

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) 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 programs 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, we strive to contribute to the creation of a universal culture of safeguarding.

- Safeguarding enables every person to develop to the fullest his or her body, soul, and spirit in personal, relational, and spiritual integrity. It is based on the conviction that all of us share in the same dignity.
- Every person must be safeguarded. Safeguarding aims to promote, in particular, the welfare of children, adolescents, and adults who are, or might be – permanently, or in a specific moment or role – in a situation of vulnerability or in need of special protection from harm.
- A culture of safeguarding is more than just protection. It entails a proactive effort by all as it intends to create safe environments for all people as the necessary basis for each individual’s positive development.
- Creating safe environments means working towards safe spaces both real and virtual, safe behaviors, and procedures that not only protect from harm but allow for the personal, relational, and spiritual development of all people concerned.
- Safeguarding thus means respecting the dignity of every human being, as everyone is called to develop to their full potential – with as much freedom and self-determination as possible.
- Safeguarding thus means respecting that human beings are social beings who only prosper in healthy relationships and interrelatedness.
- Safeguarding thus means respecting the principle of subsidiarity. Every person is called to contribute what he or she can to safeguarding others and should be able to rely on a nurturing and supportive community in which higher-level entities take charge only when lower-level ones cannot safeguard alone. It entails acknowledging that only together can we learn what safeguarding truly requires and signifies.
- Each and every person plays a part in this. Every person’s contribution is important.
- We believe that one’s understanding of and motivation for safeguarding can grow and be enriched by one’s religious and spiritual convictions and beliefs.

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).

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 honor 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.

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 specialization (master's degree, 2nd cycle university degree) in theology, canon law, civil law, medicine, nursing, education, or psychology/psychotherapy. Recommended by an ecclesiastical or civil authority, they are – during the course – trained for highly specialized 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 backgrounds. 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, 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 in Safeguarding is a comprehensive two-year course that leads to an interdisciplinary licentiate (master's) degree in safeguarding. Licentiate students take part in the diploma program 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	<p>Theoretical semester with workshop weeks</p> <ul style="list-style-type: none"> • Multidisciplinary foundation with regard to all major aspects of safeguarding • Diploma 	30 ECTS
Semester 2	<p>Theoretical semester</p> <ul style="list-style-type: none"> • 50% common elements for all licentiate students • 50% content specific to the two areas of specialization • Elements geared towards personal development and human formation 	26 ECTS
Semester 3	<p>Practical semester</p> <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, online contact with CCP supervisors 	26 ECTS
Semester 4	<p>Theoretical semester</p> <ul style="list-style-type: none"> • 50% content specific to the two areas of specialization • 50% licentiate (master's) thesis • Elements geared towards personal development and human formation • A practical week on the future roles of safeguarding professionals (pass/fail) • The licentiate ends with final exams and the presentation and defense of the thesis 	<p>38 ECTS:</p> <p>14 for the semester 2 for the workshop 12 for licentiate thesis + presentation 10 for final exams)</p>

2.3. Areas of Specialization:

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

1. prevention specialists
2. intervention specialists

These specializations are in line with the future needs of safeguarding professionals in ecclesial contexts around the world and what is feasible in a two-year program.

2.4. The Graduates' Competencies

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 this 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 content, see <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 the diploma and their pre-existing degrees and professional experiences. They work in-depth towards the professional competences needed as intervention specialists or as prevention specialists in ecclesiastical contexts, while gaining some basic knowledge of the area in which they are not specializing. As specified by the European Qualification Framework, the students gain highly specialized knowledge that forms the basis for further research on safeguarding in their field of expertise. Upon completing the licentiate, they are ready to enter into doctoral studies in the field, if their level of mastery permits third-level studies. During the licentiate, they develop the specialized problem-solving skills and managerial competences necessary to take responsibility for professional safeguarding practice as intervention or prevention specialists. They are able to develop their field in culturally sensitive ways in their future work.²

All successful graduates of the licentiate program 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.

