

The CCP Licentiate in Safeguarding - Curriculum

1. The Licentiate in Safeguarding as Part of the Mission of the CCP

The Centre for Child Protection (CCP) is part of the Institute of Psychology, which belongs to the Pontifical Gregorian University in Rome, Italy. The overall objective of the CCP is the academic and professional promotion of safeguarding through education, formation programs, conferences, communication, and research. The *Licentiate in Safeguarding* is one of the educational programmes offered by the CCP. It is a two year, on-site course geared towards training safeguarding professionals who reach Level 7 of the European Qualifications Framework (EQF)¹.

At the CCP safeguarding is understood as the theoretical reflection and practical measures taken to promote the welfare of children, adolescents, and all who need special protection from harm.

The following guiding principles are at the basis of all the work and courses at the CCP:

1. Victims first

We base our reflection, commitment, and actions on listening to victims and survivors and learning from them.

2. Christian view of the human person

We value every human being as created in God's image and act correspondingly.

3. Spirituality

We envisage safeguarding as a spiritual matter that directs us in our theological reflection and a faith-based response.

4. Cultural sensitivity

We honour the variety of cultures, engage in a critical dialogue, and facilitate the culturally sound adaptation and implementation of safeguarding measures.

5. Multidisciplinarity

We look at safeguarding simultaneously from the perspective of various disciplines such as psychology, sociology, canon and civil law, theology, etc.

¹ European Commission (ed.), Learning Opportunities and Qualifications Europe. For information about courses, work-based learning and qualifications, see: <https://ec.europa.eu/ploteus/en/content/descriptors-page> (retrieved 4/23/18).

2. The Licentiate Students and the Graduates' Competencies

2.1. The Licentiate Students

Students accepted for the licentiate hold at least a bachelor's (1st cycle university) degree or a specialisation (master's degree, 2nd cycle university degree) in theology, canon law, education, or psychology/psychotherapy. Recommended by an ecclesiastical or civil authority, they are – during the course – trained for highly specialised and professional future work in the field of safeguarding.

The students come from countries all over the world. Some are native speakers of English; others have acquired at least an intermediate level of proficiency. Some are religious or priests, others lay people. They also differ with regard to their relation to the Catholic Church as an institution and their personal theological and spiritual background. Some have just finished their bachelor's; others hold doctoral degrees or have had ample work experiences inside or outside the field of safeguarding. They come from the abovementioned fields of expertise. These vastly different learning histories lead to different resources the students can draw on, and as well as different motivations, aims and expectations with regard to the Licentiate in Safeguarding. After the completion of the course they will take responsibility for and promote safeguarding in their home countries in various ways, usually linked to their previous education or professional experience and the specialization chosen for the licentiate program.

2.2. The Structure of the Licentiate in Safeguarding

The Licentiate of Safeguarding is a comprehensive two-year course that leads to an interdisciplinary licentiate/master's degree in safeguarding. Licentiate students acquire the Diploma in Safeguarding of Minors during their first semester. Semesters 2-4 build on that foundation. Students must accumulate 120 European Credit Transfer System credits (ECTS) through their coursework.

Schematic Structure of the Course:

Semester 1	Theoretical semester with workshop weeks <ul style="list-style-type: none">• Multidisciplinary foundation with regard to all major aspects of safeguarding• Diploma	30 ECTS
Semester 2	Theoretical semester <ul style="list-style-type: none">• 50% common elements for all the licentiate students	26 ECTS

	<ul style="list-style-type: none"> • 50% contents specific to the four areas of specialization • Elements geared towards personal development and human formation 	
Semester 3	Practical semester <ul style="list-style-type: none"> • 650 hours of supervised internship in a field of safeguarding related to the student's specialization (in any country in whose language the student is proficient) • 150 hours of literature study, reflection on experiences, written internship reports, televideo contacts with CCP supervisors 	26 ECTS
Semester 4	Theoretical semester <ul style="list-style-type: none"> • 50% contents specific to the four areas of specialization • 50% master's thesis • Elements geared towards personal development and human formation • The licentiate finishes with the presentation/defence of the master's thesis and the final exams 	38 ECTS: 14 for the semester 14 for master's thesis + presentation 10 for final exams)

