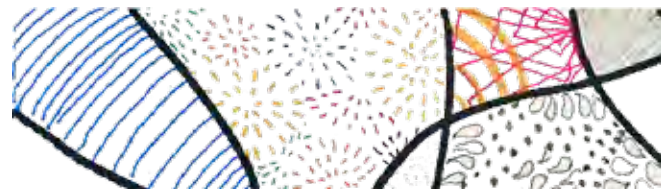


Time to Facilitate:
5 hours



MODULE #3

THE IMPACT OF CHILD SEXUAL ABUSE ON THE BODY

MODULE SUMMARY

This module focuses on how the invasive effects of sexual abuse impact survivors' health and bodily functions. Because this module is focused on body attunement and trauma, the facilitators should consider taking more frequent breaks to allow participants to regulate their bodies. The facilitators should ask participants to pay close attention to their breathing, body movement, and emotions and consider observing how their bodies react to stress and trauma.

THE IMPACT OF CHILD SEXUAL ABUSE ON THE BODY LEARNING OBJECTIVES:

- ▶ Identify the ways that child sexual abuse impacts a survivor's relationship to their body

- ▶ Analyze the ways that child sexual abuse impacts the survivor's physical health

- ▶ Examine the impact of oppression on health and healthcare

- ▶ Discuss how child sexual abuse survivors struggle with navigating the healthcare system

STRUCTURE OF THE IMPACT OF CHILD SEXUAL ABUSE ON THE BODY MODULE

Time to facilitate: 5 Hours

Lesson 3.1 Understanding How Child Sexual Abuse Impacts a Survivor's Physical Health and Relationship to Body (0.5 Hours)

Lesson 3.2 Helping Adult Survivors of Child Sexual Abuse Navigate Their health care (0.5 Hours)

Lesson 3.3 Exploring Oppression – The Connection to Healthcare and The Healthcare System (3 Hours)

Lesson 3.4 What Does This Mean for Advocacy? (1 Hour)



MATERIALS NEEDED FOR THE IMPACT OF CHILD SEXUAL ABUSE ON THE BODY MODULE

Lesson	In Person	Virtual
3.1	<ul style="list-style-type: none"> ▶ Computer ▶ Projector or large TV ▶ Speakers that participants can hear ▶ PowerPoint ▶ Video: Building Resilience Conversation Series Episode 3: How is a Survivor's Relationship to their Body Impacted by Child Sexual Abuse? ▶ Copies of, or a link to, Building Resilience Coloring Page Episode 3 	<ul style="list-style-type: none"> ▶ Building Resilience Conversation Series Episode 3: How is a Survivor's Relationship to their Body Impacted by Child Sexual Abuse? ▶ Building Resilience Coloring Page Episode 3
3.2	<ul style="list-style-type: none"> ▶ Copies of, or a link to, Advocacy Skills: Helping Adult Survivors Address Health Issues by the Resource Sharing Project 	<ul style="list-style-type: none"> ▶ Advocacy Skills: Helping Adult Survivors Address Health Issues by the Resource Sharing Project

Lesson In Person

3.3

- ▶ Computer
- ▶ Projector or large TV
- ▶ Speakers that participants can hear
- ▶ Video: Building Resilience Conversation Series Episode 3: How is a Survivor's Relationship to their Body Impacted by Child Sexual Abuse?
- ▶ Copies of, or a link to, Building Resilience Coloring Page Episode 3
- ▶ [Copies of, or a link to, I Was Pregnant and in Crisis. All the Doctors and Nurses Saw Was an Incompetent Black Woman by Tressie McMillan Cottom](#)

Virtual

- ▶ PowerPoint
- ▶ Video: Building Resilience Conversation Series Episode 3: How is a Survivor's Relationship to their Body Impacted by Child Sexual Abuse?
- ▶ Building Resilience Coloring Page Episode 3



Lesson In Person

3.3
cont'd

- ▶ [Copies of, or a link to, Medical Trigger Disclosure Cards by the Arizona Coalition to End Sexual and Domestic Violence](#)
- ▶ [Copies of, or a link to, Healing the Body: Exploring Comprehensive Medical Advocacy by the Resource Sharing Project](#)
- ▶ Chart tablets
- ▶ Markers
- ▶ Large sticky notes

