

STUDY GUIDE

GENDER AND DIVERSITY APPROACHES IN CHILD PROTECTION: PROFESSIONAL DECISION-MAKING WITH VULNERABLE POPULATIONS

Organised by
University of Cantabria

1. IDENTIFYING DATA.		
• Course Name.	Gender and Diversity Approaches in Child Protection: Professional Decision-Making with Vulnerable Populations	
• Coordinating University.	University of Cantabria	
• Partners Involved.	University of Groningen; University of Peloponese, University of Mons,	
• Course Field(s).	Behavioral Sciences	
• Related Study Programme.	N/A	
• ISCED Code.	4,5	
• SDG.	3,4,5,10,16	
• Study Level.	N/A	
• EUNICE Key Competencies	Problem solving	Strongly
	Teamworking	Partially
	Communication	Strongly
	Self-management	Strongly
	Cognitive flexibility	Moderately
	Digital competence	Not at all
	Technical competence	Not at all
	Global intercultural competence	Not at all

• Number of ECTS credits allocated.	0.4 ECTS Credits
• Mode of Delivery.	Online live (with small part of <i>Online self-study</i>).
• Language of Instruction.	English
• Course Dates.	October 19th November 23th
• Precise Schedule of the Lectures.	Four synchronous sessions of 2 hours, one per week

· Key Words.	Child protection; gender and diversity; sex-gender diversity; professional decision-making; bias; intersectionality; child wellbeing
· Catchy Phrase.	Protecting every child means recognising who they are, not who we assume
· Main Targeted Audience.	Professionals working in the child protection system and social services (family, psychosocial, educational or legal fields related to child protection), as well as master's and doctoral students in these fields.

· Prerequisites and co-requisites.	[Bachelor (B), Master (M) and Doctorate (D) — open to all levels. Required linguistic skills: English (recommended level B2). Recommended background: studies or professional activity in the family, psychosocial, educational or legal fields related to child protection.
· Number of students that can attend the Course.	40

2. CONTACT DETAILS.

· Department.	Department of Education, University of Cantabria
· Name of Lecturer.	Noelia Fernández-Rouco/Iriana Santos Gonzalez
· E-mail.	fernandezrn@unican.es
· Other Lecturers.	Mónica López López (University of Groningen), Charles Glineur (Université de Mons), Efthalia Chatziagianni (University of the Peloponnese), Elena Riva Cardona (Hogar de Protección Ángeles Custodios).

3. COURSE CONTENT.

This course equips child protection and social services professionals to bring a gender and diversity perspective into their practice, with a specific focus on professional decision-making. Working from a real (fictional, training-based) case, participants examine how implicit biases and institutional dynamics affect risk assessment and the wellbeing of children experiencing sex-gender diversity, and learn to translate this awareness into concrete tools, bias-free documentation and organisational change.

4. LEARNING OUTCOMES.

By the end of the course, participants will be able to:

- Identify how gender and diversity biases influence professional assessment and judgement in child protection.
- Apply an intersectional lens to case analysis and risk assessment.
- Recognise the specific needs of children and adolescents experiencing sex-gender diversity.
- Produce technical documentation (reports, intervention plans) free of bias and symbolic violence, distinguishing facts from interpretations.
- Translate these frameworks into concrete protocols and organisational improvements.

5. OBJECTIVES.

- To integrate a gender and diversity perspective into professional practice in child protection.
- To make visible and examine the biases that affect professional decision-making.
- To provide applicable tools for assessment, intervention and documentation.
- To promote concrete organisational change rather than abstract awareness-raising.

6. COURSE ORGANISATION.

UNITS/MODULES

1.	Conceptual framework: gender, diversity and intersectionality in child protection
2.	The environment around the child: family participation, institutional mandate, children's rights and advocacy.
3.	Decision-making and dilemmas in child protection.
4.	From theory to practice: working on real cases.

LEARNING RESOURCES AND TOOLS.

Downloadable instruments, selected readings and videos, and training cases.

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

Live synchronous sessions, case-based learning, group discussion, simulated team procedures, and prior independent study.

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

The applied task is assessed as pass/fail on the basis of the following general criteria, each linked to the course's learning outcomes:

- Accurate application of the course's conceptual frameworks (gender, diversity, intersectionality) to the case analysis.

Ability to identify the biases and decision-making dynamics at play in the situation.
 Consideration of the different dimensions worked on during the course: the child's identity and needs, the family and institutional context, and the rights dimension.
 Coherence and clarity of the concept map as a representation of the analysis.
 Relevance and feasibility of the proposed lines of action/intervention.
 Use of non-pathologising, bias-aware professional language.
 To pass, the participant must demonstrate an adequate level across these criteria.

OBSERVATIONS.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Kaasbøll, J., Pedersen, S. A., & Paulsen, V. (2022). What is known about the LGBTQ perspective in child welfare services: A scoping review. *Child & Family Social Work*, 27(2), 358-369.
 Ryan, C. (2009). Helping families support their lesbian, gay, bisexual, and transgender (LGBT) children. Washington, DC: National center for cultural competence, Georgetown university center for child and human development.

9. OTHER COMMENTS (IF ANY).