SW 228 Clinical Intervention in Sexual Abuse

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Fall 2006

Course Outline

Dates of Classes:
September 9th, October 7th & 28th, November 18th, & December 9th, 2006

Look on the Social Work WEB-Site for Final Confirmation of Room

Location: RVR 1008

“One who gains strength by overcoming obstacles possesses the only strength which can overcome adversity”

(Schweitzer)

General Description

This course is designed to increase awareness and sensitivity to the multiple forms of sexual violence in our society. Age is no deterrent to such attacks: the very young as well as the elderly are victims. Sex is no deterrent to such attacks; although less frequently, young boys are victims. An exchange of information from those practicing their skills and training in the services of alleviating the trauma is made available in this course.

Beyond awareness, this course will also expose the student/practitioner to a variety of approaches being utilized with both victims as well as perpetrators, some truly innovative. The description of the variety of procedures also expands upon our knowledge of some of the clients who most often have been ignored in the literature. There are sections on the treatment of children, male victims, ritualistically abused children, and survivors of sexual abuse support and treatment.

Intervention(s) is considered from traditional analytic perspectives, cognitive-behavioral, feminist perspective, and a multitude of other theoretical formulations. Thus, it extends your knowledge of basic human behavior taught in SW 235A/B as it considers coping responses, and adaptation patterns of human behavior. It extends your SW 204A/B course content, and advanced generalist practice course SW204C/D content into targeted areas of family dynamics, individual coping responses, and integrated treatment of the family network dealing with incest and sexual trauma as the core dynamic. Critical discussion in this course considers the psychological, spiritual, physical, emotional, and interpersonal domains of the "victims" and thus, the course content could be classified as multi-modal. As such, this course builds upon your liberal arts base of philosophy, psychology, sociology, ethics, and humanities.

The course will be a seminar style format, with critical discussion led by the professor, and student participation is vital to the "life" of this type of class.
**Specific Outcome Objectives:**
At the conclusion of this course it is expected that the student will be able to display verbal and written mastery of:
1. The cycle of sexual abuse and the continuum of abusive behaviors;
2. The victim impact issues resulting from exposure to various forms of sexual victimization;
3. The short and long term effects of victimization;
4. How to identify and treat trauma in young children, adolescents, and adults;
5. An understanding of the Four Traumatogenic and Post Traumatic Stress Models of conceptual assessment and treatment;
6. Assessment and treatment approaches to the adolescent and adult perpetrators of sexual abuse;
7. A range of multi-modal treatment techniques which originate from diverse theories of human behavior.

**Course Texts:**

**Course Assignment(s)**
1. **Response Sets:** *(100 points each)-There are three (3)*
   For each session you will have a series of “response sets” or questions that will be handed out the previous session (NOTE: for session one-, you will not have any response set questions). These are questions that will stimulate thoughtful reflection of the content, allow for small group dialogues during the day, and facilitate a large class discussion of identified issues. **These must be typed, double spaced, and completed PRIOR to the session (no late response sets will be accepted).**
2. **Discussion Group Questions on Culture and Sexual Abuse**: You will be responsible for developing a question, and the answer (in outlined or bulleted format, narrative style) that you will use in small group discussions regarding sexual abuse in different cultures. You must type up your question. Be sure to ask a critical thinking question, not just regurgitation of the readings. You may well be asked to lead the discussion group on a Saturday, and a well developed question with points of consideration will be helpful to you when you do. These are worth 25 points each and you have to do one for session #2 and one for Session #3.

3. **Final Paper**: This paper calls for reflection and integration. The paper should address the following:
   1. Your initial thoughts and feelings related to the topic when you considered this course, and especially after reading the first set of readings, and the first session(s);
   2. Your initial level of competence with these topics, and the treatment of the victims of sexual abuse, as well as the perpetrators;
   3. What you learned in the course, and specifically, how that information will impact your social work practice in the future;
   4. Any areas of controversy that you would like to address regarding the "current state of affairs" related to any of the topics discussed in the course;
   5. An estimate of how hard you worked in the course;
   6. What grade you feel you deserve, and why.
(Suggested length: 5-7 pages)

Note: As you can see this is a “reflective” assignment that is best completed as you progress through the course. Please do not wait until the last session to try to complete this reflection.

