

Kiinaq Ijijqsimajuq *The Hidden Face, Part 2 – Adult Life*

FACILITATOR’S GUIDE



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PAUKTUUTIT
INUIT WOMEN OF CANADA
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Child Sexual Abuse Awareness Workshop Model

Kiinaq Ijqsimajuq The Hidden Face, Part 2
Child Sexual Abuse Awareness Workshop Model

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Table of Contents

Introduction	1
Day One: Addressing the Issue with <i>The Hidden Face</i> DVD (9:00 – 4:30)	2
Day Two: The Impact of Child Sexual Abuse on the Adult Survivor (9:00 – 4:30)	9
Day Three: The Survivor as a Parent/The Survivor as a Partner (9:00 – 4:40)	14
Day Four: Helping Adult Survivors (9:00 – 4:15)	22
Appendix A – True or False Quiz	27
Appendix B – Fact Sheet on Child Sexual Abuse	28
Appendix C – Fact Sheet on Child Sexual Abuse and Its Impact on Adult Survivors	29
Appendix D – The Behavioural Impact of the Abuse on the Adult Survivor	30
Appendix E – Short and Long Term Effects of Child Sexual Abuse	31
Appendix F – Common Beliefs and Thoughts Held by Adult Survivors of Child Sexual Abuse	33
Appendix G – Suicide: Common Warning Signs	34
Appendix H – Understanding Uncertainty With One’s Own Child	35
Appendix I – Inuit Principles of Healing and Working Together	36
Appendix J – Inuit Elders Traditional Beliefs on Helping	37
Appendix K – Inuit Elders Traditional Methods of Helping and Coping	38
Appendix L – How to Support the Healing Process with Adult Survivors	39
References	40

FACILITATOR'S GUIDE

INTRODUCTION

PURPOSE

HOW TO USE THESE RESOURCES

These DVDs have been adapted for use in Inuit communities in Canada to provide information and raise awareness of the issue of child sexual abuse among a range of front-line workers who may come into contact with current victims and/or adult survivors in the course of their work. These DVDs and accompanying participant and facilitator's guides may be used as professional development resources with teachers, nurses, Community Health Representatives, police, justice and court workers and other front-line workers in your communities.

This facilitator's manual has been developed for a four-day workshop and is intended as a guide only. Depending on your specific needs and circumstances, such as the type of participants and/or time constraints, as a facilitator you may wish to use sections of this guide and tailor a workshop to meet your own needs, i.e. conducting a one or two-day workshop. You may wish to emphasize certain parts of the DVD, depending on the roles, level of awareness and information needs of participants.

It is strongly recommended that counselling supports be available during the workshop.

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
9:00-9:50	Begin the workshop. Help participants feel comfortable. Begin validating the participants.	Welcoming participants.	<ul style="list-style-type: none"> Facilitator introduces him/herself and welcomes everyone and introduces him/herself. If possible everyone should be sitting at a table where they can all see each other and participate in a meaningful way. Also, the workshop number should be limited, as this is a very sensitive topic and there could be discussions of personal experiences. State that the work they do is really important and that hopefully the training workshop will help them in their work and in their personal life as they may not know if the person with whom they are interacting is a survivor of child sexual abuse. Establish if all have participated in the first workshop.
		Qulliq lighting. Opening prayer.	<ul style="list-style-type: none"> If desired and available a qulliq could be lit ceremonially. Facilitator invites a participant to say an opening prayer.
		Ground rules.	<ul style="list-style-type: none"> It is important to reach a group consensus and agreement about respect for each other and each other's ideas, being on time for all parts of the training, and confidentiality. All participants need to feel safe in order to gain the most from the training. The facilitator should talk about how this is a difficult topic and all participants will be talking about sensitive issues, some of which might have affected them personally or someone close to them. <p>NOTE: It is recommended that there be a counsellor on site or nearby to support any participant(s) who might be suffering as a result of the memories brought up from this workshop. Give out a list of local and/or regional resources to all participants, such as the Nunavut Kamatsiaqtut Help Line numbers, etc., so that they or others know where they can access confidential support.</p>

FACILITATOR'S GUIDE

Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
9:00-9:50 (continued)		Introduce facilitator and participants to each other.	<ul style="list-style-type: none"> • Go around the circle and ask each person to introduce themselves. • Ask each person who has participated in the first workshop to tell how they used what they learned. (It is hoped that most if not all participants have participated in the first workshop.) Those who did not participate could share three positive qualities they have that might help them when interacting with a survivor of child sexual abuse.
9:50-10:05	To help participants see their work as part of a larger effort by Inuit to address the needs of child sexual abuse survivors and to help them cope with the impact of the abuse as they mature and have new relationships.	How the workshop came to be.	<ul style="list-style-type: none"> • This workshop is part of a Pauktuutit project on addressing the needs of child sexual abuse survivors in Inuit communities using two films that were produced in Greenland that deal with the issue in a hopeful and helpful manner. • Explain that they will: <ul style="list-style-type: none"> – examine and learn about the complex issue of child sexual abuse and how it affects the life of and creates difficulty for the survivor. This workshop will raise awareness of the consequences of the abuse and issues the adult survivor of child sexual abuse may face; – learn how to recognize signs and behaviours that may indicate that an adult is a survivor of child sexual abuse, and how this may have a bearing on their professional relationships with people/clients; – learn about how child sexual abuse affects the survivor's adult personal relationships and their relationships with their children; and – become more aware of how, as professionals, they may build trust with clients and provide support. • Invite questions/comments.

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
10:05-10:25	<p>To develop understanding between the facilitator and participants.</p> <p>To introduce the objectives and content of the training workshop.</p> <p>To find out what participants hope to learn.</p>	What will the four-day workshop cover?	<ul style="list-style-type: none"> Facilitator explains the workshop plan using a formal printed agenda or written up using a flipchart. The main purpose is to help participants develop an understanding of how child sexual abuse impacts adult survivors so that they will be able to work with abuse survivors with greater ease and understanding. Explain that the workshop has been developed to support the viewing of Part 2 of a powerful film based on the true life story of Naja, an Inuk woman from Greenland who is an adult survivor of child sexual abuse. Note that because Naja is female, this workshop will refer to survivors as females, and abusers as males, although it should be understood that there are male survivors and female abusers in our communities.
		Participant expectations	<ul style="list-style-type: none"> Ask participants to say why they are attending this workshop and what they hope to get out of the workshop. Note these on a flipchart. Issues that may be raised but not connected in this workshop can be noted and considered for addressing in some format during the workshop or in another way. Ask if there are any concerns or fears they may have regarding this workshop.
		Healing circle (evening).	<ul style="list-style-type: none"> The participants may wish to have a healing circle. The facilitator could offer this as an option for evening sessions.
		Housekeeping.	<ul style="list-style-type: none"> The general plan is to work from 9:00 am until 4:30 pm with three breaks during the day (mid-morning, lunch and mid-afternoon). Deal with housekeeping issues.
10:25-10:30	To start the learning process.	True or False Quiz.	<ul style="list-style-type: none"> Have participants complete the "True or False" quiz. (Appendix A) Tell them it will be discussed again at the end of day four to check if they would still have the same answers and what they have learned during the workshop.
10:30-10:45	BREAK		

FACILITATOR'S GUIDE

Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
10:45-11:05	To review the Part 1 of the film in order to give context to Part 2.	Introduction to <i>The Hidden Face, Part 1</i> .	<ul style="list-style-type: none"> • Remind participants that Part 1 of the film was covered in the first workshop, but that it is important to remind ourselves of the content so that we can more fully understand Part 2. • Ask the participants how they define child sexual abuse (write down all the answers). • Tell them that this film is about how sexual abuse pervades a child's life, affecting all areas of life and creating difficulties for the child. • Give out and discuss the "Fact Sheet on Child Sexual Abuse" (Appendix B). • Mention that both films are told in the first person of Naja, as the survivor and of two of the people who supported and helped her: her grandmother, Mina, who was the main source of her support, and a psychologist, Conni Gregersen, who worked with Naja and who explains some of the psychological mechanisms behind the reactions and behaviours of the child, the youth and the adult.
11:05-11:45	To review the points of view of the people in the film.	Viewing of the film <i>The Hidden Face, Part 1</i> .	<ul style="list-style-type: none"> • Participants and facilitator (and support people if available) watch the film. • The facilitator and support people present should be aware of and note any unusual reactions of participants to address later or in the moment if necessary. • While working with this material a participant might disclose (maybe for the first time) that he or she is a survivor of child sexual abuse. How you respond to this is important. Offering a support person to talk with the participant privately would be a good idea. This allows the survivor to have their immediate needs met, while allowing the rest of the participants to move on with the workshop.

