpret and compare key biopsychosocial theory.
- Collate, examine and compare theoretical and empirical information relating to the material covered in the module.

#### Assessment Method:

- Essay (100%)
  - 2000 words (+/- 10%)
  - Written assessment, which will test all learning outcomes.

## Module Summary Information - Year 1: Semester 2 Core

### Module Title: Everyone's Accountable: Safeguarding to Promote, Prevent and Protect

Module Code: HSC105

Credits: 30

Level: 4

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
Total Hours	300

#### Content Synopsis:

This module will develop your understanding of the safeguarding duty of all people who work with children and/or vulnerable adults. Expand your understanding of safeguarding law and policy and how they impact on practice. Acquire understanding of how organisations work as well as the impact this can have on the practice of different professionals such as: nurses; social workers; police officers; teachers etc. Discover what safeguarding lessons can be learned by partner agencies such as health, social care, police, education etc. to improve practice. Learn essential, transferable skills in critical thinking and analysis in the evaluation of real-life serious case reviews.

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Demonstrate knowledge of current legal and policy frameworks for safeguarding children and adults.
- Demonstrate knowledge of key ideas and theoretical frameworks in partnership working and organisational cultures.
- Consider the effectiveness of partnership working in practice cases.
- Collate, examine and compare theoretical and empirical information relating to the material covered in the module.

#### Assessment Method:

- Exam (100%)
  - Duration: 2 hours
  - Case study analysis which will test all learning outcomes.

## Module Summary Information - Year 1: Semester 2 Electives (Choose 1 of the following)

### Module Title: Living with Disability: Culture and Identity

<b>Module Code:</b> HSC106 <b>Credits:</b> 30 <b>Level:</b> 4	Scheduled Activities	Hours
	Teaching and learning contact time.	40
	Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
	Placement	N/A
	Total Hours	300

#### Content Synopsis:

The module will explore the construction of disablement from cultural, political, social and biomedical perspectives that have provided historical justification of discrimination and disadvantage. The module will examine the many components, which are applicable to individuals living with impairments. The module will explore the development of the social model of disability. How this has challenged biomedical conceptions of disability as a way to deconstruct stigma, social identity and culture.

*“... it is society which disables physically impaired people. Disability is something imposed on top of our impairments by the way we are unnecessarily isolated and excluded from full participation in society.”* Oliver, M (1996 p22)

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Demonstrate knowledge of the key issues impacting on living with disability in a contemporary society.
- Demonstrate understanding of the social model of disability and its relationship with culture and identity.
- Collate, examine and compare theoretical and empirical information relating to the material covered in the module.

#### Assessment Method:

- Case Study (100%)
  - 2000 words (+/- 10%)
  - Case Study will test all learning outcomes.

## Module Summary Information - Year 1: Semester 2 Electives (Choose 1 of the following)

### Module Title: Social Policy in Action

Module Code: SOC134

Credits: 30

Level: 4

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Total Hours	300

### Content Synopsis:

Develop an understanding of social policy, political responses to social issues and policy making processes. Learn to identify the aims, impact, limitations and challenges of social policy in Ireland. Discover connection between the state and private, public and third sectors that deliver services. Develop research skills to evidence how social policy affects different parts of society, policy decision making process and who receives welfare provision. Gain confidence in investigating a social policy that interests you or relates to the career you wish to pursue e.g., education, housing, criminal justice, health and social care. Develop transferable knowledge and competences essential to careers in politics, local or national government, public services, policy research or further study.

### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Demonstrate understanding theory, concepts and practice issues that pertain to the study of social policy.
- Demonstrate understanding of political, economic and social events that effect the social policy decision making process.
- Identify where responsibility lies for the delivery of welfare provision and those accessing services.
- Evidence and communicate the impact, limitations and challenges associated with social policy, underpinned by empirical evidence.

### Assessment Method:

- Assignment (100%)
  - 2000 words (+/- 10%)
  - Social Policy Investigation will test all learning outcomes.

