

**COUN 697:
Special Topics (Sexual Deviancy and Sex Offender Treatment)**

Winter-Mini 2013

3 semester hours

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OFFICE HOURS

Monday – Friday (Virtual – By Appointment)

Monday & Wednesday – Binnion (By Appointment)

COURSE MEETINGS

Online – eCollege

CATALOG DESCRIPTION OF THE COURSE:

COUN 697 Special Topics: Sexual Deviancy and Sex Offender Treatment – This course provides an overview related to the assessment and treatment of clients who engage in deviant sexual behaviors, with an emphasis in sex offender treatment and rehabilitation. The development of knowledge, skills and attitudes for effective counseling for clients who participate in deviant sexual behaviors are discussed in this course. Substantial attention is given to understanding boundaries, mandated counseling, ethics, secondary trauma, and best practices. Developing awareness of one's own attitudes and beliefs as it relates to counseling offender clients and clients with deviant sexual behaviors is also a key aspect of this course.

Material discussed in this class should be considered sexually explicit. Students who are uncomfortable with the frank discussion of sexual issues, attitudes, and practices should consider whether or not participation in this course is appropriate for them at this time. Discussion with the instructor may prove helpful in this regard. Some class discussion will be assisted by appropriate self-disclosure. Students are reminded that they bear responsibility for the level and content of their self-disclosure and that such self-disclosure has no bearing on the final grade. Confidentiality is encouraged and appreciated, but cannot be guaranteed in this setting.

METHOD OF INSTRUCTION

Online (eCollege)

TEXT

Beech, A., Craig, L., Browne, K. (2009). Assessment and treatment of sex offenders: A handbook. Hoboken, NJ: Wiley. **ISBN-10: 047001900X | ISBN-13: 978-0470019009**

COURSE OBJECTIVES

1. To assist students in examining their own values and experiences as a way of developing their own unique approach to counseling sexual concerns of clients.

2. To introduce counselor education students to the theories, therapeutic process, and techniques involved in counseling sexual offenders/perpetrators.
3. To familiarize students with the literature pertinent to the field of sex offender treatment and counseling.
4. Students will develop of knowledge, skills and attitudes for effective counseling for clients who participate in deviant sexual behaviors are discussed in this course.
5. Students will express understanding of boundaries, mandated counseling, ethics, secondary trauma, and best practices related to sex offender treatment.
6. Students will use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
7. To examine and discuss the ethical and professional dimensions of counseling for sexuality issues.

COURSE REQUIREMENTS include, but are not limited to:

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Turning in the paper late will result in a 10 point deduction for each day the assignment is late. A point will be deducted from each day after the deadline the discussion question is not answered and reflection journal entries are not submitted.

1. **Class Participation (Discussion Boards):** Students are expected to keep up with all assigned readings and be prepared to enter into class discussion based on those readings/lectures/handouts. Active class participation reflects a willingness to interact with the subject matter of the course and is indicative of a professional orientation to graduate study; therefore, student participation in class will be assessed. Two separate questions will be posted on **December 20** and **December 27**, respectively. Each student is required to submit a response to the initial question and two separate responses to responses provided by fellow students. The initial response is worth 10 points and each response to fellow students is worth 2.5 points each. For the first question, students have from **December 20 - 26** to complete the required responses. For the second question, students have from **December 27 - January 3** to complete the required response.
2. **Annotated Bibliography & Treatment Plan:** Students will complete an annotated bibliography and treatment plan on an **approved topic** (ex: pedophilia, sexually reactive children) of interest citing at least 10 books or articles. Please email the instructor for approval of your topic. The student will draw conclusions based on the information in their bibliography and write a paper (10 page minimum and 20 page maximum) regarding the conclusions and treatment plan. Students are expected to share their information in presentation format on the online environment (PowerPoint and Prezi are acceptable). If you would like to submit your presentation in another format please request permission from the instructor. Each student will comment on at least one of their classmates presentation (5 points).

