Counselling and Public Education:

Master of Social Work Practicum at Christian Counselling Services

A Report

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By

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ABSTRACT

This report synthesizes the knowledge I have gained through a clinical counselling practicum at Christian Counselling Services in Saskatoon from June 2014 to November 2014. Three case studies will be shared as a means of demonstrating the rich counselling experiences that were provided and the varied theory and technique that I utilized to meet the needs of the clients I worked with. A major aspect of my practicum was the collection and dissemination of information about the prevalence and impact of children and adolescents accessing sexually explicit internet material. A literature review is provided as well as an over-view on the opportunities that the practicum placement afforded to be involved in public education.
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ACKNOWLEDGEMENTS

The journey to this point has been mixed with great academic adventure and remarkable academic and personal challenge. A Masters of Social Work became my goal when I was 38 years old and without a Bachelors degree. So, I thank my Mom, Georgina Kyle, who, when I expressed my desire for a Masters of Social but lamented that it would likely take until I was 50 to achieve it said, “Honey, you will be 50 with or without the degree”. Your belief in me and practical advice has been a guiding force in my life and the journey to accomplish this goal.

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Deb Gibson, you’ve challenged and encouraged me. Our partnership in ThinkLife Empowerment Company has been an unexpected delight in my life. We’ve grown together – our company has grown – we are championing each other and our clients to live emotionally healthy lives. How truly amazing!
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My teachers have been many and from varied walks of life. There are teachers that have come to me as authors. Others have been speakers. I have been blessed to learn from amazing siblings, extended family members, friends, pastors, professors, classmates, and colleagues. The members of the now defunct Saskatoon Adlerian Society provided rich training ground and opportunity for many years. Significantly, I have learned from those I’ve had the privilege to teach in parenting classes and sit with in the counselling office. I am very grateful to all of these teachers for in some way sharing themselves with me.

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Finally, thank you to Heather Tomes at Christian Counselling Services who welcomed me to CCS as a practicum student. You provided excellent professional and spiritual counsel. For this I am grateful.
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DEDICATION

I dedicate this work in memory of my Dad, Wayne Douglas Kyle (1937-2006), a proud father, gifted educator, leader, speaker and community member whose voice and presence was silenced by dementia. We gradually lost you along the way…your legacy of believing in people and championing them carries on!
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INTRODUCTION

Christian Counselling Services (CCS) was established in Saskatoon in 1975. CCS exists to facilitate the healing power of Christ in people's lives through the provision of professional counselling services, community education, and student training. CCS celebrated its 40th anniversary in Saskatoon in the spring of 2015.

Christian Counselling Services is located in a character home in the heart of downtown Saskatoon. The cozy atmosphere of the agency provides those seeking services with a supportive non-clinical type environment. One of the staff describes going to work in the morning like she is going home. The positivity of the people at CCS and the physical environment make it a great place for personal and professional growth to occur. The agency currently has four members on their counselling team and three support people on the staff. This makes the home that the agency occupies a hub of activity.

This registered non-profit agency provided 2656 counselling sessions in 2013 with 66% of them being provided at a subsidized rate. CCS does not receive any funding from government. The main revenue source is counselling fees (64%) with donations from business, churches and individuals providing the remaining (36%). The agency is committed to client centered practice and welcomes all people. Their values include: 1) Love: Dignity, respect, and compassion for each individual; 2) Integrity: Trustworthiness of action; and 3) Excellence: Commitment to improvement in effectiveness.

I became interested in a practicum at Christian Counselling Services after some volunteer involvement with them in the fall of 2013. My experience with the agency at that time was providing practical support to their fall “Lunch and Learn” as a kitchen
volunteer and at their fall fundraising event as the corporate photography sponsor. What I encountered in the lead up to and at these two events was an organization that communicated with the community in a professional manner through their advertising and media opportunities. Both events demonstrated excellence in planning, co-ordination and execution. Speakers at the events were of high caliber. Hearing the story of how one person’s life was changed through their counselling experience with CCS was also a significant draw for me. It was at the fall fundraising event that I became aware that student training is part of the mission of Christian Counselling Services.

The choice to approach CCS to host my practicum was logical for me. The foundation of their service provision is the belief that life is holistic and that spiritual health is an essential component of overall mental well-being. As a social worker, who is a Christian, this is congruent with how I experience life. Within the context of viewing human beings as holistic, CCS also values that individual life experiences are impacted by social and economic realities.

Learning Objectives

My practicum at CCS was completed over the course of 6 months from June – November 2014. I worked full-time during July and August and part-time the other months. The stated goal of the practicum was “to gain graduate level social work knowledge in counselling children, adolescents and families in a non-profit agency setting”. In reality, the practicum learning objectives really could have been identified under not one but two specific goals. The first was related to graduate level counselling experience as mentioned above. The second was to facilitate on-going development of an
area of specific expertise, namely scholarly and practical knowledge about the prevalence and impact of children and adolescents accessing internet pornography also known as Sexually Explicit Internet Material (SEIM). In the practicum context I provided thirty-eight client units (individual, couple, family) with 154 hours of counselling services. The balance of my time was spent in experiencing the day to day operation of a counselling agency, research for counselling sessions and research and preparation related to the knowledge gathering and dissemination of information in relation to children and adolescents and SEIM. The following list of learning objectives was designed to meet the two specific goals:

1) Learn about the function of non-profit agencies in the role of community support through counselling services.

2) Learn to conduct holistic client assessments that include emotional, social, physical, spiritual and environmental dimensions.

3) Learn and develop counselling skills that will be beneficial to the holistic development of the client.

4) Learn social work theory and practice related to addictions with a particular focus on pornography and children and adolescents.

5) Learn how to apply psychological and counselling theories and approaches to child and adolescent sexual development.

6) Learn to develop and facilitate programming related to children and adolescent exposure to pornography in a variety of contexts including: professional development and programming for parents.

7) Learn about effective methods of public education from a social work perspective.
8) Become familiar with social work and counselling theories, methods and procedures that are applied at Christian Counselling Services.

9) Gain knowledge about services and resources (other than counselling) that are available to support clients.

This report will outline how the goals and objectives of my practicum were met. It will establish the various theoretical underpinnings of the counselling work and provide examples of client work. It will also address how children and pornography exposure became much more of a focal point and opportunity for professional development than originally planned. Finally, this report will also provide recommendations for how social workers may engage in public education and social action that will have a positive impact on the sexual health and safety of our communities.

SOCIAL AND PERSONAL LOCATION

I am including a section on my social and personal location as a means of identifying how my life experience, privilege and understanding of the spiritual, impact how I see and experience the world and ultimately how this view impacts my practice.

I was brought up in a middle class family of five children with parents who were educators and socially active individuals. From an early age I recall being involved in social work type activities. At one point in my early teens I participated with my family in family counselling sessions. The belief was communicated early on that it is wise to seek outside help when life is complex. The foundation of our family life was a belief in a good God who created the earth and all it contains. The Bible was a source of knowledge and inspiration. In my teen years I came to understand that I wanted to serve God. It was
at that point I chose to focus my attention on God and God’s ways of living life. Although I have gained much valuable knowledge from books, classes, workshops and mentors I believe that Godly wisdom comes through the workings of the Holy Spirit. I acknowledge this to be mystery. I don’t understand how this works – I just know it does. In God’s word it says that all things are possible with God and that He desires to be in relationship with us.

As an adult, I became aware of my own emotional brokenness which resulted in an inability to be the type of mother and wife that I really desired to be. I use the term broken to encapsulate many thoughts about the disparity between how I was thinking, feeling and behaving and my sense of my ideal self and how I wanted to interact in the world. Brokenness was demonstrated in my life by: being quick tempered; being driven to accomplish tasks often at the expense of relationships; being critical and judgmental of others; and in thinking that reduced my sense of adequacy and self worth. At the point I identified my need for growth I sought information about practical parenting skills. It was through this information seeking that I was introduced to Adlerian Psychology. Adlerian Psychology is also known as Individual Psychology (Sonstegard & Bitter, 2004, p. 96). Alfred Adler, the founder, taught that humans are holistic – indivisible and that they are constantly making meaning of their lives based on a blueprint or “lifestyle” that was formed during childhood. Ahead of his time, he taught about the equality of all people; and that all people regardless of sex, race, religion or sexual orientation are deserving of dignity and respect. Although Adler did not overtly align himself with Christian thought, I realized that what he was teaching really matched many of the teachings of Jesus from the Bible and beliefs that were important to me. A significant area of alignment between
the two is the inherent equality and dignity of all human beings. This translates into how others are treated. In a practical manner in my life this is relevant in terms of my parenting, how I relate to my husband, and of course in my social work practice. Since my introduction to Adlerian thought in 1990, I have become a student of Adler’s individual psychology. In partnership with Christian teachings and beliefs, Individual psychology is the philosophical foundation of my life and social work practice.

**PLACEMENT EXPERIENCE**

The timing of my practicum placement at Christian Counselling Services was ideal as the flexibility around scheduling supported my other life commitments. I chose to do my placement at the agency over the summer when counselling staff were working reduced hours due to vacations. This meant that I was available to provide counselling services to new referrals. The demographic of clients was of interest to me. Over the course of my placement, I worked with: five children (two male/three female); five adolescents (all female); five young adults (one male/four female); five women age 30+; seven couples (I worked with these clients both as couples and individually); and three seniors (all female). This variety of client age and life stage provided a very rich experience for me as a practitioner. It also provided excellent opportunities for me to work on specific learning objectives.

I have long considered myself an eclectic practitioner in terms of the use of counselling theory and technique with a strong foundation of Adlerian concepts upon which I base my approach. Adlerian psychology is the under-credited foundation of other theoretical perspectives. These include: Rational Emotive Behavioural Therapy,

When appropriate, prayer was utilized. Prayer as a form of therapeutic experience has long been accepted in the Christian Church. In Christian Counselling – A Comprehensive Guide (1988), author Gary R. Collins cites research by Finney and Maloney (1985) that asserts that “prayer enhances spirituality and contributes to the effectiveness of psychotherapy” (p. 567). Similarly, the 2007 study by Smith, Bartz and Richards states that “spiritual approaches to psychotherapy are effective” (p. 652).