The **prevention specialists** will acquire highly specialized knowledge, problem-solving skills, and the capacity for further research with regard to dealing with all the various areas involved in the prevention of different kinds of abuse against children and (vulnerable) adults. Based on a solid knowledge of the various types of abuse and the dynamics involved, they will be able to perform, and guide others in performing, risk assessments in their workplaces, institutions, etc. They can train others in areas of safeguarding. They will be able to responsibly collaborate in the development of safeguarding guidelines and policies in multidisciplinary teams, showing critical awareness of the need for multidisciplinary collaboration in safeguarding in general and prevention in particular. They can develop,

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).

conduct, and assess prevention programs. They will know their own competencies as well as the limits thereof and the importance of networking with colleagues within, and outside of, their own field of expertise. They are capable of applying their knowledge and skills to their own social environments in culturally sensitive ways.

The **intervention specialists** will acquire highly specialized knowledge, problem-solving skills, and the capacity for further research with regard to dealing with disclosure and allegations. They will know how to proceed and what mechanisms to set in place with regard to both the victim and the alleged perpetrator. They will be able to deal with the necessary measures for intervention in relation to victims, perpetrators, affected institutions, parishes, families, etc. They also show critical awareness of the need to collaborate with people from other disciplines in safeguarding in general and intervention in particular. They will know their own competencies, as well as their limits, and the importance of networking with colleagues within, and outside of, their own field of expertise. They are capable of applying their knowledge and skills to their own social environments 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.

During theoretical Semesters 2 and 4, a student-centered approach, aimed at the lasting acquisition of knowledge, skills, and necessary attitudes, is employed once again. The students' responsibility for their own learning and development, as well as for the culturally sensitive application of acquired competencies, is further strengthened. Each week is divided into two parts. From Monday through Thursday, students work individually and in groups on the topic, tasks, and contents of the week. Experts from around the world assign the tasks and materials to prepare for the classes, which clarify questions or deepen students' understanding of the issues through lectures, workshops, and discussions. Students assist one another in their learning and problem-solving by way of discussions and peer feedback. These experts also correct and grade the assignments (papers, presentations, workshop outlines, reflections, etc.), offer feedback on quality, and suggest possible improvements. In their learning portfolios, 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, and reflection, and supervision, as well as a communal celebration of the eucharist and faith-sharing as a group.

During their internship, students put into practice what they have learned and test the applicability of the skills they have gained. They are invited to observe safeguarding professionals, question what they see, engage 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 – Competencies and Content

Week	2nd semester (Year 1 students of both specializations)	Year 1 & 2 students together, grouped by specialization (see content in Section 5)	4th semester (Year 2 students of both specializations)
1	<p>Writing guidelines</p> <ul style="list-style-type: none"> • essential elements of guidelines • aspects of canon and civil law to be taken into account • critical analysis of existing guidelines • writing and updating guidelines <p>Introduction to scientific work I</p> <ul style="list-style-type: none"> • theoretical aspects 		Work on licentiate (master's) thesis
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 (like staff, children, parents) • accessible language • involving those affected • communicating and reinforcing the contents <p>Introduction to scientific work II</p> <ul style="list-style-type: none"> • writing papers 		Work on licentiate (master's) thesis
3		AI or BI	
4		AII or BII	
5		AIII or BIII	
6	<p>Abuse of power</p> <ul style="list-style-type: none"> • abuse of power • forms, dynamics • rightful authority • responsibility, transparency, accountability • how to prevent it 		Work on licentiate (master's) thesis

7	<p>Spiritual abuse/abuse of conscience</p> <ul style="list-style-type: none"> • definition, when/how it occurs • risk assessment with consideration of various cultural realities • prevention of spiritual abuse 		<p>Workshop: My role and responsibilities in future positions as a safeguarding specialist</p> <ul style="list-style-type: none"> • possible scopes and limits of a safeguarder's responsibilities and their own competencies • typical challenges for safeguarders • the need for clear agreements from the beginning regarding roles, responsibilities, what should be done if differences between the safeguarder and the ordinary were to arise, the possibility for independent, outside help • communication with the respective ordinary
8		AIV or BIV	
9	<p>Accompanying both victims and secondary victims on their personal journey</p> <ul style="list-style-type: none"> • how to talk about God after abuse • prayer (after abuse) • spiritual direction (after abuse) • creating trust (and the kind of relationship it calls for) • working through obstacles and crises 		Work on licentiate (master's) thesis
10	<p>Dealing with irritated systems</p> <ul style="list-style-type: none"> • dysfunctional institutions • institutional cultures that lack integrity • traumatized institutions • steps to take to deal with and change irritated systems 		<p>Work on licentiate (master's) thesis</p> <p>Thesis to be submitted on Friday of the tenth week</p>
11		AV or BV	
12		AVI or BVI	
13		AVII or BVII	
14	<p>The importance of supervision and accompaniment</p> <ul style="list-style-type: none"> • for professional work of good quality • for personal assistance (to prevent compassion fatigue and to attend to the spiritual dimension) 	<p>Presentation of thesis 4th semester</p>	<p>Final exams</p> <p>Graduation: Friday of the last week</p>