## Module Summary Information - Year 2: Semester 1 & 2 (Core)

### Module Title: Researching Society with Placement

Module Code: SOC233

Credits: 30

Level: 5

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	180
Placement	80
Total Hours	300

#### Content Synopsis:

Develop a critical understanding of the management, effectiveness and limitations of Private, Public and/or Third sector workplaces. Gain essential qualitative and quantitative research skills, utilising data analysis packages, through examining real life case studies of these sectors. Develop your understanding of organisational management theory and issues relating to practice, such as working collaboratively, inequality, discrimination and managing conflict. Gain essential transferable skills and knowledge that are necessary for professional practice, such as resilience, communication, problem solving, teamwork etc., through your engagement in workshop-based learning and a placement.

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Apply knowledge of research philosophies and methodological approaches that underpin research in the social sciences.
- Understand management theory, policy and safeguarding relating to your placement organization.
- Identify, analyse and reflect on 'practice' issues that impact upon an organisation and offer potential solutions to address them.
- Evidence knowledge of core skills and values required to work effectively within public service settings.

#### Assessment Method:

- Research Output (100%)
  - 3000 words (+/- 10%)
  - Research output which will test all learning outcomes.

## Module Summary Information - Year 2: Semester 1 Core

### Module Title: The Individual and Society across Lifecourse

Module Code: HSC203

Credits: 30

Level: 5

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Total Hours	300

#### Content Synopsis:

Our experience of health and illness (in its broadest sense) will be explored from before birth (in utero) through childbirth, early years, childhood, youth and into the adult years. Significant critical periods will be examined in shaping our health, such as puberty, parenthood, aspects of work and all within the framework of social change. Hence the significance of Place and Time are applied, generational cohorts, and exactly when a life is lived. Themes appropriate to experience during the time of life, early years, mid and latter years and how these relate to social power will be critically looked at throughout, ending with issues of death, dying and bereavement.

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Demonstrate ability to analyse how biopsychosocial factors are integrated into our understanding of health, illness and wellbeing throughout the lifecourse.
- Appreciate how concepts of power influence experiences across the lifecourse.
- Collate and analyse theoretical and empirical information relating to the material covered in the module.

#### Assessment Method:

- Essay (100%)
  - 3000 words (+/- 10%)
  - Essay assessing testing all learning outcomes.

## Module Summary Information - Year 2: Semester 2 Electives (Choose 2 of the following)

### Module Title: Health Inequalities and Lifestyle 'Killers'

Module Code: HSC204

Credits: 30

Level: 5

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
Total Hours	300

#### Content Synopsis:

Students will study the concepts, theories and models underpinning contemporary health promotion and lifestyle behaviour change. Biopsychosocial theoretical approaches, values and beliefs will be examined in relation to the application of models of health promotion and behaviour change.

#### Module Learning Outcomes:

By the end of this module success students will be able to do the following:

- Implement a biopsychosocial approach to health and illness developing an understanding of the concepts, theories and models which underpin health promotion and lifestyle behaviour change.
- Analyse and evaluate current strategies for health promotion and lifestyle change which apply to lifestyle issues in health and social care.
- Apply with justification a model of behaviour change to a lifestyle issue in health and social care aimed at changing an unhealthy behaviour
- Collate and analyse theoretical and empirical information relating to the material covered in the module.

#### Assessment Method:

- Campaign (100%)
  - 3000 words (+/- 10%)
  - Health Promotion campaign designed to test all learning outcomes.

## Module Summary Information - Year 2: Semester 2 Electives (Choose 2 of the following)

### Module Title: Counselling Skills: Theory into Practice

Module Code: HSC205

Credits: 30

Level: 5

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
Total Hours	300

#### Content Synopsis:

This Module introduces you to a range of counselling models, enabling you to develop theoretical, analytical and critical skills necessary to work with clients and to develop the interpersonal skills necessary to become reflective practitioners.

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Demonstrate the importance of communication and interviewing techniques.
- Understand and analyse key theoretical perspectives underpinning counselling practice.
- Identify and evaluate their own values and beliefs, and their impact on practice.
- Identify, develop and evaluate interpersonal skills and counselling strategies through practice and reflective analysis.