2.3. Areas of Specialization:

During the application process the students apply for one of the following four specializations offered for the Licentiate in Safeguarding:

1. Theology/ formation for religious or priestly life with a focus on issues related to safeguarding
2. Canon law with regard to cases of (alleged) sexual abuse (by clergy/religious)
3. Education for safeguarding
4. Psychology/Therapy for (secondary) victims/perpetrators of sexual abuse and safeguarding personnel

2.4. The Graduates' Competences

The licentiate students begin their studies with the Diploma in Safeguarding of Minors. During that time they acquire comprehensive, specialized, factual and theoretical knowledge within the field of safeguarding in all its dimensions. The aim of the diploma or their first semester is thus a thorough basic introduction

to the many issues at stake as well as to their interrelatedness. (For further information on the first semester of the licentiate and its contents please go to the diploma website at <http://childprotection.unigre.it/diploma-course>.) In addition, students gain the necessary awareness of the limitations of their knowledge and determine what further studies they may need both in their own field of expertise and in other disciplines related to the protection of minors.

In semesters 2 to 4, licentiate students build on their pre-existing degrees and professional experiences. The students keep acquiring essential safeguarding skills and develop expert knowledge in their area of specialization (see above). As specified by the European Qualification Framework, the students gain highly specialised knowledge that forms the basis for further research on safeguarding in their field of expertise. They develop the specialised problem-solving skills and the managerial competences in their areas necessary to take responsibility for professional safeguarding practice and its development in culturally sensitive ways in their future work.²

All successful graduates of the licentiate develop a comprehensive and thorough range of cognitive and practical skills needed in the field of safeguarding, which allows them to manage and transform safeguarding situations that require new strategic approaches because of their novelty and complexity. They can guide and manage safeguarding teams. Within their area of specialization they acquire highly specialized knowledge, problem-solving skills and the capacity for further research. They also show critical awareness with regard to the multidisciplinary necessities in safeguarding and know of the importance of networking with colleagues from within and without their own field of expertise. They are capable of applying knowledge and skills to their own social environment in culturally sensitive ways.

3. The Pedagogical Framework: Methodology, Didactics and Course Structure

As the pedagogical framework of the first semester and thus of the Diploma in Safeguarding of Minors has been explained in detail for the Diploma curriculum (cf. <http://childprotection.unigre.it/diploma-course>), the details will not be repeated here. The instructional design of semesters 2 to 4 of the Licentiate in Safeguarding build on the methodology and the study-skills acquired during the diploma course.

In the theoretical semesters 2 and 4, once again a student-centred approach aimed at the lasting acquisition of knowledge, skills and necessary attitudes is employed. The students' responsibility for their own learning and development as well as the culturally sensitive application of the competences gained is further strengthened. Each week is divided into two parts. From Monday through Thursday, students work individually and in groups on the topic, tasks, contents of the week. Varying experts from around the world assign the tasks and the materials to prepare for the classes, which clarify questions or deepen students' understanding of the issues in through lectures, workshops, and discussions. Students assist each other in their learning and problem-solving by discussions and

² European Commission (ed.), Learning Opportunities and Qualifications Europe. For information about courses, work-based learning and qualifications, see: <https://ec.europa.eu/ploteus/en/content/descriptors-page> (retrieved 4/23/18).

peer feedback. These experts also correct and grade the assignments (papers, presentations, workshop outlines, reflections, etc.) and offer feedback on quality and suggest possible improvements. In their learning portfolios, the students reflect on their learning processes and results and strive for personal and cultural integration. In weekly meetings, the course facilitators from the CCP accompany the students in their personal learning process and the integration of the various topics and experiences.

Fridays are oriented toward a holistic human formation program that addresses various aspects of safeguarding. We provide workshops, interactive classes, time for silence, prayer, reflection and supervision, as well as a communal celebration of the eucharist and faith-sharing in the group.