3.4

- ▶ Copies of, or a link to, the Strategic Planning worksheet

Virtual

- ▶ I Was Pregnant and in Crisis. All the Doctors and Nurses Saw Was an Incompetent Black Woman by Tressie McMillan Cottom
- ▶ Medical Trigger Disclosure Cards by the Arizona Coalition to End Sexual and Domestic Violence
- ▶ Healing the Body: Exploring Comprehensive Medical Advocacy by the Resource Sharing Project
- ▶ Google JamBoard or another live notetaking tool
- ▶ Strategic Planning worksheet

NOTES FOR PREPARATION FOR

Lesson 3.1: Understanding How Child Sexual Abuse Impacts a Survivor's Physical Health and Relationship to Their Body

- ▶ Facilitators will open the module with a grounding exercise. Since this module focuses on the body, consider doing a breathwork exercise to open the space. Then throughout the module, consider having the participants share and model a grounding exercise they know of and use in their advocacy. Facilitators may want to use the grounding video from the [SASP e-learning course Healing Services for Survivors of Child Sexual Abuse](#), narrated by Santa Molina-Marshall.
- ▶ The next two lessons open with breakout groups, so it is suggested that the participants stay in the same groups in Lesson 3.1 through 3.3.



Lesson 3.1: Understanding How Child Sexual Abuse Impacts a Survivor's Physical Health and Relationship to Their Body

Estimated time: 0.5 hours



ACTIVITY Open the module with a grounding exercise. Consider doing a grounding exercise that focuses on breathwork.



HANDOUT [Distribute the Building Resilience Coloring Page: Episode 3](#)



WATCH Show the video Building Resilience Conversation Series #3: How is a Survivor's Relationship to their Body Impacted by Child Sexual Abuse?



Play from 00:00 (Introduction) to 14:08 (Pause, take a breath, take care of yourself)



BREAK-OUT GROUP DISCUSSION Have the participants get into groups and ask the following questions:

- ▶ What were some of the things you learned in the video?
- ▶ How does child sexual abuse affect survivors' relationship with their bodies?
- ▶ How does it affect a survivor's health?



DEBRIEF Facilitate a share out from the groups. Emphasize these points if they are not discussed:

- ▶ Trauma
- ▶ Dissociation
- ▶ How they feel about their bodies
- ▶ How their bodies develop over time
- ▶ Physical health
- ▶ Survivors may not connect how their physical health impacts other parts of their health and wellness holistically



Notes for Preparation for Lesson 3.2: Helping Adult Survivors of Child Sexual Abuse Navigate Their Health Care

- ▶ Facilitators will expand on why adult survivors of child sexual abuse might experience different health issues than survivors who were abused for the first time as adults in the DEBRIEF. For tribal coalitions, this may be a place to focus on the Medicine Wheel, or a similar concept from your community(ies) and how it represents the connection the body has to other parts of a person's identity. For non-tribal coalitions, consider noting the separation of physical health from other parts of wellness came from the professionalization and capitalization of healthcare in the U.S. and the legitimization of western medicine, which continues to be violent. It is not appropriate for non-tribal coalitions to use and discuss the Medicine Wheel.

Lesson 3.2 Helping Adult Survivors of Child Sexual Abuse Navigate Their Healthcare

Estimated time: 0.5 hours



HANDOUT Distribute the [Advocacy Skills: Helping Adult Survivors Address Health Issues](#) by the Resource Sharing Project.



BREAK-OUT GROUP DISCUSSION Ask the groups to read it and discuss the following question:

- ▶ Why are survivors of child abuse at increased risk for experiencing health issues?



DEBRIEF Facilitate a share-out about their discussion. Emphasize the following points if they are not mentioned:

- ▶ The mind and the body are connected. When someone experiences something traumatic, it's natural for it to take a toll on a survivor's mental and physical health.