3. **Reflection/Journal Project:** Journal your experiences during the course of the class. We will utilize the “journal” section of eCollege. Everyone is expected to have a minimum of 3 journal entries and journals do not have to be submitted in APA format and have no specific word count. Please submit all journals in the journal section of eCollege. See the semester schedule below for journal topics.
- **Individual Sexual History (Journal Entry):** Students will complete a thorough individual sexual history of their own. A model will be provided. I will not share your histories and you will not be asked to turn them in. You will turn in a reflection describing how your experience of conducting your own sexual history will impact your work with clients and their sexual problems. You will also include interventions and techniques you would utilize in order to assist clients with disclosing their sexual history during counseling.

All assignments are due by 11:59pm on the specified due date.

GRADING:

Class Participation/Discussion Boards	20 points
Annotated Bibliography & Treatment Plan	50 Points
Comment on Classmates Presentation	10 Points
Reflection/Journal Project (4 journals @ 5 points ea.)	20 points

A= 100-90 points

B= 89-80 points

C= 79-70 points

D= 69-60 points

F= 59 or fewer points

ATTENDANCE:

This course is totally online and you will study it on your own schedule, however, there are deadlines for writing assignments that you have to follow. Each day you will get an assignment and new materials will be placed online for you to review. Your active participation in answering questions is required. I will be asking question online and expect you to fully participate in answering the questions. Even though, you are not required to be at your computer at certain hours of the day or week, I do expect to hear from you on the discussion area. You need to give feedback to other students on their work.

This course is online. I do not keep any paper record (including a grade book) on this class. This means that your work must be uploaded on “eCollege” in order for you to receive credit. Emailed work is not accepted; please post all assignments to eCollege. Please make sure that you are familiar with eCollege. Please forward all your technology questions to support services.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
 Texas A&M University-Commerce
 Gee Library, Room 132.
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
StudentDisabilityServices@tamU-commerce.edu

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

UNIVERSITY CLOSING DUE TO WEATHER

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

TENTATIVE SEMESTER SCHEDULE

Note: Changes may have to be made. If so, they will be announced.

Class/Date	Topics	Readings/Handouts & Assignments
12/17	<p><i>Introduction to the Course & Overview</i> <i>Licensure and Certification</i> <i>Treatment and Assessment of Sex Offenders</i> <i>The Containment Approach & Mandated Treatment</i> <i>Penile Plethysmograph (PPG)</i> <i>Vaginal Photoplethysmography</i> <i>Best Practices – CBT & REBT</i> <i>Tactics to Obstruct Treatment</i> <i>Thinking Errors & Cognitive Distortions</i> <i>Confrontation vs. Non Confrontation</i> <i>Boundaries – Games Offenders Play</i> <i>Grooming</i> <i>Registration and Deregistration</i></p> <p><i>Video - Our America with - Labeled for life (Travis)</i> http://www.youtube.com/watch?v=N_tAIPbCsxU</p>	<p>Handouts (Set One)</p> <p>Video: Our America – Labeled for life</p> <p>Read: Chapter 1, 2, 9</p> <p>Lecture (on eCollege)</p>

12/18	<p><i>Sex Offender Treatment & Special Populations</i> <i>Female Offenders</i> <i>Developmentally Delayed</i> <i>Juvenile Sexual Offenders</i> <i>Sexually Reactive Children</i> <i>Offenders with Personality Disorders</i> <i>***Offenders who marry the person they victimized***</i></p>	<p>Handouts (Set Two)</p> <p><u>Read:</u> Chapters 20-25</p> <p>Lecture (on eCollege)</p> <p>Journal One Due: What are your thoughts and feelings regarding SOs and treatment thus far? What personal biases (if any) came to your mind when completing the tasks for the first two lectures for this course?</p>
12/19	<p><i>SOTP - Phase One & Phase Two</i> <i>Level of Denial</i> <i>Offense Description Worksheet</i> <i>Instant Offense - Polygraph</i> <i>Offense Description</i> <i>Life Story (History)</i> <i>Full Sexual History- Polygraph</i></p>	<p>Handouts (Set Three)</p> <p><u>Read:</u> Chapters 16 – 19</p> <p>Lecture (on eCollege)</p>
12/20	<p><i>SOTP – Phase Three & Phase Four</i> <i>Offense Cycles</i> <i>Relapse Prevention Plans</i> <i>Post Probation Guidelines</i> <i>Reunification (Pros & Cons)</i> <i>Specific Issue & Maintenance/Monitoring - Polygraph</i></p>	<p>Handouts (Set Four)</p> <p><u>Read:</u> Chapters 16 - 19</p> <p>Lecture (on eCollege)</p> <p>Journal Two Due: Individual Sexual History Reflection (See guidelines above)</p>
12/21	<p><i>Empathy Module & 40 Persons</i> <i>Victim Empathy Letter</i> <i>Victim Loss</i> <i>Victims Quality</i> <i>Victim Impact Panel (VIP)</i> <i>Current Events</i></p> <p><i>Video: The Child of Rage (Beth)</i> http://www.youtube.com/watch?v=szcsT3pOuBw</p> <p><i>Video: Promise Not to Tell</i> http://www.youtube.com/watch?v=9PJIBhJCQ00</p>	<p>Handouts (Set Five)</p> <p>Video: The Child of Rage (Documentary)</p> <p>Video: Promise Not to Tell</p> <p>Lecture (on eCollege)</p>

