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PRACTICE LINKS

Practice Links is a free publication of the School of Applied Social Studies (social work), UCC. *Practice Links* supports practitioners to keep up-to-date with new publications, online resources, conferences and continuing professional development opportunities.

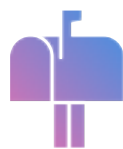


@UCCsocialwork
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Editor: Dr Kenneth Burns



PL Mailing List

Register here to receive a free copy of *Practice Links* to your email account five times a year. You can also use this link to leave the PL list.



Submissions

Submissions for publication should be received two weeks prior to the next publication date. Please forward submissions by email to the editor.



STUDY SOCIAL WORK AT UCC



STUDY SOCIAL WORK AT UCC

MSW DEADLINE: 10TH FEBRUARY

[HTTPS://WWW.UCC.IE/EN/MSW](https://www.ucc.ie/en/msw)



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[HTTPS://WWW.UCC.IE/EN/MSW](https://www.ucc.ie/en/msw)

STUDY FOR YOUR LEVEL 9 MASTER (MSW) OR POSTGRAD DIPLOMA (PDSWS) IN SOCIAL WORK AT UCC

Direct entry now open - [click here](#) for more information on how to apply directly to study social work at UCC. Closing date 10th February 2025 (apply to UCC).

UCC also offer an apprenticeship pathway. Applications with our employment partners, the HSE and Tusla, are now closed.

UCC now has a recognition of prior learning pathway (RPL) to facilitate a wider range of applicants to apply to study on our social work postgraduate diploma - [more information on RPL](#).

[Click here](#) for comprehensive information on our application pathways, programme content, and a comprehensive FAQs section.

Our MSW and PDSWS programmes are approved by CORU.



SOCIAL WORK PRACTICE TEACHING @UCC



School of Applied Social Studies, UCC

@UCCsocialwork | <https://www.ucc.ie/en/nptswi/>

SOCIAL WORK PRACTICE TEACHING

Practice Teaching is a dynamic CPD learning experience hear what practice teachers have to say about their experiences supervising UCC social work students on placement...

"Student was open and engaging, unafraid of the many challenges".

"Quickly became a valued and productive member of the MDT".

Social workers who engage in practice teaching have continually informed us of the benefits in terms of their own continuing professional development and we have lots to offer [What is Practice Teaching?](#)

UCC would like to hear from CORU registered social workers who are interested in supervising a student on placement during 2025 - placement cycles are usually from January - April, Summer, and September - February.



CONFERENCES AND CPD



SAVE THE DATE & CALL FOR PAPERS:

10TH NATIONAL CHILD PROTECTION AND WELFARE SOCIAL WORK CONFERENCE

University College Cork, 23-24 October 2025

Updates on **our website**. The call for papers will open soon.

Follow us on our new BlueSky account: @swconfucc.bsky.social

Supported by: the Department of Children, Equality, Disability, Integration and Youth; Tusla; IASW, and UCC.

Organised by: @UCCsocialwork, Tusla, Child and Family Agency and the Irish Association of Social Workers.



"INTERSECTIONAL QUEER ACTIVISM IN POST-HOMONATIONALIST TIMES"

Friday 4th February, 3-5 pm

Dino Suhonić, MSc is a sociologist, author, and an expert on intersectionality, diversity, equity, and inclusion. Currently, Dino serves as the Executive Director of Maruf, an international platform for queer Muslims. He also contributes his expertise to the boards of IHLIA, a Dutch organization dedicated to LGBTI archives, and metStem, an organization focused on amplifying marginalized voices. **Register here**.



CONTINUING PROFESSIONAL DEVELOPMENT

IFCA LEARNING AND DEVELOPMENT EVENTS: FEBRUARY 2025 FOR FOSTER CARERS AND FOSTERING PRACTITIONERS

Events take place online via Zoom and are free of charge

1. Minding Yourself in Uncertainty: A Compassionate Space for Foster Carers With Marianne Dwyer, Psychotherapist

Monthly self-care and support session for foster carers throughout the country with a different theme relevant to self-care for foster carers each month. First Thursday of each month, 10am to 12noon, Thursdays 6th February, 6th March, 3rd April, 1st May, 5th June. To book your place: Email Katherine on learning@ifca.ie

2. Supporting the Development of Mentalisation in Children and Adolescents, with Christina Enright, Psychotherapist and Attachment Specialist

For foster carers and practitioners throughout the country, Tuesday 4th February 2025, 10am to 1pm

Course Overview: Mentalisation is an ability to reflect on our thoughts, feelings and behaviour and those of other people. It is the basis for empathy. This develops in young children through parents providing a mentalising function for the child in the course of everyday caregiving. Children who grow with secure attachments will develop an ability to mentalise by the age of 6 or so. Children who have experienced neglect and abuse and therefore have not had another mind to mentalise them, will struggle to learn to mentalise themselves and others. However, this is a capacity that can develop with support from carers who become conscious about how to help the child or teenager. This training provides an opportunity to explore the topic of mentalisation and how to help children who struggle to do this. To book your place: Email Katherine on learning@ifca.ie

3. Understanding and Supporting Children who have Sexualised Behaviour, with Christina Enright, Online via Zoom

For foster carers and practitioners in Carlow, Kilkenny, South Tipperary, Laois, Offaly, Longford, Westmeath, Wednesday 26th February 2025, 10am to 1pm.

Course Overview: Children in care may present with sexualised behaviour and foster carers can experience uncertainty around how to best respond. There may be an assumption that when a child is presenting with sexualised behaviour that this is an indicator of sexual abuse. However, it is clear from research into sexualised behaviour in children that it is complex and can occur for a number of reasons, not least as part of typical development. This training is designed to give foster carers the space to explore this area in order to learn about it and how to support their foster child. To book your place: Email Katherine on learning@ifca.ie





CONTINUING PROFESSIONAL DEVELOPMENT



The Irish Foster Care Association Webinar Information Series - Tusla's Strategic Plan for Foster Care

In this webinar information series we are hearing from key leaders and practitioners in the fostering community about exciting developments in foster care in Ireland.

On Thursday, February 13th join us online for an engaging and informative webinar with:

Corrinne Hasson, CEO, IFCA, Jacqui Smyth, Tusla National Lead for Foster Care, on Tusla's Strategic Plan for Foster Care Services for Children and Young People, 2022 – 2025, and Jennifer Hannon, Foster Carer and Tusla Peer Support Worker.

When: Thursday, February 13th

Time: 12:30 PM – 1:30 PM

What to Expect:

- Updates and insights into the progression of Tusla's Strategic Plan, including communication charters, training opportunities, digital case management, and innovative programmes to support foster carers and their families.
- An in-depth discussion about the Peer Support programme and its role in fostering success.
- Q&A session

How to register:



Please click on the link here to register for the webinar - [**register here**](#).



IRISH ASSOCIATION OF SOCIAL WORKERS

THU
03
APR

CPD & the Requirements of Registration - an Update (April)

 12.30 - 2.00pm
 online

[BOOK NOW](#)

The current CPD cycle ends on 31st May 2025, when a number of social workers will be called for audit. In addition the CPD audit process has moved online so those called for audit will be required to use CORU's new online system. This webinar will provide an update on recent changes and support attendees to refocus on recording their CPD and revisiting their learning needs as we approach the end of this CPD cycle.



At this webinar, Clíona Murphy, Professional Development Coordinator with the IASW will provide participants with a refresher on the following areas

- What is CPD?
- What does the SWRB Code have to say about it?
- What support and guidance does the SWRB and CORU offer?
- Recording your CPD
- Audit
- IASW supports to your professional development

Participants will have the opportunity to ask questions. Clíona is also interested to hear about the information and supports needed for your professional development.

TUE
18
MAR

World Social Work Day - Social Work Strengthening Intergenerational Solidarity

 1.00 - 2.30pm
 online

The IASW will hold a webinar to celebrate World Social Work Day 2025 with details of that event to follow.