In addition to the counselling component of my work at CCS, based on my interest in and developing knowledge of how sexually explicit material is impacting children and adolescents I was asked to be the speaker at their fall “Lunch and Learn”. The “Lunch and Learn” is a public education event sponsored by CCS. The goal is to provide continuing education for professionals and psycho-educational material that is accessible to the general public. The event was entitled, “The Pornography Plague – Children, Adolescents & Sexually Explicit Internet Material”. This component of my practicum gave me the platform to work on learning objectives 4-7. The outcomes of this project became much bigger than originally anticipated. It will be expounded upon in some detail in this report.
The following three sections will discuss counselling with children, counselling with adults and my application of counselling theory to these sessions, an overview of the literature and a summary of my experience of examining the area of the exposure of children and adolescents to sexually explicit internet material, and the opportunity to develop skills in public education. A common feature of two of the counselling scenarios is exposure to age inappropriate sexual activity and the effects on the client. I outline my theoretical approach to these two cases. The following sections are: Counselling with Children – Two Children’s Stories; Counselling with Adults – One Couple’s Struggle with Addiction; and Children, Adolescents & Sexually Explicit Internet Material – Public Education.

Counselling with Children – Two Children’s Stories

A Client’s Story – My Three Worries

Ellen¹, a delightful eight year old, visited me at CCS one lovely summer day. She came to meet me with her mother. The reason for seeking counselling for Ellen was that worry was causing this otherwise happy, intelligent, capable and creative child to lose

¹ Pseudonyms have been used to identify clients and identifying features of stories have in some ways been changed to ensure client anonymity.
sleep, check about family members’ safety, and experience temper tantrums that were problematic for the family. Ellen is the oldest child in a family of three children. I asked Ellen to draw a picture of her family doing something together (Kinetic Family Drawing) while I took a family history from Ellen’s mother and created a genogram (Family Systems Theory). She quickly began to draw a picture of her family cabin and her family in front of it. Significantly, I mentally noted that she drew herself standing beside her Dad. At one point in the history taking I realized that it would be beneficial for Ellen’s Mom to be able to speak to me privately. I moved Ellen to our waiting room where she continued to work on her drawing. When Ellen returned she had reorganized the family drawing and had recreated the drawing of Dad to be Mom. Ellen was now standing beside her Mom. The drawing that Ellen created exactly represented the history that Mom had communicated to me while Ellen was working on her drawing in the waiting room.

The second child, Janessa, born into Ellen’s family has profound physical disabilities and health concerns. Prior to her sister’s birth, Ellen had been primarily cared for by her Mom who had decided to stay at home and pour her energy and attention into her children. Ellen had been the sole focus of her mother’s attention and influence until the birth of her sibling when Ellen was 3 years old. At that point, Ellen’s primary caregiver became her father. Ellen has a close and warm relationship with her engaged and responsive father. She however struggles with the energy and attention that her next younger sister gets from her mother. 18 months prior to seeking counselling a second sister was born. Ellen was described by her mother as being highly attentive to her baby sister.

In addition to the drawing of Ellen’s family, I asked her to draw me a picture of her worries. This drawing very neatly depicted three concrete worries: 1) tornados; 2)
hurricanes; and 3) the end of the world. Ellen and her mother both expressed that Ellen intellectually knows that hurricanes do not happen in Saskatchewan and could therefore not impact her family. They have had detailed discussions about Ellen’s worries on many occasions, yet this has not helped to reduce her worries or behaviourally related symptoms. We concluded the first session with the agreement that we would connect again in one week.

The first session of counselling with Ellen and her Mom was reflective of the typical work that a practitioner utilizing Adlerian Play Therapy principles would follow. Adlerian Play Therapy is divided into four phases. They are: 1) Relationship building with emphasis on equality and respect; 2) Assessment utilizing questioning, art activities (such as Kinetic Family drawings) and play; 3) Sharing of observations and understandings about the child’s perspectives with the parent and possibly the child; and 4) Providing training and new perspectives to help the child (and usually parent) move in a new productive or useful direction (Malchiodi, 2007, p. 148).

Following the session I was writing my case notes when it occurred to me that I needed to consider Ellen’s worries picture as a metaphor. As a Christian practitioner I pray prior to counselling sessions and often find myself praying for direction, insight and wisdom during sessions. As I looked at the picture from a metaphorical perspective the three worries made sense to me. As Ellen knew it, her world had come to an end when her sister Janessa was born, she had endured tornado and hurricane type experiences of having her mother gone for extended periods of time due to medical travel, and the relative emotional and physical unavailability and sometimes short temperedness of her mother when she was home. As I considered how Ellen may be communicating through
art and metaphor I was drawn back to a book I had read several years earlier entitled, *Therapeutic Metaphors for Children and the Child Within* (Mills & Crowley, 1986). This book articulates how metaphor can be used by the practitioner to bring clients to a new place of understanding and movement towards healthier ways of thinking and living. The book is based on the work of Milton Erickson and others. What I realized was that Ellen was the one who was unconsciously already communicating through metaphor. I did not need to create a story to help resolve her worries. She was already actively working through the upheaval in her life and identifying it in ways that made sense to her. What I needed to do was enter Ellen’s world, view the situation from her perspective, and give validity to her fears and upset. Once that had been done I needed to help move Ellen’s thinking in a new more positive direction (p. 31).

In the context of Adlerian teaching a common mantra is, “a misbehaving child is a discouraged child.” Discouragement can come in many forms. In Ellen’s case her sense of belonging and significance had been seriously challenged by the birth of Janessa. Her intuitive and attuned parents had done their best to compensate by literally appointing Dad as Ellen’s new primary caregiver. The stress and upheaval in the home was still too much for Ellen. Her behaviour was communicating “I don’t know where I belong” and “I am overwhelmed by what is going on”.

At our next counselling session, Ellen and I sat on the floor and played together with a Play Mobile play house and talked about books she’d been reading (On-going utilization of phases 1-3 of Adlerian Play Therapy). We discovered a mutual love of the Laura Ingalls Wilder book series *Little House on the Prairie*. Through my connection to her world of reading we were able to talk about the main character Laura and Laura’s
sister Mary who was blind. I invited Ellen to think and talk about similarities in her own family and in Laura’s family. “Do you think Ma would have needed to spend extra time helping Mary?” During this session and the following two sessions Ellen was able to articulate many things that had bothered her or she had wondered about. As she “worked” through these issues her Mom reported that the problematic behaviour vanished.

In addition to working with Ellen, I had opportunity to talk with her mother about my observations and hunches. Ellen’s Mom was open to suggestions about changes in parenting strategies and the structuring of family life. Phase 4 of Adlerian Play Therapy occurred naturally as both Ellen and her Mom began to try new ways of coping with the complexity of their family life. After several sessions, Ellen’s Mom reported that the worries had disappeared. At that point we concluded the counselling relationship.

On March 26, 2016, approximately 20 months since the counselling concluded, I ran into Ellen’s Mom at a community function. She made a point of introducing me to a friend and explaining our connection. She said, “Linda pointed out the obvious to me. I was unable to see it myself. Once I understood it – the problem disappeared.” I was deeply grateful to hear the update that the counselling experience had made a long-term positive contribution to their lives.

A Client’s Story – The Dog With a Penis Nose

I was asked to see Tory, a six year old boy who had been sexually offended on, on several occasions by a nine year old friend. In a pre-session telephone consultation, I confirmed that the appropriate authorities had been contacted and the situation had been reported. I also confirmed that there were no legal proceedings underway and that I was
free to meet with the child. Data collection and assessment was begun during the telephone call.

When I met Tory and his mother he was reluctant to engage with me. He presented as timid and reserved. I was working in a very small office at Christian Counselling Services that is not set up for children. At CCS there is no designated space to see children and limited resources for art and/or play therapy. As I contemplated connecting with Tory, (Phase 1 of Adlerian Play Therapy) I realized that a good method would be through art. I gave him a big sheet of paper and some crayons and invited him to draw anything he liked. Without much hesitation he began to draw a dog. At one point I asked him about the dog and he told me it was important to him because it belonged to his married older sister. He enjoyed playing with it when he visited her acreage. His mom joined in the conversation and told a couple of stories about Tory and the dog. Interestingly, as he drew he very clearly drew a nose that looked like an erect circumcised penis. I was sitting on the floor with Tory as he drew. His mother was sitting in one of the office chairs. We both saw the “dog with the penis nose”. Shortly after the nose was drawn it was scribbled over with a black crayon and given a new shape.

Unfortunately, I only had the opportunity to meet with Tory twice. His timidity and reserved nature made connecting with him challenging. In addition, the shame he had internalized about the sexual abuse made it an extremely uncomfortable topic for him. He knew the goal of counselling was for him to talk with me about what had happened. He was not only resistant to engaging me on the topic which I very gently broached with him but he had been and continued to be resistant to talking with his parents about it. His mom talked about how embarrassed he was and how he really had not wanted to talk with
his parents about it even in the early disclosure phase. Cathy Malchiodi, (2007) addresses a variety of ways that children can be encouraged to process and communicate their experience of abuse without needing to talk about it. She says,

> For children who have experienced severe emotional trauma, loss, or abuse, making drawings, paintings, or other art forms is preferable to talking about that which is difficult to articulate or uncomfortable to share verbally. Art, like play, and other expressive modalities, becomes a representation of the child’s inner world of unspoken thoughts, feelings and experiences (pg. 31).

The dog with the penis nose was most definitely an important form of communication.

My understanding is that the counselling relationship with Tory came to an end for a few reasons. They include financial challenges and the perception that counselling was not moving forward at a pace that Tory’s parents would have preferred. In retrospect, it would have been advisable for me as the practitioner to provide better education to the parents about the counselling process and to advise them that the work that needed to take place was one that could not be rushed and as previously quoted by Malchiodi (2007) would need creative methods to be accomplished.