During their internship students put what they have learned into practice and test the applicability of the skills they have gained. They are invited to observe safeguarding professionals, question what they see, engage themselves in the various fields, receive constructive feedback from on-site supervisors and CCP teachers, and reflect on their experiences both academically and personally.

4. Licentiate Units for Semesters 2 and 4 – Competences and Contents

week	2nd semester	together	4th semester	Human Formation (year I)	Human Formation (year II)
1	Writing guidelines <ul style="list-style-type: none"> • Essential elements of guidelines • Church and civil law aspects to be taken into account • Critical analysis of existing guidelines • Writing and updating guidelines Introduction to scientific work I <ul style="list-style-type: none"> • Theoretical aspects 		Work on master’s thesis	Towards a positive body image – part a	Towards a positive body image - part b

2	<p>Turning guidelines into concrete policies for (individual) institutions</p> <ul style="list-style-type: none"> • Common elements • Relevant pieces of information for various target groups • Accessible language • Involving those affected • Communicating and reinforcing the contents <p>Introduction to scientific work II</p> <ul style="list-style-type: none"> • Writing of papers 		Work on master's thesis	Clergy and laity	My own issues with authority
3		Specialization I		Clergy and laity	Authority in the church/ hierarchy
4		Specialization II		My own feelings about sexual offenders and child molesters	Developing leadership in the church
5		Specialization III		Emotion regulation 2 – how to relax, clear one's mind after work – practical exercises	Budding signs that indicate that we are not psychologically coping well
6	<p>Case studies (victims + perpetrators)</p> <p>=> aim: typical case</p> <p>=> typical procedures</p> <p>(1) canon law procedures</p> <p>(2) psychological accompaniment</p>		Work on master's thesis	Contemplative prayer	Dealing with anger

	(3) spiritual accompaniment (CDF visit)				
7	Auditing procedures <ul style="list-style-type: none"> • content and access to material (self-report vs. external commission) • procedure • choice and preparation of auditors • follow-up and sanctions 		Work on master's thesis		
8		Specialization IV		Jesus and women	Rethinking consecrated life
9	Abuse and spirituality <ul style="list-style-type: none"> • Spiritual experiences (consolation, desolation, conversion) after abuse • How to talk about God after abuse • Prayer (after abuse) • Spiritual direction (after abuse) • Abuse and discernment • How can victims recover their spirituality? 		Work on master's thesis	Jesus and the poor, marginalized, abused	My own vocation

10	<p>Accompanying both priests/religious/lay coworkers and victims and survivors on their personal journey</p> <ul style="list-style-type: none"> • What's the ideal of a fruitful/meaningful life (after abuse) • Basic elements of a good relationship (of therapeutic or spiritual nature) • Creating trust (and the kind of relationship it calls for) • Working through obstacles and crises • Resistances 		<p>Work on master's thesis Master's thesis to be handed in on May 15, 2020</p>	<p>Dealing with the dark side ... what is the repressed part of each of us?</p>	<p>Our own traumas from childhood</p>
11		Specialization V		Who am I – my identity	Dealing with our own sexuality
12		Specialization VI		My (peer) relationships	Using social media/the internet wisely And the consequences on relationships
13		Specialization VII		My strengths and personal growth goals	My strengths and personal growth goals
14	<p>Preparation of internship; introduction to master's thesis Final event: June 15, 2019</p>	<p>Mon.: presentation of thesis 4th semester</p>	<p>Final exams Graduation: June 12, 2020</p>	-	-

