



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

MCFT 553 Sex Abuse Issues in Marriage, Couple, and Family Therapy

(1 unit)

SUMMER 2021

Instructor: **Joslyn Armstrong, Ph.D.**

Time & Day: Section 1- June-July: Wednesday 12:00pm-4:00pm

Section 2- June-July: Wednesday 5:00pm-9:00pm

Section 3- June-July: Thursday 3:00pm-7:00pm

Location: **Virtual Zoom meetings**

Office Hours: by appointments via email

CATALOG DESCRIPTION

This course is designed to help family therapists competently address sexual abuse situations from a systemic and relational perspective. This course provides introductory knowledge and skills for the assessment and intervention of sexual abuse. This course will also address ethical and legal issues in working with sexual abuse issues in marriage, couple, and family therapy. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

COURSE DESCRIPTION

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.

A note about the nature of this course: Given the sensitive and challenging nature of the material discussed in class, it is important that we develop an atmosphere of trust and openness in the classroom. The instructor will seek to foster an environment in which each class member is able to hear and respect each other, drawing on the guidelines for a relational approach to social justice. It is critical that each class member show respect for all worldviews expressed in class; however, experiencing discomfort is also part of the process of consciousness-raising. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let the instructor know if something said or done in the classroom is particularly troubling. Some students find it helpful to journal their thoughts and feelings as they explore these sensitive issues.

Prerequisites: None

Credits: 1 semester unit (15 hours contact)

MCFT 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 2.2 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.

COURSE OBJECTIVES

As a result of this course students will:

1. Develop a working knowledge of assessing and treating sexual abuse.
2. Distinguish and recognize various phases of human and family development as it relates to power, control, abuse, and coercion.
3. Recognize and apply legal and ethical mandates of the profession to make mandated reports as needed.

READINGS:

1st Class Session:

Curry, T., J., & Utley, E. A. (2018). She touched me: Five snapshots of adult sexual violations of Black boys. *Kennedy Institute of Ethics Journal*, 28(2), 205-241.

MacKay, L. (2012). Trauma and Bowen family systems theory: Working with adults who were abused as children. *The Australian and New Zealand Journal of Family Therapy*, 33(3), 232-241.

Miller, B. J., Ruben Parra Cardona, J., & Hardin, M. (2006). The use of narrative therapy and internal family systems with survivors of childhood sexual abuse: Examining issues related to loss and oppression. *Journal of Feminist Family Therapy*, 18(4), 1-27.

Salvic Repic, T., & Gostecnik, C. (2017). Relational family therapy as an aid to resolving the trauma of sexual abuse in childhood in the process of separation in the couple relationship. *Journal of Marital and Family Therapy*, 43(3), 422-434.

Sorsoli, L., Kia-Keating, M., & Grossman, F. K. (2008). "I keep that hush-hush": Male survivors of sexual abuse and the challenges of disclosure. *Journal of Counseling Psychology*, 55(3), 333-345.

2nd Class Session:

Curry, T. (2019). Expendables for whom: Terry Crews and the erasure of Black male victims of

sexual assault and rape. *Women's Studies in Communication*, 42(3), 287-307.

Huff, S., & Rappleyea, D. L. (2019). Understanding and responding to victims of interpersonal sexual violence and sexual assault within committed relationships. *The American Journal of Family Therapy*, 48(1), 107-125.

Love, H. A. (2019). Sexual assault: The therapist, supervisor, and self. *Journal of Feminist Family Therapy*, 31(2-3), 66-77.

Tambling, R. B. (2012). Solution-oriented therapy for survivors of sexual assault and their partners. *Contemporary Family Therapy*, 34, 391-401.

3rd Class Session:

Cardona Parra Ruben, J., Meyer, E., Schiamberg, L., & Post, L. (2007). Elder abuse and neglect in Latino families: An ecological and culturally relevant theoretical framework for clinical practice. *Journal of Family Process*, 46, 451-470.

Gill, A. (2018). Survivor-centered research: Towards an intersectional gender-based violence movement. *Journal of Family Violence*, 33, 559-562.

Gómez, A. M., Cerezo, A., & Beliard, C. A. (2020). Deconstructing meta-narratives: Utilizing narrative therapy to promote resilience following sexual violence among women of color. *Journal of Sex & Marital Therapy*, 46(3), 282-295.