It is unfortunate that the counselling relationship was unable to be continued with Tory. Childhood initiation into sexual activity and the shame and fear that are often attached to it are fertile ground for potential on-going issues with sexual intimacy, dysfunction and addiction. (Bradshaw, 1995)

**Counselling Adults**

**A Client Story - One Couple’s Struggle with Addiction**

One of the strengths of this practicum was the involvement of both my professional associate and academic supervisor in my on-going supervision. CCS is
staffed by practitioners with masters degrees but none with a masters of social work. This precipitated the need for the strengthened partnership with my academic supervisor. This proved particularly useful as both my Professional Associate and Academic Supervisor are experienced clinical practitioners. Early in the practicum placement they both provided valuable input that was formative to my learning. In discussion about addiction both supervisors recommended reading materials that proved useful to me. It reminds me of the saying, ‘when the student is ready the teacher will appear’. In this case the teachers were Dr. Gabor Mate author of In the Realm of Hungry Ghosts; Irving Yalom author of Schopenhauer Cure and Carl Hart author of High Price. These three books were instrumental in my learning about addiction. In addition, I read text books or sections of text books that were useful. I also accessed materials published by Sexaholics Anonymous (SA) as I grappled with the nuances and complexities of sexual addiction.

I had to this point in my career not provided counselling services to a person with an identified active addiction that they were interested in finding resolution for. The opportunity to work with a couple, Jason and Kim, who were determined to deal with this issue in their marriage, was significant for me. Jason and Kim, like the authors and supervisors previously noted became my teachers as they shared their journey with me.

I met with Jason and Kim a total of 27 hours between June and the end of October. Due to the nature of the presenting concerns, I saw Kim alone six times, Jason alone six times and the couple together eight times. Their story is long, complex and intensely personal. Due to this, only portions of the work we completed together will be articulated in this report. As is typically the case with addictions work, there has not been a successful resolution to Jason’s addictive thought and behaviour cycle in the five
months that we worked together. This is a couple that had accessed counselling support prior to my contact with them. They were both regular attendees of Sexaholics Anonymous and S-Anon (the spouse support group). They will need to continue to invest in Jason’s recovery and their recovery as a couple for an extended period of time.

Jason’s addictive behaviour is rooted in being initiated into sexual activity at the age of eight by another male child that was slightly older than him. On several occasions, Jason was engaged in sexual activities that included oral sex and anal penetration while in the basement of a home where adults were visiting upstairs. In addition to sexual activity, Jason was exposed to pornography from a young age. The adult males in his life had pornographic materials that were easily accessible to him and pornography was seen as a rite of male passage. For Jason, the outcome of early sexual initiation and exposure to pornographic materials has meant a life-time of struggle with sexual issues including: compulsive and at times binge pornography seeking, inappropriate (although self-reported as not sexual) relationships with much younger women, masturbation, masturbation with pornography, and hiring of prostitutes. In addition to sexual issues, Jason struggles with telling the truth (even when it is inconsequential), low self-esteem, and inhibition control. It is easy for one to focus on the challenges that create problems for Jason. This would mean viewing a very incomplete picture of him. Jason has strengths that have served him well in his adulthood. They include but are definitely not limited to being a resourceful hard worker and financial provider for his family. He is friendly and able to make connections with people quite quickly. His hobbies reflect a man with the capability to set goals and pursue them.
One of the therapeutic approaches utilized with Jason was Bibliotherapy. He demonstrated interest in both reading and journaling. He spoke often of “doing his steps” for Sexaholics Anonymous (SA). When things were going well this involved having a sponsor, attending twice weekly meetings, reading and journaling. In addition, Jason agreed to read the book, *Every Man’s Battle*, (Arterburn & Stroeker, 2000). This Christian book defined sexual addiction (p. 27) and provided a quick reference check-list to self evaluate whether the reader had a problem or an addiction. Jason’s results were consistent with our understanding of his situation. His sexual addiction was damaging every aspect of his life. As Jason persisted in his weekly readings we were able to discuss and implement strategies that addressed his addictive behaviour. When he was faithfully “working the program” (SA talk) he could stay on track for several weeks at a time. He was unable to maintain “sexual sobriety” (also SA talk) for any significant length of time. At one point in Jason’s recovery (prior to my involvement) he had reached nearly 100 days without acting out. Even during this time his other addiction driven behaviour was problematic. His wife Kim described the relentless experience of him seeking attention – emotional, physical and sexual. Jason’s attention seeking behaviour is consistent with an Adlerian concept about the goals of behaviour. In Jason’s case he was temporarily content if he was being noticed and served by his wife. The concept Adler taught is that when one misunderstands their way of belonging in the world they will seek undue attention to affirm that they do indeed belong. This attention seeking typically becomes very annoying to the individual or individuals that are the recipients of it. In Kim’s case, she eventually withdrew all physical and sexual attention as she described that what she offered was never enough – she experienced his needs as insatiable. She stated that she
simply felt like she was being used by Jason as a sexual outlet. She ultimately moved out of their shared bedroom as a result of Jason’s persistent requests and demands for sexual interaction. No, simply did not mean no.

Love and commitment are both complex concepts. Kim is a woman who is strongly committed to her marriage. In spite of the struggles with Jason (for instance: no not meaning no) she described herself as loving him. Kim has a belief that marriage is for life. It was within the context of these beliefs that Kim was seeking help. Her desire was to find a way to make married life with Jason work. A major area of work with Kim was exploring and establishing respectful ways of setting and communicating boundaries and then enforcing them. A clue to Kim that she was living in a constant state of boundary violation is the anger she felt and expressed towards Jason. Her need to be on-guard or emotionally and physically vigilant was exhausting her. It was based on her vigilance that we began to explore together the definition of emotional abuse. Through this work Kim was able to see how Jason’s addiction cycle and her experience of his emotional coercion, begging, demands, rages and pouting impacted her and also their son. Knowing that early sexual experience and sexual exposure negatively impacted Jason’s emotional and neurological development and maturation (Cori, 2008 p. 7-8, 124, 132) Kim expressed concern about how the emotional environment in their home may impact their son. She also had an on-going concern that at some point he could be exposed to inappropriate sexual content as a result of his Dad’s addiction. This concern about her son’s sexual safety and sexual and emotional development fit with the research I had been doing on the impact of exposure to pornography on children. I was able to provide
information to Kim based on the research that I had been doing for the portion of my practicum that focused on how sexually explicit internet material impacts children.

A strength that I bring to the counselling office is an ability to work with two people in a genuine way that honours them both and does not lean towards aligning with one or the other. This ability and neutrality was at times significantly challenged while working with Jason and Kim. There were times where I found myself aligning with Kim or with the perspective a wife may have in the situation vs. being neutral. This was a beneficial part of my learning. It required self reflection and an active awareness during sessions of my own thinking process and emotional state. As I worked with Jason and Kim I found the need to do a significant amount of pre and post session mental and spiritual preparation. I often walked and prayed, walked and pondered, sat and read as I prepared to meet with them and as I worked through the session progress and dynamics.

One aspect of the on-going contemplation was pondering about the undeniable interconnection between Jason’s early sexual experiences and exposure to pornography and his current life challenges as a result of being sexually addicted. Jason and Kim’s story added real life urgency to my research and plans to engage in educating the public about how SEIM impacts children and adolescents.

**Children, Adolescents and Sexually Explicit Internet Material – Public Education**

**What is Sexually Explicit Internet Material?**

Although there are many definitions of pornography and sexually explicit material this one by Peter and Valkenburg, 2008, has been selected for the purposes of a common understanding as it is often referenced in scholarly writing. Sexually explicit internet
material (SEIM) is defined as: “(audio-) visual content on and from the Internet that depicts sexual activities in unconcealed ways, often with close-ups of (aroused) genitals and of oral, anal and vaginal penetration” (Peter & Valkenburg, 2008, p. 580). A non-academic definition of pornography that is simple to understand is: pornography is anything that is created to sexually stimulate the viewer.

My interest in the effects of pornography, and more specifically Sexually Explicit Internet Material (SEIM) on children and adolescents began as a practical curiosity during my Bachelor of Social Work (U of R) major practicum at the Saskatoon Christian School. A grade 4 student was my first client of that practicum. The presenting issue was that the child had been exposed to pornography through digital media. This began my research into how prevalent accessing SEIM is, typical age of exposure, how it affects the sexual, moral and spiritual development of children and adolescents, and in a broader context how unfettered access to pornography is impacting us globally. This research was originally just meant to provide me with a clearer understanding of the issue as it related to my work in a K-12 school. As I entered the Masters of Social Work program I came to understand that I had begun to amass knowledge that was in some ways unique, exceedingly timely, and highly useful if shared with the general public. As a result of that understanding I have pursued the on-going acquisition of knowledge in this field including within the context of this practicum. Christian Counselling Services provided me with my first public forum to disseminate the information in a manner that was accessible to anyone who was interested in hearing it. As an experienced public speaker with a proven community track record and references CCS knew that I would be able to represent them well at their Lunch and Learn. The learning objectives included in the
practicum outline meant that I was able to continue to collect information and craft it into a presentation for professionals and the general public. This public education aspect of my practicum became much more than I had originally anticipated. Before the end of the practicum I had given two public presentations, been interviewed for two articles including the Saskatoon Star Phoenix (see scanned copy – Appendix 1) and CBC Online (http://www.cbc.ca/news/health/pornography-kids-and-sex-education-what-to-do-1.2836021 or see scanned copy in Appendix 2), and had given a radio interview with NewsTalk 650 (This interview can be accessed at: https://youtu.be/BUcKMAm7-dI).

Since I have focused my attention on SEIM I have come to understand that pornography is about the state of our collective humanity – not about sexuality – rather the production, distribution and consumption of pornography is about the failure of seeing within one another the sacredness of being human. This is best described by Martin Buber’s writings on I/It vs I/Thou relationships. Buber describes the I/It relationship as one that focuses on the I (me, myself, what I want) and objectifies the other. The “It” is merely used for the benefit of the I. He posits that we are inextricably connected to the other. When one views pornography for the purpose of self gratification they are putting the person or persons in the image in the position of being “It”. In contrast when one engages another human being from a perspective that they are sacred and therefore inherently worthy of dignity and respect then they are engaging them from an I/Thou perspective. Typically, in the I/Thou relationship there is interaction between both people – a form of giving of oneself to the other. (Buber, 1923/1958).