World Social Work Day takes place on 18 March 2025. This year's theme is 'Strengthening Intergenerational Solidarity for Enduring Wellbeing', which emphasises the importance of caring and respecting across generations to build strong societies, sustain the environment, and share wisdom for a better future.

Joachim Mumba, IFSW President, stated: *"This theme highlights the critical role of intergenerational care, respect, and collaboration in creating resilient communities and sustainable environments. It underscores the social work profession's dedication to building connections that value the wisdom of our elders while empowering younger generations to tackle today's challenges and envision a better future. Together, we can build a world where compassion and solidarity lay the groundwork for lasting well-being for everyone. As an African proverb says, 'If you light a lamp for someone, it will also brighten your own path'. Our collective efforts to uplift one another ultimately illuminate the way forward for all."*



NATIONAL INSTITUTE OF INTELLECTUAL DISABILITY STUDIES PROGRAMME

National Institute of Intellectual Disability Studies are delighted to announce that Social Care Ireland have once again commissioned us to run "Online Working effectively with individual with Intellectual Disability and Mental Health Difficulties" Programme. This programme is offered to Social Care Workers at heavily discounted cost and can provide a limited number of places to non-Social Care Workers.

Please **[click here](#)** to apply Feb 17th, 18th, 24th and 25th 2025 & Mar 11th, 24th and 25th 2025. Closing Date: 31st of January 2025.

The programme aims to equip frontline staff with a comprehensive framework for understanding and addressing the challenges faced by individuals who have both intellectual disabilities (ID) and mental health difficulties (MHD), including potential personality disorders. It offers a range of strategies and approaches to effectively support this population.

To enhance the capacity of social care workers to provide safe, supportive, and effective services to individuals with complex needs arising from the coexistence of ID and MHD.

Participants will develop skills to:

- Provide supportive services tailored to individuals with ID and MHD.
- Understand the prevalence, characteristics, and differences between mental illnesses and intellectual disabilities.
- Develop support strategies for various mental health conditions (e.g., depression, anxiety, psychosis).
- Recognize the impact of trauma on individuals with ID and the corresponding emotional responses of social care workers.
- Define and understand key terms such as "personality disorder," "mental health," and "behavior of concern."
- Improve confidence in handling complex emotional needs of service users.

This adaptable framework empowers individuals to manage their mental health and support recovery.





CONTINUING PROFESSIONAL DEVELOPMENT



Cork Kerry Community Healthcare (HSE) Addiction Services and Coolmine Therapeutic Community Unveils New East Cork Hub in Midleton

This brings a Beacon of Hope and Recovery for the Community

In 2024 the East Cork team empowered 130 individuals to reclaim their futures and embrace a life of recovery

Cork Kerry Community Healthcare, HSE Addiction Services and Coolmine Therapeutic Community, Ireland's national drug and alcohol treatment service, in collaboration with the Southern Regional Drug and Alcohol Task Force, is thrilled to announce the official opening of its brand-new East Cork Hub in Midleton. This eagerly anticipated development marks the strengthening in the region's mission to provide compassionate, community-based support for individuals on their path to recovery from addiction.

Colm Burke, TD for Cork North Central who praised the vital role of Cork Kerry Community Healthcare and Coolmines community-based services in supporting recovery said: "The opening of this new hub demonstrates the government's commitment to ensuring local communities have access to vital services like those provided by Coolmine. These services play a transformative role in the lives of individuals and families affected by addiction. By empowering people to reclaim their futures, facilities like this contribute to the health, wellbeing, and resilience of our communities. I am proud to support this initiative and applaud the work of all those involved."

The new hub offers state of the art amenities, a welcoming atmosphere, and more spacious group rooms that will help inspire hope and connection. With these enhanced resources, the team can now deliver more frequent and impactful one-on-one and group support sessions—offering clients a brighter, stronger foundation for lasting change.

"This new hub is a proud reflection of our unwavering commitment to supporting individuals in East Cork," said Sarah Gallagher, Deputy Regional Manager Coolmine Therapeutic Community South-West. "We're delighted to provide a modern, safe, and nurturing environment where people can access life-changing support and build brighter, healthier futures for themselves and their loved ones."

David Lane, General Manager Social Inclusion Cork Kerry Community Healthcare and HSE Drug and Alcohol Services Coordinator, added: "This new facility in Midleton is more than just a building—it's a lifeline for countless families in the area. The collaboration between Coolmine and the HSE exemplifies how we can deliver truly transformative services. We're delighted to play a part in this vital initiative."

With this exciting new chapter, Cork Kerry Community Healthcare HSE Addiction Services and Coolmine reaffirms the mission to deliver hope, healing, and lasting recovery for those who need it most.



SURVEY

Sláinte Leanaí Éireann



Children's Health Ireland

'Are you caring for a baby under 6 months old?'

Please take this survey to help us understand how you feel about infant crying.

Scan the QR code or go to the following link for more information and to take the survey <https://tinyurl.com/29pkhzwmm>

Survey closes 20th June 2025



SCAN ME

CRA Registered Charity Number (RCN): 20202295
Revenue Charitable Status CHY: 22235

www.childrenshealthireland.ie





END THE SILENCE RESOURCES

END THE SILENCE RESOURCES

End the Silence is Alcohol Action Ireland's annual week of activities to raise awareness of the issues around parental problem alcohol use. In 2024 End the Silence held a series of three events on November 5th, 6th and 8th. The events form part of Alcohol Action Ireland's initiative, Silent Voices, which seeks to raise awareness of the issues arising from growing up with alcohol harm in the home and put forward policy solutions to address these issues.

Webinar recording: A recording of the event is now available [here](#).

Podcast: Marion Rackard & Aisling Creegan - latest podcast on this issue, Silent Voices, is available **here**.

Richard Hogan Psychologist - Lived Experience - [click here](#)

Trauma's Ripples through Time - [click here](#).

Voices of Hope and Courage: Mansion House Event - [click here](#).

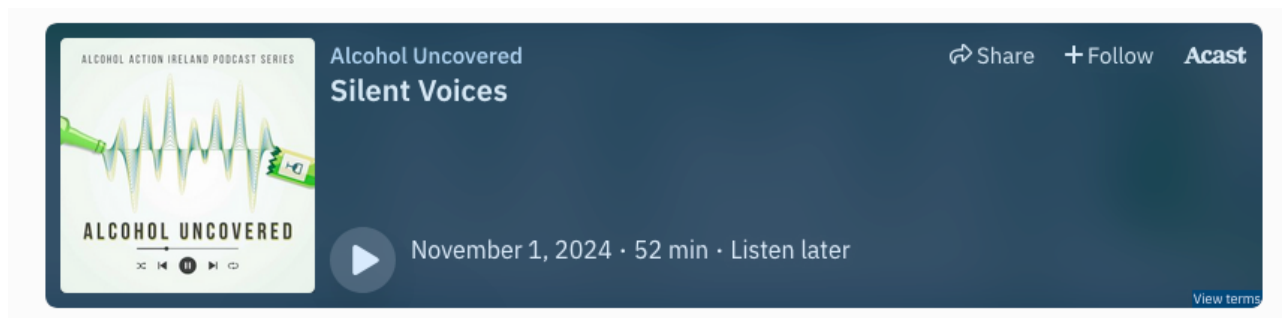
Breaking the Domino Effect - [click here](#).

During the event there was mention of some other resources:

A short video on Adverse Childhood Experiences from Public Health Wales which is available [here](#).

Trauma informed education website which is available [here](#).

For other events and bookings please check out our [campaign page](#).





ALCOHOL & DRUG USE COURSE

NATIONAL PROGRAMME FOR SCREENING AND BRIEF INTERVENTIONS (SBI) FOR PROBLEM ALCOHOL & DRUG USE ONE DAY COURSE

This course aims to prepare nurses, midwives, health and social care professionals to implement Screening and Brief Interventions (SBI) for problem substance misuse.

