

"We are a community that commits itself to diversity and sustainability as dimensions of a just society" --*Lewis and Clark Mission Statement*



## **LEWIS & CLARK COLLEGE**

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### **GRADUATE SCHOOL OF EDUCATION AND COUNSELING MCFT 553: SEX ABUSE IN MCFT SUMMER 2018**

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Instructor: Marisol Garcia, Ph.D.  
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#### **CATALOG DESCRIPTION: CPSY 563: TREATMENT ISSUES IN FAMILY THERAPY**

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: SEXUAL ABUSE**

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. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

#### **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.

#### **STUDENT LEARNING OUTCOMES**

- SLO 1.1 Students recognize the impact of power on individuals, families, and communities
- SLO 1.2 Students recognize the interconnections among biological, psychological, social systems in people's lived experience
- SLO 1.3 Students apply systems/relational theories to case conceptualization.
- SLO 2.1 Students self-reflect on the implications own and others' social location in clinical practice.
- SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.
- SLO 3.2 Students draw on the research literature relevant to family therapy in case planning

SLO 4.1 Students apply ethical decision-making processes to clinical dilemmas.

## 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**.

### **Final paper**

TBD

## 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.

### **Readings to be completed for Day 1**

Anderson, K. (2006). Surviving Incest: The Art of Resistance. Families in Society.

Courtois, C. (2010). Healing the Incest Wound. Chapter 2, 3, 6.

**Watch: *Searching for Angela Shelton. Complete worksheet at end of syllabus included at end of syllabus.*** <https://www.youtube.com/watch?v=y18XWfAXzpQ>

### **Readings to be completed for Day 2**

Higgins Kessler, M. R. et al. (2004). Clinical decision-making strategies of marriage and family therapists in the treatment of adult childhood sexual abuse survivors. The American Journal of Family Therapy, 32, 1-10.

Hill, A. (2006). Play therapy with sexually abused children: Including parents in therapeutic play. Child and Family Social Work, 11, 316-324.

McGregor, K., Thomas, D. R., & Read, J. (2006). Therapy for child sexual abuse: Women talk about helpful and unhelpful therapy experiences. Journal of Child Sexual Abuse, 15(4), 35-59.

Friedrich, W. (1991). Casebook of Sexual Abuse Treatment Chapter 1 & 2.

**Watch:** <https://www.youtube.com/watch?v=Kmtu-ZSqTBU> (Dialectical Behavior Therapy up until 40 minutes)

<https://lclark.kanopy.com/video/dialectical-behavior-therapy>

**Readings to be completed for Day 3**

Courtois, C. (2010). Healing the Incest Wound. Chapter 10.

Friedrich, W. (1991). Casebook of Sexual Abuse Treatment. Chapter 6.

**Watch:** <https://www.youtube.com/watch?v=53RX2ESIqsM> (The body keeps the score)

## Angela Shelton Worksheet

1. How many women named Angela Shelton experienced some kind of violence (childhood sexual abuse, intimate partner violence, sexual assaults as adults)? What sense do you make of this figure? What does this figure say about the experiences of American women? How does it compare to self-report data on the prevalence of CSA?
2. What are some of the symptoms of CSA? What were the behaviors of Angela and her step siblings?
3. What were the dynamics of CSA in Angela's family? Who was involved in the abuse? Who were the perpetrators and who was being abused? Any surprises here?
4. What are the initial effects of CSA?
5. Based on the film and on the readings, list some of the long-term effects of CSA? How can CSA influence individual functioning in intimate relationships? At work? What about individual wellbeing?
6. What are the protective factors that mitigate the effects of CSA? What made it possible for Angelas' to heal?
7. What were the individual forms of resistance employed by CSA survivors?
8. What do you think about the response of child protective services to the filmmaker's case?
9. What do you think about the filmmaker's conversation with her brother?
10. What do you think about the filmmaker' conversation with her father? How did she prepare for the disclosure?