

**Justice Institute of British Columbia**  
**COURSE OUTLINE****Course Code:** SOAP106**Course Title:** STABLE-2007/ACUTE-2007: Sex Offender Needs Assessment**Prerequisite Courses:** SOAP105 - STATIC-99R: Sex Offender Risk Assessment or  
Other approved training in STATIC-99 or STATIC-99R. (*Approved training refers to training delivered by STATIC-99 Certified Trainers*)**School:** Criminal Justice & Security**Division/Academy/Centre:** Corrections & Community Justice Division**Previous Course Code & Title:** N/A**Course First Offered:** January, 2011

<b># of Credits:</b>	1.5
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**Course Description:**

This course describes the background and utilization of the STABLE-2007 and ACUTE-2007 sex offender risk/needs assessment measures. It provides an overview, detailed instruction and practical experience in the use of these risk assessment tools. The course prepares criminal justice personnel and other professionals to employ these measures and enables them to estimate the risk of a sex offender's sexual and violent recidivism. In its discussion of risk factors, the course also explores the major variables that have been found to underlie sexual re-offence.

This training is intended as a sequel to certified STATIC-99 or STATIC-99R sex offender risk assessment training.

**Learning Outcomes:**

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

- Identify the major variables associated with sexual recidivism.
- Apply the STABLE-2007 and ACUTE-2007 instruments on cases and determine risk estimates.
- Classify an offender's sexual recidivism risk level utilizing the above measures.
- Identify the acute risk level of sex offenders and monitor/intervene accordingly.
- Prioritize supervision and intervention resources on the basis of appraised risk.

**Course Topics/Content:**

## 1. MODULE 1: INTRODUCTION &amp; OVERVIEW

- 1.1. Introduction to Module 1
- 1.2. The Dynamic Supervision of Sexual Offenders
- 1.3. Static, Stable & Acute Factors and Clinical Judgement
- 1.4. Meta-analyses and Static Prediction
- 1.5. Dynamic Predictors and Dynamic Supervision
- 1.6. Field and Inter-rater Reliability
- 1.7. Dynamic Supervision Project Outcomes
- 1.8. Stable and Acute Change
- 1.9. Overrides
- 1.10. Recommendations and Overview
- 1.11. Module 1 Review
2. **MODULE 2: THE STABLE-2007 RISK ASSESSMENT TOOL**
  - 2.1. Introduction to STABLE-2007
  - 2.2. General Information
  - 2.3. Significant Social Influences
  - 2.4. Intimacy Deficits & Capacity for Relationship Stability
  - 2.5. Intimacy Deficits & Emotional Identification with Children
  - 2.6. Intimacy Deficits & Hostility toward Women
  - 2.7. Intimacy Deficits & Social Rejection and Loneliness
  - 2.8. Intimacy Deficits & Lack of Concern for Others
  - 2.9. Exercise 1, Part 1, "Hamish"
  - 2.10. General Self-regulation & Impulsive Acts
  - 2.11. General Self-regulation & Poor Cognitive Problem Solving
  - 2.12. General Self-regulation & Negative Emotionality
  - 2.13. Sexual Self-regulation & Sex Drive/Pre-occupations
  - 2.14. Sexual Self-regulation & Sex as Coping
  - 2.15. Sexual Self-regulation & Deviant Sexual Interests
  - 2.16. Sexual Self-regulation Scoring Examples
  - 2.17. Cooperation with Supervision
  - 2.18. Scoring - Is This More Work?
  - 2.19. Exercise 1, Part 2, "Hamish"
  - 2.20. Deviant Sexual Interests – Possible Remission
  - 2.21. Conclusion
  - 2.22. Module 2 Review
3. **MODULE 3: THE ACUTE-2007 RISK ASSESSMENT TOOL**
  - 3.1. Introduction to ACUTE-2007
  - 3.2. Definitions
  - 3.3. Scoring Considerations, Part 1
  - 3.4. Sex/Violence & Victim Access
  - 3.5. Sex/Violence & Hostility
  - 3.6. Sex/Violence & Sexual Pre-occupations
  - 3.7. Sex/Violence & Rejection of Supervision
  - 3.8. General Recidivism & Emotional Collapse
  - 3.9. General Recidivism & Collapse of Social Supports
  - 3.10. General Recidivism & Substance Abuse
  - 3.11. Scoring Considerations, Part 2

- 3.12. Exercise 2, "James"
- 3.13. Module 3 Review
- 4. MODULE 4: INTEGRATING STATIC, STABLE AND ACUTE
- 5. MODULE 5: FINAL ASSIGNMENT AND QUIZ

**Text and Resource Materials:**

All course materials are provided online and can be downloaded.