As I have gathered information on how SEIM is impacting our collective humanity there have been times when I have been so saddened or sickened by what I
have read or heard or seen that I have had to take a mental health break from my research and studies. This was usually preceded by the thought, “What is our world coming to?”

During the later part of my Masters Practicum placement (between October 4 and November 22, 2014) the question “What is our world coming to?” became particularly salient. Women in North America seemed to gain a collective voice as they spoke out publicly against sexual violence and misogynistic behaviour. Four very high profile cases hit the press one after the other. They include: Air Canada Pilot – Pornography on the flight deck (October 4, 2014); the firing of Jian Ghomeshi from CBC as a result of allegations brought against him of physical and sexual assault (October 26, 2014) and subsequent criminal charges of sexual assault; the resurfacing of sexual assault allegations against Bill Cosby (http://time.com/4164341/bill-cosby-sexual-assault-history/) and the attempts by Julien Blanc (American Pick-up Artist) to come to Canada (and other countries) to teach men how to pick up women in violent and demeaning ways.

This question about what is happening to our society is at the root of Robert Jensen’s writing. Jensen (2007), an associate professor of Journalism at the University of Texas is a feminist who has worked within the radical feminism movement. He came to understand that the root of pornography is about patriarchy; and particularly the entrenched desire for men to dominate woman. He writes, “…the same system of male dominance that hurt so many women also made it impossible for men to be fully human” (p. 9). We experience this diminishment of humanity in our North American culture through the results of conservative ideology that include: economic inequality, predatory corporate capitalism, and the rise of celebrity culture (Hedges, 2010).
Being a long-time follower of Alfred Adler’s Individual Psychology, I am struck by his writings on feelings of inferiority. Of inferiority he said,

To be a human being means to possess a feeling of inferiority which constantly presses towards its own conquest. The greater the feeling of inferiority that has been experienced the more powerful is the urge for conquest and the more violent the emotional agitation (Adler, Brainy Quotes, Retrieved May 30, 2014).

This feeling of inferiority he speaks of can be a cause for conservative ideological zealousness translated as, “I must have more”, “I must be more” and “You could be more if you would try”. In reading about pornography, I have been struck by the sense of inferiority that has men looking at the bodies of women and at other men having sex with these women. Jensen (2007) speaks to the issues of pornography and inferiority when he says, “…for most men, it starts with the soft voice that speaks to our deepest fear: That we aren’t man enough” (p. 33). And so instead of engaging in real life social situations that have the potential to enhance their lives through the engagement of other humans in a mutually respectful and meaningful way (I/Thou), men (and increasingly boys and adolescents) are medicating themselves with pornography (I/It). Adler and his colleague Rudolph Dreikurs speak of discouragement; that when one is discouraged, they behave in socially useless ways. The production and consumption of pornography may be this society’s greatest example of generations of individuals who are deeply discouraged.

It may seem simplistic or idealistic to believe that one person may in some way make a difference in what has become a societal plague. The first avenue to making a difference is knowledge collection. The second is using that knowledge to educate others. Nelson Mandela said, “Education is the most powerful weapon which you can use to change the world.” (Mandela, Brainy Quotes, Accessed June 2, 2014). The collection and
dissemination of knowledge about SEIM has played a major role in my practicum placement.

The sections that follow reflect the collection of information and creation of presentations for the CCS Lunch and Learn on Oct 8, 2014 (see advertisement Appendix 3) and presentation at the Association of Christian School International – Saskatchewan Teacher’s Convention October 23 & 24, 2014. This work was undertaken to complete objectives 4-7 as detailed on pages 3, 4 and 8 of this report.
LITERATURE REVIEW

I gathered literature from a variety of sources in an attempt to grasp the magnitude of the topic of children and adolescents access to SEIM. The research varies in date from 1982 – 2016. There has been a significant effort to utilize information that is up to date and relevant in terms of research related to access too SEIM. This is particularly important as access to internet accessible devices continues to grow at unprecedented rates. It was Cooper (1998), who proposed that the accessibility, affordability and anonymity (known as the triple-A engine) of SEIM would cause it to create the next major societal change in sexuality. Much of the current research is in a way testing out Cooper’s hypothesis. As I have pondered Cooper’s assertion, I have come to realize that a significant fourth A was missed from his work. The highly addictive nature of SEIM cannot be underestimated.

Additional sources in my literature review included books, magazine articles and a few websites that have been utilized to expand the author’s understanding of: societal trends; pornography as an industry; and to provide insight into the lived experiences of SEIM consumers and their intimate partners. An unexpected source of anecdotal knowledge came from the stories that many people told me when they heard that I was researching the impact of pornography on children and adolescents.

There are only two pieces of Canadian research cited. The dearth of Canadian research leaves us without statistics about our own children and adolescents. American statistics can reasonably be anticipated to be similar to Canadian as Canadian and USA internet access rates for 2015 are reported to be virtually identical.

This is an important area that needs attention within Canada.

**Is SEIM Really a Problem?**

There are those who would say that pornography access and consumption is not a problem for children and adolescents (McKee, 2010) yet this topic is being researched in many developed countries (Owens, Behun, Manning, & Reid, 2012) and within a wide variety of disciplines. The disciplines include: communication industry/mass media (Brown & L’Engle, 2009; McKee, 2010; Pardun, L’Engle & Brown, 2005; Peter & Valkenburg, 2006); medicine (Brown, L’Engel, Pardun, Guo, Kenneavy, Jackson, 2006; Escobar-Chaves, Tortolero, Markham, Low, Eitel, & Thickstun, 2005; Jones, Mitchell, & Finkelhor, 2011; Mitchell, Wolak, & Finkelhor, 2007); government and governmental agencies (Greenfield, 2004); child welfare (Flood, 2009; Ybarra, Finkelhor, Mitchell, & Wolak, 2009); sexuality and sexual health (Boies, 2002; Brown, 2000; Haggstrom-Nordin, Tyden, Hanson, Larsson, 2009); feminist study (Andrews, 1988; Collins, 1990); Religion (Byassee, 2008); psychology (Greenfield, 2004; Haggstrom-Nordin, Sandberg, Hanson, Tyden, 2006; Peter & Valkenburg, 2008); libraries (Soeters & Schaik, 2006) and science and technology (Thornburgh & Lin, 2004; Ybarra & Mitchell, 2005). This broad attention to this topic indicates that there is a wide spectrum of indicators that are causing concern and motivating research. Ybarra and Mitchell, 2005, identified exposure to SEIM as an increasingly important issue in child and adolescent health. Bryant, 2010, further articulated this when he said “Concern exists that young people are being inundated with sexual information before they are developmentally capable of integrating it into a healthy sexual identity, with ramifications for both individual and society” (p. 18). There
is general agreement within the literature that children and adolescents are growing up in a sexually saturated environment that depicts “frequent, glamorized and consequence free” sex (Brown et al., 2002 as cited in Brown et al., 2006, p. 1019). In all of the literature (with the exception of McKee, 2010) the overwhelming response to the question, “Is SEIM really a problem?” is a resounding “YES”. This resounding “YES” strengthens my resolve to facilitate and participate in the education of parents and also children and adolescents. Having sound research behind the material that is used to educate parents helps give validity to the information they receive. Most parents are naïve to the true nature of the SEIM that is available to their children and the ease with which they can access it. The following section explains the history of pornography in North America and today’s present reality. Jason Byasse’s (2008) opinion piece “Not Your Father’s Pornography” concisely articulates the dramatic shift in what was historically considered pornographic (within the last 50 years) and what is considered pornographic today.

**Historical Perspective and Today’s Reality**

Print pornography debuted in North America in 1953 when Playboy Magazine was first published. This form of pornography consumption meant that the original consumer generally must present him or herself in a public place to purchase the material. Alternately, it could be subscribed to and mailed to the purchaser. Both methods of acquisition involved some form of public knowledge about the contents of the purchase and at that time there was a certain level of taboo attached to such purchase. Children and adolescents were typically unable to purchase pornographic materials as age restrictions
were legislated and enforced. Many anecdotal stories of children and adolescents accessing pornographic magazines have been told to this author. Typically, the magazines were owned by the children’s father or older sibling. Once located, these magazines were often shared with peers. Jason (from the client case outlined previously) is an excellent example of this classic type of pornography exposure. Once exposed Jason shared pornography with peers. Research from the 1980’s indicates that by age 11.5 most young people had viewed some form of print pornography and most had viewed an x-rated film by the time they turned 15 years of age (Bryant & Brown, 1989 as cited in Brown & L’Engle, 2009).

While exposure to soft-core print pornography does create some cause for concern it is very different from the majority of pornography that is accessible online to children and adolescents today. The pornography industry has seen steady growth since its inception in 1953. Following print pornography, video technology brought the pornographic film out of the theatre or adult shop into the living-room. This was a veritable boon for the pornography industry. In Australia, research demonstrates that each generation since 1950 has been initiated into pornography at a younger age (McKee, 2010).

In North America, Robert Jensen (author of Getting Off: Pornography and the End of Masculinity) says there was a marked societal shift in the 1970’s in relation to pornography when “legal and social mores first changed and porn went mainstream” (personal conversation cited by Hedges, 2009, pg. 61). Pamela Paul, in her book, Pornified (2005), identifies that the porn industry has had an agenda to integrate and normalize pornography while creating the space for it to be considered mainstream.
Jensen would say that the process of becoming “mainstream” made great strides starting in the 1970’s. An example of progress in this regard is the popularity of the television show “Friends” where Paul (2005) says they “make regular unmasked references to pornography” (pg. 5). She also notes that “a wave of porn-infused fare is putting pornography on a par with family entertainment” (pg. 6). John Bradshaw (1995) asserts that modesty and privacy must exist in the sexual realm in order for the sexual experience to remain human (p. 20). This is connected to the I/It and I/Thou relationship. It is within the context of the I/Thou relationship that our sexuality is most sacredly expressed. It is as if society has been lulled to sleep and no longer finds public displays of overt sexuality at all alarming or inappropriate.