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
11:45-12:00	To start the learning process.	To debrief the film <i>The Hidden Face, Part 1</i> .	<ul style="list-style-type: none"> • Facilitator will ask each participant to express how the film impacted them this time if they have seen it before. • Facilitator will ask how Naja's and Mina's strength felt to them. • Recognize that it is a courageous and generous act on their part to participate in these films, as it is uncomfortable to be identified with such trauma.
12:00-1:00 LUNCH BREAK			
1:00-1:30	To review main points of Part 1.	What is child sexual abuse?	<ul style="list-style-type: none"> • In the first film we deal with Naja's childhood. Naja grew up with her grandparents. When she was seven her grandfather died. Naja and Mina moved to live with Naja's mother, her new husband and their children. Here Naja experienced sexual abuse from the age of seven until she was 15. When Naja disclosed the abuse, her grandmother assumed responsibility, and moved with Naja to a safe place. • Brainstorm what participants feel are the main messages of the film (anger is OK, healing without an apology is possible, etc.). • Give out and discuss the "Fact Sheet on Child Sexual Abuse and Its Impact on Adult Survivors" (Appendix C).
1:30-2:20	To understand the impact of child sexual abuse on the adult survivor.	Viewing of the film <i>The Hidden Face, Part 2: Adult Life</i> .	<ul style="list-style-type: none"> • In Part 2 we meet Naja as a 25-year-old adult with her son Johan as an infant. We meet them again after five and eight years. We also meet Naja's new boyfriend Vilfred (the name Vilfred literally means 'want peace') and psychologist Conni Gregesen. • View the film, using the same precautions as mentioned in the morning while viewing Part 1.
2:20-2:45	To allow the participants to respond emotionally and intellectually to the content of the film.	Initial debriefing of the film.	<ul style="list-style-type: none"> • Facilitator will ask each participant to express how the film impacted them. • Facilitator will ensure that each participant is given an opportunity to express their first reactions, thoughts and feelings.

FACILITATOR'S GUIDE

Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
2:20-2:45 (continued)			<ul style="list-style-type: none"> Brainstorm what participants feel are the main messages of the film (that even though the abuse has stopped long ago, the impact from it lasts, that it can affect the survivor's relationship with themselves, their community, their children and their partners, etc.). List these messages to refer to during the workshop.
2:45-3:00 BREAK			
3:00-4:00	To continue debriefing the film, and discussing the impact of it on the participants.	Guided discussion on the whole film.	<ul style="list-style-type: none"> Ask how the messages we hear from Naja, her grandmother Mina, Vilfred, and the psychologist, Conni Gregersen, are similar. Discuss each person's point of view and how the different messages support similar views. Briefly discuss how Naja can make sense of her life through different time periods after the abuse (these will be discussed in more detail during the workshop): giving birth, parenting, dealing with emotions negatively e.g., substance abuse, suicidal ideation, etc., getting support, finding a partner, and the slow course of healing. Tell participants that this film can be described as a story of resilience, support and healing. Have the participants discuss each term and connect them with the content and theme of the film. (Note that healing is a life-long process for all of us. We never get over the events in our lives but learn to deal with them in a healthier manner.)
4:00-4:20	To help the learning process by defining what was learned on day one.	What have I learned today?	<ul style="list-style-type: none"> Ask participants to spend five minutes thinking about what they learned in day one and to write down their thoughts: <ul style="list-style-type: none"> – "Today I was surprised to learn that..." – "It's a relief to know that..." Form a talking circle and ask participants to share something that they learned and/or make any other statements.

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
4:20-4:30	To set the stage for day two.	Plans for day two.	<ul style="list-style-type: none"> • Review plans for the next day. Tell participants that over the next sessions they will be referring to the film and the different sections, but not necessarily in order. Refer to the workshop agenda. Ask if there are questions about the plan. • Ask if there are any comments about how the first day was structured and/or facilitated. Are any changes needed for day two? • Have each participant tell one way in which they will take care of themselves that evening.
4:30	To end the first day of the workshop.	Closing prayer.	<ul style="list-style-type: none"> • Ask for a volunteer to say a closing prayer.

FACILITATOR'S GUIDE

Day Two: The Impact of Child Sexual Abuse on the Adult Survivor			
Time	Purpose	Content	How
9:00-9:30	To begin day two of the workshop.	Welcome, review agenda and opening prayer.	<ul style="list-style-type: none"> • Facilitator welcomes everyone. • Ask participants if they have any thoughts they would like to share about the first day, especially in regards to the second film. • Review plans for the day and ask for questions or comments about the plan. • Deal with any housekeeping issues. • Ask for a volunteer to say an opening prayer.
		Introducing the format, examining the different sections of the film in detail.	<ul style="list-style-type: none"> • Tell the group that the session will focus on the different aspects of the impacts of child sexual abuse that the film addresses. • Explain that both the general and specific aspects of each theme will be discussed. • Debate and discussion is encouraged, which will focus on the understanding, support and treatment of sexually abused people. • It is hoped these discussions should help each participant in their work with adult survivors of child sexual abuse. • Emphasize that each participant brings with them their own gifts, experiences, feelings, attitudes and thoughts, and that all are worthwhile and important. • Have each participant find a partner and tell their partner two inner gifts they bring to their work. • Share if there is time.
9:30-10:10	To build knowledge regarding recognizing the behaviours and feelings that can occur within the adult survivor as a result of abuse.	The behavioural impact of abuse on the adult survivor.	<ul style="list-style-type: none"> • With the same partner as above, have each participant discuss the statement "after abuse, the trauma continues." • Share discussions with the group. • Discuss what behaviours an adult survivor might exhibit (include ideas such as poor coping skills, feeling unsafe, lack of respect for themselves and others, unhealthy use of power and control, violence, threats, adult-child relationships mixed up, low self-esteem, misuse of alcohol and drugs, sadness, suicidal ideation, forced secrets, etc.).

