



St. Lawrence College

***Centre of Excellence: Post-Diploma Education in the
Prevention, Treatment and Community Support of
Victims of Child Sexual Abuse***

Feasibility Assessment



Outline:

1. OBJECTIVES AND GOALS OF THE CENTRE
2. RESEARCH HYPOTHESIS
3. METHOD OF INQUIRY
4. WHAT'S OUT THERE – THE “SUPPLY”
5. WHAT'S THE POTENTIAL DEMAND AND NEED
6. PRELIMINARY CONCEPT AND KEY QUESTIONS



1. OBJECTIVES AND GOALS

- Development of a leading, applied interdisciplinary education program on child sexual abuse and professional development for those engaged in prevention, treatment and support of victims of child sexual abuse (whether children or adults)
- Create a focused, “one-stop” educational umbrella, thereby improving the quality, effectiveness and access to leading edge theory and practice.
- Responding to a Perceived gap in ***Interdisciplinary Training***
- Market: Professionals in current practice across the disciplines
- Serve as a statement of the community’s resolve to overcome the legacy of abuse allegations.
- As a centre of potentially international significance, other benefits may include economic impacts from student enrolment and conferences.
- This is **not** a Regional Market-based Education Program



2. RESEARCH HYPOTHESIS

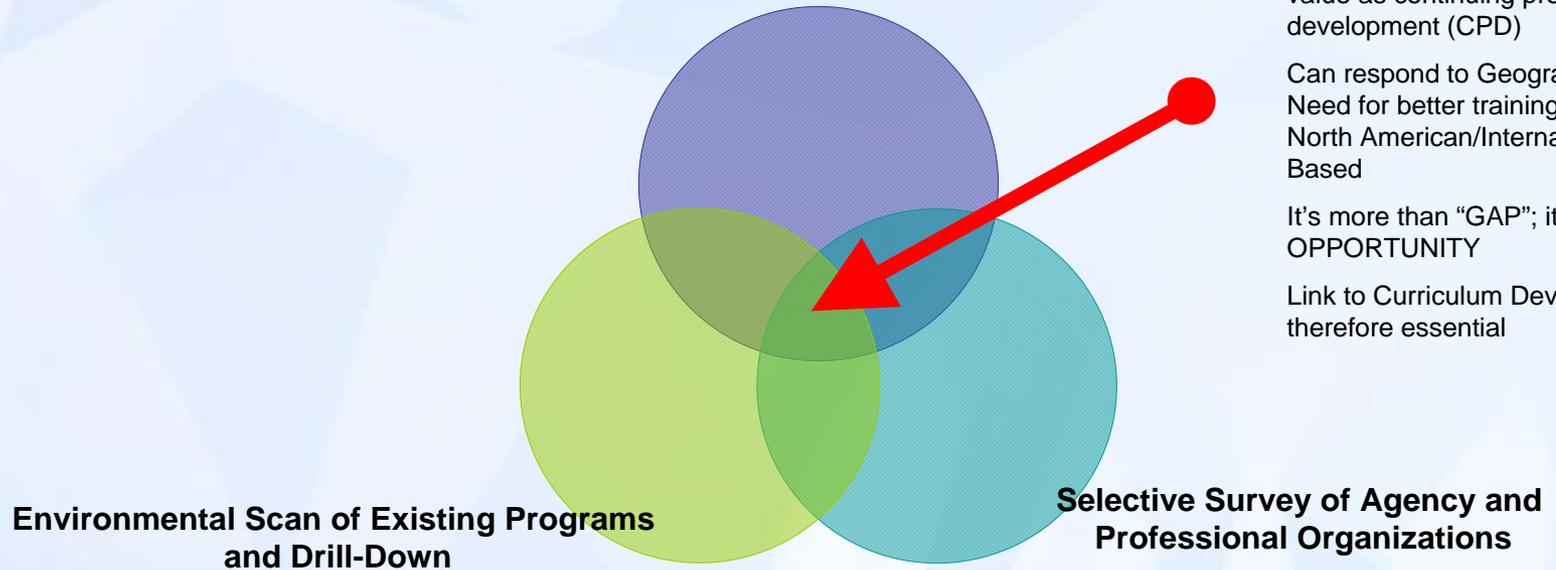
Central Research Question:

- Is there a market for establishing and sustaining an interdisciplinary post-diploma program to better meet the education and training needs of front line professionals who deal with victims of sexual abuse?
- Concept and question rooted in specific goal: *An interdisciplinary approach* to victim recovery (holistic approach to education, training and policy development)
- Is Cornwall the place – secondary question (addressed through concept development and curriculum development work (post-feasibility assessment)
- Fields of inquiry: social work and child welfare, early childhood education, healthcare, youth services, policing, judicial oversight, and community development more broadly.