On completion of this course, participants should be able to:

- Apply the theory from the SAOR online module to their practice
- Identify opportunities to conduct a brief intervention
- Demonstrate appropriate brief intervention skills using the SAOR model
- Identify appropriate alcohol and other drugs care pathways

The key course content which emerges from the course learning outcomes is outlined below:

- Evidence for the effectiveness of SBI.
- Alcohol and drug related presentations to health and social care settings.
- Contemporary models of SBI for problem alcohol and drug use.
- Overview of the SAOR model of intervention for problem alcohol and drug use.
- Establishing a supportive working relationship with the service users.
- Asking about alcohol and drug use and screening for alcohol and drug related problems.
- Delivering a structured brief intervention based upon the SAOR model.
- Developing appropriate care pathways for service users and arranging appropriate follow up.
- Accessing useful links and reference materials for further reading and research.

Target Groups

The primary target audience is nurses, midwives and allied health and social care professionals who are in a position to offer Screening and Brief Interventions to service users presenting with problem alcohol and drug use.

Contact Amy Roche for 2023 Training Dates in Cork and Kerry Amy.Roche@hse.ie

Contact Nicola Corrigan for other locations nationally nicola.corrigan@hse.ie

**SRCC**

SLIGO RAPE CRISIS CENTRE UPDATES

SRCC Counselling & Support Services – available in Sligo, Leitrim and Cavan

Sligo Rape Crisis Centre provides counselling and support services across Sligo, Leitrim and Cavan for survivors of sexual violence. We work with survivors of all genders over the age of 14. Services include specialist trauma counselling, accompaniment services and groups for clients such as creative writing. SRCC also has a supporter service available for partners, friends or family members of survivors. There is no charge for SRCC counselling services. Survivors can self-refer to the service or be referred by a professional. For more information, please call 1800 750 780, email info@srcc.ie or visit our website srcc.ie

Education and Training

SRCC is available to deliver information talks, consent workshops or training on dealing with disclosures for professionals based in the region. If you would like more information on the available options, please contact SRCC on 071 9171188 or info@srcc.ie.

Sexual Assault Treatment Units

HSE Sexual Assault Treatment Units are safe places where people can go for medical care after rape or sexual assault. Anyone over the age of 14 can attend a SATU for health care and support. SATU staff are also specially trained to carry out forensic examinations. There are six SATUs located across the country. Children and young people under 14 can be referred to the Child and Adolescent Forensic Medical Assessment Services by the Gardai, Tusla or a healthcare professional. For more information, visit the [HSE SATU website](https://www.hse.ie/eng/health/sexualassaulttreatmentunits/satu.htm).



**SLIGO RAPE
CRISIS CENTRE**
HERE TO LISTEN

**SRCC provides counselling and support services across
Sligo, Leitrim and Cavan for people affected
by sexual violence.**

Our services include:

**counselling for survivors
counselling for family and friends of survivors
therapeutic groups
accompaniment service
freephone helpline 1800 750 780
training and workshops**

**call 1800 750 780 or email
info@srcc.ie for more information**



AGE WITH ID WORKSHOP



INCORPORATING HUMAN RIGHTS IN SUPPORTING ADULTS AGEING WITH INTELLECTUAL DISABILITY

Ageing with an Intellectual Disability is often a more difficult process than ageing in the general population due to premature ageing and secondary conditions. One of the greatest challenges is ensuring that adults ageing with an intellectual disability have equal access to health, social participation, inclusion, and all the factors which enhance the positive ageing experience. Ensuring Autonomy and involving people in their own plans is of the utmost importance. Older people prepared for later life approach this with more confidence and are better able to cope with the challenge.

I have 24 years' experience supporting adults with an Intellectual Disability both as social care worker and PIC. I have completed an MSc in Ageing, Health and wellbeing in Intellectual Disability and have a Certificate in Training and Development. I have also had a role with IDSTILDA as a Field Researcher for the latest Wave 5 Report published November 2023.

Join me for an Interactive Workshop on Thursday 6th of March 10am to 1pm via Microsoft teams. This workshop will discuss what is Positive Ageing, the challenges that those we support encounter and indicators that should be present to allow for healthy happy years. Findings from the latest IDSTILDA report will also be reflected on. This workshop is endorsed by Social Care Ireland and CPD points can be got for those who participate.

For further details of the content of this workshop, registration, fee etc. please contact Michelle Carter at info@agewithid.ie

If you would prefer in person workshops for your team or individuals supported please feel free to contact me also.

ONLINE LEARNING PROGRAMME

The HSE National Office for Human Rights and Equality Policy and the Decision Support Service are pleased to announce the launch of an online learning programme on the Functional Assessment of Capacity for the purposes of the Assisted Decision-Making (Capacity) Act 2015 (herein known as the 2015 Act).

This online learning programme has been developed for healthcare professionals who will be completing statements of capacity under Part 4 (Co-Decision-Making), Part 5 (Decision-Making Representation Orders) and Part 7 (Enduring Powers of Attorney) of the Assisted Decision Making (Capacity) Act 2015. The training will be available to registered medical practitioners, registered nurses, registered midwives, registered speech and language therapists, registered occupational therapists and registered social workers and will equip them to undertake a functional assessment of capacity and supply the relevant statement as required under the 2015 Act.

Click here to access.



IASW AND BASW

Social Work and Migration

Promoting Social
Justice, Sustainability
and Human Rights

All day conference

Thursday 20 November 2025

Fairways Hotel, Dundalk

CALL FOR WORKSHOP PROPOSALS

BASW
Northern Ireland
The only social work organisation for
social work and social workers

IASW
Irish Association of
Social Workers

Applications are open for those interested in having an opportunity to contribute to the conference, *Social Work and Migration: Promoting Social Justice, Sustainability and Human Rights*. Submissions of proposals for workshop presentations of 20 minutes on research or practice-based developments broadly related to the conference title and theme are invited, highlighting where and how social work is making a difference.

Workshops will run as parallel sessions twice during the conference for approximately one hour before and after lunch. Each workshop will have a number of speakers presenting on the workshop theme as well as time allocated for discussion and questions to provide an opportunity for peer learning.

Proposals are welcomed from a wide range of interest groups, including social work practitioners, researchers, academics, students, and people with lived experience. We are interested to receive proposals relating to social work practice, including collaborative and interdisciplinary work from individuals and from teams. Proposals related to research, policy and advocacy are also sought. Sharing knowledge to improve practice on the following themes is particularly welcome:

- Contribution/benefits of migration
- Community response/community development/successful integration
- Inclusion of children and young people

To have your presentation considered for selection, please complete the details required using the abstract template and email to n.ireland@basw.co.uk by Monday, 7 April. Each proposal will be reviewed by a panel of reviewers, comprising social worker members from the British Association of Social Workers Northern Ireland and the Irish Association of Social Workers.

Selection and Notification

Acceptance of submissions will be notified by email on Wednesday, 7 May. This notice will be sent to the lead presenter.