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

Day Two: The Impact of Child Sexual Abuse on the Adult Survivor			
Time	Purpose	Content	How
9:30-10:10 (continued)			<ul style="list-style-type: none"> Look at “Impact of Child Sexual Abuse on the Survivor as an Adult” (Appendix D) and discuss together. Have a discussion and decide how the list applies to Naja as an adult.
10:10-10:30		Defining terms.	<ul style="list-style-type: none"> Ask participants to define the terms trust, power, intimacy, guilt, sexuality, fear and anxiety, shame, minimization, anger and self-destructive behaviour. Ask how these terms refer to the behaviours discussed above.
10:30-10:45	BREAK		
10:45-11:20	To continue to build knowledge about the impacts of child sexual abuse.	Long and short term impacts.	<ul style="list-style-type: none"> Discuss the “Short and Long Term Effects of Child Sexual Abuse” (Appendix E), which explores the impacts of the issues discussed before the break. Allow participants to add any other impacts they feel need to be added to the list.
11:20-11:55		What survivors might be telling themselves.	<ul style="list-style-type: none"> The messages survivors tell themselves are often the most hurtful. Have participants find a partner and finish these sentences as they feel a survivor might: <ul style="list-style-type: none"> – “Because of the abuse, I am...” – “Because of the abuse, everyone...” – “Because of the abuse, I must have...” – “Because of the abuse, I will...” – “Because of the abuse, I will not...” Discuss “Common Beliefs and Thoughts Held by Adult Survivors of Child Sexual Abuse” (Appendix F).
11:55-12:00	To end the morning.	What to expect in the afternoon.	<ul style="list-style-type: none"> Let participants know they will discuss some of the impacts of child sexual abuse which are especially damaging in Inuit communities such as suicide and alcohol and drug abuse.
12:00-1:00	LUNCH BREAK		

FACILITATOR'S GUIDE

Day Two: The Impact of Child Sexual Abuse on the Adult Survivor			
Time	Purpose	Content	How
1:00-1:40	To examine the connection between suicidal behaviour and abuse.	Examining the issues posed in <i>Chapter 8: A Heavy Burden To Carry</i> .	<ul style="list-style-type: none"> Brainstorm a list of emotions and feelings associated with child sexual abuse (loneliness, anger, unwanted pleasure, powerlessness, fear, confusion, being manipulated by the abuser, guilt, depression, shame, self hatred, low self-esteem, humiliation, worthlessness, etc.) and how these contribute to suicidal behaviour. Make a list of the losses a person who has been sexually abused suffer (include self-esteem, trust, a normal childhood, healthy social contact, freedom, safety and security, control over her own body and life, a normal nurturing environment, appropriate love and affection, developing sexuality in a normal way, energy to do normal activities, etc.). For some survivors, suicide is not so much about depression as about reclaiming power and/or taking action; discuss. (Suicide, like eating disorders, may be viewed as a way to reclaim power over one's own body. It may also seen as a release of pain.)
1:40-1:55		Warning signs of suicide.	<ul style="list-style-type: none"> Ask what you might notice if you thought someone was thinking of suicide. Review "Suicide: Common Warning Signs" (Appendix G).
1:55-2:15	To build knowledge about alcohol and drug abuse with survivors.	Examining the issues posed in <i>Chapter 13: Dealing With The Memories</i> .	<ul style="list-style-type: none"> Drug and alcohol dependency is also higher among child sexual abuse survivors. Discuss why that may be the case? Discuss the statement made by Naja: "I've been drinking to hide the pain inside me. Having just one beer and nothing more was unknown to me. I wanted it all at once. Maybe 10 or 20, without feeling good or having any fun." How did Vilfred help her overcome this behaviour?

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

Day Two: The Impact of Child Sexual Abuse on the Adult Survivor			
Time	Purpose	Content	How
2:15-2:45	To start to build knowledge on how to help the survivor.	Dealing with suicide and addictions.	<ul style="list-style-type: none"> • Discuss Naja’s statement: “If you have had enough of it all, and if you at the same time don’t make any demands on yourself, everything falls apart and you yourself will fall through.” • Working in pairs, ask participants to discuss what might stop someone from considering suicide, even when they are feeling really low. What made Naja stop? Share with the group. (Factors can include relationships, children, writing down thoughts and processing them, being a positive role model, etc.). • Discuss how to support the survivor and give her hope and courage to meet the challenges she may face in her life while at the same time respecting her difficulties and her flirting with suicide and addictions. (It is important to recognize the impact of the abuse, but at the same time recognizing that it is possible to heal and cope in a healthy manner. The survivor can heal from the abuse, and although they will never forget it happened, they can live a healthy and productive life.) • Discuss how it may be possible to help the survivor live with pain and the awareness of sexual abuse. • Discuss how the pain or the memories may be relieved without resorting to alcohol or drug abuse or suicidal behaviour (counselling, belief in her abilities to deal with the issues in her life, etc., should be mentioned).
2:45-3:00 BREAK			
3:00-3:30	To explore the impact of abuse issues in Inuit communities.	How these issues impact healing within Inuit communities.	<ul style="list-style-type: none"> • Discuss the statement: “Healing from sexual abuse can be difficult for survivors living in some Inuit communities.” • Discuss issues such as shame in families, cultural and community factors, loss of control over individual and group destiny, lack of resources in terms of counselling, etc.

FACILITATOR'S GUIDE

Day Two: The Impact of Child Sexual Abuse on the Adult Survivor			
Time	Purpose	Content	How
3:00-3:30 (continued)		How these issues impact healing within Inuit communities.	<ul style="list-style-type: none"> Discuss the hurt caused when some individuals and/or communities do not want to take ownership of the issues and the behaviours. Some victims may be viewed as inviting the abuse, or be persecuted by the offender's family. How may these circumstances make things more difficult for a survivor? What might be some approaches or solutions consistent with the professional roles and responsibilities of participants?
3:30-4:00			<ul style="list-style-type: none"> To survive, some elders have said that people must have hope and a belief that things will get better. They must have pride and belief in themselves. They must feel loved and cared for and have safe opportunities to talk about problems and emotions, so that bad feelings do not grow too overwhelming. Discuss as a group. Many elders see that child sexual abuse and its effects are an issue in their communities and want to help. How might they be supported to help individuals and families?
4:00-4:20	To help the learning process by defining what was learned on day two.	What have I learned today?	<ul style="list-style-type: none"> Ask participants to spend five minutes thinking about what they learned in day two. Note their comments on a flipchart. Ask how each will cope tonight with the material they have been exposed to (encourage examples of positive coping mechanisms). Ask if there are any comments about how the second day went. Ask if there are things that could be changed/improved for the next day/session.
4:20-4:30	To set the stage for day three. To end the second day of the workshop.	Plans for day three. Closing prayer.	<ul style="list-style-type: none"> Review plans for the next day. Refer to workshop agenda on a flipchart. Ask if there are questions about the plan. Ask for a volunteer to say a closing prayer.

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

Day Three: The Survivor as a Parent/The Survivor as a Partner			
Time	Purpose	Content	How
9:00-9:15	To begin day three of the workshop.	Welcome, review agenda and opening prayer.	<ul style="list-style-type: none"> • Facilitator welcomes everyone. • Ask participants if they have any thoughts they would like to share about the second day. • Review plans for the day, and summarize topics. • Ask for questions or comments about the plan. • Deal with housekeeping issues, ask volunteer to say a prayer.
9:15-9:35	To increase knowledge about the issues around parenting for adult survivors.	To examine the issues posed in <i>Chapter 8: Becoming a Mother</i> .	<ul style="list-style-type: none"> • Ask who has given birth in the group. Have a short discussion on what that was like, especially the first time. Note that for all it was very exciting but a difficult time, with all emotions open. • Discuss the difference for survivors with the statement: "It can be hard for women who have experienced sexual abuse during childhood to help and push when giving birth. The intensity, out of their control, the forcefulness in the situation scares them. In a way, it reminds them of the abuse." • Share thoughts on how child sexual abuse could affect the survivor who is pregnant and giving birth. • Naja tells us she was embarrassed because he did not have any clothes on, "I dressed him, crying and feeling ashamed." Discuss possible reasons for this.
9:35-10:00		Examining the issues posed in <i>Chapter 2: Taking Care of Ones Child</i> .	<ul style="list-style-type: none"> • Get into pairs and discuss what makes a good mother. Share with group. Discuss the fact that sometimes survivors blame their own mother for the abuse, and how that could interfere with their own ability to mother well. • Ask what Naja knew she needed to do for herself and Johan, her baby, after he was born. (She needed to get her feelings out of her so she could become a good mother even if it meant reliving a lot of pain.)