3. METHOD OF INQUIRY

Interdisciplinary Approach to Combating Child Sexual Abuse



Defines an opportunity to add value as continuing professional development (CPD)

Can respond to Geographic Need for better training or be North American/Internationally Based

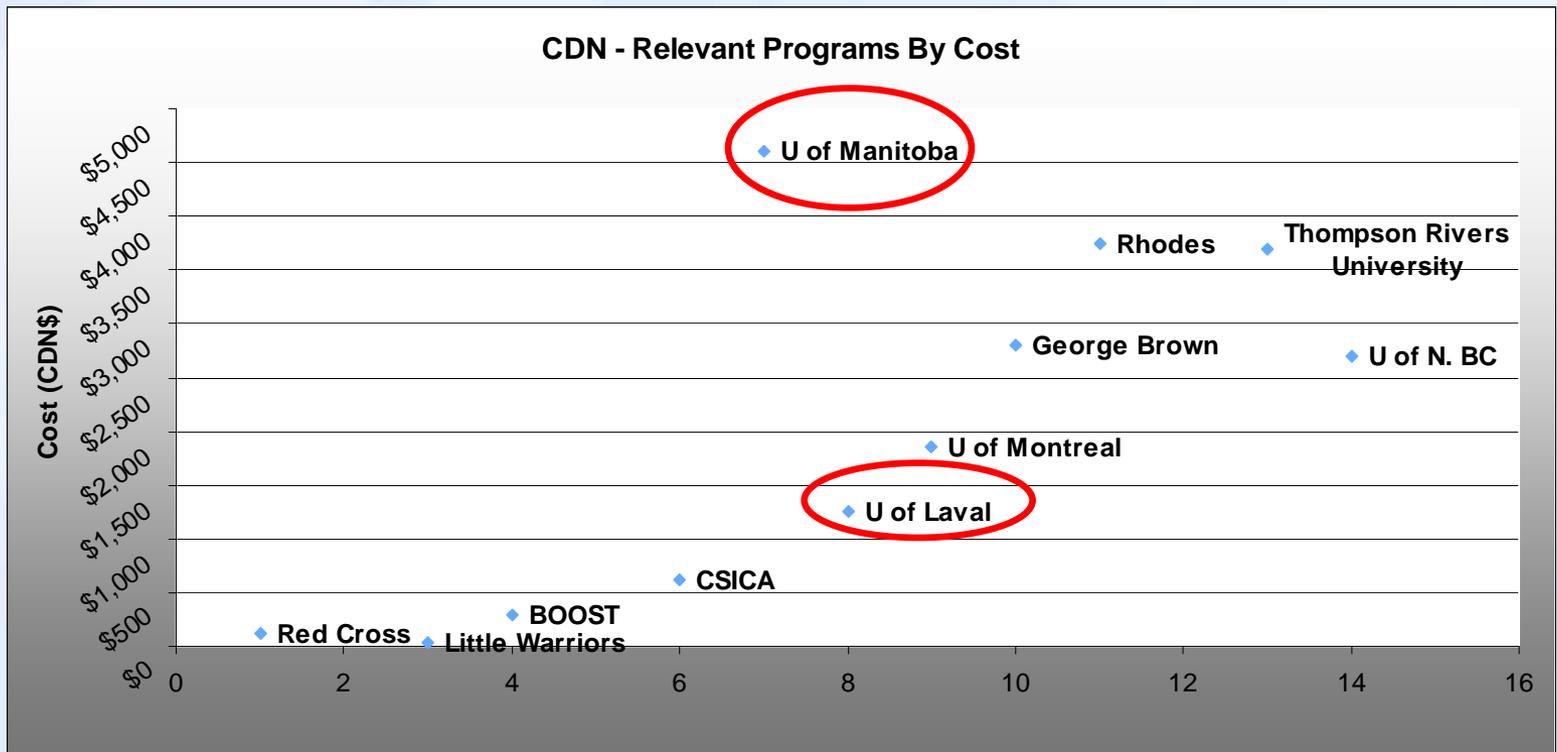
It's more than "GAP"; it's OPPORTUNITY