Tsong, Y., & Ullman, S. E. (2018). Asian American women sexual assault survivors' choice of coping strategies: The role of post-assault cognitive responses. *Women & Therapy*, 41(3-4), 298-315.

4th Class Session:

Bryant-Davis, T., & Wong, E. C. (2013). Faith to move mountains: Religious coping, spirituality, and interpersonal trauma recovery. *American Psychologist*, 68(8), 675-684.

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.

Jankowski, P. J., & Martin, M. J. (2003). Reporting cases of child maltreatment: Decision-making processes of family therapists in Illinois. *Contemporary Family Therapy*, 23(3), 311-332.

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.

RECOMMENDED:

Haines, S. (2008). *Healing Sex: A Mind-Body Approach to Healing Sexual Trauma*. Cleis Press; (2nd Ed).

Bailey, C. E. (2005). *Children in therapy: Using the family as a resource*. W.W. Norton publisher; (1st Ed). Ch. 6-7 (pp.137-164).

Guidelines for this Zoom online course. Each instructor structures online learning somewhat differently. In this class:

- You may log into the “classroom” early. Come five or ten minutes early and chat with each other. Instructor will not listen to your pre-class conversation, even if logged in.
- Open your video so we can all see each other. You are NOT required to have your video on during virtual classroom. However, you must continue to participate in class breakout rooms and discussion in speaking or participating in the chat or polling questions.
- Mute your sound when you are not speaking, except in small breakout groups.
- Use the *gallery view* in Zoom during class discussion. When the instructor or a student is presenting, switch to *speaker view*.
- Wave your hand when you want to speak. Feel free to assist the instructor in noticing if someone wants to speak and has been missed.
- Use the chat room function to share your thoughts or perspective about class material during class discussion if you cannot find an optimal time to jump into discussion
- Glitching? Sign out and sign back in.
- Take turns talking (be aware of other potential speakers)
- Listen and respond to each other (use names when appropriate)
- Be mindful of on camera/muted talking
- Try to arrange your screen to best convey active listening
- Engaged and Active--we make the class for each other!

COVID POLICY

Please read and carefully review LC’s guidelines for reopening at

<https://www.lclark.edu/news/2020-plans/health-and-safety>

In the event of Dr. Armstrong contracting COVID-19: If Dr. Armstrong were to exhibit symptoms of the Coronavirus, then class will resume in an online format, where she limits her physical interactions with students. In the event of Dr. Armstrong’s death due to Coronavirus, all direction and teaching of the course will be at the discretion of Dr. Kim (Program Director) and the MCFT faculty.

OVERVIEW AND EXPECTATIONS

Communication: If you would like to schedule a face-to-face meeting, then please feel free to email me for an appointment. If you send an email to me, you can expect an answer in about 48 hours during the week. Generally, if you email me during the weekend, it is best to assume that I will not respond until Tuesday morning.

My Commitment to You:

I am committed to assisting you by creating a safe, respectful and professional learning environment to be able to learn critical course material over the semester. I encourage you to discuss the course content with me any time during the semester. **My office hours is open to you by appointments only.** I also encourage you to offer your feedback throughout the course. I highly value your input.

Responsibilities of the Student:

This course will require due diligence on the student's behalf. Student must read assigned chapters and review all supplemental material provided on Moodle, or via email. You will be held responsible for knowing any changes made to the class schedule, weekly reading materials, or class assignments that will be in the announcements on Moodle or via email. In order to earn a satisfactory score in this course, the student must complete all assignments and readings, and remain engaged in the virtual classroom format. Remember you are the sole owner of your academic experience; you must take responsibility for everything you do or not do in this course.

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. Develop a working knowledge of assessing and treating sexual abuse.	SLO 1.1 SLO 1.2 SLO 1.3 SLO 3.2	CC 1.2.1 CC 2.1.4 CC 2.3.1 CC 2.4.2 CC 4.1.1 CC 4.3.2	Self-of-therapist paper Student facilitator groups
2. Distinguish and recognize various phases of human and family development as it relates to power, control, abuse, and coercion.	SLO 1.1 SLO 1.2 SLO 1.3 SLO 2.2 SLO 4.1	CC 1.2.1 CC 2.1.1 CC 2.3.1 CC 3.1.1 CC 5.1.4	Self-of-therapist paper Student facilitator groups

3. Recognize and apply legal and ethical mandates of the profession to make mandated reports as needed.	SLO 2.2 SLO 3.2 SLO 4.1	CC 4.5.3 CC 5.1.1 CC 5.1.2 CC 5.1.4 CC 5.4.1	Self-of-therapist paper Student facilitator groups
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COURSE ASSIGNMENTS AND EVALUATION

This class will emphasize learning by doing. Students will actively engage in reading family therapy-related research, reflect on the process of abuse, abuse cycle and the context, and consider implications for clinical practice. Your course grade will be based the following assessments.