12/22 – 1/2	<p><i>Happy Holiday Season</i></p> <p>***Discussion Board Reminders*** DB One: Dec. 20 – 26 DB Two: Dec. 27 – Jan 3</p>	Read Holiday Rules for SOs
1/3	<p><i>Accountability and Family Education Programs</i> <i>Supervised Contact with Children</i> <i>Family Education/Chaperone</i></p>	<p>Handouts (Set Six)</p> <p><u>Read:</u> Chapter 26</p> <p>Lecture (on eCollege)</p> <p>Journal Three Due: Open Reflection: Choose your own topic (Do not post regarding the Sexual History Questionnaire).</p>
1/4	<p><i>Self-Care</i> <i>Secondary Trauma</i> <i>Vicarious Trauma</i> <i>Self-Care</i></p>	Article - Carmel and Friedlander (2009)
1/5	<p><i>Open Forum – Special Topics</i> <i>Submit questions you may have regarding sex offender treatment via email. They will be posted on the discussion board and answered for the class to view.</i></p>	<p>Journal Four Due: What are your thoughts regarding sex offender treatment, what things did you learn from this course, what did you learn about yourself, has your viewpoint regarding sex offenders and sex offender treatment changed? If so, how? What was the hardest aspect of this course for you, explain?</p>
1/6	<i>Final Papers & Presentations</i>	Annotated Bibliography/Treatment Plan & Presentation Due
1/7	<i>Presentation Review & Comments</i>	Choose at least one presentation (not your own) and provide a comment/idea/thought related to the special topic presented by your classmate.

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Due to the sensitive nature of this course, students are advised in advance to consider the following issues:

1. By remaining enrolled in this course beyond the first day of class, you are agreeing that you understand the points below and are willing to participate fully in the class discussions and assignments. You are always invited to ask questions about the course at any time should specific concerns arise.
2. Controversial topics will be discussed in this course. It is expected that students may experience reactions to these topics in which their opinions and values have already been established. Although it is not necessary for students to agree with each other on controversial subjects, students must be respectful of their classmates and be cognizant of the fact that you can never be sure what the experiences of another have been or what values another student in class may hold.
3. Personal definitions of what is considered graphic vary widely. I present material that I have determined to be educational and for clinical instruction, and I give careful consideration of the merit of such materials before using them.
4. This class will involve self-reflection related to examining one's personal values, beliefs, and biases. Although the amount of time and energy each student devotes to this reflection will vary, it is expected that students remain open to this reflection throughout the course. The purpose of this type of reflection is to prepare students to manage reactions, value conflicts, and biases that may arise when working with clients about sexuality issues that may negatively impact their clinical effectiveness with clients presenting with sexual concerns.
5. This course is an educational, not a therapeutic, experience! Self-disclosure of personal experiences related to sexual issues is not expected. However, students may want to share personal experiences related to certain topics. Be sure to weigh your intentions and the amount of information you share carefully.
6. Please hold all personal information shared in class in confidence. Also, be assured that all materials/assignments turned in to me are held in the strictest confidence.

I fully understand that this course covers the outlined sexuality issues, assessment, and treatment of sexual victimization, sexual offenders and sexual dysfunctions. At times the material and content of the course will be sexually explicit. I further understand that the nature of this course invites me to reflect on my own behaviors, attitudes, and values regarding sexual issues. By continuing in this course you agree to the above statements.