#### Assessment Method:

- Portfolio (100%)
  - 3000 words (+/-10%)
  - Portfolio of work testing all module learning outcomes.

## Module Summary Information - Year 2: Semester 2 Electives (Choose 2 of the following)

### Module Title: The Medical Gaze: Surveillance, Medicine and Social Control

Module Code: HSC206

Credits: 30

Level: 5

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
Total Hours	300

#### Content Synopsis:

Explore key theories of health and illness with the use of case studies that illustrate significant arguments of medicalisation and regulation. Develop your understanding of various sociological theories that give insight into how behaviours and non-medical problems have been defined, categorised and diagnosed as a medical condition. Gain an in-depth understanding of how societal practices have changed through time, influencing how we look at what is considered to be normal and deviant today.

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Critique the ways in which the Clinical Gaze has Monitored, Confined and Medicalised constructed concepts of 'deviant' behaviour and 'normality.'
- Evaluate theories and concepts from the sociology of health, medicine and illness.
- Analyse theories and concepts from the sociology of the body and mind.
- Apply theoretical concepts and arguments to current topics and debates.

#### Assessment Method:

- E-resource (100%)
  - 3000 words (+/- 10%)
  - An E-resource such as a blog, or Webpage, which will test all learning outcomes.

## Module Summary Information - Year 2: Semester 2 Electives (Choose 2 of the following)

### Module Title: Gender, Diversity and Human Rights: Global Perspectives

Module Code: SOC236

Credits: 30

Level: 5

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
<b>Total Hours</b>	<b>300</b>

#### Content Synopsis:

You will learn about Human Rights agendas and global policies and practice. You will focus on gender, as a policy priority for many international organizations and as a theoretical frame for the consideration of Human Rights. Your topics will include some or all of the following: *Human Trafficking; International Reproductive Politics; Gender Based Violence; Human Sexuality; Divisions of Labour; Refugee Crises; and Health*. Global issues and rights, identity and freedom and you will study critical and theoretical approaches to sex, intimacy and reproduction as well as historical and feminist perspectives.

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Understand and analyse the key concepts, the gender theoretical framework and their relation to Human Rights in the global context.
- Understand processes experienced by women, men and children in different contemporary geographical and social contexts, for example, migration, reproduction, paid/unpaid work, healthcare and development.
- Deliver analytical arguments and demonstrate understanding of ethnic, sexual, gender and global inequalities.
- Analyse sources and convey information and write coherently on key theoretical insights relevant to the module

#### Assessment Method:

- Essay (100%)
  - 3000 words (+/- 10%)
  - Essay which will test all learning outcomes.

## Module Summary Information - Year 2: Semester 2 Electives (Choose 2 of the following)

Module Title: Domestic Violence and Criminal Justice

Module Code: CRM203

Credits: 30

Level: 5

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
<b>Total Hours</b>	<b>300</b>

### Content Synopsis:

Engage with concepts and theories of gender and patriarchy to make sense of domestic violence in intimate relationships. Comprehend how theories of gender and patriarchy construct 'love' in intimate relationships in ways which produce inequalities and power in intimate relationships. Analyse the underpinning model/s of criminal justice in England and Wales to make sense of how this system works in patriarchal society to understand outcomes for domestic violence offenders and victims. Evaluate contemporary research including key theoretical frameworks to analyse how domestic violence is perpetuated. Analyse and present theoretical and empirical research to construct knowledge during the module.

### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Have an awareness of theoretical and conceptual frameworks focusing on gender and patriarchy as the explanatory lens for domestic violence.
- Comprehend theories of gender and patriarchy to make sense of how inequalities, power and dominant ideas about 'love' in intimate relationships are produced.
- Appreciate the underpinning model/s of how the criminal justice system works in patriarchal society to explain outcomes for domestic violence offenders (and victims).
- Evaluate research in the field including the application of key theories of gender and patriarchy to such research to make sense of how domestic violence is perpetuated.