FACILITATOR'S GUIDE

Day Three: The Survivor as a Parent/The Survivor as a Partner			
Time	Purpose	Content	How
9:35-10:00 (continued)			<ul style="list-style-type: none"> Brainstorm all the ways one could help the adult survivor have a positive pregnancy, birth and post-natal experience (give them support, allow them to process the abuse in a non-threatening and non-judgmental manner, allow them to experience all emotions, help them develop coping skills, communications skills and appropriate social skills, allow them to take parenting classes if available, getting counselling if available, etc.). Discuss the reasons some mothers who are adult survivors of sexual abuse feel they cannot manage to take care of their children. (For example, loss of self-worth, mistrust of adults, questions whether they have done something terrible to incur abuse, not feeling they can cope with a baby, fears that her own needs will interfere with positive parenting, that the child will not grow up in a good environment, etc.)
10:00-10:15		To examine the issues posed in <i>Chapter 3: The Need For support.</i>	<ul style="list-style-type: none"> What gave Naja a positive advantage so she could keep her child? (Her early upbringing by her grandparents, the continual support of her grandmother, the counselling offered by Conni). Discuss "I don't think anyone can take on the responsibility for a child's upbringing totally alone." Naja's grandmother is a great support to her, but does not take the credit for Naja's ability to look after Johan. What does this teach us about being an effective helper? (Must allow clients to take the lead, to feel that they have the power to make good choices, etc.).
10:15-10:30		To examine the issues posed in <i>Chapter 4: Fear Of Touching One's Own Child.</i>	<ul style="list-style-type: none"> Read and discuss "Understanding Uncertainty With One's Own Child" (Appendix H).

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

Day Three: The Survivor as a Parent/The Survivor as a Partner			
Time	Purpose	Content	How
10:15-10:30 (continued)			<ul style="list-style-type: none"> • Naja knows she should not feel that touching her baby is wrong, but feels it anyway. What might make simple tasks like bathing the baby so difficult for the adult survivor? (She would have to touch him in his private parts, which could bring back memories of her abuse. This might lead to anger and abuse against the baby boy. She might also think she was abusing him, etc.) • Why on the other hand would she not let others touch him? (She might be afraid that he would be abused by them. She needs to have control over the situation, etc.) • Why is it important for the survivor to get over this fear for the sake of the child? (Children need to learn appropriate touching and unacceptable touching so that they can develop appropriate boundaries as they mature themselves.)
10:30-10:45 BREAK			
10:45-12:00	To continue to increase knowledge about the issues around parenting for adult survivors.	To examine the issues posed in <i>Chapter 5: Working on the Trauma</i> .	<ul style="list-style-type: none"> • Naja had a boy. What might she or other survivors fear as a result of having a baby boy? (That he may become a man that will be abusive. They may fear they will take out their anger against men on this baby boy, etc.) • It could have just as easily happened that the baby was a girl. What feelings might this suggest? (That she will suffer sexual abuse, etc.) • Naja accepted she needed help. She stayed at a Family Centre for half a year and received therapy/counselling. How did this help her? (Allowed her to process the sexual abuse, release the pain and express all her feelings of shame, disgust, guilt, and even pleasure in a safe environment, while taking care of her baby, etc.).
		To examine the issues posed in <i>Chapter 6: Protecting The Child</i> .	<ul style="list-style-type: none"> • Discuss with a partner and then share with the group: "As a parent, how do we keep our children safe?"

FACILITATOR'S GUIDE

Day Three: The Survivor as a Parent/The Survivor as a Partner			
Time	Purpose	Content	How
10:45-12:00 (continued)			<ul style="list-style-type: none"> • What makes this more difficult for the parent who is a survivor? (Stimulates memories of one's own dysfunctional family, worries more, fears giving them too much freedom or that something bad will happen, teaching them acceptable boundaries, as the child grows the survivor might see themselves in their child and fear more for their safety, etc.). • Discuss the difference between being protective of one's child, and of putting a strain by being overprotective. Note the differences. (Put a list up on paper with 'Good Protection' on one side and 'Overprotection' on the other.) • Discuss the fact that we cannot protect our children from everything bad. We can just limit the risks.
		To examine the issues posed in <i>Chapter 7: The Child's Right To Say No.</i>	<ul style="list-style-type: none"> • Teaching a child that they have the ability to say 'no' is an important lesson in setting appropriate boundaries. The movie tells us that "bringing up children to be nice and sweet is no goal in itself." Discuss. • Discuss the statement "respect creates respect." (Adults need to respect that if a child does not want to hug or kiss them, they should not be forced to do so, etc.) • How do parents and other adults make reasonable demands on children while at the same time respecting their boundaries?
12:00-1:00 LUNCH BREAK			
1:00-1:30	To increase knowledge about the issues around adult survivors as partners.	To examine the issues posed in <i>Chapter 9: Being Absent When You Are Close.</i>	<ul style="list-style-type: none"> • Have each participant come up with five qualities that they would want in a 'good' partner. Share with the group, and have the group then make a list of what a perfect partner would look like while at the same time recognizing that nobody is 'perfect'. • Discuss intimacy (remind participants of day two's definition and why intimacy is a problem for survivors).

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The Hidden Face, Part 2 – Adult Life

Day Three: The Survivor as a Parent/The Survivor as a Partner			
Time	Purpose	Content	How
1:00-1:30 (continued)			<ul style="list-style-type: none"> • Why is intimacy such a problem for survivors? Why does it get worse when a relationship becomes sexual? <ul style="list-style-type: none"> – Sex used to be a secret and a shameful activity and now should be open and enjoyable, but survivors find that transition hard. – Survivor used to shut down during sex, now their partner wants them present. – Survivor sometimes afraid to ask for what they want, and do not believe they are entitled to their own fulfillment. • Discuss what the term 'sexual freedom' means to the participants. • Discuss how adult survivors might achieve sexual freedom.
1:30-2:00		To examine the issues posed in <i>Chapter 10: Choosing a Partner</i> .	<ul style="list-style-type: none"> • Make a chart with 'Healthy Relationships' on one side and 'Unhealthy Relationships' on the other. Have participants come up with examples of each. <ul style="list-style-type: none"> – Healthy (include having fun together, mutual respect, feeling good about yourself, etc.). – Unhealthy (include being overly jealous, wanting a lot of control, being very critical, being mean, making threats, making the other person feel bad, forcing sex, abusing or hurting the other person, etc.). • Discuss the quote from the film "we always feel safe with the things we know." Discuss how this fact means that often adult survivors choose partners who are like their abusers. • What feelings or thoughts might the survivor have that will lead them to choose controlling partners and replay the role of victim? <ul style="list-style-type: none"> – I am worthless; – I am the kind of person who must service others; – My wishes are not important. • How might counselling or treatment help them choose better partners?