**Attendance**: Due to the fact that this class is a Saturday 8 hour class, if you miss one class session you will be considered for a drop of the class. If you miss one half of a class, your grade may be lowered one full letter grade.

**Special Note**: Many people take this course for reasons they often cannot articulate, but because they think "it may help them". Often the content, and the intensity of the discussion, causes some people to begin to experience personal feelings of victimization that were (up to now) repressed. Although this class is and will be set up to support all involved, and thus in some way is therapeutic, it is not therapy. As such, if you are experiencing emotional reactions to the course content, or style, please see the professor, and understand that the Counseling Center is able to provide you assistance. You will also be exposed to other resources that may prove very helpful in your exploration and healing process.

**Special Requirement**
Trust is vital in any discussion of sexual victimization. **We will be requesting that the persons participating in this class respect an oath of confidentiality.** Anything shared within the class shall remain in the class, unless otherwise publicly acknowledged beforehand by the individual and the group. "Victim making" resulting from put downs, "slugs" or derogatory comments will be intervened upon by the
professor in order to insure "safety" in the classroom. A repeated pattern of this type of unethical behavior will result in a request to leave the class, and an administrative drop will be initiated.

**Classroom Management:**
This material can be intense, and due to the fact we are meeting for 8 hours at each session, we will take breaks (for 10-15 minutes) throughout the morning and afternoon. We will take one hour for lunch, although a video “highlighting” content related to the day’s material will be shown during lunch.

“I can be changed by what happens to me. But I refuse to be reduced to it”
(Maya Angelou)

September 9th, 2006  **Session Outline/Agenda**

**Child Sexual Abuse-Conceptual Overview**
- Introductions
- Course Overview
- Course Agreements
- Course Assignments
- Opening “Process”

**Part One: What Constitutes Sexual Maltreatment**
- Professional Roles and the Extent of Child Sexual Maltreatment
- Definitions and Signs of Child Sexual Maltreatment
- What Constitutes Sexual Abuse?
- The 'Continuum' of Abusive Behaviors
- The Basis for Shame
- The Impact of Object-Relations

**Part Two: Data Collection and Decision Making**
- Child Interviews When Sexual Abuse is Suspected
- The Context of Child Interviewing
- Decision Making in Child Sexual Abuse

**Part Three: Collaborating with Institutions having Mandatory and Legal Obligations**
- Working with Protective Services and the Police
- Collaborating with Attorneys and Working with the Courts

**Part Four: Conceptual Overview: The Base Required to “Inform Treatment”**
- The Four Traumagenic Model of Sexual Abuse
- The Post Traumatic Stress Model
- Sgroi’s Five Stage Model of Sexual Abuse
- Emergence of Development Theories
Readings:
1. Faller, (TEXT), *Understanding and Assessing Child Sexual Maltreatment*, Chapters 1 through 8, (pages 1-188);  
   **Probe # 1 will be handed out**

October 7th, 2006 Session Two: Treating the Child & Adolescent Victims

Part One: Conceptual Overview Revisited:  
**The Base Required to “Inform Treatment”**
- The Four Traumagenic Model of Sexual Abuse
- The Post Traumatic Stress Model
- Sgroi’s Five Stage Model of Sexual Abuse
- Emergence of Development Theories

Part Two: Treatment with Sexually Traumatized Children
- Identification and Responding to Trauma: Infants to Children age five
- Identification and Responding to Trauma in children age six to adolescence
- The Brain: Effects of Trauma
- Play Therapy with Children in Crisis

Part Three: Treatment of the Abused Adolescent
- Theories of Adolescent Development
- Current versus Cumulative Abuse of Adolescents
- Assessment and Treatment
- Structural Processing of Trauma
- Treatment Modalities

Readings:
1. Gil, (TEXT), *Treating Abused Adolescents*, Chapters one through seven, (202 pages);
2. Hagood, Maralynn, M., *The Use of Art in Counseling Child and Adult Survivors of Sexual Abuse*, Chapters 2, 3, & 4 (pages 54-118)
3. Aronson, (TEXT), Chapters 1 & 2 & 3.