Click here to download
the presentation
proposal template



CONTINUING PROFESSIONAL DEVELOPMENT

FOUNDATIONS IN AUTISM: FROM THEORY TO PRACTICE

THE AUTISM PROGRAMME IS A COMPREHENSIVE, CUTTING-EDGE TRAINING SERIES DESIGNED TO EQUIP LEARNERS WITH THE KNOWLEDGE AND SKILLS NEEDED TO EFFECTIVELY UNDERSTAND AND SUPPORT AUTISTIC INDIVIDUALS. GROUNDED IN A NEUROLOGICAL PERSPECTIVE, THE PROGRAMME CONNECTS THEORY AND PRACTICE TO PROVIDE EVIDENCE-BASED STRATEGIES TAILORED TO THE UNIQUE NEEDS OF THIS POPULATION. HERE'S HOW THE PROGRAMME STANDS OUT FROM A MARKETING PERSPECTIVE:

View Our 7 Modules

INTERACTIVE ELEMENTS OF THE PROGRAMME

- PRE- AND POST-QUIZZES
- CASE STUDIES
- PRACTICAL EXERCISES
- VIDEOS
- REFLECTION
- PROBLEM SOLVING


National Institute
of Intellectual
Disability Studies

www.niids.ie

UNIQUE SELLING POINTS (USPs)

NEUROLOGICAL FRAMEWORK
COMPREHENSIVE CONTENT
PRACTICAL, ACTIONABLE INSIGHTS
TARGETED FOR DIVERSE AUDIENCES

The aim of this programme is to provide learners with a comprehensive understanding of autism, its core characteristics, and associated challenges, framed within a neurological and practical context. By exploring evidence-based strategies, learners will be equipped to support individuals with autism effectively, foster inclusive environments, and promote lifelong development and well-being. [Click here](#) to view course content.

The Autism Programme is a comprehensive, cutting-edge training series designed to equip learners with the knowledge and skills needed to effectively understand and support autistic individuals. Grounded in a **neurological perspective**, the programme connects theory and practice to provide evidence-based strategies tailored to the unique needs of this population.

Accreditations - Endorsed by Social Care Ireland & has been awarded 28 CPD by the Nursing and Midwifery Board of Ireland (NMBI), reflecting its high standard and relevance for professional development in healthcare.



PUTTING NATIONAL STANDARDS INTO PRACTICE

HOW TO PUT NATIONAL STANDARDS INTO PRACTICE: AN IMPLEMENTATION GUIDE FOR HEALTH, MENTAL HEALTH AND SOCIAL CARE SERVICES

There is a new practical guide available to support people working in health, mental health and social care services to implement national standards and drive quality improvements.

This guide, 'How to Put National Standards into Practice: An Implementation Guide for Health, Mental Health and Social Care Services', was developed by the Health Information and Quality Authority (HIQA) and the Mental Health Commission (MHC).

It aims to support staff along their journey to implement national standards - from getting ready for new national standards, to identifying opportunities to improve quality and safety in services in line with existing standards. Key features of the guide include:

- A self-appraisal tool to help staff discuss what national standards mean in their setting.
- An action plan template to help staff prepare a plan for implementing changes.
- A checklist to keep track of progress when implementing the steps outlined in the guide.

Implementing national standards

HIQA and the MHC encourage services to use this guide to reflect on and identify opportunities to improve the quality and safety of their service, using national standards as a resource for quality improvement.

National standards are a set of high-level outcomes that describe how services can achieve safe, quality, person-centred care and support. They are evidence based and informed by engaging with those who use and provide our health, mental health and social care services.

Making and sustaining changes to meet national standards requires a process that is systematic, collaborative and informative. This guide is designed to help staff to reflect on and plan quality improvements to implement these standards in their service. It encourages staff to work through this process at their own pace and to adapt the approach to fit their context.

The guide is available on both the [HIQA website](#) and the [MHC website](#).

Additional guidance, tools, videos and booklets to support implementation of national standards, including online learning courses, can be found on the [HIQA Learning Hub](#).



How to Put National Standards into Practice

An Implementation Guide for Health, Mental Health and Social Care Services





**Campbell
Collaboration**

Exposure to hate in online and traditional media: A systematic review and meta-analysis of the impact of this exposure on individuals and communities

**PABLO MADRIAZA,
GHAYDA HASSAN,
SÉBASTIEN
BROUILLETTE-
ALARIE, AODOU
NJINGOUO
MOUNCHINGAM,
LOÏC DUROCHER-
CORFA, EUGENE
BOROKHOVSKI,
DAVID PICKUP,
SABRINA PAILLÉ**

1.1 Exposure to hate in the media negatively affects how we think, feel, and act, but it's unclear how it connects to extreme views

Exposure to hate in the media negatively affects how we think, feel, and act, but it's unclear how it connects to extreme views.

1.2 What is this review about?

This systematic review seeks to determine the consequences for individuals or groups when they are exposed directly or as bystanders to hate speech online (websites, social networks, etc.) or through traditional media (newspapers, television, radio, etc.).

In this review “hate speech” refers to any type of communication in speech, writing, behavior, or multimedia, that attacks or uses pejorative or discriminatory language regarding a person or a group based on their protected characteristics, in other words, their religion, race, ethnicity, nationality, color, descent, and gender. Importantly, hateful rhetoric does not target individuals themselves but rather expresses feelings of disdain toward a collective.

To achieve this objective, we have searched for studies through various sources that present evidence on the impact of exposure to hate on people, as well as on the consequences with which this exposure to hate is associated.

Using this information, we conducted several meta-analyses. A meta-analysis is a type of scientific study that systematically synthesizes and analyzes the results of multiple previous research studies on a specific topic. Instead of conducting a new study, a meta-analysis

compiles data and results from several existing studies and combines them statistically to obtain an overall conclusion.

1.3 What are the main findings of this review?

We identified 55 studies that addressed this issue and identified 43 different consequences or outcomes of exposure to hate, which we classified into five major categories: Attitudinal changes, Intergroup dynamics, Interpersonal behaviors, Psychological effects, and Political beliefs. Using this information, we were able to perform 24 meta-analyses on the first four categories.

In terms of attitude changes, exposure to hate leads to negative attitudes toward individuals or groups with protected characteristics. There is some evidence to suggest that it also may lead to negative stereotypes about these individuals or groups, while potentially hindering the promotion of positive attitudes toward them. However, it does not increase support for hate content or political violence.

Exposure to hate reduces trust between targeted groups and the general population but does not significantly impact the perception of discrimination among minorities. It is also linked to online victimization, offline violent behavior, and a contagion effect in online comments. Additionally, there is an indication of an association with online hate speech perpetration. Despite these negative effects, exposure to hate does not seem to directly affect hate crimes in specific areas, nor does foster resistance behaviors among individuals who are frequently



Exposure to hate in online and traditional media: A systematic review and meta-analysis of the impact of this exposure on individuals and communities

**PABLO MADRIAZA,
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SÉBASTIEN
BROUILLETTE-
ALARIE, AODOU
NJINGOUO
MOUNCHINGAM,
LOÏC DUROCHER-
CORFA, EUGENE
BOROKHOVSKI,
DAVID PICKUP,
SABRINA PAILLÉ**

exposed to it (e.g., the intention to counter-argue factually). Psychological well-being is significantly impacted, as exposure to hate causes depressive symptoms, reduces life satisfaction, and is associated with an increased social fear related to the likelihood of a terrorist attack. Nonetheless, it does not generate or contribute to the development of negative emotions related to its content.

1.4 What do the findings of this review mean?

This review confirms that when people are exposed to hate in the media, this exposure has a strong negative impact on them as individuals and potentially on the groups to which they belong. These findings are important for creating policies and interventions to prevent and address this problem. Hate speech propagates through biased comments and perceptions, normalizing prejudice and causing harm to the groups targeted. It can also lead to violence, victimization, and the perpetuation of these discourses among other individuals. Surprisingly, this research found that people exposed to hate speech do not necessarily feel increased outrage or disgust toward the content itself. This may explain why hate speech spreads easily, as people may be more inclined to relay material if they are not offended by it. It may also explain why some individuals perceive hate speech as not harmful, and therefore see no need to regulate it. Thus, public policies and interventions that focus solely on the content of hate speech may not produce significant change.

1.5 How up-to-date is this review?

The review includes studies published up to February 2021.

Read the full review [here](#).



