

**Child Sexual Abuse and Breaking the Silence Within And Outside the Family  
Mini-course Curriculum for Graduate Level Instructors**

[Semester] 2018

[Class Location]

[Class Meeting Time]

[Instructor]: [Name] [Office, E-Mail, Phone]

[Office Hours]: [Scheduled/By Appointment/Virtual]

[Grading]: [Options: SU/Letter/Credit Hours]

**I. Rationale:**

In the U.S. alone, more than one out of four girls and at least one out of six boys are sexually molested by the time they are 18 years old. CSA has adverse affects on mental and physical health outcomes and life expectancy.

Courses are needed in graduate programs for social work, psychology, and public health, to help students understand the effects of child sexual abuse (CSA) on children and families. CSA is linked to adverse health outcomes and has been recognized by the World Health Organization's (WHO) as a major global public health problem, a violation of human rights, and has many health consequences in the short and long term.

**II. Course Aims and Outcomes:**

- Provide a fundamental education about child sexual abuse and its effect on a child's and non-offending family member's.
- Enhance the quality of care for children during and after disclosure of sexual abuse.
- Foster sensitivity and respect for CSA victims.
- Identify common causes of non-disclosure by child victims of sexual abuse.
- Provide an introduction to the World Health Organization's 2017 Responding to Children and Adolescents Who Have Been Sexually Abused Clinical Guidelines.

***Specific Learning Outcomes:***

By the end of this mini-course, students will:

- Participants will be able to define child sexual abuse and how it is related to adverse health outcomes for children.
- Participants will be able to explain why children, and sometimes their families, stay silent about child sexual abuse.

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- Participants will be able to describe how a child and their non-offending caregiver may feel after a child discloses sexual abuse.
- Participants will be able to select appropriate strategies and resources for helping a child who discloses sexual abuse.
- Participants will discover and review child sexual abuse resources that align with the World Health Organization's 2017 Responding to Children and Adolescents Who Have Been Sexually Abused Clinical Guidelines.

### III. Format and Procedures:

This mini-course is structured to encourage dialog and intentional learning about a subject that is complex and that is still considered widely taboo. The current #metoo cultural phenomenon in the US and abroad may help ease some of the discomfort, however, instructors should be prepared to help students when topics in the curriculum may potentially “trigger” memories or a need to disclose experiences of CSA.

The mini-course is structured to include readings (excerpts of a novel and academic journal articles), videos (available on YouTube), writing assignments, and class discussion. A final paper concludes the course.

### IV. Course Requirements:

1. Class attendance and participation policy: [add here]

2. Course readings:

A. Required text:

- i. **Adverse Childhood Experiences**, (ACEs) research and identification by Felitti and Anda
- ii. Katherine McGuire and Kamala London, **Common Beliefs About Child Sexual Abuse Disclosure: A College Sample**, *Journal of Child Sexual Abuse* 2017, Vol 26., No 2, 175-194.
- iii. Daniel W. Smith, Genelle K. Sawyer, Nicholas C. Heck, Kristyn Zajac, David Solomon, Shannon Self-Brown, Carla K. Danielson & M. Elizabeth Ralston, **Psychometrics of a Child Report Measure of Maternal Support following Disclosure of Sexual Abuse**, *Journal of Child Sexual Abuse* 2017, Vol 26, No 3, 270-287.
- iv. Dixie Meyer, Aaron Cohn, Brittany Robinson, Fatima Muse & Rachel Hughes, **Persistent Complications of Child Sexual Abuse: Sexually Compulsive Behaviors, Attachment, and Emotions**, *Journal of Child Sexual Abuse* 2017 Vol. 26 , No 2, 140-157.
- v. Kim Stolow, LCSW, Lynne Einhorn, LCSW, Sylvie Snyder, LCSW. **Understanding the Non-Offending Parent.**

vi. JoAnn Stevelos, MS, MPH, Howard Be Thy Name, 2017.