Today’s reality is that: magazines are now available in a variety of pornographic genres; as are videos; and there are television channels devoted to pornography; and of course there is a vast library of pornographic material available on the World Wide Web. This is typically not the soft core porn of the 1950’s. In fact, Jason Byasse (2008), author of “Not Your Father’s Porn” cites Pamela Paul (2005) when he states that “Many college-aged kids don’t even think of Playboy as porn – it’s far too mild. What porn requires these days is actual penetration” (p. 16). In contrast, SEIM can range from soft-core porn to violent hard-core porn and from still photographs to graphic video with sound and themed stories. Even the content of the Sears catalogue on-line has lingerie advertising that would have been at least on par with or deemed too racy for the early editions of Playboy Magazine (see: http://www.sears.com/search=lingerie%20teddy%20nightgown). Pornography has become big business.
In spite of the fact there is a plethora of pornography that is available free of charge, the pornography industry in the USA was estimated to have generated 10 billion dollars a year in 2007; while annual profits worldwide were estimated at 54 billion (Hedges, 2009). In an effort to continue to generate profits, pornographers have had to continually find ways to create “new emotional thrills…for the largely male audience…the industry has focused on greater male control and cruelty [towards women]” (Hedges, 2009, pg. 61 citing a personal conversation with Robert Jensen). In a landmark study in 1982, Zillman and Bryant, demonstrated “that massive exposure to pornography that did not contain coercion or aggression still seemed to promote [sexual] callousness… the trivialization of rape” (p. 19). It must be noted that massive exposure was defined as 45 minutes per week for 6 weeks. With internet accessibility it is easy to amass 45 minutes of viewing in just one day or the content of what would have been viewed in the Zillman and Bryant research in a much shorter time span due to being able to control what is viewed and pace that it is view at. The massive exposure as defined in 1982 by Zillman and Bryant is marginal in terms of the amount of pornography viewed by an alarming number of consumers today including children and adolescents. Research conducted by the Barna Group in the USA during the summer of 2015 indicates that nine percent of 13-17 year olds access pornography daily and twenty percent seek it weekly (p. 149).

As stated by Jensen (2007), increasingly the pornography of today contains both control (coercion) and cruelty (aggression). This is a recipe for the development of sexual callousness. With this understanding of how pornography affects the consumer the following statement is cause for societal alarm:
Pornography is wildly popular with teenage boys in a way that makes yesteryear’s sneaked glimpses of Penthouse seem monastic. For teenagers, pornography is just another online activity; there is little barrier to entry and almost no sense of taboo. Instead, pornography has become a natural rite and acceptable pastime...With no one telling them it’s wrong or inappropriate, it’s no wonder kids have become audacious in their consumption of pornography...by the time boys get to college, pornography is more than accepted—it’s exalted (Paul p. 181).

The reader may wonder how sexual callousness is experienced in an intimate relationship. An example that is relevant from my practicum is within the context of Jason and Kim’s relationship. Pornography has taught Jason that he can have sex when he wants and how he wants. This is one of the reasons that no did not mean no for him. Pornography teaches the viewer that sexual pleasure is about what they want, when they want it and how they want it. Pornography teaches and reinforces the foundation of an I/It relationship.

Pornography creation and consumption is clearly not just for males. In response to sexual liberation, wanting to capitalize on the nature of big business, and desiring to have a voice in the industry some women have become pornographers. In a bid to boost the bottom line; pornographers (both male and female), have been marketing pornography to women. In addition male partners desiring to justify their own consumption of pornography or to educate their partners about “real sex” may be pressuring women to get with it and “be cool” (Hedges, 2009, Paul, 2005). Pornography and the allure of being a “porn star” has been part of this marketing technique. When Jenna Jameson met fans while touring to promote her book, “How to Make Love like a Porn Star” she was impressed by the teen-age girls who told her that she was their “role model”. Descriptors included, “sexy and confident” and “just like a cool woman” (as cited in Paul, 2005, pg.
This writer must ask whether the teens really understood what they were saying. Jenna Jameson became famous because she sold her body to pornographers, who created pornographic films that degraded her as a human being, and in the process made huge sums of money off of her. Yet this idealizing of porn stars, fueled by technology and “a craving for attention fed by our celebrity-obsessed culture” (Wiseman, 2010) has adolescent females increasingly creating and distributing pornographic images of themselves. This phenomenon, commonly known as “sexting” is made possible through digital cameras and cell phones.

It is essential that the reader understands the nature of SEIM that is available to any person who can access the internet. One example is a simple Google search of the name Jenna Jameson. This search brought up her website www.clubjenna.com. The site requires a membership of $10 per month to access beyond the home page. The home page, however, has still photographs of: vaginal and anal penetration; cunnilingus; fellatio; multiple partners; cum shots – where the male actor has ejaculated on the female’s face; penetration of the vagina with an object; and depiction of under-age participants with names like “The Babysitter” and “Naughty Cheerleaders”. In addition, there are images where it appears that some level of male aggression is being used typically in rear entry vaginal or anal intercourse.

In the 50+ years since Playboy published their first magazine children and adolescents first exposure to sexually explicit material has transitioned from viewing bodies and body parts in sexually provocative poses to the potential of seeing sexual penetration of every variety. It is no surprise then that Thornburg and Lin (2002) express that some children and adolescents will not be psychologically or developmentally ready
to view the graphic pornographic images available on the internet (as cited in Wolak, Mitchell, & Finkelhor, 2007). In fact, one might join Hedges (2010), Jensen (2007), and Paul (2005) in their concern that humanity (no matter the age) is psychologically and developmentally ill-equipped to deal with the toll that SEIM has on the well-being of the viewer. It is from the perspective that children and adolescents are not psychologically or developmentally ready to view SEIM that the need for the development of quality public education about exposure prevention was included in my practicum objectives.

**How are Children and Adolescents Exposed to SEIM?**

There are two categories that are considered when addressing children and adolescents access to SEIM. They are intentional or wanted exposure and unintentional or unwanted exposure. Intentional or wanted exposure is defined as: “the active, conscious consumption of sexually explicit material” (Peter & Valkenburg, 2006, p. 179) and unintentional or unwanted exposure to SEIM as “being exposed to pictures of naked people or people having sex without seeking or expecting such pictures, when doing online searches, surfing the web, opening e-mail, or instant messages or links in messages” (Jones, Mitchell, & Finkelhor, 2011, p. 181). Both forms of exposure are of concern to researchers.

Statistics vary about the prevalence of both unwanted and wanted exposure to SEIM. One thing we do know with absolute certainty is that more males see SEIM than females (Brown & L’Engle, 2009; Flood & Hamilton, 2003a as cited in Flood, 2009). As previously noted the generalizability of the research findings is limited due to the rapidly changing realities of technology and accessibility to technology. Other reasons the
findings may differ are that the research comes from a variety of countries with different sexual norms and values and also the operationalization of the studies and study questions may result in different answers. For instance a different result will be found in relation to the question: “Have you seen unwanted SEIM in the last year?” or “Have you seen unwanted SEIM in your lifetime?” If either of these questions were asked of a 17 year old one could get a very different response. In addition, the definition of SEIM, also called pornography may vary in some respects from study to study. The following two sections provide insight into Unintentional/Unwanted and Wanted/Intentional exposure to SEIM.

**Unintentional/Unwanted Exposure**

Unwanted exposure to SEIM continues to be a concern for children and adolescent internet users. As children progress into adolescence, their chance of experiencing unwanted exposure to SEIM increases. One study clearly showed this increase: 17% of 10 to 11 year old boys had unwanted exposure to SEIM in the past year, 22% of 12-13 year olds, 26% of 14 to 15 year olds, and 30% of 16 to 17 year olds. This increase is attributed to the amount of time they spend on the internet and the types of internet activities they are involved with (Wolak et al., 2007). Greenfield, 2004, has identified file sharing as a significant source of unwanted exposure.

Notably, other research indicates that up to 84% of males and 60% of females between 15-17 years of age have experienced unwanted exposure (Rideout, 2001 as cited in Brown & L’Engle, 2009).

Valuable research has been conducted by Jones, Mitchell, and Finkelhor (2012, 2007) into the trends of youth being victimized while using the internet. Significantly,
they report a decline in unwanted exposure to SEIM between 2005 and 2010. The researchers have conducted three surveys that span 10 years. Between 2000 and 2005, there was an increase in unwanted exposures to SEIM from 25% to 34%. In 2010 the unwanted exposure rate declined to 23%.

The reduction in unwanted exposure to SEIM may reflect improved spamware and filtering systems that have been put in place by networks and also on private computer systems. It is also believed that children and adolescents are becoming savvier as a result of educational efforts and are able to determine what email and links are safe for their viewing (Jones et al., 2012).

It is entirely possible that unwanted exposure rates may again rise if a study is conducted in 2015. In 2009, Brown pointed out that SEIM is increasingly accessible to younger children as media technology continues to develop and barriers to internet accessibility are reduced. There has been a significant increase in young people who have hand-held internet accessible devices since the 2010 research by Jones, Mitchell and Finkelhor. Today, the internet can be accessed from a smart phone, tablet computer, ipod, video game console, or other electronic device. Anecdotally, the author is aware that in the last two years, internet accessible devices have become a real problem in elementary and secondary schools in Saskatoon. With internet service being provided through cell phone companies, schools are unable to block internet content. This may impact both the unwanted and wanted exposure rates to SEIM.

Wanted/Intentional Exposure
Wanted or intentional exposure to SEIM increases with age: 1% of 10 to 11 year old boys reported wanted exposure in the past year, 11% for 12 to 13 year olds, 26% for 14 to 15 year olds, 38% of 16 to 17 year olds (Wolak et al., 2007). Ybarra and Mitchell (2005) concur with Wolak et al., that intentional exposure to SEIM increases with age. Their study found that 8% of 10 to 13 year olds and 20% of 14 to 17 year olds had intentionally sought SEIM. They state that younger children were more likely to access magazines and videos. While their access rates are higher (than Wolak et al.,) they do demonstrate the increase of intentional access with age.

