

**COLLEGE OF CRIMINAL JUSTICE • Sam Houston State University**

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*Glen Kercher, Ph.D.*

**CJ 368 – UNDERSTANDING SEXUAL OFFENDING**

Fall, 2007

9:30-11:00 Tuesday and Thursday

CJC C104

**Description of Course**

Sex offenders represent about 15% of the U.S. prison population. Between 1988 and 1990 there was a 48% increase in sex offenders in our prisons. All other crimes increased by 20% over the same period. In Wyoming sex offenders made up over one-third of the prison population. In 10 other states they made up more than 20%.

A number of strategies have developed in response to the problem of sexual assault. Along with longer sentences for the most serious offenders, there has been a virtual explosion of techniques for maintaining less serious offenders in the community. Today programs ranging from mandatory counseling to electronic monitoring to involuntary commitment are in operation. Large institutional sex offender programs operated under correctional or mental health agencies have been shut down or budgets have been drastically curtailed. There is considerable skepticism about the effectiveness of treating sex offenders.

There seems to be little interest among the public or legislators to scientifically ascertain whether treatment is effective. Instead, the debate seems to have focused on whether these offenders even deserve treatment. The main criteria appears to be whether the individual had control over his or her condition. The more an individual is viewed as being responsible for his or her problems, the less deserving of help that person seems to be. Thus, those who have no control over their condition, such as victims of crimes, merit treatment, but those whose behavior was illegal or immoral are less worthy of help. Arguably the focus should not be on whether sex offenders deserve treatment. Instead, it should be on reducing the cost, the recidivism rate, and the toll of human suffering caused by the problem.

Few issues arouse more public disgust and outrage than sexual offending, perhaps because it combines society's anxiety over and fascination with sex and violence. Society can no longer afford to ignore the problem of sexual assault because even though the problem may no longer be in the community, it is likely to come back in one form or another.

This course provides an overview of sexual offending. As can be seen from the outline below, we will look at the origins and various motivations for sexual offending.

Treatment strategies and their relative effectiveness with different offender groups will be studied. Community supervision issues will also be addressed including notification and registration of sex offenders, electronic monitoring, and intensive supervision. Finally, controversial issues such as castration of sex offenders will be explored.

### **Course Objectives**

1. Develop an understanding of the scope and prevalence of sexual offending
2. Develop an understanding of the motivation for sexual crimes
3. Understand the difference between legal criteria for a sexual crime and a clinical one
4. Come to appreciate that not all sexual offenders are alike
5. Develop an understanding of how sexual crimes are investigated
6. Develop an understanding of the ways sexual offenders are assessed and treated
7. Develop an understanding the predictors for reoffending
8. Understand the critical components of effective community supervision
9. Become familiar with registration and community notification laws
10. Critically evaluate sexual predator statutes

### **Texts**

Hickey, E.W. (2006). *Sex Crimes and Paraphilia*. Upper Saddle River, NJ: Pearsons/Prentice Hall. CSP

Terry, K. J. (2006). *Sexual Offenses and Offenders: Theory, Practice and Policy*. Belmont, CA: Thomson/Wadsworth. SOO

Texas Code of Criminal Procedure, Texas Penal Code, Texas Family Code (online)

### **Student Responsibilities**

Students are expected to read all assignments before they are due to be discussed in class and to be prepared to discuss the reading assignments. Students will be placed in groups to present designated information to the class from time to time. Requirements for this course include taking all of the scheduled examinations, attending class, and making presentations before the class. A student cannot pass this course without completing all assignments.

### **Grading**

Four examinations will be given in this course. Tests will usually be announced a week in advance and may be objective, subjective, or a combination of both.

Examinations will not be comprehensive. Each exam will count as 20% of your grade. The other 20% will be based on your classroom presentations. *Students are not permitted to submit additional work for extra credit in order to offset a grade deficiency.*

**A student cannot pass this course without completing all of the assignments, regardless of what his/her overall average course grade is without one of these requirements.**

## **Lectures**

Lectures will serve to elaborate upon and explain some of the more significant and/or difficult topics in the text. Lectures will also supplement the text by covering additional topics and by providing more in-depth extensions of topics from the text. The lectures will often contain information that is not found in the text, and you will be tested over lecture material.

