



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 563: Treatment Issues in Family Therapy: Sex Abuse
SUMMER 2014**

Time & Day: June 19, 25, 26th 1 p.m. to 7 p.m.
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.

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**.

Resource 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. PLEASE PUT PAPER ON BOX.NET BEFORE FIRST DAY. The paper is worth **20 points**.

Final paper

Students will complete a 10 page final paper. A case example will be provided and students will be asked to discuss case conceptualization, treatment options, and relevant self-of-the-therapist issues. Students are expected to use theoretical literature and research in support of their ideas and opinions. At least 5 peer-reviewed articles or book chapters should be cited. Instructions for completing the final paper will be provided in class.

The final paper should be double spaced, 12 pt font, and in APA 5 format. The paper should be submitted via e-mail (garciawestberg@yahoo.com) by **AUGUST 10, 2014**. Late papers will receive lower grades.

Students are expected to read all articles and book chapters listed in the course schedule. It is highly recommended that optional readings be completed as well.

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 Day 1

- Anderson, K. (2006). *Surviving Incest: The Art of Resistance*. Families in Society.
- Courtois, C. (1996). *Healing the Incest Wound*. Chapter 2, 3, 6.
- Drismore, C. (1991). *From Surviving to Thriving*. Chapter 3, 4, 5, 6.
- Haverkamp, B., Daniluk, J. (1993). Child sexual abuse: Ethical issues for the family therapist. *Family Relations*, 72(1), 16-22.
- Hunter, S. V. (2006). Understanding the complexity of child sexual abuse: A review of the literature with implications for family counseling. *Family Journal: Counseling and therapy for Couples and Families*, 14(4), 349-358.

Readings Day 2

- Friedrich, W. (1991). *Casebook of Sexual Abuse Treatment* Chapter 1 & 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.
- Stone, R. D. (2004). Reconciliation and moving on. *Journal of Feminist Family Therapy*, 16(3), 71-89.

Readings Day 3

- Barrett, M., Trepper, T., Stone Fish, L (1990). Feminist-informed family therapy for the treatment of intrafamily child sexual abuse. *Journal of Family Psychology*, 4(2).
- Courtois, C. (1996). *Healing the Incest Wound*. Chapter 10.
- Courtois, C.A. (1997). *Healing the Incest Wound. A Treatment updated with attention to recovered-memory issues*. *American Journal of Psychotherapy*, 51(4), 464-496.
- Drismore, C. (1991). *From Surviving to Thriving*. Chapter 2
- Friedrich, W. (1991). *Casebook of Sexual Abuse Treatment* Chapter 6.
- Maltz, W. (2001). *The Sexual Healing Journey*. Chapter 1 & 10