In a study of Dutch adolescents ages 13 to 18 it was found that 71% of the males and 40% of the female participants had viewed SEIM in the 6 months prior to their interview in the spring of 2005 (Peter & Valkenburg, 2006). They note that older adolescents access SEIM more frequently than children and younger adolescents. This is in keeping with sexual maturity and sexual curiosity and is demonstrated in other research (Wolak et al., 2007; Ybarra & Mitchell, 2005) as well.

**What is the Appeal of SEIM?**

Children are sexual beings. As early as toddlerhood they are curious about sexuality (McKee, 2010). Information to meet this interest in sex and sexuality is needed. Studies show that parents rarely talk in a timely and comprehensive way with their children about sex. In this void, adolescents consistently cite the mass media as important sources of their sexual information (Peter & Valkenburg, 2008; Smith, 2013). Gone are the days of looking up the word “sex” in the school library dictionary. Any information a
child wants today is accessible on the internet and is much more graphic than experienced by previous generations (Smith, 2013).

Peter and Valkenburg (2008), point out that SEIM is not only used for the purpose of technical information about sex but also for information that is formative to the development of sexual identity. Learning about and understanding one’s sexual identity is a lifelong task that begins in childhood.

Smith (2013) notes that looking at SEIM for “sexual health information led to viewing SEIM for other reasons” (p. 70). These include sexual pleasure and as a masturbatory aid. In mixed groups of adolescents SEIM was also utilized for “entertainment or as a source of humour” (p. 70). Considering the level of sexual callousness, coercion, degradation that is reflected in pornography today it is particularly concerning that young people would view it as humourous.

There is a growing concern that youth are accessing media in environments isolated from the supervision or guidance of parents or other adults (Escobar-Chaves et al., 2005). This precludes parents from being able to influence the information that young people are acquiring. As noted in the section about unwanted exposure to pornography, there is a significant boom in the sheer number of children and teens who now have internet accessible devices. In 2006, Haggstrom-Nordin et al., said that SEIM was everywhere. They really had no idea of what the advancement of technology would do in terms of bringing SEIM into the hands of young people; their curiousity about sex and sexuality can be addressed with a simple Google search with very graphic results.

As a result of a newspaper article that was written about the upcoming CCS Lunch and Learn a family in a northern community in another province became aware of
the event. They made contact with me to discuss their desperate search for resources following the discovery that their young son had been exposed to SEIM. He had not only been exposed but had developed an addiction. Their call caused me to reflect on how scarce the professional resources are for children and families that are seeking support and recovery.

**Parental Involvement**

Dick Thornburgh, former attorney general for the United States was chair of the National Research Council’s 2002 study *Youth, Pornography, and the Internet* wrote the following,

> perhaps the most important social and educational strategy (to reduce unwanted and wanted SEIM exposure) is responsible adult involvement and supervision…adults must learn to teach children how to make good choices on the internet…they must be willing to engage in some difficult conversations (Thornburgh & Lin, 2004, p. 45 & 46).

Parents must also be willing to take responsibility for the fact that a significant percentage of unwanted exposure to SEIM happens in the home on unprotected computer equipment (Finkelhor et al., 2000 as cited by Escobar-Chaves et al., 2005). This problem is not just isolated to North America. Taiwanese researchers identified the lack of parental involvement in establishing internet controls both through software and parental presence (Tsai, Wei & Tsai, 2014). Similar results are reported from a 2006 study of urban and rural grade eight students in Alberta, Canada. The research indicates that only 16% of the students were aware of blocking technology to prevent the viewing of SEM and 17% indicted that their parents check the internet history (Thompson, 2006).
Parental involvement can make a significant difference in unwanted exposure to SEIM. In households that have pop-up/spam blockers and also those with filtering, blocking, or monitoring software on the home computer unwanted exposure is reduced. In a 2009 study, in households without protective software the exposure rate was 43% while in protected households it was 25 – 32% depending on the level of Internet security features (Ybarra et al., 2009).

Research with children ages 8-12 years was conducted in the Netherlands in 2004. Almost 50% of the children used the internet daily. 50% said they have felt disturbed by something they have seen on the internet with pornography being the most common issue (Soeters & van Schaik, 2006). Perhaps the most profound thought on this topic of parental involvement is not what we are protecting kids from but rather what we want to teach our children about sex, sexuality, the dignity of all human beings and the nature of intimate relationships. Parents have an incredible opportunity to influence the sexual attitudes and behaviours of their children through open, honest conversation with them (Darling & Hicks, 2002; Sanders & Mullis, 1988 as cited in Sanders, Deal, Myers-Bowman, 1999).

During my practicum and in the intervening time between the practicum finishing and the writing of this report I have had significant opportunity to talk with parents about how internet access is monitored in their homes. After a public presentation I had two moms speak to me about their adolescent sons. One of them said, “I’m sure my son hasn’t ever seen pornography online. If he had I know he would have told me.” Her friend gently chided her and said, “Our sons don’t tell us everything.” I encouraged the women to go home and begin a conversation with their sons about their online
experiences. Within a few weeks I ran into these same two women. In the middle of a busy shopping aisle the once confident mom shared that the conversation with her son had indeed revealed that he is not an exception to the statistics. He had been exposed both unintentionally and then volitionally. This is a reminder to me that the information I have is powerful and the platform to share is essential. Parents simply do not understand what is accessible, the impact of exposure on the development of their child or adolescent and how to prevent exposure.

**Effects of SEIM on Children and Adolescents**

In a grounded theory qualitative study conducted in Sweden, the informants (ages 16 -23) generally communicated that they feel that sexually explicit material (SEM) is everywhere (Haggstrom-Nordin et al., 2006). This created a sense for the young people that they are living in and having to navigate a new sexual norm. This sexual norm is one in which they feel they need to measure up to sexual expectations and demands for how they express themselves as sexual beings. In addition, they perceive that there are expectations for the types of sexual acts that they engage in. One area of interest is that the youth expressed some approval of the separation of sexual intercourse (friends with benefits) from intimate relationships while also holding beliefs that the production of pornography itself is exploitive. This provided young people with the dual feelings of sexual excitement and guilt (Haggstrom-Nordin et al., 2006). The results of this qualitative research match outcomes in quantitative studies as follows: Research indicates that repeated exposure to images of sexual behaviour will have a positive impact on the impression of that behavior over time and on sexual behaviour (Byrne & Osland, 2000 as
cited in Boies, 2002; Thornburgh & Lin, 2002 as cited in Flood, 2009; Peter & Valkenburg, 2008). A longitudinal analysis in one study showed that early exposure to sexually explicit material for males (average age 13.6 at baseline) predicted less progressive gender role attitudes, more permissive sexual norms, sexual harassment perpetration, and having oral sex and sexual intercourse within two years of the exposure. For females, early exposure predicted less progressive gender roles and having oral sex and sexual intercourse within two years of the exposure (Brown & L’Engle, 2009).

Further, a study of 18 year old Swedish high school students found that the male students who were identified as high users of pornography engaged in sexual practices that would not be considered “normal” for their age and maturation. These practices included: anal intercourse, sex with a friend and group sex (Haggstrom-Nordin et al., 2006). Flood (2009), also makes the point that adolescent experimentation with anal intercourse is increasing. He attributes this to the influence of SEIM.

Sexual preoccupancy has also been found to be a long term consequence of exposure to SEIM. The more SEIM the adolescent male is exposed to the greater the preoccupation (Peter & Valkenburg, 2008). Reflecting on many of the challenges presented by the client case of Jason one can understand the long term nature of sexual preoccupancy. His insistence on having his sexual desires responded to and compulsivity in terms of pornography seeking demonstrate sexual preoccupation.

There is concern that exposure to SEIM may negatively impact beliefs held by adolescent males about the value of women. Specifically, the concern is that women would increasingly be seen or valued as sex objects – viewing them for the sexual appeal of their appearance and their ability to meet the needs of males as sexual playmates (Peter
& Valkenburg, 2009). Peter and Valkenburg (2009), found that exposure to SEIM was both a “cause and a consequence” (p. 425) for male adolescents of seeing women as sex objects. Further, it was noted that the greater the exposure to SEIM the stronger the beliefs held and also the stronger the beliefs held the greater the exposure. This leads us to the research on sexual violence.

Perhaps the most troubling impact of pornography on children and adolescents is its influence on sexual violence. There is consistent and reliable evidence that exposure to pornography is related to male sexual aggression including harassment against women (Flood and Hamilton, 2003 as cited in Flood, 2009; Brown & L’Engle, 2009). As noted in the Historical Perspective and Today’s Reality section of this report, Jensen (2007) points out that the level of cruelty and degradation of women is sharply increasing and all the while the perception of pornography as being mainstream is rising. This puts our boys and young men (and all others too) in a very precarious position in terms of their view of women (p. 16 & 17).

Although there is no specific research related to children and youth and violent views or actions related to SEIM, there is correlational data from a Canadian study (Check, 1995 as cited in Flood, 2009) that links the frequency of boys’ consumption of pornography and their agreement with the idea that it is acceptable to hold a girl down and force her to have sex. This research is indirectly challenged by McKee (2010) who asserts that age of first exposure to pornography does not correlate with negative attitudes towards women. He further states that there is no “automatic” negative result for children and adolescents when they view sexually explicit material (p. 24). McKee maintains that although more young people are viewing pornography than ever before, adult men
actually have increasingly positive attitudes towards women. This writer finds McKee’s work to be an anomaly amongst the reviewed literature. It is worth noting as a dissenting voice and taking into consideration. It definitely points to the fact that more research is needed on this topic.

