



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

CPSY 563: Treatment Issues in Family Therapy: Sexual Abuse

SUMMER 2012

Time & Day: June 9th & June 10th 9 a.m. – 5:30 p.m.
South Campus, Room 115 & 117
Instructor: Iva Kosutic, Ph.D. & Marisol Garcia, Ph.D.
Contact Information: garciawestberg@yahoo.com; benkomir@sbcglobal.net

CATALOG DESCRIPTION

Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illnesses. A portion of this course emphasizes clinical case conceptualization and treatment planning.

COURSE DESCRIPTION

Given the high prevalence of sexual abuse, it is imperative that family therapists be able to competently assess for and intervene in abuse situations. This course is designed to provide family therapists with introductory knowledge and skills for the assessment and intervention of sexual abuse.

COURSE OBJECTIVES

Students in this course will develop a working knowledge of assessing and treating sexual abuse in the treatment of individuals, couples, children, and families from a relational/systemic perspective. This includes developing adequate safety and intervention plans.

ASSIGNMENTS

Readings

Students are expected to complete the assigned readings and to synthesize and apply them in class. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen one's understanding of the issues under study, and integrate course material with one's own personal and professional experience. Demonstration that reading assignments have been completed is worth 10 points.

PLEASE SEE READING ASSIGNMENTS AT THE END OF THIS DOCUMENT.

Resources Paper

Please provide an overview of reporting practices (mandated reporting laws) in the state of Oregon and Washington in regards to abuse as well as victim's rights in terms of legal persecution of perpetrator. In addition, create a list of referrals to hotlines, group therapy, survivors of sexual abuse groups, financial help from state agencies to pay for recovery, and any other resource you can find to provide to your client. These papers will be shared with your

peers. This assignment is due the first day of class and should be posted on www.box.net. The assignment is worth 20 points.

Final Assignment

Instructions for final assignment will be discussed on the first day of class.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share, please contact the instructors via e-mail as soon as possible.

Reading Assignments: CPSY 563—Sexual Abuse ALL READINGS ARE POSTED ON BOX.NET

Please read articles/chapters that have been assigned to you. There should be at least 2 assigned readings per day (if not, please contact Marisol at garciawestberg@yahoo.com). In addition to the assigned readings, we would advise you to read as many other articles and chapters that you can. We don't expect you to complete all the readings, but we do think that these articles and chapters are the minimum of what you need to be able to do your job well.

For articles/chapters assigned to you, please be prepared to do the following:

1. Provide a brief summary (identify the key points and a few things that you found particularly interesting)
2. Identify the most important things you learned from this article/chapter
3. Provide a critique of this article/chapter
4. Connect reading materials to your own professional and/or personal experiences
5. Connect reading materials to the major theories in the field and/or things you are learning in other classes
6. Identify questions/issues that you want to bring up for discussion

For students with last names ending A to M, please be prepared to discuss readings 1-5 on each day. For students with last names ending N to Z, please be prepared to discuss readings 6-10 on each day.

Day 1

1. Anderson (2006)
2. Courtois (1996), Chapter 2
3. Courtois (1996), Chapter 3
4. Courtois (1996), Chapter 6

5. Dinsmore (1991) Chapter 2
6. Haverkamp (1993)
7. Hunter (2006)
8. Higgins (2004)
9. Hill (2006)
10. McGregor (2006)

Day 2

1. Stone (2004)
2. Barrett (1990)
3. Courtois (1996) Chapter 10
4. Courtois (1997)
5. Dinsmore (1991) Chapter 3
6. Friedrich (1991) Chapter 1
7. Freidrich (1991) Chapter 2
8. Dinsmore (1991), Chapter 5
9. Dinsmore (1991), Chapter 6
10. Maltz (2001), Chapter 10