**Response Set/Probe & Cultural Question are Due: Probe #2 Handed out**

October 28th, 2006 Session Three Agenda
Therapy for Adults Molested as Children: Beyond Survival

Part One: The Lasting Effects of Sexual Abuse
- Hysteria, Borderline Personality Disorder, and False Memory Syndrome
- The Core Effects of Severe Abuse
- Memory and the Dimensions of Trauma
Part Two: Philosophy and Application of Treatment

- Vagaries of the Therapeutic Relationship: Transference and Counter-transference
- Specific Therapy Principles and Techniques
- The Specific Problem of Client Dissociation During Therapy
- The Pros and Cons of Confrontation
- Group Therapy
- Client Gender Issues: The Male Survivor Issues

Readings:
1. Briere, (TEXT), *Therapy for Adults Molested as Children: Beyond Survival*, Chapters one through eleven, (pages 1-201);
4. Ryan, G., & Associates, *Web of Meaning: A Developmental-Contextual Approach in Sexual Abuse Treatment* (Dr. Demetral will identify the chapters to read for this session)
5. O’Hanlon, Even From a Broken Web, Chapters to be announced.

Response Set is Due & Cultural Question is due: Probe #3 Handed Out

November 18th, 2006 Session Four: Sexual Offenders: Etiology, Assessment, and Treatment

Therapy with Adults Molested As Children: Continued
Part One: “Victims No Longer”: Specific Therapeutic Issues with Male Survivors
- About Men: Messages About Masculinity
- Men and Feelings
  - About Survival and the Aftereffects
  - About Recovery
Part Two: The Adolescent & Adult Sexual Offender
- Perspectives of Sexual Offending Behavior(s)
- Historical Beliefs
- Paradigms and Etiology
- The Law, DSM IV, and Treatment
- Understanding the Psychology of the Perpetrator
- Models of Treatment

**Special Guest Presentation on Internet Predators & Adolescent Sexual Offenders****

Readings:
1. Hagood, Maralynn, M., *The Use of Art in Counseling Child and Adult Survivors of Sexual Abuse*, Chapters 7 & 8 (pages 146-194)
2. “Resource Packet” will be developed by Dr. Demetral to prepare you for this section of Adolescent & Adult Sex Offenders & Internet Predators.

****Response Set is Due*****
December 9th, 2006 Session Five: Sexual Abuse in Special Contexts

Part One: Violence and Abuse in the Lives of People with Disabilities
- The End of Silent Acceptance
- Sexual Abuse and Sexual Assault
- Empowering Individuals to Resist Abuse
- Healing the Consequences of Abuse

Part Two: Special Contexts
- Sexual Abuse in Family Foster Care
- Sexual Abuse in the Church
- Sexual Abuse Allegations in Divorce Cases

Part Three: The Concept of “Vicarious Trauma”
- Isolation
- Impact of the Material Impact of Society’s Response
- PTSD in the Therapist
- Remedies to Prevent Vicarious Trauma

Readings:
1. Briere, (TEXT), Therapy for Adults Molested as Children: Beyond Survival, Chapter Eleven, (pages 201-217);
3. Faller, (TEXT), Understanding and Assessing Child Sexual Maltreatment, Chapters eight through ten, (pages 189-272).
5. www.boston.com/globe/spotlight/abuse

***I want you to read the following sections of the Boston Globe Website on Sexual Abuse in the Church:
3. Predator Priests
4. Scandal and Coverage
5. The Victims
6. Law and Levity
7. Investigations and Lawsuits

This is a very sensitive and powerfully emotional topic and I want you to remember your commitment to safety and respect as religion can be a very personal and sensitive area for members of the class.

*****Final Paper is due******

Have a wonderful holiday break!