



Child Abuse and Neglect

ENVOIE project Faculty of Behavioural and Social Sciences

Instructors

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Course Information

Course name: Child Abuse and Neglect: Using Research to Improve Policy and Practice

Course code: PAMAY202

Number of ECTS: 5

Semester and period: 1

First run of OIE project: From 13th of September to 27th of October 2017

Partner information

Partner's name: Dr. Hilda Paredes Dávila

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University: UNAM

Department: División de Estudios de Investigación y Posgrado

Faculty: Faculty of Psychology

Country: Mexico

Partner website: <http://www.psicologia.unam.mx>

Course name: Developing spaces to promote child welfare

Course code: 74060 Seminario de la Residencia de la Maestría en Psicología Escolar Tercer Semestre

Envisaged OIE task

Assignment: Contemporary Challenges for Child Welfare

For this assignment, students will focus on one specific and contemporary challenge of the child welfare system facing children and youth today in Mexico and the Netherlands, including teen pregnancy in care, violence among youth, child labour, transition to adulthood from public care, homelessness youth, LGBTQ children in care, promotion of children's wellbeing in an educational context, race and culture in the child welfare system, involvement in the juvenile justice system, gender issues in the care system, children's participation in decision-making, etc.

Groups of two/three students from the mastertrack Youth Society and Policy at the University of Groningen (RUG) will be matched with one student from the master School Psychology at UNAM in Mexico. Together they will choose one contemporary challenge of the child welfare system to analyse, with a comparative perspective, how the issue has been addressed in both countries.

For this purpose, the students from each country will conduct a review of research literature, policy and interventions addressing the specific challenge in both countries. Together they will write a report (10 to 15 pages) in which they need to include the situation in both countries and make a comparison. In the report attention will be given to the differences and similitudes between both countries.



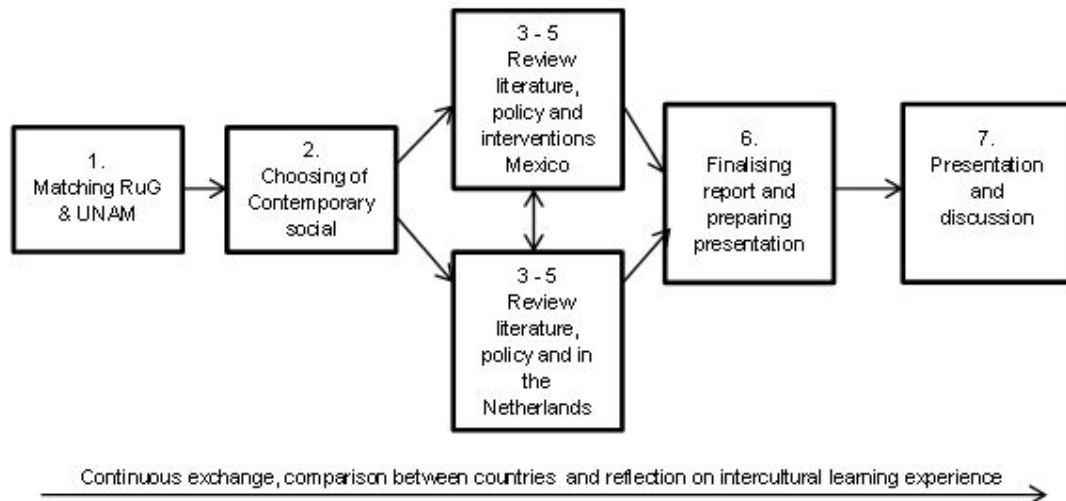
Students from both countries will be in charge of communicating effectively all the information to their counterparts in the other country and providing them with the necessary literature for them to understand the challenge analysed. It is expected that the students from both countries have a series of online contacts to clarify questions, review the information provided from the other country and ensure that the information is correctly understood. To achieve this goal, the students from both countries will work together online by using Blackboard Collaborate in the Nestor platform. During September and October 2017 they will have at least 3 videoconference interactions. In addition, they will use Nestor and google doc. for exchanging information and preparing the report.

After this, the students from the RUG will provide a 30 minute presentation for their fellow classmates about the contemporary challenge addressed in the report and participate in a debate with students and professors. During the presentation attention will be given to the differences and similitudes between both countries. Moreover, they will provide advice on new policy or interventions that could more effectively address the challenge in both countries.