Prevention of self-harm and suicide in young people up to the age of 25 in education settings

**VARTIKA SHARMA,
DAVID MARSHALL,
SARAH FORTUNE,
ANNABELLE E
PRESCOTT, ANNA
BOGGISS, EMILY
MACLEOD, CLAIRE
MITCHELL, ALISON
CLARKE, JO
ROBINSON, KATRINA G
WITT, KEITH HAWTON,
SARAH E HETRICK**

Are actions taken in schools, colleges and universities to prevent self-harm and suicide in young people up to the age of 25 effective?

Key messages

- We found 51 studies to answer our question, but we remain uncertain about the impact of interventions in education settings to reduce self-harm.
- There are some encouraging findings, but we need large studies to confirm them, and studies that examine the combination of different intervention approaches that are co-designed with young people, can be delivered in a safe environment and implemented over a long period of time.

How are self-harm and suicide prevented?

Self-harm and suicide in young people are significant public health issues that cause distress for young people, their friends and other young people they spend time with, and communities. Actions to prevent suicide and self-harm address the factors that can be changed, including building strengths that protect young people. There are three main types of actions.

'Universal interventions' are typically aimed at increasing knowledge and skills about self-harm and suicide prevention, like mental health or suicide awareness education programmes. Also, teaching specific skills that act as protective factors, like problem-solving skills. This helps to decrease negative attitudes and shame, which then increases the likelihood that people will seek

help if they are experiencing suicidal thoughts or are engaging in self-harm.

'Selective interventions' ensure that those who are experiencing suicidal thinking or are engaging in self-harm will be noticed and provided with support. This often includes training people (peers and adults) to recognise distress in others by asking questions and getting them engaged in appropriate support.

'Indicated interventions' tend to be targeted at individuals, such as talking therapies. They are typically provided in clinical settings. The way they work depends on the underlying approach of the intervention. The most common approaches are cognitive behavioural therapy (CBT), which includes helping people to recognise and challenge the unhelpful thinking that leads to distressing emotions and thoughts of suicide or self-harm; and dialectical behavioural therapy (DBT), which focuses on reducing life-threatening behaviours by increasing people's abilities both to accept and to change, painful emotions and other responses.

What did we want to find out?

We wanted to find out if universal, selective and indicated interventions delivered in education settings reduced:

- self-harm;
- suicidal ideation (thinking about suicide); and
- hopelessness.



Prevention of self-harm and suicide in young people up to the age of 25 in education settings

**VARTIKA SHARMA,
DAVID MARSHALL,
SARAH FORTUNE,
ANNABELLE E
PRESCOTT, ANNA
BOGGISS, EMILY
MACLEOD, CLAIRE
MITCHELL, ALISON
CLARKE, JO
ROBINSON, KATRINA G
WITT, KEITH HAWTON,
SARAH E HETRICK**

We also wanted to know if these interventions were acceptable to young people. We measured this by the number of people who did not complete the study (dropouts).

We explored whether studies measured outcomes that young people thought were important, including coping skills, and aspects of an environment that make them safe. We searched for any kind of measurement of coping skills and safe environment.

What did we do?

We searched for studies that examined universal, selective and indicated interventions designed to reduce self-harm or prevent suicide in any education setting. We compared and summarised the results of the trials and rated our confidence in the evidence, based on factors such as study methods, sample sizes and other biases evident in the study procedures.

What did we find?

We found 51 studies with 36,414 young people. Twenty-seven studies were conducted in secondary schools, one in middle school, one in primary school, 19 in universities, one in medical school, and one across education and community settings. None were conducted in alternative education or technical training school settings. Studies compared the interventions with no intervention, being on a waiting list, or other approaches, such as exercise or healthy eating.

Overall, there was little evidence indicating the impact of universal, selective or indicated interventions for any outcomes. None of the studies on universal approaches

provided data on self-harm. It is not clear whether selective and indicated interventions may slightly reduce self-harm compared to comparison groups. There might be a small reduction in non-suicidal self-injury (injuring yourself without any intention to die) for indicated interventions when compared to the comparison group. The evidence for the acceptability of the intervention showed that indicated participants might be more likely to drop out from indicated interventions when compared to control but showed no difference for universal or selective interventions. There might be a decrease in suicidal ideation and hopelessness for those who receive indicated interventions compared to control but probably little to no effect for universal and selective interventions. There was a wide range of measurement of coping skills and safe environments, but there was limited information to indicate any improvement.

What are the limitations of the evidence?

Young people in the trials were probably aware of what intervention they received and not all the studies provided data about self-harm and other outcomes that we were interested in. There were few really large studies, which are important for understanding how interventions impact prevention.

Unfortunately, our measurement of dropouts was not useful in the context of education settings, where it was often not clear whether young people had dropped out or were not at school that day.

The full review can be found [here](#).

VIDEOS

The danger of hiding who you are

Morgana Bailey has been hiding her true self for 16 years. In a brave talk, she utters four words that might not seem like a big deal to some, but to her have been paralyzing. Why speak up? Because she's realised that her silence has personal, professional and societal consequences. Here she reflects on what it means to fear the judgment of others, and how it makes us judge ourselves.



The psychology of PTSD

Many of us will experience some kind of trauma during our lifetime. Sometimes, we escape with no long-term effects. But for millions of people, those experiences linger, causing symptoms like flashbacks, nightmares, and negative thoughts that interfere with everyday life. Joelle Rabow Maletis details the science behind post-traumatic stress disorder, or PTSD.



PODCASTS

Therapod is an Irish-based podcast which aims to provide accessible and practical information for parents, caregivers, and professionals working with children, especially those with additional needs. It is hosted by Banu Balaji, an experienced occupational therapist.



[Therapod Podcast](#)

Poz Vibe Podcast is a podcast for people living with HIV, our friends, family and allies. We offer a safe place to share the stories of our HIVIPs - come on in! This week our guest is Ainara who lives in Cork with her husband Peter. Ainara lives with HIV and she is also a campaigner who is fighting to



get HIV patients access to IVF treatment. In this episode, she talked to us about the stigma she has faced because of the virus and also how Ireland is seriously behind in offering fertility treatments to people living with HIV.

[HIVF Ainara's Story](#)

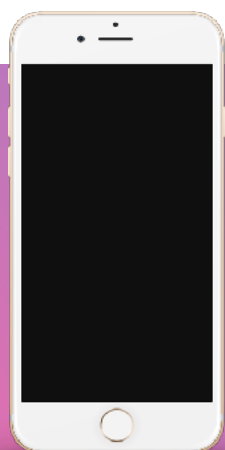
[Rethinking ADHD podcast](#)

Despite a wealth of information, ADHD is still widely misunderstood.



Podcast

Rethinking ADHD podcast offers a better understanding of ADHD - for clinicians, by clinicians. Brought to you by Qbtech, the leading ADHD testing company providing clinicians with objective data on ADHD symptoms.



YouTube



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APPS & SOCIAL MEDIA

APPS



lumin&us was created by social workers, play therapists and educators with generous grant funding to support family life. Based on Stephen Porges' Polyvagal Theory and play therapy, this App can improve wellbeing and relationships by helping adults and children understand and identify the connection between thoughts, feelings and behaviours and 'prescribing' the right type of play at the right time.

[**lumin&us - play based app for families**](#)

[**BrightSky Ireland**](#) is a free, easy to use app that provides practical support and information on how to respond to domestic abuse. Developed by Vodafone Ireland Foundation, working with **Women's Aid** and An Garda Síochána, [**BrightSky**](#) is for anyone experiencing domestic abuse, or who is worried about someone else, helping you to spot the signs of abuse, know how to respond, and help someone find a safe route to support.

TRAINING

[**National Office for Suicide Prevention**](#)

The HSE National Office for Suicide Prevention (NOSP) supports the implementation of Connecting for Life, Ireland's National Strategy to Reduce Suicide, 2015-2024.



FREE online suicide alertness training '**Let's Talk About Suicide**' for over 18's is available at:

[**NOSP Training Hub**](#)



BLUESKY

Bluesky was created in 2019 as a research project within Twitter led by then-CEO Jack Dorsey. It eventually severed ties with Twitter and became an independent company following Musk's acquisition.