- ▶ The trauma of childhood sexual violence affects their physical health. This happens in four important ways:
 - » Violence can result in physical injuries or illnesses (which could be delayed) for the survivor.
 - » Traumatic events can lead a survivor to cope with the stress of the trauma in ways that take a toll on them physically.
 - » Trauma influences health because it can change a survivor's brain and nervous system.
 - » Adult survivors of child sexual abuse often find medical appointments and procedures invasive and triggering and then avoid routine healthcare medical care

NOTES FOR PREPARATION FOR Lesson 3.3, Exploring Oppression – The Connection to Healthcare and The Healthcare System

- ▶ Participants will read an article during the opening HANDOUT and ACTIVITY. Remember that some learners benefit from having more time to read and digest materials. We suggest giving all reading assignments to trainees before the session, even if you plan to give time for reading during the session.
- ▶ The points under TEACHING can be displayed on a PowerPoint that the facilitators will need to create and modify to fit your training needs. Facilitators are highly encouraged to prepare examples of how historical trauma has affected communities (particularly historical sexual trauma) and the effects on those communities where they live and work. For a broader context, facilitators may want to discuss the history of involuntary sterilization and sexual violence that happens during medical exams to 2SLGBTQ+ people (particularly to transgender and intersex survivors) in the U.S. and territories in or near their communities. Consider using firsthand accounts and videos to accompany these points.



- ▶ For HANDOUT #2, facilitators will distribute the [Medical Trigger Disclosure Cards](#). Please note that the link will take you to the Arizona Service Standards for Sexual Violence Service Providers document, and the cards can be found on page 103 (the last page of the document).

- ▶ In ACTIVITY #2, participants will discuss what advocates can do in the community to change the healthcare system to work better for survivors in step 6. The facilitators should consider having the participants display their ideas on flipchart paper so they can have them for reference later. As a virtual option, facilitators can have the participants do this activity on a Google Jamboard or another live note-taking tool, save the results, and send them out to the participants at the end of the training.

Lesson 3.3 Exploring Oppression – the Connection to Healthcare and the Healthcare System

Estimated time: 3 hours



HANDOUT #1 and **ACTIVITY #1** Distribute [“I Was Pregnant and In Crisis. All the Doctors and Nurses Saw Was an Incompetent Black Woman” by Tressie McMillan Cottom](#) and have participants read this article.



Ask the participants to discuss the article and answer the question:

- ▶ How do racism, ableism, cissexism, and other forms of oppression shape health and healthcare?





DEBRIEF Facilitate a share-out on what the groups discussed. Then ask the groups the following questions:

- ▶ How have you seen this in the way survivors have been treated? Are survivors second-guessed or shamed when approaching healthcare?
- ▶ How do you think it would impact adult survivors of child sexual abuse?



TEACHING To conclude the first activity, create a PowerPoint to highlight the following points and modify them to meet your training needs. Facilitators are highly encouraged to use cultural and population-specific examples from their communities' experiences as relevant:

- ▶ We talk about trauma as only arising from violence and abuse, but we fail to discuss trauma from oppression.
- ▶ We don't talk about the trauma of oppression because most programs are designed for society's dominant culture. As such, most programs center white women who are heterosexual, physically able, Christian, etc.

- ▶ But what about the trauma that comes from oppression? An example is the trauma passed down from generations due to historical trauma and the trauma American Indian and Alaska Native peoples in the US have experienced from the efforts to erase their culture and histories.



LARGE GROUP DISCUSSION Facilitate a large group discussion and ask the following question:

- ▶ Why do you think it could be hard for a survivor of child sexual abuse to care for their health?



WATCH After asking this question, show the next segment of the video [Building Resilience Conversation Series #3: How is a Survivor's Relationship to their Body Impacted by Child Sexual Abuse?](#)



Play from 14:20 (Barriers to supportive healthcare) to 27:15 (Pause, take a breath, take care of yourself).





DEBRIEF Ask the group:

- ▶ what stands out to you about what Kris, Nicole, and Nancy discussed?

Make sure to mention the following points if the participants do not name them:

- ▶ Racism, ableism, and oppression
- ▶ Getting triggered because of the proximity of the health care professional to the survivor
- ▶ Healthcare professionals aren't trauma-informed
- ▶ Shaming survivors about how they cope and about their bodies
- ▶ Unresolved trauma



BREAK OUT GROUP DISCUSSION Have the participants do another small group discussion and ask:

- ▶ What does that mean for their work with survivors?



DEBRIEF Have the groups share what they discussed.



HANDOUT Distribute the [Medical Trigger Disclosure Cards by the Arizona Coalition to End Sexual and Domestic Violence](#) and [Healing the Body: Exploring Comprehensive Medical Advocacy](#) by the Resource Sharing project resources. Emphasize the following points if they are not addressed:

- ▶ Normalize a survivor's fear and stress about the ways childhood trauma can make it difficult for survivors when seeking medical care.
- ▶ Work with survivors to consider their options and choices for addressing health concerns.
- ▶ Help survivors find holistic and supportive healthcare for treatment of health conditions. These would include dental care, gynecological, reproductive, cancer treatment, and long-term general health needs.

