

OFFICIAL COURSE OUTLINE

Course Code:	COUN-5225
Short Title:	Child Sexual Abuse
Long Title:	Child Sexual Abuse Intervention
Prerequisites:	Complex Trauma Integrated Project (COUN-5220)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre of Counselling & Community Safety
Previous Code & Title:	CAS530 – Child Sexual Abuse
Course First Offered:	May 2011

Credits:	3.5
-----------------	-----

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 define, demonstrated and practiced by the learners.

Course Goals

The goals of this 7-day course include:

1. 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.
2. To provide direction and skill in supporting adult survivors in their relationships with their families.
3. 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.
4. To effectively employ systemic interventions required to create safety for children and adolescents in their families where sexual abuse has occurred.
5. 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 support 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 & Resource Materials

Courtois, C., Ford, J. (2009). *Treating complex traumatic stress disorders: An evidence-based guide*. New York: Norton Professional Books.

Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	49
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	49

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	80%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	20%
Practice Education/Internships	
Total	100%

Comments on Evaluation

Assignments: 60%

Journal Submissions: 20%

Course participation: 20%

- 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.

100% attendance in required

Active participation in all activities is expected

Course Grading Scheme*

JIBC1 (A to F)
 JIBC2 (MAS/NMA)
 JIBC3(CM/IN)
 JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

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/about-jibc/governance/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.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- 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 ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, 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.