The genre of SEIM is also of concern. In a New Zealand study, it was found that the largest group of Internet traders of child pornography are between the ages of 15 and 19 (Carr, 2004 as cited by Flood, 2009). This is a disturbingly curious finding. It begs research into why 15 to 19 year olds are looking at and trading child pornography. Could it have something to do with their sexual development being interrupted at a crucial point in their development? Many questions could be researched in relation to this issue.

As I concluded my literature review it became evident to me that there is a clear need for on-going research into the experiences of children and adolescents accessing SEIM. Due to ethical challenges it is difficult to gain access to young children who are consumers of SEIM. It would be a very powerful narrative study to explore with children ages 8-14 their experiences of viewing SEIM. Their perceptions about what they have viewed would be valuable information for researchers to obtain. In the absence of this type of research, it is important that adults who parent and work with children listen carefully to the stories they tell of their experiences of viewing SEIM. Although the world of pornography is becoming increasingly callous and disconnected it does not mean that the rest of the world needs to follow suit. Adults have a tremendous opportunity to demonstrate empathy and regard for others through how we relate to them. As I engaged parents and professionals through the public education aspect of my practicum it was clear that many function from a fear base when they are discussing
children and pornography and that this inhibits their ability to listen empathically to children who have been exposed. It also inhibits their ability to respond in a manner that is helpful. The need for public education is very clear.

FROM LITERATURE REVIEW TO PRESENTATIONS

The process of gathering data during my practicum was intense. I spent many hours in addition to the practicum hours reading, researching, listening to personal stories. I recall it feeling a bit like a treasure hunt. I would find one piece of information that would lead me to another. There came a point that I simply needed to take all of the information that I had gathered and synthesize it into a presentation format. This required sorting through what information was useful to me but not necessary for the presentation and what information I believed was most important for the audience to hear. A strength I brought into the practicum was my experience in public speaking and teaching. I was born a teacher. There was no doubt that I would be able to connect with my audience. The issue at hand was how to make the material accessible while respecting that it is in some ways an ethical minefield. What does one show in a pornography presentation that respects those that would be triggered by it? How does one communicate the depth and depravity of the pornography that is widely available in a way that can be comprehended by the most naïve audience member without creating trauma? Additionally, I personally needed to be comfortable with the content. Although I had previously taught parent education classes where issues of child and adolescent sexuality were discussed I had not become internally comfortable with talking publicly about intimate issues like masturbation, oral and anal sex. As I prepared to speak I practiced saying words that I
thought I might stumble over due to modesty. As I write this (July 2016) I am reflecting on my personal growth in this area. The content of what I learned during the practicum and since that time has become so integrated into my life and practice that this is simply no longer a concern. During the practicum I had two opportunities to speak on this subject.
“The Pornography Plague – Children, Adolescents & Sexually Explicit Internet Material”

The audience for my first presentation (CCS Lunch & Learn) was a mix of professionals (social workers, school counsellors, marriage counsellors, pastors, nurses and doctors) and lay people (parents, grand-parents). The event was sold out in advance with 200 tickets being sold. The format of the event was the group gathering for lunch and to hear a speaker. My main responsibility for the event was one hour of teaching. The format was lecture style with a power point presentation (see hand-out in Appendix 4). The teaching included: history, stories, statistics, and practical strategies for intervention. There was a short time at the end for questions from the audience. I also created a display table with available resources that participants could view and in some cases take with them. Following the teaching time, I positioned myself at the display table and spoke with participants who wanted to engage further on the topic.

“The Pornography Plague – What You Need to Know”

The audience for this second presentation was teachers, educational assistants, school counsellors and chaplains from the Saskatchewan Division of the Association for Christian Schools International. This conference was in Regina on October 23 & 24, 2014. I presented a 1.25 hour workshop on the afternoon of the 24th. This presentation was a revised version of what I had presented on October 8th, 2014. It was beneficial to have the two presentations within two weeks of each other. This allowed me to evaluate what had gone well at the first presentation and to revise what I was not pleased with.
The audience size was about 40 people. This allowed for a much more interactive presentation. An interactive presentation style is always my preference.

“The Pornography Plague”

In addition to the two presentations given I created a proposal for a workshop at the Saskatchewan Association of Social Workers spring 2015 conference. That proposal was accepted and advertised. Due to a personal health crisis that began in January 2015 I was unable to present at the spring conference. A significant difference in the proposed workshop in comparison to the two workshops completed was a focus on equipping social workers to have conversations with parents that would educate them about SEIM and then to provide parents with the skills and a framework to have conversations with their own kids about this topic. I am looking forward to a future opportunity to present this workshop.

CONCLUSION

The opportunity to complete my Masters of Social Work practicum at Christian Counselling Services significantly enhanced my professional practice skills and my personal development. The team at CCS (receptionist, public relations worker, book-keeper, counsellors and executive director) all willingly invested in and encouraged me. The goals and learning objectives of the practicum were successfully completed and in several areas exceeded. The opportunity to be seen within the community as an expert in the field of pornography impact could never have been predicted. This outcome was a result of the promotion that CCS did for their Lunch & Learn and the social reality and complexity of the highly publicized Jian Ghomeshi case and the Ontario government
releasing new sex education curriculum during my practicum. These two events sent researchers to the internet where the Lunch & Learn advertising and Star Phoenix article led them to me.

A reality that I continue to grapple with is that I do not really want to know all that I now know about SEIM, sexual trauma, and sexual addiction. It is clear to me however that this is an important trajectory that my life path is taking. A male colleague recently gave me a thank you note that in addition to other sentiments said that I am an expert at facilitating awkward conversations. This is a funny reality about me. I am able to engage tough topics. I am also able to sincerely maintain positive regard for others even when their behaviour is socially and/or legally unacceptable.

Social work as a profession will do well to view SEIM as an antecedent to many social problems. This report has not addressed how the creation and distribution of SEIM has many victims and negative societal outcomes. The victims include those who are used in the production of pornography – this includes people of all ages and races. As previously stated “celebrity culture” has meant that some have pursued involvement in the industry in order to become famous. For the most part “actors” are people who have been tricked or coerced into the industry and/or criminally assaulted in order to create images. An outcome of the creation and consumption of SEIM is sexual acting out. This results in sexual offenses against people of all ages. Sex trafficking and sex tourism are two examples of industries that are fueled by SEIM. In addition, the institutions of family and marriage can be victims to SEIM. SEIM can negatively impact family and marriage in a variety of ways. They include but are not limited to: financial loss (due to SEIM purchases on-line, on-line and telephone sex lines, and purchases of sex through
prostitution and sex tourism); marital breakdown; family disruption and lack of connection; anxiety; sleeplessness; conflict; and acting out sexually within the family. As Social Workers engage individuals and families in their own respective work areas knowledge about the symptoms of problematic exposure to SEIM and skills to assess and address the topic are increasingly necessary. The viewing of SEIM is an issue that will impact every field within the profession of Social Work. Social workers will do well to become familiar with the issue and be prepared to address it.

My own work as a registered social worker and community member has continued to include public education in the area of SEIM. Since the completion of my practicum, I have had many opportunities to speak to groups of moms, parenting seminars, teachers and students (grade 7-12). In addition, I have continued to pursue knowledge acquisition and further training. I attended the Set Free Global Summit on Pornography in Greensboro, North Carolina in April 2016. This was an opportunity to join 800 other interested people from 18 countries in hearing recent American statistics and 24 speakers on issues that relate to pornography and sexual addiction. I have also begun the American Association of Sex Addiction Therapist training. The AASAT training will take time to complete but will be a valuable addition to my knowledge and credentials.

I do not have grand plans for my future social work career. The health crisis which precipitated a year-long medical leave from the MSW program (January 2015-January 2016) has influenced how I experience life in the day to day and perspectives about my future. I am very content with my current work as a school counsellor (K-12) at Saskatoon Christian School and the work I am blessed to do in my private practice
counselling office. The scope of my work has broadened as a result of the practicum. It is thanks to my practicum clients, Jason and Kim, that I have expanded my counselling work to include sexual addiction. Sexual addiction is an unfortunate outcome for many of being exposed to SEIM. The two are inextricably connected. As a result of this I do have a passion and I believe responsibility to continue to educate anyone who will listen about how SEIM is impacting individuals and society. I accept invitations to speak on this topic whenever I can.

Dr. Mary Anne Layden received a standing ovation at the Set Free Summit (2016) when she said, “Silence is complicity – You (the pornography industry) will never have the comfort of my silence again.” This comment struck me profoundly the moment she said it. I am thankful that through this practicum I have gained and continue to gain knowledge that makes it possible for me to speak truth and knowledgeably listen to clients. I have gained my voice – I will use it.

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Counsellor aims to educate on ‘pornography plague’

Darlene Polachic
FOR THE STAR-PHOMICK

Counsellor aims to educate on ‘pornography plague’

Counsellor aims to educate on ‘pornography plague’

Counsellor aims to educate on ‘pornography plague’

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Counsellor aims to educate on ‘pornography plague’
Pornography, kids and sex education: what to do?

Porn industry the main sex educator of kids, says child advocate

By Daniel Schwartz, CBC News Posted: Nov 17, 2014 5:00 AM ET Last Updated: Nov 17, 2014 11:18 PM ET

More kids at ever younger ages are accessing pornography online, according to a range of international studies, but there's not much consensus about what, if anything, should be done by parents or teachers to address the issue.

Today in Winnipeg, a children's advocacy group called Beyond Borders will host a symposium entitled "Generation XXX, the pornification of our children."

- Winnipeg symposium looks at how porn is impacting kids

"The porn industry is the country's main sex educator of our boys and girls," says Cordelia Anderson, one of the experts scheduled to speak at the symposium, referring to the situation in the U.S.

"Young people have never had this ease of access to this type of material at this young of age," the founding president of the U.S. National Coalition to Prevent Child Sexual Abuse and Exploitation told CBC Radio. "This alone should encourage us to be talking about it and studying it."

Cathy Wing, the co-executive director of Ottawa-based MediaSmarts, another conference speaker, says "we really need to talk to kids from an early age, before they become exposed to online porn."

28% of boys look for porn at least once a week

In May, her group published the results of a survey that found 23 per cent of students in Grades 7 to 11 say they have searched out pornography online. Twenty-eight per cent of the boys said they looked for porn at least once a week.

