

For all victims of sexual abuse, most especially the survivors of clerical sexual abuse. We honor you who have been harmed. Your lives, your stories, and your pain are not forgotten.

CREATING SAFE AND SACRED PLACES

Identifying, Preventing, and Healing
Sexual Abuse

Gerard J. McGlone, SJ, PhD, and Mary Shrader
with Laurie Delgatto

Saint Mary's Press
Winona, Minnesota



Genuine recycled paper with 10% post-consumer waste. Printed with soy-based ink. 50779

The publishing team included Laurie Delgatto, development editor; Barbara Murray, contributing editor; Mary Koehler, permissions editor; Mary M. Bambenek, development assistant; Brooke E. Saron, copy editor; Lynn Riska, production editor and typesetter; Andy Palmer, art director; Kimberly K. Sonnek, designer; cover photo © Koji Kitagawa/SuperStock; manufacturing coordinated by the production services department of Saint Mary's Press.

The acknowledgments continue on page 157.

Copyright © 2003 by Saint Mary's Press, Christian Brothers Publications, 702 Terrace Heights, Winona, MN 55987-1318, www.smp.org. All rights reserved. Permission is granted to reproduce only the materials intended for distribution to the program participants. No other part of this book may be reproduced by any means without the written permission of the publisher.

Printed in the United States of America

Printing: 9 8 7 6 5 4 3 2 1

Year: 2011 10 09 08 07 06 05 04 03

ISBN 0-88489-809-1

Library of Congress Cataloging-in-Publication Data

McGlone, Gerard J.

Creating safe and sacred places: identifying, preventing, and healing sexual abuse / Gerard J. McGlone and Mary Shrader with Laurie Delgatto. p. cm.

Includes bibliographical references.

ISBN 0-88489-809-1 (pbk.)

1. Child sexual abuse by clergy. 2. Catholic Church—Clergy—Sexual behavior. 3. Sex—Religious aspects—Catholic Church. I. Shrader, Mary. II. Delgatto, Laurie. III. Title.

BX1912.9.M34 2003

261.8'3272'088282—dc22

2003015367

AUTHOR'S ACKNOWLEDGMENTS

In loving memory of my parents, Mary and Steve, and my sister, Kathy.

To my family and friends, my family members who have survived sexual abuse; my sojourners who were clients, who were victims and survivors, who were perpetrators; my professors and mentors; my many benefactors; my community at Saint James Catholic Church; and my Jesuit superiors and companions. Each of you has taught me, changed me, supported me, and challenged me to go beyond the ordinary and status quo, to seek that which is “the more” in God's glory and labors.

I want to acknowledge in a special way my coauthors, Mary Shrader and Laurie Delgatto. It is a great source of pride to call each of you both colleague and coauthor. You have made this difficult task a true source of serenity in an arduous effort.

Gerard J. McGlone, SJ, PhD

In appreciation of the parents, young adults, staff, volunteers, and youth who choose to work to keep all young people safe, in light of and in spite of the current events surrounding the issues of sexual abuse in the Church.

For my family, mentors, and teachers who planned and prepared to keep me safe.

This book is written with the hope that those who need to read it will.

Mary Shrader

With deep admiration, respect, and love to Carol and Steve LaBonte for loving me like one of your own. And to John, for your amazing courage.

To Lisa and Joe Correia; Mike and Cher Delgatto; Melissa and Aaron Ketchand; Mitzi, Doug, and Karen Stafford; and all those who listened and believed me when others would not. And for Jake, who took the time to understand. I am so thankful to have each of you walking this journey of healing with me.

Laurie Delgatto

Collectively we wish to express appreciation to the following people:

- Barbara Murray, for her thorough, careful, and pastoral review of this manuscript.
- Maureen Provencher, the author of session 7, “A Listening Session for Young People,” which was originally published on the clergy sexual abuse section of the Saint Mary’s Press Walking with Teens in Hope Web site (www.smp.org/tragedy).