## **Discussion**

In a course like this one, there ought to be a lot of interaction. Students are encouraged not only to ask questions, but to add your own experiences and views to class discussions. Feel free to challenge the instructor on things with which you disagree.

## **Policies**

**Attendance.** Attendance will be taken during each class session. Students are responsible for getting class notes and finding out about announcements made and materials handed out during their absence. *Accumulating more than seven (7) absences for whatever reason will result in a letter grade penalty for the semester.*

**Missed Examinations.** Missed examinations can be made up only when the absence is due to a bonafide cause and is considered an excusable absence by the instructor. Notify me in advance if you will be unable to take an examination at the scheduled time. All makeup examinations will be scheduled at one time during the last week of the semester.

**Disabled Student Policy.** It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by

calling (936) 294-1720. Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (ext. 1720).

<http://www.shsu.edu/~vaf/www/asp/811006.html>

### **Services for Disabled Students.**

<http://www.shsu.edu/~counsel/sswd.html>

**Student Absences on Religious Holy Days Policy.** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/catalog/scholasticrequirements.html#holyday>

**Academic Honesty.** The Faculty of the College of Criminal Justice expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University.

Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion – the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college.

<http://www.shsu.edu/adminstrative/faculty/sectionb.html#dishonesty>

**Food and Tobacco Products.** Food and tobacco products are not to be consumed in the classroom. The College and University have designated the Criminal Justice Center as a tobacco free building.

**Apparel.** Students are expected to dress for class in a manner consistent with good taste. *I prefer that caps or hats not be worn in class. Western hats should not be worn in class.*

**Cellular Phones.** Cellular phones are to be turned off during class or set for tactile cuing during class. If your employment or other circumstance requires you to be on-call at all times, please talk to me about this.

**Lecture Notes.** All lecture materials presented in this course are copyrighted by me; therefore, no part of my course material may be reproduced, stored or transmitted in any form, or by any means without my prior, written permission. This means that it is a violation of copyright laws to sell lecture notes.

Provided a sale is not involved, *this guideline does not apply* to students copying notes from one another, nor to students who tape classes because they have an aural, visual, or learning disability that is certified by the Counseling Center. Also, summaries of the professor's lecture, even in the student's own words, *are included in this guideline* because the student is representing the professor's material as his own, i.e., "stealing the intellectual property of another."

### Fall 2006 Office Hours

|           |                       |
|-----------|-----------------------|
| Monday    | 9 – 12                |
| Tuesday   | 8:30 – 9:30; 11 - 12; |
| Wednesday | 9 – 12                |
| Thursday  | 8:30 – 9:30; 11 - 12; |

|                          |
|--------------------------|
| <i>or by appointment</i> |
|--------------------------|

I make every effort to be in my office during office hours. Frequently, however, other commitments may make it difficult for you to find me. The surest way to meet with me is to contact me before or after class and arrange an appointment time.

### Tentative Order of Topics, Readings and Examinations

(I reserve the right to add to or remove assignments from this list)

| Topic                  | Text/Chapter |
|------------------------|--------------|
| <b>I. Introduction</b> | SOO, Ch 1    |
| Definitions            | SCP, Ch 1    |

Clinical  
 Legal  
 Types of sexual offending  
 Prevalence

**Myths and Facts About Sex Offenders** (2000). Center for Sex Offender Management, US Dept of Justice.  
<http://www.csom.org/pubs/mythsfacts.html>

**II. Historical Perspective** SOO, Ch 2

**III. Theories of Sexual Offending** SOO, Ch 3  
 Pschodynamic SCP, Ch 2-3  
 Biological  
 Cognitive-Behavioral  
 Psychosocial  
 Feminist  
 Integrated

**Understanding Juvenile Sexual Offending Behavior: Emerging Research, Treatment Approaches and Management Practices**  
<http://www.csom.org/pubs/juvbrf10.html>

Connolly , M. (2004). Developmental trajectories and sexual offending: An analysis of the pathways model, **Qualitative Social Work**, 3(1), 39-59.  
<http://qsw.sagepub.com/cgi/reprint/3/1/39>

**IV. Cycle of Sexual Offending** SOO, Ch 4  
 Planning  
 Maintenance

**EXAM 1**

**V. Types of Sexual Offenders** SOO, Ch 5  
 Rapists SCP Ch 42-46  
 Child Molesters SCP, Ch 34-40  
 Female Offenders SCP, Ch 41  
 Paraphilias SCP, Ch 7- 9