1. CLASS PARTICIPATION (20 points)

Because class participation and discussion are essential for your learning, regular online attendance is expected for this course. Students are expected to attend class weekly via zoom meetings and be on time. Participation is counted as involvement in class and in class assignments. Therefore, it is imperative that you attend online class unless otherwise informed by Dr. Armstrong. Distracting behavior in class is unacceptable and will not be tolerated. Other unacceptable behaviors include arriving late or leaving early, except in cases when there is a valid reason for doing so, also being on your phone or being distracted via zoom.

All assigned readings must be completed in advance of the class in which they are to be discussed. Every student is responsible for coming to class prepared to participate in a meaningful discussion. Online classroom group discussions are opportunities to bring up questions about the assigned readings, further your understanding of the concepts in lectures, integrate course material into your understanding of sex abuse, and integrate material into your clinical practice. Thus, students are expected to read all required readings and supplemental readings and actively participate in class discussions and small group activities.

2. STUDENT FACILTIATOR GROUPS (30 points)

Students will be in Student Facilitator Groups for each class session. There will be 5 total groups with 3 students in each group. Groups will facilitate a discussion on a special topic interconnected to Sex abuse or assault. Groups will use 30 minutes of class time to lead class time. Groups are required to have an interactive component (class discussion) as well as they can use a media method. Groups will be graded on level of engagement, type of interactive activity, and topic connectedness to Sex abuse. Any suspicions of violations to the Academic Integrity policy will be reported (please review the policy below). Guidelines for the facilitation groups are attached below.

3. SEX ABUSE SELF-OF-THE-THERAPIST PAPER (50 points)

Students will explore a clinical case example of Sex Abuse. Students will discuss their case conceptualization of Juan, the individual, couple, familial, and systemic vulnerability present. The paper will address the necessary self-of-the-therapist work that the student would need to do in their work with Juan and its implications on their perceptions of abuse and assault within clinical practice. The paper will be a minimum of 3 pages and a maximum of 4 pages, double spaced, 12 pt font, a Word document, and Times New Roman. A rubric and guidelines for the assignment are attached below. Late papers will

receive a 10% point deduction for every day it is late. Papers will be submitted through Moodle. Any suspicions of violations to the Academic Integrity policy will be reported (please review the policy below).

EVALUATION AND GRADING

Class Participation	20
Student Facilitator Group	30
Self-of-Therapist Paper	50
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Total	100

Final Grading

A = 93-100%	A- = 90-92%
B + = 88-89%	B = 83-87%
B- = 80-82%	C+ = 78-79%
C = 73-77%	C- = 70-72%

According to Graduate School policy, grades lower than B- may not apply to graduation. Students earning a C+ or lower will need to repeat the course.

Late papers and assignments: Any assignments turned in late (without previous permission) will automatically receive a 10% reduction in grade for every day late.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

DISABILITY SERVICES STATEMENT

- Option 1: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.
- Option 2: If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send

your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself/themselves what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

CELL PHONES

Cell phones must be silenced/remain off, and text messaging is not allowed during class time. If there is an emergency that requires your immediate attention, please mute your video to take the call.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading), this syllabus is a guide for the course and is subject to change with advance notice throughout the semester.