BASW

[**British Association of Social**](#)

[**Workers @basw-uk.bsky.social**](#)

We are the UK's largest professional association for social work.

[**Social Work History Network**](#)

[**@socwkhhistory.bsky.social**](#)



Social Work History Network was established in London in 2000. It is an informal network of social workers, academics, historians, archivists and others.

[**Ireland-Palestine Solidarity Campaign**](#)

[**@ipsc.bsky.social**](#)

Campaigning for freedom, justice and equality for the Palestinian people.



[**Research Ireland**](#)

[**@researchireland.bsky.social**](#)

Ireland's new competitive research and innovation funding agency



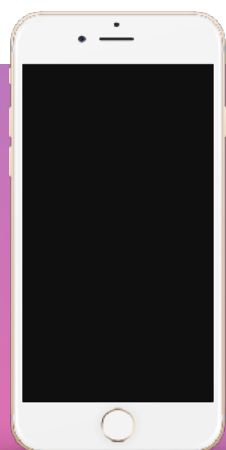
[**TCD Social Sciences & Philosophy**](#)

[**@tcdssp.bsky.social**](#)

Trinity College Dublin's 3rd largest School



School of Social Sciences and Philosophy



 YouTube



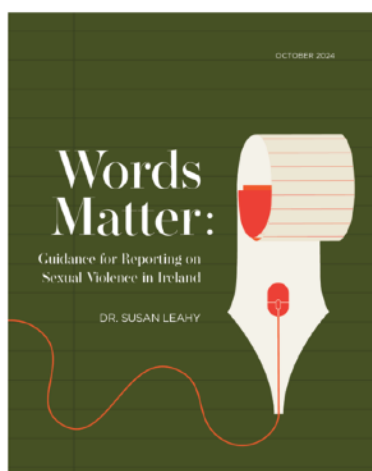
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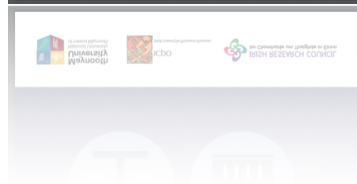
APPS & SOCIAL MEDIA



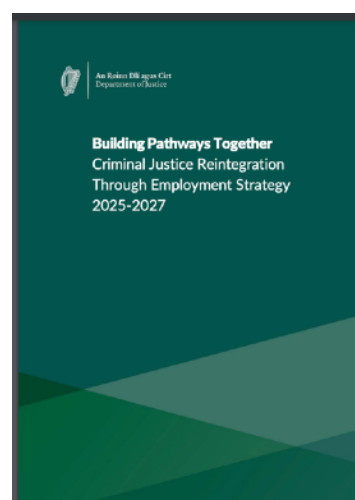
NEW PUBLICATIONS & REPORTS



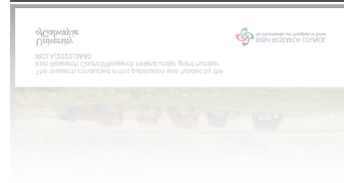
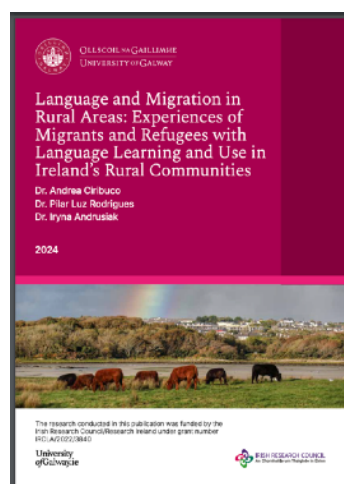
Find the full report [here](#)



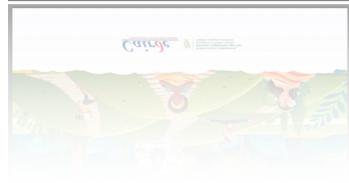
Find the full report [here](#)



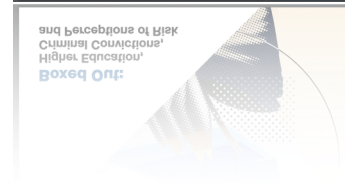
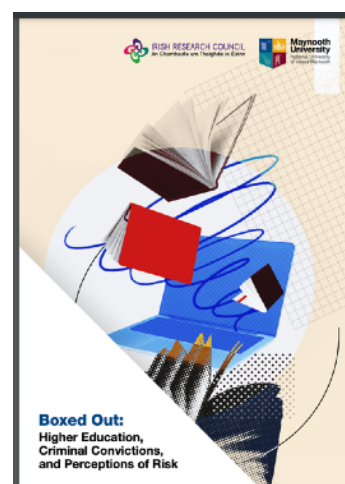
Find the full report [here](#)



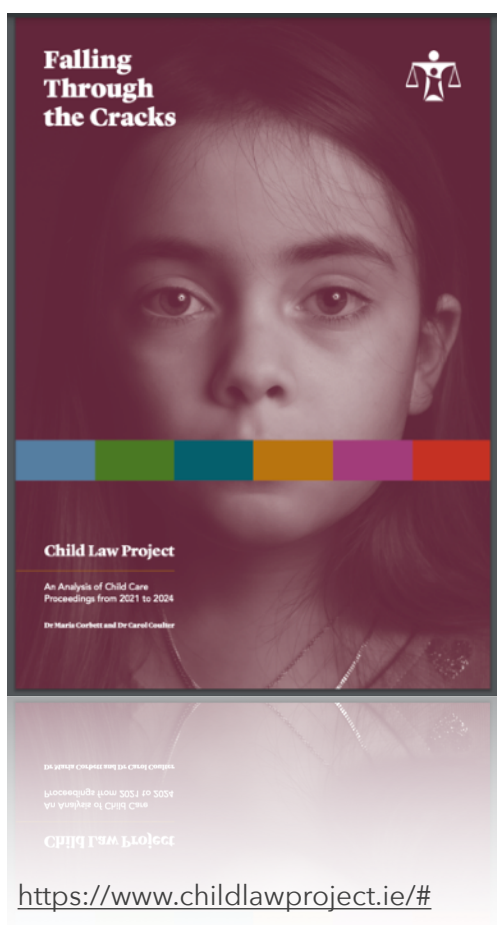
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Child Law Project

Child Law Project

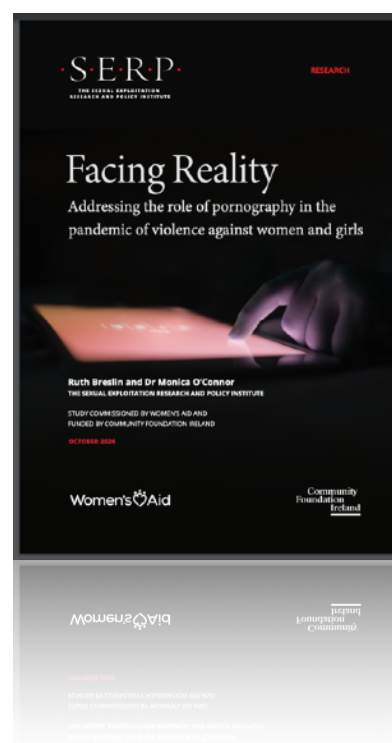
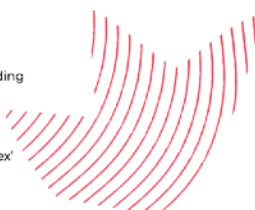
2012 to 2024

From 2012 to 2024, the Child Law Project examined and reported on judicial child care proceedings. The Project ceased its business activities in early November 2024 following the successful completion of a three-year programme of work funded by the Department of Children, Equality, Disability, Integration and Youth.

Over a twelve year period, the Project provided information to the public on the operation of the child care system in the courts with the aim of promoting transparency and accountability. It published 1,050 individual court reports and a number of analytical research reports, all of which are available on this website.