**VI. Juvenile Offenders** SOO, Ch 6  
 Types

Motivations  
Assessment and Treatment

Righthand, S; Welch, C. (2001), **Juveniles Who Have Sexually Offended: A Review of the Professional Literature (OJJDP)** Executive Summary only  
<http://www.csom.org/ref/juvwho.html>

## **EXAM 2**

- |   |               |
|---|---------------|
| <b>VII. Investigation of Sex Crimes</b>       | DVD           |
| The Law                                       |               |
| Sexual Assault                                |               |
| Post Traumatic Stress Disorder                |               |
| Rape Trauma Syndrome                          |               |
| Preliminary Investigation                     |               |
| Preliminary Interview of Victim               |               |
| Follow-up Investigation                       |               |
| Interviewing the Victim                       |               |
| Apprehend the Offender                        |               |
| Evidence                                      |               |
| Child Sexual Abuse                            |               |
| Investigation                                 |               |
| Interviewing Children                         |               |
| Interviewing Nonoffending Parent or Caregiver |               |
| Interviewing the Suspect                      |               |
|   |               |
| <b>VIII. Assessment of Sex Offenders</b>      | SOO, Ch 8     |
| Presentence Investigations                    |               |
| Clinical Assessment                           |               |
| Issues  |               |
| Nature of Offenses                            |               |
| Victim Characteristics                        |               |
| Previous Offenses                             |               |
| Level of Psychopathology                      |               |
| Developmental History                         |               |
| Educational History                           |               |
| Social History                                |               |
| Sexual History, Experience, and Knowledge     |               |
| Occupational History                          |               |
| Sexual Arousal Patterns                       |               |
| Procedures                                    | SCP, Ch 50-51 |
| Interviews                                    |               |
| Tests   |               |

## Psychophysiological Procedures

**IX. Treatment of Sex Offenders**

SOO, Ch 8; SCP, Ch 49

## Psycho-Educational Modules

- Victim Awareness
- Cognitive Restructuring
- Pre-Assault Cycle
- Anger Management
- Assertiveness Training
- Social Skills Training
- Autobiographical Awareness
- Sex Education
- Stress Reduction
- Chemical Abuse

## Group Therapy

- Stages
- Process

## Behavioral Techniques

- Covert Sensitization
- Aversive Behavioral Rehearsal
- Arousal Reconditioning

## Psychodrama

## Castration

## Psychopharmacology

## Relapse Prevention

**Reducing Sexual Abuse Through Treatment and Intervention with Abusers. Adopted by the ATSA Executive Board of Directors 1996.**

<http://www.atsa.com/pptreatment.html>

**New hope for sex offender treatment**

<http://www.apa.org/monitor/julaug03/newhope.html>

**EXAM 3****X. Community Supervision**

SOO, Ch 9

- Specialized Conditions
- Specialized Officers and Surveillance
- Treatment and Teamwork
- Contracts
- Psychophysiological Monitoring
- Families and Reunification
- Cost



- XI. Registration and Community Notification Laws** SOO, Ch 10  
 Megan's Law  
 Assessing Risk Levels  
 Problems with Registration and Notification Laws
- XII. Sexually Violent Predators** SOO, Ch 11  
 Retribution vs Rehabilitation
- XIII. Odds and Ends**
- |                              |                        |
|------------------------------|------------------------|
| Sexual Abuse in the Church   | SOO, Ch 12             |
| Pornography and the Internet | SOO, Ch 12; SCP, Ch 45 |
| Body Fluids                  | SCP, Ch 12-15          |
| Fetishes                     | SCP, Ch 17-18, 20-24   |
| Other Fetishes               | SCP, Ch 25-30, 33      |
- U.S. Federal Law Regarding Child Sex Tourism**  
**18 USC 2423 Modified: April 30, 2003 with the passage of the PROTECT Act**
- [http://www.worldvision.org/Worldvision/imagelib.nsf/main/US\\_Law\\_ChildSexTourism.pdf/\\$file/US\\_Law\\_ChildSexTourism.pdf](http://www.worldvision.org/Worldvision/imagelib.nsf/main/US_Law_ChildSexTourism.pdf/$file/US_Law_ChildSexTourism.pdf)

**EXAM 4**