5. The Specific Contents of the Various Specializations

Year 1	Theology/ formation for religious or priestly life with regard to safeguarding	Canon law with regard to cases of (alleged) sexual abuse (by clergy/religious)	Education for safeguarding	Psychology/Therapy for (secondary) victims/perpetrators of sexual abuse and safeguarding personnel
Specialization I	<p>Theology/Spirituality I: Rethinking theology from the perspective of victims of (clerical sexual) abuse</p> <ul style="list-style-type: none"> • Contextual theology • Standing in solidarity with and taking the stance of victims of (clerical sexual) abuse (and other poor and marginalized people) • Chances and challenges • Areas to be looked at in theology/spirituality/formation and its consequences for theology/spirituality/formation 	<p>Delicts according to canon law</p> <ul style="list-style-type: none"> • The different kinds of delicts in canon law. • <i>Delicta graviora</i> (SST / Norms 2010) • Competence for various delicts 	<p>Analyzing the potential safety issues for children and young people</p> <ul style="list-style-type: none"> • at home, in schools, boarding schools, hospitals, and church • vulnerabilities of particular children that are immediately apparent and those that are not e.g. disabilities, autism • situational vulnerability – if bereft or subject to familial abuse or isolated and lonely • cultural aspects – risk and protective factors • economic situation, laws, etc. 	<p>Epidemiology of victims of (child) maltreatment around the world</p> <ul style="list-style-type: none"> • who gets abused • when and how • Public Health and Children’s Services available in the various countries/regions <p>Consequences of (Child) Maltreatment</p> <ul style="list-style-type: none"> • Psychologically • Economically • Physical Health • The interrelation of cognition, emotion, behavior (special focus on (secondary) victims)
Specialization II	<p>Screening and selection of candidates</p> <ul style="list-style-type: none"> • Theoretical aspects of candidate assessment • Practical observation of the candidate assessments at Saint Luke Centre, Manchester • Reflection on the experience 	<p>Preparing for penal processes with regard to sexual abuses by clergy/religious I</p> <ul style="list-style-type: none"> • The <i>investigatio praevia</i> (the first investigation) • Review boards 	<p>Writing codes of conduct for schools, children’s homes, etc.</p> <ul style="list-style-type: none"> • Aims • Target groups • Legal aspects • Lengths and style (understandable, accessible yet complete) • Analysis of existing codes of conduct 	<p>Psychology/psychopathology of victims of sexual abuse</p> <ul style="list-style-type: none"> • clinical manifestations, • addictions, • developmental issues, • forensic issues, • neuropsychology, • power dynamics

	<ul style="list-style-type: none"> • Interrelatedness of safeguarding awareness and practice and safe recruitment • Safeguarding awareness and practice and ongoing clergy support and training 		<ul style="list-style-type: none"> • Writing of codes of conduct for a specific school (district), parish community, hospital, etc. 	
Specialization III	<p>Screening and selection of candidates</p> <ul style="list-style-type: none"> • Reflection on week in Manchester • Canon law requirements • Research on selection and screening processes used in their dioceses/congregations so far • Critical assessment thereof • Adaptation to own cultural background/suggestions for screening/selection in their country 	<p>Preparing for penal processes with regard to sexual abuses by clergy/religious II</p> <ul style="list-style-type: none"> • Cautionary measures • Prescription in canon and civil law 	<p>Putting these in practice and reinforcing them regarding staff, children, parents</p> <ul style="list-style-type: none"> • Collaborative writing of codes of conducts vs. introduction of preexisting/externally written ones • Initial introduction of guidelines to <ul style="list-style-type: none"> a) staff b) parents c) children d) other concerned • Introduction for new staff, students, parents • Continuous reinforcement of content to all target groups • Preparation of plans for own school (district), parish community, hospital, etc. • Managing breaches of codes of conduct – determining whether they are mandatory or voluntary • Having confidence to speak out and challenge behavior/boundaries where it is 	<p>Social psychology and the challenges of changes within families with regard to (sexual) abuse</p> <ul style="list-style-type: none"> • Cultural aspects and beliefs • Stressors/socio-economic factors • roles • social psychology of taboo