Link to Curriculum Development therefore essential



4. WHAT'S OUT THERE – THE “SUPPLY”

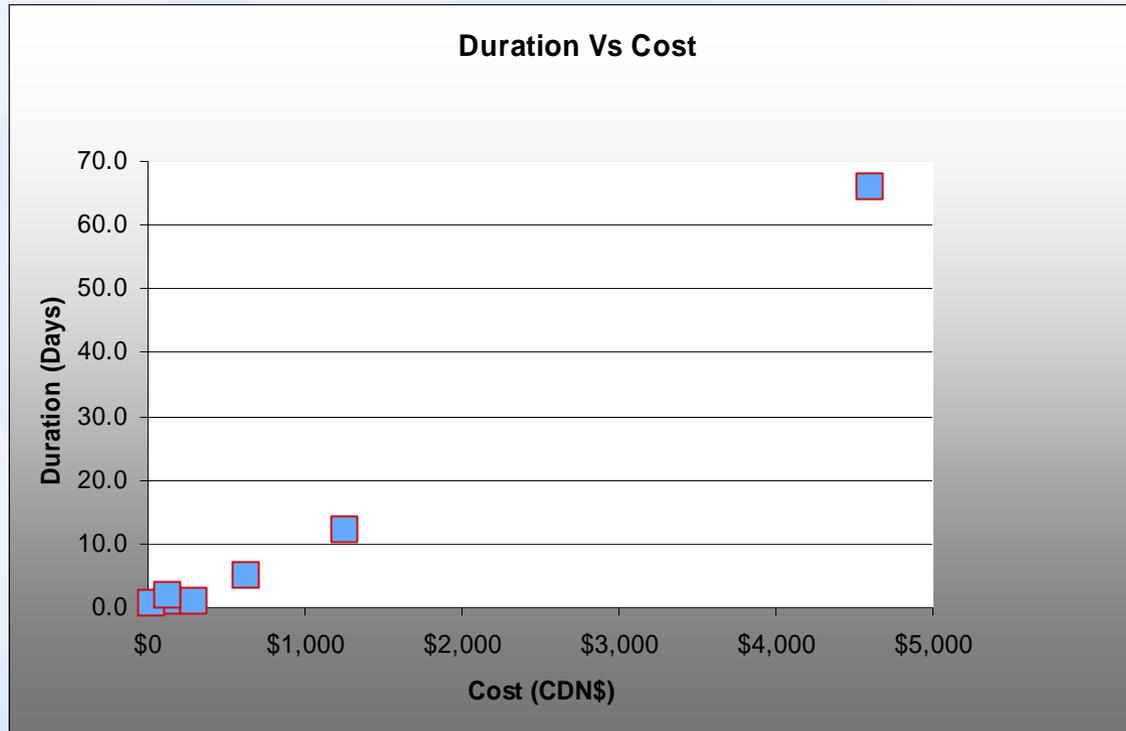
...CANADA By Cost and Level of Sophistication (excl. OACAS Training)





4. WHAT'S OUT THERE – THE “SUPPLY”

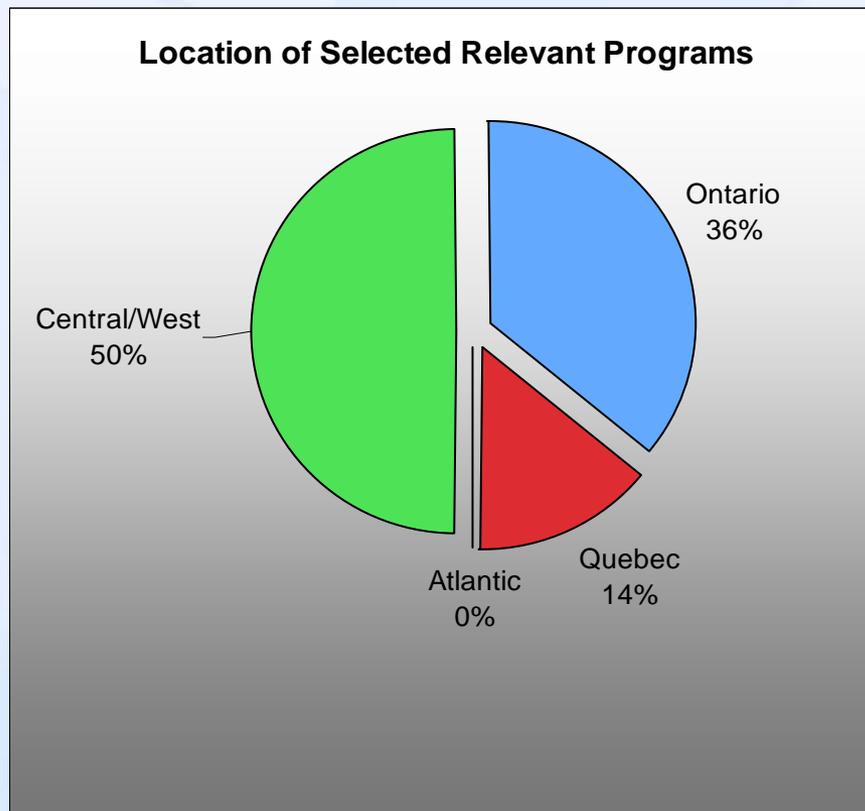
...CANADA (relevant programs)