Facing Reality: Failure to tackle the harms of pornography is undermining equality and putting new generations of young people at risk.

- Stark new Irish research finds that the consumption of mainstream pornography is fuelling high levels of violence against and degradation of women and girls.
- Report finds that pornography that features the strangling of women during sex, verbally degrading them and spitting in their faces, among countless other acts of callousness and cruelty is now mainstream and freely available to everyone, including children, with a few clicks online.
- Researchers have found that much mainstream pornography depicts high levels of sexual and physical aggression against women which actively distorts and breaks the boundary between 'sex' and 'sexual violence'.
- The report also finds that the consumption of sexually violent content impacts negatively on the healthy sexual development and behaviour of adults and young people leading to sexual violence, unhealthy relationships, hostile misogyny, and compounds gender inequality.
- Women's Aid calls for urgent actions to counter the multiple harms created and caused by pornography through frank public discussion, education, child protection measures and targeting the business model of the multi-billion-euro porn industry.

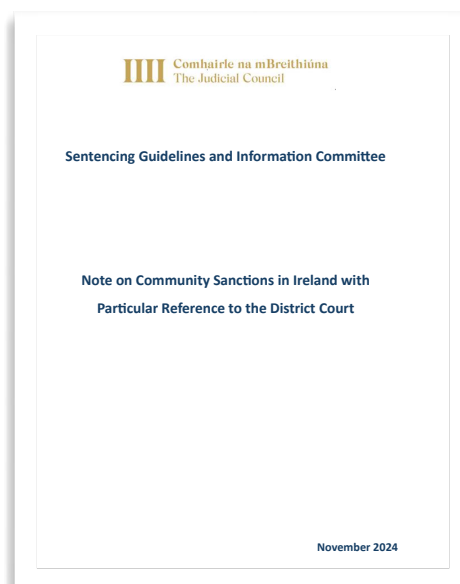
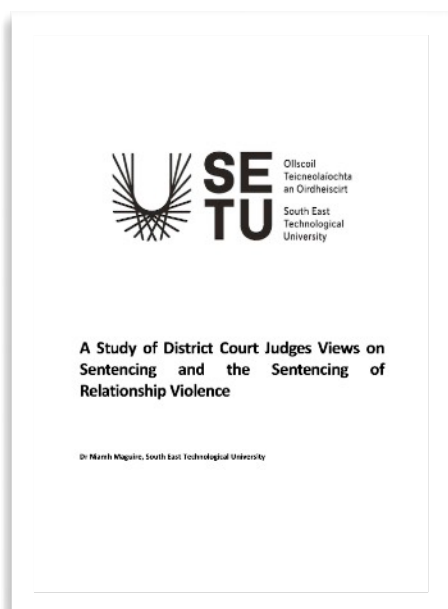




Sentencing in the District Court

The Sentencing Guidelines and Information Committee (SGIC) of the Judicial Council has published two documents on sentencing in the District Court: One is a research report on District Court Judges' views on sentencing issues in general and the specific consideration of sentencing in relationship violence matters; the other is a note on community sanctions in Ireland, with particular reference to the District Court.

The two documents are available here: <https://judicialcouncil.ie/sentencing-guidlines/>



Criminal Justice response to domestic abuse - report

The Domestic Abuse Commissioner for England and Wales, Dame Nicole Jacobs, published a report on how domestic abuse is managed by the criminal justice system and makes recommendations for change. The report is [available here](#).

Guidance for safe and effective perpetrator programmes

The Council of Europe has published a comparative study and recommendations on programmes for perpetrators of domestic and sexual violence, as provided for under Article 16 of the Istanbul Convention. The guidance document is [available here](#).



Mental health support for people on probation

An article on mental health services for people on probation, by Dr. Coral Sirdifield, Dr. Andrew Fowler and Prof. Charlie Brooker, sets out "...to provide a useful overview of the pathways into mental health services for people on probation [in Britain]." The article, published in *Probation Quarterly* recently, reflects on the complexity of mental health needs of this population and efforts to facilitate access to appropriate services in England and Wales. The article is [available here](#).

Collection of children's rights instruments

Described by the publishers as "...an essential supplement to... academic handbooks on children's rights studies and international children's rights law..." including "...United Nations treaties and resolutions, regional human rights instruments, such as treaties, recommendations, resolutions, and guidelines, both of private and public international law," this overview of those legal sources is for those seeking to understand and promote children's rights, including students, researchers, and professionals and anyone dedicated to the protection and promotion of children's rights. As well as being available to purchase in hardcopy, the publication is freely available to download on [open access here](#).



Effective relational work in youth justice

The British Inspectorate of Probation (HMIP) has just published a new paper on evidence-informed relational working in youth justice, as part of their Academic Insights series. The report draws from work undertaken by Prof. Seán Redmond and colleagues at the University of Limerick. It reflects findings from a three-year research project undertaken in Ireland and presents a reflective resource for youth justice practitioners and others working with crime-involved young people. The paper is [available here](#).



The following articles were produced from the Phase One of the TARA Research Project which is partnership between University College Cork and Dublin South Central Area of Tusla to integrate trauma-informed practices across the service area to support practice in responding to the complex needs of children and their families (further information available at: [TARA Project | University College Cork](#)).

1. The effects of a trauma-informed care professional education

This study aimed to evaluate the effects of a newly developed post-graduate level trauma-informed care program for professionals in the national child welfare agency in Ireland. Study participants were 41 child welfare professionals that included front-line practitioners, supervisors, and senior managers. A pretest-posttest study design was used, data was collected over three-time points to measure the effects of the program on pre-defined outcomes of Trauma-informed Knowledge, Professional Self-efficacy, Professional Quality of Life, and Intention to Leave. Statistically significant positives effects were found in trauma-informed knowledge, professional confidence, burn-out and compassion fatigue/secondary traumatic stress, with effect sizes ranging from medium-large to large ($\eta^2=.133$ to $\eta^2=.721$) across the intervention time period. The positive impacts arising from the program were sustained for 3 months post-intervention. The results of this initial evaluation are promising in supporting child welfare professionals' capacity to integrate trauma-informed practices and addressing the need for trauma informed practitioners. The need for further research is highlighted - [click here to access](#)

2. The experience of trauma-informed care professional education

This study explored the experiences of child welfare professionals who participated in a graduate level Trauma-informed Care program in Ireland. Through three focus groups, thematic analysis revealed four overarching themes: 1. Program Acceptability; 2. Learning to Weave the Old with the New; 3. Integration into Practice and 4. Sustaining New Ground. Findings suggest participants experienced a process of change that led to knowledge integration which in turn led to concrete practice changes. Sustaining changes requires ongoing supports, a national strategy for trauma-informed practice integration in the Irish child welfare agency and across child serving systems of care. [Click here to access](#).

3. Integrating trauma-informed practices into foster care services

The article focuses on two new practice changes being implemented by the fostering team in the research site: The TARA Case Review, and the TARA Toolkit. These new practice initiatives are outlined, the rationale and application and implications for practice are discussed, reflecting changing child welfare practice from the inside. Future directions for practice and research are also highlighted. [Click here to access](#).



What is old and what is new about trauma-informed care in child welfare?

Trauma-informed care is becoming an increasing part of discourse in child welfare practice. This paper explores the current debates and offers some critical reflections relevant for trauma-informed care implementation in child welfare practice. Firstly, the paper discusses the lack of conceptual clarity of a shared understanding for both trauma and trauma-informed care posing challenges for implementation and assessing evidence. Then, it explores the proposed paradigm shift of trauma-informed care in a child welfare practice context. The paper then explores aspects of trauma-informed care that may support newer ways of understanding experiences and interventions. Then, it explores aspects of trauma-informed care that may support re-emphasising and re-establishing well-established within child welfare practice. The need to bring critical thinking to applying trauma-informed care is stressed to ensure it is applied to support best child welfare practice. Furthermore, the paper highlights the need for systems level support to support the integration of trauma-informed care (the old and the new).