### Assessment Method:

- Evaluation (100%)
  - 3000 words (+/-10%)
  - Evaluation which will test all learning outcomes.
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## Module Summary Information - Year 3: Semester 1 & 2 Core

### Module Title: Social Science Work Based Dissertation

Module Code: SOC333

Credits: 60

Level: 6

Scheduled Activities	Hours
Teaching and learning contact time.	80
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	480
Placement	40
Total Hours	600

#### Content Synopsis:

Apply the knowledge and theoretical ideas you have developed over the course of your studies into a real-world context. Complete a work-based dissertation from which you can draw inspiration to complete an innovative and creative piece of work aimed at improving the practice environment. Acquire essential transferrable skills in project management, research and innovation.

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Demonstrate comprehensive and critical knowledge of a specific topic within the social sciences and communicate complex ideas and information.
- Present critical knowledge of how Creativity can help improve lives / practice.
- Collate and synthesize both empirical and theoretical information using a theoretical framework relevant to your programme of study to create a coherent and well-argued discussion.
- Critically evaluate and manage projects, frame appropriate questions, make informed judgements, identify and address potential problems, and assess potential solutions

#### Assessment Method:

- Work-based Dissertation (100%)
  - 8000 words (+/-10%)
  - Work-based dissertation including 40 placement hours, literature review and creative element which will test all learning outcomes.

## Module Summary Information - Year 3: Semester 1 Core

### Module Title: Drugs, 'Madness' and Violence as responses to liquid modernity?

Module Code: HSC303

Credits: 30

Level: 6

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Total Hours	300

#### Content Synopsis:

Develop a critical understand of the social causes of substance use, mental ill health and violence in contemporary society. Learn about contemporary approaches to understanding late modern social problems which impact upon the health and relationships of individuals and families. Critically review policy and practice in relation to substance use, mental health and violence and in light of late modern understandings of their causes and consequences for individuals and families.

#### Module Learning Outcomes:

By the end of the module successful students will be able to do the following:

- Critically evaluate the usefulness of contemporary approaches to theorising substance use, mental ill health, and violence
- Differentiate between and critique a range of contemporary approaches to understanding late modern social problems which impact upon the health and relationships of individuals and families
- Critically review policy and practice in relation to substance use, mental health and violence and in light of late modern understandings of their causes and consequences for individuals and families
- Collate, examine and critically evaluate theoretical and empirical information relating to the material covered in the module.

#### Assessment Method:

- Essay (100%)
  - 4000 words (+/-10%)
  - Essay assessing learning outcomes

## Module Summary Information - Year 3: Semester 2 Electives (Choose 1 of the following)

### Module Title: Theorising Ethics in Practice

Module Code: HSC304

Credits: 30

Level: 6

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
Total Hours	300

### Content Synopsis:

In this module you will explore the complex yet important topic of ethics and ethical practice in health and well-being. You are encouraged to explore philosophical and moral issues and to engage in critical appraisal of ethical frameworks, guidelines and potential limitations of the professional role within organisations.

### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Critically understand the historical development of ethics and their philosophical underpinnings in relation to health and well-being.
- Critically evaluate the ethical relationship between personal, practitioner and organisation within health and well-being practice.
- Analyse and present arguments to support a range of philosophical positions in relation to ethical practice.
- Collate, examine and critically evaluate theoretical and empirical information relating to the material covered in the module.

### Assessment Method:

- Case Study (100%)
  - 4000 words (+/-10%)
  - Case study based essay of 4000 words exploring ethical issues and dilemmas in relation to a practice scenario testing all learning outcomes.