4. WHAT'S OUT THERE – THE “SUPPLY”

...CANADA - By location of relevant program (based on Web search)





4. WHAT'S OUT THERE – THE “SUPPLY”

...US/International Programs of Interest

United States:

- 2009 PREVENT Child Maltreatment Institute (Professional training for multi-disciplinary teams);
- Widener University (Chester PA), Child Sexual Abuse Treatment Certificate (geared to mental health professionals with already higher level qualification)
- Conference Calendar is heavily dominated by US (comparatively little in Canada) where focus on training and current practice/research is possible (provides level of competition to prospective Centre of Excellence in Cornwall)



4. WHAT'S OUT THERE – THE “SUPPLY”

...US/International Programs of Interest

International:

- Strong focus on advanced studies and training on issue of Child Sexual Abuse;
- Several Key Examples (unlikely to be strong competition):
 - Centre for the Prevention and Treatment of Child Sexual Abuse (Manila), Annual Summer Institute (\$1,250 CDN)
 - TAFE New South Wales: Child Sexual Assault Counselling Certificate (for those in the field or those looking to develop career in the field)
 - Wellington Institute of Technology: Graduate Certificate in Sexual Abuse Counselling (professionals with min 2 years experience)
 - Post-Qualifying Diploma in Counselling Children and Young People (UK)



4. WHAT'S OUT THERE – THE “SUPPLY”

...US/International Programs of Interest

International:

- Variety of single-issue course and on-line course offerings in Europe
- US/International Experience: Research suggests that none replicate the precise intent of the Cornwall Program and do not offer competition as they serve different geographic and cultural markets;
- We can learn from these programs - international programs should be reviewed as part of the initial curriculum development process



5. WHAT'S THE POTENTIAL DEMAND AND NEED? (INTERIM STATUS OF DISCUSSIONS WITH AGENCIES)

Who are we talking to:

- [Ontario Trillium Foundation](#)
- [Laidlaw Foundation](#)
- [Community Living](#)
- [Toronto Justice for Children & Youth](#)
- [Association of Ontario Health Centres](#)
- [Centre for Addiction and Mental Health](#)
- [Children's Aid Foundation](#)
- [Children's Aid Society of Toronto](#)
- [Ontario Association of Children's Aid Societies](#)
- [Child Welfare League of Canada](#)
- [Child Development Institute](#)
- [Children's Mental Health Ontario](#)
- [National Youth in Care Network](#)
- [BOOST – Child Abuse Prevention & Intervention](#)
- [Centre for Children & Families in the Justice System;](#)
- [Centre for Research & education on Violence against Women and](#)
- [Children Centre for Research on Children and Families](#) (member of [Centre of Excellence for Child Welfare](#))
- [Kids' Internet Safety Alliance \(KINSA\)](#)
- [Attorney General's Task Force on Internet Crimes Against Kids](#)
- [Ontario Association of Chiefs of Police](#)
- [Ontario Probation Officers' Association](#)
- [Toronto Police Child Exploitation Section](#)
- [Ontario College of Teachers](#)
- [College of Physicians and Surgeons of Ontario](#)
- [College of Nurses of Ontario](#)
- [College of Psychologists of Ontario](#)
- [College of Psychotherapists and Mental Health Therapists of Ontario](#) (newly formed)
- [Ontario College of Social Workers and Social](#)
- [Services Workers Association of Early Childhood Educators](#)