CONTENTS

Foreword	9
Preface	11
Introduction	14
PART A	
UNDERSTANDING SEXUAL ABUSE	
Chapter 1: Sexual Abuse: An Overview	23
Sexual Abuse Defined	23
Types of Abuse	24
Stages of Abuse	25
The Abuser	26
Types of Offenders	27
Warning Signs of a Sexual Predator	28
Healthy Sexual Development	28
Signs of Sexual Abuse	29
Cyber Sex and Abuse	31
Long-Term Effects of Sexual Abuse	32
Chapter 2: Sexual Abuse and the Church	34
Understanding the Priest Offender	34
Prevalence and Incidence	35
Catholic Context	36
Priesthood’s Historical and Theological Background	36
Celibacy and the Priesthood	37
Psychosexual Understanding	38
Secrecy and the Church	38
The Church Responds	40
Effects of Clerical Sexual Abuse	41
Chapter 3: Surviving Sexual Abuse	43
One Survivor’s Story	43

PART B
TRAINING, EDUCATION, AND LISTENING SESSIONS

Session 1: A Session for Ministry Leaders and Volunteers	51
Session 2: A Session for Ministry Leaders and Volunteers	64
Session 3: A Session for Parents and Guardians	76
Session 4: A Session for Parents and Guardians	89
Session 5: A Session for Young People	98
Session 6: A Session for Young People	111
Session 7: A Listening Session for Young People	119
Session 8: An Intergenerational Session	126

PART C
RESOURCES FOR PARISH AND SCHOOL STAFF

Considerations in Ministry Planning	139
Sample Parish Statement for Those Working with Young People	140
Sample Code of Conduct	142
Questions (and Commentary) for Screening Volunteers Who Work with Young People	145
Recommended Resources	147
Organizations and Web Sites	147
Educational and Training Videos	150
Print Resources	151
A Prayer Service of Reconciliation and Rededication	152
Setting the Prayer Environment	152
Leadership Roles	152
Preparation	153
Procedure	154
Acknowledgments	157
Endnotes Cited in Quotations from the <i>Catechism</i> of the Catholic Church, Second Edition	159



INTRODUCTION

Any initiation of a discussion about sexual abuse will lead to many questions and concerns that a pastoral minister, teacher, or administrator must be prepared to address both individually and communally. This resource presents you, the user, with an important but clear responsibility to respond to such questions and issues ethically, directly, and sensitively.

We suggest that you spend time reflecting on the thoughts and feelings evoked within you when you hear about sexual abuse. Although self-reflection is encouraged and necessary, you need not and *should not* attempt to address this issue on your own. Remember, a communal problem requires a communal response. Initiate discussion and a time for processing with the entire pastoral team. A more informed and educated staff will produce a more informed and educated community. You must be adequately prepared and able to listen to what the members of your community (young and old) have to say about this difficult topic. The best prevention and educational programs are collaborative in their conception and in their implementation.

Teachers, catechists, youth ministers, and pastoral associates must start talking about sexual abuse and the ways to prevent it. Par-

ents need to have open, constructive dialogue with their children. Again, it is important to remember that a communal problem requires a communal response. *Creating Safe and Sacred Places* is designed as a collaborative approach that involves every member of a parish or school staff, and *all* members of a community. We discourage the use of this manual in any other way than the multidimensional manner recommended in the pages that follow.

Preparing for Safe and Sacred Places

Some experts predict the presence of at least one abuser and one victim of abuse anytime there is a gathering focusing on this topic. Someone in your community might be experiencing abuse of some kind, whether physical or sexual, or it may be a part of someone's past. Should you be approached by either a victim or an offender, you will want to be sure you can respond pastorally and quickly. Ask yourself these questions:

- What will I do, or what will my team do, if approached by a potential abuse victim or offender?
- What therapeutic and legal resources are available?
- How prepared am I, and how prepared is my team, to intervene?
- What do the county, state, and diocese require in regard to reporting alleged abuse?

You will want to seek answers to all these questions before initiating any educational or pastoral approaches or programs with the community.

Policies and Procedures

Prior to implementing the sessions found in this manual, your parish or school community will need to establish clear policies and procedures for dealing with and responding to sexual abuse. You will want to check with your local diocesan representative for already established diocesan policies and requirements. Should your diocese not have established guidelines, you will want to be sure that a parish or school policy includes the following items:

- a statement clearly indicating conduct considered unacceptable, unethical, and illegal by your community, the diocese, the Roman Catholic Church, and county and state civil authorities
- clearly determined procedures for community members to file a complaint (including the designation of a specific person within the community to whom a complaint can be made)
- a description of the employment application process for all employees and ministry volunteers who work with children or youth

The United States Conference of Catholic Bishops suggests a number of principles to follow in dealing with accusations of sexual abuse:

- Respond promptly to all allegations of abuse where there is reasonable belief that abuse has occurred.
- If such an allegation is supported by sufficient evidence, relieve the alleged offender promptly of his ministerial duties and refer him for appropriate medical evaluation and intervention.
- Comply with the obligations of civil law as regards reporting of the incident and cooperating with the investigation.
- Reach out to the victims and their families and communicate sincere commitment to their spiritual and emotional well-being.
- Within the confines of respect for privacy of the individuals involved, deal as openly as possible with the members of the community.