## Module Summary Information - Year 3: Semester 2 Electives (Choose 1 of the following)

### Module Title: Who Knows Best? Effective Assessment and Intervention Strategies in Welfare Services

Module Code: HSC305

Credits: 30

Level: 6

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
Total Hours	300

#### Content Synopsis:

Develop your understanding of effective assessments and intervention strategies for children and/or vulnerable adults. Expand your understanding of law and policy underpinning a range of welfare-related assessments. Acquire understanding of how welfare-related assessments are underpinned by biopsychosocial theory and how they can be person-centred and authentically client-led. Understand how to conceptualise individual's unmet needs and consider links between factors contributing to social differences and identity such as: social class, gender, ethnicity, age, sexuality, and religious belief. Learn essential, transferable skills in critical thinking and analysis in the evaluation of current welfare-related assessments.

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Demonstrate critical knowledge of biopsychosocial theories underpinning assessments in health and social care.
- Demonstrate critical knowledge of current law, policy and eligibility criteria underpinning assessments in health and social care
- Demonstrate critical understanding of assessment and intervention plans for children and/or adults in need; using skills in critical thinking, reflection and analysis.
- Critically reflect on the impact of value based, person-centred, and anti-discriminatory focused principles in practice.

#### Assessment Method:

- Written Assessment (100%)
  - 4000 words (+/- 10%)
  - Assessment and Intervention Plan which will test all learning outcomes.

## Module Summary Information - Year 3: Semester 2 Electives (Choose 1 of the following)

### Module Title: Entering the 'Dragons Den': The Entrepreneurial Health & Social Care (Elective)

Module Code: HSC306

Credits: 30

Level: 6

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
Total Hours	300

#### Content Synopsis:

Develop and improve your knowledge of management and leadership theory and practice in the health and social care workplace. Learn what successful and innovative leadership looks like and how managers can employ effective strategies and procedures to improve services. Understand how to involve clients in the design and delivery of services to ensure it effectively and efficiently meets their needs. Gain transferable skills in project management and entrepreneurship.

#### Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Demonstrate critical understanding of theoretical models underpinning effective management and leadership in health and social care.
- Display critical understanding of the principles of social entrepreneurship in health and social care contexts.
- Evaluate relevant research to inform understanding of effective management and leadership in health and social care.
- Develop skills in reflection, conflict resolution and motivational practice.

#### Assessment Method:

- Presentation (100%)
  - 4000 words (+/-10%)
  - Business plan and pitch which will test all learning outcomes.

## Module Summary Information - Year 3: Semester 2 Electives (Choose 1 of the following)

### Module Title: Taking Control: Counselling and Help Strategies

Module Code: HSC307

Credits: 30

Level: 6

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
Total Hours	300

#### Context Synopsis:

In this module you will explore fundamental concepts of counselling with a focus on the importance of self-awareness for both practitioner and client in the helping relationship. You will examine a range of counselling models, but with an emphasis on new and developing self-help approaches. In doing so you will develop theoretical, analytical and critical skills necessary to work with clients and to develop the interpersonal skills necessary to help them help themselves.

*If you have already completed a counselling programme at a previous level of study, this module will give you the opportunity to expand your knowledge and skills and explore both new ideas and approaches building upon previous learning. If you are new to counselling the module offers you the opportunity to explore key skills, fundamental concepts widely used in counselling and helping relationships.*

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Apply and critically evaluate various interviewing skills and techniques.
- Demonstrate the importance of key concepts and principles in counselling practice and critically examine strategies for self-help.
- Critically evaluate the significance of self-knowledge as a self-help strategy.
- Recognise the significance of own interpersonal skills and counselling strategies through practice and reflective analysis.

#### Assessment method:

- Portfolio (100%)
  - 4000 words (+/-10%)
  - Portfolio of work testing all module learning outcomes.

