



PONTIFICIA
UNIVERSITÀ
GREGORIANA

Institute of Anthropology



Licentiate in Safeguarding

1. General information:

The Licentiate in Safeguarding offered by the *Institute of Anthropology. Interdisciplinary studies on Human Dignity and Care* (IADC), Pontifical Gregorian University, is a two-year program geared towards education safeguarding professionals who, obtaining a master's degree, reach level 7 of the European Qualifications Framework (EQF).

2. Admission and requirements:

Students are required to hold at least a bachelor's (first cycle university) degree that allows for master's (second cycle) studies.

- Students will participate in all four semesters.
- Students will participate in all parts of the program.
- To be allowed to continue after the first semester, students must have shown both motivation for and capability of doing so.

3. Student-centred approach:

The approach the IADC is using is called the "student-centred approach" and means an approach that is focused on the learning process of each particular student starting from the background (s)he arrives with and considering his or her way of learning and acquiring the needed competencies.

This approach is based on the acquisition of competencies, as an equilibrium between knowledge, attitudes, and skills for Safeguarding. It is not conceived as an approach based only on knowledge, but it allows students to go through the whole learning process that encompasses all the dimensions of human formation, getting the student able to reach a high level of human maturity.

In this process, the student is at the centre. The course is organized as a "big workshop", where lectures, presentations, group work, sharing and papers go together and contribute to the whole formation of the students. A particular attention is given to the fact that the students are called to share with their classmates the largest part of their time in Rome, in the classroom.

To allow these things, the IADC offers a team of teachers who are committed to accompanying the students step by step. After an initial selection of the professor, individual weekly meetings will be

IADC - Interdisciplinary Studies on Human Dignity and Care

Via di Porta Pinciana, 1 - 00187 Roma, Italia

tel. +39 0683653084 – iadc@unigre.it

www.iadc.unigre.it

scheduled, where the students will discuss with the teacher the results of the week and any other issues arising.

If there is a need for a specialized accompaniment, PUG's *Centro di Consultazione* offers the possibility to access some psychologists for individual meetings.

4. Licentiate contents

The following units are taught during the first year and fourth semesters of the Licentiate. Below, it is possible to see the main learning elements the students will address during the three semesters in class. They are thought based on an in-depth study of the basic units of the first semester.

The “onsite” semester will be organized as follows:

1st Semester:

Macro-area 1: Types of abuse

- **Abuse of power**
 - Students will analyze the abuse of power.
 - They will investigate its forms and dynamics; rightful authority; responsibility, transparency, and accountability.
 - They will learn how to prevent abuses of power.
- **Abuse**
 - The students will define the different types of abuse: physical, sexual, emotional, online, spiritual, of conscience etc.
 - They will also deepen grooming dynamics.

Macro-area 2: Victims/Survivors

- **Introduction to abuse and its impact**
 - The students will reflect on the risk and protective factors of abuse.
 - They will be able to detect the signs and indicators of abuse.
- **Accompanying both victims and secondary victims on their journey**
 - Students will reflect on the fact that victims of abuse can be “primary” and “secondary” and so that there is not only one victim when an abuse occurs.
 - They will learn how to accompany victims and secondary victims on their journeys.
 - They will deepen the connection between accompaniment and spirituality.
- **Particular forms of vulnerability**
 - The students will reflect on the risks and dangers for vulnerable people in migration.
 - They will learn about the dynamics and vulnerability of people and children with disabilities.

Macro-area 3: Perpetrators

- **Sexuality and sexual education**
 - The students will reflect on the history of their sexuality.
 - They will deepen the connection between sexuality, their culture and theology.
 - The students will reflect on the importance of a healthy sexual education and the ability to build healthy relationships.
 - They will share thoughts and position about homosexuality.
- **Recognize perpetrators and work with them**
 - The students will deepen the main features of the several kinds of perpetrators in different contexts.
 - They will learn how to deal with them in Church contexts and at the clinical level.
 - They will reflect on the dynamics of intra-familial perpetrators.
 - They will learn how to “care” for offenders in order to prevent further abuses.
- **Recognize perpetrators and work with them**
 - The students will deal with the issues emerging from:
 - Canon law
 - Confession

2nd Semester:

Macro-area 4: Institutions

- **Childhood and Culture**
 - The students will reflect on the conception of childhood from their backgrounds.
 - They will deepen the connections with their culture, child development, theology and law.
- **Children at risk**
 - The students will learn about the risks the children may face in different contexts/organizations:
 - Institutions;
 - Educational systems;
 - Sports;
 - NGOs
- **Institutions**
 - The students will reflect on religious women and the way they are at risk in the church/religious communities.
 - The students will learn about the past mistakes of the institutional church.
 - The students will study how to change some structures or face systemic issues in the Church.

- The students will focus on ecclesiology and how it may be helpful in changing the abusive systems and putting the victims at the centre.
- **Dealing with traumatized systems**
 - Students will observe dysfunctional institutions, institutional cultures that lack integrity, traumatized institutions.
 - They will learn about steps to take to deal with and change irritated systems.
- **Dealing with allegations of child sexual abuse (CSA) in organizations**
 - The students will learn how to assist and support children involved in sexual abuse and their families.
 - They will face legal aspects and responsibilities, documentation of the allegation, procedures to follow, how to cooperate with legal agencies, and share information.

