



**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
MCFT 553: SEX ABUSE IN MCFT
SUMMER 2016**

Instructor: Marisol Garcia, Ph.D.
Contact Information: garciawestberg@gmail.com

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 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.

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.

MOVIE: http://www.snagfilms.com/films/title/searching_for_angela_shelton

Readings Day 3

Courtois, C. (1996). Healing the Incest Wound. Chapter 10.

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

MCFT 563: Sexual Abuse Final Paper Rubric

| | Unacceptable (0-1) | Below Expected (2-3) | Expected/Exemplary (4-5) | Total Points (out of 5 possible) |
|---|--|--|--|---|
| Show impact of power | Incomplete and/or disorganized presentation of issue | Complete but shallow presentation of issue | Complete and complex presentation of issue | |
| Show interconnections among biological, psychological, social systems | Incomplete and/or disorganized presentation of issue | Complete but shallow presentation of issue | Complete and complex presentation of issue | |
| Show systems/relational theories to case conceptualization. | Incomplete and/or disorganized presentation of issue | Complete but shallow presentation of issue | Complete and complex presentation of issue | |
| Show self-reflection on the implications own others' social location in clinical practice. | Incomplete and/or disorganized presentation of issue | Complete but shallow presentation of issue | Complete and complex presentation of issue | |
| Demonstrates attention to social justice and cultural democracy. | Incomplete and/or disorganized presentation of issue | Complete but shallow presentation of issue | Complete and complex presentation of issue | |
| Discern the implications of the sociopolitical context within which research is produced and applied. | Incomplete and/or disorganized presentation of issue | Complete but shallow presentation of issue | Complete and complex presentation of issue | |
| Draw on the research literature | Incomplete and/or disorganized presentation of issue | Complete but shallow presentation of issue | Complete and complex presentation of issue | |
| Apply ethical decision-making processes to | Incomplete and/or | Complete but shallow | Complete and complex | |

| | | | | |
|---|--|--|--|--|
| clinical dilemmas. | disorganized presentation of issue | presentation of issue | presentation of issue | |
| Show relational and systemic perspective | Incomplete and/or disorganized presentation of issue | Complete but shallow presentation of issue | Complete and complex presentation of issue | |
| Attend to Safety Planning | Incomplete and/or disorganized presentation of issue | Complete but shallow presentation of issue | Complete and complex presentation of issue | |
| Provides Treatment Options and Strategies | Incomplete and/or disorganized presentation of issue | Complete but shallow presentation of issue | Complete and complex presentation of issue | |