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HOPEFUL PATHS

Facilitator's Guide

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**Prosocial Approaches to Changing
Inappropriate Sexual Behavior**

FACILITATOR'S GUIDE

**Created by
Barbara Schwartz Ph. D.
&
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This Guide is intended to be used within the context of a comprehensive sex offender treatment program, in conjunction with the *Hopeful Paths* workbook. Trained therapists experienced in working with sex offenders should be available to answer questions or counsel individuals completing the assignments contained herein.

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ABOUT THE AUTHORS

Barbara K. Schwartz, Ph.D., received her doctorate in psychology/criminology from the University of New Mexico. She has treated sex offenders since 1971 and directed statewide programs in New Mexico, Washington, Massachusetts, New Jersey, Missouri, and Maine. Dr. Schwartz has also been the clinical consultant to programs for juvenile sex offenders in Connecticut and Massachusetts. She has consulted with over forty states in establishing and evaluating sex offender programs as well as providing training through the National Institute of Corrections and the Center for Sex Offender Management. She was retained by the government of Israel to help establish its national program. She has published numerous peer-reviewed articles and edited eight books, and her works have been published in five languages. Prior to retiring, she directed the sex offender treatment program for the Maine Department of Corrections and she served as a consultant to the Special Master in the Farrell Consent Decree for the California Division of Juvenile Justice. Dr. Schwartz consults internationally on individual sex offender and program evaluations.

Henry Cellini, Ph.D., after finishing his doctoral work at Southern Illinois University-Carbondale, started his career at the University of New Mexico as Coordinator of the American Indian Rehabilitation Counselor Training Program in 1982, and Assistant Professor and Director of Rehabilitation Counseling in 1982 and 1983. He later served as the Chief Psychologist and Director of Mental Health Services at the New Mexico Department of Corrections from 1983 to 1987. In 1985 and 1986, while on intergovernmental loan to the U.S. Department of Justice (DOJ), Dr. Cellini designed and coordinated workshops and seminars for the National Academy of Corrections on sex-offender program design and treatment, mental health, managing consent degrees and other legal issues, training for trainers, training design and development, personnel management and human-resource management. Specifically, regarding sexual offender program design, this initiative represented the first major attempt within the DOJ to develop an integrated service model for institutional and community-based providers. The basic model, with minor modifications, is still being used by many agencies that treat juvenile and adult sexual offenders. Dr. Cellini continued his work with sexual offender management by designing and implementing the Illinois Department of Mental Health's Sexually Violent Predator program. He consulted with the program from 1997-2002. From 2002 forward, he continued consulting for the Training and Research Institute with juvenile and adult correctional and drug treatment agencies. In 2007, he began teaching for the Correctional Management program at the University of Nevada-Reno, and in 2010, he started teaching in the Forensic Psychology Department at Walden University.

PREFACE

What to Expect

How would you feel if you were suddenly told that you would have to spend the next few years discussing the most embarrassing and shameful events in your life, things that you have held as well-guarded secrets? You probably would not be too thrilled. You may also have been adamantly denying to your family, friends, and even yourself that you ever engaged in these activities. Most sex offenders come into sex offender therapy in denial of one kind or another. This is to be expected and understood. What is truly frightening is an offender who is too willing to admit to sexually offending as this suggests that this individual is comfortable with the behavior and feels little to no shame in discussing it.

Chapter 1 of the *Hopeful Paths* workbook acknowledges the fear and ambivalence that a person probably feels as he starts sex offender therapy. Additionally he may have automatically bought into the myth, widely held by the general public, that sex offenders cannot be successfully treated. The chapter includes references to studies of recidivism rates of individuals who have completed sex offense-specific treatment programs. Hopefully this will come as good news to not only the client but his family and friends as well.