FACILITATOR'S GUIDE

Day Three: The Survivor as a Parent/The Survivor as a Partner			
Time	Purpose	Content	How
2:00-2:15	To continue to increase knowledge about the issues around adult survivors as partners.	Examining the issues posed in <i>Chapter 11: Naja Meets Vilfred</i> .	<ul style="list-style-type: none"> • Why did Naja get so angry with Vilfred when they were first together? "In the beginning of our relationship, it was very difficult for me. I often reacted violently to things without explaining why." • Once Naja told Vilfred about the abuse, their relationship improved. Why might a relationship never be good if a survivor does not tell about her abuse? (The old feelings will resurface at times and need to be understood by the partner, the survivor might remain angry throughout life, be revictimized, develop poor relationship skills, not able to protect their own children, become suicidal, never have the opportunity to go through a healing process, etc.). • Note that it takes a mature, caring, strong, and understanding partner to be able to deal with a partner who has been abused.
2:15-2:30		Examining the issues posed in <i>Chapter 12: The Body's Memory</i> .	<ul style="list-style-type: none"> • It could easily happen that a caring partner still does something the abuser once did. How might the adult survivor react? (With anger, with disgust, with withdrawal, etc.) • How might the survivor learn to separate the past from the present? <ul style="list-style-type: none"> – By sharing the childhood abuse with the partner; – By good communication skills; and – By being aware that what is going to happen now does not relate to the past and that the abuser is interfering with her current sex life, etc.
2:30-2:45	BREAK		
2:45-3:20	To continue to increase knowledge about the issues around adult survivors as partners.	Examining the issues posed in <i>Chapter 14: Now I am Here – Free</i> .	<ul style="list-style-type: none"> • How does Naja achieve emotional freedom? (Recognizing that she cannot change what happened to her, but she can change how she deals with it and be released from the hold it has had on her). • Why is it important for an adult survivor to feel emotionally free? (So that she can live life more fully, parent better, be a better partner, realize she has needs, take care of her own needs, etc.)

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

Day Three: The Survivor as a Parent/The Survivor as a Partner			
Time	Purpose	Content	How
2:45-3:20 (continued)			<ul style="list-style-type: none"> How can a survivor achieve emotional freedom? (Through support, counselling, good relationships, etc.)
		Examining the issues posed in <i>Chapter 15: Daring With The Partner</i> .	<ul style="list-style-type: none"> Naja has now developed a healthy relationship with Vilfred, but it took time. She says that, "It took a lot of strength and a lot of courage to ask him if he would move in with me." Why would that be the case? (Fear of intimacy, of abandonment, of trust, etc.) What does it mean to a survivor when she dares to ask a caring, loving partner to live with her? (Trust has been established, fear of intimacy put aside, etc.) Naja mentions that she does not regard Vilfred as a parent, but as a partner. Why is this so important? (Shows that she has moved past the abuse and is able to maintain a healthy relationship, etc.)
3:20-4:15	Integrating parenting and partnering for the adult survivor.	Examining the issues posed in <i>Chapter 16: Making A Safe Family</i> .	<ul style="list-style-type: none"> Brainstorm with participants what a safe family looks like. (Include such aspects as having fun together, showing love and affection in an appropriate manner, feeling safe, using respect and cooperation as opposed to power and control when dealing with issues, good communication, working together for common purposes, developing a sense of tradition, adults protecting the children, etc.) Discuss Mina's role in Naja's life. (She rescued Naja from the abusive situation and gave her the necessary care and security to help her help herself heal.) Discuss Vilfred's role in Naja's life. (His maturity, understanding and acceptance helps her accept herself, helps her heal, etc.) What are Naja's goals for her son and her relationship with him? <ul style="list-style-type: none"> to be open and close with each other. to feel like a true family with Vilfred.

FACILITATOR'S GUIDE

Day Three: The Survivor as a Parent/The Survivor as a Partner			
Time	Purpose	Content	How
3:20-4:15 (continued)			<ul style="list-style-type: none"> – to give him a calm, harmonious upbringing. – to teach him about boundaries. – to appreciate his unique talents and accept his own future. – to know that life has its ups and downs, but learning to cope with these is key to a happy future, etc. • What are Naja's plans for her future? (Education, good job, perhaps marriage, etc.) • Naja has done well. Discuss how it is possible for other adult survivors to be able to find peace and move on with their lives in a positive manner.
4:15-4:30	To help the learning process by defining what was learned.	What have I learned today?	<ul style="list-style-type: none"> • Ask participants to spend five minutes thinking about what they learned in day three. • Form a talking circle and ask participants to finish the following sentence or to make their own comments about what they have learned: <ul style="list-style-type: none"> – "What gives me hope for survivors is ..." • Share with the group. • Ask if there are any comments about how the third day went. Ask if there are things that could be changed/ improved for day four.
4:30-4:40	To end the day of the workshop and set the stage for the next day.	Plans for day four and closing prayer.	<ul style="list-style-type: none"> • Review plans for the next day and ask if there are any questions. • Ask for a volunteer to say a closing prayer.

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The Hidden Face, Part 2 – Adult Life

Day Four: Helping Adult Survivors			
Time	Purpose	Content	How
9:00-9:15	To begin day four of the workshop.	Welcome, review agenda and opening prayer.	<ul style="list-style-type: none"> • Facilitator welcomes everyone. • Ask participants if they have thoughts they would like to share about the third day. • Review the agenda for the day, summarize the topics. • Ask for questions or comments about the agenda. • Deal with housekeeping issues. • Ask for a volunteer to say an opening prayer.
9:15-9:30	To examine and appreciate why healing is important for adult survivors.	Reasons to get help to heal.	<ul style="list-style-type: none"> • Why is it important to heal from the child sexual abuse? <ul style="list-style-type: none"> – to become a better parent, to become a better partner; – to truly believe the abuse was not their fault; – to regain a healthy sense of control over the events in their lives; – to help sort out their feelings about the abuse; and – to feel better about themselves.
9:30-10:30	To build knowledge about Inuit values and principles.	Inuit and healing.	<ul style="list-style-type: none"> • Briefly discuss the six principles of “Inuit Principles of Healing and Working Together” (Appendix I). • From the Inuit principles came ideas from elders on healing. Discuss “Inuit Elders Traditional Beliefs on Helping” (Appendix J), which are important traditional values that lay the foundation for connection, caring, respect and hope. • From these concepts came ideas on how a person could support themselves in the healing process. Discuss “Inuit Elders Traditional Methods of Helping and Coping” (Appendix K). • Discuss if and how these ideas can apply to the adult survivor of child sexual abuse.
10:30-10:45	BREAK		

FACILITATOR'S GUIDE

Day Four: Helping Adult Survivors			
Time	Purpose	Content	How
10:45-11:00	To build skills for working with adult survivors of child sexual abuse.	Healing.	<ul style="list-style-type: none"> • Ask participants to respond to the question "What do Inuit survivors need to do to heal themselves?" (Seek help, be ready to change through self-examination and awareness, reconnect with their culture and traditional knowledge.) • Discuss how healing is a process, not a single event, that can last a lifetime. • Discuss whether the survivor needs to forget what happened in order to heal. (A survivor will never forget what happened, but can learn to cope with it better and become healthier.) • Brainstorm ideas for what a traditional healer does (counsels, listens, asks questions, shares their knowledge and life experience, etc.).
11:00-11:30	Building skills for working with survivors.	Building a counselling/ helping relationship.	<ul style="list-style-type: none"> • Brainstorm with the group answers to the questions "what type of person would you feel comfortable going to if you needed help?" and "what are the important characteristics of a trusted counsellor?" • Pick several examples from both questions and work with participants to identify ways that a counsellor or helper can increase the trust of the adult survivors with whom they are in contact. (Language, listening skills, body language, tone of voice, developing routines, problem solving, confidentiality, helping the survivor help themselves, support, reliability, etc.) • Becoming an effective listener is a critical skill for helpers. Discuss the concept of and the techniques of "active listening" (allowing the client to lead, showing respect, reflecting the event and feelings, paraphrasing to ensure accurate understanding of what the person has said, etc.).

