

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: CSA530
Course Title: Child Sexual Abuse Intervention
Prerequisite Courses: CT501, CT502, CT503, CT504, and CT520
School: School of Social and Community Justice
Division/Academy/Centre: Centre for Counselling and Community Safety
Previous Course Code & Title:
Course First Offered: January 2012

# of Credits:	3.5
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Course Description:

This 7-day course will provide you with an opportunity to integrate and expand course material on complex trauma with sexual abuse. You will gain an historical overview of child sexual abuse, the evolution of social, legal and clinical responses to this issue including an exploration of the false memory debates. Treatment approaches and skill development relevant to survivors of diverse backgrounds, including Aboriginal survivors, are woven throughout the course. Best clinical practice, including a focus on responding to dissociative survivors, is defined, demonstrated and practiced by the learners.

Course Goal(s):

The goals of this 7-day course include:

- To provide the learner with the social, historical, legal and ethical framework for understanding sexual abuse and address dynamics of families in which sexual abuse has occurred
- To provide direction and skill in supporting adult survivors in their relationships with their families
- To develop skills and competencies in addressing memory in clinical settings with children, adolescents and adults and address the impact of sexual abuse on the body and on sexuality
- To effectively employ systemic interventions required to create safety for children and adolescents in their families where sexual abuse has occurred
- To apply concepts of transference, countertransference, vicarious traumatization and expand self-care capacities

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Apply concepts of complex trauma to the specific needs of child, adolescent and adult sexual abuse survivors
2. Distinguish the social context in which sexual abuse occurs and demonstrate familiarity with current legislation
3. Explain the specific impact of sexual abuse on children and youth throughout the life cycle
4. Comprehend the historical impact of colonization on Aboriginal sexual abuse survivors and demonstrate appropriate assessment and intervention skills
5. Explain how the impact of sexual abuse is mediated by gender and social location
6. Identify the key dynamics of families in which sexual abuse occurs and demonstrate the necessary clinical skills which supporting survivors in relationship to their family
7. Demonstrate an understanding of traumatic memory and an ability to appropriately educate clients about how memory functions
8. Show the centrality of dissociation in sexual abuse survivors and demonstrate improved skill in responding to dissociation at diverse points along the continuum of dissociation and throughout the life-cycle
9. Demonstrate competency in addressing memory and dissociation related to assessment, treatment planning and in-session clinical work

Course Topics/Content:

- Setting the context for understanding child sexual abuse
 - social/historical perspectives
 - relevant legislation
 - relationship between sexual abuse, trafficking and sex work
 - gendered nature of sexual abuse
- memory, dissociation and clinical intervention
- impact of child sexual abuse intervention work on the clinician
- Child sexual abuse disclosure and treatment planning
- The impact of sexual abuse on sexual development

Text and Resource Materials: Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required: No required text for this course. This course relies on a series of handouts which will be included in the course materials.

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate	X	Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	49.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	49.0			

Comments on Delivery Methods:

Course Grading System:

X	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	55%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	20%	Journal Entries	25%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

Assignments: 20%

Skill Assessment: 35%

Journal Submissions: 25%

Course participation of 20% includes:

Class attendance and participation

Completion of the daily assessment homework activities, and participation in the homework debriefing activities

Demonstration of course material comprehension and skill through classroom participation

Other Course Guidelines, Procedures and Comments:

100% attendance is required

Active participation in all activities is expected

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.