- Retreat for all students during Holy Week

5. Content specific to each specialization

Uneven years	Prevention specialists	Intervention specialists
AI	<p>Collaboratively developing and putting codes of conduct into practice</p> <ul style="list-style-type: none"> • how to develop them based on guidelines and policies • how to introduce the various groups involved to these codes of conduct • introducing them to new staff, etc. • continuous reinforcement of content to all target groups • managing breaches of codes of conduct • Having confidence to speak out and challenge inappropriate behavior and boundary violations when it is not necessarily abuse but is inappropriate 	<p>Rights of victims</p> <ul style="list-style-type: none"> • according to civil law • according to canon law • assisting victims in their decisions and/or legal journey • depending on the age of the victim (today and at the time of the abuse) • confidentiality • transparency of process
All	<p>Online abuse and cybersex addiction</p> <ul style="list-style-type: none"> • risks and forms of online abuse • children and pornography • cybersex addiction 	<p>Roles and responsibilities in cases of allegations</p> <ul style="list-style-type: none"> • the role of the intervention specialist • the involvement of external experts (to assist the victim) • the role or involvement of ecclesiastical authorities
AllI	<p>Conducting formation sessions on topics of safeguarding and/or human formation</p> <ul style="list-style-type: none"> • topics set by the target group • researching the topic • designing a workshop design suitable for the topic and target group • delivering the session • observations • evaluating the session • revising the workshop 	<p>Meeting victims/disclosure situation</p> <ul style="list-style-type: none"> • listening to victims • recordkeeping • role and responsibilities and their limits, limitations for intervention specialists • subsequent steps

AIV	<p>Development and regular updating of prevention programs</p> <ul style="list-style-type: none"> • critical analysis of existing ones • contents and time frame • culturally sensitive methods • evaluation • frequency of revision 	<p>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
AV	<p>How to deal with allegations, suspicions, concerns, and knowledge of child abuse in organizations</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 and responsibilities • documentation of allegations/suspicious • 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>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 	<p>What victims need/what helps besides therapy I</p> <ul style="list-style-type: none"> • spiritual and holistic pathways towards healing and reconciliation • various possible forms • conditions under which these ways can be helpful • opportunities and limits • cultural appropriateness of the various forms • self-responsibility/self-image
AVI	<p>Acting in safe ways</p> <ul style="list-style-type: none"> • safe recruitment process • proper boundaries • professional standards • essential safeguarding knowledge 	<p>What victims need/what helps besides therapy II</p> <ul style="list-style-type: none"> • restorative justice • Possibilities for participation of victims in the church and the limitation thereof

	<ul style="list-style-type: none"> teaching and implementing guidelines/codes of conduct 	
AVII	<p>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 examined in theology/spirituality/formation and the consequences for theology/spirituality/formation 	<p>How to meet the needs of secondary victims with personal bonds to the victim or perpetrator</p> <ul style="list-style-type: none"> families of both victims and perpetrators close coworkers friends, peers

Even years	Prevention specialists	Intervention specialists
BI	<p>How to develop and implement a human formation program with regard to psycho-sexual maturity and proper relationships for target group of choice (initial formation, schools, etc.)</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>Abuse according to the civil laws in the respective countries</p> <ul style="list-style-type: none"> legal situation prescription mandatory reporting
BII	<p>How to develop and implement a human formation program with culturally sensitive ways of addressing the issues</p> <ul style="list-style-type: none"> development of parts of a culturally sensitive formation program development of workshops, etc. 	<p>Abuse according to canon law</p> <ul style="list-style-type: none"> forms of abuse punishable under canon law various delicts in canon law (sexual abuse, abuse of power and conscience, spiritual abuse, children, vulnerable adults, negligence) competence for various delicts groups of people punishable under universal and particular law
BIII	<p>Conducting formation sessions on topics of safeguarding and/or human formation</p> <ul style="list-style-type: none"> topics set by the target group 	<p>Dealing with allegations and preparing for civil/canonical trial</p> <ul style="list-style-type: none"> the rights of the abused