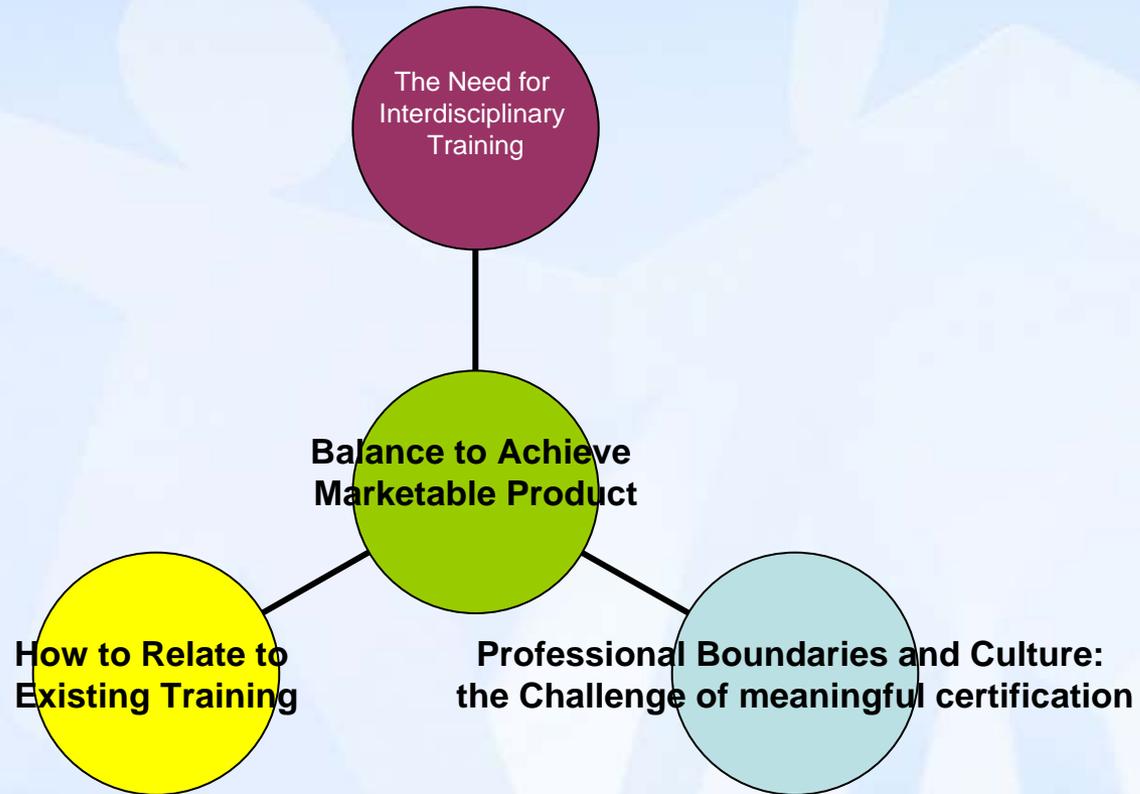
5. WHAT'S THE POTENTIAL DEMAND AND NEED? (INTERIM STATUS OF DISCUSSIONS WITH AGENCIES)

Who are we talking to (cont'd)

- [Ontario Coalition of Mental Health Professionals](#)
- [Canadian Paediatric Society](#)
- [Ontario Ministry of Health and Long-term Care](#)
- [Ontario Ministry of Community and Social Services](#)
- [Ministry of the Attorney General – Ontario Victim Services Secretariat \(OVSS\)](#)
- [Ministry of the Attorney General – Office for Victims of Crime \(OVC\)](#)
- [Ontario Network of Sexual Assault / Domestic Violence Care](#)
- [Gatehouse](#)
- [Men's Project](#)
- [Foster Parents Society of Ontario](#)
- [Kids Help Phone](#)
- [Hospital for Sick Children](#)
- [Canadian Academy of Child and Adolescent Psychiatry](#)
- [Canadian Society for the Investigation of Child Abuse](#)
- [Big Brothers Big Sisters of Canada](#)
- [Canadian Mental Health Association](#)
- [Ontario Office](#)
- [Children's Aid of the United Counties of Stormont, Dundas & Glengarry](#)
- [Children's Treatment Centre](#)
- [Champlain Local Health Integration Network](#)
- [Child & Youth Health Network](#)
- [Champlain LHIN Sexual Assault Domestic Violence Community of Practice Network](#)
- [Akwesasne](#)
- [Upper Canada District School Board](#)
- [Catholic District School Board of Eastern](#)
- [Tri-County Mental Health Services / Children's Mental Health](#)
- [Family Counselling Centre of Cornwall & United Counties](#)
- [Centre de santé communautaire de l'Estrie/Equipe Psychosociale](#)
- [Canadian Mental Health Association – Champlain East Branch](#)