			not necessarily abuse, but is inappropriate	
Specialization IV	<p>Theology/Spirituality II: Rethinking soteriology from the perspective of victims of (clerical sexual) abuse</p> <ul style="list-style-type: none"> • Victims of (clerical sexual) abuse as the ones sinned against (not the ones in need of forgiveness for these crimes against them) • Critical discussion of metaphors for salvation such satisfaction, merit, atonement, sacrifice, redemption, penal substitution, mimetic desire, representation • Salvation from (sin, punishment, hell, etc.) vs. Salvation for (healing, wholeness, fullness of life (with God)) • The solidarity of God with the suffering and abused (in Christ and his suffering) • The <i>for</i>-existence (Proexistenz) of Christ • Consequences for priestly and religious life 	<p>Rights of victims and accused</p> <ul style="list-style-type: none"> • Rights of those accused of abusing (prior to and during process) • Rights of those accusing of having been abused (prior to and during process) • Rights of proven / known offenders post-process • Rights of true victims post-process • Rights of those cleared of charges 	<p>How to deal with allegations, suspicions, concerns, and knowledge of child abuse in educational institutions</p> <p>1) with regard to victims</p> <ul style="list-style-type: none"> • Preparing staff for unplanned disclosure situations • Preparing for interviews in cases of suspicion • Documentation of interviews/disclosures • Legal aspects + responsibilities • Professional assistance • (non)-involvement of parents <p>2) with regard to staff/non-staff perpetrators</p> <ul style="list-style-type: none"> • Legal aspects + responsibilities • Documentation of allegations/suspicions • Involvement of and working with law enforcement, child protective services and other professional agencies – using their expertise and ensuring procedures are followed • Emphasizing that it is not for the church to decide whether abuse has occurred but the legal agencies • Internal and external ombudsmen to turn to 	<p>Introduction into how to meet the needs of secondary victims</p> <ul style="list-style-type: none"> • in families, parishes, among priests • accompaniment • liturgies • workshops etc.

			<p>3) Development of strategies for a school (district), parish community, hospital, etc.</p> <ul style="list-style-type: none"> • Support for the wider institutional community who might be in disbelief and shock • Information sharing – legal aspects • How to support the accused as well as monitor their behavior 	
Specialization V	<p>Roles and responsibilities in the acceptance and formation process</p> <ul style="list-style-type: none"> • Future priests/religious have to learn how to live in solidarity with those at risk/marginalized/on the fringes of society => what traits and what kind of accompaniment do they need to be able to live in such situations? • The importance of supervision for spiritual directors, supervisors • Codes of conduct => how to behave in the seminary, closeness and distance; shared behavioral standards for formators • internal and external forum • Responsibilities for spotting possible signs of danger and 	<p>The penal processes I</p> <ul style="list-style-type: none"> • The judicial penal process • Consequences for both penal processes I: Possible sanctions 	<p>The theoretical basis for non-violent education/disciplining</p> <ul style="list-style-type: none"> • Violence in its various forms (verbal, emotional, physical, sexual, coercion and control) • Violence by parents/caregivers, teachers/nurses, peers • Developmental psychology and the detrimental effect of violence • Parenting styles and teaching methods • Cultural biases and long-standing traditions to be overcome 	<p>Theory of different kinds of therapy and care for victims</p> <ul style="list-style-type: none"> • effectiveness of various treatments • varying degrees of traumatization of abuse victims and appropriate therapies for the various groups • trauma theory and trauma therapy • cultural differences

