University of Stirling

Improving the protection and wellbeing of children in Europe: Enhancing the curriculum
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Module Purpose

To provide scenario based learning through which the student develops knowledge and understanding, and applies it effectively when working with children and their families within a child protection setting.
Learning Outcomes

- Consider and apply relevant theory and research on child protection and wellbeing
- Consider and apply national policy and legislation as it relates to child protection and wellbeing
- Consider the impact of values, ethics and morals upon practice in child protection
- Demonstrate the appropriate skills in identifying and assessing potential risks to the child
- Develop and apply an appropriate intervention and management strategy
- Demonstrate knowledge of relevant practice skills
- Discuss the effects of professional intervention on the child and family.
The approach to learning

• Throughout the module there are prompts to help students think about three inter-linked concepts:

• **Knowing, Being, & Doing.**

• This approach has been influenced by the work of Lefevre (2008, 2015).

Task: Students should read at least one of the articles referenced below before attending the sessions.


Module sections

There are 5 inter-linked learning sessions:

1. Theory and Practice
2. Ethics and Values
3. Practice Skills
4. Assessment and Intervention
5. Engagement and Participation

Case study:
The sessions are underpinned by a case study which the students must read beforehand and which tutors refer to when tasking students.
The case study...

You are appointed as a social worker in a children's services team in Stirling. You have been allocated a case concerning the Cox family. The case has been summarised as per case study document 1a.

**Action:** Read the case study document before attending session 1.