## Module Summary Information - Year 3: Semester 2 Electives (Choose 1 of the following)

### Module Title: Our Planet: Global Health, Inequality and Poverty

**Module Code:** SOC 335

**Credits:** 30

**Level:** 6

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
<b>Total Hours</b>	<b>300</b>

#### Content Synopsis:

Is globalisation the cause or the cure of global health problems? Learn about some of the most complex and fascinating global health problems and examine the social causes behind them that affect human societies today. Develop a critical understanding of some of the key global health issues and inequalities faced by both global and local communities. Gain knowledge of the causes of these inequalities such as wealth and poverty, war and violence, climate change, mass migration, famine and 'deadly' diseases. Develop an awareness of how these problems and inequalities are caused and develop an understanding of how we have tried to tackle them as a global community, including to what extent we have been successful or not. Finish the module with a sociological analysis of how globalisation affects our lives and explore ideas of how we can develop nations internationally to tackle some of our most pressing issues that we face on 'our' planet. Develop employability skills in writing an international report for the World Health Organisation (WHO) and use e-resources such as using data presentation techniques such Canva and infographic software to take forward for your graduate CV.

#### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Critically evaluate globalisation as a concept and explore its impact upon societies and their health.
- Critically evaluate theories and concepts in international development
- Critically evaluate global health issues, problems, patterns and transitions.
- Critically evaluate the importance and effectiveness of global responses to global health issues.
- Collate, examine and critically evaluate theoretical and empirical information relating to the material covered in the module.

#### Assessment Method:

- Health Report (100%)
  - 4000 words (+/- 10%)
  - A health report which will test all learning outcomes.

## Module Summary Information - Year 3: Semester 2 Electives (Choose 1 of the following)

### Module Title: Pathologising crime: disability, confinement and justice.

Module Code: CRM304

Credits: 30

Level: 6

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Total Hours	300

### Content Synopsis:

This unique module will apply Disability Studies to the discipline of Criminology. This will examine the expansion of medicine as an institution of power, which defines and controls contemporary populations. The module will commence by critically evaluating the history of medicine with reference to the construction of disability through the notion of 'normality' and 'abnormality'.

The teaching sessions will demonstrate the usefulness of using disability theory to conceptualise experiences of criminality and victimisation in order to offer an alternative theoretical framework when exploring associations between disability, crime and victimisation.

### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Demonstrate critical knowledge of current debates in disability studies, criminology, and the sociology of mental health to form an analytical account of social inequalities.
- Have a critical understanding of the competing theories of disability and realist criminology with reference to institutions of care/imprisonment.
- Critically evaluate the relationship between illness, impairment, disability and environments of deprivations.
- Identify and evaluate an analytical account of the development of contemporary medicine as an institution of power and control.
- Collate and synthesise both empirical and theoretical information using sociologically and criminologically informed explanations covered in the module.

### Assessment Method:

- Essay (100%)
  - 4000 words (+/-10%)
  - Essay assessing learning outcomes

## Module Summary Information - Year 3: Semester 2 Electives (Choose 1 of the following)

### Module Title: Selling Sex: Theory, Policy and Practice

Module Code: CRM303

Credits: 30

Level: 6

Scheduled Activities	Hours
Teaching and learning contact time.	40
Independent Study <i>Includes but is not limited to a combination of private study and reading (library and online), revision, preparation of formative work and summative assessment.</i>	260
Placement	N/A
Total Hours	300

### Content Synopsis:

Would sex workers be safer if sex work was decriminalised? Do sex workers have a choice or are they forced to participate? How is sex work shaped by police practices, the law and social regulations?

You will be equipped with the knowledge to engage in debates around sex work and explore the sex industry from global perspectives. You will assess the role of legal frameworks, policy interventions, media representations and social stigma in the vulnerability of workers selling sex. Finish the module with a nuanced understanding of the diversity of sex workers and why transactional sex continues to be a complex and contentious issue.

### Module Learning Outcomes:

By the end of this module successful students will be able to do the following:

- Critically examine the socio-historical development of the sex industry and associated legal and political interventions.
- Critically evaluate different theoretical and criminological perspectives on the sex industry.
- Debate different models of sex work legislation, utilizing global perspectives and intersectional analysis.
- Demonstrate a critical appreciation of the effects of regulatory frameworks on vulnerability and stigma.
- Critically engage with empirical research and theoretical literature and construct and evidence an argument in an academic manner.

### Assessment Method:

- Essay (100%)
  - 4000 words (+/-10%)
  - Essay assessing learning outcomes