The material in this chapter is inspired by Motivational Interviewing and the Stages of Change model discussed in the Introduction to this Facilitator's Guide. While there are some clients who enter treatment having abandoned their denial, the majority are probably either in the Pre-contemplative stage (i.e., unaware that they have a problem) or in the Contemplative stage (i.e., beginning to realize that they have a problem). Obviously they know that they have the problem of being convicted of a criminal offense and either being incarcerated or placed on some type of community supervision as well as having lost much of what they have valued in their lives—including perhaps their career, members of their families, or friends who have shunned them. However, they may not be ready to accept the fact that they are responsible for the situation. This acknowledgement can be very frightening but it is actually a very hopeful step in that it recognizes the fact that they can choose recovery just as they chose to offend. Treatment offers them the tools that can be used to follow this new path.

This psychoeducational curriculum can be used in a variety of ways. It can be made the basis of a freestanding class which could be conducted for from one to two hours on a weekly basis. This would probably be incorporated into a residential or institution-based sex offender program. Alternatively, it can be integrated into an outpatient program with the time allotted dependent upon the length of time devoted to the group and the number of participants. Finally, it can be used in individual treatment, with the experiential exercises modified as described below.

How the Hopeful Paths Program Is Presented

The material is divided into chapters, which are then divided into modules. The facilitator should determine how much time can be devoted to the curriculum and work through as much material as possible. This may mean that not all of the experiential exercises for a given chapter can be completed in a single session. If more time is needed, the exercises can simply be continued at the next session. The important thing is to ensure that everyone has a chance to participate in each exercise.

One issue to consider is whether the clients can retain their workbooks in their own possession. In prison-based programs that are not conducted in the context of a sex offender-specific

therapeutic community, it may not be feasible—or even safe—for participants in this psychoeducational class to keep the material with them in their cells. Doing so could reveal the nature of their crimes to other inmates, and thus could place them in jeopardy. In such situations, the facilitator should secure the workbooks in a safe place and distribute them at each class. This also would mean that the assignment of homework would be impossible and time would have to be allotted for the clients to fill out the written materials in class.

One of the advantages of this facilitator's manual is that it includes experiential exercises for each module. It is vital that the facilitator take the time to lead the group in these exercises. This point cannot be stated strongly enough. The Risk-Needs-Responsivity model (Hanson, Bourgon, Helmus, & Hodgson, 2009; Looman & Abracen, 2012) emphasizes that individuals have different learning styles and that successful programs are sensitive to this and present information in a variety of formats. Some individuals do just fine with written material. However, others learn through moving about, drawing, discussion, etc. The exercises presented in the *Facilitator's Guide* utilize these different learning styles.

Many of the exercises use role plays. Role plays have been widely used in a number of different therapies (Yardley-Matwiejczuk, 1997). State of the art therapies recognize the relationship between the brain and the body and acknowledge the neurobiological connection as being vital in changing behavior. Perry (2009), Trevarthen & Chatto (2005), Siegel (1999), and Van der Kolk (2014) recognize the value of the arts, including drama, as being highly effective treatment elements.

Therapists are notoriously uncomfortable with experiential exercises. However, having clients simply read and answer questions is only the very first stage of mastering a concept. Bloom's Taxonomy (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) describes "Knowledge," in which one might learn to define, label, match, or recall basic concepts, as only the first stage in the learning process. One then goes on to the following stages:

- Comprehension, in which one can understand the meaning of basic concepts;
- Application, in which one can solve problems by applying acquired knowledge;
- Analysis, in which one can break a concept apart into its component parts;
- Synthesis, in which one can combine information in a new way; and
- Evaluation, in which one can critique information.

In teaching the basic skills presented in *Hopeful Paths*, we need to present clients with opportunities to apply what they have learned at higher and higher levels of cognition. Therefore it is absolutely worth the time and effort it takes to utilize the exercises which accompany each module.

The *Facilitator's Guide* is primarily designed for work with groups. However, we recognize that in some cases the client is in individual therapy. Most of the exercises can be adapted for work with a single client; even role plays can be done if the facilitator is willing to take on a part in the role play. This is definitely encouraged.

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