**Required:**

- STABLE-2007 Coding Manual, Revised 2012, by Yolanda Fernandez, Andrew J. R. Harris, R. Karl Hanson & Jennifer Sparks, September 27, 2012.
- STABLE-2007 Tally Sheet
- STABLE-2007 Field Coding Guide
- ACUTE-2007 Scoring Guide, by R. Karl Hanson & Andrew Harris, November 25, 2008.
- ACUTE-2007 Tally Sheet
- Combination and Recidivism Charts ("Chart Pack")
- "Assessing the risk of sexual offenders on community supervision: The Dynamic Supervision Project, 2007-05" by R. Karl Hanson, Andrew J. R. Harris, Terri-Lynne Scott, and Leslie Helmus, Public Safety Canada
- "The Accuracy of Recidivism Risk Assessments for Sexual Offenders: A Meta-Analysis of 118 Prediction Studies" by R. Karl Hanson, Public Safety Canada, and Kelly E. Morton-Bourgon, Department of Justice Canada
- "Clinical, Actuarial, and Dynamic risk assessment of sexual offenders: Why do things keep changing?" by R. Karl Hanson, R.K. & Andrew J. R. Harris (2010).

*Note:* Course content and other material have been made available through an Intellectual Property Agreement between the JIBC and authors of the STABLE-2007 and ACUTE-2007 Sex Offender Risk Assessment Tools (Dr. R. Karl Hanson and Dr. Andrew Harris) and with the Public Safety and Emergency Preparedness Canada.

**Course Level:**

	First Year		Second Year		Third Year		Fourth Year
X	Graduate		Other (describe): Sex Offender Awareness Training: <a href="http://www.jibc.ca/sexoffender">http://www.jibc.ca/sexoffender</a>				

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion				

Simulation/Lab				
Practicum/Fieldwork				
Online	21			
Correspondence				
<b>Total Class Hours</b>	21			

**Comments on Delivery Methods:**     None

**Course Grading System:**

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input checked="" type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only		

<b>Passing Grade:</b>	Pass
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**Evaluation Activities and Weighting:**

Final Exam	25%	Assignments	50%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	25%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

Must pass all three evaluation activities listed below to receive a Pass in the training:

1. Course Participation (25%) – completion of all Lesson Reviews, Scoring Examples, Exercises, and satisfactory participation as required in online discussions (P/F).
2. Final Assignment (50%) – completion of a final assignment combining STATIC-99R, STABLE-2007 and ACUTE-2007 using a case scenario (P/F). One rewrite allowed.
3. Final Quiz (25%): 80% minimum score required to pass (P/F). One rewrite allowed.

**Other Course Guidelines, Procedures and Comments:**

- **This course is available for:** Professionals conducting risk assessments with sexual offenders, including probation officers, parole officers, institutional classification officers, law enforcement personnel, forensic social workers, psychologists and psychiatrists. The course would also be suitable to current users of STATIC-99 and STATIC-99R seeking an opportunity to expand their expertise in the risk assessment of sexual offenders.
- **Certification:** Persons taking STABLE-2007/ACUTE-2007: Sex Offender Needs Assessment training (SOAP106) will sign a Temporary Student License Agreement before taking the course, The Agreement allows them to use the STABLE-2007 and ACUTE-2007 assessment tools during the training. Upon successful completion, students become a Certified Users.

- They will sign an End User Agreement which allows them to become a Certified User of STABLE-2007 and ACUTE-2007 in their practices and workplaces.
- **CEU Credits:** This STATIC-99R is approved by the Canadian Psychological Association to meet their licensure requirements for 21 credits. Some states in the US do not necessarily accept some or all of the credits for the training. Some states do not pre-approve continuing education providers or programs. Others may require the licensee to seek pre-approval for programs not expressly recognized by that licensure board before undertaking the activity. You are encouraged to check with your licensing agency or board if you have any questions about the applicability of these hours before engaging in the coursework.

**Other Course Guidelines, Procedures and Comments:**

- Student Evaluation: Participants complete student feedback on course content and instructor effectiveness to ensure quality control.

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. View core competencies in the JIBC Academic Plan online

at: <http://www.jibc.ca/sites/default/files/main/pdf/JIBC-Academic-Plan.pdf>