- ▶ Assist survivors in finding culturally specific and/or inclusive healthcare options (such as herbal medicine or traditional Indigenous healing practices including saging, smudging, or ceremony, if they are culturally relevant and appropriate for the survivor).
 - » In particular, the shunning of herbal and traditional medicines is rooted in anti-indigeneity. Connecting survivors to resources could be healing physically, emotionally, spiritually, and culturally.
- ▶ Assist survivors in determining what they need from medical providers and help them decide how to ask for what they need.
- ▶ Help survivors prepare for visits. This could involve conducting roleplay conversations with the survivor so they can practice asking for what they need during an exam or procedure and setting boundaries.
- ▶ Accompany survivors to medical appointments for support and trauma-informed presence.



ACTIVITY #2 Ask participants to reflect on the following prompt. Have participants write down their responses on sticky notes, and display them on a larger sheet of paper somewhere in the room so that all the participants may read them:

- ▶ What can advocates do in the community to improve the healthcare system for survivors?



DEBRIEF Facilitate a share-out after the activity is complete.

Lesson 3.4 What Does This Mean for Advocacy?

Estimated time: 1 hour



BREAK OUT GROUP DISCUSSION Have participants take out their Strategic Planning worksheet and have them discuss the following questions. Remind the participants to discuss the questions as a group but still complete the worksheet individually.

For the discussion, ask the groups to consider the following questions:

- ▶ What could they, as advocates, do to strengthen the supports for survivors trying to navigate healthcare? Add one thing they could do to strengthen support of adult survivors of child sexual abuse navigating healthcare to their Strategic Planning worksheets.
- ▶ What are some factors advocates should consider when discussing with the leadership of their organizations?

When the participants have started to fill out their Strategic Planning worksheet, consider giving the following prompts as considerations:

- ▶ Now that we've discussed the impact healthcare systems have on survivors and their relationships to their bodies, what does this information mean for...
 - » Your current community partners?
 - » How do you find creative relationships and provide support to health providers? (With traditional healers, reproductive health providers, and formal healthcare providers, for example)?
 - » The outreach your organization provides.
 - » The policies and procedures within your organization?
 - » Your individual advocacy practices?

Encourage the participants to add more items based on the prompts above to their Strategic Planning worksheets.





CLOSING Conclude this module with a grounding exercise, asking participants to fill out the Mental Health toolkit, or the reflective journal prompt below.

- ▶ Reflective Journal Prompt: What are some ways that you can look at health more holistically in your own life?

FURTHER LEARNING OPPORTUNITIES

ABOUT THE IMPACT OF CHILD SEXUAL ABUSE ON THE BODY

- ▶ [Back to Basics: Partnering with Survivors and Communities to Promote Health Equity at the Intersections of Sexual and Intimate Partner Violence](#) by National Sexual Violence Resource Center and National Resource Center on Domestic Violence
- ▶ [Sexual Abuse to Maternal Mortality Pipeline - 2019 Report](#) by Black Women's Blueprint
- ▶ [Intersex and medicalized rape](#) by Netherlands Organization for Sex Diversity (NNID)
- ▶ [Survivor Support: Healthcare Guide for Adult Survivors of Child Sexual Abuse](#) by the Resource Sharing Project
- ▶ [Building Resilience Conversation Series Deeper Dive: What are Triggers](#) by the Resource Sharing Project
- ▶ [Building Resilience Conversation Series Deeper Dive: Dissociative Identity Disorder Part 1](#) by Olga Trujillo (Resource Sharing Project)
- ▶ [Building Resilience Conversation Series Deeper Dive: Dissociative Identity Disorder Part 2](#) by Olga Trujillo (Resource Sharing Project)



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Healing in Motion: Coalitions Supporting Growth and Change in the Lives of Adult Survivors of Child Sexual Abuse

July 2023

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Graphic and Publication Design by Norio Umezu Hall, RSP.

This product was supported by cooperative agreement number 2019-V3-GX-K040, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this product are those of the contributors and do not necessarily represent the official position or policies of the U. S. Department of Justice.