("The Five Principles to Follow in Dealing with Accusations of Sexual Abuse," at www.usccb.org/comm/kit4.htm)

Parish Guidelines and Code of Conduct

The following are suggested guidelines for all adults working with children and young people. Again, we recommend that you contact your local diocesan representative to ensure that guidelines set by the diocese are incorporated into any parish or school policy.

- At least two adults must always be present for events involving children or young people.
- Release children only to a parent or guardian.
- Always obtain parental permission, including a signed medical treatment form, before taking children or youth off school or church premises.
- Only qualified, licensed, and insured drivers may transport children to and from parish- or school-sponsored events.
- Obtain written parental approval for any young person to participate in athletic events or any other activity that involves potential risk.

A sample code of conduct is included in part C of this manual.

Session Preparation

Honesty

It is your responsibility to be candid and honest from the onset. Those participating in any of the sessions provided in this manual or discussions initiated by community leaders must be told from the start that you have a legal and ethical responsibility to report any alleged abuse, whether it is sexual or physical. Please know that research indicates that physical abuse or neglect might occur much more frequently than

people assume. Anticipate this! Consider posting or restating diocesan policies and state laws regarding sexual abuse. Some faith-based communities require participants to sign a statement acknowledging their awareness of the legal and ethical responsibility prior to participating in any discussion of the topic. A sample parish statement is in part C of this manual.

Access to Professional Assistance

An issue such as sexual abuse or domestic violence requires a trained and competent psychological and pastoral counselor. We cannot stress enough the importance of having a professionally trained therapist on hand or readily accessible as you are implementing the programming in this manual. You are not expected to be an expert on these issues. It is important to know your own limitations and those of the staff or program team. Most states and cities have child protection services or agencies with a toll-free telephone number as well as an emergency number to call if abuse of any sort is suspected. It is important to know the names and telephone numbers of such agencies and to have the information readily available for all the participants. A listing of nationally based organizations that offer support and connections to local contacts is in part C of this manual.

Know the Law

Know and abide by the state and county laws as well as your diocesan policy regarding the reporting of alleged abuse. Many states now require anyone who works with young people to report alleged abuse; some require reporting in a timely fashion. Know how soon you are required to report as well as the content of that report.

Consider working with local police and county agencies as you begin to implement the programming in this manual. Initiate conversations and discuss ways those agencies can be involved in the education of your community. The United States Conference of Catholic Bishops (USCCB) has made it clear that all Roman Catholic church and school communities must obey local and county laws regarding sexual abuse. Information on how to obtain copies of the USCCB documents and statements regarding sexual abuse is in part C of this manual.

Conducting the Sessions

Only experienced, skilled, nonjudgmental leaders who can deal responsibly and in a pastorally sensitive manner should lead and conduct the sessions provided in this manual. Working in pairs as facilitators (co-facilitation) is highly recommended. A parish staff member working

side-by-side with a professional counselor or social worker from the community is optimal. Creating a supportive, safe, comfortable, and respectful environment in which all participants can risk being vulnerable is a necessity. Session facilitators must be familiar with the session content before conducting any gathering of community members.

There is great potential for authentic and honest sharing for all session participants. At times you will need to acknowledge that some of the information you will be providing may make some participants uncomfortable. Therefore it is essential that participants know they should speak only when they are comfortable doing so.

Consider inviting the participants to discuss and agree upon guidelines for participation and sharing. Engage participants in discussing the positive effects of respect and confidentiality and the destructive effects of sarcasm, judgment calls, and put-downs. You will want to remind the participants of these guidelines each time you gather.