5. WHAT'S BEING SAID SO FAR . . . Themes





5. WHAT'S BEING SAID SO FAR

...The Needs for Interdisciplinary Understanding/Training

- ...Yes, a clear need for better understanding between the professions and more interdisciplinary training
- An Example: Large interdisciplinary conference for Ontario Victims Services demonstrated that professions use different terminology for the same process/action/approach/facts
- Lack of understanding of sensitivities within and between professions and the cultural sensitivity/objectives of eachresults in very different terminology, tolerances, expectations ...
- ...In Quebec, sectoral agreements necessitated by key front-line professions to ensure better integration of service speaks to the inherent differences which challenge professionals working in this field
- ...unlike some other professions where professions are not required (beyond the cursory) to understand the technical service or product of other related professions, the frontline professions engaged in education/prevention, investigation, and post-abuse treatment are dependent on one another to achieve the goal of effective reporting, treatment and long-term health and well being of victims



5. WHAT'S BEING SAID SO FAR

...The Needs for Interdisciplinary Understanding/Training (cont'd)

- ...”You only get one kick at the can in understanding and implementing a treatment plan ...there is a definite need to improve training to accomplish:
 1. Better sensitivity
 2. Broader knowledge
 3. Better knowledge of child development; and
 4. Greater understanding of the dynamics of child abuse”.



5. WHAT'S BEING SAID SO FAR

...Professional Boundaries and Culture

- ...The need to overcome obstacles to interdisciplinary professional training.
- ...The “professionalism” of the professions can and does hurt – boundaries which, depending on the core mandate and operational culture of the profession, can prevent osmosis of ideas, information and approaches.
- ...Issues around credentialism and gaining consensus on the value of an interdisciplinary training certificate both **within** and **between** professions
-This certification needs to foster and make easier career growth ...in other words the certificate must have traction within the profession
- That is a marketing challenge which may not be achievable if it is presented the single most important goal of the program – a national certification standard is not an option;
- High value-added is the likely selling feature of the program



5. WHAT'S BEING SAID SO FAR

...Existing (Interdisciplinary) Training

- ...Interdisciplinary training is being provided by agencies .. Yet drill-down suggests the offers are smaller scale, limited by resources, and designed as practical introductions to the multi-agency/regulatory/legal aspects of child abuse in general – NOT SPECIFIC TO CHILD SEXUAL ABUSE.
- ...Several agencies noted interdisciplinary training and/or co-ordination as part of their mandatebut likely this is more co-ordination of response rather than leading edge education
- Some indicate a role in co-ordinating schools, services, policing, crown office etc ..But these groups tend to be in the large cities serving these jurisdictions.
- Level of service and co-ordination of professional service providers in rural communities much less certain.
- The capacity of these organizations to provide access to leading edge scholars/practicioners is limited (note conferences provide for this vehicle in an informal way);



5. WHAT'S BEING SAID SO FAR

...Existing (Interdisciplinary) Training (cont'd)

- “We used to have a joint training between Children’s Aid Society and the police officers called ISOAC (Investigating Sexual Offence against Children). This training would last a week and was excellent for child protection workers and police officers”.
- . . . This training cut by the Ministry of Social Services, “creating a gap in Sexual Abuse Training. For the past couple of years, many agencies have tried to give the essence of the training but could never come close to what was given with the original ISOAC.”
- The above comments relate to hands-on training; the opportunities for St. Lawrence College relates to a broader span of interdisciplinary educational objectives – not only matters of procedure and jurisdictional control, but cultural, geographical, based on case study research, a link to theory and practice, at home and elsewhere on the continent/overseas.
- There is such a thing as over-training, and training the wrong people .. The concept for St. Lawrence should not be geared to empowering non-offending parents even where this is a broad and laudable goal ...the focus should clearly be on professionals.