- Sexting, pornography findings in youth survey a new warning
- MediaSmarts: Sexuality and Romantic Relationships in the Digital Age

As Wing observes, "there seems to be less of a stigma about looking for pornography, because everybody's doing it, than there is for looking for good information about sexuality."

Just eight per cent of the students surveyed said they had searched online for information about sexuality.

Of course, when it comes to viewing pornography there may be a discrepancy between what kids say they do and what they actually do.

A Spanish survey, for example, said that 53.5 per cent of Spanish youth aged 14 to 17 viewed online porn, while a poll by Opinium Research in June of 500 U.K. 18-year-olds had almost half saying that viewing pornography was typical by age 13 to 14.

Is porn damaging?
While almost half the U.K. teens said they saw nothing wrong with watching pornography, 70 per cent agreed with the statement that, "pornography can have a damaging impact on young people's views of sex or relationships." Just nine per cent disagreed.

- IPPR: Young people, sex and relationships: The new norms

"Porn can have both negative and positive impacts," says Alice Gauntley, a sex education activist and a student in gender and sexuality studies at McGill University in Montreal.

"It can reinforce sexist, racist and transphobic stereotypes and give us unrealistic expectations about sex and our bodies. But it can also be a source of pleasure and a means of exploring our sexualities."

But for young teens with no sexual experience, processing the porn on their screens may be quite a challenge. Gauntley argues, "it is necessary to equip teens with the tools they need to make sense of the erotic material they might come across."

Sex educators are concerned that young people are getting the wrong picture about sex from viewing online pornography.

As Wing points out, "you're not going to get realistic portrayals in the pornography industry. It's a business; everything is constructed, like all media."

She advises teachers and parents to, "make sure the kids understand that this is not reflecting reality, that it's a constructed reality that contains bias and it's there to make money."

**Fantasy, not reality**

Sex therapist Wendy Maltz says that while kids have a sense that they should view pornography as fiction, she doesn't think they do.

"That takes a lot of high-order thinking to maintain that, especially under the influence of sexual arousal. It can start getting blurry when there's an excitement associated with it."

Maltz, author of The Porn Trap: The Essential Guide to Overcoming Problems Caused by Pornography, says "the image is the reality on the internet."

She adds that you won't stop young people's curiosity about sex, but that it's important for them to know that curiosity is normal. "It doesn't mean you're sick if you found this stuff exciting."

But it bothers Maltz that, because of the prevalence of pornography, "kids are getting robbed of having their own sexual conditioning come from real-life romantic experiences."

She would like to see kids start getting a healthy sex education before they start viewing pornography.

**Getting educated about porn**

The questions is where should young people get that education?

Linda Kasdorf is studying the impact of pornography on children and youth for her social work degree at
the University of Regina, and she works at Saskatoon Christian Counselling Services. She says parents
have the responsibility not only to protect kids from pornography, but also to educate them about sex.

"Sexual intimacy is totally missed when kids view porn, and there's no way to prepare them to
understand that void."

Kasdorff argues when it comes to pornography, the education needs to begin with the adults. "Many
parents have no idea that their children can even access pornography, they're that naive."

She adds that, "parents needs to be taught how to talk about pornography with their kids, how to help
dissect experiences when kids are exposed to pornography."

But she also wants to see pornography become a component of school sex education programs. Those
programs should ensure that, "kids actually have trusted adults that they can talk to about things they're
curious about."

Gauntley would like to see a media literacy component on pornography, "because it encourages teens to
be critical thinkers — to be able to recognize the differences between sex in porn and in real life."-

Chris Markham, head of the Ontario Physical and Health Education Association, argues that sex
education is a shared responsibility for parents, schools and the community, while acknowledging that,
"parents are the first educators of their children."

Markham says the provincial curriculum should address the internet pornography issue and that this is a
pressing need for kids in Ontario, but his organization hasn't taken a position.

The Ontario curriculum for sex education dates from the 1990s, when internet porn was in its infancy
and before most of today's students were born.

- Ontario's sex-ed lessons need urgent overhaul says coalition

Do you think porn is negatively impacting
how kids learn about sex?

- Yes, it's everywhere
- No
- Only in the absence of proper sex education

Vote  View Results

APPENDIX 3
CHRISTIAN COUNSELLING SERVICES
PRESNTS
THE PORNOGRAPHY
PLAGUE
CHILDREN, ADOLESCENTS & SEXUALLY EXPLICIT INTERNET MATERIAL
LUNCH & LEARN with Linda Kasdorf

In this workshop we will learn about the prevalence of children and adolescents accessing internet pornography and the effects of such exposure on their emotional, sexual and spiritual development. Come ready to laugh and learn together. Expect to be saddened but also to leave with skills and knowledge that will positively impact the young people and families you work with.

Linda Kasdorf (BSW, RSW, MSW in progress) has been working to improve the livess of families since 1997. Linda’s masters course work has been predominantly in the field of the effects of sexually explicit internet material on the children and adolescents that view it. Linda has been providing counselling services to children and adolescents at CCS during her masters practicum. She has been the counsellor at the Saskatoon Christian School since 2010.

Please RSVP to CCS at 244-9890 or chcounselling@sasktel.net by October 2nd

$15 - EBENEZER BAPTIST CHURCH | 107 MCWILLIE AVE
11:30 AM - 1:00 PM OCT 8TH 2014

APPENDIX 4
The Pornography Plague

Presented by:
Linda Kasdorf (RSW, MSW in progress) of ThinkLife Empowerment Company

For:
Christian Counselling Services
p. 306-244-9890
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What's the BIG DEAL?
- Pornography is about our collective humanity – not about sexuality – rather about seeing within one another the sacredness of being human. (Linda Kasdorf)
- Wide spectrum of indicators that are causing concern and motivating research in 10 distinct disciplines or areas

Human Choice
Every time you make a choice you are turning the central part of you, the part of you that chooses, into something a little different than it was before. And taking your life as a whole, with all your innumerable choices, all your life long you are slowly turning this central thing into a heavenly creature or a hellish creature, either into a creature that is in harmony with God, and with other creatures, and with itself, or else into one that is in a state of war and hatred with God, and with its fellow creatures, and with itself. To be the one kind of creature is heaven; that is, it is joy and peace and knowledge and power. To be the other means madness, horror, idiocy, rage, impotence, and eternal loneliness. Each of us at each moment is progressing to the one state or the other.” C.S. Lewis

Pornography History
- Ancient Erotic Art – Greeks/Romans
- Printing/Film Making
- Playboy 1953 (North America)
- Adult Films in Theatres
- Video
- Shift from “soft-core” porn to easily accessible porn of any genre
- Internet/Hand-held devices

Is There an Agenda?
- YES!
- Integration
- Normalization
- Encouragement of female consumers
  > The Marketing of being like a “porn star”
- BIG BUSINESS – 10 billion annually in USA (2007) 54 billion profits worldwide (Hedges, 2009)
**Prevalence**

- 17% of 10 to 11 year old boys had unwanted exposure to SEM in the past year. 22% of 12-13 year olds, 26% of 14 to 15 year olds, and 30% of 16 to 17 year olds. (Wolak et al., 2007)

- 1% of 10 to 11 year old boys reported wanted exposure in the past year, 11% for 12 to 13 year olds, 26% for 14 to 15 year olds, 38% of 16 to 17 year olds (Wolak et al., 2007).

- In a study of Dutch adolescents ages 13 to 18, it was found that 71% of the males and 40% of the female participants had viewed SEM in the 6 months prior to their interview in the spring of 2005 (Peter & Valkenburg, 2006).

- "Pornography is wildly popular with teenage boys in a way that makes yesteryear’s sneaked glimpses of Penthouse seem monastic. For teenagers, pornography is just another online activity; there is little barrier to entry and almost no sense of taboo. Instead, pornography has become a natural rite and acceptable pastime... With no one telling them it’s wrong or inappropriate, it’s no wonder kids have become audacious in their consumption of pornography...by the time boys get to college, pornography is more than acceptable – it’s exciting." (Paul, 2005, Pg. 181)

**Today’s pornography...**

- Depiction of “frequent, glamorized and consequence free” sex. (Brown et al., 2002)

- Increasingly contains:
  - Control (coercion)
  - Cruelty (aggression)

**Consequences**

- Earlier onset of sexual experience

- Sexual preoccupation

- Sexual harassment perpetration

- Trivialization of rape
### Consequences
- Divorce of sexual relationship from intimacy
  - “Friends with benefits”
- Sexual pressure – expectations
  - Oral Sex
  - Anal intercourse
  - Sexual callousness
- Less progressive gender roles
- Anxiety
- Social Disconnection/Isolation
- Sleep Issues
- Shame
- Spiritual disconnection
- Excitement/Guilt Cycle
- Sexual Dysfunction

### God’s Word
Therefore, gird your minds for action, keep sober in spirit, fix your hope completely on the grace to be brought to you at the revelation of Jesus Christ. As obedient children, do not be conformed to the former lusts which were yours in your ignorance, but like the Holy One who called you, be holy yourselves also in your behaviour, because it is written “YOU SHALL BE HOLY, FOR I AM HOLY.” 1 Peter 1:13-16

Beloved, I urge you as aliens and strangers to abstain from fleshly lust, which wages war against the soul. 1 Peter 2:11

Finally, brethren, whatever is true, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, let your mind dwell on these things. Philippians 4:19

### Prevention
- “Education is the most powerful weapon which you can use to change the world.” Nelson Mandela
- Courageous Conversations
- Establish healthy privacy boundaries
- Internet & Smartphone
  - Limits / Supervision / Protection – filters

### Intervention
- Remain calm – breath!
- Pray – seek wisdom
- Maintain dignity
- Banish shame & guilt
  - yours & theirs!
- Act courageously
- Seek accurate information
- Ask clarifying questions
- Check history of devices
- Access external resources
- Apologize
- Redefine privileges
- Provide adequate supervision
- Pray for a washing of the mind
- Provide scripture to focus on