B. Supplemental readings and videos:

i. **CSA a Global Public Health Problem and a Violation of Human Rights** WHO has just published the Responding to Children and Adolescents Who Have Been Sexually Abused Clinical Guidelines 2017.

ii. **CSA and Gender**

Ashmyra Voogt & Bianca Klettke, The Effect of Gender on Perceptions of Credibility in Child Sexual Assault Cases: A Systematic Review, Journal of Child Sexual Abuse 2017, Vol 26, No 2, 195-212.

iii. **For Educators: Teaching Students Who Are Victims of Sexual Abuse.**

Molly Cevasco, Eric Rossen, Robert Hull, Best practices for supporting and educating students who have experienced domestic violence or sexual victimization. National Education Association website.

iv. Tarana Burke is an activist, an organizer, a teacher, a mother, a survivor of sexual violence and the founder of the Me Too Movement

**3. Assignments:**

Week One:

1) Take the ACE quiz

2) **Read the following:**

JoAnn Stevelos, MS, MPH, *Howard Be Thy Name*, 2017.

[https://www.amazon.com/Howard-Thy-Name-JoAnn-Stevelos-ebook/dp/B074Q5GG1P/ref=tmm\\_kin\\_swatch\\_0?\\_encoding=UTF8&qid=&sr=](https://www.amazon.com/Howard-Thy-Name-JoAnn-Stevelos-ebook/dp/B074Q5GG1P/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=&sr=)

Katherine McGuire and Kamala London, Common Beliefs About Child Sexual Abuse Disclosure: A College Sample, Journal of Child Sexual Abuse 2017, Vol 26., No 2, 175-194.

Daniel W. Smith, Genelle K. Sawyer, Nicholas C. Heck, Kristyn Zajac, David Solomon, Shannon Self-Brown, Carla K. Danielson & M. Elizabeth Ralston, Psychometrics of a Child Report Measure of Maternal Support following Disclosure of Sexual Abuse, Journal of Child Sexual Abuse 2017, Vol 26, No 3, 270-287.

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### 3) Reflecting, writing, and discussion questions:

Reflect on your ACE score privately or with a trusted family member or friend. Think about how your ACE score may have affected your health. **Write a short paragraph** about your understanding of ACEs and how it will inform your approach to your work. Is the ACE tool useful? If so, why? If not, why? What is the link between a person's ACE score and their mortality?

Reflect on the common beliefs you have held about child sexual abuse, what have you learned from the readings that has challenged or secured your beliefs about CSA? Be prepared to **contribute to the class discussion** on this topic.

**Write a 3-5 page paper** describing the challenges of child sexual abuse disclosure for non-offending parents. In *Howard Be thy Name*, what challenges did the non-offending caregivers have? How did the non-offending caregivers reactions potentially help or hinder JoBeth's healing and recovery and possibly her health?

Reflect on the role of the mother following disclosure of CSA. In *Howard Be Thy Name*, how did the mother respond to disclosure? Using the Smith, Sawyer, et al... reading research **be prepared to discuss** whether you think that how assessing a child rating of maternal support is feasible and if you think the psychometric properties can determine higher levels of post-traumatic stress symptoms in a child. Also consider the reliability and context of the findings and if they offer a means to assess and compare ratings of maternal support as provided by mothers and their children. Do you think they provide useful clinical and theoretical information about adjustment to sexual abuse?

### Week Two:

1) Read the following:

Kim Stolow, LCSW, Lynne Einhorn, LCSW, Sylvie Snyder, LCSW. **Understanding the Non-Offending Parent**

Dixie Meyer, Aaron Cohn, Brittany Robinson, Fatima Muse & Rachel Hughes, **Persistent Complications of Child Sexual Abuse: Sexually Compulsive Behaviors, Attachment, and Emotions**, Journal of Child Sexual Abuse 2017 Vol. 26 , No 2, 140-157.

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### 2) Reflecting, writing, and discussion questions:

After reading *Persistent Complications of Child Sexual Abuse: Sexually Compulsive Behaviors, Attachment, and Emotions*, be prepared to discuss how having a better understanding of CSA's potential to cause distress for victims across the lifespan will inform your work. **Present one or two ideas** on how best to minimize distress in children disclosing sexual abuse to help prevent disruption of in their sexual development process.

**Write 5-7 page final paper** that considers the following: If a child disclosed sexual abuse to you, how would you help the child during and after disclosure to insure their well-being and safety? **Be prepared to share one or two** strategies you identified with the class.

**Share final thoughts/comments/concerns/additional resources** with the class.

### Extra Points:

After watching the [#meetoo video](#) contribute to the online discussion question: Tarana Burke is an activist, an organizer, a mother, a survivor of sexual violence and the founder of the Me Too Movement was worried that the original meaning of #metoo would be lost in the way #metoo is being used today—do you agree or disagree, and why?