Macro-area 5: Intervention

- **Intervention**

The students will practice on what to do in particular situations when abuse occurs in several organizations/systems:

- schools;
- communication;
- families;
- universities;
- church and religious contexts;
- sports.

Macro-area 6: Prevention I

Prevention I will be divided into 4 sections and it is aimed to make the students acquire competencies in connection with

- The victims:

- **Acting in safe ways: how professionals should behave to protect human dignity**

The students will learn about:

- Listening to victims;
- Roles;
- limitations and responsibilities of professionals;
- proper boundaries;
- recordkeeping;
- safe recruitment process.

- **Therapy and beyond: theoretical and practical aspects**

- The students will learn about trauma theory and possible therapies.
- They will get aware of cultural differences.

- They will study the possibilities for the participation of victims in restorative justice processes.
- They will understand about effectiveness and limits of various treatments.
- The perpetrators
 - **Screening and selection of candidates**
 - The students will reflect on the main principles for a good selection process of candidates to Safeguarding professions.
 - They will deepen the structured procedures to put what they learned into practice.
 - **The importance of supervision and accompaniment**
 - Students will learn the importance of a professional work of value and its significance for personal assistance
 - They will also address its role in preventing compassion fatigue and attending to the spiritual dimension.
- The types of abuse:
 - **Conducting formation sessions on topics of safeguarding and/or human formation**
 - The students will face a topic, chosen by the target group, they will do research on it.
 - They will organize formation sessions and workshops on that topic.
- Prevention:
 - **Development and regular updating of prevention programs**
 - The students will do a critical analysis of existing prevention programs.
 - They will analyze some examples of prevention programs on the level of content and time frames.
 - They will create their prevention program.

4th Semester:

Macro-area 7: Prevention II

- **Writing Guidelines**
 - Students acquire the essential elements of guidelines, considering also the aspects of canon and civil law, and offering a critical analysis of the existing ones.
- **Turning guidelines into concrete policies for (individual) institutions**
 - The main purpose is a qualified reading of guidelines
 - Students will identify common elements in reading guidelines turning them into concrete policies for safeguarding.

- **Collaboratively developing and putting codes of conduct into practice**
 - The students will learn how to develop codes based on guidelines and policies, and how to introduce the various groups involved in these codes of conduct.
- **Assessing safeguarding measures**
 - The students will learn how to assess safeguarding measures.
 - They will learn the importance of assessing safeguarding measures considering all the stakeholders involved
 - They will draft procedures of assessment
- **Recognizing and teaching safeguarding principles**
 - The students will deepen their knowledge on how to teach safeguarding principles and contents.
 - The students will reflect on the structures where they live/work and plan formation sessions

During the semesters, the IADC offers also some “practical modules” like the following ones:

- **Healthy relationships**
 - The students will learn the importance of creating healthy relationships and boundaries for Safeguarding and how chastity, sexuality, body, and psychosexual maturity are crucial.
- **Listening to victims**
 - The students will learn how to listen to victims’ disclosure in a respective and proactive way.
 - They will reflect on the possible barriers to disclosure and how to document disclosure situations.
- **Creating formation sessions**
 - The students will learn how to plan a formation session on Safeguarding topics based on the “student-centred approach
- **Communication**

The students will have three sessions on Communication:

- Institutional communication: the students will learn how to deal with institutional communication and the main principles of communication;
- Crisis communication: the students will reflect on some key points of communication in case of crisis - like the one of abuse in the Church or other institutions;
- Write a press release: the students will learn the practical steps to write a press release and will draft their own one in connection with the institution/organization they belong to;
- Meet the media: in front of a camera, the students will meet a journalist who will ask some questions about safeguarding and abuse.

5. 3rd semesters: Internship:

All internship places need to be accepted by the IADC. General requirements:

- 400 hours at the internship place;
- Plus, 250 hours for literature, reflection, reports;
- Relation to safeguarding;
- Relation to the student's field of expertise;
- The student has the necessary language skills;
- Supervisors have the relevant education and experience within the field;
- Regular meetings with the supervisors (Zoom, calls, mailing)

6. 4th semester organization:

The fourth semester is the last one of the Licentiate.

The students will have to write their thesis, possibly, in line with their long-term project in the field of Safeguarding. During that semester, there will be classes, but also personal study and research. A final exam will close the semester and the two-year-program.

Below, an indicative organization of the last semester:

- 50%: master's thesis of 50 text pages (about 100,000 characters), excluding the bibliography;
- 50%: continuation of topics from semester 2;
- Schedule as in semester two (Fridays, retreat, other possible activities etc.);
- Final exam during 2nd week of June;

Graduation: June 2024.

7. Final grade

As the Gregorian University is in line with the European Grading System, the IADC shows how the students will be evaluated during the Licentiate program and how much each progress is evaluated on a percentage level.

The official PUG grading scheme is used. For the licentiate, the following factors are considered:

- Average of course grades: 70%
- Internship: 5%
- Final thesis: 10% (7% for the writing of the thesis and 3% for its defense)
- Final exams: 15% (7% for the written exam and 8% for the oral one)

ECTS:

- 1st semester: 29 ECTS
- 2nd semester: 33 ECTS
- 3rd semester: 26 ECTS
- 4th semester: 32 (7 weeks specialization 2 ECTS each (14) + master's thesis + presentation + final exams)