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The Hidden Face, Part 2 – Adult Life

Day Four: Helping Adult Survivors			
Time	Purpose	Content	How
11:30-12:00	To build knowledge and understanding about the survivor's healing journey.	Healing.	<ul style="list-style-type: none"> • Write on a flipchart and discuss the statements, "our problems are not so much about the events in our lives, but how we cope with what happens to us" and "how in our respective professional lives can we help adult survivors heal?" • Write down all their answers. • Discuss "How To Support the Healing Process with Adult Survivors" (Appendix L).
12:00-1:00 LUNCH BREAK			
1:00-1:30	To examine methods to help along their healing journey.	Barriers and Benefits to Helping.	<ul style="list-style-type: none"> • Put a flipchart up with one side labeled "Barriers to Helping" and the other side labeled "Benefits to Helping." • Ask "what are possible barriers that you or your colleagues or community members might feel about addressing the issue of helping adult survivors heal?" Write down the answers. (Taboos against talking about it, too many abusers in the community, some community leaders are abusers, don't know how to start/help, etc.) • Ask "what are the possible benefits that you, your colleagues or community members might see in addressing the issue? Write down the answers. (Less suicide, less drug and alcohol abuse, less violence, healthier parenting, healthier relationships, etc.) • Discuss what is best for everyone and why.
1:30-2:15	To learn about healing and resiliency.	Signs of healing.	<ul style="list-style-type: none"> • Discuss the signs of healing: <ul style="list-style-type: none"> – When the survivor can keep themselves safe; – When the survivor can have healthy relationships with others; – When they are able to feel and express all emotions; – When they feel good about themselves; – When they are able to let go of their need for power and control over people and situations;

FACILITATOR'S GUIDE

Day Four: Helping Adult Survivors			
Time	Purpose	Content	How
1:30-2:15 (continued)			<ul style="list-style-type: none"> – When they are able to be assertive about their needs, but not aggressive; – When they understand that life has its ups and downs and it is how these are coped with that is important; – When they can deal with the ups and downs in a healthy manner without resorting to alcohol or other negative means of coping; and – When they look forward to living, etc.
2:15-2:30		BREAK	
2:30-3:15	To learn about healing and resiliency.	Resiliency.	<ul style="list-style-type: none"> • Inuit elders have said that resiliency is a goal so that people do not give up during hard times. Have the participants come up with a definition and examples of resiliency. (The ability to survive or bounce back from negative events in one's life and maintain hope, mental wellness and positive coping methods.) • How can we help and support a survivor to develop resiliency? <ul style="list-style-type: none"> – By helping to build a support system and connecting them to others who are caring and positive – Paying attention to our thoughts and changing them to be more positive – Helping others and participating in positive community events – Identifying their strengths and building on them, learning new knowledge, new skills, new coping methods, new ways of looking at situations, etc.
3:15-3:30	The challenges of healing in Inuit communities.	How participants can support communities to better support survivors.	<ul style="list-style-type: none"> • Discuss how the community does not always react well to survivors of child sexual abuse. • Discuss what the negative consequences of this reality. (Suicide, drug and alcohol abuse, violence against others, poor parenting skills, unresolved intergenerational trauma, etc.) • Discuss what each participant could do in their role to help their community cope better with the issue.

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

Day Four: Helping Adult Survivors			
Time	Purpose	Content	How
3:15-3:30 (continued)			<ul style="list-style-type: none"> • Have each participant finish the statement "when I get back to my job/community I will..."
3:30-4:00	To evaluate the four-day workshop and capture future training needs.	Workshop evaluation.	<ul style="list-style-type: none"> • Ask participants to complete a written evaluation of the workshop. This will capture what was learned and training needs for the future.
4:00-4:15	To help the learning process and end the workshop.	Closing remarks. Closing prayer.	<ul style="list-style-type: none"> • Five minutes of personal reflection on the four-day workshop. • Form a talking circle and ask participants to finish the following sentences or to make their own comments: <ul style="list-style-type: none"> – "Today I was surprised to learn that..." – "Something new that I will do in my work is..." – "I want to learn more about..." – "I appreciate..." • Thank the participants for their hard work. • Ask for a volunteer to say a closing prayer.

FACILITATOR'S GUIDE

APPENDIX A – TRUE OR FALSE

1. Once the survivor has talked about the abuse and received help, she can put it behind her , forget it, and get on with her life.
2. You cannot change the events in your life, just how you cope with them.
3. When the abuse stops, the hurt will go away.
4. Pregnancy and childbirth can bring back painful memories for the survivor.
5. Women who have been abused as children often find it difficult to fully understand the needs of her children.
6. A survivor often finds it difficult to touch, cuddle and meet the physical, emotional and psychological needs of her babies.
7. Teaching your child about appropriate boundaries will make them afraid of trusting.
8. A survivor who has been abused will naturally abuse their own children, or allow them to be abused.
9. There is a higher rate of suicide among the sexually abused survivors.
10. Adult survivors always become deviant adults, involved in crime, drugs or prostitution.
11. Counsellors can help and support survivors, but it is the survivor who does all the hard work to become healthier, even though she was not the person at fault.
12. Survivors find it easy to trust new partners who are supportive and understanding.
13. Sometimes survivors fall in love with someone who is like their abuser.
14. Survivors should not tell their new partners about their previous abuse as it might 'hurt' the new relationship.
15. Survivors often misunderstand their new partner's words and actions.
16. The effects of child sexual abuse can never be healed and make the adult survivor incapable of leading a fulfilling and happy life.
17. Counsellors should learn as much as possible about child sexual abuse and its consequences so that they can better help their clients.

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The Hidden Face, Part 2 – Adult Life

APPENDIX B – FACT SHEET ON CHILD SEXUAL ABUSE

- Child sexual abuse often starts when the child is young, sometimes as young as a toddler or baby.
- Sexual abuse occurs across all communities regardless of race, culture, social or economic status.
- Many survivors were told not to tell, and threatened with being responsible for bad things happening to their families if they tell.
- Many survivors of child sexual abuse who are abused by a relative are afraid to tell because they do not want harm to come to their family or to be responsible for their family breaking up.
- Sometime sexual abuse might start with some touching and fondling and then change to other forms of sexual activity.
- Survivors may love or care for the person who abused them.
- Boys as well as girls can be abused. Women as well as men can be abusers.
- Sometimes the child is threatened into sexual activity.
- Sometimes the survivors are given gifts and money.
- Many times the survivor is accused of wanting to take part in the sexual activity. They are often accused of asking for it, being a troublemaker (if they tell) or a bad person.
- Survivors often feel guilty especially if they get some pleasure from any of the sexual activity.
- Often child sexual abuse is started by a member of the family or a close family friend who the child trusts or feels he or she should trust.
- Often the abuser is someone who is respected in the community or by the family or by the survivor. This makes telling more difficult, and sometimes the survivor is not believed.
- Because of the taboo against talking about sexual abuse, the incidence of it is much higher than reported.
- Many sexual offenders abuse many victims.
- Many survivors are abused by more than one offender.

Remember: what happens in child sexual abuse is never the survivor's fault. The abuser has done something wrong and is responsible for his or her actions.

FACILITATOR'S GUIDE

APPENDIX C – FACT SHEET ON CHILD SEXUAL ABUSE AND ITS IMPACT ON ADULT SURVIVORS

- Sexual abuse is an inappropriate sexual and moral behaviour. There are male and female sexual abuse offenders in every community regardless of race, culture, social or economic status. Because of the taboo against talking about sexual abuse, the incidence it is much higher than reported.
- Survivors may love or care for the person who abused them. Survivors often feel guilty especially if they get some pleasure from any of the sexual activity.
- Often, child sexual abuse is started by a member of the family or a close family friend who the child trusts or feels he or she should trust. Often, the abuser is someone who is respected in the community or the family or the survivor. This makes telling more difficult, and sometimes the survivor is not believed.
- The short-term effects of sexual abuse lead to the survivor feeling such emotions as shame, guilt, fear, anger, grief, confusion and betrayal.
- The long-term consequences include the short term effects as well as problems with relationship breakdown, parenting issues, sexual dysfunction, eating problems, and feelings of depression and can lead to feeling out of touch with reality, alcohol and drug abuse as well as suicidal thoughts and behaviour.
- Many survivors find parenting very difficult.
- Many survivors often find new partners who are like their abuser.
- When a survivor is in a healthy relationship, she may sabotage it if she has not learned to trust.