	<ul style="list-style-type: none"> researching the topic designing a workshop suitable for the topic and target group delivering the session observations evaluating the session revising the workshop 	<ul style="list-style-type: none"> the semblance of truth The <i>investigatio praevia</i> (the first investigation) review boards collaboration with civil authorities interviewing techniques practical steps / a roadmap to follow in cases of allegations
BIV	<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 isolated and lonely or subject to familial abuse cultural aspects – risk and protective factors economic situation, laws, etc. 	<p>Safety measures, therapy, and care for the accused I</p> <ul style="list-style-type: none"> risk assessment cautionary measures training of support persons
BV	<p>Creating safe places</p> <ul style="list-style-type: none"> risk assessment of physical and virtual spaces where and how could abuse happen in the respective field of work involvement of all stakeholders possible measures to be taken cultural aspects 	<p>Safety measures, therapy, and care for the accused II</p> <ul style="list-style-type: none"> care plans (in the respective cultures) post-care risk assessment aftercare (perhaps even after dismissal from the clerical state) rights of those cleared of charges (restoration)
BVI	<p>Creating safe activities and procedures</p> <ul style="list-style-type: none"> risk assessment: activities, behaviors, procedures that put children and (vulnerable) adults at risk all levels of relationships (asymmetries, among children, among adults, etc.) creating a culture of participation and transparency involvement of all stakeholders establishing complaint structures cultural aspects 	<p>Notifications to the entities affected by the abuse</p> <ul style="list-style-type: none"> e.g. parishes, congregations, schools, hospitals, etc. how to appropriately inform others that abuse might have happened to children and adults assistance and care for all involved
BVII	<p>Creating networks for safeguarding</p> <ul style="list-style-type: none"> possible competent actors evaluation of the chances and challenges in the respective areas 	<p>Dealing with the media</p> <ul style="list-style-type: none"> media relations in cases of suspicion, allegation, conviction transparency and accountability vs. confidentiality

	<ul style="list-style-type: none"> • mapping actors in the respective areas and consequences • how to create networks 	<ul style="list-style-type: none"> • dynamics of confrontation and escalation – from “lose-lose” to “win-win”
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Week	Human Formation A	Human Formation B
1	My strengths and personal growth goals	My strengths and personal growth goals
2	Towards a positive body image – part a	Clergy and laity – image of priests
3	Towards a positive body image – part b	Clergy and laity – image of lay people and collaboration
4	Pornography and internet addiction	My own (little) traumas from childhood
5	My own feelings about sexual offenders and child molesters	Jesus and the poor, marginalized, abused
6	Budding signs that indicate that I am not psychologically coping well	Prayer
7	Emotion regulation – how to relax, clear one’s mind after work – practical exercises	Dealing with anger
8	Jesus and women	Rethinking consecrated life
9	Authority in the church/hierarchy	My own vocation
10	My own dealing with power	Messages about sexuality and their influence on my life
11	Developing leadership in the church	Vulnerability and my personal needs
12	Who I am – my identity	Using the internet and social media wisely And their consequences on relationships

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 particular culture, the language of which they speak. Supervised on site by experienced safeguarding professionals, students observe professional practice and increasingly take on tasks and responsibilities. The 650 hours spent working under supervision are enriched by 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 online contact with members of the CCP’s 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 acquired competencies to real-life situations and challenges. New questions that will enrich students’ theoretical studies will also surface during their final semester at home. Students are encouraged to choose an issue of special importance to them as the topic of their thesis.

7. The Grading Scheme

The grading scheme of the Pontifical Gregorian University 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
- Licentiate 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:

- Licentiate thesis of 25-35 pages
- 30-minute comprehensive oral exam testing the knowledge gained in all semesters
- 2-hour written exam in the form of an interdisciplinary case study
- Presentation of thesis in front of all licentiate students (of both years), during which any of the participants may ask questions