SESSION 5:
PRACTICE SKILLS IN UNIVERSITY

Improving the protection and wellbeing of children in Europe: enhancing the curriculum

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SESSION OBJECTIVES:

• To understand and implement the Knowing – Being – Doing model
• Put into practice the skill learnt from the four previous session in a simulated environment
• To understand the importance and be able to utilize reflection in practice
Interventions in practice require resources, whether material or immaterial all resources should be considered and utilized where appropriate. Resources broadly fall into the categories:

- Client
- Environment
- Social system

As such when planning an intervention all possible resources should be taken into consideration, irrespective of their necessity in achieving the desired outcome in the intervention, it is important to know that they are there and available.
According to ToV et al. (2013, Ch. 2.2, p. 24) we distinguish between the following resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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<tbody>
<tr>
<td>Explanatory knowledge:</td>
<td>Why do people act like this in the situation?</td>
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<td></td>
<td>Explanations on social problems, behaviour, process….</td>
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<td>Intervention knowledge:</td>
<td>How can I act as a professional? Methods, procedures, planning aids, interview management….</td>
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<td>Knowledge of experience:</td>
<td>What do I remember; what do I know from similar situations?</td>
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<td>Own experiences as well as experiences of employees</td>
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<td>Organisation and context knowledge:</td>
<td>Which framework conditions influence my actions?</td>
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<td>Mission of the organization, socio-political connections, legal basis…</td>
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<td>Skills:</td>
<td>Which skills I need as a professional? To be empathic, to perceive, to communicate, to cooperate, to design processes, to be able for self-reflection…</td>
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<tr>
<td>Organisation, infrastructural, temporal and material conditions:</td>
<td>With what can I work?</td>
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<td></td>
<td>Material, temporal possibilities, infrastructural conditions, organizational statutes…</td>
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<tr>
<td>Knowledge of values:</td>
<td>Whereupon, do I orient my actions? What are the central values in this situation that I want to take into account as professional?</td>
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<td>Attitude, code of ethics, perception of human nature….</td>
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ACTIVITY:

**Preparation for simulated Interviews:**

- Divide the students in groups
- Create groups with min. 3 to max. 6 students in one group

**Activity (Par 1)**

- In groups students should **prepare an interview plan for each child and the parents of our case study.**
  - They will present the plan to the class and the tutor who will provide critical review.
Activity (Part 11)

• Each student conducts a *simulated interview* with an adult and a child, using the interview plan created.
  • The interview is *visually recorded and assessed* by the tutor.
A Child Protection Case Conference (CPCC) must be convened if there are concerns that the child is exposed to a risk and suffers or could suffer significant damage. The conference must consider all children in a household, even if only one child is at risk.

**Timing:** When?
**Location:** Where?
**Participants of the conference:** Who?
Timing: The CPCC should be held as soon as possible after completion of the examination and assessments.

Location: The social Worker and their manager should draw up a list of professionals to invite and this list should be agreed with the Chair. The location and timing of the conference should be planned in such a way as to ensure maximum participation of the key players.

Participants of the conference: The group of participants should only consist of the most important participants, usually these are:

- The Chair
- Minute taker
- Agency representatives
- Parents/Carers
- Child
### Administrative Arrangements for Child Protection Conferences:

- The purpose of the conference
- Name, date of birth and address of the subject/s of the conference, parents and other adults in the household;
- Who was invited, who attended the conference and who submitted their apologies;
- A list of written reports available to conference and whether open to parents or not;
- All the essential facts;
- Opinions of conference members, clearly identified as such;
- Views of child;
- Views of parents;
- A summary of discussion at the conference, accurately reflecting contributions made;
- All decisions reached (e.g. to make a child subject of a protection plan, category of abuse or neglect), with information outlining the reasons;
- Name of the lead social worker (i.e. the social worker who is the lead professional for the case);
- Members of the core group and date of first meeting;
- Date of next conference

North Yorkshire Safeguarding Children Board (2015)
**ACTIVITY**

**Preparation:**
- Divide the students in groups
- Create groups with 5 students in one group

**Activity (Part 1)**
- Plan and organize a CPCC for Artan. For this purpose, create a report in which the purpose of the conference is defined, which persons will be invited to the conference, which documentation is needed, etc.
- Afterwards, the reports of each group will be discussed with all students regarding similarities or differences between them.
Activity (Part II)

Each group simulates a CPCC.

For this purpose, each student in a group takes on a role (one as chair, the next one is the minute taker, one takes on the role of agency representatives, one has the role of parents and one takes on the role of the child). The conference is visually recorded and assessed by the tutor.

Afterwards, discussion of each group's CPCC with all students and feedback from the Tutor.
Supervision is a scientifically substantiated, practice-oriented and ethically bound concept for person- and organization-related consulting in the working world. It is an effective form of consulting in situations of high complexity, differentiation and dynamic change. The topics in supervision are problems, conflicts and case studies from the professional everyday life” (Deutsche Gesellschaft für Supervision, 2012, p. 80).

What would you expect from supervision for yourself?
“Reflective thinking, in distinction from other operations to which we apply the name of thought, involves (1) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (2) an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle a dispose of the perplexity” (Dewey, 1933, p. 12).

Reflecting is a deliberate thinking to solve problems and achieve goals.

- What significance will have reflection to you as social worker?
- What attitudes and expectations do you have about reflection?
REFERENCES
AND SUGGESTED READINGS


THANK YOU!

FALEMINDERIT!