	addressing sexual and relational issues			
Specialization VI	<p>How to develop and implement a human formation program with regard to psycho-sexual maturity/proper relationships for initial formation</p> <ul style="list-style-type: none"> • Biographical approach • sexuality/sexual identity/gender identity and the formation process • how to foster personal development and healthy relationships • How to teach interpersonal relationships => closeness and distance • dealing with conflict/stressors • healthy ways of dealing with crises in life 	<p>The penal processes II</p> <ul style="list-style-type: none"> • Proceeding in an extra-judicial manner (i.e., “the administrative process”) • Consequences for both penal processes II: safety plans and other forms of after-care 	<p>Developing and maintaining a safe environment that seeks to prevent the occurrence of abuse in the first instance.</p> <ul style="list-style-type: none"> • Non-violent ways of communicating • Non-violent ways of maintaining discipline in a classroom/home etc. • The importance of clear expectations and reasonable consequences • The separation of person and behavior • Anti-bullying programs for children and adolescents • Best practice examples • How to deal with violent behavior by staff, parents, pupils etc. 	<p>Types of Treatments for PTSD</p> <ul style="list-style-type: none"> • Eye Movement Desensitization and Reprocessing (EMDR) • Cognitive-behavioral therapy with a focus on trauma (PRACTISE)
Specialization VII	<p>How to develop and implement a human formation program for initial formation</p> <ul style="list-style-type: none"> • culturally sensitive ways of addressing the issues • development of parts of a culturally sensitive formation program • development of workshops etc 	<p>The penal processes III</p> <ul style="list-style-type: none"> • Appeals and recourses 	<p>Developing formation programs geared towards non-violence</p> <ul style="list-style-type: none"> • for staff, • parents, • parish personnel • children/teenagers etc. • creating a common culture of non-violence <p>Finding the right language and being, if not entirely comfortable, prepared to use the necessary</p>	<p>Therapy and spirituality</p> <ul style="list-style-type: none"> • Connections and differences • what can the church do to help (secondary) victims heal? • Pastoral healing programs for victims • How can victims recover their spirituality?

			language to discuss safeguarding at a level that goes beyond generalities	
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Year 2	Theology/ formation for religious or priestly life with regard to safeguarding	Canon law with regard to cases of (alleged) sexual abuse (by clergy/religious)	Education for safeguarding	Psychology/Therapy for (secondary) victims/perpetrators of sexual abuse and safeguarding personnel
Specialization I	<p>Theology/spirituality III: The priest/religious we want - rethinking the theology of priesthood/religious life from the perspective of victims of (clerical sexual) abuse</p> <ul style="list-style-type: none"> • Baptism and the general priesthood of all (LG 10 etc.) • Sacrament of orders in the light of the abuse crisis • Power vs. Ministry/service • clericalism • following Jesus Christ and his solidarity with the abused in his life, death, and resurrection • a priesthood able to foster healing 	<p>Sexual abuse and canon law I</p> <ul style="list-style-type: none"> • SST / Norms Art. 6 • Social media activity and possible delictual behavior 	<p>Competence-oriented teaching</p> <ul style="list-style-type: none"> • developing the entire person • Christian view of the human being student cent • Student orientation • Applicable knowledge/skills => competences, problem solving, collaboration 	<p>Psychology/psychopathology of perpetrators</p> <ul style="list-style-type: none"> • demography (types of perpetrators, numbers of victims, rate of victims becoming perpetrators) • clinical expressions, • addictions, • developmental issues, • forensic aspects • neuropsychology • power dynamics
Specialization II	<p>Theology/spirituality IV The church we want – rethinking ecclesiology from the perspective of victims of (clerical sexual) abuse</p> <ul style="list-style-type: none"> • John 10,10 • From a hierarchy of power to a relational setup 	<p>Sexual abuse and canon law II</p> <ul style="list-style-type: none"> • Canon and civil law • Mandatory reporting in civil law • Obligation to report (SST / Norms Art. 16) • Pontifical secret (SST / Norms Art. 30) 	<p>Recognizing students at risk in the classrooms and homes: Signs and indicators of</p> <ul style="list-style-type: none"> • developmental issues • (sexual) abuse • risky behaviors • psychological problems 	<p>Care for the accused and offender treatment I</p> <ul style="list-style-type: none"> • offender assessment + interviewing techniques (before treatment)