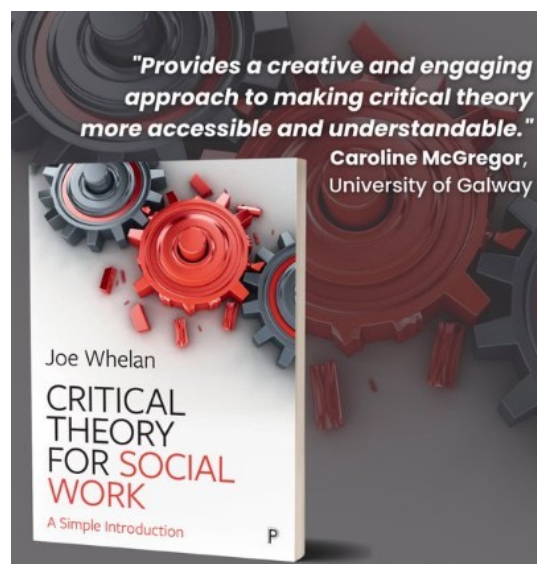
Lotty, M., 2024. Exploring What is Old and What is New about Trauma-informed Care: Implications for Child Welfare Practice. *Irish Journal of Applied Social Studies*, 24(2), p.3. Available at: "Trauma-informed Care in Child Welfare" by Maria Lotty - [click here](#).

New book: critical theory for social work

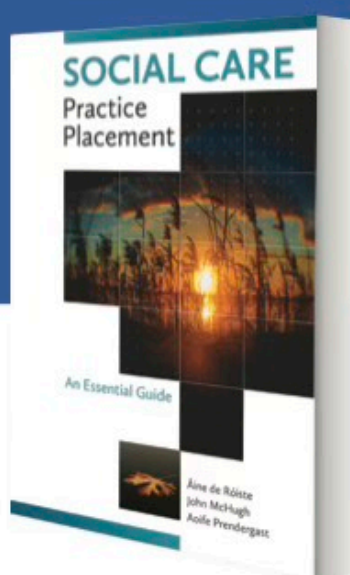
The School of Social Work and Social Policy is delighted to host the launch of "Critical Theory for Social Work" by Joe Whelan. Published by Policy Press, this accessibly written textbook encourages critical thinking and critical approaches to social work, providing an entry point for anyone interested in thinking theoretically about practice. This in-person event will take place in the space outside the TRiSS Seminar Room in the Arts building at Trinity College Dublin. Limited discounted books will be available for purchase and there will also be a discount code to order the book online.

The book will be officially launched by Professor of Social Work at Trinity College Dublin, Stephanie Holt and CEO of the Irish Association of Social Workers, Vivian Geiran on **Thursday 20th February 5-7 pm**. [Click here](#) to register. Light refreshments will be served.

To learn more about the book and the full range of supporting materials, you can click [here](#).



NEW PUBLICATIONS & REPORTS



Social Care Practice Placement An Essential Guide

Áine de Róiste, John McHugh & Aoife Prendergast

Title: Social Care Practice Placement: An Essential Guide
Authors: Áine de Róiste, John McHugh & Aoife Prendergast
Pages: 208
ISBN: 978-1-73845-453-2
Price: €36.99
Pub date: May 2024
Orders: www.borupress.ie/bookshop or local bookshop

Written for social care students working through practice placement.

Also for placement supervisors, college placement co-ordinators and lecturers

Anchored in the CORU Standards of Proficiency for Social Care Work

- ▶ An invaluable practical guide for social care students and their supervisors/field practice educators across all stages of their placement journey.
- ▶ Discusses common student concerns relating to placement, including development of, and reaching SoPs, applying theory to practice and completing placement-related assignments.
- ▶ Explores all facets of professional development, with particular reference to the student on placement.
- ▶ Examines placement from the perspective of the student, supervisor/field practice educator, college tutor, supported person/service user.
- ▶ Demonstrates how to develop evidence of learning and professional development.
- ▶ Illustrates how placement supervision can be used to achieve placement and professional development goals.
- ▶ Explores in detail the links between everyday practice and learned concepts, values, policies, and theories.
- ▶ Introduces reflective practice as an essential skill which holds the balance between professional autonomy, accountability, and responsibility.
- ▶ Explores the key principles of social justice and the application of a human rights-based approach in social care.
- ▶ Describes evidence-informed practice and considers its relationship to quality assurance placement.
- ▶ Explores professional relationships within social care practice; how they are established, maintained, and ended on placement.
- ▶ Examines what it means to be a social care worker, operating within a wide range of health and social care professions.
- ▶ Includes numerous case studies, checklists, and guides to track progress through placement.

Practice signposts provide links to high-quality, research-informed databases and publications. Some of the databases at a quick glance may seem too medical/health orientated, but contain great resources to support social work and allied professionals' practice.

OPEN ACCESS RESEARCH DATABASES:

RIAN - Irish Open Access Research Archive - [click here](#)

Trinity Access Research Archive (TARA) - [click here](#)

Cork Open Research Archive (CORA) - [click here](#)

Galway Open Access Research Archive (ARAN) - [click here](#)

TU open access (Arrow) - [click here](#).

RESEARCH DATA ARCHIVES:

Irish Qualitative Data Archive - [click here](#)

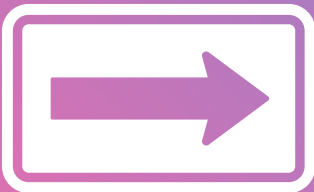
Irish Social Science Data Archive (ISSDA) - [click here](#)

Irish Social Sciences Platform - [click here](#)

OPEN ACCESS (FREE) JOURNALS

Journal of Early and Intensive Behaviour Intervention; International Journal of Child and Adolescent Resilience (IJCAR; Journal of Global Social Work Practice; International Journal of High Risk Behaviours and Addictions; Journal of Indigenous Social Development; Critical Social Work; International Journal of Child, Youth & Family Studies; The Irish Journal of Applied Social Studies; Comparative Migration Studies; Irish Social Worker.

SYSTEMATIC REVIEW



Practice signposts: data sources to support your practice

PRACTICE GUIDANCE, DATABASES & PUBLICATIONS:

Addiction Technology Transfer Centre Network (USA) - [click here](#)

CES - Centre for Effective Services - [click here](#)

Child and Family Agency Publications and Reports - [click here](#)

Drug and Alcohol Information and Support (drugs.ie) - [click here](#)

Growing Up in Ireland - national longitudinal study of children. [Click here](#)

HSE Health Promotion Publications - [click here](#)

HSE Publications and Reports - [click here](#)

HRB National Drugs Library - [click here](#)

HUB na nÓg Young: Voices in Decision-Making - [click here](#)

NICE - National Institute for Health and Clinical Excellence (UK) - [click here](#)

Mindfulness Based Relapse Prevention Resources (free audio tracks) - [click here](#)

North South Child Protection Hub - [click here](#)

Probation Service Publications - [click here](#)

Social Care Institute for Excellence (SCIE) - [click here](#)



PRACTICE LINKS



Team

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Louise McCormick, Health Service Executive CAMHS / @louisebsw.bsky.social

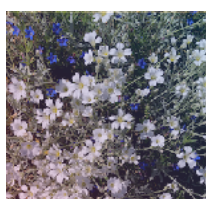
Vivian Geiran, Adjunct Assistant Professor, Trinity College Dublin & IASW Chairperson / @VGeiran / @vgeiran.bsky.social

Dr Kenneth Burns (editor), School of Applied Social Studies (social work), University College Cork, Ireland

About us

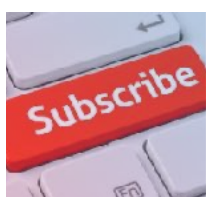
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