

Welcome to the training program of ERICA project and thank you for taking the time to complete this questionnaire. ERICA (Stopping Child Maltreatment through Pan-European Multiprofessional Training Programme: Early Child Protection Work with Families at Risk) is a project funded by the Rights, Equality and Citizenship funding programme of the European Commission.

The main objective of the project is to develop a pan-European training program improving protection of children against maltreatment in the family. Protection against child maltreatment in the family is a public health issue. All forms of maltreatment pose a significant risk to the child's health and well-being.

Please, follow the instructions to fill in the questionnaire, which should take about 20 minutes of your time. Please, consider only the training modules you attended. You will be taking the questionnaire both at the beginning and at the end of the training program. All the collected data will be kept confidential and secure and used in aggregate form and for scientific purposes only, in order to assess the efficacy and effectiveness of the ERICA training model to improve children well-being.

If you have any questions, please contact us at the following address: synergia@synergia-net.it .

(for all countries)

Sex	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say
Country	<input type="checkbox"/> UK (Scotland) <input type="checkbox"/> UK (England) <input type="checkbox"/> Germany <input type="checkbox"/> Italy <input type="checkbox"/> Finland <input type="checkbox"/> France <input type="checkbox"/> Poland
What is the highest level of education you have completed?	<input type="checkbox"/> Grammar school <input type="checkbox"/> Vocational/technical school (2 year) <input type="checkbox"/> High school or equivalent <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctoral degree <input type="checkbox"/> Other: _____
What is your current working role?	<input type="checkbox"/> Psychologist <input type="checkbox"/> Social worker <input type="checkbox"/> Educator/education support staff <input type="checkbox"/> Nurse <input type="checkbox"/> Doctor <input type="checkbox"/> Specialist medical practitioner <input type="checkbox"/> Psychiatrist/neuropsychiatrist <input type="checkbox"/> Teacher (primary/secondary school) <input type="checkbox"/> Teacher (kindergarten/pre-school) <input type="checkbox"/> Voluntary agency worker <input type="checkbox"/> Other: _____
Previous learning experiences on empowerment programmes in the last 5 years?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What is your main workplace?	<input type="checkbox"/> Hospital <input type="checkbox"/> Advice/support/counseling centre <input type="checkbox"/> Medical centre/health centre/mental health centre

	<input type="checkbox"/> Social welfare centre/ social care centre <input type="checkbox"/> School <input type="checkbox"/> Other _____
Who are the direct recipients of your work/intervention? (multiple answers possible)	<input type="checkbox"/> Children (as individuals) <input type="checkbox"/> Adolescents (as individuals) <input type="checkbox"/> Adults (as individuals) <input type="checkbox"/> Families (family-based approach) <input type="checkbox"/> Other _____
How long have you been working in your current professional field?	Number of years: _____
Age	Year of birth: _____
Initials of your mother's maiden name? (Example: Anne Smith = AS)	_____

Consider your KNOWLEDGE of the following aspects in relation to child maltreatment:

	How much are you AWARE of the following aspects when dealing with abused and neglected children?	How COMPETENT do you feel in the following aspects when dealing with child abuse and neglect?
	1 – Not at all aware 2 – Slightly aware 3 – Somewhat aware 4 – Moderately aware 5 – Extremely aware	1 – Not at all competent 2 – Slightly competent 3 – Somewhat competent 4 – Moderately competent 5 – Very competent

Assess the following elements (ONLY FOR THOSE PARTICIPANTS ATTENDING MODULE “Child development and consequences of maltreatment”)

Development of the child		
Influence of different types of child maltreatment on different periods of development		
Impact of child maltreatment on a person’s life		
Neurodevelopmental and psychopathological consequences for children and young people who experience abuse in the family		

Assess the following elements (ONLY FOR THOSE PARTICIPANTS ATTENDING MODULE “Risk factors: mental health, substance misuse, parenting, safety, violence”)

Different ways in which family and parent/guardian risk factors can manifest themselves in parenting practices		
Differences/heterogeneities in risk factors across contexts, including cultural differences in parenting practices		
How pandemic responses can exacerbate existing risk in families due to lockdowns		

Assess the following elements (ONLY FOR THOSE PARTICIPANTS ATTENDING MODULE “Protective factors”)

Various protective factors for different kinds of child maltreatment		
Availability of protective factors for intervention		

Consider the following SKILLS in relation to child maltreatment		
	How much ARE YOU AWARE of the following aspects when dealing with abused and neglected children?	How COMPETENT do you feel in the following aspects when dealing with child abuse and neglect?
	1 – Not at all aware 2 – Slightly aware 3 – Somewhat aware 4 – Moderately aware 5 – Extremely aware	1 – Not at all competent 2 – Slightly competent 3 – Somewhat competent 4 – Moderately competent 5 – Very competent
<i>Assess the following elements (FOR ALL PARTICIPANTS IN ALL COUNTRIES)</i>		
Communication with children where safeguarding concerns are identified		
Talking with a non-abusive parent to encourage this parent to protect the child		
Talking with an abusive parent to motivate this parent to stop the maltreatment		
Helping the maltreated child, and its family		
Designing intervention protocols/documents		
Interprofessional working in preventing child abuse		
Talking with and supporting children aged		
<i>Assess the following elements (ONLY IF YOU ATTENDED MODULE “Early signs of maltreatment and neglect within the family (physical, sexual, psychological and emotional abuse)”</i>		
Spotting typical/ classical observable signs that children may be suffering maltreatment of various kinds		
Distinguish between what might be considered ‘normal’ phases of development and sensing that there may be a problem		
Understanding that various forms of maltreatment may intersect and signs may be difficult to identify		
<i>Assess the following elements (ONLY IF YOU ATTENDED MODULE “Risk assessment tools”)</i>		
Assessing risks of different kinds of maltreatment for children of different ages		
Spotting and assessing possible maltreatment in the era of physical distancing		
<i>Assess the following elements (ONLY IF YOU ATTENDED MODULE “Responses and engagement with children and families: including how the positive skills/support could be maintained throughout the child's life and changes in the family”)</i>		

Acting in case of suspect of maltreatment and understanding of legal obligations		
Judging the appropriateness of interventions within the remit of their level of contact with the children and their families		
Engaging with families at risk constructively		
Providing support at key vulnerability points in children's lives, such as moving house, family disruption, changes in siblings, etc.		
Adapting, maintaining and evolving engagement with children and families through new means like technology development		

Thank you!

You completed the questionnaire, thank you very much for your time!

We remind you that you will be asked to fill in the questionnaire again at the end of the training delivery.

Thank you again for your participation in the ERICA project.