	<ul style="list-style-type: none"> Models for rethinking the church: totus Christus, trinity as relationship + church as relationship, whole more than the sum of its parts The role of the laity and women in such a church A church that is home to victims of (clerical sexual) abuse 		<ul style="list-style-type: none"> health problems situational issues that create vulnerabilities at particular times <p>=> What these signs tell/do not tell ...</p>	<ul style="list-style-type: none"> keeping perpetrators and children safe before the onset of treatment Forms of therapy such as the Good Lives Model and the Self-Regulation Model
Specialization III	<p>Spiritual and vocational discernment</p> <ul style="list-style-type: none"> Love, relationships, offering of oneself => how to relate to others (compassion, mercy, humility, service) Identification with Christ on the cross – the cost of discipleship (prayer, poverty, sacrifice, asceticism) Teaching interested people the way we live in solidarity with Christ, victims, poor people Assisting interested people in developing and maintaining a personal prayer life and a personal relationship to God Discernment and prayer in ordinary life 	<p>Sexual abuse by non-ordained church personnel</p> <ul style="list-style-type: none"> Non SST cases: religious brothers and sisters and other personnel 	<p>Dealing with inappropriate behaviors</p> <ul style="list-style-type: none"> Behaviors as warning signs trauma informed teaching/care treating the problem not the manifestation challenges with regard to these children/all the others Cultural ways of assisting troubled children Involving all the staff, parents, etc. in the effort 	<p>Offender treatment II and after care</p> <ul style="list-style-type: none"> risk assessment Circles of Support Accountability Relapse prevention safety plans (post treatment) Critical discussion of various strategies to involve different parts of society in relapse prevention
Specialization IV	<p>Teaching safeguarding principles to people in formation</p>	<p>Particular norms</p> <ul style="list-style-type: none"> Making sure SST / Norms 2010 and the episcopal conference guidelines are enforced in one's 	<p>Creating networks for safeguarding</p> <ul style="list-style-type: none"> Possible competent actors 	<p>Understanding & developing support structures for the safeguarding personnel</p> <ul style="list-style-type: none"> supervision

	<ul style="list-style-type: none"> • proper boundaries with regard to parishioners and especially minors etc. • essential safeguarding knowledge • teaching and implementing guidelines/codes of conduct 	<p>diocese, province, institution, etc.</p> <ul style="list-style-type: none"> • Formation of personnel 	<ul style="list-style-type: none"> • Evaluation of the chances and challenges in the respective areas • mapping actors in the respective areas + consequences • how to create networks 	<ul style="list-style-type: none"> • 'self care' structures • assistance and support
Specialization V	<p>Ongoing formation</p> <ul style="list-style-type: none"> • goals • human dimension, spiritual dimension, intellectual/academic dimension, pastoral dimension <p>focus here:</p> <ul style="list-style-type: none"> • human dimension with regard to psycho-sexual maturity/proper relationships • introducing supervision and support structures • theological dimension with regard to the role of priests, institutional issues etc. 	<p>Special aspects I</p> <ul style="list-style-type: none"> • Can. 1339-1341 and disciplinary non-penal measures • Can. 1399 	<p>Preventing sexual abuse by training personnel</p> <ul style="list-style-type: none"> • Analyzing the target group: resources, knowledge, fears, resistances • Necessary competences to be developed => which knowledge, skills, attitudinal + behavioral changes are necessary • Setting concrete goals for a formation program • Time available + necessary • Critical analysis of existing prevention/formation programs • Development of some aspects of a culturally sensitive formation program 	<p>Social psychology and the challenges of institutional changes</p> <ul style="list-style-type: none"> • Institutional obstacles for creating a culture of safeguarding • transparency + accountability • power issues + checks and balances • creating a safe environment in child care organizations
Specialization VI	<p>Ongoing formation</p> <ul style="list-style-type: none"> • Assistance for priests in crisis • Spotting problematic behaviors/thought patterns in oneself/one's peers • Meeting the needs of non-offending priests 	<p>Special aspects II</p> <ul style="list-style-type: none"> • zero tolerance and what it means canonically • The question of proportionality as noted in Art. 6 SST / Norms 2010: "A cleric who commits the delicts mentioned above in 	<p>Preventing sexual abuse by training parents</p> <ul style="list-style-type: none"> • Analyzing the target group: resources, knowledge, fears, resistances • Necessary competences to be developed 	<p>Introduction into how to assist bishops, religious leaders</p> <ul style="list-style-type: none"> • Understanding the external challenges leadership faces when confronted with abuse (such as various expectations, media pressure, etc.)