Strategies for Implementation

Consider the following ideas for implementing and integrating the materials found in this resource manual within the overall ministerial programming your parish or school offers:

- at the beginning of a new year or school year with teachers and educators
- as a mandatory open session for any parish volunteer, schoolteacher, or ministry volunteer
- on a teacher in-service day
- as a series of sessions addressing family, child, or community safety
- as a chapter or topic of gender issues
- as a regular yearly (or more frequent) session in the religious education curriculum
- as an invitation to the parish or school community to be a child advocate
- in preparation for a school or parish outing or event
- as a portion of training for teen peer leaders
- as part of staff or parish council planning and programming for the year

Consider pairing the sessions in this manual with presentations offered by:

- a diocesan representative, legal consultant, social worker, or therapist on the prevention of child abuse
- a staff member from the local rape crisis center, abuse shelter, or other local agency that provides prevention and intervention services in the community

Session 1

A SESSION FOR MINISTRY LEADERS AND VOLUNTEERS

Session Overview

Ideally all those involved in ministry with young people have clear and pure intentions in their work with adolescents. Although admirable, good intentions are simply not enough. Many well-meaning adults must learn appropriate ways to minister to and with young people. This session is intended for any adults, including young adults, who are involved in youth ministry efforts at a school or church. These people might include volunteers, catechists, aides, and advocates who work with teens for one time only, who are involved regularly, or who have been around for years. The session provides the participants with an overview of healthy adolescent development and offers information on how to recognize sexual abuse indicators.

Outcomes

- The learner will recognize various signs of abuse and potential risk for abuse.

- The learner will identify tools that will build awareness and encourage proactive responses to potentially abusive relationships within the parish or school community.
- The learner will be empowered to implement resources that will contribute to creating and maintaining a safe and sacred community.

Facilitation

The facilitator's role is to allow for an open discussion where all participants share (if they choose to do so). The facilitator should introduce the purpose of the session and the guidelines for the discussion. It is essential that the facilitator of this session have excellent listening skills. The facilitator should not be a member of the clergy. The presence of or cofacilitation by a professional psychologist or social worker is strongly suggested. At a minimum, a professional should be readily accessible if needed.

Session at a Glance

- Quiz Time (25 minutes)
- Signs and Signals (15 minutes)
- Listening Well (15 minutes)
- Prayer: Each Is Valuable (10 minutes)

Session Content

Quiz Time (25 minutes)

Preparation

Gather the following items:

- pens or pencils, one for each participant
- newsprint and markers
- copies of handout 1, "Quiz Time," one for each participant

1. Welcome the participants and provide a brief overview of the session. Then distribute to each participant a copy of handout 1 and a pen or pencil. Invite them to take a few minutes to complete the handout on their own. Allow about 5 to 7 minutes for them to do this.

2. When everyone has completed the quiz, review each question and provide the participants with the correct answers and additional information as noted below:

- Can a person be sexually abused without being touched?
 - **Answer.** Yes. In reality, sexual abuse can take on various forms. It can be actions involving sexual intercourse to fondling under or over the clothes to the sexual exploitation of children where no direct physical action is perpetrated but where they are in the presence of someone who is clearly becoming sexually aroused by their presence. For example, a perpetrator might expose a child to pornography while watching to see what the child does in response to this exploitation, or a perpetrator might take photos of a naked child for personal sexual stimulation.
- What percentage of the time does a victim of sexual abuse know his or her abuser?
 - **Answer.** 90 percent. Sexual abuse happens most often with people who know the victim. Stranger abuse is fairly rare. Abuse also happens in familiar places. Abusers are most often fathers, step-fathers, siblings, aunts, uncles, baby-sitters, caretakers, or supervisors. Normally the victim of sexual abuse knows his or her abuser.
- Who is the most common sex offender?
 - **Answer.** A white married male. Perpetrators of sexual abuse usually know their victims. Most often, sex offenders are white married males, but sex offenders can be found in every socioeconomic classification, every race, every sexual orientation, and every description. Contrary to the impression given by the media, sexual offenders are also found in every religious background.
- What is a person called who is attracted sexually to a child between the ages of fourteen and eighteen?
 - **Answer.** An ephebophile. An ephebophile is an individual who is attracted sexually to a pubertal child or adolescent in the age range of fourteen to eighteen. Ephebophiles tend to have significantly fewer victims and seem less fixated than pedophiles.
- What is the percentage of priests in the United States who are reported sex offenders?
 - **Answer.** 0.2 percent to 4 percent in the low range; 4 percent to 8 percent in the high range. The Center for Applied Research in the Apostolate at Georgetown University estimates the total number of priests in the United States to be about 47,000. It estimates that 79 percent of these priests are diocesan, with the remaining 21 percent being religious order priests. Some estimate that 0.2 percent to 4 percent, or minimally between 100 and 2,000 priests, are sex offenders.
- Under Church law can a priest choose or be forced to resign from being a priest as a result of his sexual offenses?