COURSE STRUCTURE AND SCHEDULE

Any changes to the reading schedule will be announced at least 24 hours prior

Sections 1 (553.02) & 2 (553.12):

<u>Session</u>	<u>Day</u>	<u>Date</u>	<u>Lecture Review</u>	<u>Readings</u>
1	Wed	June 23rd	Introductions & Syllabus Review Lecture: Child Sex abuse	On Moodle
2	Wed	June 30th	Lecture: Sexual Assault & Consent	On Moodle

3	Wed	July 7th	Lecture: Self-of-Therapist & Sex abuse; Intersectional Populations & Sex abuse	On Moodle
4	Wed	July 14th	Lecture: Treatment & Clinical Interventions for Sex Abuse/Assault Assignment: SA Self-of-therapist paper due on Moodle by 11:30pm	On Moodle

Section 3 (553.22):

Session	Day	Date	Lecture Review	Readings
1	Thurs	June 24th	Introductions & Syllabus Review Lecture: Child Sex abuse	On Moodle
2	Thurs	July 1st	Lecture: Sexual Assault & Consent	On Moodle
3	Thurs	July 8th	Lecture: Self-of-Therapist & Sex abuse; Intersectional Populations & Sex abuse	On Moodle
4	Thurs	July 15th	Lecture: Treatment & Clinical Interventions for Sex Abuse/Assault Assignment: SA Self-of-therapist paper due on Moodle by 11:30pm	On Moodle

Guiding questions to prepare for MCFT 553 class discussion

As you do the assigned readings, reflect on the following questions and make notes on your responses. Be prepared to share your perspectives in class.

1. From what perspectives (personal, academic, and clinical locations) are the authors writing?

How does this shape their work and contributions to equity in family therapy?

2. What ideas/concepts in this reading

- a. Resonate with my previous knowledge and experience?
- b. Stimulate new thoughts or questions for me?

3. How is my response to this reading informed by my personal experience within my intersecting social locations?

4. What specific practice implications are relevant to me given my social location, privilege/marginalization, and process of professional development?

Student Facilitator Groups Guidelines

- Must last a minimum 20 minutes and maximum 30 minutes total time
- Groups will compose of 3 people per group making up 5 total groups
- Every member in the group must speak during the presentation and be engaged in the discussion facilitation
- Must present on an intersection of a special topic and Sex Abuse (ex: disability, SES, substance use, diverse groups, social media, sex work, human trafficking, mindfulness, case example)
- Groups are allowed to use assigned readings for the class session listed on Moodle to support presentations/facilitation
- Can use a creative media method such as share/write a poem, create a podcast, complete a drawing, mixtape, combination of videos, PowerPoint/Prezi, etc.
- Must have a small group discussion and/or group activity involved in facilitation (ex. smaller 'breakout room' discussions or larger group discussions)- prepare 3-5 discussion questions related to what your group decides to facilitate for discussion. Ex: "What are some misconceptions about victims of sexual assault?"

Sex Abuse Self-of-the-Therapist Paper Guidelines & Rubric

- **Case Conceptualization:** clearly and concisely state your interpretations of Juan as your client. Discuss what relevant factors in Juan's cultural background (race or ethnicity, gender, sexual orientation, age, SES, education, religion/spiritual affiliation, etc.) influenced how he presents as your client presently if they apply. Discuss all the different levels of sex abuse or Juan's vulnerability to sex abuse or assault was present (individual, couple, familial, contextual, systemic) in his situation if they apply. Discuss a systemic perspective on what larger systems may have contributed to the abuse, harm, and assault

Juan had experienced and/or inflicted as well. Discuss any strength(s)/support/liberations present within Juan’s experience or personhood as well.

- **Self-of-therapist:** discuss your own reflections and thoughts on what self-work you will need to be aware of given Juan’s own identities and positioning in society as your client. Some areas to address in discussing your self-of-the-therapist work: what your first impressions would be of Juan or his case sample, how would you join/relate/connect with Juan, what assumptions/bias/misconceptions/blind spots would you need to address in your work with Juan, how would you address these mishaps, and what relevant sociocultural factors related to Juan’s identity intersecting with your own would influence your therapeutic relationship with him.

Grading Rubric

	Possible points	Points demonstrated
<u>Case Conceptualization:</u>		
Recognize which individual, couple, familial, contextual and/or systemic factors (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, etc.) that are relevant to client experience.	10	
Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients’ health and well-being and vulnerability to abuse or assault	10	
Discuss strength(s) of client experience	8	
<u>Self-of-therapist:</u>		
Self-of-therapist work discussing own history and social location and its impact on personal relationships on clinical practice with client.	10	
Discuss how therapist will confront any bias, assumptions, blind spots, misconceptions about client and client experience connected to abuse or assault	10	
Paper is clearly written and organized, meets page requirements (4 pages maximum, double-spaced, 12 pt font, Times New Roman, Word document), few grammar errors, concise	2	
TOTAL	50	