During the process, the students will write a log or diary narrating their experience and reflecting on the knowledge acquisition process.

Summary of steps:

- Week 1 (11-15 September): students from one country are matched with students from the other country
- Week 2 (18-22 September): students have their first communication via Collaborate and chose a contemporary challenge for their assignment
- Weeks 3 to 5 (25 September to 15 October): students conduct the review in both countries and communicate the results to students from the other country (they work on the report using google doc. and send the necessary literature through Nestor)
- Week 6 (16-22 October): students contact each country's team for doubts and further explanations in preparation for the class presentation
- Week 7 (25 and 27 of October): students of the mastertrack YSP give a presentation and participate in the debate at the University of Groningen
- November: teaching stay of the academic coordinator from the University of Groningen at the UNAM and session of presentations with the students at UNAM
- February: the students from UNAM present their projects in the XXXV Colloquium of School Psychology in México City.



The report (10 – 15 pages) and presentation should be in English and content the following items:

- Research literature on the challenge chosen
- Policy and laws
- Interventions addressing the challenge (when available)
- Method used for the comparison
- Comparison between country 1 and 2
- Advice for policy and practice improvement
- Section detailing the OIE experience: number and type of contacts, summary of content, assessment of the communication and personal evaluation (extracted from the student's diary)

Competences and learning outcomes

Upon completion of this course students will be able to:

Knowledge

1. Articulate definitions of child abuse and neglect from two (inter)national perspectives
2. Discuss current research related to the types of child abuse and neglect
3. Understand welfare state practice in different cultures and in different policy sectors
4. Understand different forms of prevention and treatment of child abuse and neglect implemented in different countries
5. Describe interventions developed for children and families and reflect on their content and effectiveness taking the socio-cultural context into account
6. Analyse social and educational dynamics using comprehensive theoretical models in child and family interventions

Skills

1. Critically evaluate national and international research, current trends and



- theoretical perspectives in key areas of child welfare
2. Integrate knowledge from theories and international research and apply it in their own national practice field
 3. Design programmes and guidelines for intervention aimed at supporting children and families at risk based on quality indicators and best practices in their own national practice field
 4. Communicate clearly information on the child welfare system and current trends, through oral and written reports presented to different audiences with respect to cultural backgrounds and disciplines, at different times and for different purposes
 5. Generate innovative proposals to meet specific needs of child welfare considering the contextual characteristics of countries, based on the analysis and integration of specialised literature and continuous reflection
 6. To adequately use diverse material, human and technological resources of the discipline consisting of various intercultural online exchanges between the students of both countries, a report and presentation of the contemporary social problem, and a reflection on the intercultural learning process.

Values

1. Understand the diversity of vulnerable children and families, their needs, and their experiences in various socio-cultural contexts
2. Be aware of the consequences of child abuse and neglect for children, families, and wider society
3. Express awareness of values and ethics in child protection practice and research worldwide
4. Identify your own training needs with an open, critical and reflective attitude about your professional performance in order to pursue life-long learning, considering the progress of your discipline
5. Work together with professionals from various contexts (disciplines, countries) to find solutions to child welfare needs, flexibly employing a wide variety of teamwork skills, intercultural communication and social interaction skills
6. Assume your professional role (as school psychologist, pedagogue, social worker, etc.) in relation to your own values, assumptions, behaviour, communication styles, and articulate a complex understanding of the cultural environment and welfare policies in which these are shaped.

Integration and assessment

Students are expected to participate actively in the Online International Exchange meetings and discussions. They will be accompanied by a teacher or student assistant during the first meeting in order to smooth the introductions and communication. During the course, they will write a log or diary narrating their experience and reflecting on the knowledge acquisition process. By the end of the course, the YSP students will handle a report of the assignment including a section detailing the OIE experience (number of contacts, summary of content, assessment of the communication). Moreover, they will give a presentations to the class group so everybody could benefit of the experiences of the different groups. For the final grade, we will take into account the report and the group performance during the class presentation.



Time investment

5 ECTS (5 x 28 hours = 140 hours)

- Lectures: 8 lectures x 2 hours = 16 hours
- Workshops: 3 workshops x 2 hours = 6 hours
- Reading: 60 hours (6 pages per hour = 360 pages)
- Assignments: 58 hours