5. WHAT'S BEING SAID SO FAR

...Existing (Interdisciplinary) Training (cont'd)

- Need to firmly establish a motivation for the programneed to convince professionals that the existing landscape of training and/or “regular co-ordinating meetings between police child abuse investigation unit and other agencies, does not define what is possible
- ...Need to convince that a better understanding of other professions is key to advancement in your own professionsuggests a need for better understanding of theory and practice, code of conduct and interdependencies of distinct disciplines
- Professions tend naturally to see themselves as the centre point of the relationship with other professions.



5. WHAT'S BEING SAID SO FAR

...Existing (Interdisciplinary) Training (cont'd)

-In Canada, the larger offering of training and education is for broader child welfare mandates
- Strongly held view ...Cannot separate sexual abuse from the broader spectrum of emotional and physical abuse of children, women and families;
- One respondent very concerned that a focus on child sexual abuse education in Cornwall would perpetuate the mistaken belief that the challenges faced by the Tri-Counties are greater than other communities
- Notwithstanding the above, tragic cases of child abuse often involve multi-agency failure



6. PRELIMINARY CONCEPT AND KEY QUESTIONS

Framework

- Evident from the environmental scan that few programs exist in Canada for CPD in child welfare, let alone the specific issue of child sexual abuse
- Most which exist are offered by the agencies – some offer programs province wide (e.g. BOOST focuses on Sexual Abuse) depending on government funding, most are local;
- Clear opportunity for EDUCATION-INSTITUTION-BASED CPD IN CHILD WELFARE AND CHILD SEXUAL AND PHYSICAL ABUSE) serving a provincial and national market (**Service-Oriented Approach**)
- Supply of programs internationally suggests models of set-up and approach – the potential for exchange of professionals as a basis for a program is possible...predicated on relationships with professional associations in Canada and overseasSt. Lawrence College could facilitate programs around the exchange relationship between professional bodies in different countries (**the Exchange and Show Case Approach**)
- Alternative – Combine both approaches in two streams



6. PRELIMINARY CONCEPT IDEAS AND KEY QUESTIONS

Note (all subject to revision based on final findings)

Framework

- Theme is therefore critical - as is differentiation from existing suppliers in the Province (e.g. OACAS)
- Central elements of differentiation:
 - Involves more formalized, academic based approach (building on competitive advantage of the Higher Education System);
 - Delivery mechanism (mixture of distance and on-campus options) – **Further Drill Down Required**
 - Placement has strong benefits as a means to advertise interdisciplinary training
 - Placement needs careful consideration given the need to provide a marketable, cost efficient service...Several Respondents suggested it was critical.
 - Go beyond proclivities of existing agency providers to link theory and practice
 - Flexibility to offer SPECIFIC training benefits for each discipline represented – suggests the benefit of formal program in theory and practice ...”gateway” program in Interdisciplinary training and placement”



6. PRELIMINARY CONCEPT IDEAS AND KEY QUESTIONS

Note (all subject to revision based on final findings)

Framework

- Speaker/Instructor Framework: depends on approach (differentiation suggests continent-wide and international)
- Reasonable cost – more formal/ better training provided than at conferences (see conference list in final report)
- Delivery – when and where: Option of Several offerings per year: (1) in Cornwall and (2) in Kingston/Toronto; An accepted by approach by other institutions
- Start-Up: Must be differentiated from conference market place; certification and access to leading speakers/instructors/case studies is key



6. PRELIMINARY CONCEPT IDEAS AND KEY QUESTIONS

Note (all subject to revision based on final findings)

Framework Ideas

- High Value Added program will help market it across the disciplines which have their own internal training offers: hence program should be an advanced offering;
- Potential for being an executive/management course
- Focus on child sex abuse alone **necessitates** leading edge offer (better than conferences), national/international exposure and wide ranging curriculum within this framework (Can still fit within the 2 approaches identified);
- Principal Opportunity: Professional training which speaks directly to advanced training of seasoned professionals, possibly involving limited (days not weeks) placement, utilizing a modular interdisciplinary training approach of sufficient depth
- Modular approach could allow multi-year participation (and placement), with participants focusing on one or two different professions (as part of an overall interdisciplinary education) each year.
- The product is the interdisciplinary experience itselfas opposed to some current training where “interdisciplinary” is a by-product of basic/intermediate courses (e.g. OACAS NEW CHILD WELFARE WORKER CURRICULA and MANAGER/SUPERVISOR CURRICULA)