	<ul style="list-style-type: none"> • Workshops on their experiences in and after the abuse crisis • Dealing with their issues/needs with regard to (church) authority etc. 	<p>§ 1 is to be punished according to the gravity of his crime, not excluding dismissal or deposition.”</p>	<p>=> which knowledge, skills, attitudinal + behavioral changes are necessary</p> <ul style="list-style-type: none"> • Setting concrete goals for a formation program • Time available + necessary • Critical analysis of existing prevention/formation programs • Development of some aspects of a culturally sensitive formation program <p>Providing good public information to parents about where to go for help Making it acceptable to speak out about abuse</p>	<ul style="list-style-type: none"> • Understanding the internal challenges leadership faces when confronted with abuse (such as active and passive resistance, denial, loyalties etc.) • Analyzing possible kinds of intervention and assistance for leadership <p>Religious communities as agents of change Roles of non-leaders</p>
Specialization VII	<p>How to develop and implement an ongoing formation program</p> <ul style="list-style-type: none"> • culturally sensitive ways of addressing the issues • development of parts of a culturally sensitive ongoing formation program • development of workshops etc 	<p>Special aspects III</p> <ul style="list-style-type: none"> • The sacramental seal • sollicitatio => SST Art. 4 cases: sacrament of reconciliation • differences between CIC and CCEO 	<p>Preventing sexual abuse by training children</p> <ul style="list-style-type: none"> • Analyzing the target group: resources, knowledge, fears, resistances • Necessary competences to be developed • Strengths of and challenges for victims • Strength of and challenges for peers • Children’s vs. adult responsibility • Setting concrete goals for a formation program • Time available + necessary 	<p>Integrating psychology and Catholic spirituality/faith</p> <ul style="list-style-type: none"> • sexuality and spirituality • psychological development and sanctity – similarities and differences • psychological findings and church teachings (e.g. on homosexuality) • sin and redemption in psychological theory • forgiveness in psychology and theology

			<ul style="list-style-type: none"> • Critical analysis of existing prevention/formation programs • Development of some aspects of a culturally sensitive formation program Providing good public information to children about where to go for help; Making it acceptable to speak out about abuse	
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6. The Internship – the 3rd Semester

For their third semester the students do an internship geared towards safeguarding in their field of specialization and within a culture, the language of which they speak. Supervised on site by an experienced safe-guarding professionals, our students observe professional practice and increasingly take on tasks and responsibilities themselves. The 650 hours spent working under supervision are enriched with at least 150 hours of literature study, personal reflection, the writing of practicum reports, and feedback meetings with the on-site supervisor as well as televideo contacts with members of the CCP team.

- Practice and reflection, observation and study, trials and errors help the students gain both skills and confidence, while striving towards applying the theoretical knowledge and the competencies acquired to real-life situations and challenges. New questions will also surface that will enrich students theoretical studies during their final semester at home. Students are encouraged to choose an issue of special importance to them as the topic of their master’s thesis.

7. The Grading Scheme

The official PUG grading scheme is used.

Grading in detail:

- 1st semester: see grading for Diploma = 30 % of final grade
- 2nd semester: average of papers/presentations = 30 % of final grade
- 3rd semester/practicum: pass/fail
- 4th semester: average of papers/presentations = 10% of final grade
- Master's thesis+ presentation = 15% of final grade (12 % thesis, 3% presentation)
- Oral exam + written exam = 15% of final grade (7,5 % oral exam, 7,5% written exam)

Forms of exams:

- Master's thesis of 25-35 pages
- 30 minute oral exam testing the knowledge gained in all semesters
- 2 hours written exam in the form of an interdisciplinary case study
- Presentation of master's thesis in front of the entire group (of both years), during which any of the participants may ask questions