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

APPENDIX D – THE BEHAVIOURAL IMPACT OF THE ABUSE ON THE ADULT SURVIVOR

The adult survivor may experience:

- Being hyper-vigilant (always on guard, distrustful, suspicious, on the lookout for potential dangers, acutely sensitive).
- Blocking memories, deny experience, even to self.
- Boundary issues (not able to say 'no').
- Control and power issues (wanting to over control situations, or allowing others to misuse their power – becoming a 'victim' again).
- Criminal behaviour.
- Dissociation (separating mind from body to escape overwhelming or painful memories).
- Depersonalization (sees adult self and child self as two separate individuals).
- Eating disorders – used as a inappropriate form of control over one's own body.
- Feelings of low self-esteem, negative self-image, self-hatred, feels nobody could really love her, 'especially if they really knew her'.
- Hurting others, annoying others deliberately, behaving aggressively.
- Inability to find and sustain a healthy intimate relationship.
- Inability to parent in a healthy manner.
- Inability to trust (anybody).
- Lack of self-care, repeated self-sacrifice.
- Phobias, nightmares, illnesses.
- Recurring medical problems (has not taken care of self).
- Self-mutilation.
- Sexual dysfunction.
- Substance abuse (alcohol, drugs, etc.).
- Suicide or suicidal ideation and/or recurring depression.

FACILITATOR'S GUIDE

APPENDIX E – SHORT AND LONG TERM EFFECTS OF CHILD SEXUAL ABUSE

Issue	Impact on Child	Long-Term Impact on Adult Survivor
Trust	The child experienced the abuse as a betrayal of trust, especially if the abuser was a trusted person.	The survivor might also feel betrayed by others, such as his/her mother, feeling that she should have protected him/her. As a result the survivor might have difficulty in allowing herself to trust anybody or in knowing who to trust. Relationships are sabotaged. If the survivor had some positive feeling during the abuse, she might feel as though her body betrayed her, even if her head was angry.
Power	The child felt powerless over the abuse while it occurred.	As a result, the survivor might feel powerless and have difficulty being assertive when necessary. OR At other times she might try to be too controlling, even the smallest detail so she will feel safe and more powerful and in control.
Intimacy	Normal loving nurturing was often missing.	As a result this makes intimacy difficult even with a healthy supportive partner. She feels disconnected sexually. Often the survivor either avoids positive relationship possibilities or is sexually available to anyone. Interpersonal skills can be poor – either very passive or very aggressive.
Guilt	Guilt is felt for cooperating with the abuse.	The guilt, if not processed continues into adulthood. There is also guilt if the abuse was reported and the family torn apart.
Sexuality	The abuse interferes with normal sexual development.	As a result, instead of growing up to experience her body as a source of pleasure, the survivor might think of it as a source of pain. Sex might be viewed as a form of control rather than an expression of love. As a result the survivor might withdraw from sex or use sex inappropriately as a way to get power, control or affection. There might be confusion over sexual identity.
Fear and Anxiety	There is the immediate fear of the person who abused the child. The child was often too afraid to let anyone know of the abuse.	As a result the survivor might fear all others who want to get close, afraid that abuse will reoccur. There is fear also that the survivor is alone with these secrets and is at fault for what occurred. This can lead to long term depression.
Shame	The child often felt shame about the sexual abuse, feels she is a 'bad' person.	As a result the survivor might feel an unworthy adult and feel too ashamed to let anyone get close.

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The Hidden Face, Part 2 – Adult Life

APPENDIX E – SHORT AND LONG TERM EFFECTS OF CHILD SEXUAL ABUSE (continued)

Issue	Impact on Child	Long Term Impact on Adult Survivor
Minimization	The child often told herself that the abuse was not that bad. As a result she learns to behave as if everything is fine, while keeping her true thoughts to herself.	As a result the adult survivor might feel that she does not need to deal with the abuse and try to heal.
Anger	The child often felt anger about the sexual abuse and for the abuser. The anger was often not directed at the abuser because of fear.	As a result, the survivor does not deal with anger well, and the anger is often misplaced. Partners and children are often the object of misplaced anger. Frequent outbursts of rage often happens.
Self-Destructive Behaviour	The child sometimes shows signs of distress through self-mutilation, and other risky behaviour.	The survivor sometimes feels so hopeless and helpless that suicide is seen as a way out. Self-mutilation, eating disorders, high-risk sexual behaviour often occurs. Alcohol and drug abuse is also a result of unresolved child sexual abuse.

FACILITATOR'S GUIDE

APPENDIX F – COMMON BELIEFS AND THOUGHTS HELD BY ADULT SURVIVORS OF CHILD SEXUAL ABUSE

SOME COMMON UNHEALTHY CORE BELIEFS:

- I am not intelligent.
- No one really loves me.
- Everyone seems to know more than me.
- I am inferior.
- I always make mistakes.
- I do not deserve nice things.
- I cannot do anything right.
- Other people know what is best for me.

SOME BELIEFS AFFECTING SELF-ESTEEM:

- I am worthless and bad.
- No man could care for me without wanting sex.
- I am inferior to other people because I had abnormal experiences.
- I will not be able to live a normal life; the damage is permanent.
- Only worthless, bad guys would ever be interested in me.
- I have already been used so it does not matter if other men use me too.
- Anyone nice who knows what happened to me will not want anything more to do with me.

SOME BELIEFS AFFECTING GUILT AND SHAME:

- I must have been responsible for sex when I was young because it went on for so long.
- I must have permitted sex to happen to me because I was not forced into it.
- I must have been seductive and provocative when I was young.
- It must be unnatural to have felt any pleasure during the sexual abuse.

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The Hidden Face, Part 2 – Adult Life

APPENDIX G – SUICIDE: COMMON WARNING SIGNS

(Adapted from the Canadian Association for Suicide Prevention website: suicideprevention.ca)

Suicide prevention depends heavily on our ability to recognize those people who are in distress and may be at risk. The American Association of Suicidology developed a simple tool that we can all use to remember the warning signs of suicide. This tool is called 'IS PATH WARM' and outlines the key points to remember.

I – Ideation (suicidal thoughts).

S – Substance Abuse.

P – Purposelessness.

A – Anxiety.

T – Trapped.

H – Hopelessness/Helplessness.

W – Withdrawal.

A – Anger.

R – Recklessness.

M – Mood changes.

Other signs and behaviours to be aware of and that might suggest someone being at risk of suicide include:

- Direct and indirect verbal expressions: 'I don't want to live anymore', 'there is nothing to live for anymore', 'people will be better off without me'.
- Dramatic changes in mood.
- Loss of interest in previously enjoyed activities.
- Agitation.
- Increase in drug and alcohol use.
- Risk taking behaviour.
- Aggressive, impulsive and/or violent acts.
- Expressions of hopelessness and purposelessness.
- Lack of self-care or outright neglect of self.
- Changes in eating and sleeping patterns.
- Withdrawal from family, friends, and interests.
- Giving away prize possessions and/or making a will.
- Reconnecting with old friends and extended family as if to say goodbye.
- Previous unresolved or recent suicide attempts.

FACILITATOR'S GUIDE

APPENDIX H – UNDERSTANDING UNCERTAINTY WITH ONE'S OWN CHILD

When the woman's boundaries have been interfered with, through child sexual abuse, she may become uncertain of how to behave with her own child.

- She may be uncertain about the physical contact: What is abuse, and what is not?
- When one washes a child, it should be done thoroughly, which includes washing the genitals. This may cause a reaction, a baby boy's penis may become erect and the mother may subsequently fear that she is guilty of sexual abuse on the child.
- It is sexual abuse when the grown-up plays with the child's genitals for his or her own pleasure. It is not sexual abuse when the child gets an erection when she washes him.
- It is very painful when you have a child you want to be kind to and then to be so in doubt every time you touch him.
- It must be remembered that the baby child has no inner boundaries. He cannot help. He does not have any self-awareness; he is totally dependent on the grown-up's way of handling the situation.
- For an adult, it is necessary to know what the child needs and then be able to fulfill these needs for him. Sometimes the mother's needs have to be set aside.
- When an adult oversteps a child's boundaries, be it with anger or too overwhelming love, it is important to be able to pause and ask oneself, 'Whose needs are these? Are they my needs? Or are they the child's needs?'
- One may manage to dissolve the feelings inside and then feel the inner freedom to be able to notice, to sense and take care of the child. One can say that there is a bridge between a mother and a child, but that bridge could be blocked by unresolved emotions caused by sexual abuse.
- The feelings toward the child may be confused and strong, since they have been suppressed for such a long time. The survivor may be absolutely panic stricken. It is good to know that when one starts processing the feelings from the time when the abuse took place, one may get some peace in mind.

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

APPENDIX I – INUIT PRINCIPLES OF HEALING AND WORKING TOGETHER

Six guiding principles of Inuit Qaujimajangit (Inuit knowledge) have been identified and form the basis of Inuit counseling practices. The principles also can guide us in effective joint actions to prevent abuse and promote healing.

1. *Piliriqatigiinngniq — working together for the common good*

This means knowing one's role in a family, community or organization and making judgments and decisions that benefit everyone rather than a few.

2. *Avatikmik Kamattiarniq — environmental wellness*

Healthy links between mental, physical and spiritual sides of people, the family and the community.

3. *Pijittsirarniq — service to others and leadership*

These ideas contribute to the common good and are part of wisdom in Inuit culture.

4. *Pilimmaksarniq — empowerment*

Inuit can and should use all sources of information, gathering it and using it to right social and spiritual wrongs, and to work toward a balanced and strong Inuit society.

5. *Qanuqtuurunnarniq — resourcefulness and adaptability*

Inuit have a great capacity to be creative, flexible, and to find solutions.

6. *Aajiiqatigiinngniq — cooperation and consensus*

The Inuit healing process succeeds when clients, counsellors, leaders and community members work together and value each other's ideas. Solutions reached by consensus are the strongest.

From Pauktuutit Inuit Women of Canada (2006) *National Strategy to Prevent Abuse in Inuit Communities and Sharing Knowledge, Sharing Wisdom: A Guide to the National Strategy*. Ottawa. p.4-5.

FACILITATOR'S GUIDE

APPENDIX J – INUIT ELDERS TRADITIONAL BELIEFS ON HELPING

Important traditional values which lay the foundation for connection, caring, respect, and hope:

1. Patience

- Tomorrow is another day.
- Problems can be solved.
- Life will get better.

2. Perseverance

- Never give up.
- Keep trying.
- Difficulties can be overcome.

3. Love and Caring

- Among family members and community members.
- Listen to each other, help each other, teach each other.
- Show love and caring daily.

4. Communication

- Talk out problems.
- Become a good listener.
- Solve conflicts and restore harmony.

5. Awareness of self and others

- Think about how your own behaviour affects others.
- Pay attention to others so you will recognize if they need help.

6. Confidentiality and respect for others

- Do not gossip or lie.
- Do not tell other people what you know about someone's feelings or problems.

7. Personal responsibility

- Take responsibility for your own behaviour.
- Apologize if you do something wrong.
- Take responsibility for being helpful to others.

(From Ajunniginiq Centre, National Aboriginal Health Organization (2006) *Suicide Prevention: Inuit Traditional Practices that Encourages Resilience and Coping*. p.vi).

Kiinaq Ijiqsimajuq

The Hidden Face, Part 2 – Adult Life

APPENDIX K – INUIT ELDERS TRADITIONAL METHODS OF HELPING AND COPING

1. Talk to someone you trust about your problems:
 - Keeping the issues inside will only make them worse.
2. Change your thoughts:
 - Remind yourself that although life is sometimes difficult, things will change over time, days are never the same.
 - Know that the problem is now not the abuse, but how you must cope with it.
 - Tell yourself that you can make the necessary changes, that life can get better.
3. Get outside into nature; be active:
 - This will help you take your mind off problems.
 - Traditional activities on the land can be reassuring.
4. Don't isolate yourself:
 - Go out.
 - Be with others.
 - Be active.
5. Pray:
 - Talk to God (if that helps).
6. Learn how to handle arguments problems with other people:
 - Take responsibility for your own behaviour.
 - Do not own other people's behaviour.
7. Believe in yourself:
 - Don't put yourself down.
 - Learn ways to develop strength and competence.
8. Remember that you are not alone:
 - Others care about you.
 - Others have similar problems and are trying to cope as well.
9. Learn traditional skills:
 - Be proud to be an Inuk!
 - Problems can be solved.
 - Life will get better.

(From Ajunniginiq Centre, National Aboriginal Health Organization (2006) *Suicide Prevention: Inuit Traditional Practices that Encourages Resilience and Coping*. p.vi).

FACILITATOR'S GUIDE

APPENDIX L – HOW TO SUPPORT THE HEALING PROCESS WITH ADULT SURVIVORS

- Be comfortable, informed and skilled in discussing sexual issues.
- Be comfortable, informed and clear about your own sexuality.
- Try to be calm, patient, sensitive, caring, warm, non-judgmental, empathic, and a good role model even if/when the survivor gets angry with the counselling.
- Have clear boundaries yourself and know you are not there to do it for the survivor, but to support them helping themselves.
- Accept that the counselling might take time and effort on both the part of the survivor and the counsellor. Be aware that the survivor might feel worse before they feel better.
- Allow the survivor to tell their own story without leading, controlling, etc., and at their own pace.
- Allow them to tell you how the abuse is affecting them today.
- Allow and accept a variety of emotions, tears, silences, anger, rage, etc.
- Allow emotions to flow (tears, sighs, frustration, anger, etc.).
- Allow the survivor to grieve their losses (childhood, innocence, control over own body, etc.).
- Do not give your personal opinions on the subject.
- Focus on the strengths they have in order to survive the abuse in the first place
- Validate all feelings and emotions, including feeling bad or guilty for reporting the abuse.
- Acknowledge rage and inappropriate behaviour as reaction to abuse, but that the adult needs help in developing appropriate coping skills that do not hurt any current relationships which are positive.
- To allow appropriately placed anger, sometimes having the survivor do an exercise such as writing a letter expressing rage, anger, and other feelings toward the abuser and/or to the people who knew of the abuse and let it continue (*i.e. the mother or other family or community members*) will help.
- Develop a positive supportive respectful relationship that leaves the survivor's dignity in place.
- Develop an awareness and knowledge of child sexual abuse and its impact on survivors.
- Give them information about appropriate sexual behaviour.
- Help them develop coping skills, communication skills, and appropriate social skills.
- Sometimes having the survivor write a letter expressing rage, anger, and other feelings toward the abuser and/or to the people who knew of the abuse and let it continue (*i.e. the mother or other family or community members*).
- Be aware of any issues you have (as a helper) regarding child sexual abuse and the adult survivor.
- Be sure to keep confidentiality.
- As a counsellor, look after yourself, and be a good role model in this aspect.

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The Hidden Face, Part 2 – Adult Life

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